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Teaching English to Students with  
Special Educational Needs: a  
Review and a Teaching Proposal

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## **Abstract**

The purpose of the present paper is to explore existing theoretical approaches and methods in ESL(English as a Second Language) teaching in general, strategies to attend students with special educational needs(SEN), in particular, and make an informed teaching proposal addressed to the four 2nd of ESO English classroom students with an individual plan(IP). The school where the project was meant to be carried out represents a *concertada*(semi-private) school, an educational establishment with innovative orientation situated in Esplugues. The ultimate objective of the paper is to elaborate a theoretically justified teaching proposal which meant to attend the needs of the four students with an IP and foster their academic and social integration.

## **Resumen**

El propósito del presente trabajo es explorar los enfoques y métodos teóricos existentes en la enseñanza de ESL en general, estrategias para atender a estudiantes con necesidades educativas especiales(NEE), en particular, y realizar una propuesta didáctica informada dirigida a cuatro estudiantes de 2o de ESO(inglés) con un plan individual (IP). La escuela donde se pretendía llevar a cabo el proyecto representa una escuela concertada, un establecimiento educativo con orientación innovadora situado en Esplugues. El objetivo final del trabajo es elaborar una propuesta educativa teóricamente justificada que pretendiera atender las necesidades de los cuatro alumnos con un PI y favorecer su integración académica y social.

## **Resum**

El propòsit d'aquest treball és explorar els enfocaments i mètodes teòrics existents en l'ensenyament de l'ESL en general, les estratègies per atendre estudiants amb necessitats educatives especials (NEE), en particular, i fer una proposta educativa informada adreçada a quatre estudiants de 2n d'ESO(anglès) amb un pla individual (IP). L'escola on s'havia de dur a terme el projecte representa una escola concertada, un centre educatiu d'orientació innovadora situat a Esplugues. L'objectiu final del treball és elaborar una proposta educativa teòricament justificada que pretengui atendre les necessitats dels quatre estudiants amb un PI i afavorir la seva integració acadèmica i social.

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## 1. Introduction

During my university practice at school from January till March 2020 I was asked by my tutor to help some of the 2nd of ESO students with an Individual plan who were Spanish speaking immigrants with poor command of English. One of the students was also diagnosed with the Autism spectrum disorder (ASD). The students tried to follow the classroom activities, however, most of them didn't manage to do it successfully, some of them were demotivated and confused, and ended up doing nothing. The teachers had scarce possibilities to attend them during the lesson, so they remained half-neglected. My purpose was to help them, and this is how my interest in attention to students with special needs arose, which later determined the topic of this paper.

In the paper, first, a historical overview of the teaching methods will be provided, as well as of the overview of the evolution of attention to diversity. Next, the strategies of teaching English to SEN students and measures adopted for them in Catalonia will be presented. After that, a plan for conducting qualitative research( students' data collection and analysis) will be presented. The research is meant to inquire for the students' needs and interests, emotional state and cognition. First, I plan to get acquainted with the student's psycho-pedagogical reports and collect the students' personal information relevant for English classroom: cognitive characteristics, emotional state, level of autonomy, the students' personal interests and objectives. Next, a Multiple Intelligence test, interviews( with students and teachers) and observation will be carried out, to complete the previous information. After that, bearing in mind current theoretical approaches and principles, as well as recommendations for attending students with SEN, I planned several classroom and home activities to foster the students' academic and social integration which are: keeping of a diary, creating of 2 electronic portfolios( one for classroom activities and one for hobbies) and peer-tutoring. The project is planned for a school trimester, after which the analysis is to be done to measure the results and suggest improvements.

Unfortunately, neither actual data collection nor the teaching proposal were carried out due to the COVID-19 pandemic. Consequently, the possible adjustments both in data collection and the teaching proposal can't be taken into account. Provided that, the teaching proposal is mainly based on the presented theoretical framework, without taking into account all the possible results of the students' data collection and their circumstances.

## 2. Objectives

The objectives of the present paper are the following:

1. To explore the history of teaching English as a foreign language
2. To explore the history of attention to diversity
3. To study strategies of teaching students with SEN
5. To study the measures adopted for the students with SEN and an IP in the Educational Department of Generalitat of Catalonia
6. To plan a qualitative research: students' data collection and analysis
7. To propose theoretically justified activities for social and academic integration of students with an IP through English language classroom

## 3. Theoretical framework

The present theoretical framework is organized round the two major research items: teaching English as a foreign( or additional language) language( TEFL) and attention to students with special educational needs(SEN).

The TEFL unit consists of a historical overview of the teaching methods as well as revision of certain items( like L1) through history. Current teaching innovations are also presented.

The SEN unit contains exploration of attention to diversity through history, of recognized teaching strategies of attention to SEN students and measures taken in Catalonia in this respect. Special attention is paid to the ASD phenomenon.

### 3.1. Teaching English as a foreign language

The view on the teaching of the foreign languages has been different through centuries. The methods teachers adopted were determined by the learners' needs, as well as by the knowledge obtained from other scientific fields (like psychology and linguistics), in a later period of the TEFL history. The view on the usage of L1 in the English language classroom has also changed through time. New theories and approaches to teaching which emerged in the last decades have formed a new perception of language teaching and have been affecting language teaching worldwide. These are the topics developed in this unit.

#### 3.1.1 The History of Teaching English as a Foreign Language

Following the periodization of Howatt & Smith (2014), there are four major periods in the history of TEFL:

1. *The Classical Period (1750–1880)*
2. *The Reform Period (1880–1920)*
3. *The Scientific Period (1920–1970)*
4. *The Communicative Period (1970–2000+)*

In the **The Classical Period (1750–1880)** foreign language learning was associated with the learning of Latin and Greek and meant to develop their speakers' intellectuality. At that time, the Grammar-Translation Method was the standard classroom approach. It focused on grammatical rules, syntactic structures, memorisation of vocabulary and translation of literary texts. The principal aim of most foreign language teaching in schools was access to literature.

As time went on, however, and as the need for practical skills in the spoken language became more obvious with improved travel and communication, there were increasing

criticisms of the inability of the profession and/or its publishers to meet the new needs.

Thus, **The Reform Period(1880–1920)** came, with the need to promote the teaching of the spoken language as the main pedagogical priority. The initial ideas came from a German immigrant to the USA, Gottlieb Heness, an educationalist, and his French colleague Lambert Sauveur, who developed what they called 'The Natural Method', which was a conversation-based method which taught the meaning of new words by objects, pictures, mime, context, and so on.

When German linguist Maximilian Berlitz decided to set up his own language school in Providence, Rhode Island, in 1878, he adopted the 'Natural Method', with some modifications, the fact he personally acknowledged. When he later came to Europe in the late 1880s, he met a great demand for his work, and his schools got wildly popular. This success stimulated the establishment of rival schools claiming to use the same methods, but Berlitz protected his rights in law, and the phrase 'the Direct Method' began to be used by language school owners to get round the Berlitz 'ban'. It is important to remember that, within secondary school versions of Direct Method, teachers, according to Viëtor, were inclined to use the mother-tongue judiciously, for example to explain new vocabulary. However, translation *into* the language being learnt was, in general, rejected.

To sum up, in the Natural Method and the Berlitz Method, with its focus on teaching in schools, the 'spoken language' was understood essentially as the spoken version of a written text, understanding and oral 'retelling' of which was viewed as central. Exposure to the foreign language was provided in the form of a connected text. This text gave the basis for all the detailed classwork on pronunciation and the intensive question-and-answer oral work. Grammar was dealt with inductively, after the text study, and was related to the language in the text.

During **The Scientific Period (1920–70)** the teachers tried to enrich their teaching practices with emerging knowledge in psychology and linguistics, especially with the behaviourist theory as one of the most important for the period. According to the theory, a learner is essentially passive, responding to environmental *stimuli* in the process of learning.

After the First World War, the centre of progressive thinking on the teaching of English as a foreign language shifted from Europe and the USA to the remarkable expatriate language teaching theorists working in Asia: Michael West in Bengal, Lawrence Faucett in China, and Harold E. Palmer in Japan.

Palmer's (one of the most prominent scholars of that time) major achievement was to synthesize and systematize ideas from the Reform Movement and Berlitz Method traditions. While working in Japan, he elaborated his *Oral Method of Teaching Languages*, which consisted in teaching conversation independently of texts. Most of the exercises were in drill form and followed what later became known as a stimulus-response model. However, Palmer was quite aware that the Oral Method was not complete in itself and should not stand alone.

Hornby also followed Palmer's tradition and tried to apply scientific inquiry to teaching methods, which was depicted in his first major work: *The Scientific Study and Teaching of Languages* (1917). He made many contributions to the emerging field of ELT, by disseminating the prewar work carried out by Palmer. In 1950, Hornby coined the phrase 'The Situational Approach' to show how a teacher can convey meaning when there is no obvious support like a picture. The Situational Approach, or 'Situational language teaching', was the dominant approach in British TEFL in the 1960s.

In the 1960s new technological aids came into general use (tape-recorders, film-projectors). Audio-visual courses consisted of dialogues accompanied by film strips, sets of drills. The techniques were based on the behaviourist assumption that language is acquired by habit formation.

By the end of the period, key features of all good teaching practices were considered to be the use of drills and exercises aimed explicitly at the formation of correct habits in the production of grammatical structures.

**The Communicative Period (1970–2000+)** introduced a new focus on the learner and on learning, as well as on purposeful use of language in the classroom, engaging learners in the pragmatic, functional use of language, using the language in unrehearsed contexts and preparing students for real life communication. The typical activities became: creative role-plays, projects, pair work, group work. The emphasis was put on oral and listening skills.



