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Designing a didactic innovation project by using Galician as a learning tool in foreign language classrooms

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Introduction

This paper presents the design of a short-term course of Galician as a foreign language as part of a project implemented in a French course of *Bacharelato* (Spanish secondary education). This Galician course has a set of particular characteristics, because it is not an academic course that aims to make students reach a certain level of language (usually of those set by the Common European Framework of Reference), but it is part of an innovative project within the subject *Francés: lingua estranxeira*² (FLE) taught in the first year of *Bacharelato*. In the following sections, we will explain the ways in which it is possible for a French subject to include a course of Galician as a foreign language, and we will present in detail the innovative project proposed. In addition, to illustrate the project's timing and its coherence with the other units of the subject, we created a timeline of activities that will be included in this paper.

Contextualization

The didactic project is oriented to students of the first year of *Bacharelato* in the autonomous community of Galicia (Spain). However, it can be adapted to the needs of other communities or regions. As we will explain

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² *French as a Foreign Language*. This is a Spanish subject that is optional. Only the students that have elected it have to take it during the *Bacharelato* (i.e., usually those who choose the human sciences itinerary).

below, the main objective of the project is to promote Galician language and culture while students work on a wide range of competences (see section 2.1), but the project is predominantly based on the acquisition of the students' 'learning to learn' ability.

Since this is a project involving students in their first year of *Bacharelato*, the center where it will be carried out is a public secondary school located in Galicia. The school's timetable is from 8 to 2 PM from Monday through Friday, with additional classes on Tuesdays from 4:15 to 5:55 PM. Sessions in the French classrooms last 50 minutes and the subject is taught three days a week (i.e., 3 sessions per week). There is a cafeteria and a canteen at the school's facilities. The canteen is open every day of the week as there are always extracurricular activities (sports, workshops, clubs, etc.) in the afternoon. There is also a library, a sports center, and an outdoor playground. The classrooms are spacious and, more importantly, the classroom where *Francés: Lingua Estranxeira* (FLE) is taught is equipped with a computer, a projection screen, and a chalkboard. This classroom is dedicated to the subject of French, that is, students of every level of French always go to the same room for the courses, so it also has some shelves where students can find French-Spanish dictionaries, books to read in French, and newspapers and magazines related to language learning. This classroom is also where the French language workshop called *On apprend le français !* is held, classified as an extracurricular activity and taking place every Tuesday (4 PM – 5 PM).

Regarding the characteristics of the students, it should be pointed out that FLE class groups are usually rather small. In this case, there are a total of 15 people in the group, including students from various scientific fields, all of whom are studying at least one other foreign language subject (English or Portuguese). Despite the fact that the students have been divided into separate groups (i.e. the so-called 1st Bach A or 1st Bach B), they do know each other since they have been enrolled in the ESO³ program in the center over several years. Among the members, we have two cases of special needs: diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and with Austistic Spectrum Disorder (ASD), respectively.

Methodology

The first step towards designing this project was to begin the documentation process. For this, we consulted all the works listed in the referenc-

³ *Educación Secundaria Obligatoria* is the Spanish secondary education curriculum compulsory for everyone. It lasts 4 years.

es section (Mace, Hardie, Hall 1991, Alba Pastor 2019 and CAST 2011, among others) as they are essential to understand the didactic methodology followed to design this project. We recommend consulting them as they provide an enlightening insight into what universal design is, and highlight the elements to be taken into account during the design of educational projects so that universality is met and they are truly accessible and functional for all participants. Afterwards, didactic programs available online were analyzed which belong to teachers who share their experiences, explain the exercises they put into practice, and give open access to the materials they used to carry out the activities that were the most successful among their students (for example: the blog run by the teacher Plans, *Le Point du FLE*, or the blog run by the teacher Lourdes Vargas⁴).

After completing the documentation phase, it was necessary to do a brainstorming session and then, from the resulting ideas, to choose the project that we considered to be the most attractive. This decision was made by taking into account the originality of the project, its actual usefulness (i.e., whether it is feasible for a teacher to put it into effect in reality), and the competences acquired by the students during its implementation.

