

UNIVERSIDAD DE SALAMANCA

**Máster Universitario en Profesor de Educación Secundaria Obligatoria y
Bachillerato, Formación Profesional y Enseñanza de Idiomas**



Master's Thesis

TEACHING PROGRAMME FOR 3º ESO: Inglés

(The Use of SDGs and Audio-Visual Materials)

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by Javier Franco Martínez 

Supervised by

Vº Bº

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1. Introduction

We live in a globalised world in which learning languages has become one of the most useful tools that someone can acquire to develop socially and professionally. Learning foreign languages and in particular English, the most spoken lingua franca, allows us to communicate with an astonishing amount of people from all over the world. Therefore, it is no surprise that English as a Foreign Language (EFL) has become one of the most important subjects of study in schools.

This didactic programming will be elaborated based on two main keystones with the aim of providing a logical and cohesive line of reasoning, together with a standardised working methodology. The UN Sustainable Development Goals SDGs (UN General Assembly, 2015) will be established as the main topic of the different units. In addition, the vast majority of the tasks will be based on audio-visual materials, fragments of films and documentaries. Both keystones have been carefully chosen for various purposes. The SDGs are, in my opinion, necessary initiatives to create awareness, but to also achieve meaningful changes by the year 2030. In a globalised world filled with flaws and inequalities, the SDGs are an urgent call for action by all countries in a global partnership. The UN establishes 17 SDGs. However, due to the reduced number of didactic units, only 9 have been selected. These have been based on my own criteria by taking into consideration the most relevant and substantial SDGs with the aim of creating interest and motivation in a 3°ESO group of students.

The use of audio-visual materials to present the topics and to create diverse and motivating tasks is the second pillar of the didactic programming. Nowadays, learners are hardly impressed by anything, and are sometimes reluctant to develop new interests. Thus, teachers have to present the information in a motivating style and format. This is

the reason why many teachers, including myself, believe that using fragments of films, documentaries and short videos, increases the students' engagement and motivation throughout the learning process. Nevertheless, it does not simply consist in delivering the materials to the students, but in also using them to eventually achieve interaction and meaningful communication.

Using audio-visual materials also transforms the sometimes extensive and tedious process of researching and creating tasks and materials, into an enjoyable time for the teacher as well. In this sense, the information can be presented in accordance with the teacher's interests. Being this something that the students ultimately sense; as when we love what we are doing, it is also easier to transmit that passion and willingness to learn to our students.

Finally, in order to create a completely functional didactic programming, which could be used in a real classroom, this project will be based in the Spanish national curriculum stated in the Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. This document provides important curricular aspects such as contents, competences and assessment criteria. However, all the didactic units, activities and materials have been thoroughly designed and developed by me.

In conclusion, this didactic programming has the aim of providing the core and structure of the course development and also, emphasising all the relevant aspects of the teaching-learning process that should be taken into consideration when planning and carrying out the lesson plans.

1.1. Context

This didactic programming has been created with the purpose of being implemented in a class of 3° ESO which according to the Spanish government should be around a A2, A2+ level of the CEFR *Common European Framework of Reference for Languages* (Council of Europe, 2001). However, in a real-life context, there would probably be high and low achievers. Consequently, supported and modified activities will be presented for children not meeting the standards and also for high achievers to maximise their potential.

Moreover, in order to create a teaching programme as functional and accurate as possible, I would present successful ideas that have previously worked during my internship period in a concerted school in Salamanca. This is done on the basis that the proposed didactic units, activities, tasks and dynamics presented in this programme would work in a real-life 3° ESO group context. They are not just imaginary or undoable lesson plans that would be unrealistic to perform in terms of average level, unexpected difficulties, time or organisation.

2. Methodological principles

2.1. General framework

In order to properly carry out the daily practice of teaching in a classroom, many elements have to be prepared in advance, this is the main objective of a didactic programming.

Improvising and adapting the sessions to the needs of the group and each specific situation is always necessary. However, there has to be a prior structure to follow which

has to be based on a proven approach and a well-founded methodology. In consonance with this information, Harmer defined approach as theories about the nature of language and language learning which are the sources of the way things are done in the classroom and which provide the reason for doing them (2007: p.78). In this regard, I decided to use the Communicative Language Teaching Approach (CLT) as I personally consider it is the most beneficial approach in achieving meaningful communication, real interaction among speakers and the one which provides more tools for the students' future personal and professional development. Likewise, in terms of methodology I selected Task-Based Learning, (TBL) as meaningful communication is achieved when accomplishing tasks and interacting with classmates.

Moreover, the different types of activities and dynamics would be explained together with the diverse roles that teacher and student perform within the class, making emphasis on the necessity of using student-centred methodologies. Several other factors such as the class environment and motivation, or considerations related with psychological behaviours that strongly affect the teaching-learning process will also be mentioned and analysed. Likewise, more practical concerns related to the physical space where teaching takes place such as class arrangements and permanent displays will be examined, with the purpose of reaching all the different intelligences that are mingled within the same classroom.

Additionally, some measures to improve speaking skills and foster students' desire to read, will be considered. As, from my perspective, these are two of the most relevant language skills and deserve special treatment and extra discussion.

At last, in order to further enhance the knowledge experience, an exchange program with a foreign European school would be proposed. Following a communicative approach implies aiming for the maximum immersion and real use of the language, so this exchange program would be a great boost to the students' communicative autonomy and a fantastic way of achieving real communication.

2.2. Communicative Language Teaching (CLT)

Over the 20th century, a large number of teaching and learning theories, approaches, and methodologies have been developed to try to meet the needs of different learners. Some of them such as grammar translation, the direct method, audio-lingualism and many more, were implemented in schools throughout long periods of time. However, they were eventually dismissed because of different flaws and weaknesses. These methods were focused on learning and repeating vocabulary, structures, or dialogues by heart, when the noteworthy linguist Noam Chomsky criticised back in 1966 that “language is not a habit structure”. He considered that “ordinary linguistic behaviour characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy” (349). Therefore, it was not worth putting chains to language learning by repeating structures, as according to Chomsky, languages had to be acquired by practising them.