Motivating materials started to be at use : newspaper and magazine articles, poems, manuals, recipes, videos, news, discussion programmes.

Linked to the Communicative language teaching, Task-based Language Teaching, which emerged in the 1980s designed a syllabus made up of tasks consisting in solving daily real-life problems, like visiting a doctor or making a hotel reservation.

From the 1990s and on the Project work has been gaining more and more popularity. The Project work is a series of activities guided by the teacher which allow students to study, research and act by themselves using their abilities, interests and personal experiences. Project based learning(PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful activities. Students work on a project over an extended period of time-from a week up to a semester, after which they demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

### **3.1.2 Revision of traditional view on the use of L1**

The role of the first language in foreign language acquisition was not always viewed in the same way. In the past, no interference between two languages was welcomed( as it was with the Direct method). Audio-lingual and Audio-visual approaches that emerged further didn't use students' L1 either.

The recent methods (communicative language teaching, task-based learning) “do not so much forbid the L1 as ignore its existence altogether” (Cook, 2001, p. 404, as cited in Pan, 2010) and advise to minimize its use.

These monolingual principles correspond to what Macaro (2001, p. 535) calls “the virtual position”( the classroom is viewed as a target country and total exclusion of L1 is aimed) and similar to it “ maximal position” (the use of L1 is reduced to a minimum), and, though they are still often seen as a commonsense practice in teaching, they are questioned nowadays in several ways. Macaro's “optimal position” (2001, p.535), however, acknowledges the pedagogical value of the L1 use in the FL classroom and advocates for constant exploration

of justified use of the L1.

I can't but agree that the students' L1 is a powerful cognitive tool which should be used by teachers (sharing, thus, Macaro's "optimal position"), and I base this argument on the following scientific works:

First of all, it is the **Interdependence hypothesis** (Cummins 1984, 2008) which states the following: "Although the surface aspects (e.g. pronunciation, fluency, etc.) of different languages are clearly separate, there is an *underlying cognitive proficiency* that is common across languages. This common underlying proficiency makes possible the transfer of cognitive proficiency from one language to another". Thus, the theory justifies the use of the L1 in the FL classroom as a base for learning a new language. The theory is supported by extensive empirical research by Baker(2001), Cummins (2001) and Genesee, Lindholm-Leary, Saunders and Christian(2006), all cited in Cummins (2007), and a cognitive psychology research (Bransford, Brown and Cocking, 2000, as cited in Cummins, 2007) which highlights the centrality of building on students' prior knowledge( including L1) for effective learning, making thus L1 clearly relevant, even when instruction is given through the medium of the L2.

Thus, it is not recommendable to avoid the L1 by all means, which results in "increased usage of input modification (e.g. repetition, speaking more slowly, substituting basic words for more complex ones, simplifying syntax, etc.)...making the discourse less realistic, reducing the lexical diversity, and eliminating exposure to complex syntax." (Macaro, 2005, as cited in Pan, 2010)

Instead, the L1 can and should be effectively used in a range of situations. Pan( 2010) studied the existing literature on teacher code-switching (Chang, 2009; Edstrom, 2006; Ferguson, 2003; Macaro,2001; Tien,2004; Turnbull & Arnett, 2002;) and highlighted three groups of reasonable L1 use: code-switching for curriculum access( translations of words or sentences, explaining grammar and displaying cultural issues), for classroom management( organizing tasks, disciplining, praising students) and for interpersonal relations( chatting, telling jokes).

Therefore, due to the mentioned scientific evidence, Macaro's "optimal position"(the scholar advocates for moderate and purposeful use of the L1) seems to be the most appropriate for

nowadays learning of languages.

### 3.1.3 Innovations and challenges in Additional Language Learning in the era of convergence

Due to the processes of globalization and, as a result, increasing mobility, cultural and linguistic diversity, the educational system is undergoing various changes. New approaches in education demand teachers' flexibility, updated knowledge and openness to new experiences and cultures. Teachers, however, shouldn't lose their critical thinking in order to make the most of emerging scientific knowledge and new approaches to teaching, and to avoid new experiences to be a failure. Thus, an active teacher-researcher attitude should be adopted and a constant dialogue between teachers and researchers should be established.

There is an increasing demand for efficient language learning nowadays, and the **CLIL approach** which demonstrates good results is getting more and more popular. CLIL is defined as “ a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels” (Marsh, 2012, p.7 ).

The method meets all the requirements of modern education: it is meaningful, provides real communication, significant exposure to the additional language, fosters communicative competence and cognitive development. Unfortunately, it was noticed that the term 'CLIL' is “overstretched” and as a consequence, often misapplied (Ioannou Georgiou,2012).

To avoid misinterpretation and faults in the application of CLIL programs, the approach should be clearly defined and based on Coyle's Four Competences framework(1999) which guides the teacher in developing not only the subject content but also the language, cognition and culture( citizenship) elements. The content element, however, should not be oversimplified.

Ioannou Georgiou( 2012) summarizes the conditions for effective CLIL implementations: graduality, constancy, teachers' competence and motivation, governmental support, school guidance and coordination.

However, there is a need for further longitudinal research into the effectiveness of CLIL and the way to lead CLIL in schools, remembering that implementing an educational innovation at any cost can't guarantee the quality of learning( Soler, 2020).

Apart from the tendency to join the language with meaningful content in CLIL, there is a strong movement of bringing languages together, in other words, an **Integrated Plurilingual Approach(IPA)** which is based on Cummins' Interdependence hypothesis (1984,2008) and views the teacher's and students' multilingualism and multiculturalism as a resource. According to Cummins, the knowledge of L1 contributes to the knowledge of additional languages and should be used as a useful resource in the classroom. The IPA contrasts different languages and introduces new cultural notions developing thus the plurilingual and multicultural competence in students which facilitates integration in a new globalized society.

There is scientific evidence of the contribution of multilingualism to creativity and thinking in general. Marsh( 2012) provided a scientific inventory of positively affected thinking processes: higher abilities in verbal processing and increased analytical orientation in using languages( Ben-Zeev, 1977), thinking flexibility( Lanco-Worrall, 1977), creative thinking, abstract thinking and cognitive development( Srivastava, 1991), among others.

However, from the point of view of practitioners, plurilingualism may require a paradigm shift. "Teachers' beliefs around plurilingualism are often based on monolingual instructional assumptions and they may display resistance to the notion of plurilingualism"( Taylor, 2014). The speaker identifies areas for future research in order to facilitate the shift: "Conduct collaborative inquiry with educators to co-develop constructive context-sensitive practices" and "reveal students' linguistic repertoires", as well as recognize their diversity. She also highlights the importance of developing and spreading of plurilingual pedagogical materials.

In order to face these challenges, a modern teacher-an agent of change should adopt an active attitude of a teacher-researcher and make his/her contribution in bridging the gap between research and practice.

Therefore, a teacher should be a good observer, first of all, and be able to identify a problem in the teaching-learning process, then make a research question and find answers collaboratively. After that, he/she should design a new informed teaching strategy, implement, observe and evaluate it, and then put it into practice if it results efficient

(Lagerwaard, 2020).

In conclusion, modern language teachers should get well acquainted with current pedagogical approaches like CLIL, IPA and others, be open for improvement and develop a critical approach towards implementation of these methods, as well as towards their own performance. They should bear in mind that the objective is not to implement new models at any cost but to be constructive changemakers in their school contexts.

### **3.2 Diversity and special educational needs**

In the following chapters we will look at attention to diversity issues. First, we will see how attention to diversity evolved through history. After that, we will look at the teaching strategies proposed by prominent scholars to attend the students with SEN.

#### **3.2.1 Evolution of the attention to diversity in education throughout the history**

The concept of diversity refers to a variety of identities( according to the race, class, gender, etc.), as well as health and social conditions, previous knowledge and learning abilities in students which require specific educational adjustments. I would like to center here on health conditions and learning abilities. Special health conditions include physical, mental or sensory disabilities. Learning abilities include both learning difficulties and high learning abilities.

Since the enactment of LOGSE-1990 and currently with LOE-2006, Spanish educational system has positioned itself in favour of inclusive schools open to diversity. Thus, the educational system proposes common objectives and curriculum adaptations for all the students, in order to attend to individual differences. However, it has not always been this way.

The efforts made by groups defending human rights and democratic evolution have been creating important changes in social institutions and consequently in the school institution. But only half a century ago, it was unthinkable that children with some type of disability or

anomaly were seen as having the same rights as the rest of the children. During the 18th-19th, a child with a mental disability was considered a deranged person, who had to be admitted to orphanages or asylums.

Only some children were provided with education. The Moyano Law of 1857 provided for the creation of schools for deaf children in Spain. The National Patronage for the Anomalous was created in 1914.

In the 20th century, Binet created the first intelligence test, and this instrument began to be used to separate students according to their intellectual capacity. This method tended to homogenize the students.

In Spain, such separatist mentality was not replaced by the inclusive model until the 1970s, when, due to the General Education Law 14/1970 of August 6, EE joined the ordinary educational system allowing the creation of EE classrooms in ordinary centers.

The true promoter of the integrative conception in EE was the publication in Great Britain in 1981 of Warnock report( named thus after the name of the president of the investigating committee) that no longer talked about handicapped children who must receive education in special centers or classrooms designed specifically for them( as they had been doing until then) but rather spoke of today known as students with Special Educational Needs (SEN).

From that moment, the diagnostic labeling of students is avoided and EE begins to be considered as the set of measures, educational, material and human resources that must be offered to all students.

