

METHODOLOGY



We have based this project on the following methodologies. We have connected (☞) them to the work we have developed with our project "**English around us**".

21st c. METHODOLOGY: CRITICAL TRANSFORMATIVE LEARNING

Following Aubert (2009), the dialogical and more complex character of society makes it necessary to use a methodology that can respond to this reality. Dialogical learning methodology contributes to overcoming social and educational inequalities and encourages social inclusion and transformation. It has seven principles:

1. Equal dialogue. Information is valued for its arguments, not for power hierarchies.

☞ **Proving the use of English in everyday life through real contexts, such as adverts and usual products as shampoo or cereals.**

2. Cultural intelligence. It includes academic, practical and communicative intelligence to reach agreements. In everyday life, we use communication skills to solve problems, not just academic ones.

☞ **Practical relations to communicate: polls, padlets, videoconferences...**

3. Transformation. Dialogic learning insists on socio-cultural change in context, so different learning stages also change. Vygostky's theory (2018) highlights the fact that in order to change cognitive development it is necessary to transform it. And social interaction is the key to this transformation.

☞ **As the students' responses in their evaluation have shown, their favourite part of the project has been the videoconference, that is, the social interaction. On the other hand, as teachers, we also agree that this has been a very powerful tool to raise the students' motivation to learn English.**

4. Instrumental dimension. Education must reach everyone. All students have the right to acquire knowledge that ensures that they leave their social exclusion behind.

☞ **This project has included all our special students needs, who have participated in equal terms and accepting each of their difficulties.**

5. A sense of creation. Students must be the guides to their own learning process.

☞ **Students have been part of their learning process, as they have been given tools to self-evaluate (google forms and polls), and reflect on their languages learning process (portfolio and investigation on everyday products).**

6. Solidarity. The search for educational practices to overcome school failure and social exclusion.

☞ **This project has fostered collaborative groups and teams to give access to everyone to education.**

7. Equality in differences. In other words, to assess diversity in all areas and to accept it as a positive value.

☞ **Reflection on similarities regarding English words in different languages (Spanish and Polish) and working with students from another country.**



21st c. APPROACHES PROMOTING THE SKILLS SPONSORED BY THE UNESCO AND THE KEY COMPETENCES PROMOTED BY THE EUROPEAN UNION

UNESCO skills:

Following Luna Scott (2015), they are:

1. Innovation.

☞ **All the material created by the students is innovative and unique. Participating in an eTwinning project has been an innovative way to teach and learn English, too.**

2. Critical thought.

☞ **Students have received material to reflect on their use of everyday English words.**

3. Problem resolution.

☞ **Participating in a long distance conference needed the preparation of the ICT and future conversation.**

4. Communication.

☞ **Using English as the only way to communicate with students from a different country.**

5. Collaboration.

☞ **Creating material to present themselves, their cities and their English words.**

6. Quantitative reasoning.

☞ **Reflections on the project and their learning process.**

7. Logical thinking.

☞ **Comparing two different languages and the influence of English on them.**

European Union key competences for lifelong learning (2019):

In this project the teachers have fostered the students' key competences as follows:

1. Linguistic Communication

✿ **Use of English and reflection on the mother tongue.**

2. Mathematical Competence and Basic Competences in Science and Technology.

✿ **Using numbers, dates, measurements, charts, percentages. Describing parts of the city.**

3. Digital Competence

✿ **Use of several ICT tools to create material.**

4. Initiative and Entrepreneurship Competence

✿ **Taking of decisions through the creation of questions for the videoconference.**

5. To learn how to learn

✿ **Taking part on the students' learning process and giving them instruments to realize how they have been learning.**

6. Social and Civic Competencies

✿ **Interacting with students from another country, respecting and accepting their differences, using the dialogical norms to chat.**

7. Consciousness and Cultural Expressions

✿ **Learning about another country and a different language.**

BIBLIOGRAPHY

Aubert, A. *et al.* *El aprendizaje dialógico*. Barcelona: Universitat de Barcelona, 2009.

Álvarez-Espinoza, A., Sebastián, C. (2018). *El concepto dialéctico de internalización en Vygotski: aproximaciones a un debate*. *Psicología, Conocimiento y Sociedad*, 8(1), 5-35.

Luna Scott, Cynthia. *THE FUTURES of LEARNING 2: What kind of learning for the 21st century?* UNESCO Education Research and Foresight, Paris. [ERF Working Papers Series, No. 14].

European Commission, Directorate-General for Education, Youth, Sport and Culture. *Key competences for lifelong learning*, Publications Office, 2019.
<https://data.europa.eu/doi/10.2766/291008>