More recently, during the last thirty years of the century, further research in the field of cognitive studies and psychology was done, allowing us to better comprehend brain processes and language acquisition theories. This led to the appearance of innovative and more beneficial approaches. In this context of constant improvement,

research, and new methods, the Communicative Language Teaching (CLT) approach originated. In fact, the Communicative approach derives from a wide range of disciplines that include, linguistics, psychology, philosophy, sociology, and educational research (Savignon, 2002). CLT was such an important improvement that according to some scholars like Savignon, it is one of the most important and applicable teaching and learning methods in the contemporary language teaching profession.

The main emphasis in the communicative approach relies on the negotiation of meaning between speaker and listener or between author and reader. Meaning must be at the centre of all communicative exchanges; indeed, it is impossible to communicate without meaning (Hendrickson, 1991). In addition, it can be asserted that the central focus within this approach is placed in the learners, not in the teacher, since CLT is a student-centred approach. Learners' communicative needs provide a framework for elaborating program goals with regard to functional competence (Savignon, 2002).

In the Communicative Language Teaching approach, to achieve real negotiation of meaning, students need a great deal of exposure to the foreign language. However, only being presented to texts or audios in English is not enough, this exposure to the language has to be done in contexts that are linguistically accurate and culturally appropriate (Hendrickson 1991). It is essential that the teaching process reflects authentic contexts and uses authentic materials, so the classroom should approximate as closely as possible to the language used by native speakers outside of the classroom. The teacher is therefore responsible for creating learning conditions that offer students the opportunity to use the foreign language in a wide range of realistic, communicative situation (Hendrickson, 1991).

A further advantage of this particular method is the great interaction between teachers, students, and peers. The communicative approach enhances relationships between these social groups of the class, fosters socialisation and builds rapport in the class. The CLT approach also allows an easy implementation of new technologies and online materials, which provides an up-to-date approach that suits the new student's needs. In addition, this approach is also characterised by increasing students' engagement and interest in the learning process. When learners participate in real-life stories and exercises, teachers can easily help develop their interest beyond the classroom environment (Dos Santos, 2020). For these reasons, CLT can be considered highly beneficial and would be the principal teaching approach for the didactic program and the lesson plans.

2.3. Task-Based Learning (TBL)

Task Based Learning (TBL) is the fundamental methodology of this teaching programme. TBL can be conceived as a development within the Communicative Approach (Littlewood, 2004). The principle of Task Based Learning is based on the students' achievement of various tasks as the core aim of the language course. However, after this definition a question arises, what is a task? There are several interpretations of what a task is: Williams and Burden define tasks as "any activity that learners engage in to further the process of learning a language" (1997: p.168). The scholar Breen included in his definition of task different activities, from simple and brief exercise type ones to much more complex; such as group problem-solving, simulations and decision-making tasks (1987). While Estaire and Zanon distinguished two categories of tasks: "communication tasks" focused on meaning rather than in form and "enabling tasks"

whose main focus was on linguistic aspects. These being grammar, vocabulary, pronunciation, etc. (1994: p.12). However, despite the different perspectives, the general agreement among TBL researchers is that tasks should have a primary focus on meaning.

TBL fundamentally provides an inductive approach to learning. The application of this methodology consists of the teacher initially providing students with a wide context or topic followed by a series of challenging and effective tasks focused on the development of the students' participation in their own learning. This inductive methodology allows the learners to develop their own mental strategies and personal methods for learning. It directly contrasts with deductive approaches like Presentation, Production and Practice methodology (PPP), which is fundamentally based on presenting the students with a general picture about which they are expected to first practice and then produce similar outcomes by connecting the information they were previously taught.

Likewise, in TBL, there is also a clear progress from low order thinking skills (Lots) to higher order skills (Hots). But, with a special focus on Hots as they promote deeper and more beneficial learning situations. Tasks must be formed by more basic activities to motivate low learners and also challenging activities that demand the development of the Hots and that promote relevant skills in the students.

In terms of grammar and vocabulary, these would not be explicitly taught, but integrated in communicative tasks within the context. This is due to the fact that grammar and vocabulary are consistently easier to acquire by using this inductive approach.

TBL lessons follow a flexible but structured framework with certain stages: Pre-task, task, and post-task (Ellis, 2003; Leeming & Harris, 2020):

- Before the pre-task stage there might be a warm-up or activating schemata activity, but it is not mandatory for a TBL lesson. Lots should be worked in these initial moments and occasionally in the pre-task stage. Later we, as teachers, should push students to develop higher order thinking skills.
- **Pre-task:** At this moment, the teacher should ask the students for their output by requiring them to express their thoughts or formulate their own questions. In case that the students lack output, the teacher would be in charge of providing the initial input, by introducing them to the study unit theme or topic. During this phase, students are also given instructions on what they will have to do at the task stage. The pre-task stage will try to spark interest in the learners, so they approach the main task with motivation. Students should be able to make predictions and be eager to find ideas and connections in the upcoming task.
- **Task:** The students complete the communicative task in pairs or groups using the target language and the resources that they already have. In this stage, the teacher will usually act as monitor and will provide any help to correctly develop the task. Once the task is achieved, it would be interesting to ask the students to evaluate and reflect on the work of their peers, as this enhances Hots and reinforces comprehension.
- **Post-Task:** According to researchers like Ellis (2003) or Leeming & Harris (2020) this is the moment in which there is a more explicit focus on language communication and negotiation of meaning. Students will be asked to create form-meaning connections by means of different activities or effective questions. This section will allow the teacher to go deeper in the level of acquisition of meaning

and will look for the successful communication of the students in relation to the form and meaning that they have been working with.

2.4. Types of activities based on competences

A real classroom setting is formed by different types of learners with disparate abilities, intelligences, and levels of English. It is therefore, the teachers' duty to include them all in the learning process. This can only be achieved by carefully structuring a didactic programming and its lesson plans, which requires a meticulous preparation of both the standard and extra materials by using a great range of activities and class dynamics to reach, encourage and motivate each student.

The subsequent types of activities/tasks will be divided into competencies so that they can be organised and into the different units. Nevertheless, most of them could be used to develop other competences, as all the tasks have in common that they follow the Communicative Approach and the final purpose of achieving interaction and negotiation of meaning.