Logically, the Warnock Report brought changes in the educational legislation in Spain: in 1982 the Law of Social Integration of the Handicapped (LISMI ) regulated the educational integration at 4 levels: non-integration (special educational centres), partial integration (integration classrooms in ordinary centers), combined integration and full integration (ordinary classrooms). In 1985, the Royal Decree on the Regulation of Special Education appeared, introducing the concept of SEN as a substitute for the EE student. A SEN student has a learning difficulty or disability caused by behaviour issues, attention deficit( Attention Deficit Hyperactivity Disorder/ADHD),

Finally, in 1990, the Law of General Organization of the Educational System (LOGSE) definitively incorporated the concept of the student with special educational needs (ANEE) to refer to that group of students who present learning difficulties greater than other students and require special attention and more educational resources than their peers.

It has been Marchesi (2002) who has highlighted the factors that determined an important turn in this situation, having introduced the conception that the deficiency can be evoked by the absence of adequate stimulation or by incorrect learning processes, which contributed significantly to the fact that disability began to be viewed from another perspective.

Towards 2005, the concept of Specific Need for Educational Support (NEAE) appeared, and the idea of school integration was replaced by the idea of inclusive education with equal rights for every student.

As a consequence of inclusive processes, the recent DECRET 150/2017, of October 17 (Generalitat of Catalonia), on the educational attention to students in frame of the inclusive educational system, states that all the children in Catalonia (with few exceptions) are to be educated in ordinary centres in order to provide equal opportunities and best learning conditions for everyone.

### **3.2.2 Measures taken in Catalonia to attend SEN students. Individual Plans**

First, I would like to define a student with special educational needs as it is understood nowadays. Generally, a student with SEN has a learning difficulty or disability caused by a physical illness (multiple sclerosis, chronic asthma, epilepsy, etc.), developmental impairment (down syndrome, autism, dyslexia, processing disorders), behavioural/emotional disorders: attention deficit (Attention Deficit Hyperactivity Disorder/ADHD), bi-polar disorder or sensory impairment (partial or complete blindness, deafness or limited hearing). In Catalonia (and Spain) such conditions imply elaboration of an Individual learning plan (IP).

According to the official document of The Department of Education, Generalitat of Catalonia (2015), an individual plan (IP) is a tool to attend the diversity for planning measures, actions and supports to respond to unique and complex situations of certain students, based on the

agreements made by the teaching staff. An IP must be elaborated for a student (Article 6.3 of the Order EDU / 295/2008) when it is considered that, for its progress, the adaptations and the reinforcement or extension measures that have been incorporated into the regular programming are insufficient. The IP must include the measures and supports that will be carried out to provide an educational response to the needs of the student and must be subject to continuous assessment. The person responsible for the implementation of the IP will be the tutor with the collaboration of the team of teachers and professionals who participate in the educational care of the student. The individualized plan must include the general data of the student and the justification of the plan with the specification of the measures of attention to diversity, the interests and the capacities of the student to build the training itinerary and guidance throughout the stage.

In Catalonia, IPs are also elaborated for students with high abilities, new-comers who need additional support and those parallelly receiving training on dancing music or sports, as well as for some other special cases.

First, students should pass tests on their mental processes' characteristics( when needed) in order to identify their special necessities . Taking into account the tests' results, the teachers then will elaborate individual educational plans to make sure the students are able to achieve basic competences of the course.

### 3.2.3 Teaching English to students with SEN

In the following chapter we will look at general measures and strategies in teaching students with SEN of any kind, and then will look at recommendations for teaching the ASD students, specifically. The core of the recommendations is the usage of so-called **scaffolding strategies** which provide the students with a sheltering atmosphere and which help the students to build their knowledge and skills with the aid of pre-arranged teaching techniques and peer-tutoring.



### 3.2.3.1 General measures

As a strategy of attention to students with SEN, a **differentiated approach** is a commonly adopted practice all over the world.

Tomlinson and Imbeau (2010) describe differentiation as creating a balance between academic content and students' individual needs. They suggest that this balance is achieved by modifying four specific elements related to curriculum:

- **Content** — the information and skills that students need to learn
- **Process** — how students make sense of the content being taught
- **Product** — how students demonstrate what they have learned
- **Affect** — the feelings and attitudes that affect students' learning.

These curriculum-related factors are based on students' need in three areas:

- **Readiness** — students' preparation for learning specific information or skills
- **Interest** — what appeals to students and thus motivates them to learn
- **Learning Profile** — how students approach the task of learning

Differentiated instruction, by definition, is instruction that is designed to support individual students' learning in a classroom of students with varied backgrounds and needs. The goal of differentiated instruction is to create equal learning opportunities that make allowances for differences in how individual students learn in order to ensure equal access to important academic content. Effective differentiation requires ongoing evaluation of students' needs and conscious attention to designing instructional activities and assessment to meet those needs.

As Tomlinson and Imbeau (2010) point out, the teacher's role in the differentiated classroom is to continually ask him/herself, "What does this student need at this moment in order to be able to progress with this key content, and what do I need to do to make that happen?" (p. 14).

Thus, the first measure in attending students with SEN should be creation of an Individual learning plan. In order to create the individual learning plan, various tests should be done, in order to detect a student's interests and needs. One of the commonly used tests in this context is a **Multiple Intelligence test**.

The test is based on H. Gardner's Multiple Intelligence theory( 1983) formulated after biological and cultural research which resulted in a list of **nine intelligences**(the last two were formulated in later years). This new outlook on intelligence differs greatly from the traditional view which usually recognizes only two intelligences, verbal and computational. The nine intelligences Gardner defines are:

- Logical-Mathematical Intelligence: consists of the ability to detect patterns, reason deductively and think logically.
- Linguistic Intelligence: involves having a mastery of language.
- Spatial Intelligence: gives one the ability to manipulate and create mental images in order to solve problems.
- Musical Intelligence: encompasses the capability to recognize and compose musical pitches, tones, and rhythms.
- Bodily-Kinesthetic Intelligence: is the ability to use one's mental abilities to coordinate one's own bodily movements.
- Interpersonal intelligence: the ability to understand and discern the feelings and intentions of others.
- Intrapersonal intelligence: the ability to understand one's own feelings and motivations.
- Existential Intelligence: sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life.
- Naturalist Intelligence: Designates the human ability to work with living things (plants, animals) as well as sensitivity to other features of the natural world (clouds, rock configurations).

Taking into account the MI theory, it is possible now to identify intelligences through tests and use the results in second language classrooms, by employing multiple ways to teach through the use of tasks related to the different intelligences and skills.

### 3.2.3.2 Strategies in teaching students with SEN

As a professor of special education, Ortiz, A.(2001) highlights that second language learners with special education needs appear to benefit in particular from **multisensory teaching approaches** (e.g. Total Physical Response and drama), computer-assisted and other **technology-supported instruction, peer tutoring and cooperative learning, learning style-based instruction**, and whole language/process approaches (Cloud, 1990, 1994).

Gersten & Baker (2000), as cited in Ortiz(2001) recommend “a balanced English language development program that includes the development of both social language (natural conversational language) and academic language, along with traditional language study (vocabulary and syntax), all while assisting learners to use language in socially and culturally appropriate ways”. Active learning and peer support have been shown to greatly enhance language learning for English language learners (Fern, Anstrom, & Silcox, 1994, as cited in Ortiz, 2001).

Ortiz( 2001, p. 127) describes so-called “Sheltered Content Instruction” which involves making academic content comprehensible for students with SEN. In order to make content area instruction comprehensible to English language learners, Zehler (1994, as cited in Ortiz, 2001) advises teachers to do the following:

- Create an accepting and predictable environment by using structured activities and letting students know what is expected of them
- Maximize opportunities for language use by asking carefully constructed questions that students can answer
- Create opportunities for student dialogue in a supportive environment
- Encourage active participation
- Give students responsibility for their own learning
- Use discovery processes and cooperative learning
- Make learning relevant to the students' experience
- Use thematic teaching, and design activities that promote use of learning strategies and higher order thinking skills
- Support understanding by guiding and facilitating learning efforts, adapting speech to students' proficiency levels, using multimodal instruction (e.g., visuals, realia, and

graphic organizers) to ensure understanding, offering peer support, and using the native language to clarify meaning or to expand learning.

In addition, teachers can use the following:

- Vocabulary guides, semantic webs, concept maps, advance organizers, and structured overviews to help students develop the vocabulary and background knowledge needed to understand academic content.
- Strategies (such as guided questioning, prediction, and graphic aids) that support reading comprehension
- Structured study guides, information organizers, chapter outlines, and short summary notes to record key concepts
- Reciprocal (peer-mediated or adult-directed) teaching techniques to help students acquire key concepts and the related academic language (Kang, 1994; Leverett & Diefendorf, 1992)

To shelter instruction for English language learners with special education needs, it is necessary to create a learner-friendly environment, remove distractions to student learning, vary classroom organization and management tactics to provide needed support and encouragement, adapt methods of presentation and methods of practice (visual, auditory, kinesthetic), use technology to enhance learning.

In terms of assessment in sheltered content classes, a particularly fruitful approach is portfolio assessment, which uses a variety of products and information-gathering techniques, such as anecdotal records, language samples, and interviews with students and parents, to create a picture of student progress over time. Portfolio assessment has been strongly advocated by specialists familiar with the needs of culturally and linguistically diverse special education students (Salend, 1998, as cited in Ortiz, 2001).