The following step was to create a curriculum of activities and organize them in a way that would make them understandable. In order to do this, we decided to create a number of charts (presented in this paper), in which we set out the contents, competences, objectives, and evaluation methods for the activities. Then, we arranged the activities in chronological order within the complete course of the subject *Francés: lingua estranxeira* in the first year of the *Bacharelato*.

Objectives and justification

The main reason why this work seeks to create an innovative project is to demonstrate that secondary education can consist in enjoyable and rewarding processes. Currently, students in Spain do not always speak of a positive experience at this stage of the education system because:

Los adolescentes en plena ebullición biológica se enfrentan a un sistema academicista y propedéutico (Gimeno, 2000) que tiene dificultades para la atención a la diversidad (García, 2015) en la que la formación docente es insuficiente (Escudero, 2017); y en el que, como Fielding (2012) ha alertado, son vistos como unidades de rendimiento, y no como personas. Están ante lo que Tarabini (2017) describe como una institución de otra época. (Fernández-Menor 2023: 157).

⁴ The links to these blogs are listed in the references section.

As Fernández–Menor rightly points out, the educational system in Spain still functions in an outdated way in many respects. The methodology it follows sees the learner predominantly as an object, and does not take into account their perception of the reality in which they live and/or their feelings. For this reason, it is important nowadays to have teachers that seek change through innovation and the creation of activities and tasks adapted to the needs of their students, all the while improving the results of the learning process.

Several studies (Solís and Borja 2017, García–Yepes 2020, Jordán, Codana 2019) show that secondary education has substantial impact on the lives of children. It is over the course of these few years that they acquire some vitally important basic knowledge to accompany them in their later lives. This entails great responsibility for teachers, as their work might have profound consequences (either positive or negative) on the lives of their pupils (Day 2011: 28). While developing this project, we considered the following assumption:

...la función del profesor [...] consiste en facilitar y ayudar a que las actividades que realiza el estudiante/alumno/aprendiz sean adecuadas, interesantes, útiles, organizadas, tengan sentido, sean informativas y se puedan transferir y aplicar a cuestiones, situaciones concretas, relacionadas con sus contextos personales específicos, sociales y cognitivo-conductuales. (Lozano et al. 2011: 343)

This is why in the project presented, the student shall be the protagonist in the learning process, and the teacher is the guide who orientates them. In addition, we will follow a theoretical-practical model of Universal Learning Design (ULD), in which special attention will be paid to diversity.

Therefore, this paper pursues the following objectives:

1. To create a motivating didactic project for the students that will result in a positive experience during their learning process in the first year of the baccalaureate program.
2. To encourage collaboration with foreign secondary schools and between teachers (both foreign and national).
3. To use Galician culture and idiosyncrasies as a learning tool that fosters respect for other cultures while seeing value in one's own culture.
4. To provide a cohesive and coherent program for first contact with the Galician language and culture in foreign schools.

The project: *Embaixada cultural de Galicia*

The project called *Embaixada Cultural de Galicia* lasts for one week (five school days). It is the result of the collaboration between secondary schools that came into being through the e-twinning⁵ initiative. Every year, students enrolled in *Francés: lingua estranxeira* for their first year of *Bacharelato* begin the year by exchanging letters with French-speaking students who are enrolled in Spanish (in the equivalent grade). In this case, as the school with which we plan to collaborate is in France (in the Normandy region), the students are those from the *Prèmiere* course who are to study Spanish within the *section européenne* program. This program, popular in France, exists not only for Spanish but also for other European languages (namely German, English, Spanish, Italian, Russian, and Portuguese). The students of this section have more hours of Spanish in their schedules than the students of other sections, which allows them to deepen their understanding of the Spanish language and culture (as a European section, it does not place much focus on Latin American Spanish). As a consequence, they have enough time to be able to pay special attention to the geographical region of Galicia and to come into their first contact with its language and culture.

As a result of several years of exchanging letters (pen-pal activities) with the same school, and with the success of these exchanges among the students, the idea arose among the teaching staff to schedule the school trips to take place in the first year of *Bach.* so as to take advantage of the opportunity to visit the regions where the two participating schools are located. In this way, the Galician center will organize a school trip to Normandy where the French center will host its students, and vice versa. In the Galician center, the reception will consist in carrying out the project presented in this paper.