According to the main competences of the curriculum, some of the activities that would be carried out throughout the year are:

- **Linguistic competence:** Reading a wide range of texts, watching fragments of films and documentaries in original version, asking them to give their opinions, filling the gaps with relevant information, open debates about the topic of the unit, etc. The production of the weekly portfolio where the students will express self-reflections, opinions about the SDG of the unit and the different topics etc. Also, information gap activities in which students have to communicate in order to fill

any missing information. More tasks would include interviews, discussions, games, and many more.

- **Mathematics, sciences, and technology competence:** The completion of problem-solving tasks in which students need to work out the answer to a problem in a collaborative effort. This competence could be worked in collaboration with other subjects like maths, biology or physics and chemistry with tasks that aim to solve problems through the use of sciences and logical reasoning in the English language.
- **Digital competence:** Currently one of the most important competences due to the globalised world in which we live. Tasks requiring the use of new technologies such as YouTube, Kahoot!, Lyricstraining and Mentimeter will be used. Additionally, students will be required to carry out tasks and research projects in which students will have to surf the net to find relevant information, discard fake-news or unreliable sources and develop critical thinking skills.
- **Social competence.** Following the Communicative Approach, one of the main aims is developing social and team-working skills. Students will accomplish many tasks by interacting with their peers such as in dialogues, asking questions, writing combined stories etc. Besides, by means of the topics of the SDGs we would be able to cover different tasks about raising awareness and change to situations of inequality in our community or in the world. The teacher would also benefit from the great power of films to portray the difficulties of the 9 SDGs. Challenges such as breaking negative stereotypes, can encourage a spirit of change in our students.
- **Intercultural awareness competence:** Watching fragments of the selected films of the different units. Understanding and embracing different cultures with interest

and respect. Understand daily life in English-speaking countries from the UK to the US, Canada, South Africa. Doing communicative activities such as roleplays in which learners are required to simulate different characters or roles (e.g. they might play the role that they are living or travelling abroad). The idea is to achieve meaningful communication through situations as realistic as possible. Furthermore, if possible, we as teachers can try to establish an exchange programme with a foreign European school using the platform eTwinning. If that idea is eventually unable to be done, it would be suggested doing a pen-friend project with an international school via email or even video-calls in Zoom or Teams.

2.5. Teacher and student roles

In the past, teaching used to be considered as a one direction flow of information from the knowledgeable teacher to the naive student who was expected to absorb and repeat all the information in mechanical tests. This created passive students who barely had possibilities of interacting among themselves and led to a lack of communicative skills. However, new approaches such as the CLT initiated a paradigm shift by transferring the important role in the learning process to the students who are the ones who benefit from the process and therefore must play an active role in it. Hence, EFL teaching changed from the traditional teacher-centred approaches to student-centred ones. This also implied a new conception of the role of the teacher which ideally should be an “Enabler” a teacher that knows about his subject matter and about methodology, but also has an awareness of how individuals and groups are thinking, working and feeling within his class (Scrivener, 2011: p.18). This teacher should control the 8 roles of the teacher in

the teaching process, such as the teacher as facilitator, the teacher as resource, the teacher as controller, the teacher as prompter or motivator, the teacher as participant, the teacher as tutor, the teacher as organiser, and the teacher as assessor (Harmer, 2007). The teacher is an indispensable element in the learning process, but he should be aware that the students are the main characters in this process. In relation to this didactic programming, it is based on the Communicative Approach and on the TBL methodology, and these two are non-viable if the teacher is not aware that the classes should be student-centred.

This idea is linked to the concept of Zone of Proximal Development (ZPD). Defined by Vygotsky as “the distance between the actual developmental level and the level of potential development under guidance” (1978: p. 86). We, as teachers, have the moral and professional obligation to move students from what they already know to the ZPD. That is, from what they know, to where they are ready to learn with some help. Nevertheless, they are the ones who need to make an effort to reach it.

In a more practical dimension, this will be implemented by the teacher considering the link between the target language and the students. The teacher will explain, correct, solve any possible doubt, etc., but the students are the ones in charge of production and achieving meaningful communication. This connects with the ZPD and with the essential role of scaffolding; establishing the structures so the students can later produce based on what they have already learnt. Finally, this section can be summarised to perfection by quoting Vygotsky’s words “What learners can do today with support; they can do alone tomorrow” (1978: p.188).

2.6. Class environment and motivation

A safe and comfortable class environment and a good amount of motivation are key to the correct development of the learning process.

As aforementioned, communication and interaction are crucial aspects of the language acquisition process. Thus, the class environment, as it is where everything occurs, should be particularly taken into consideration. A good atmosphere and cohesive classes make students feel relaxed, comfortable and safe and therefore, in a state of readiness for language practice (Senior, 2001: p.19). No disruptive behaviours would be allowed within the classroom and all the students will be encouraged to participate and share their opinions in a polite and open manner. However, it is worth highlighting that a real classroom is formed by learners with different intelligences, levels and opinions. Therefore, the teacher is in charge of lessening those differences and creating a safe environment in which everyone is focused on a common objective: learning English. To do so, the teacher will have to first understand the differences of the students and adjust the programming, with the purpose of not leaving anyone behind. In terms of real actions and strategies to succeed in the learning process, this didactic programming would propose measures such as:

- Giving extra and/or modified materials to enhance the learning process of students with multiple intelligences such as visual, musical, kinesthetic, etc.
- Giving extra and/or modified materials to low and high achievers. This procedure has the aim of helping the first ones not to lose track of the class, while providing the high achievers with extra tools to maintain their motivation and maximise their potential.

- Performing different class dynamics so all the students, from more introvert to more extrovert fit in. This can be done through individual activities, in pairs, small and big groups, open debates, oral presentations, etc.
- Bringing closer the English culture to the classroom by means of authentic materials, the themes of the films, realia, telling stories of living abroad, etc. It is fundamental that the students understand the importance and communicative uses of what they are learning. We will achieve higher levels of motivation if they perceive development, fluency and the ability to produce meaningful communication.

Following these ideas, we find that motivation is also important when talking about education. Therefore, this didactic programming seeks to achieve not only extrinsic motivation by means of good grades, but intrinsic motivation, meaningful communication, and enjoyment towards learning English. Researchers assert that “when the learners are interacting meaningfully and enjoying the learning process, their intrinsic motivation is positively influenced and consequently their problem-solving ability is enhanced” (Zoghi & Malmeer, 2013: p.585). Hence, real motivation towards learning English, would result in a better overall performance of the tasks and thus, a higher acquisition of the language.