### ***Scaffolding***

**Scaffolding strategies** explained in Ortiz(2001) are of great importance to students with SEN. Scaffolding( the term was first used by a psychologist Jerome Bruner in the 1960s) refers to a variety of instructional techniques used to move students progressively toward

stronger understanding and, ultimately, greater independence in the learning process. The term itself offers the relevant descriptive metaphor: teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. Like physical scaffolding, the supportive strategies are incrementally removed when they are no longer needed, and the teacher gradually shifts more responsibility over the learning process to the student.

Scaffolds like story maps, paragraph frames, and sentence starters, templates are the tools that aid students in their learning. Scaffolding strategies can be used most effectively in what Vygotsky(1978) called **the zone of proximal development (ZPD)**, in which less proficient learners rely on the assistance of more capable individuals to achieve tasks that they would not be able to achieve without such support. Scaffolding within a learner's ZPD is especially important for English language learners, with or without disabilities, because it builds upon their language, culture, and prior experiences. The student's first language, for example, can serve as a scaffold for learning a second language, which is highly supported by the language **Interdependence theory**.

Englert and Marriage (1996), as cited in Ortiz(2001) describe three types of scaffolding strategies: mediated scaffolds, task scaffolds, and materials scaffolds. A fourth, more abstract scaffolding strategy is the use of comprehensible input to promote second language acquisition (Krashen, 1982a, 1982b, as cited in Ortiz, 2001).

With **Mediated Scaffolds**, the teacher, the teacher's aide, or a more proficient peer helps to make new information and tasks accessible to the student. Assistance is gradually withdrawn, and responsibility is transferred to the student.

**Task Scaffolds** shape the ways a task is carried out. They allow students with learning disabilities to focus on their learning process and strategies by reducing the information that they must generate independently. Eventually, the students will be able to independently compose summaries, stories, or descriptions without the cues or templates.

**Materials Scaffolds** are strategically designed as advanced organizers (e.g., story maps, paragraph frames, and sentence starters) that gradually provide less and less support, resulting in the student's ability to create a product with little or no support.

**Comprehensible Input** (Krashen, 1982a,1982b) can be viewed as a scaffolding strategy, as well. The concept refers to language used in ways that make it understandable and meaningful to the language learner.

### ***Peer-tutoring***

Before Bruner, a Russian psychologist Lev Vygotsky already talked about the notion of scaffolding( without naming it ) defining it as, ‘the role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level’ (Raymond, 2000). When such a support is provided by a peer, we talk about **peer-tutoring** which is regarded as a scaffolding technique, as well.

Peer-tutoring is one of the most recognized practices in attention to the students with SEN. Peer tutoring can be defined as “a class of practices and strategies that employ peers as one-on-one teachers to provide individualized instruction, practice, repetition, and clarification of concepts” (Utley & Mortweet,1997, p. 9, as cited in Bowman-Perrott, 2013)

Numerous studies( Johnson et al, 1981; Ovejero,1990; Gillies,2014, 2016; Kyndt et al., 2013; Slavin,2014; and others) revealed that collaborative learning( peer-tutoring can be considered as such) has profound and positive effects on learning and socialization. The studies showed a significant improvement in quality of learning strategies, information processing, critical thinking and social integration.

It has also been observed that teaching can be an effective form of learning( Annis, 1983; Biswas et al., 2005; Cortese, 2005; Duran, 2011 and others). Thus, not only the tutored, but the tutors, too, benefit from teaching and better their performance, auto esteem and motivation.

Cooperative learning is also recommended by the international movement for inclusive schooling (Echeita et al., 2004) as a strategy for attention to diversity, and is referred to as an effective tool for the acceptance of disability (Putnam, 1997) and for intercultural education (Diazaguado, 2003). Other studies have also proved the potential of peer tutoring

as an effective tool for inclusion (Longwill and Kleinert, 1998; Scruggs and Mastropieri, 1998). The method develops social competence and interaction skills( all mentioned studies are retrieved from Duran & Blanch, 2008).

In addition, a meta-analytic review which was conducted by Bowman-Perrott L. et al. (2013) and consisted of 26 studies( from 1984 to 2011 ) restated once again academic benefits of peer tutoring. The findings suggest that peer tutoring is an effective intervention regardless of dosage, grade level (elementary, secondary and high school was studied), or disability status(studies involved students with disabilities). The studies revealed that greater academic gains were achieved by students engaged in peer tutoring interventions than by those engaged in non peer tutoring instructional arrangements. Results support evidence that aspects of peer tutoring interventions such as repetition of key concepts and opportunities to respond are particularly beneficial for students in need of additional academic support. This meta-analysis provides evidence for the use of peer tutoring as an evidence based instructional practice based on the most current, high-quality standards for research, according to its authors.

### **3.2.3.3 Teaching English to students with Autism**

Many sources on Autism use the term ASD( Autistic Spectrum Disorder) as an umbrella term to refer to the phenomenon and conditions related to it. There are different degrees of severity of Autism. High-functioning autists, referred to as those with Asperger syndrome(after an Austrian psychiatrist Hans Asperger), have ability of verbal communication and sometimes may present extraordinary abilities, like excellent visual or numerical memory; low-functioning autistics can't communicate verbally and can present additional mental conditions.

According to Hannell (2006:19), "autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child's educational performance". Due to the differences in their brain, people with autism have a special kind of information processing that has an effect on the following areas listed by Canavan (2016:7):

- Social interaction

- Emotional recognition and regulation
- Impulse suppression
- Language and processing – input and output
- Fine and gross motor skills
- Planning and organization
- Attention, short-term memory
- The ability to be flexible
- Sensory regulation

According to the author, the dysfunctions in these areas may result in impulsive behaviour, limited interests, poor working memory, problems with organization, need for rigidly established routines, literal interpretation and limitations in cognitively demanding tasks, like analysis and abstract thinking.

Building an individual learning plan is of utmost importance in autism education. Ribble (2011:27) indicates that creating a learning plan for each student with autism is a very useful tool to monitor and evaluate the student's learning progress and gain insights into his/her strengths and weaknesses as well as the learning areas which need more attention.

Although students with ASD present various learning challenges, they also have their strengths. For example, it is common for a student with ASD to have strong **visual channell**(according to Ribble, 2011), due to which some of them may even have photographic memory and developed capacity to process visual information. Thus, such visual devices as computers, mobile phones, tablets, and other electronic gadgets along with the Internet can be successfully exploited in autism education. LePage (2014:163, 169) describes that students with autism can spend hours searching for information on a topic of their interest. It is therefore crucially important to instruct them in the use of the computer, the Internet, and the keyboard right from the beginning. Being able to use a computer and do valid searches on the Internet are assets in the overall education process of an individual with autism.

In spite of the possible challenges that communication with peers may present( inattention, anxiety, problems with understanding related to difficulties with auditory processing) the work with peers should be arranged for these students, as it may result that English lessons which require communication are the only opportunity for these students to be engaged into



meaningful dialogues, bearing in mind that autistic students usually don't start conversation themselves.

In conclusion, following Ribble (2011:20) and other mentioned authors, individuals with autism are capable of growing and improving both academically as well as in other life skills, and teachers should facilitate this process in all the possible ways.

#### 4. Methodology

*Context: The teaching proposal is designed in order to attend the needs of the four 2nd of ESO students with an IP in the English language classroom in a semi-private school situated in Esplugues. All the students are Spanish speaking immigrants with poor knowledge of English. One of the students is also diagnosed with the ASD. The teaching proposal means to foster the students' academic and social integration. The students have 3 English teachers in turns or together( depending on the activities). All the students are provided with a laptop.*

Before making a **teaching proposal**, a **qualitative research** will be conducted. The qualitative research means to identify the students' needs and interests. Concretely, the non-linguistic variables like motivation, self-confidence, ability to communicate, attitude, emotional state, effort, organization will be investigated, in order to detect any destructive factors which can affect the performance of the activities. Apart from that, the inquiry will try to detect the sphere of students' interests and capacities, in order to make the activities more motivating for them. Together with that, the students' strong points and the points to improve will be analyzed. According to the results of the investigation, it should be decided whether a psychologist should be consulted or if a one-on-one conversation with a student should be conducted by a teacher to work upon such variables like motivation, attitude, behaviour or emotional state.

#### 4.1 The qualitative research: Data collection and analysis

The qualitative research is carried out in order to detect students' needs and interests. Three instruments of inquiry are used: The Multiple Intelligence test, interviews and observation. In order to conduct the research, the data collection will be organized in four steps:

Step 1: Collecting the students' information from the school's psychologist

Step 2: Testing students' multiple intelligences( instrument 1): annex 2

Step 3: Interviewing teachers and students( instrument 2): annex 3

Step 4: Observations(Instrument 3) annex 4

After the Data collection, the Data analysis will be carried out.

##### ***Step 1: Collecting the students' information from the school's psychologist***

Having studied the general guidelines for elaboration of IPs in Catalonia and an example of an IP elaborated for a student of the 2nd of ESO in Esplugues school ( Annex 1), I have noticed the absence of some personal data recommended to be included in the IP, concretely, the student's interests and capacities. Probably, the data was previously collected by the school's psychopedagogue during the initial evaluation. Unfortunately, due to the lockdown it was difficult to find out. I needed to know what kind of initial information is collected and asked the school psychologist for it. The school's psychologist has provided me with a list of typical tests for the newcomers among which the most relevant for my investigation are the following:

- Wechsler's Intelligence Test (WISC-IV)
- Study Habits Questionnaire (CHTE)
- Attention Test (D2)
- Personality Test (16PF-APQ)
- Self-esteem Test (AF5)
- Intellectual Aptitudes Test (BAT-7)

The following tests need additional explanation:

The **Wechsler Intelligence Scale for Children (WISC)**, developed by David Wechsler, is an individually administered intelligence test for children between the ages of 6 and 16. It generates a Full Scale IQ that represents a child's general intellectual ability. It also provides five primary index scores: Verbal Comprehension Index, Visual Spatial Index, Fluid Reasoning Index, Working Memory Index, and Processing Speed Index. These indices represent a child's abilities in discrete cognitive domains.

