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Does “traditional” teaching method fulfil the needs for those
students who are diagnosed with learning disorders?

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ABSTRACT

Nowadays, it can be found in our classrooms diversity of all types, be it cultural, social or pedagogical. One of the main objectives teaching teams have, apart from facilitating students' learning, is to make students' learning process experience positive, rewarding and meaningful. On this ground, it is important to search for different techniques, methods and alternatives in order to motivate learners, especially concerning complicated subjects, for instance, the acquisition of a second language. However, this search is considerably significant when dealing with students with learning disorders, considering that they can have more difficulty to follow the class academic pace. Furthermore, learning disorders, apart from impacting their academic rhythm, they can also alter students' motivation and social relationships, especially during adolescence. Taking this into consideration, it is essential to adapt the materials and content of the syllabus, particularly in English, as well as promoting cooperative learning, since it will make them feel included, cared for, valued and therefore less lost. Thus, this paper proposes a teaching method based on the pedagogical instruments that could be carried out and the literature consulted on how to properly address learning disorders in the classroom, especially in Intermediate and Advanced Vocational Training and Educational Cycles. The implementation of this method would motivate learners and focus English as a dynamic, interesting but above all a significant subject, in view of the fact that they will be in permanent contact with different resources and content related to students' specializations.

Key words: Learning disorders, teaching methods, pedagogical diversity, teaching techniques.



RESUMEN

Hoy en día, se puede encontrar todo tipo de diversidad en nuestras escuelas, ya sea cultural, social como pedagógica. Uno de los principales objetivos que tiene el equipo docente, a parte de facilitar el aprendizaje de los estudiantes, es hacer que la experiencia del aprendizaje sea positiva, gratificante y significativa. Por ello, es importante la búsqueda de diferentes técnicas, métodos y alternativas para conseguir motivar a los estudiantes, especialmente en aquellas asignaturas que son más complejas, como por ejemplo a la hora de estudiar una segunda lengua. Sin embargo, esto es especialmente importante cuando se trata de alumnos con trastornos de aprendizaje, teniendo en cuenta que tienen más dificultad para seguir el ritmo académico de la clase. Además, estos trastornos, a parte de afectar a su ritmo académico, pueden afectar a su motivación y a sus relaciones sociales, especialmente durante la adolescencia. Teniendo esto en cuenta, es primordial la adaptación de los materiales y los contenidos del temario, especialmente en inglés, al igual que fomentar el aprendizaje cooperativo, ya que esto hará que se sientan incluidos, atendidos, valorados y, por lo tanto, menos perdidos. Por ello, este trabajo de final de máster va a proponer un método de enseñanza basado en los instrumentos pedagógicos que se pudieron llevar a cabo y la literatura consultada sobre como atender correctamente a estos estudiantes en el aula, especialmente a los estudiantes de ciclos formativos. La aplicación de este método haría que los estudiantes estuviesen más motivados y que enfocaran el inglés como una asignatura dinámica, interesante pero sobretodo significativa, ya que estarán en contacto permanente con diferentes recursos y contenidos relacionados a sus especializaciones.

Palabras clave: Trastornos de aprendizaje, método de enseñanza, diversidad pedagógica, técnicas pedagógicas.



RESUM

Avui en dia, es pot trobar tot tipus de diversitat a les nostres escoles, ja sigui cultural, social com pedagògica. Un dels principals objectius que té l'equip docent, a part de facilitar l'aprenentatge dels estudiants, és fer que l'experiència de l'aprenentatge sigui positiva, gratificant i significativa. Per això, és important la recerca de diferents tècniques, mètodes i alternatives per tal d'aconseguir motivar els estudiants, especialment en les assignatures més complexes, com pot ser a l'hora d'estudiar una segona llengua. No obstant això, aquestes tècniques i alternatives s'han de tenir especialment en compte quan es tracta d'alumnes amb trastorns d'aprenentatge, donat que tenen més dificultats per seguir el ritme acadèmic de la classe. Així mateix, aquests trastorns, no només poden afectar el seu ritme acadèmic, sinó que també poden afectar a la seva motivació i relacions socials, especialment durant l'adolescència. Tenint això en compte, és primordial l'adaptació de materials i continguts del temari, especialment d'anglès, així com fomentar l'aprenentatge cooperatiu, atès que farà que els alumnes es sentin inclosos, atesos, valorats i per tant, menys perduts. És per això que aquest treball de fi de màster proposa un mètode d'ensenyament basat en els instruments pedagògics que es van poder dur a terme i la literatura consultada sobre com atendre correctament a aquests estudiants a l'aula, particularment als estudiants de cicles formatius. L'aplicació d'aquest mètode faria que els estudiants estiguessin més motivats i enfoquessin l'anglès com una assignatura entretinguda, interessant, dinàmica però sobretot significat, donat que estaran en contacte amb diferents recursos i continguts relacionats amb les seves especialitzacions.

Paraules clau: Trastorns d'aprenentatge, mètodes d'ensenyament, diversitat pedagògica, tècniques pedagògiques.



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1. Introduction

As we may know, all students are unique and unrepeatably. Because of this, we can find all type of diversity due to the students' background, as their language or parental support or motivation, students' personality, as their interests, likes or learning modalities, and students' culture, as their beliefs or ways of thinking (Soler, n.d.). It is well known that teaching and learning methods can have an impact on students' engagement. Nevertheless, traditional teaching methods do not seem to be effective for those students who are diagnosed with learning disorders and it can be responsible for today's high number of lower school attendances and lack of motivation.

This demotivation is highly visible especially in higher education and in the studies of intermediate and high level vocational training, since in these type of classrooms there is a high dropout rate among students. For instance, in Salesians de Sarrià, which is a school of intermediate and high level vocation training and where I did my practicum, the classrooms are normally composed by a maximum of 32 students and there are between 15.62% and 18.75% of students who decide to drop the course in the first half of the academic year. Moreover, this percentage tends to increase at the end of the course.

Bearing all this in mind, there is a need to find or create new teaching methods in order to fulfil the needs of all students, either with learning disorders or not, since as reported by UNICEF, "all children deserve the opportunity to learn in ways that make the most of their strengths and help them overcome their weaknesses" (Unicef, 2001:1). Hence, all teachers should strengthen students' aptitudes and capacities and try to overcome students' weaknesses but also they should facilitate students' learning process, particularly to those diagnosed with learning disorders, as well as to take these students into account when preparing the content and materials of the syllabus, especially in English subjects, with a view to avoid frustration, demotivation and academic failure.

Taking this into consideration, primary, secondary and professional schools follow a plan to address this diversity, considering that nowadays there is a greater knowledge about learning disorders than years ago. Thus, most school centres implement different

types of practices, aids and alternatives to attend this diversity appropriately. For instance, some of the most significant practices are the psychoeducation and psychological and pedagogical monitoring. However, it is important to not stop creating new practices, along with learning from both effective and ineffective past practices, in view of the fact due to the continuous changes society is living, innovate is overriding.

In light of this, in this dissertation I present a teaching method based on the literary review done about learning disorders diversity and how to manage them in class. Besides, the teaching method I present is also based on the observation of students I did in my practice school centre, as well as on tests and questionnaires that students should have been performed before and after applying the method. Hence, I combine both quantitative data, as the surveys, and qualitative data, as the observation period and tests. The teaching intervention included in this dissertation was developed in the English subject of the studies of Microcomputer Systems and Networks, which is a qualification that is offered in intermediate and high-level vocational training schools.

2. Objectives and research questions

The main goal of my paper is to explore the effectiveness of traditional teaching methods in students diagnosed with learning disorders in intermediate and high level of vocational training.

From this investigation, I will answer the following research questions:

- Do traditional teaching methods comply with the needs of learners with learning disorders?
- Are students with learning disorders more prone to be demotivated?
- Do learning disorders affect a second language acquisition?

Bearing the main goal and the research questions in mind, the objectives dealt in my paper are the following:

- To explore through the literature review how to treat and teach students diagnosed with learning disorders.
- To examine the teaching and learning practices carried out in vocational schools to attend diversity.
- To propose an effective teaching method which aims at improving the learning outcomes and motivation of all students in English class, especially the ones with learning disorders.

Finally, the last objective related to the teaching method leads to the following one:

- To achieve more interaction between students and teachers, as well as to promote this interaction among students, since learning disorders can make social interaction difficult.

3. Theoretical framework

The theoretical framework of this paper is divided in four different parts: first, there will be a focus on the concept of diversity and the different types of it. Secondly, the most common learning disorders will be explained, alongside with their symptoms. Thirdly, there will be a focus on how Spanish and Catalan secondary and professional education deal with students with learning disorders. Finally, the last section will concentrate on learning disorder's impact when it comes to learn a second language.

3.1. Attention to diversity

3.1.1. Classroom diversity

Nowadays, it can be found all type of diversity in classrooms. According to Gómez (2005), two of the essential factors of this diversity are the sociological factors and the psychopedagogical ones.

On the one hand, regarding the sociological factor, immigration should be highlighted since it has caused a social upheaval, influencing also other areas as employment,

economics and education. Thus, in classrooms it can be found students who do not know our language or who live in social disadvantaged situations (Gómez, 2005, p.200). As reported by Sanmartín (2019), in accordance with the statistics on non-university education from the Ministry of Education and Vocational Training of Spain (2019), the graphs reflect that since 2001/2002 foreign students began to increase rapidly until the crisis years. In 2011/2012 the highest number of foreign students was reached, specifically 781.236 students and since then the number began to decrease, until 2015/2017 that it has grown again steadily until 2019 that has increased to 47.622 students, 6.3% more than in the previous. Therefore, it can be found learners who have significance curricular gaps (Gómez, 2005) and who will have difficulties concerning different aspects of language, particularly in Catalonia since it is one of the territories with most migrant students, particularly 13.9% (Sanmartín, 2019). Moreover, regarding the sociological factor, it must also be taken into account the socio-cultural and economic context that surrounds the country, for instance children who come from dysfunctional families or families with social integration problems (Gómez, 2005, p.202).

On the other hand, regarding the psychopedagogical factors, these are derived from the differences in the intellectual capacities of each student, their motivation to learn, the academic and professional interests, as well as the teaching and learning styles (Gómez, 2005, p.202). In addition to this, regarding this factor in particular, it is important to mention students with learning disorders considering that this paper will deal with this specific topic.

Bearing all this in mind, it is uppermost that both society and the educational field take this diversity into account when teaching, as well as how to treat it, since if this diversity is not properly attended, it might lead to students' demotivation which can eventually result in school failure. For this reason, in the last few years, the attention to diversity has become a very important topic research in terms of papers published, seminars congresses and research (Gómez, 2005, p.199). However, the truth is that teachers, regardless the level of education they are teaching, keep finding this issue a real challenge, whose teaching role is full of doubts and concerns (Gómez, 2005, p.199), especially regarding the teaching of students with learning disorders in view of the fact that there is no specific technique nor method to deal with this diversity in classrooms. Thus, there is no pattern or methodology to follow, but the teaching team, through

experience and learning by trial and error, as well as through the application of training courses for teachers and psychological support, enriches its methodology gradually by alternating different tactics for the purpose of achieving all students' academic success. With this in mind, it must be fostered the inclusion of all type of students, regardless the type of diversity, since dealing with the attention to diversity is to deal with the quality of education as well as social (Rodríguez in Gomez's, 2001, p.203).