Embaixada Cultural de Galicia aims to familiarize the visiting students with the Galician culture and language. The estimated duration of the project, as mentioned, is five school days organized according to the needs of the educational center where the project takes place. In this case, i.e. in our school, teachers collaborated to develop the following timetable to carry out the activities derived from this project:

⁵ As defined on the platform's official website (<https://etwinning.es/es/que-es-etwinning/>), e-twinning is: "an initiative of the European Commission that started in 2005 as a fundamental part of the eLearning program. In 2007 it was integrated into the Lifelong Learning Program. [...] [In 2014] eTwinning thus took on a more prominent role than it had ever had by becoming the online reference platform for the KA2 (Cooperation for Innovation and Exchange of Good Practice) action".

	Monday	Tuesday	Wednesday	Thursday	Friday*
8:00h to 8:50	Welcome		Activities		<i>Cultural visit</i>
8:55h to 9:45h	School tour		Activities		<i>Cultural visit</i>
9:45h to 10:10h	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Cultural visit</i>
10:10h to 11:00h	Beginning of activities	Activities		Activities	<i>Cultural visit</i>
11:05h to 11:55h	Activities	Activities		Activities	<i>Cultural visit</i>
11:55h to 12:15h	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Break</i>	<i>Cultural visit</i>
12:15h to 13:05h	Activities	Activities		Activities	<i>Cultural visit</i>
13:10h to 14:00h	Activities	Activities		Activities	<i>Cultural visit</i>
14:00h to 16:00h	<i>Canteen</i>	<i>Canteen</i>	<i>Canteen</i>	<i>Canteen</i>	<i>Canteen</i>
16:15h to 17:55h		Activities		Goodbyes	

*On Friday the visiting school has scheduled several cultural visits. Galician students are offered the possibility to accompany them, but attendance is not compulsory.

In total, there will be 18 sessions per 50 minutes each, and in some cases we will require the presence of students enrolled in the subject of *Lingua e literatura Galega* to carry out the activities presented below.

Didactic method and design

The objectives of the project and the skills to be acquired are the ones stated by the Spanish education laws in force (*Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación* and *Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato*).

The educational methodology that *Embaixada Cultural de Galicia* will follow is based on the universal learning model, project-based and cooperative learning, and gamification in the classroom methods.

Universal design for learning (UDL) is a concept coined in 2011 by the Center for Applied Special Technology (CAST) and based on what was described in the 1970s by its architect Ron Mace (Mace and Gu 2012) as universal design under the premise that: “[t]he elimination of environmentally induced handicaps allows people with disabilities to engage more fully in activities of daily life” (Mace, Hardie and Place 1991: 3). The application of this design to the field of education led to an improvement in the teaching-learning process, creating an inclusive education that is:

... concebida como un proceso de formación integral y permanente, cuya finalidad es personalizar al ser humano, guiándole hacia el desarrollo pleno de sus potencialidades, promoviendo la disminución de las barreras para el aprendizaje y la participación que el medio social y cultural imponen a la población estudiantil (Segura–Castillo, Quiros Acuña 2019: 2).

This universal design for learning is compatible with various pedagogical approaches (project-based learning, communicative approach, flipped learning etc.) and has three main principles that should be taken into account during the process of designing learning sessions. The UDL must provide various means for (1) representation, (2) expression, and (3) motivation for students (CAST 2011). To ensure this, we can use various strategies proposed in the universal design guide (CAST 2011) as well as strategies that have been developed by other authors over time (Rose, Hall, Meyer 2012, Alba Pastor et al. 2011 or Cortés Díaz, Ferreira Villa, Arias Gago 2021).

When designing the activities for the cultural embassy project, all the aspects described above were taken into account. Moreover, as expected from the development of a didactic project, the pedagogical approach is based on the so-called project-based learning, since by carrying out the activities included in this work, the students will be able to acquire the competences and objectives proposed.

To ensure student motivation during the learning sessions, we use gamification strategies (see activity 6) and reverse learning (see activity 5). In addition, we organize the classroom group into small groups of 3–4 members; we will group the visiting students and the Galician students separately. This is because each Galician group will later be assigned a visiting group to carry out the prepared activities. The dynamic of the sessions will consist in the Galician group acting as a transmitter of knowledge (since the contents of the activities are already well established) as well as receiving the opinion of the visiting group on what they in turn have learned, thus exchanging experiences (reciprocity). Linguistic mediation will also play an important role in this process, as the Galician groups will have to ensure efficient communication with the visiting groups, and to do so, they will have to make use of their basic knowledge of the French language and perhaps occasionally resort to Spanish.