2.7. Class arrangements and permanent displays

The relevance of an adequately organised classroom setting aligned with the teacher’s methodology and the different activities should not be undermined. This consistently enhances the learning process and facilitates effective communication. As

mentioned, the programming is based on the CLT approach and the TBL methodology. This means that the final purpose is for the learners to be able to achieve meaningful communication by completing interactive group tasks. Thus, according to Yuretich and Kanner (2015), the most beneficial distribution of the classroom is big tables where students can work in groups and benefit from peer interaction, sharing thoughts and opinions, and which ultimately seeks to promote communication and cooperation (see appendix 1).

Similarly, permanent displays in the classroom (i.e. posters, placards, bulletin boards or drawings) are also another important consideration, as these are especially helpful for visual learners. The teachers should always take into consideration Gardner's Multiple intelligences theory (1983) and have in mind our learners' needs and different ways of enhancing their potential. In this particular programming, as we will be working with SDGs, we will print and hang on the walls the SDGs logo and the pictures of the nine goals which constitute the didactic units together with the film posters that students will use to present those SDGs (see appendix 2). Thus, learners would have in mind not only the topic they are working on but also, they will be able to see the progress they are achieving and how the walls of the classroom are being filled with knowledge they have seen.

2.8. Improving speaking skills

When teaching a foreign language teachers should work all the competences in a similar manner, both the receptive (reading and listening) and the productive (writing and speaking) ones. Nevertheless, considering that for this didactic programming the CLT approach and TBL methodology will be implemented, an extra importance should be

given to speaking. This is because the main purpose of learning a language is achieving students' interaction and meaningful communication.

In order to further improve the speaking skills of the learners, most of the tasks will imply communication in pairs, in small groups or group debates with the whole class. Likewise, the teacher will always speak in the target language and would only switch to the first language when necessary. In this regard, students will also be required to speak in English to communicate with the teacher or with their peers.

Moreover, speaking subskills will be developed throughout the academic year by doing the mentioned activities and oral tests during the three terms. These productions will be assessed with a speaking skill rubric to provide feedback and measure the progression of the students (see Appendix 3). The subskills that will be developed and later assessed are:

- Range (to use a variety of vocabulary, complex sentence forms and grammar in a correct way).
- Accuracy (to pronounce utterances in a correct way, to use stress, rhythm and intonation appropriately. Also, to be able to correct his/her own mistakes).
- Fluency (to avoid hesitation and express her/himself spontaneously with a natural flow).
- Interaction (to maintain a natural succession of turns with the other speaker/s. To ask for clarification or to respond adequately).
- Coherence (to plan what is going to be said. To use connectors in a coherent conversation).

2.9. Fostering reading

According to Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato). The learning process should give special attention to fostering reading in the first language but also in the different subjects of the curriculum. This brings the necessity of considering the implementation of additional reading activities within the space of the EFL classroom.

The mentioned section of BOE states that at this stage, special attention should be given to the acquisition and development of competencies that foster oral and written expression. This will be done with the purpose of promoting a critical and reflexive attitude towards the habit of reading. The law states that a positive attitude towards reading and writing will be progressively promoted in the classroom environment (BOE: p.362). Eventually concluding that the ideal aims would be to develop the student's own opinions and to encourage on them a taste for reading (BOE: p.364).

Therefore, with the aim of fostering reading, the didactic programming proposal includes a 10% of the final grade for a project of a book related with one of the SDGs of the units. As the main purpose of this task is to foster the desire of students to read, learners will be the ones that should decide the book. In the unlikely event that some students cannot decide which book to read, the following three options would be suggested:

- First term: *Animal Farm* by George Orwell (see appendix 4).
- Second term: *Romeo and Juliet 2079* by Andrew Prentice (see appendix 5).
- Third term: *Recycling* by Sue Stewart (see appendix 6).

2.10. Exchange program

During my internship in Siervas de San José, I was given the chance to participate in an exchange program among my Spanish school in Salamanca and three schools from Portugal, France and Serbia. It was an incredible experience for both teachers and students. These exchange programs do not only open the student's minds and allow them to meet new people but are a also fantastic way of creating immersive experiences in which the learners need to use the English language to achieve meaningful communication. In the end, this is the purpose of our subject.

This exchange program would be done through the online platform eTwinning, which is a European platform that gives schools the opportunity to connect with other European schools in order to communicate, collaborate, develop projects, and create bonds that would eventually lead to an exchange program. Besides, eTwinning is co-funded by Erasmus +, the European programme for Education, Training, Youth and Sport. This entails a European funding which would allow low-resources students to participate in the program regardless of their financial situation. This means that equal opportunities would be assured to everyone and if the total number of maximum students is limited this would be decided depending on the effort shown and the achieved marks to be as fair as possible.

Considering that the keystone of my teaching programme is the Communicative Approach, this exchange programme would be considered a priority. Therefore, if achieved, some aspects of the teaching programme would be re-evaluated and reduced to allow resources, time and effort to the development of the exchange program. This would include previous communication with the teachers and students at the other schools,

working in a common project in the eTwinning platform and eventually the exchange week in the foreign school and the reception of the exchange students in our school.

3. Programming proposal

3.1. Teaching units

This didactic programming is divided into nine teaching units to better structure the contents but also to follow a logical order that provides a clear progression and development of the learner. As previously mentioned, the common thread of this programming is based on two fundamental ideas; the introduction of the SDGs through the use of audio-visual materials. The SDGs have been introduced with the purpose of raising critical awareness in the students with regards to urgent actions that need immediate intervention. The SDGs will establish the fundamental base of discussion upon which students will have to build up further topics of their interest with the ultimate aim of promoting effective communication. SDGs will be presented through a selection of fragments of films, documentaries and other audio-visual materials related to the mentioned goals. This will be done in a captivating manner that will allow the teacher to present the information in an interesting and up to date format to the young pupils. It is essential to understand that due to timing reasons, films would not be fully displayed. Instead, other audio-visual resources such as excerpts, trailers, pictures and screenshots, will be used to provide context or establish the topic for future communicative activities.