3.2. Learning disorders and disabilities

When it comes to learning disorders (LDs), it is important to take into account the definition of it before going deeper. According to Vidyadharan and Tharayil (2009, p.1):

“Learning disorders are a group of neurodevelopmental disorders that manifest during formal schooling, characterized by persistent and impairing difficulties in learning foundational academic skills for reading, writing, and (or mathematics). These are diagnosed when there are specific deficits in an individual's ability to perceive or process information efficiently and accurately. [...] and it occurs in students irrespective of their mother-tongue or medium instruction”

However, in order to understand them better it is important to bear in mind the difference among learning difficulty, learning disorder and learning disability since they are often confused and some of them are treated differently. Therefore, on the one side, according to Vidyadharan and Tharayil (2019, p.1):

“Learning difficulty is a mild form where the child has only mild difficulty in particular areas such as reading or writing, and on standardized testing of achievements may not be substantially below the expected level, whereas in LD the child has substantial difficulty and is evident on standardizes testing, and the difficulty can be overcome to a significance extent by remedial education”

On the other side, learning disability occurs “when the child has severe difficulty in particular areas that are evident on standardized test of achievement, and in spite of adequate therapeutic efforts there may not be any significant improvement” (Vidyadharan

& Tharayil, 2019, p.1). Nevertheless, as it has been previously mentioned, many doctors tend to relate learning disability with learning disorder considering that “the terminology of learning disability has not entered into any official diagnostic system” (Vidyadharan & Tharayil, 2019, p.2). Hence, this relation is often found in different educational projects. With this in mind, throughout this paper, the terms learning disability and learning disorder will connote the same.

Some of the most common learning disorders that can be found in classrooms are dyslexia, attention deficit disorder with or without hyperactivity (ADD or ADHD), dyscalculia, non-verbal learning disorder, and specific language impairment (SLI). Nevertheless, this paper will deal with dyslexia, attention deficit disorder with or without hyperactivity and specific language impairment since the teaching method presented in the paper will be aimed to students diagnosed with these particular disorders. In light of this, it is uppermost to know and understand the definition and characteristics of each disorder for the purpose of creating a teaching method that fulfil their needs, specifically in English class, as well as to detect possible LDs, considering that the number of students with LDs in classrooms tends to increase since some students present these characteristics but they are not officially diagnosed.

3.2.1. *Dyslexia*

According to Rello et al. (2018), dyslexia “is a specific learning disorder with a neurological basis [...] (and) it occurs in children who, despite conventional classroom experience, fail to attain the language skills of reading, writing, and spelling commensurate with their intellectual abilities” (p.1). In relation to its origin, dyslexia can be caused because of genes and hereditary, brain anatomy or brain function (Pierlow, 2019). Regarding dyslexia’s degrees, according to Boder in Jiménez’s, there are three subgroups in a group of dyslexic subjects based on the pattern of errors made in word reading and writing tasks under two conditions, with and without a time limit. These subgroups are the following:

- Dysphonic dyslexic: Learners present problems in phonological processing, specifically in the integration of letters and sounds. They tend to read words globally, thus they cannot read unknown words for them.

- Dysentetic dyslexics: These learners have greater difficulty when recognizing the words as a whole. Hence, they had difficulties in reading the words globally. They read the words decoding them phonologically, as if they were all unfamiliar to them. The errors made by these subjects are plausible errors due to the constant use of phonological decoding.
- The last group is characterized by subjects who show a mixed pattern of errors between those shown by the “dysphonic” and “dysentetic” ones. Thus, they have difficulties both in performing the phonological decoding and in reading the words as a whole (2012, p.38)

When it comes to the way dyslexia is being attended in schools, it must be applied psychoeducation, school adjustments and specific attention (López, n.d., p.12). On the one side, psychoeducation will be essential for these students since it will help them to know and learn different aspects of their learning disorder, for instance some of the symptoms they can endure and how to manage them. Therefore, this knowledge will prevent students from feeling inferior than the rest of students, as well as to understand their mistakes and behaviour better. On the other side, specific attention and school adaptations are based on the adaptation of the material, content and assessment, considering that it will not be the same to evaluate a student without disorders than a student with dyslexia.

Account taken of all above, it can be found in classrooms students diagnosed with different degrees of dyslexia. Thence, it is essential that the entire teaching team observes and analyses all students to detect possible evidences, in view of the fact that an early diagnostic will prevent future language complications. In addition to this, this observation is crucial since dyslexia is usually related to students' lack of attention, therefore students' academic performance can be affected.

3.2.2. *Attention deficit disorder with or without hyperactivity*

Another disorder that prevents effective learning is the attention deficit disorder with or without hyperactivity (ADD or ADHD). According to Pfiffner and DuPaul (in Malmqvist 2018), “attention-deficit/hyperactivity disorder is considered to be a biologically based, educational disability that is treatable but not curable by treatment” (p.1). Therefore, an early diagnostic, as in the case of dyslexia, will help students to have

a better prognosis and treatment. However, as Pfiffner and DuPaul (in Malmqvist 2018) state further on “ADHD is a disruptive behaviour disorder typically involving a lot of verbal and physical aggression” (p.3) and therefore, as Schnoes’s report shown, “43% to 93% of children with ADHD have conduct disorder or oppositional defiant disorder” (Schnoes in Malmqvist’s, 2018, p.3).

From this perspective, depending on the degree students are diagnosed, a treatment based on psychotropic medication is used to control behavioural and emotional instability. However, many of these treatments have been questioned to this day because the effects are not the same for all students since, according to Meerman (in Malmqvist’s 2018), some of these medications are not helpful to all these students in the long run. With this in view, it would be positive for these students to work on social relations in class considering that students’ social skills and emotional stability would be favoured, as well as group cohesion, since they will foster empathy and respect. Moreover, it is uppermost to mention that the use of these medications does not mean educational success (DuPaul & Weyandt & Janusis in Malmqvist’s, 2018, p.4). Consequently, teachers should try and innovate different tactics and alternatives in order to make these students feel comfortable in class, thus guaranteeing their focus attention.

Regarding ADHD symptoms, as reported by Ghani, some of the most common are “difficulty in concentration, failure to follow instructions, difficulty thinking before acting, moved unreasonably and they seem unable to sit still for a long time [...] as well as, difficulty in socializing with other students” (Ghani, 2014, p.133). With this in mind, when it comes to observe in the interest of diagnosing this LD in particular, it is easier to notice these characteristics, since they are pretty visible, especially the ones regarding non-verbal communication. Thus, teachers should regard and analyse them before penalizing their behaviour.

Concerning the process of learning, ADHD can affect memory and linguistic area, especially reading, since they tend to omit words and to have a poor reading comprehension and writing, in light of the fact that they usually present grammatical errors, as well as a patent dysgraphia, which results in writing disorganized texts (López, n.d.).

Regarding the way ADHD is attended in schools, as in the case of dyslexia, the school has to apply psychoeducation, behavioural management in the classroom and psychopedagogical support (López, n.d., p.45). On the one side, behavioural management in the classroom will be relevant since, as mentioned above, students with ADHD have difficulty in paying attention, especially in long periods of time. Thus, teachers should try different techniques to increase student's attention span. On the other side, the psychopedagogical support will allow students to have a better academic and behavioural adaptation by means of an individual programme designed by specialists (Fundació CADAH, n.d.:8).

Consequently, taking global and academic difficulties into account, it is fundamental an appropriate adaptation of the methodology considering that a poor adaptation of it, as well as a poor knowledge of this LD, particularly concerning behaviour, will affect their academic performance and motivation. Hence, these symptoms can be more altered, especially in subjects in which students are not interested in.

3.2.3. *Specific Language Impairment*

When it comes to specific language impairment (SLI), according to Buil, Esteller, Valera and Aguilar, it is a disorder in the comprehension and / or expression of oral language, at the level of acquisition and development, in the absence of: cognitive deficit, hearing deficit, psychopathological problems, socio-emotional adjustment difficulties, neurological deficits or verifiable brain damage (2018, p.5). Bearing this in mind, they present problems both in expression and comprehension of the different components of the language. For instance, depending on the learning disorder degree students have, they will present narrative problems, as poor narrative understanding, as well as grammatical deficit. Consequently, these learners tend to omit articles and have problems with compounds sentences (López, n.d.).

Regarding social competences, in line with Yew and O'Kearney (in Buil et al, 2018; p.4), having language difficulties may be associated with poor management of social skills. Thus, this can lead to social deficiencies which can result in having difficult psychosocial functioning. This theory is supported by the study carried out in 2018 by Buil et al. to 36 students from Logroño, in which they explored the impact of this disorder

in social skills in preadolescence. This research showed that students with SLI have less ability to interact with their classmates and adults in different areas, together with having less ability to make decisions and work properly in group work (Buil & Esteller & Valera & Aguilar, 2018, p.13). Taking this into account, interaction among classmates should be promoted, for instance by means of cooperative learning, since it would help these students to further enhance their skills and abilities, along with improving them. Therefore, it would be favourable that these students do individual tasks in pairs, this way they will bolster both social skills and positive academic results.

Bearing in mind all these learning disorders, school failure has been closely related to these students, especially during compulsory secondary education. In previous years, the teaching team did not adapt its methodology when teaching students with LDs due to the lack of knowledge about them. Therefore, a homogenizing educational methodology was applied in primary and secondary education (Gómez, 2005). For this reason, students with LDs lost interest in continuing training academically, as well as they could have had a low self-esteem and affective and anxiety disorders as a consequence of a poor adaptation of the academic curriculum (Sant Joan de Déu, learning disorder's section, n.d.:3).

With this in mind, these learners have been labelled as students without interest or motivation in academic training. Thus, during compulsory secondary education, these students have been oriented to study intermediate and advanced vocational training and educational cycles since as Palacín states (in Ibáñez's, 2014:4), vocational training is a dead end to which students with learning disabilities are derived. Therefore, it was thought, and continues to be thought today in some schools, although to a lesser extent, that students with LDs are not capable of studying university studies, as baccalaureate or a university degree. In view of this, the majority of these students have been academically misdirected considering that society and schools made them believe that they do not have enough capacities to study what they want. Consequently, these learners have more chances to drop their training cycles since, taking into account the study on professional challenges in Catalonia carried out by Oscar Valiente (in Ibáñez, 2014:2), 42.3% of students choose to study vocational training, but only 50% of these students finish it.

For all these reasons, it is essential to adapt the teaching methodology, both in primary and secondary education, in order to facilitate and expedite students' learning, as well as

to avoid school failure and demotivation. Therefore, one of the most important roles of the teaching team is to know their students for the purpose of applying different tactics or even creating new methodologies until they find the effective and the adequate one. Consequently, all students will learn at the same pace. Moreover, as it has been mentioned above, early intervention is crucial to treat these disorders properly since this will prevent, or reduce, future difficulties regarding the academical field. From this perspective, the use of protocols, rubrics, positive reinforcement and pedagogical and psychological support will be crucial for the academical development of these students.