The role of the teaching staff will be to guide, orientate, and provide support to all the students (Galician and visitors) to ensure that the teaching-learning sessions run smoothly and that the classroom provides an appropriate environment.

Tasks and activities

The contents and topics to tackle in the activities can be divided into two larger sections: activities (written and oral production) related to the Galician language (section I) and those involving the culture and traditions that characterize the Galician people (section II). The first learning sessions will serve as an introduction for the students, but also introduction to elements of Galician vocabulary. The main topics of Section I are: pronouns, numbers, introductions and greetings, and food-related vocabulary. Section II will deal with gastronomy, music, literature, and Galician festivities as cultural experiences.

As mentioned before, we are going to present the activities in charts, with some abbreviations⁶. The tasks for the Section I are the following:

⁶ See the Abbreviations list at the end of this paper.

Activity 1: Introductions				
Activity description: First, the teacher provides explanations about the activity, as it will be dynamic. Chairs are placed in a circle and all the pupils are asked to stand around them. To the sound of a Galician song, they will have to move in a circle around the chairs. When the music stops, they will have to try to sit down, but as there are fewer chairs than people, someone will have to stand up, and it will be their turn to introduce themselves to the class. The activity will continue in this way until all the students have introduced themselves.	Ev. Crit.	G. O.	Comp.	Time
	Not applicable	Not applicable	CC CCL CP	50 mins aprox.
<p>Attention to diversity: In the case of ASD, if the student cannot listen to music, she can leave the classroom with a teacher and work on other activities that are personalized for her. She can introduce herself before the start of the activity.</p> <p>In the case of ADHD, the activity will be adapted to their possible needs.</p>	<p>Specific objectives: Introduce yourself and greet someone Meet all the people who will be in the classroom groups for the learning sessions in this project.</p> <p>Materials used: Chairs Music (audio recording)</p>			

Activity 2: Menu				
Activity description: Students work in pairs (1 Galician student and 1 visitor per pair), except in the case of an odd-numbered group. First, the Galician students present the topic they have previously prepared (the vocabulary used in a restaurant) under the supervision of the teacher (who will make sure that they convey the information correctly). Then, groups will be created randomly and the necessary material will be distributed. The activity will consist in preparing a menu in Galician for a restaurant with the use the vocabulary they have just learned. In addition, the Galician students in each group will guide the visitor as to how the menu should be structured (starter, main course, dessert, coffee, etc.).	Ev. Crit.	G.O.	Comp.	Time
	1.2 2.1 5.1 5.2 5.3 6.3	k l f	CCL CP	5 mins [organization of the classroom] + 15 mins [presentation of the students] + 10 min [distribution of material, explanation of the task and division into groups] + 20 mins [carrying out the task] = 50 mins approx.
<p>Attention to diversity: In the case of ASD, we will ensure that the needs of their particular case are met.</p> <p>For the ADHD student, the teacher will be willing to repeat explanations as many times as necessary and allow him not to have to give explanations/present information that they need to memorize.</p>	Specific objectives: Acquiring and understanding Galician food-related lexics			
	Materials used: Cards, color pens and pencils			

Activity 3: Numbers				
Activity description: The Galician students explain the numbers in Galician. Afterwards, they will be divided into pairs (of 1 Galician + 1 French student) and the Galician students will make the visitors repeat the numbers from 1 to 20 after they listen to the Galician students pronounce.	Ev. Crit.	G.O.	Comp.	Time
	1.1 1.2 1.3 2.2 3.1 3.2 5.1 5.2 5.3	a d e f	CP CCL CMCT CD	10 [explanation] +5 [pronunciation] = 15 mins approx.
Attention to diversity: The activity will be adapted according to the particular needs of the students.	Specific objectives: Memorizing and understanding numerals			
	Materials used: Digital projector and screen			