The order of the didactic units together with a brief description of them, is as follows:

- UNIT 1: (Oh, captain, teach me something!) *Dead Poets Society* (1989) [SDG 4 Quality Education).

Introductory unit based on the main topics of different education and career pathways and the functioning of the job market; linked with SDG 4, Quality Education. The film used to introduce the students to this didactic unit is *Dead Poets Society*. This unit has not been randomly decided to be the first one, it has been allocated in the first place for two reasons. One is because it commences with an initial evaluation of the average requirements of a 3ºESO group of students, this non-graded evaluation has the purpose to check where the starting point of the group is and to use the feedback to know what should be revised. Secondly, the topics and tasks of the unit are planned to be very interactive and personal in order to try to commence getting to know our students. That is why, personal topics such as favourite hobbies, branch of studies or desired jobs for the future are the topics of discussion.

In terms of grammar points, it is a review of elementary tenses and expression such as: Wh- questions, verb *to be*, *have got*, *there is/there are*, present simple and present continuous

The pupils are still in 3º ESO, that is the reason why most of the students still do not completely know what they will study. However, they can start wondering what they like, what they do not and what they are good at. That is the reason we would work expressing preferences, likes and dislikes so they use information they know and talk about themselves while acquiring the language. Lastly, regarding production tasks, the students will be asked to write an entry in the portfolio about what they like and what desired job might fit those characteristics. Later, they will write an email to an imaginary firm also sending their CV, which they have previously learnt to do.

- UNIT 2: (Someone needs what YOU are wasting now!) *Documentary Wasted!*
The Story of Food Waste (2017) [SDG 2 Zero Hunger]

Unit 2 is about food and drinks all around the world. In order to relate the topic with the SDG 2 which is about Zero Hunger, it will be connected to the documentary *Wasted! The Story of Food Waste*, which narrates how enormous amounts of food are wasted all over the world every day.

With reference to grammar points, it will continue being a slight review of contents they already know, but that have to be completely acquired to properly communicate. These would be the Past simple and expressions such as *there was/there were*. Regarding vocabulary, we will work with food (ingredients, recipes etc), drinks, waste, etc.

Furthermore, connectors will also be introduced to provide order, coherence and cohesion to both written texts and oral productions. The topic of these production tasks would be about food wasting and different types of culinary traditions all over the world. The students will read about traditional food in blogs, will listen to radio programs about recipes from exotic countries and will learn how not to waste food while cooking. Some of these tasks will be normal productive tasks included in the portfolio entries while others will be orally assessed to check oral skills.

- UNIT 3: (“Treasures” below water) *Documentary Toxic Garbage Island* (2008)
[SDG 14 Life Below Water]

Unit 3 is about life under the sea and the pollution of seas, oceans and rivers. In order to relate the topic with SDG 14 which is about Life Below Water, it will be connected to the documentary *Toxic Garbage Island*, which narrates how a massive island of garbage was slowly created in the Pacific Ocean and its consequences to sea life.

In the matter of grammar points, it will be a mixture between a review of modal verbs that the students' already know and others that are new to them. Eventually they will end up using modals of: ability (*can; be able*), possibility/probability (*may; might; perhaps*), necessity (*must; need; have (got) to*), obligation (*have (got) to; must;*) and permission (*could; allow*). Regarding vocabulary, we will work with sea life animals, marine ecosystems, adjectives of behaviour, personal qualities, and prepositions or adverbs of location.

Finally, regarding the receptive and productive skills. Students will be asked to read online articles and listen to radio programs about pollution of rivers and oceans. This, with the purpose of gathering information for the final task of writing an online article about the ocean clean-up project and eventually roleplaying as the host of a radio program interviewing other colleagues talking about the project.

After the completion of this unit the exam of the first term covering the four main skills, and the vocabulary and grammar explained to date, will be done. Moreover, the teacher will also collect the first written projects about the fostering reading program.

- UNIT 4: (Calm down, girls can play football too!) *Kick it Like Beckham* (2002) [SDG 5 Gender Equality].

Unit 4 is about women's rights and equal rights. In order to cover this topic, some excerpts of the film *Kick it Like Beckham* will be visualised and connected with the SDG number 5 Gender Equality.

Concerning grammar in this unit the tense present perfect will be introduced. Making emphasis in expressions including the prepositions: *for* and *since, still, already*

and *yet*. In relation to vocabulary, topics such as friendship, house chores and breaking stereotypes will be covered.

In terms of receptive and productive skills, we will work expressing opinions. Firstly, by reading and listening to news about the suffragettes and the history of feminism. Later we will ask the students to write portfolio entries about concerns such as male chauvinism, sexism, gender pay gap, murder of women, etc. These topics would be later the protagonists of a series of oral debates that would be done in the classroom to develop communicative skills and debating skills.

- UNIT 5: (Whoever saves one life, saves the world entire.) *Schindler's List* (1993)
[SDG 16 Peace, Justice and Strong Institutions].

Unit 5 is about peace, justice and human rights. The selected film from which selected fragments will be the source of discussion of several tasks is Spielberg's masterpiece *Schindler's List*. Undoubtedly, the related SDG is number 16 which relates to peace, justice and strong institutions.

The main grammar points rely on the past tenses: past perfect and past continuous. In order to talk about events that occurred in the past but are crucial to understand our present time. Another grammar item is the comparison of adjectives (adj + -er, *more than*, *less than*, and superlatives (adj + -est, *the most*, *the least*). Regarding vocabulary, we will cover topics such as political movements and parties. Democracy, human rights but also breaking the rules, criminals and crime fighters.

Concerning the receptive and productive skills, we will try to work on debating contrasting opinions. To do so, the pupil's will read film reviews and will listen to film

podcasts. Later they will write film reviews and participate in oral debates about which films are better or worse and why.

- **UNIT 6: (There is no planet B) *Wall-e* (2008) (SDGs 13 Climate Action)**

As unit 6 is the chosen one to be developed, it will be later explained in further detail.

- **UNIT 7: (Education is the key to end with poverty) *Slumdog Millionaire* (2009) [SDG 1 No Poverty].**

Unit 7 is related to equality and sharing, it also addresses the issues of poverty, social classes and inequalities. Thus, it is no surprise that the chosen film to discuss is *Slumdog Millionaire*, which directly tackles the issue of SDG 1; ending with poverty all around the world.