3.3. Learning disorders in Spanish and Catalan secondary and professional education

In this section there will be a focus on how secondary education and especially professional schools take this diversity into account when teaching, particularly in Catalonia. Before developing this point, it is important to know the amount of students with learning disorders that are in Spain and Catalonia's classrooms with the objective to know to what extent this adaptation has to be carried out.

According to Lozano (2018, p.29), since the early 1990s there has been a considerable increase in the diagnosis of students with learning difficulties in Spain, particularly from 1-3% of the school population in the 1970, to 5.6% since 1990s until today. This increase has been also sustained by Sant Joan de Déu Hospital's studies which shown that learning disorders affect between 5% and 15% of the population (Sant Joan de Deu, n.d., learning disorder's section, para.2). Taking this into consideration, new programmes and tests are being created to detect LDs during childhood, since as previously stated, an earlier diagnosis will allow students to have more opportunities to improve their learning.

The results of the fourth Faro report (2010), executed by the Observatory of Health of Children and Teenagers, showed that in Spanish primary and secondary education there are at least two students with LDs. It also showed that in Catalonia there are minimum 57.000 students with LDs and in the rest of Spain 385.000 and the most frequent ones are dyslexia, which affects between 5% and 17% of students, and hyperactivity, which affects between 8% and 12% of children (EFE in La Vanguardia,

2010, para.1). Taking this data into account, it supports the fact of adapting and creating new methodologies, along with applying educational aids to deal with this considerable diversity properly. Moreover, as Lozano states (2018), more financial resources are needed, for instance to implement the co-teaching method, since the reinforcement, orientation and support programmes that were being provided until 2013 were cut due to the economic crisis that began in 2008.

Having explained this, nowadays in terms of education, the Spanish are governed through the “Organic Law 8/2013, of December 9”, for the improvement of educational quality that changes the Diversification Programmes in Compulsory Secondary Education that were studied in 3rd and 4th grade, to improvement Programmes and performance in the first cycle, that is 2nd and 3rd grade (Lozano, 2018, p.29). These programmes are considered measures of attention to diversity aimed to those students who require a specific methodology through the organization of content, practical activities and different subjects from those established in general, thus students can take the fourth course by ordinary means and obtain the Secondary Education Certificate (Lozano, 2018, p.29). Besides, the educational team should propose the programme’s incorporation to the students’ families only if these students have repeated at least one school year, or when they do not meet the minimum requirements to promote to the second year once they have completed the first year of Compulsory Secondary Education (Lozano, 2018, p.29).

When it comes to Catalonia, basic measures have been taken to adapt to student’s diversity. For instance, students with LDs have more time to take exams and those with ADHD receive more constant supervision from the educational team (Sans in La Vanguardia, 2010, para.11). Furthermore, different measures and initiatives have been recently extended in order to address different types of LDs as, for example, DUA, “disseny universal per a l’aprenentatge” in Catalan, which raises the need to design flexible and personalized activities, tasks and content according to the reality of each classroom (Generalitat de Catalunya, School curriculum & orientation section, n.d., para.2).

Other measures to prevent school failure of these students are curricular adaptations, as PI, “Pla de suport Individualitzat” in Catalan, which includes set of aids,

supports and adaptations that the student may need at different times and school contexts (Cruz, 2009, para.3) and organizational and significant curricular adaptations, for instance the co-teaching programme. Moreover, an observation protocol has been created to detect dyslexia since students who present symptoms but they are not diagnosed are treated as the rest of the students, thereby no material adaptation is performed. Furthermore, regarding university studies, Catalonia has non-ordinary courts of university admissions test for those students who are diagnosed equal or higher than 30% of any learning disorder, as dyslexia or ADHD (Consell Interuniversitari de Catalunya, n.d.). Therefore, this will promote students' intention to continue studying, as well as the inclusion of these students in university and professional careers.

Regarding professional education, as the school that the present dissertation is studying (Salesians de Sarrià), they have an Attention Diversity Plan executed and coordinated by all members of the educational community. This plan includes the actions and supports that students with learning disorders may need throughout the school year. Concerning Salesians de Sarrià, according to its Attention Diversity Plan (2014), the school centre incorporates tools and measures to detect LDs diversity, as well as individualizing the learning processes to adapt the requirements and characteristics of each student. To accomplish this, they use different methodologies, prioritizing the basic contents and adjusting the learning timings.

When it comes to the tools they apply to attend this diversity, one of them are the interviews, which are an effective tool to detect student's needs. These interviews can be initial interviews, which are carried out at the beginning of the school year to welcome students and know about possible difficulties they could have, follow-up interviews, which facilitates the self-analysis of student's educational process, interviews with student's parents, which coordinate family and school's actions in the educational process of the student, and the end of the school year interviews, in which tutors and students comment on the general results of the whole school year (Attention Diversity Plan, 2014). Moreover, different meetings are carried out by departments depending on the time of the course, for instance, the pre-evaluation, assessment and periodic follow-up meetings applied both in baccalaureate and intermediate and higher vocational training (Salesians de Sarrià, 2014) in order to analyse and ensure that all learners progress.

In relation to the special attention measures for students with specific and educational needs, the school proposes to establish attention and reinforcement spaces based on the possibilities of the teaching staff, as well as the organization of the department. Other measures are the individualized plans (IFIS), which means to reduce the number of subjects in order to assure student's academic success, and individual reinforcement, along with improvement and follow-up contracts. In addition to this, regarding students with dyslexia, they have more time to take exams, teachers do not account for misspellings and additional exercises are given to them to help them to improve the language (Attention Diversity Plan, 2014). Additionally, learners with LDs have a psychological support throughout the academic year, since as mentioned above, these disorders may have a negative impact on students' social relations, thereby they may affect their emotional stability.

3.4. Learning disorders when it comes to learn English

When it comes to learn a foreign language, particularly English, students who have difficulties regarding comprehension, hearing, writing and oral expression in their L1, tend to have a higher degree of difficulty when it comes to learn a second language (Martín, 2020). Therefore, students with LDs have more possibilities to present difficulties in all English skills since they do not have a correct command of their L1.

Regarding students with dyslexia and specific language impairment, as it has been mentioned in section 3.2., they present problems both in the phonological and lexical field in their L1 while students with ADHD present more problems particularly on the lexical one. Therefore, these problems will be more visible when learning English considering that English has a deep orthography while Spanish has a shallow one. In Spanish, the speech sound is encoded and each letter represents a sound, thus what you see is what you hear. Consequently, there tends to be no problem when pronouncing unknown words. However, in English, each letter represents several sounds, hence there will be more difficulties to pronounce unfamiliar words (Balachandran, 2019). Some instances of the English deep orthography are the word *cone* and *pot*, in which the letter 'o' represents both /ou/ and /o/, and the word *cup* and *pencil*, in which the letter 'c' maps both the sound /k/ and /s/ (Balachandran, 2019).

Moreover, as reported by Balachandran (2019), in English it can be found words in which spelling can change the morphological meaning, but they are pronounced differently, for instance, the suffix *-ed* that indicates past tense is pronounced different in the words painted /ed/, played /d/ and liked /t/ since they all have different phonemes. Consequently, this will hinder the acquisition of new words, especially for students with SLI since they have difficulties when understanding new concepts, along with having troubles on the recognition of the words they are familiar with. Moreover, both dyslexia and SLI disorders will also affect the acquisition of new sounds since they have difficulties in establishing a relation between grapheme and phoneme (Martín, 2020).

With this in mind, in all LDs the lexicon will be clearly afflicted since they tend to omit words, particularly the ones with ADHD, make spelling errors, along with having problems regarding the pronunciation of the words. Moreover, teachers should emphasize on grammatical structures, since English grammatical structure does not follow the same pattern as the Spanish one (Martín, 2020), particularly for students with dyslexia and SLI, in view that they have more difficulties regarding grammar than ADHD students. For this reason, they present difficulties when making sentences, as when analysing them.

Moreover, regarding vocabulary, according to Martín (2020), learners with dyslexia have difficulties in learning basic English concepts, for instance, colours, seasons, days of the week, letter or numbers due to the difficulties they present with encoding in long-term memory, retention and retrieval of information (Jiménez, 2012, p.104). Besides, as mentioned above, learners with ADHD also have difficulties when memorizing new words due to the lack of concentration. With this in mind, the process of acquiring new vocabulary will be slow since they will need more reinforcement and support than the rest of the students. Moreover, concerning students with ADHD, lack of concentration may become more visible when learning, considering that it is a complex language, there will be more possibilities for them to easily distract and feel insecure, particularly if there is no adaptation for them when explaining the content. Regarding the emotional side, emotions can be altered in SLI since, according to Alaló and Fresnillo (2015), these learners do not have the same cognitive-linguistic benefit as the rest of the students when learning English. Thus, by not being able to follow their classmates' pace, their self-confidence will be affected, as well as their sociometric status.

Taking into consideration the above-mentioned points, the fact that students with LDs cannot become bilinguals, has become widespread. However, this thought is erroneous since, in accordance with Lombardo (2017), the latest researches have shown that students with LDs who are exposed to two languages tend to recover language function more successfully since bilingualism creates richer and varied neural connections which enhances student's cognitive development. Therefore, students with LDs can become bilingual, however the acquisition will be slow.

Consequently, there should be a more concrete adaptation of the methodology when it comes to English. Besides, English teachers should apply different techniques and procedures as a way to ensure positive academic results when it comes to students with LDs. For instance, the teacher should apply constant repetition of the instructions and explanations when teaching, since it would help students to facilitate their understanding, prevent students of feeling lost and to memorize the concepts much faster.

Furthermore, teachers should explain the content by using different visual aids, especially to highlight important ideas, for instance, using projectors, different colours, or pointing out with the finger or a laser point what they want to emphasize (Rief, 1999, p.60), along with promoting pictograms, mental maps and illustrations (Martín, 2020). In this way, learners can avoid being distracted, they can follow instructions efficiently and they can memorize the concepts more rapidly.

Additionally, it is important to highlight that teachers should allow students to move freely around the class for short periods of time when doing activities, especially the ones with ADHD considering that they are easily excited (Rief, 1999). It is also important to promote the use of computers in class considering that it allows a greater autonomy for students to decide the pace and sequence of study, therefore the learning process is more flexible and students will organize themselves in a more logical way (Jiménez, 2012, p.238). Thus, the use of English interactive activities is an effective tool to improve different areas of the language, as pronunciation and intonation (Martín, 2020).

All things considered, teachers have the role to teach English in a significant and dynamic way with the objective of motivating students in view of, as it has been seen

above, they will present errors in different areas of the language. Therefore, constant positive reinforcement will be crucial for students with LDs, considering that it is the best behaviour management strategy, as it generates respect and self-confidence in class (Rief, 1999). Consequently, teachers should also adapt the assessment in English class, in addition to being patience in view of the fact that the knowledge acquirement process will be slower than in other subjects.