The **16PF-APQ** contains 16 variables( among them: Affability, Reasoning, Emotional Stability, Dominance, Sensitivity, Vigilance, Abstraction, Privacy, Apprehension, Openness to change, Self-sufficiency, Perfectionism and Tension) and the 5 global dimensions (Extraversion, Anxiety, Toughness, Independence and Self-control). The Personal Problem section(Discouragement, Worry, Poor Self-Image, Discontent with oneself, Anger and Aggression, Difficulties with authority, Difficulties with addiction, Total difficulties, Difficulties at home, Difficulties at school and Poor coping ) has been conceived as an opportunity for the students to point out those areas that are particularly problematic for them( Schuerger, n.d.).

**BAT-7** is a new psychometric tool for assessing three intellectual domains, general factor (g), fluid intelligence (Gf) and crystallized intelligence (Gc), and eight cognitive abilities: Verbal (V), Spatial (E), Attention (A) and Concentration (CON), Reasoning (R), Numerical (N), Mechanical (M) and Orthography (O)( Sanchez & Arribas, 2014)

### Procedure

The students' information related to the variables under investigation( motivation, self-confidence, ability to communicate, attitude, emotional state, effort, organization) is to be collected and organized in the table 1( see the end of this section: data analysis) , as well as the data related to cognition( table 2, see data analysis)

### **Step 2: The Multiple Intelligence test (instrument 1)**

The Multiple intelligence test(annex 2) is based on **Gardner's "Theory of Multiple Intelligences" (1983)** and means to attend diversity in students according to the dominating

areas of intelligence. I was notified by the school's psychologist that this test can't be evaluated as strictly scientific one, thus I don't pretend to gather precise scientific data on the students' intelligences but rather identify the student's areas of interests and special capabilities they may reveal.

Procedure:

To hand out the questionnaire( annex 2) to the 4 students with IP to be filled in during the English lesson. The students are asked to put ticks in front of the statements they answer affirmatively. The test is analysed as shown at the end of the test( annex 2) The obtained information is organized in table 3( data analysis).

**Step 3: Interviews(instrument 2)**

The interviews with teachers and the students (annex 3) are carried out in order to obtain the student's updated personal information:

- A) The teachers are interviewed in order to get a more detailed information about the students: their behaviour, attitudes, relationships, emotional state, strong and weak points, motivation and level of effort

Procedure:

The interview is to be held when suitable for the teachers. The information is collected in a separate paper for each student. Three English teachers are to be interviewed( all of them participate in the students' learning process together or separately). The answers are then compared and the results are added to the tables 1, 2 and 3.

- B) The students are interviewed to discover their interests, level of motivation, strong and weak points and their goals.

Procedure:

The students are asked for an interview( see Annex 3B) at the English lesson( during the section which omission is permissible, as previously accorded with the teacher). He/ she is interrogated(outside the classroom) as for his/her interests, preferences, motivation, strong and weak points. The questions will be first asked in English and then translated if necessary. The student may answer in his/her native language (Spanish).

#### **Step 4: Observation(instrument 3)**

The step consists in carrying out the observation in the English classroom (annex 4), in order to obtain information on motivation, attention, effort, behaviour and other issues through observation.

#### Procedure

The observer will solely be occupied with the task and register the observed information in the grid( annex 4). The data is collected during 2 English language classes. New observation issues can be added after the first English class.

#### **Data analysis**

All the gathered data will be organized into 3 tables:

table 1: Psychological variables

| Psychological variable | S1 | S2 | S3 | S4 |
|------------------------|----|----|----|----|
| motivation             |    |    |    |    |
| confidence             |    |    |    |    |
| ability to communicate |    |    |    |    |
| attitude               |    |    |    |    |
| emotional state        |    |    |    |    |
| effort                 |    |    |    |    |
| organization           |    |    |    |    |

table 2: Cognition: strong points and points to improve

| Student | Strong points | Points to improve |
|---------|---------------|-------------------|
| 1       |               |                   |
| 2       |               |                   |
| 3       |               |                   |
| 4       |               |                   |

table 3: Interests

| Student | Interests |
|---------|-----------|
| 1       |           |
| 2       |           |
| 3       |           |
| 4       |           |

In the research process, additional points may appear to complete the student profile.

All the data organized in the tables 1, 2 and 3 is to be analysed. The conclusions for the teaching proposal are to be made. Three questions should be answered:

- 1) Are there any psychological factors which can negatively affect the performance in the activities?(table 1)
- 2) What are the students' strong points and the points to improve in relation to cognition?( table 3)
- 3) What are the students' interests and hobbies?( table 3)

According to the results from the **table 1**(psychological factors), it will be decided whether any student needs an individual session with the psychologist or a teacher to receive encouragement and better motivation, attitude, confidence, emotional state, effort, organization and ability to communicate. The demotivating factors will be eliminated or minimized. The results from the **table 2** (cognition) will indicate the areas to be developed as well as the strong points to take into account while planning activities for the students. The **table 3**( Interests) will affect the contents of the activities.

## 4.2. The teaching proposal

Could the students' data be collected, the teaching proposal would have been created on the basis of the obtained results. The range of hypothetical results is too wide(the students can reveal any kind of learning and psychological necessity and a wide range of interests) to create a concrete teaching proposal for these students on their base. In the absence of the data collected from the students, the present teaching proposal is created on the basis of the theoretical principles discussed in the Theoretical framework and recommendations elaborated for students with SEN. The **IPA approach**( based on Cumins' Interdependence Hypothesis) is adopted for the activities: the students are allowed to use their L1(Spanish). The **scaffolding strategies** are used for the IP students: the use of templates, the use of L1 and peer-tutoring.

### 4.2.1 Use of the collected data

The actual data collection is not carried out. If the data were collected, the psychological factors( table 1) would have been taken into account and acted upon( by the teachers or school psychologist). The knowledge of the students' psychological factors would determine the degree and quality( psychological support, instruction) of attention to each student before and in the course of the activities. The cognition elements (table 2) would have been taken into account in the selection of activities which would benefit from a student's strong points and help to develop his/ her weak points. The students' interests(table 3) would have determined the contents the students would work with.

## 4.2.2 The activities of the teaching proposal

The teaching proposal consists of 3 activities which mean to foster the students' confidence, motivation, responsibility, proactive behaviour, autonomy, collaboration and linguistic competences.

The duration of the initial implementation of the teaching proposal is a trimester (three months). After this period, the analysis of the results should be done and the strategies should be improved according to the students' needs. After that (having in consideration all the adjustments done), the improved version of strategies could be used again till the next analysis of the results after each trimester is carried out.

The whole cycle of the **action research** is to be carried out as recommended in Denos(2009):

1. Planning a change
2. Acting and observing the process and consequences of the change
3. Reflecting on these processes and consequences
4. Replanning
5. Acting and observing again
6. Reflecting again and so on.

### 4.2.2.1 Activity 1: Keeping a diary

A diary is a frequently kept, often daily, record of personal experiences and observations in which ongoing thoughts, feelings, and ideas can be expressed. Increasingly diaries are being used to investigate social, psychological, and physiological processes.

The activity is designed to foster students' academic integration through practice of free written expression(agency) and creativity. A scaffolding technique( a template) will be initially used in order to facilitate the process. The activity can be used as an additional



measure to monitor the process of social integration and personal development( through diary expression).

Procedure:

A permission from the English teacher is to be taken to carry out a small session( 20 minutes) outside the class. Each student then is given a diary( a notebook decorated with pictures). The instructions to keep a diary are given ( Annex 5) The students are informed that several teachers will have access to the diary. The students are asked to put down their experiences, thoughts and feelings in the diary. They are also encouraged to make drawings, put words and expressions they like in it. They are asked to spend 15 minutes daily writing things in the diary. Once a week a diary should be revised for some comments and encouragement from the teacher. In the end of the trimester an analysis is to be carried out and several questions are to be made: Was the task motivating? What are the positive outcomes? Is it reasonable to continue keeping a diary? Does a dairy express( verbally or nonverbally) any personal or social problem in the student?

**4.2.2.2 Activity 2: Creating of 2 electronic portfolios: “My English classroom portofolio” and “ My hobbies portfolio”**

The activity is designed to develop autonomy, foster ICT competence, improve attention, form a proactive attitude, favour academic integration, foster creativity

Procedure:

It should be made sure first if the student has enough ICT competence for the task. If the student lacks this competence, he/she should acquire this first. If the student has sufficient ICT competence for the task of creating of electronic portfolios, ask him/her to follow the English class by translating the visual information he/she gets during the lesson( words, expressions, grammar explanations) and putting it into the first portfolio. Each section should include answers to the questions: “ What have I learnt? What can I say, write now?”.

In the second portfolio( for hobbies and interests) the student collects all the interesting information(videos, instructions) about his/her hobbies/interests, both in Spanish and English( the native language here serves as a scaffolding technique). The students' **visual channel** gets engaged. Alternatively, the student can use any topic from another non-language subject (history, geography, biology, etc.) for the content( CLIL approach). A credible online translator( Linguee) is presented to the students. Students can also use google images. A teacher( or practitioner) should monitor, guide and adjust the process according to the student's needs. Once a month the student is asked to tell his mates about his hobby/interest(to make a powerpoint presentation). Gathering and organizing of the information means to improve the student's proactive attitude and autonomy, sharing the information with peers means to foster communication. After a trimester of implication of the measure an analysis should be done, as for effectiveness and further adjustments.