The principal grammar point is the passive voice in present and past simple form. While the vocabulary covers words related to inequalities, NGO organisations, charity shops, volunteering experiences and community services.

Regarding the receptive and productive skills, we will cover journalism and researching information. Hence, students will read print media like newspaper or magazine articles and eventually will write in the portfolio as if they were publishing in a newspaper about a local news related to the topics of the unit. Students will also debate in class about how fair social classes are, if it is something from the past or if inequalities still continue nowadays.

- **UNIT 8: (Welcome refugees) *The Good Lie* (2014) [SDG 10 Reduced Inequalities].**

Unit 8, pivots around embracing other cultures and building tolerance among communities. The selected audio-visual materials come from *The Good Lie* a film which narrates a real story of a family of refugees in the US. This unit is linked with the SDG 10 Reduced Inequalities.

The principal grammar points are the time expressions: anteriority, posteriority, simultaneity, etc, together with the first and second conditionals. In relation to the presented vocabulary, we can find items related to action/movement verbs, to health and fitness, personal relationships, helping others, community work and charity actions.

With regards to receptive and productive skills, students will learn how to extract relevant information from academic sources. They will read excerpts of research projects about topics that are of their interest. They will be asked to write in the portfolio a draft of a research project that they might have to develop the next year in 4º ESO. Finally, they will have to orally present their idea in a formal way.

- UNIT 9: (Never stop dreaming, never stop trying, never stop learning and never stop working). *The Pursuit of Happyness* (2006) [SDG 8 Decent Work and Economic Growth].

Unit 9, the final unit of the teaching programme. It will cover the topics of Economy, inequalities and social classes, similar to unit 7 but this one is more conceived towards the economic field, labour rights, creating businesses and entrepreneurship. The chosen film is *The Pursuit of Happyness* which is closely related with the SDG 8 Decent Work and Economic Growth.

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In terms of grammar, we will cover the difficult reported speech which usually causes nightmares in many students. While in relation to vocabulary, we will learn adjectives of personality, vocabulary related to money, shopping, businesses, etc.

Concerning the receptive and productive skills, students will learn how to read formal letters and listen to business conversations to know in what aspects they need to pay attention. They will be expected to extract relevant information and learn how to write formal letters requesting or apologising for key data. This is the last unit and will be followed by the 3rd Term/Final exam and the delivery of the last reading project and the portfolio to be assessed and evaluated.

Unit	Topic, Film and SDG	Vocabulary	Grammar	Receptive skills (Reading & listening)	Productive skills (Writing & Speaking)	Cross-curricular contents
Unit 1: (Oh, captain, teach me something!)	Education and job market <i>Dead Poets Society</i> (1989) [SDG 4 Quality Education]	Different career pathways, Jobs & Hobbies Classroom objects Wh- questions	To be Have got There is/there are Present simple Present continuous	Expressing preferences Likes & dislikes Reading emails Learning how to do a CV	My desired job Writing emails Writing a CV	Literature (poetry in particular)
Unit 2: (Someone Needs what You are Wasting Now!)	Food & drinks Documentary <i>Wasted! The Story of Food Waste</i> (2017) [SDG 2 Zero Hunger]	Food, drinks, waste. Ingredients Countries & nationalities	Past simple There was/there were Connectors	Traditional food and drinks all over the world Reading blogs & listening to radio programs	Recipes and How not to waste food while cooking Write posts and record podcasts	Geography
Unit 3: (Treasures Below Water)	Life under the sea and the pollution of seas and rivers Documentary <i>Toxic Garbage Island</i> (2008) [SDG 14 Life Below Water]	Sea life Adjectives behaviour Personal qualities Prepositions & adverbs of location Relative pronouns	Modals of obligation, necessity and prohibition. <i>Have to, can, could, must, should, etc.</i>	Reading online articles Listening to radio programs	Writing online articles about pollution of rivers/oceans Roleplaying as the host of a radio program interviewing about the ocean clean-up project.	Marine biology
				Optional reading during the 1 st Term: <i>Animal Farm</i> . Penguin books level A2.1		
Unit 4: (Calm down, Girls Can Play Football Too!)	Women's rights and equal rights. <i>Kick it Like Beckham</i> (2002) [SDG 5 Gender Equality]	Friendship House chores Breaking stereotypes Temporal relationships	Present perfect with <i>for & since</i> . Present perfect with <i>still, already, yet</i>	Expressing opinions Learn about the suffragettes.	Debates about male chauvinism, sexism etc. Gender pay gap, murder of women, etc.	Gender equality & Women's rights.
Unit 5: (Whoever Saves One Life, Saves The World Entire.)	Peace, justice & human rights <i>Schindler's List</i> (1993) [SDG 16 Peace, Justice and Strong Institutions]	Democracy Rights Criminals and crime fighters	Past perfect & past continuous. Comparison of adjectives	Debating opinions. Reading film reviews and listening to film podcasts.	Writing film reviews and orally expressing opinions about them.	Ethics, politics & Institutions

<p>Unit 6: (There is No Planet B)</p>	<p>Climate change, life in the future & (eco) travelling <i>Wall-e</i> (2008) (SDGs 13 Climate Action)</p>	<p>The 3 r's. Reduce, reuse & recycle Holidays Technology</p>	<p>Future tenses: <i>will</i>, <i>going to</i> & future continuous.</p>	<p>Reading social media posts Watching videos or listening to podcasts about climate change Surfing on the internet and reading websites about climate change, predictions for the future and possible solutions. Optional reading during the 2nd Term: <i>Romeo and Juliet</i> 2079. Andrew Prentice. A2.2</p>	<p>Discussing about predictions that will happen in the future. Making travel arrangements. Writing an Instagram post about planning a future trip. Explaining future plans and trying to persuade colleagues to join them</p>	<p>Science and travelling</p>
<p>Unit 7: (Education is the Key to End with Poverty)</p>	<p>Equality & sharing <i>Slumdog Millionaire</i> [SDG 1 No Poverty]</p>	<p>Inequalities Social classes Journalism and researching</p>	<p>Passive voice: present and past simple</p>	<p>Reading print media like newspaper or magazine articles</p>	<p>Writing print media like newspaper or magazine articles</p>	<p>Community building</p>
<p>Unit 8: (Welcome Refugees)</p>	<p>Embracing other cultures and tolerance <i>The Good Lie</i> (2014) [SDG 10 Reduced Inequalities]</p>	<p>Health and fitness Relationships Charity actions Time expressions</p>	<p>The first and second conditionals</p>	<p>Reading research papers and surveys Learn to extract relevant information</p>	<p>Academic formal presentations and academic formal writings</p>	<p>History</p>
<p>Unit 9: ("Never stop dreaming, never stop trying, never stop learning and never stop working).</p>	<p>Economy & inequalities (social classes) <i>The Pursuit of Happiness</i> (2006) [SDG 8 Decent Work and Economic Growth]</p>	<p>Adjectives of personality Money & shopping</p>	<p>Reported speech</p>	<p>Reading formal letters Optional reading during the 3rd term: <i>Recycling</i>. Sue Stewart A2- B1.</p>	<p>Writing formal letters Requesting or apologising for something</p>	<p>Citizenship & Economy</p>