4. Methodology

Taking into account the academic adjustments that have been made over the years, there is still a high number of academic failure followed by lack of motivation, especially in professional schools. An example of this is Salesians de Sarrià, where despite having an Attention Diversity Plan, there are still between 15.62% and 18.75% of school failure in each class during the academic year, particularly in Intermediate and Advanced Vocational Training and Educational Cycles. Therefore, it is necessary to create a teaching method that comply with the needs of all students, with or without LDs. Before presenting this methodology, it is important to contextualize in detail the students and school where it will be applied.

4.1.Contextualization and participants

The school centre where this teaching unit will be applied is Salesians de Sarrià, a semi-private professional and religious school, which follows the Christian principles of Don Juan Bosco, located in Sarrià's neighbourhood, Barcelona. Regarding the educational stages, this school offers intermediate and high-level vocational training, baccalaureate and programmes of labour formation and insertion. It is important to point out that Salesians de Sarrià is one of the schools with a large number of students in Catalonia, particularly 1.200 students. Thus, there is a great variety of students, both in cultural and pedagogical aspects.

Regarding the participants and the course where the teaching methodology will be executed, this will be the Microcomputer Systems and Networks Formative Cycle of Average Degree. This cycle is composed of three different groups: M1IN1, M1IN2 and

M1IN3. However, the teaching method will be applied just in M1IN3, specifically in “Anglès Tècnic” subject. This group is composed of 32 six students. Nevertheless, six students dropped out the course throughout the first months of the course. Therefore, the class is composed of 26 students. Regarding the subject, it is taught once a week, specifically two hours straight on Mondays. In this subject, students learn vocabulary related to technology, particularly computer science terminologies and applications, for instance, computer programmes, web page design or graphic design vocabulary. In order to do so, students have a student’s book in which includes the vocabulary mentioned previously and exercises in order to put this computer language into practice. Additionally, the teacher also prepares on her own different worksheets for the purpose of practicing and expanding computer language. With this in mind, grammar is not often taught. However, if necessary, the teacher reviews specific verb tenses considering that most of the students have a poor level of English. Hence, she includes grammar exercises in the worksheets occasionally. In light of this, the subject is more theoretical than practical.

Concerning student’s diversity, it can be found a diversity of all types: cultural, familiar and pedagogical. There are 5 foreign learners and students with trauma, since they come from problematic families, as well as learners with different learning paces and learning disorders, specifically dyslexia, ADHD and SLI. Furthermore, most of the students are characterized by a high level of demotivation, especially in English class.

In relation to the class space, this cycle is taught in the computer room, a very large class which is divided into two parts allowing that each student has a computer at their disposal to do the tasks. Nevertheless, when transmitting the content, learners stay in one half of the class.

Regarding the teacher’s teaching style, the teacher teaches generally as transmission. In this type of teaching style, teacher is considered the centre of the learning, thus the teacher is the one who has the knowledge and who will transmit it to the students, who are the receivers of this information, as well as who will evaluate students (Johnson, 2015). From this perspective, first, the teacher transmits the theory. Afterwards, students do the exercises of the book in order to put this theory into practice via computer. Besides, when transmitting the theory, she does not use too much visual supports. Consequently,

she just uses the blackboard, thus it might be argued that she transfers knowledge in a traditional way. There is also a projector in the classroom, however she uses it in order to watch certain videos related to the topics covered in the unit. With respect to ICT resources, she often uses Kahoot in class, with a view to help learners study for the exams by means of creating questions and then among all students answer them.

Concerning how this diversity is addressed in this subject, when transmitting knowledge, the teacher resorts to repetition with a view to make students understand better the concepts. Moreover, bearing in mind that students with LDs, especially the ones with ADHD, cannot be sat for long periods of time, during the execution of the tasks students are free to move around the class. Furthermore, even though most of the tasks should be done individually, students can help each other. Nevertheless, many of the students take advantage of this adaptation since they pretend to ask their classmates questions but in fact, they talk about other things which they are not related to the subject. Additionally, the teacher gives them additional time to perform the tasks. Besides, students carry out the worksheets and exams via computer for the purpose of making students finish them faster, as well as to motivate them even more. Regarding the assessment, the teacher values more the effort and the submission of the tasks than hand in sloppy works. Besides, she does not take spelling errors into account when assessing the tasks.

4.2. Instruments

In order to know if the methodology applied in professional schools, particularly in this subject, is effective, besides to know if it fulfils the needs of students with LDs, pedagogical instruments are needed. Consequently, four types of instruments will be applied with a view to know deeper the context and participants. These instruments are the following ones: an observation grid, a previous questionnaire, an English level test, and a satisfaction questionnaire. All of them will be necessary to adapt and create an efficient methodology.

4.2.1. Observation

According to Calvo (n.d.), observation is one of the main components of a research. It is one of the techniques that helps the teaching team to know their students, since as stated by Guzmán (1989), carrying out this examination, teachers can analyse different aspects of students' personalities, for instance, personal independence, respect for others and work habits, thus knowing students' capacities and weaknesses. Moreover, it is uppermost to evaluate the social dynamic of the class in order to create a methodology based on co-management in the classroom (Guzmán, 1989, p.84), which is one of the main goals of this methodology. Therefore, this instrument has been put it into practice to answer some of the research questions, to cite an instance, to know if the teaching method implemented during this subject was effective for students with LDs, in addition to be acquainted with whether these students tend to be less motivated than the rest of students or not. It is important to mention that it was only possible to carry out this instrument due to Covid-19.

Bearing all this in mind, this technique was carried out before applying the teaching method, since this would help to prepare the materials and content in an appropriate way. In order to accomplish this instrument, a grid was created to facilitate this observation (See Annex I).

4.2.2. Previous Questionnaire

This previous questionnaire (See Annex II) consists of 14 questions related to students' types of learning with the purpose of knowing how learners, from their perspective, accomplish a most effective learning. Besides, this questionnaire also allows the teacher to know some of the students' personality traits, for instance, if they become easily demotivated, as well as to know possible observations that should be considered when implementing the teaching method.

It is important to know students' experiences and opinions about learning methods, particularly the ones with LDs, in light of the fact that this will be a crucial tool to perform this teaching methodology successfully. Therefore, depending on the information

gathering, the activities and tasks carried out during these sessions will be done in one way or another. For instance, this data will be significant to determine what type of tasks will be implemented (theoretical, practical...), what type of grouping (individually, pair work, small group, whole group), the duration of the activities, inter alia. Students will do this questionnaire by hand and they will have the necessary time to do it.

4.2.3. *Level test*

Having done the previous questionnaire, learners will do a level test by hand (See Annex III), with the purpose of knowing their knowledge of the language, since it will be crucial when creating and adapting the content and the tasks of the teaching method, considering that in this cycle, vocabulary outweighs grammar.

This test consists of 20 multiple choice questions which are related to grammar, computer language, writing, particularly about formal and informal letters, as well as to several concepts learners will deal during the sessions this teaching method will be implemented. Learners will do the test by hand and they will have the necessary time to do it. At the end of the method implementation, they will retake a similar test (See Annex IV), in which apart from answering multiple choice questions, they will do a writing, in the interest of proving the effectiveness of the teaching approach, as well as to know if they have adequately learned and processed the knowledge.

4.2.4. *Satisfaction Questionnaire*

The last instrument (See Annex V), is one of the most important ones, in light of the fact that students' satisfaction regarding the education they receive, is a constant reference with a key value in the quality, as well as it helps to improve the adaptation of methodologies and to make more appropriate decisions (Zambrano & Loachamín & Pilco & Pilco, 2018, p.36). With this in mind, this tool allows teachers to be aware of possible errors during the application of this method, thereby learning from them, along with knowing what aspects have worked properly, to reinforce them, and to have knowledge of the weaknesses, as a way of overcoming them.

The questionnaire consists on 14 questions in which learners will rate the answers from 1 (totally disagree) to 5 (totally agree). Moreover, this inquiry has a specific section in case students want to add any comment. The questions will be related to the evaluation of the applied teaching method with the intention of knowing and obtaining students' feedback. In view of this, this questionnaire will be carried out once the teaching method has been applied.

4.3. Teaching proposal

Before conducting the sessions, the first three instruments, which are the observation grid, the pre-questionnaire and the level test, have to be implemented. The observation period should last two or three sessions, enable the teacher to have enough time to analyze students, thus obtaining as much information as possible.

Once the instruments have been implemented and having consulted all the information required to appropriately address students with LDs, particularly in Formative Cycle of Average Degrees, I will propose the following unit (See Annex VI). As is known, these types of cycles are a specialization of a specific field, for instance, administrative management or as in this case, computer science. For this reason, the topic of this didactic unit will be related to the role of informatics in the world of work, considering that learners start their practices in the first half of course. Hence, they need to know how to defend themselves in different areas of the language, taking into account that most of the companies where they will carry out their practices are English. Besides, students' opinions and interests, collected from the instruments, will be taken into account for greater effectiveness.

To perform this unit efficiently, two educational approaches will be followed. On the one side, cooperative learning, which according to Carleton College (2018), students, in groups, work together to carry out projects or activities, since as mentioned previously, cooperative learning is beneficial for students with LDs. Additionally, as reported by Dewey in Ashman and Gillies (2003), by interacting with others, they learn socially appropriate behaviours, learners receive feedback on their activities, and they understand what is involved in co-operating and working together. As a consequence, learners will

perform most of the activities and projects in group and pair work. On the other side, communicative approach will be also implemented, in which “learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language” (British Council, n.d., para:1). As a result, this approach will give them more security and confidence when starting their internships, particularly when speaking and interacting.

Regarding the views of teaching, the teacher should teach as transmission but especially as transaction, since a detailed explanation of certain contents is needed but students should also construct knowledge from their previous knowledge and from experimenting with the material will be learned to build that learning (Johnson, 2015).

Concerning the activities that will be carried out, as the course is a specialization in the field of computing, the English syllabus will be mostly vocabulary. Therefore, many grammatical aspects will not be studied too deeply, except in the first session, in which they will do exercises based on ordering and correcting sentences. Regarding writing, once the transmission of what is a formal and informal letter and email is finished, students have to put into practice what they have learned, id est organization, structure or the type of language, by means of writing a formal and informal letter individually. They will also do a listening about online safety conversation, which will not exceed one minute, considering that, according to Martín (2020), a listening of more than two minutes makes students with LDs stop paying attention. They will also do a reading on how to be a good digital citizen, in which they will have to do a personal test, which will make the reading much more dynamic. Moreover, they will comment their results with the rest of their classmates. Regarding computer activities, students will create a curriculum, an advertising flyer and a website, on the topic they want. To do these activities students will use different ICT resources, thus the teacher will make students know wide range of them (Canva, Picktochart, Postermywall...) along with teaching learners how to use them, although they will also be free to choose another resource that has not been mentioned. Furthermore, once the CV is finished, students, in pairs will do another activity based on preparing a script in order to film a scene in which one of them will act as the interviewee and the other as the interviewer. Once this activity has been completed, students will watch all interviews in the projector and will give some feedback to their classmates' videos. Besides, ice breakers will be implemented in two sessions, a speed dating and a

representation of a short advertisement, before creating the advertisement flyer. Finally, it is important to mention that the use of the textbook will be used in most sessions to enrich students' computer knowledge and language. Therefore, students will do some of exercises of the units which are more related to the activities of these sessions. With all this in mind, learners will perform all kinds of activities, both theoretical and practical.