Activity 4: The alphabet				
Activity description: Galician students will present and explain the Galician alphabet. Then they will hand out writing exercises, so that the visiting students can practice the graphemes. Finally, all students will be grouped in pairs (1 Galician + 1 French student). The Galician pupils will have the French ones repeat the alphabet letter by letter after they pronounce these one by one.	Ev. Crit.	G.O.	Comp.	Time
	1.1	a	CCL	10 mins [content explanation] + 7 mins [exercises] + 8 min [pronunciation] = 25 mins aprox.
	1.2	d	CP	
	1.3	e	CCEC	
	2.2	f	CD	
	3.1			
	3.2			
	5.1			
	5.2			
	5.3			
	Attention to diversity: The activity will be adapted according to the particular needs of the students.	Specific objectives: Understanding letters and the pronunciation of their sounds and names		
Materials used: Alphabet cards Digital projector and screen				

Now, we will present a sample of activities for section II related to Galician culture:

Activity 5: Coas mans na masa				
Activity description: With the collaboration of the canteen staff, a learning session on Galician gastronomy is organized. Prior to the date on which the activity takes place, students are given authorization forms to be signed by their legal guardians in which the latter confirm that the students either do not suffer from any food allergy or declare the type of allergens that they cannot consume, as well as give permission for the students to participate in this activity. The activity will consist of cooking a Galician <i>empanada</i> . For this, students and teachers will go to the canteen kitchen together with the staff working there and they will receive instructions on the steps to follow and the correct procedure for handling food in the kitchen. Groups of 5 people will be created, consisting of both Galician and visiting students each, so that the former can help the latter overcome the language barrier between the French pupils and the kitchen staff. Afterwards, the visiting students will start to knead the dough, following the instructions of the staff and teachers at all times. Finally, once the activity is finished, the students will have the option to eat or take home the <i>empanada</i> they prepared.	Ev. Crit.	G.O.	Comp.	Time
	1.2 2.1 5.1 5.2 5.3 6.3	a b c f k j	CCEC CD CP CCL	10 mins [going to the kitchen] + 35 mins [explanations] + 100 mins [elaboration] + 5 mins [going to the canteen] 150 min approx.
Attention to diversity: The student with ADHD has the teacher at his disposal, ready to repeat the necessary explanations for the completion of the task at all times. In the case of the student with ASD, the environment will be adapted, as far as possible, to her needs and she may not be able to carry out all the steps involved in this activity.	Specific objectives: To consolidate the new food-related vocabulary acquired Experiencing Galician gastronomy		Materials used: Aliments, caps, gloves, and aprons	

Activity 6: Xogo de cartas				
Activity description: In this activity, the teacher explains the task and discusses how the groups (of 5 members each) will be organized. Afterwards, the Galician students who had been assigned to carry out this activity, explain what a Spanish deck of cards looks like (its figures and numbers) and describe how to play the game of <i>brisca</i> . Afterwards, each group will be given a deck of cards to play and, since there are Galician students in each group, they will have to explain the new games they know (e.g. <i>chinchón</i>).	Ev. Crit.	G.O.	Comp.	Time
	1.2 2.1 5.1 5.2 5.3 6.3	a b c f k j	CCEC CD CP CCL	[10 mins task explanation, delivering the decks and group division] + 10 mins [explanation of the Spanish deck of cards] + 50 mins [playing games of cards] = 70 mins approx.
<p>Attention to diversity: In the case of ASD, we will ensure that the needs of their particular case are met.</p> <p>For the ADHD student, the teacher will be willing to repeat the explanations as many times as necessary and can also assign short tasks such as running a game and then changing groups so as to check that no one is cheating, etc.</p>	<p>Specific objectives: Strengthening the vocabulary related to numbers</p> <p>Becoming familiar with traditional card games</p>			
	<p>Materials used: Spanish deck of cards</p>			