3.2. Contents

The contents that will be taught in 3°ESO are provided by the Spanish Government and are extracted from the Syntactic-discursive contents stated in Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. The contents are the following:

- Expresión de relaciones lógicas: conjunción (*and, too, also*); disyunción (*or*); oposición (*but*); causa (*because [of]; due to*); finalidad (*to- infinitive; for*); comparación (*as/not so Adj. as; more comfortable/quickly (than); the fastest*); resultado (*so, etc.*); condición (*if; unless*); estilo indirecto (reported information, offers, suggestions and commands).
- Relaciones temporales (*as soon as; while*).
- Afirmación (affirmative sentences; tags)
- Exclamación (What + (adj. +) noun, e. g. *What a wonderful holiday!*; How + adj., e. g. *How interesting!*; exclamatory sentences and phrases, e. g. *Well, that is a surprise! Fine! Great!*).
- Negación (negative sentences with *not, never, no* + noun, (e. g. *no problem*), *nobody, nothing*; negative tags).
- Interrogación (*Wh- questions; Aux. Questions; What is this for?*).
- Expresión del tiempo: pasado (past simple and continuous; present perfect; past perfect); presente (simple and continuous present); futuro (*going to; will*; present simple and continuous + adv.).

- Expresión del aspecto: puntual (simple tenses); durativo (present and past simple/perfect; and future continuous); habitual (simple tenses (+ adv., e. g. *usually*); *used to*); incoativo (*start – ing*); terminativo (*stop – ing*).
- Expresión de la modalidad: factualidad (declarative sentences); capacidad (*can; be able*); posibilidad/probabilidad (*may; might; perhaps*); necesidad (*must; need; have (got) to*); obligación (*have (got) to; must*; imperative); permiso (*could; allow*); intención (present continuous).
- Expresión de la existencia (e. g. *there will be/has been*); la entidad (count/uncount/collective/compound nouns; pronouns (relative, reflexive/emphatic); determiners); la cualidad (e. g. *good at maths; rather tired*).
- Expresión de la cantidad (singular/plural; cardinal and ordinal numerals. Quantity: e. g. *all (the), most, both, none*. Degree: e. g. *really; quite; so; a little*).
- Expresión del espacio (prepositions and adverbs of location, position, distance, motion, direction, origin and arrangement).
- Expresión del tiempo (points (e. g. *five to [ten]*); divisions (e. g. *century; season*), and indications (*ago; early; late*) of time; duration (*from...to; during; until; since*); anteriority (already; (not) yet); posteriority (afterwards; later); sequence (*first, next, last*); simultaneousness (while, as); frequency (e. g. *often, usually*).
- Expresión del modo (Adv. and phrases of manner, e. g. *easily; by post*).

3.3. Temporalisation and class time

The Spanish yearly school calendar and weekly schedule are established under the Artículo 12 de la Orden ECD/1361/2015, de 3 de Julio, por la que se establece el currículo de Educación Secundaria Obligatoria y Bachillerato para el ámbito de gestión del Ministerio de Educación, Cultura y Deporte, y se regula su implantación, así como la evaluación continua y determinados aspectos organizativos de las etapas. This article states that the high schools themselves are the ones who establish these considerations depending on the individual particularities of their context and the most efficient use of the human and material resources for teaching.

The timetable of the students is distributed from Monday to Friday in 30 hours of class per week. Furthermore, there is a mandatory break time of at least 15 minutes after three hours of class. Likewise, the teaching periods per subject will consist of 55 minutes, change of classroom included. Switching into what specifically matters for this teaching programme. English as a Foreign Language (EFL) as it is a core subject in 3º ESO, has 3 hours of class per week during the 35 teaching weeks of the year. This sums a total average of 105 hours of class that eventually end up being less due to events such as bunk holidays, eventually being a total of around 31-32 real teaching weeks or 95 teaching hours aggregate, exams and minor tests included.

The contents would be structured following the mentioned didactic units which are meant to have a duration of two to three weeks (the portfolio entries count in this period of time), plus the exam periods, some days for the initial evaluation and the explanation and development of the reading for pleasure project.

4. Assessment and Evaluation

Researchers have concluded that the assessment plays a crucial role in the process of learning, as it connects students to new knowledge by using their current abilities (Tosuncuoglu, 2018). Both concepts, assessment and evaluation are interdependent from each other as testing concerning assessments can provide both teachers and students with priceless information about crucial learning aspects. Some of these aspects are: the level of knowledge, skills, difficulties in foreign language learning, perception and attitude towards learning, and also, the most useful activities and methods. For these reasons, assessment answers the needs of the students, and is central to teacher planning (Tosuncuoglu, 2018).

The use of assessment is important from the very beginning. The teacher must start gathering information about their students by means of an initial evaluation that would cover the four main skills, grammar and vocabulary. This assessment will not be graded but it is an essential tool to know the starting point of our students is and to get to know the new pupils.

After asserting the importance and use of assessment and evaluation, we should decide which type of assessment to use during the lessons. In this case, the methodology which is going to be followed advocates for a mixed methodology between traditional and alternative methods of assessment.