Regarding timing, the subject in which these sessions will be implemented lasts two hours. Therefore, students will have from five to ten minutes break at the end of the first hour. Moreover, higher priority will be given to the time in which the activities must be performed. Furthermore, the teacher will put on the projector an interactive clock, specifically Classroomscreen, which will help students to organize. They will participate in choosing what type of background and timer (hourglass, chronometer...) will be put it.

Concerning grouping, they will do individual activities, as the writing, reading and listening, in groups, as when discussing their favourite interview scene by means of Padlet, and in pairs, as when filming the interview. The groups will be made by the teacher and they will try to be as heterogeneous as possible, including in each group one student with LD, enable these students to have the opportunity to interact with all members of the class.

As regards to the transmission of the content, students with LDs will sit in the first rows of the class since as stated by López (n.d.), this will make them to be less distracted. Additionally, the teacher should try to catch students' attention during the transmission by means of looks, questions or encouraging them to participate. The transmission will be done by means of visual aids, as Power Point presentations (See Annex VII), where important concepts will be highlighted through colours, laser pointer, text boxes, writing down key concepts in the blackboard, as well as using photographs or videos, as when explaining the interviews, in which students will watch three examples and they will discuss which are the correct ones. Besides, explanations will be brief and clear with a maximum duration of 20 minutes, however they will be repeated constantly when doing the tasks. Movement will be allowed just when carrying out the exercises, thereby students can help each other. However, the teacher will walk around the class when students will perform the activities to avoid students being distracting by the computer.

Taking all this into consideration, once the sessions have been implemented, learners will perform the last test in order to know if they have acquired and understood the knowledge. Afterwards, they will do the satisfaction questionnaire with a view to know if, apart from learning, they have enjoyed the sessions, hence having a positive learning experience.

5. Results and discussion

Due to Covid-19, on March 15 the State of Alarm was declared by the Spanish government, therefore all schools were closed, as they could be a major source of infection. Hence, as previously mentioned, the only instrument that could be carried out was the observation grid since it was the first instrument to be implemented. During the quarantine period, the teachers of this cycle tried to adapt the practice to the theory virtually, considering that learners did not have the material required to do some specific projects. The other instruments could not be implemented online seeing that it would be very difficult to collect the data results considering that many of the students lived in towns where there is not enough signal coverage, others had connection problems, as well as there was not enough interest from students in general when it came to perform some of the tasks virtually. Thus, it was not possible to know the effectiveness of this method, bearing in mind that these sessions would be implemented just in M1IN3, with the aim of knowing if students learned more, therefore obtaining positive results, than M1IN2, where this methodology would not be implemented.

Regarding the observation, the information obtained was the following:

Class observation in “Anglès Tècnic”	Frequently	Sometimes	Never	Observations
1.Students speak English during the class, or at least they try to.			X	Just a couple of them
2.In teamwork, all group members participate.		X		
3.Students interact with all classmates.		X		
4. Learners respect each other (they do not make fun of their classmates, particularly to those with LDs).	X			

5.Students ask the teacher for clarification.			X	Just one of them
6.Communication between students and teacher is effective.		X		
7.Students are difficult to pay attention when teachers explain the content.		X		They are easily distracted by the computer.
8.Students are difficult to concentrate when doing the activities.	X			
9.Students are motivated throughout the session.			X	
10.Students obey the teacher.	X			
11.There are conflicts in the classroom.			X	
12. Extra materials are related to the topics covered in the book.	X			
13.The teacher applies any strategy or technique to address diversity.		X		Extra time to deliver the tasks
14.There is a positive/friendly atmosphere in the classroom.	X			

Once collecting and analysing this information, the observation shows that students, especially those with LDs, feel discouraged regarding the English subject caused by several factors. On the one side, as previously mentioned, this subject is taught on Mondays at 8 o'clock and it lasts two hours, which makes students, especially those who do not like English, become even more demotivated and even some of them fall asleep in class. Therewith there is no active participation in class and they do not try to speak English. Besides, throughout these two hours there are no breaks, therefore this makes students get more easily tired, as well as to make concentration difficult for a given period of time.

On the other side, there also learners who have family problems that directly influence and impact their learning (lack of concentration, non-active participation, etc). Additionally, some students are forced by their parents to continue studying this course, regardless their children's wants, hence this makes students lose interest in professionally trained much more quickly. Moreover, bearing in mind that the methodology will be implemented in the first year of this cycle, it can be found students who have chosen to study a Formative Cycle of Average Degree due to the poor orientation by their old high schools since they thought that these students were not capable of studying university studies. Consequently, these students start the course unmotivated. Furthermore, there is

not enough communication between teacher and students, therewith in case of doubts, learners are not interested in asking for help nor enriching their knowledge. Moreover, during the theory's transmission, students' spatial organization is not the accurate one, considering that many of the students with LDs sit in the final rows of the class. This makes them more easily distracted and they may disturb the rest of the students. Additionally, it is important to mention that the majority of students with LDs look inferior to their classmates in light of the fact that they repeatedly call themselves worthless, particularly in this subject, for instance they frequently say expressions as "yo soy muy malo para esto". Besides, the lack of visual aids when explaining the content, together with not using ICT resources frequently and not carrying out ice breakers to caught students' attention, drive learners to focus English as an unexciting subject. Consequently, this lack of motivation, despite the facilities teacher gives to them concerning the delivery time of the tasks, make students not to submit the tasks on time or they do not deliver them at all. All this prompt learners to do other activities during the English class, which are not related to this subject, along with not paying enough attention when the teacher explains the content.

With all this in mind, the investigation has shown that the teaching method implied in this subject does not satisfy students' needs, despite having measures to address this diversity, to cite an instance, the pedagogical support or the IFIS, considering that there tends to be more negative results than positive ones. Consequently, this induces these learners to end up dropping the course, particularly 18.75% students, because of lack of interest and a poor adaptation when transmitting the concepts. Therefore, it is required to implement new techniques and educational approaches to fulfil the needs of these students in relation to English, especially their motivation, as to promote social relationships among all classmates to achieve a cohesive group, considering that many of them relate with the same classmates.

6. Conclusions

To conclude, not having been able to carry out all the instruments, it has been collected little concrete information to deepen in the main objectives of this paper, especially the last two objectives which were the most relevant in order to perform the creation of an effective teaching methodology. Nonetheless, the information collected and consulted by great experts in the special education field throughout the theoretical framework, in addition to the observation period, have been crucial to demonstrate that the traditional teaching method, in other terms, the non-adaptation of the teaching methodology does not comply with the needs of students with learning disorders. Thanks to this research has also been able to answer the research questions stated in the paper. Therefore, it can be said that learners with LDs are more prone to be demotivated since they tend not to progress as the rest of the students, thus they get easily lost, especially if teaching methods are not adapted. Furthermore, as it has been argued, these students will have more difficulty when learning a second language, however LDs will not be an obstacle to be bilingual. Concerning the second objective related to the attention to this type of diversity in vocational schools, it has been shown that there are a large number of supports and aids to help these students in continuing to evolve and learning. Nevertheless, all this should be accompanied by an appropriate adaptation, particularly when transmitting knowledge, along with allowing learners to build their own knowledge by experimenting with the material and concepts that will be dealt in class. Cooperative work has also been shown to be beneficial for both type of students, with or without LDs. Therefore, its use in classrooms should also be increased considering that it would also promote their motivation and social relations.

In light of this, this educational proposal can contribute positively to understanding and treating school failure, bearing in mind that most students with LDs question their capacities, drop out the course and have a poor academic performance, thus without following nor achieving their academic goals, for instance to study the course they are interested in. Therefore, it is necessary that learners with LDs have the same opportunities as the rest of students, as well as to feel confident about themselves, in view of the fact that, as shown in the observation instrument, many of them see their disorders as an



obstacle to achieve their educational goals, particularly concerning English language. Hence, the implementation of this methodology, together with the application of other methods and procedures, will make students with LDs improve in different areas: academically, personally and socially. As a result, students would not drop out the course considering that they would feel more valued and motivated, thus obtaining a positive learning experience. Finally, in relation to the possible improvements that could have been made if the method could have been carried out, it would be to try this educational proposal in the English classes of different educational stages, since this has been exclusively aimed to students of Intermediate and Advanced Vocational Training and Educational Cycles, and it would be favourable to see if this type of techniques, activities and way of transmitting the knowledge work with other stages in view of the fact that it would possibly help children to know and treat their LDs at an early age.

With this in mind, it is important that teachers consult, adapt, create and implement new pedagogical techniques and alternatives as it would facilitate students' learning process, as well as it also would improve and enrich teachers' pedagogical knowledge, thus discarding what has not worked and enhancing what has succeed.

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8. Annexure

8.1. Annex I

Class observation in “Anglès Tècnic”	Frequently	Sometimes	Never	Observations
1. Students speak English during the class, or at least they try to.				
2. In teamwork, all group members participate.				
3. Students interact with all classmates.				
4. Learners respect each other (they do not make fun of their classmates, particularly to those with LDs).				
5. Students ask the teacher for clarification.				
6. Communication between students and teacher is effective.				
7. Students are difficult to pay attention when teachers explain the content.				
8. Students are difficult to concentrate when doing the activities.				
9. Students are motivated throughout the session.				
10. Students obey the teacher.				
11. There are conflicts in the classroom.				
12. Extra materials are related to the topics covered in the book.				
13. The teacher applies any strategy or technique to address diversity.				
14. There is a positive/friendly atmosphere in the classroom.				

8.2. Annex II

Previous Questionnaire

Circle the answer (yes/no) that most closely matches your characteristics, then respond the questions below:

Do you get easily distracted?	Yes	No
In group work, do you usually participate actively?	Yes	No
Do you get frustrated when you do not understand a task?	Yes	No
Do you give up easily when you do not understand an activity or task?	Yes	No
Do you need the teacher to repeat the content repeatedly to understand it?	Yes	No

- Do you work better in individual, group or pair work?

- To obtain a better understanding of the content, do you prefer visual, auditory or practical explanations?

- Following your opinion, do you think theory and practice are equally important? If not, which one do you think is more significant?

- In what type of activities or tasks are you more motivated, practical or theoretical?

- How do you prefer to do the activities or tasks, via computer or by hand?

- Do you have trouble asking the teacher for help?



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- How would you define the relationship between teacher and students?

- Do you think the class environment is positive? Would you improve something?

- How would you define your learning pace (slow, fast...)?



8.3. Annex III



LEVEL TEST

1) _____ you like to go to the party with me?

- A) Will
- B) Do
- C) Would
- D) Have

2) Mireia _____ to school every day at 8 o'clock.

- A) Go
- B) Goes
- C) Will go
- D) Went

3) When you're online, DO...