Activity 7: Folclore galego tradicional				
Activity description: The teacher explains the theme of the session (music), then the Galician students introduce elements of vocabulary related to instruments, show some traditional Galician instruments (bagpipes, the tambourine, etc.) and, if any student knows how to play an instrument, ideally demonstrate. Then they will play traditional Galician music to listen to, followed by some more contemporary Galician music. Finally, the class will be divided into groups for a short debate about the differences between Galician music and the music of the visiting students' country/region.	Ev. Crit.	G.O.	Comp.	Time
		1.2 2.1 5.1 5.2 5.3 6.3	a b c f k j	CCEC CD CP CCL
<p>Attention to diversity: In the case of ASD, if she feels that cannot listen to music, she can leave the classroom with a teacher and work on other activities that are personalized for her.</p> <p>In the case of ADHD, the student will be allowed to change groups or perform other tasks with the help of the teacher (e.g. start with the organization of the debate).</p>	<p>Specific objectives: Knowing Galician music (traditional and modern) Learning lexical items – names of instruments</p>			
	<p>Materials used: Multimedia material (video clips, audio recordings) Paper</p>			

Learning assessment

The set of activities and tasks in this project will be assessed according to the criteria stipulated in the *Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación*. In this case, we will follow the criteria for foreign language learning at the beginners level, i.e. we will take as reference those that are usually applied to the first year of ESO in the subject of a foreign language. For this project, we decided to adopt these criteria rather than those relating to the first year of the *Bacharelato* because the students who participate might not be used to doing this type of activities. Since the course might provide them with the very first occasion to work on their competences and acquire knowledge in this innovative way, the evaluation criteria applied should be those pertaining to the beginners' level.

In the activities charts, we used numbers that identify the above-mentioned criteria within the mentioned legal framework. The same applies to the general objectives, which have been referenced with the respective letters identifying them in the Spanish law *Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato*.

Conclusions

Embaixada cultural de Galicia is a project made possible only through collaboration between schools; presently it has become a relatively easier task to find foreign schools willing to collaborate, e.g. via participation in the e-Twinning program which provides schools with the necessary tools to do so. In addition, Galician is also used here as a tool for learning about other cultures in an approach invariably based on mutual respect.

We cannot yet confirm the extent to which the proposed activities prove motivating for the learners as, in this research, the project has not been put into practice, and is pending for future realization. However, during the process of designing the activities, the motivation factor was kept in mind at all times, and the necessary strategies were used so that the activities could work towards meeting this goal.

This research has resulted in didactic planning that is coherent with the basic competences, objectives, and knowledge taught/learned in a foreign language subject in the first year of the Spanish *Bacharelato*. The project demonstrates that it is possible to use a language with which the students are familiar, in this case Galician, in the process of learning a foreign language. Giving the students a new role (that of the transmitter of knowledge instead of a receiver) is possible thanks to the choice of

a common theme shared by all the students: the cultural and linguistic context in which they live, that is, the language and culture that surrounds them. Even if there is someone among the students for whom Galician is not their mother tongue or who did not grow up in Galicia, the linguistic and cultural context in which they are living will enable them to convey relevant information to their learners. Their experience of learning the Galician language and culture will prove enriching for people who are only beginning their learning process. Moreover, Galician learners will learn to empathize with the visiting learners when the latter express some difficulties or cultural shocks they experience over the course of the activities, as the latter will be similar to those the Galician students encounter when learning French. Eventually, students will be able to reflect on the process of learning a foreign language.

Abbreviations used

CAST = ???????

CC = *Competencia cidadá*

CCEC = *Competencia en conciencia e expresión culturais*

CCL = *Competencia en comunicación lingüística*

CD = *Competencia dixital*

CE = *Competencia emprendedora*

CMCT = *Competencia matemática e competencia en ciencia, tecnoloxía e enxeñaría*

Comp. = Competences

CP = *Competencia plurilingüe*

CPSAA = *Competencia persoal, social e de aprender a aprender*

Ev. Crit. = Evaluation Criteria

G. O. = General Objectives

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Summary

This article presents the design of an innovative project targeted towards foreign languages classrooms. The title of the project is *Galician Embassy* and its framework are the educational law provisions in force in Spain that regulate the teaching within *Bacharelato* (Secondary education). The project is innovative in that it uses the Galician language as a learning tool through the implementation of activities in which the FLE students have to explain, in French and to a French-speaking audience, elements of basic knowledge about the Galician language and culture (with which they are familiar), thereby conducting a brief course of Galician language. In subsequent parts of this article, the project are described and a proposal for a didactic program is presented. Finally, it is demonstrated in which ways it is possible to plan a collaborative project between schools using Galician as a learning tool for foreign languages.

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