#### 4.2.2.3 Activity 3: Peer-tutoring

The activity is meant to improve the students' performance, as well as their confidence and social integration through communication and mutual instruction.

##### Procedure

The students are engaged into a learning chain. Any small individual task ( doing an exercise, for example) is appropriate for the activity. The first pupil from the class which finishes the task helps a student with an IP to complete the task, the helped student then helps another student with an IP. Turns should be done for different tasks: all the 4 students should be helped by their more proficient group mates and practice the role of a teacher themselves.

Additionally, the students are encouraged to participate in classroom activities and small tasks in spite of their poor knowledge of English. According to their personal features and strengths, they can be coordinators of games, announcers of topics, helpers in tasks they might be strong(like translating words for example). Let them

participate in group projects providing accessible help: looking for words, for information. The instances of participation are registered.

After a trimester of implementation of the measure an analysis of the results should be done: Was the students' participation significant or little? Why? Are there any positive effects of the measure implementation(rising of students' confidence, motivation, social and academic improvement)? What could be done to improve the measure?

#### 4.2.3 Theoretical principles used in the teaching proposal

In the activities, the students are allowed to use their L1( Spanish) following **Cummins's Interdependence theory**( which states that the use of the students' L1 is beneficial in additional language learning) and **Macaro's Optimal position** who advocates for moderate and purposeful use of L1 in the FL classroom.

One of the activities (creating a hobby portfolio) will use **the CLIL approach** when the students will opt to develop a topic related to other school subjects( science, geography, history and others).

The use of L1 is also a **scaffolding strategy** which helps students to build their L2 knowledge on the basis of their L1. Other scaffolding strategies used in the teaching proposal are a **mediated scaffolds**( peer-tutoring) and **materials scaffolds**( as mentioned in Englert and marriage, 1996 and cited in Ortiz, 2001) provided by the diary template( annex 5)

The activities use technology( computers) as an engaging factor and provider of the visual information( google images) recommended for SEN students(Ortiz, 2001).

**Keeping a diary** develops **emotional intelligence**( R. Bisquerra) through self-observation and daily register of emotions and thoughts which provide students with valuable information about themselves and helps to understand and regulate the emotions they feel in each situation. The activity helps to develop the following competences: introspection, awareness of one's emotions, emotional regulation, awareness of other people's emotions,

self-esteem. Apart from that, the activity will help the teacher to monitor the students' emotional state not only through verbal, but also through visual information (drawings, pictures).

The activity also contributes to the development of **agency**, "the socioculturally mediated capacity to act" (Ahearn, as cited in Lier Van, 2008) as it engages volition, freedom of expression, autonomy, motivation, initiative, identity, related to agency.

**Creation of electronic portfolios** is meant to develop **autonomy** as "the capacity to take control over one's learning" (in the educational context) (Benson, 2007). The presentations of the final product of the activity (hobby part) helps to develop the **communicative competence**.

#### 4.2.4 Competences developed in the teaching proposal

The proposed activities develop mainly the following **competences** in students:

##### Linguistic competences:

C3: To use oral interaction strategies according to the communicative situation to start, maintain and finish a discourse

C4: To apply strategies of comprehension to obtain information and interpret the content of written texts

C6: To select and use search tools to access text comprehension and knowledge acquirement

C7: To plan written texts of diverse topology

C8: To produce texts of different typologies and formats applying textualization strategies

##### Personal and social competences:

C1: To become aware of oneself and to be involved in the process of personal growth

C2: To know and put into practice strategies and habits that take part in one's own learning

C3. Develop skills and attitudes that allow to face the challenges of lifelong learning

C4: Participate in the classroom, in the center and in the environment in a reflective and responsible way

The activities also foster the ultimate secondary school educational goals:

- Assume responsibly the duties and exercise the rights with respect to others, understand the value of dialogue, cooperation, solidarity, respect for human rights as basic values for a democratic citizenry
- Develop the entrepreneurial spirit and self-confidence, critical sense, personal initiative and the ability to learn, plan, make decisions and take responsibility
- Understand and express appropriately in one or more foreign languages
- Develop skills for the critical analysis of information, in different media, through digital and other instruments, to transform information into knowledge and communicate it through different channels and formats
- Enjoy and respect artistic creation, understand the languages of the different artistic manifestations and use various means of expression and representation

#### **4.2.5 The teaching proposal and recommendations of Generalitat of Catalonia for elaboration of an IP**

In Catalonia, the guidance for elaboration of Individual plans is provided by the Education Department of Generalitat of Catalonia. It includes the student's personal data, the IP justification, initial evaluation, curricular adaptations, the time-table, among other aspects.

As for the Initial evaluation, the aspects studied are the motivation, learning habits, school achievements, hobbies, emotional state, strengths and points to develop. All this data is kept by the psychopedagogue of the centre.

The following methodological recommendations in the state IP template are taken into account in the elaboration of the teaching proposal:

- Establish connections between prior school or personal knowledge and new learning
- Promote collaborative work and peer learning
- Teach strategies for elaboration of one's own activities
- Promote the use of new technologies as an instrument for self-regulation of one's own learning
- Create a classroom climate that encourages personal initiative and participation
- Provide strategies for autonomy in personal work
- Make explicit the student's participation in class dynamics (oral presentations, work on the board) , especially in those aspects in which students are more competent
- Promote activities in small groups or in pairs that encourage mutual help, peer learning and cooperative work
- Evaluate continuously and individually, avoiding excessive tests

The chart below depicts the relation of the planned activities to the state methodological recommendations. Each activity has a tick in front of the recommendations it satisfies.

MR=methodological recommendation

Act.= Activity

| MR                                  | Act. 1:<br>Keeping of a diary | Act. 2:<br>Creating of the class and hobby portfolios | Act. 3:<br>Assistance in the classroom and alternate peer tutoring |
|-------------------------------------|-------------------------------|---|--|
| Establish connections between prior | ✓                             | ✓   |  |

|   |   |   |   |
|---|---|---|---|
| school or personal knowledge and new learning   |   |   |   |
| Promote collaborative work and peer learning  |   |   | ✓ |
| Teach strategies for elaboration of one's own activities  | ✓ | ✓   | ✓ |
| Promote the use of new technologies as an instrument for self-regulation of one's own learning                                |   | ✓   |   |
| Make explicit the student's participation in class dynamics, especially in those aspects in which students are more competent |   | ✓<br>( the final products of keeping of the hobbies portfolio are oral presentations) | ✓ |
| Promote activities in small groups or in pairs that encourage mutual help, peer learning and cooperative work                 |   |   | ✓ |
| Create the classroom climate  |   |   | ✓ |

|  |   |   |  |
|--|---|---|--|
| that encourages participation                    |   |   |  |
| Provide strategies for autonomy in personal work | ✓ | ✓ |  |
| Evaluate continuously and individually           | ✓ | ✓ |  |

## 5. Conclusions

While writing the paper, I got more closely acquainted with the history of the ELT and attention to the SEN students, as well as with the teaching strategies for these students and official state instructions for the IP elaboration. I have also learnt how to elaborate an IP and turn to professionals for additional information. I got acquainted with the tests which are carried out by the psychopedagogist and learnt what students' personal information I could request. I feel more prepared in welcoming the students with an IP in the classroom and have learnt more about the steps to follow in the elaboration of a new IP. While elaborating the activities, I also got acquainted with new teaching resources banks.

I have also paid close attention to some gaps in attending the students with an IP. Unfortunately, due to the scarce opportunities to attend a diverse student in absence of external help, the students don't receive sufficient attention, starting from the initial analysis of the students' personal data to the monitoring of their learning progress. It is evident, thus, that these children need an additional teacher to attend them, or, alternatively, a carefully prepared lesson plan for them, otherwise they stay half-neglected.

The strongest limitation of the paper is that the students' data was not collected due to COVID-19 pandemic. Consequently, neither any positive adjustments of the process were possible, nor the use of the data in the creation of the teaching proposal. Apart from that, no face-to-face communication with teachers or the school psychologist were possible, the



communication was scarce, which could have affected the quality of the research part of the paper.

The further research actions could be directed in elaboration of such teaching activities which could be carried out taking into account the scarce possibilities of the teachers to attend the students with an IP in the classroom, that is, activities implying a certain degree of autonomy and self-coordination from the students, on the basis of scaffolding techniques, with or without technology devices.

I have planned the activities bearing in mind a concrete objective (attending the students with an IP), still the proposed activities can also be used for the rest of the students and will serve to cope with other kinds of diversities in the class developing the students' confidence, autonomy and creativity.