- A) Tell your friends your passwords
- B) Be polite and kind to people
- C) Meet anyone in real life that you met online
- D) Share bad photos of your friends

4) Making you feel angry, worried or unhappy means to

- A) Be sincere
- B) Be worried
- C) Be upset
- D) Be nervous

5) What is the match of the common phrase "privacy_____ "?

- A) safe
- B) site
- C) settings
- D) in

6) The rules that each country has are called _____

- A) Laws
- B) Government



C) Notes

D) Sites

7) To be respectful and kind means to _____

A) Be impolite

B) Be generous

C) Be polite

D) Be awkward

8) Which advice is true about being a good digital citizen?

A) You share photos online every day

B) You follow your country's online rules

C) You believe most of what you see on the internet

D) You don't worry about privacy settings

9) When writing a formal letter, the subject must be about _____

A) Leisure

B) Work

C) Personal views

D) Politics

10) Two of the characteristics of a formal letter's style are:

A) The use of contractions

B) The use of formal language

C) The use of modals such as *would, should, could*

D) The use of colloquial language

11) Two of the characteristics of a formal letter's structure are:

A) Link sentences with *and, but, because*

B) Write the letter in one paragraph

C) Not use a polite greeting

D) Division of the letter into clear paragraphs



12) We write an informal letter to:

- A) School
- B) Family
- C) Work
- D) College

13) Two of the characteristics of an informal letter's style are:

- A) Use of formal language
- B) Use of modals such as *would*
- C) Use of contractions
- D) Use of informal language

14) The closing of a formal letter would be _____

- A) "Yours sincerely"
- B) "Best wishes"
- C) "With love"
- D) "Thanks"

15) The closing of an informal letter would be _____

- A) Best Regards
- B) Sincerely
- C) Cordially
- D) Hope to see you soon!

16) In a Job Interview what do you need to do to give a good impression? (More than 1 possible answer)

- A) Research the company
- B) Smile
- C) Go to the interview alone
- D) Take friends or family to an interview

17) In a Job Interview what actions give a bad impression? (More than 1 possible answer)

- A) Use a general, all-purpose resumé
- B) Research the company
- C) Overdo perfume or aftershave
- D) Arrive for the interview a few minutes early



18) Which of these business etiquette tips you need to use in an interview?

- A) Dress appropriately
- B) Apologize for being nervous
- C) Introduce yourself
- D) Sit immediately when you enter the room

19) In a CV... (More than 1 possible answer)

- A) The more information the better
- B) It should include the information strictly necessary
- C) Colours and different fonts must be used
- D) In CV's photo you can smile

20) When creating an advert...

- A) It should be very visual
- B) It should contain a lot of information
- C) It should be original
- D) None of the options are correct

8.4. Annex IV



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TEST

1) When you're online, DO...

- A) Tell your friends your passwords
- B) Meet anyone in real life that you met online
- C) Be polite and kind to people
- D) Share bad photos of your friends

2) What is the match of the common phrase "privacy_____"?

- A) site
- B) safe
- C) in
- D) settings

3) To be respectful and kind means to _____

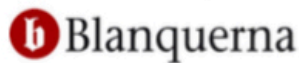
- A) Be polite
- B) Be generous
- C) Be impolite
- D) Be awkward

4) Which advice is true about being a good digital citizen?

- A) You follow your country's online rules
- B) You share photos online every day
- C) You don't worry about privacy settings
- D) You believe most of what you see on the internet

5) Two of the characteristics of a formal letter's style are:

- A) The use of formal language
- B) The use of contractions
- C) The use of colloquial language
- D) The use of modals such as *would, should, could*



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- 6) When writing a formal letter, the subject must be about ____
- A) Leisure
 - B) Work
 - C) Personal views
 - D) Politics
- 7) Two of the characteristics of a formal letter's structure are:
- A) Write the letter in one paragraph
 - B) Link sentences with *and, but, because*
 - C) Division of the letter into clear paragraphs
 - D) Not use a polite greeting
- 8) Two of the characteristics of an informal letter's style are:
- A) Use of formal language
 - B) Use of contractions
 - C) Use of modals such as *would*
 - D) Use of informal language
- 9) The closing of an informal letter would be ____
- A) Sincerely
 - B) Best Regards
 - C) Hope to see you soon!
 - D) Cordially
- 10) The closing of a formal letter would be ____
- A) "Yours sincerely"
 - B) "With love"
 - C) "Best wishes"
 - D) "Thanks"
- 11) In a Job Interview what do you need to do to give a good impression? (More than 1 possible answer)
- A) Research the company
 - B) Smile
 - C) Go to the interview alone
 - D) Take friends or family to an interview



12) In a Job Interview what actions give a bad impression? (More than 1 possible answer)

- A) Use a general, all-purpose resumé
- B) Research the company
- C) Overdo perfume or aftershave
- D) Arrive for the interview a few minutes early

13) In a CV... (More than 1 possible answer)

- A) In CV's photo you can smile
- B) Colours and different fonts must be used
- C) It should include the information strictly necessary
- D) The more information the better

14) When creating an advert...

- A) It should contain a lot of information
- B) It should be very visual
- C) It should be original
- D) None of the options are correct

WRITING

You are on vacation with your family in Berlin. Write an informal letter to a friend of yours for about **100-150 words** explaining which places you have visited (museums, parks, exhibitions...) and which one you liked the most and why.

8.5. Annex V

SATISFACTION QUESTIONNAIRE

**Grade from 1 to 5 your level of satisfaction.
1 (totally disagree) 2-3-4-5 (totally agree)**

1. On the whole, did you like how the teacher has explained the content?	1	2	3	4	5
2. Do you think the activities and tasks have been dynamic and motivating?	1	2	3	4	5
3. Do you think the activities and task's instructions have been clear? (use of repetition, explaining the content in different ways if necessary...)	1	2	3	4	5
4. Has your perception of English classes changed at the end of this unit?	1	2	3	4	5
5. Have you gain confidence when it comes to English?	1	2	3	4	5
6. Do you think you have put all the language skills (writing, listening, speaking and reading) into practice, or do you notice any improvement in them?	1	2	3	4	5
7. Do you think what you have learned will be useful for your future as a computer scientist?	1	2	3	4	5
8. Have you known different computer programmes or applications which enrich your computer knowledge?	1	2	3	4	5
9. Do you think working in pairs and in small groups have been effective?	1	2	3	4	5
10. Have you improved your relationship with your classmates or have you tried to interact with someone you haven't interact with before?	1	2	3	4	5
11. Do you think the teacher has used ICT resources and visual media properly to facilitate the understanding of the content?	1	2	3	4	5
12. At the end of this unit, do you think or do you still think that English is necessary when seeking for a job?	1	2	3	4	5
13. Do you think the teacher has been open to dialogue, clarify doubts, questions...?	1	2	3	4	5
14. Have you learned any tactics or techniques in order to learn faster or to make your learning more effective?	1	2	3	4	5

If you want to add any comment or suggestion you can write it down below.

8.6. Annex VI

Session #	Activity	Resources / Material	Skills	Grouping	Time
1	By means of a power point presentation the teacher will explain how to write an informal and formal letter and email. The teacher will base his/her presentation by showing examples of letters and emails since they will make the presentation much more visual in order to facilitate students' learning.	Power Point presentation	L	WG	20'
	Then, students will be asked to do a worksheet from Smart Time text book (p.20) in which learners will order, find and correct sentences, as well as they will also do a short reading.	Worksheet (by hand)	W R	I	40'
	Afterwards, students will choose one of the two writing models from Trinity College London (p.32) in order to write an informal letter for about 100-150 words. They will be able to use online dictionaries as Linguee and WordReference but not Google Translator. All this, apart from doing the level test before implementing these sessions, will let teacher to know even more students' level of English.	Computer (via computer)	W	I	30'
	Finally, students will do the exercises of unit 8 from the Information Technology book, which are related to specific vocabulary of emails. Students will carry out these exercises via computer, in a word document, and they could perform them individually or in pairs. If they do not finish them, they could do it for homework and submit the exercises to the school virtual platform, providing them 24 hours to submit them.	Book Computer	-	PW I	30'
2	To start with, students will be asked to do a listening about online safety conversation. The listening has three different parts: preparation, in which students will know the words they are going to listen and their meaning, a true or false exercise and a matching exercise in order to check their understanding. The teacher will repeat the listening three times for a better understanding. However, if necessary, he/she will reproduce it one more time.	Listening worksheet (by hand)	L	I	40'
	Afterwards, students will do a reading exercise in which they are going to know if they are good digital citizens by means of a multiple personal test questionnaire. They will also do a gap fill exercise in order to check the vocabulary learned in the reading.	Reading worksheet (by hand)	R	I	40'

	After doing the worksheet, learners will comment on their results of the multiple personal test questionnaire with at least 4 of their classmates. Therefore, they will move around the class when commenting their results.	Reading worksheet	S I	WG	20'
	Finally, students will do the exercises of unit 9 from the Information Technology book since it is about online security. Learners will do the exercises individually or in pairs and if they do not finish them, they could do it for homework and submit them in the school virtual platform.	Vocabulary worksheet (via computer)	-	I PW	20'
3	First, exercises from unit 8 and 9 will be corrected among all students and the teacher. The correction will be carried out by those students who are encouraged to participate. If this is not the case, all learners will correct some activity or a sentence of an activity in specific.	Vocabulary worksheet	-	WG	30'
	In order to make students get to know each other much better, especially to interact with classmates who have not interacted before, as an ice-breaker activity, students will play a speed dating proposed by Vilarrubias (2020). The teacher will give students four post-its of different colours: blue, orange, pink and green. In the blue one they will write a number, in the orange a verb, in the pink a city or a country and in the green one a hobby. In pairs, students will comment and explain why they have chosen those cities, numbers, etc. Then, they are going to stick all post-its on the wall in four different columns (each column will belong to a specific colour) and all learners will try to discover whose each post-its by asking questions.	Post-its	S I	PW WG	60'
	Finally, students will do the exercises of unit 10 of the text book, which are exercises of specific vocabulary of the work world, particularly videoconferences. These exercises will be important since in session 6 students will be asked to film an interview scene, therefore they should know specific vocabulary about videoconferences, computer programmes and video editors. They could do the exercises individually or in pairs and if they do not finish them, they can do it for homework and submit them in the school virtual platform.	Book Computer	-	I PW	30'
4	First, the teacher will explain how to do a proper curriculum and the different parts it has by means of a power point presentation and some examples of it.	Power Point presentation	L	WG	20'