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## 7. Annexes:

Annex 1: IP template (2nd ESO English)

Annex 2: Multiple Intelligences test

Annex 3: Interviews

Annex 4: Observation grid

Annex 5: Instructions for writing a diary

## Annex 1

### **DOCUMENT PI (Curs 2019-20)**

**Alumne/a:**

**Curs:**

**Tutor/a:**

**Professor/a assignatura:**

#### **1. CONTINGUTS**

- Aprendre un vocabulari útil i necessari per comunicar-se en anglès. Per a això, en cada unitat es presenta, practica i recicla vocabulari relatiu a un tema determinat.
  - Unit 1: Adjectives to describe events, places and food
  - Unit 2: Phrases to express enthusiasm. Entertainment, showtimes and places in town and city
  - Unit 3: Arts and media
  - Unit 4: Healthy life vocabulary
  - Unit 5: Technology (hardware, apps, on-line stores and services)
  - Unit 6: Sports and weather.
  - Unit 7: Materials, daily life objects. The natural world
  
- Comprendre la gramàtica anglesa i utilitzar la llengua de manera correcta, sobre la base d'explicacions clares i una pràctica progressiva que va de conceptes senzills a altres de més complexos adaptats al seu nivell.
  - Unit 1: Past simple
  - Unit 2: Present continuous as future. Demonstrative pronouns.
  - Unit 3: Present perfect.
  - Unit 4: Modal verbs (*can, should*). Imperatives. First conditional.
  - Unit 5: wh- questions and yes/ not questions. Comparative and superlative. Present continuous.
  - Unit 6: future "be going to"
  - Unit 7: quantity pronouns
  
- Llegir i comprendre textos al seu nivell.
- Plasmar el món real més enllà de l'aula amb l'ajuda de textos i seccions informatives, dins de les unitats.
- Expressar tant de manera oral com per escrit temes que els resultaran interessants i motivadors. Sempre més simplificats que la resta de companys.
- Convertir-se en millor estudiant d'idiomes, i també més independent.

## COMPETÈNCIES QUE ES TREBALLARAN:

### **DIMENSIONS I COMPETÈNCIES**

|   |
|---|
| <b>Dimensions i competències</b>  |
| <b>Dimensió Comunicació oral</b>  |
| Competència 1 Obtenir informació i interpretar textos orals de la vida quotidiana, dels mitjans de comunicació i de l'àmbit acadèmic  |
| Competència 2 Planificar i produir textos orals de tipologia diversa adequats a la situació comunicativa  |
| Competència 3 Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs   |
| <b>Dimensió Comprensió lectora</b>  |
| Competència 4 Aplicar estratègies de comprensió per obtenir informació i interpretar el contingut de textos escrits d'estructura clara de la vida quotidiana, dels mitjans de comunicació i de l'àmbit acadèmic |
| Competència 5 Interpretar els trets contextuals, discursius i lingüístics d'un text i reconèixer la seva tipologia per comprendre'l   |
| Competència 6 Seleccionar i utilitzar eines de consulta per accedir a la comprensió de textos i per adquirir coneixement  |
| <b>Dimensió Expressió escrita</b>   |
| Competència 7 Planificar textos escrits de tipologia diversa utilitzant els elements de la situació comunicativa  |
| Competència 8 Produir textos escrits de diferents tipologies i formats aplicant estratègies de textualització.  |
| Competència 9 Revisar el text per millorar-lo segons el propòsit comunicatiu amb l'ajut de suports.   |
| <b>Dimensió Literària</b>   |
| Competència 10 Reproduir oralment, recitar i dramatitzar textos literaris adaptats o autèntics.   |
| Competència 11 Comprendre i valorar textos literaris adaptats o autèntics.  |
| <b>Dimensió Transversal actitudinal i plurilingüe</b>   |

## **2. ACTIVITATS**

ACTIVITATS IDÈNTIQUES A LA RESTA DE LA CLASSE:

- Activitats del llibre
- Fotocòpies extres amb exercicis i teoria
- *Daily routine*
- Projectes
- Deures

## ACTIVITATS DIFERENTS A LA RESTA DE LA CLASSE:

Les adaptacions es centraran en el següent:

- Temps i ritme d'aprenentatge
- Metodologia més personalitzada
- Reforçar les tècniques d'aprenentatge
- Millorar els procediments, hàbits i actituds
- Augmentar l'atenció orientadora
- Exàmens individualitzats. – amb un seguiment intensiu i guiat del professorat
  
- A cada unitat hi haurà la figura d'una professora que tindrà com a funció l'atenció individualitzada de l'alumnat amb un pla individualitzat (PI).

### **3. CRITERIS D'AVUACIÓ**

Avaluació del progrés de l'alumne **sistemàtica i contínua**:

- Exàmens adaptats.
- Projectes que no s'avaluaran amb la mateixa exigència que a la resta de companys. Durant les exposicions orals (daily routine), podria tenir algun error gramatical i de vocabulari no greu que no es tindria en compte. Sempre que hi hagi treballat prèviament, es valorarà molt positivament una actitud proactiva i de treball.
- El treball cooperatiu serà d'ajuda per resoldre alguns exercicis i s'ha d'intentar que treballi igual que la resta però amb una avaluació de la seva feina amb un nivell d'exigència inferior.
- Tota la feina que faci serà molt pautada i amb algunes aclaracions en la llengua materna.

### **4. ADAPTACIÓ DE LES PROVES I AVALUACIONS:**

Proves/ exàmens:

- L'examen o prova serà del mateix nivell que la resta de la classe però es trauran els exercicis de més dificultat en comprensió lectora i auditiva.
- A l'apartat de *listening* i *reading*, hi haurà menys exercicis o les preguntes seran simplificades. A més, constarà d'enunciats amb una tipologia més adaptada (negreta, majúscula...).
- L'apartat d'escriptura (*writing*) serà avaluat tenint en compte la dificultat que presenta l'alumne. Els enunciats estaran més detallats.
- La prova d'expressió oral (*speaking test*) constarà de preguntes sobre la unitat treballada i es valorarà l'esforç per intentar la comunicació en llengua anglesa.

- En general, el contingut tindrà més pes que la forma. Sobretot, una actitud positiva envers la feina i una bona disposició de treball serà l'aspecte més important a l'hora d'aconseguir els objectius necessaris per aprovar l'assignatura.

## ANNEX 2

### Test de Inteligencias Múltiples Secundaria

#### CUESTIONARIO DE DETECCIÓN DE LAS INTELIGENCIAS MÚLTIPLES

(Ejemplar para el alumno de Secundaria. Adaptación de Walter McKenzie, 1999 )

Nombre \_\_\_\_\_ y  
apellidos: \_\_\_\_\_

Centro donde estudia: \_\_\_\_\_ Curso:  
\_\_\_\_\_

Edad: \_\_\_\_\_ Fecha: \_\_\_\_\_

Completa el siguiente cuestionario marcando con un 1 aquella frase con la que te sientes identificado o que creas que te describe. Si no te identificas con la frase márcala con un 0. Si algunas veces, 0'5.

| 1 – INTELIGENCIA NATURALISTA   |  |
|--|--|
| Disfruto clasificando cosas según sus características comunes.         |  |
| Los asuntos ecológicos son importantes para mí.                        |  |
| El senderismo y el camping me divierten.                               |  |
| Me gusta cuidar las plantas.   |  |
| Creo que preservar nuestros Parques naturales es importante.           |  |
| Colocar las cosas dándole una jerarquía u orden tiene sentido para mí. |  |
| Los animales son importantes en mi vida.                               |  |
| Reciclo los envases, el vidrio, el papel etc...                        |  |
| Me gusta la biología, la botánica y la zoología.                       |  |
| Paso gran parte del tiempo al aire libre.                              |  |
| Total puntos   |  |

| 2 – INTELIGENCIA MUSICAL  |  |
|---|--|
| Aprendo fácilmente ritmos.  |  |
| Me doy cuenta si la música suena mal o está desentonada.  |  |
| Siempre he estado interesado en tocar un instrumento o en cantar en un grupo musical o coro.                |  |
| Me resulta fácil moverme según un ritmo concreto.   |  |
| Soy consciente de los ruidos ambientales (Ej. La lluvia en los cristales, el tráfico en las calles, etc...) |  |
| Recuerdo las cosas poniéndoles un ritmo.  |  |



|  |  |
|--|--|
| Me resulta difícil concentrarme mientras escucho la radio o la televisión. |  |
| Me gustan varios tipos de música.  |  |
| Suelo canturrear o tamborilear sobre la mesa sin darme cuenta.             |  |
| Me resulta fácil recordar canciones líricas.                               |  |
| Total puntos   |  |

|  |  |
|--|--|
| <b>3 – INTELIGENCIA LÓGICO – MATEMÁTICA</b>                                    |  |
| Guardo mis cosas limpias y ordenadas.  |  |
| Las instrucciones paso a paso son una gran ayuda.                              |  |
| Resolver problemas es fácil para mí.   |  |
| Me siento mal con la gente que es desorganizada                                |  |
| Puedo realizar cálculos mentales rápidamente.                                  |  |
| Los puzzles que requieren razonamiento son divertidos.                         |  |
| No puedo comenzar un trabajo hasta que todas mis dudas se han resuelto.        |  |
| La organización me ayuda a tener éxito.  |  |
| Me gusta trabajar con las hojas de cálculo o las bases de datos del ordenador. |  |
| Las cosas que hago tienen que tener sentido para mí.                           |  |
| Total puntos   |  |

|   |  |
|---|--|
| <b>4 - INTELIGENCIA INTERPERSONAL</b>                       |  |
| Aprendo mejor en grupo.                                     |  |
| No me importa, e incluso me gusta dar consejos.             |  |
| Estudiar en grupo es beneficioso para mí.                   |  |
| Me gusta conversar.   |  |
| Me preocupo por los demás.                                  |  |
| Las tertulias de la radio y la televisión son agradables.   |  |
| Me gustan los deportes de equipo.                           |  |
| Tengo dos o más buenos amigos.                              |  |
| Los clubes y las actividades extraescolares son divertidas. |  |
| Presto atención a los asuntos sociales y a sus causas.      |  |
| Total puntos  |  |