	Then, the teacher will show students some CVs examples and learners will be asked to discuss in small groups, of three or four students, which ones are correct or not and what can be improved.	CVs	I S	SG	20'
	Afterwards, each group will expose their opinion with the whole group. The rest of the groups will say if they agree or not.	-	I S	WG	15'
	Later on, the teacher will comment on how to create a proper CV, particularly using Canva and CVExpress.	Projector	L	WG	20'
	Finally, students will create their own curriculum individually by using an ICT resource, and they will upload it in the school virtual platform.	Computer	W	I	45'
5	To start with, the teacher will explain how to prepare an interview and what aspects students have to take into account when doing it, as well as giving them some tips and advices regarding the tone of voice and body language.	Power Point presentation	L	WG	20'
	Then, learners will watch three different examples of interviews in YouTube. After watching them, in pairs they will comment on the negative aspects they have noticed and how they can be improved.	YouTube	L S	WG PW	30'
	Students, in pairs, will do a Kahoot about the most important aspects they should take into account when doing an interview, so that they will put into practice what they have learned.	Kahoot	-	PW	25'
	Finally, students will write a formal letter to a company they would like to work in. They should explain why they want to work there and what can they offer to them. Students will do the writing by hand but they will be allowed to use online dictionaries.	Paper	W	I	45'
6	To start with, the teacher will review interview's theory and the aspects they should bear in mind in order to do a proper one.	Power Point presentation	L	WG	15'
	Then, in pairs, learners will be asked to prepare two scripts in order to film two interview scenes that can last at least one minute and a half in which one of the students will be the interviewee and the other the interviewer. Also, when preparing it they can search further information on the internet about the different parts of an interview, non-verbal communication and so on.	Computer	W	PW	45'
	Students will film their interview scenes. They can film them in the hall or in the classroom.	Mobile Phones/video camera	I S	PW	60'
7	First, students will watch all interviews scenes in the classroom. After watching each video, learners can ask questions about the videos in	Projector/Videos	I L	WG	30'

	case they have misunderstood something and they will comment on the programme they have used in order to edit the video so that students will know and learn how to use different programmes to view and edit pictures or videos.		S		
	Afterwards, each couple will analyse and discuss the negative and positive aspects of each interview orally. Then, through Padlet, students will argue which interview has been the best.	Padlet	S W	PW	30'
	Later, each couple will read their post and they will comment on it.	Padlet	R S	PW	20'
	Then, students will co-evaluate themselves and the teacher will give them feedback, for instance, what aspects they could improve, if voices have been heard well, if they have taken into account all the advices mentioned in class, etc.	-	S I	PW	15'
	Finally, students will start doing the exercises of unit 14. If they do not finish them, they could finish them for homework and submit them in the school virtual platform.	Book Computer	-	PW I	25'
8	In the next sessions students will create an advertising flyer on some product or event invented by themselves. As an ice breaker activity, students in groups of 4 or 5 people will represent an advertisement. Each group will be assigned a feeling and they will have to create an advertisement related to that feeling. For example, if the feeling they have chosen is sadness, they should create an advertisement sponsoring something in order to heal it. Students will have approximately 20 minutes to write a short script of what they will represent on the scene. Then, each group will represent their scene in front of the class. After each representation, the audience will say if the group has achieved their purpose or not.	Paper	S	SG	50'
	Then, in pairs, students will brainstorm some of the key aspects that should be taken into account when creating an advertising flyer. Afterwards, each couple will read one word or phrase of the list they have done and the teacher will write down them in the blackboard in order to create knowledge all together.	Paper Blackboard	W	PW	30'
	Afterwards, the teacher will show them some of ICT resources they can use in order to create their flyers and he/she will explain how they	Projector	L	WG	15'

	are used. Some of these ICT resources are Canva, Piktochart and Postermywall.				
	Finally, in groups (the members will be the same as the ice breaker activity) will start thinking about what product or event they want to publicise and which ICT resource they will use but first each member of the group will have to assign a role: the spokesperson, the one who controls the time, the secretary, etc.	Paper	I	SG	25'
9	In this session students will meet with their corresponding group and they will finish their advertising flyer. Each group will upload their final flyer in the school virtual platform.	Computer	-	SG	45'
	Each group will present their advertising flyer. They should explain what product or event they have promoted and what ICT resource they have used to create it. After each presentation students could ask their classmates in case they have not understood something. Also, the teacher will give them some feedback about the presentation and flyer.	Projector Advertising flyer	S I	SG	40'
	Then, each group will co-evaluate themselves. They will reflect on whether the group work has been effective or not, as well as if they have fulfilled their assigned roles properly.	-	I S	SG	10'
	Finally, students will do the exercises of unit 16 of the text book related to advertising. If they do not finish them, they can do it for homework and upload them in the school virtual platform.	Book Computer	-	PW I	25'
10	This last session will be about web design. Therefore, the teacher will give them a few examples of web designers (Wix, Blogger, Jimdo, WordPress...) as well as he/she will explain how they are used, thus they will know how to create a website in their future jobs as computer scientists.	Power Point presentation	L	WG	20'
	In small groups students will create a website about a topic they like using some of the web designers explained previously. Some of the website topics can be informatics, arts, culture, TV series, films... Once they have finished, they should send the teacher the link of their website. The teacher will provide students the links of the websites created so that students can see their classmates' creations, as well as the rest of the informatics groups.	Computer	W	SG	95'

8.7. Annex VII

TYPES OF WRITING



INFORMAL LETTER

Model question
Write to your American friend and tell him/her about what you usually do at the weekends.

Model answer

23 Barn Road
Downton
Hampford

17th September

Dear Mark,

How are you? I hope you're enjoying life in the USA! What's the weather like at the moment? Here it's terrible. It rains all the time!

Thank you for your letter. It was good to hear from you. You asked me about my weekends. Well, I like sports a lot so I often play tennis. Sometimes in the winter I play football. I know, girls like football too! I also like watching sport on TV at the weekends. My favourite sports star is David Beckham. He's so cool! Who do you like?

Do you go to many parties? At the weekends I often go to parties at my friends' houses. In the summer we have barbecues on the beach. Not at the moment - there's too much rain!

I hope your family are all well.

Write soon!

Laura

address
date
greeting
asking
thanking
answering
informal and colloquial
contraction
sending wishes
closing

FORMAL EMAIL

11:15
New Message

To: j.black@central-school.co.uk
Subject: English courses

Dear Ms Black,

I am writing in response to the advertisement I saw for your English school in 'World Teens Today' magazine. I am interested in doing one of your courses and I would be grateful if you could provide some further information.

Firstly, it says in the advertisement that the courses are two weeks long. Would it be possible to do a three-week course? I would also like to know how much your courses cost exactly.

Secondly, your advert mentions accommodation with host families. Could you tell me if I would be staying on my own with the host family or if there would be other students staying there as well?

Finally, I have a question about the social programme. Would you mind sending me more details about this? I am very keen on sport and I would like to know if there are any sports activities included in the social programme.

I look forward to hearing from you.

Yours sincerely,

Lili Song

Top Tips for writing

- If you know the name of the person you're writing to, use *Mr* for a man and *Ms* for a woman.
- Start by saying why you are writing or what you are responding to.
- Use indirect questions such as *I would be grateful if you could ...* to ask for information politely.
- Use words like *Firstly*, *Secondly* and *Finally* to order your points.
- Use this standard phrase to finish a formal letter or email.
- If you've begun the email with *Dear* and the name of the person, finish with *Yours faithfully*.

Mireia Flores

FORMAL LETTER

Model question
You see an advertisement for 'assistant photographer' in the newspaper. Write a letter applying for the job.

Model answer

15 Runnymede Close
Hythe
Kent

18 July 2006

Mr Parker
Pearly Photos
High Street
Hythe

Dear Mr Parker,

With reference to your advertisement for an assistant photographer in last week's 'Echo', I am writing to apply for the position. I am studying fashion photography at Hythe College and I won the year prize in 2005.

I enclose my CV and some of my recent photos. I also enclose my application form. Please contact me if you need any more information.

I would be happy to attend an interview and if I am successful I could start work at the beginning of September.

I look forward to hearing from you.

Yours sincerely,

 Ben Gates

address
date
name
address
greeting
formal
reason
enclosure
contact
formal
closing
print name
WRITING REFERENCE

How to write a formal letter

We usually write a formal letter to someone we do not know. We write about work, business and official subjects.

Remember!

- Put your address at the top right of the page.
- Write the date under the address.
- Under the date, on the left of the page, write the name and address of the person or company you are writing to.
- Leave a line and write your greeting.
- At the end of the letter print your name under your signature.

2 Style

- Use formal language.
- Do not use contractions.
- Use modals such as *would*, *should*, *could*.
- Do not use colloquial language.

3 Structure and content

- You must always give a clear reason for writing.
- Link sentences with *and* / *but* / *because*.
- Divide the letter into clear paragraphs.

Useful language

Greeting: Dear Mr / Ms / Madam (if you know the name) / Dear Sir or Madam (if you do not know the name).

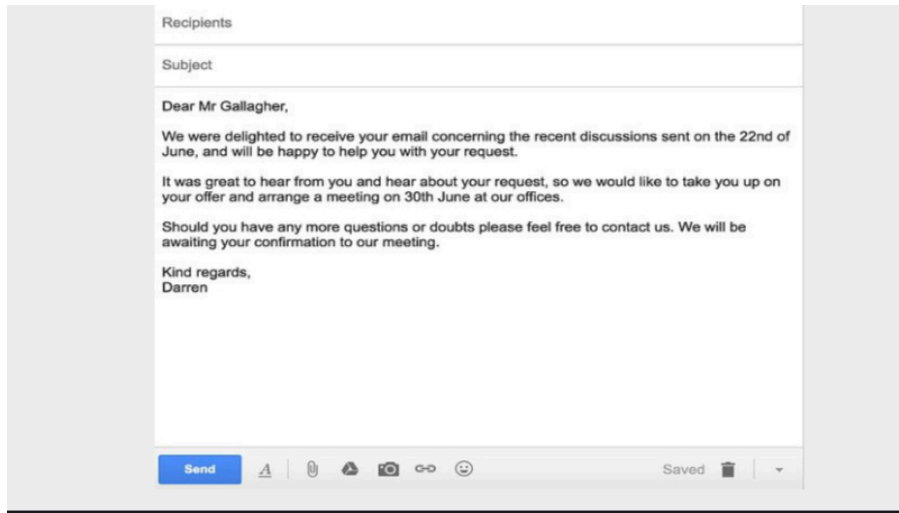
Reason for writing: I am writing to apply / to ask you / to complain about...

Formal expressions: I would like ... Could you send me ... I am afraid ...

Enclosure: I enclose my CV.

Contact: Please contact me if you need any more information.

Closing: I look forward to hearing from you. Yours faithfully (if you do not know the name) / Yours sincerely (if you know the name).



FORMAL CLOSING

- "I LOOK FORWARD TO HEARING FROM YOU".
- "YOUR SINCERELY".
- "SINCERELY"
- "BEST REGARDS"
- "HAVE A NICE DAY"
- "YOURS RESPECTFULLY"
- "SINCERELY YOURS"
- "CORDIALLY"

INFORMAL CLOSING

- "BEST"
- "BEST WISHES"
- "THANKS"
- "HOPE TO SEE YOU SOON!"
- "TAKE CARE"
- "WITH LOVE"
- "CHEERS"
- "YOUR FRIEND"

INFORMAL EMAIL

• Read the following e-mail and letter:

From: Maria (maria@terra.es)
 To: Alice (alice@hotmail.com)
 CC:
 Subject: My family

Hi Alice,
 How are you? I hope you're well. Thanks for your last e-mail. This time I'm writing to tell you about my family.