| 5 – INTELIGENCIA FÍSICA Y CINESTÉSICA   |  |
|---|--|
| Me gusta hacer manualidades.  |  |
| Me cuesta estar sentado mucho tiempo.   |  |
| Me gustan los deportes y los juegos al aire libre.                                      |  |
| Valoro la comunicación no verbal, (gestos, miradas, lenguaje de signos).                |  |
| Un cuerpo en forma es importante para una mente en forma.                               |  |
| Las habilidades artísticas, (danza, mimo, alfarería, etc..) son divertidos pasatiempos. |  |
| Imito gestos y movimientos característicos de otras personas con facilidad.             |  |
| Me gusta desarmar cosas y volverlas a armar.  |  |
| Vivo un estilo de vida activo.  |  |
| Aprendo haciendo, necesito tocarlo todo.  |  |
| Total puntos  |  |

| 6 – INTELIGENCIA LINGÜÍSTICA  |  |
|---|--|
| Me gusta leer toda clase de cosas.  |  |
| Tomar apuntes me ayuda a recordar y comprender.                                 |  |
| Me gusta comunicarme con mis amigos a través de cartas, e-mails o mensajes.     |  |
| Me resulta fácil explicar mis ideas a otros.                                    |  |
| Tengo buena memoria para los lugares, fechas, nombres, etc...                   |  |
| Pasatiempos como los crucigramas y las sopas de letras son divertidos.          |  |
| Escribo por placer.   |  |
| Me gusta jugar con palabras como los anagramas, las palabras encadenadas etc... |  |
| Me interesan los idiomas.   |  |
| Me gusta participar en los debates y en las exposiciones en público.            |  |
| Total puntos  |  |

| 7 – INTELIGENCIA INTRAPERSONAL  |  |
|---|--|
| Me gusta saber y replantearme mis creencias morales.                  |  |
| Aprendo mejor cuando el tema “toca mis sentimientos”.                 |  |
| La justicia es importante para mí.                                    |  |
| Suelo aprender de los errores y aciertos que he tenido en mi vida.    |  |
| Puedo expresar como me siento fácilmente.                             |  |
| Trabajar solo puede ser tan productivo como trabajar en grupo.        |  |
| Antes de aceptar hacer algo necesito saber por qué tengo que hacerlo. |  |
| Cuando creo que algo vale la pena me esfuerzo al cien por cien.       |  |
| Me gusta participar de las causas que ayudan a otros.                 |  |
| Me afectan e importan los comentarios que los demás hagan de mí.      |  |
| Total puntos  |  |

| 8 – INTELIGENCIA VISO - ESPACIAL                                      |  |
|---|--|
| Puedo imaginar ideas en mi mente.                                     |  |
| Reordenar y cambiar la decoración de mi cuarto es divertido para mí.  |  |
| Me resulta fácil interpretar y leer mapas y diagramas.                |  |
| Me gusta ver películas, diapositivas y otras presentaciones visuales. |  |
| Aprendo más a través de imágenes que leyendo.                         |  |
| Los rompecabezas y puzzles en tres dimensiones me divierten mucho.    |  |
| Suelo dibujar en los libros y cuadernos sin darme cuenta.             |  |
| Pintar y dibujar son cosas divertidas para mí.                        |  |
| Comprendo mejor las cosas a través de gráficos y tablas.              |  |
| Recuerdo las cosas imaginándomelas visualmente.                       |  |
| Total puntos  |  |

Ahora coloca el total de puntuación obtenida en el siguiente cuadro, multiplícalo por 10 y escribe el resultado total.

| INTELIGENCIA     | PUNTUACIÓN | MULTIPLICA | RESULTADO |
|------------------|------------|------------|-----------|
| 1<br>Naturalista |            | X 10       |           |
| 2<br>Musical     |            | X 10       |           |
| 3                |            | X 10       |           |

|                           |  |      |  |
|---------------------------|--|------|--|
| Lógico-matemática         |  |      |  |
| 4<br>Interpersonal        |  | X 10 |  |
| 5<br>Física y cinestésica |  | X 10 |  |
| 6<br>Lingüística          |  | X 10 |  |
| 7<br>Intrapersonal        |  | X 10 |  |
| 8<br>Viso-espacial        |  | X 10 |  |

Por último colorea las puntuaciones obtenidas hasta completar cada barra del gráfico

|     |               |             |                   |               |                        |               |              |                      |
|-----|---------------|-------------|-------------------|---------------|------------------------|---------------|--------------|----------------------|
| 100 |               |             |                   |               |                        |               |              |                      |
| 90  |               |             |                   |               |                        |               |              |                      |
| 80  |               |             |                   |               |                        |               |              |                      |
| 70  |               |             |                   |               |                        |               |              |                      |
| 60  |               |             |                   |               |                        |               |              |                      |
| 50  |               |             |                   |               |                        |               |              |                      |
| 40  |               |             |                   |               |                        |               |              |                      |
| 30  |               |             |                   |               |                        |               |              |                      |
| 20  |               |             |                   |               |                        |               |              |                      |
| 10  |               |             |                   |               |                        |               |              |                      |
| 0   |               |             |                   |               |                        |               |              |                      |
|     | 1<br>Natural. | 2<br>Music. | 3<br>Log.<br>Mat. | 4<br>Interpe. | 5<br>Fisic.<br>Cinest. | 6<br>Lingüís. | 7<br>Intrap. | 8<br>Viso-<br>Espac. |

## CORRECCIÓN DEL CUESTIONARIO

Las respuestas se contabilizan de la siguiente manera:

**Si:** 1 punto

**No:** 0 puntos

**Al:** (algunas veces): 0'5 puntos

La puntuación se calcula de manera independiente para cada una de las inteligencias evaluadas.

| ÍNDICES DE INTELIGENCIAS MÚLTIPLES |              |
|------------------------------------|--------------|
| PUNTUACIÓN OBTENIDA                | NIVEL        |
| 0 a 2                              | Bajo         |
| 2'5 a 4                            | Medio – bajo |
| 4'5 a 6                            | Medio        |
| 6'5 a 8                            | Medio – alto |
| 8'5 a 10                           | Alto         |

### Annex 3: INTERVIEWS

#### A) Interview with teachers

Student:

| Questions  | Teacher 1 | Teacher 2 | Teacher 3 |
|--|-----------|-----------|-----------|
| 1. How can you describe the student's attitude in relation to the subject? |           |           |           |
| 2. How can you describe his/her behaviour in relation to the teacher?      |           |           |           |
| 3. How can you describe his/her relations with the classmates?             |           |           |           |
| 4. Do you know anything about the student's interests/hobbies?             |           |           |           |
| 5. What are his/her strong points?   |           |           |           |
| 6. What are his/her points to improve?                                     |           |           |           |
| 7. How can you describe the student's emotional state?                     |           |           |           |
| 8. How can you describe his/her level of confidence?                       |           |           |           |
| 9. Is the student motivated in the classroom?                              |           |           |           |
| 10. How can you describe his/her level of effort/persistence/attention?    |           |           |           |

B) Interviews with students:

| Questions  | Student _____ | Answers |
|--|---------------|---------|
| 1. Do you like going to school? Why?   |               |         |
| 2. What are your favourite subjects?   |               |         |
| 3. What activities do you like in English lessons?   |               |         |
| 4. What do you like doing outside school? What are your hobbies?                             |               |         |
| 5. What things are you good at/interested in?  |               |         |
| 6. What things you would like to improve at school and outside the school?                   |               |         |
| 7. How can you describe yourself? In what features are you different from your groupmates?   |               |         |
| 8. What are your favourite books/stories/cartoons?   |               |         |
| 9. What are your personal goals in relation to English language/ English language classroom? |               |         |

#### Annex 4: Observation grid

| Indicators                       | Student 1 | Student 2 | Student 3 | Student 4 |
|----------------------------------|-----------|-----------|-----------|-----------|
| emotional state                  |           |           |           |           |
| motivation                       |           |           |           |           |
| attention                        |           |           |           |           |
| effort                           |           |           |           |           |
| communication                    |           |           |           |           |
| behaviour                        |           |           |           |           |
| respect to the peers             |           |           |           |           |
| readiness to help                |           |           |           |           |
| capacity to ask for help         |           |           |           |           |
| learning difficulties            |           |           |           |           |
| learning capabilities            |           |           |           |           |
| perseverance                     |           |           |           |           |
| actions when facing difficulties |           |           |           |           |
| organization                     |           |           |           |           |
| tidiness                         |           |           |           |           |



# Writing Diaries

When writing a diary or journal, there are certain conventions you must stick to in order to format it correctly.

On the following slide is a Diary Tool Kit which shows several of the techniques that you will need to use when writing your diary extract.

Copy the Tool Kit into your exercise books, and then use it to check your extract by as you write it.

# Diary Tool Kit

Start with **Dear Diary**.

Use **verbs** to say what you did.

Write in the **first person** (me, my, I).

Write about your **thoughts** and **feelings**.

Use **adjectives** to describe things.

Use **informal, chatty** language.

Write in **full sentences**.

Put events in **chronological order** (in order of time).

Put your sentences into **paragraphs**.

# My First Day

Copy the clouds below into your books, then use the space in each to write some notes about your first day at secondary school.

The people

The school

My thoughts and feelings

My likes and dislikes

Now use your notes and turn each cloud of ideas into a paragraph for a diary extract:

Dear Diary,

---

Today was my first day at \_\_\_\_\_.

I was very ..... and .....

When I arrived, the first thing we did was .....,  
and then afterwards we .....

The place was ..... and I was worried I'd get  
lost, but .....

I met lots of new people and made lots of new friends.

Some of these were .....

The main thing I liked was ....., but I didn't  
like .....

Overall, the day was ..... and I .....