My mother's name is Amparo and my father's name is Juan. My mother is 45 years old and my father is 55. My mother is a doctor and my father is a dancer. I love them both very much.

I have a horrible little brother and no sisters. His name is Fernando. He goes to the same school as me. He is 8 years old. He loves playing football, video games and annoying me! I like playing basketball and going out with my friends. I don't like school because my teacher is always angry.

We have one dog called Bobbi. He is always happy.

Well, that's all for now. I hope to hear from you soon.

Love,
 Maria xxxxxxx

Photography Studio Grand Opening!

To: stancoop@gmail.com x Juanita Casarosa x
 George Casarosa x Cc: Boc

Photography Studio Grand Opening!

Hi Everyone,

I have very exciting news for you! This **Saturday** will be the grand opening of my new studio, **EC Photography!** I'd love it if you guys could come. It will be from **10:00 to 4:00**. There will be entertainment and lots of food, so come out and enjoy the festivities!

Hope to see you there!

Elena

LET'S ANALYSE IT

- Is this a formal or an informal email? How do you know?

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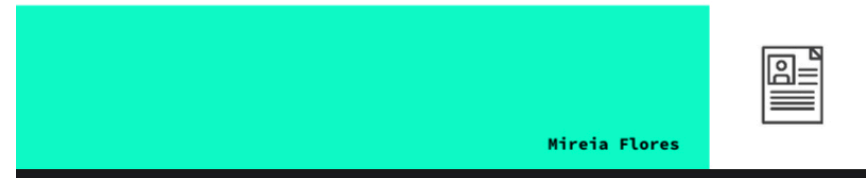
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HOW TO DO A PROPER CURRICULUM



DEFINITION

A CV (ALSO KNOWN AS A CURRICULUM VITAE, OR RÉSUMÉ), IS A WRITTEN OVERVIEW OF YOUR SKILLS, EDUCATION, AND WORK EXPERIENCE (ROLFE N.D.)



PARTS OF THE CURRICULUM

- **PERSONAL DETAILS** : NAME, ADDRESS, TELEPHONE NUMBER, E-MAIL ADDRESS.-
- **EDUCATION**: DEGREE OBTAINED, YEARS, NAME OF STUDY, PLACE OF STUDY, ANY SPECIALISATION...
- **WORK EXPERIENCES**: THE YEARS, THE DESCRIPTION OF THE POSITION, THE TITLE OF THE POSITION, THE NAME OF THE COMPANY... *AS WITH EDUCATION, BEGIN WITH THE MOST RECENT JOB
- **SKILLS**: EXPLAIN YOUR QUALITIES AND ABILITIES (LANGUAGES, COMPETENCES...)

(HALF, 2016)

TIPS TO DO A PROPER CURRICULUM

- INCLUDING REFERENCES
- UPDATE YOUR CV
- USE A CLEAR FONT TYPE
- BE CONCISE AND PRECISE

(MONSTER, N.D.)

- REMOVE ALL UNNECESSARY INFORMATION
- ONLY MENTION RELEVANT TRAINING
- BE CLEAR AND STRUCTURE THE CV IN DIFFERENT PARTS

CV'S PHOTO

WHAT KIND OF PICTURE WILL WE PUT ON A CV?

LET'S THINK: IN A CV'S PHOTO, CAN YOU SMILE OR NOT?



EXAMPLES

JOANA SMITH
123 Street Avenue
(999) 876-5432
joh.smith@lady54392020@yahoo.com

OBJECTIVE
I am looking for a full-time job. I have many skills that make me an ideal candidate.

WORK HISTORY
3/2020 - 6/2022
McFattie's Food, cashier
9/2012 - 5/2019
Groceries "R Us, cashier
6/2014 - 7/2017
Eye-See IT, LLC., security guard
8/2017 - 2/2019
Technologies, Inc., customer service

EDUCATION
5/2015
Security Tech
Security Certification
5/2012
College University
Bachelors of Science

VOLUNTEER SERVICE
Sometimes I donate stuff to the local thrift store.

Job You're Looking For
Name
Last Name

ABOUT ME
I am looking for a full-time job. I have many skills that make me an ideal candidate.

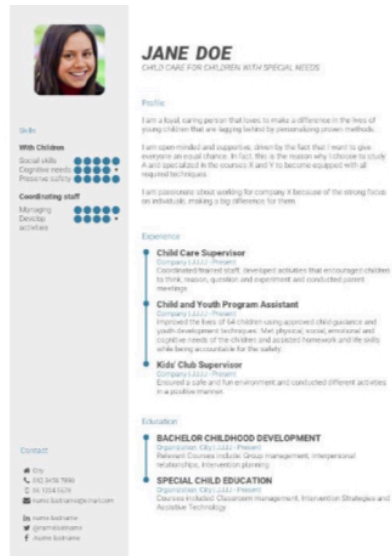
WORK EXPERIENCE
3/2020 - 6/2022
McFattie's Food, cashier
9/2012 - 5/2019
Groceries "R Us, cashier
6/2014 - 7/2017
Eye-See IT, LLC., security guard
8/2017 - 2/2019
Technologies, Inc., customer service

SOFTWARE
Excel
PowerPoint
Word
Zoom
Zoom
Zoom

LANGUAGES
English
Spanish
German
French

REFERENCES
Name LAST NAME
Company | Job occupied
Phone address
E-mail address@lady54392020@yahoo.com

EDUCATION
Name LAST NAME
Company | Job occupied
Phone address
E-mail address@lady54392020@yahoo.com



JANE DOE
 CHILD CARE FOR CHILDREN WITH SPECIAL NEEDS

Profile
 I am a kind, caring person that loves to make a difference in the lives of young children that are being helped by providing proper methods.

With Children
 I am confident and supportive, driven by the fact that I want to give everyone an equal chance. In fact, this is the reason why I choose to study A and specialize in the courses it and I'm become equipped with all required techniques.

Coordinating staff
 I am passionate about working for company X because of the strong focus on individuals, making a big difference for them.

Experience
Child Care Supervisor
 Company X Ltd - Present
 Coordinated the staff, developed activities that encourage children to think, reason, question and experiment and conducted parent meetings.

Child and Youth Program Assistant
 Company X Ltd - Present
 Implemented the tasks of all children using activities that address social and youth development techniques. Met physical, social, emotional and cognitive needs of the children and assessed homework and the safety of the being responsible for the safety.

Kids Club Supervisor
 Company X Ltd - Present
 Ensured a safe and fun environment and conducted different activities in a positive manner.

Education
BACHELOR CHILDHOOD DEVELOPMENT
 Organization X Ltd - Present
 Relevant Courses include Group management, interpersonal relationships, Intervention planning.

SPECIAL CHILD EDUCATION
 Organization X Ltd - Present
 Courses include Classroom management, Intervention Strategies and Assistive Technology.

Contact
 • City
 • Tel: 000 000 000
 • 00 000 000
 • Home: 000 000 000 000
 • In: Home location
 • @: @organization
 • f: Home location

Learning Support Assistant CV Template
Patrick Duncan
 25 St. Thomas
 London, E16 1AA
 Mobile: 0000 0000 0000 | E-mail: patrickduncan@cvtemplates.com

Personal Profile Statement
 I am a caring, inspirational and dedicated Learning Support Assistant with an excellent track record of supporting and encouraging young people to achieve their true potential. Besides having worked with children who had a variety of learning needs, I have also been involved with numerous projects, group work and presentations that which I have gained valuable, transferable skills such as communication, time management and prioritizing workload.

Achievements
 > "Student Support of the Year" (also being nominated as an achieving pupil)
 > Successfully taught a class with over 20 students

Education
 2009 - 2012 BA Business Management University of Surrey
 Grade achieved: [B+]

Relevant modules:
 • Business Skills
 • Marketing Essentials
 • Business Ethics
 • Information Management Systems
 • Business Organizational Psychology

2007 - 2009 Level 3 NVQ in Education and Management Doncaster College
 Result: Distinction

2001 - 2007 GCSEs Bocking Secondary School
 5 GCSEs at Grades A-C (including Maths and English)

Work experience
 Feb 2013 - Present Learning Support Assistant Bath Court School

Main duties performed:
 • Providing guidance, educational and emotional support to students with learning, behavioural difficulties and special needs
 • Providing 1:1 and small group tuition to SEN students
 • Assisting students who have difficulty with learning
 • Promoting and delivering lessons, class activities and workshops

Page 1 of 2

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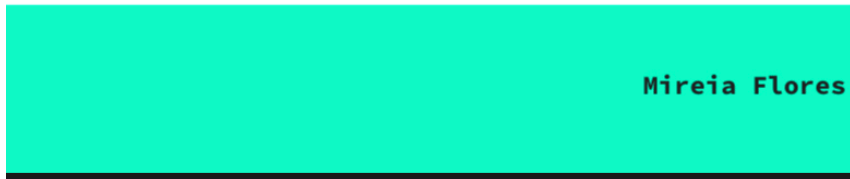
Now... CREATE YOUR OWN CURRICULUM USING AN ICT RESOURCE

📄 https://expresscv.com/es?gclid=EAIaIQobChMIpIDUload6AIvVpVvCh3ZRwZLEAAYASAAEGKl1_D_BWE

📄 <https://www.canva.com/>



HOW TO DO A PROPER JOB INTERVIEW



Mireia Flores



TIPS TO DO A SUCCESSFUL INTERVIEW

- BE ON TIME.
- APPEAR PROFESSIONAL, CONFIDENT AND CAPABLE
- THANK THE INTERVIEWER
- DRESS APPROPRIATELY.
- INTRODUCE YOURSELF
- SHAKE HANDS WITH EVERYONE
- SIT WHEN YOU ARE ASKED TO SIT
- PLACE YOUR LOOSE ITEMS ON THE FLOOR NEXT TO YOUR SEAT
- KEEP ALL OF YOUR MOBILE AND OTHER ELECTRONIC DEVICES TURNED COMPLETELY OFF.
- KEEP A POSITIVE AND FRIENDLY ATTITUDE.

(GCF GLOBAL, N.D.)
 (THE RESOURCE CENTER, 2004)

VOICE TONE

- ☐ PAUSE BEFORE ANSWERING
 - ☐ PRACTICE YOUR ANSWERS BEFORE DOING THE INTERVIEW
 - ☐ TRY TO REDUCE THE WORDS "UM, UH, LIKE, YOU KNOW"
 - ☐ DO NOT APOLOGIZE FOR BEING NERVOUS
 - ☐ FIRME VOICE WILL MAKE YOU SEEM CONFIDENT
- (GCF GLOBAL, N.D.)



BODY LANGUAGE

- ☐ PAY ATTENTION TO ANY UNFLATTERING MANNERISMS YOU MAY EXHIBIT (LIKE BITING YOUR LIP, SCOWLING WHILE THINKING, OR NERVOUS TAPPING)
 - ☐ STRONG POSITION
 - ☐ USE YOUR HANDS
 - ☐ TRY TO LOOK THE INTERVIEWER DIRECTLY BUT WITHOUT MAKING HIM/HER UNCOMFORTABLE
- (FERNÁNDEZ, I. N. D.)
 (GCF GLOBAL, N. D.)



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