I agree with the pedagogue Podromou who states that “Tests and examinations at the right time and in the right proportions have a valuable contribution to make in assessing learners' proficiency, progress, and achievement”(1995: p.14). The most relevant use of tests is that they can be used to perceive and diagnose learners' errors. They have other advantages such as being one of the most effective forms of extrinsic

motivation, of imposing discipline, of ensuring attention as well as regular attendance, this is because students link tests with the authority of the classroom (Prodromou, 1995). Besides, on many occasions parents complain if their child is not evaluated with any type of test. For these reasons, tests have been allocated half of the total marks of the subject. However, the objective is to keep them relevant and not to overuse them, as the positive traits of testing could potentially turn into something detrimental. Scholars have demonstrated that test-overuse has various disadvantages ranging from teacher-centred lessons to backwash effect. Teacher-centred lessons clash with the active role of students and the dynamics promoted in CLT and TBL. Moreover, the abuse of testing creates the well-researched backwash effect, which occurs when the assessments ultimately invade the teaching space and determine how and what students learn, rather than prioritising the main EFL lesson's aim; language acquisition (Biggs, 2003). Strictly speaking, tests become the main source of concern for both students and the teacher, instead of just being one more tool of the learning process. Additionally, this negative backwash effect may cause anxiety and demotivation on students, as the constant resort to testing is an admission of the teacher's failure to make intrinsic motivation work and in the long term, the repetition will lead to loss of motivation in the learners. (Prodromou. 1995).

During my internship I observed this backwash effect in the English classes as students had to regularly undergo an exam after every unit. This induced lack of connection among topics, the study of grammar in a mechanical way and forgetting the acquired knowledge after a couple of weeks. These are reasons why it was decided to establish three main tests (one per term), interspersed with several receptive and productive tasks covering the four main skills. This is done with the purpose of giving special emphasis on communicative tasks and interaction among students.

As previously mentioned, this didactic programming uses a mixed methodology in terms of assessment. Regarding alternative ones, the students will have to write a portfolio which “are great tools for teachers to assess the students’ language learning progress and keep track of the changes in individual student writing” (Monir, 2012, p.10). Furthermore, they will work with projects to encourage reading skills through the choice of a book or the selection of one given by the teacher, that are related with one of the units and therefore, connected to one of the SDGs. Likewise, throughout the year and following the TBL methodology students will work with alternative methods of assessment like portfolios, roleplays, peer assessment, KWL charts, graphic organisers, interviews, debates, discussions etc. Students would be given useful feedback from the daily activities in order to develop and acquire meaningful communication.

Regarding more practical terms, the type of evaluation carried out will be a combined formative and summative assessment in which the teacher will monitor and grade the student progress and would use the gathered information to adapt teaching and learning (Cullinane, 2010). This type of assessment gives more importance and more weight to the later stages in the year and to the final practices. This occurs because the teacher will value the effort, motivation and development throughout the year.

Finally, in relation to the assessment criteria these are the numerical values and explanation of the percentages:

- 0% initial evaluation. It has no mark but that is an essential tool to know where the starting point of our students is.
- 20% good attitude, participation, in-class tasks and homework.
- 10% reading project. It is essential to encourage a taste for reading and to stimulate this effort a percentage of the final grade is awarded.

- 20% individual weekly portfolio. It is a written notebook where the students will be asked sometimes freely others mandatory to write about topics seen in the EFL classroom, for instance about English culture, breaking news, self-reflections, etc. This written portfolio will be graded using a rubric that will take into consideration writing aspects such as grammar mistakes, spelling, coherence and cohesion but also others more abstract such as originality, content of the ideas, critical thinking and overall effort.
- 50% testing. One exam per term. Being the final one the exam that counts more. This is because there must be a sense of progression and acquisition of the foreign language. The percentages are the following:
 - First term exam: 10%
 - Second term exam 15%
 - Third term (final exam) 25%

If at the end of the year the grade is below 5/10 the student has to do a research project about a topic that the teacher suggests and should be presented to prove the acquisition of the expected oral and written skills.

It cannot be forgotten that the students are in ESO, compulsory education. Therefore, attendance will not be taken into account for the evaluation, since it is taken for granted. If there is systematic absence, without justification, the student's parents will be notified, and measures will be taken against absenteeism.

To conclude the section of assessment it is imperative that the teacher carries out a self-assessment process about what worked, what did not and what could be improved. This didactic programming should be considered a 'living item' that evolves and updates

in terms of content, topics, methodology, methods of assessment, etc. So that every year should be slightly better than the previous one.

5. Attention to diversity

This is a crucial aspect that should be covered in every teaching program. By selecting topics aligned with the SDGs, the teacher is able to raise concern and work on global issues that otherwise would be difficult to discuss in a more traditional EFL teaching. Moreover, the combination of SDGs and audio-visual materials widens the scope of the variety of enjoyable and motivating tasks and dynamics in the sessions. In addition, other competencies of the so called “curriculum oculto” would be used as a source of debate with the aim of enhancing both the student’s communicative skills and personal knowledge. Examples of these competencies are human rights, feminism, tolerance, attention to diversity and fight against racism and inequalities are included and used as debate topics to enhance the communicative skills but would also mean an extra personal knowledge.

In real life we will have to deal with unexpected difficulties and students with different needs. My internship at Siervas de San José (Salamanca) provided me with knowledge and exposure to develop real life-based actions. Nevertheless, as this project is fundamentally a hypothetical teaching program, I decided to include fictitious measures that might happen in a 3°ESO group.

Firstly, regarding the different levels of learning and intelligence present in a classroom, much more attention to diversity measures should be taken into consideration. This is because in a group of approximately 25 pupils, some of them will be fast learners, other slow learners, some might be high performers while others will struggle to follow

the lessons. In order to cope with these situations that will occur every day, for many of the tasks in this didactic program students will work in mixed pairs or groups so the own students can be mentors or their colleagues so the high achievers can lend a hand to their classmates to succeed. However, this idea might not be enough, so for other tasks and activities the students who struggle will have additional help from the teacher and will be given extra review tasks to consolidate the basic knowledge. On the contrary, the advanced students will be given more autonomy and if necessary extra activities to deepen in the topics and maximise their learning potential.

Also, Spain is a very multicultural country, and, in the same classroom, we might find a variety of nationalities from central and south America, East Europe, north of Africa, especially Morocco and some cases of students from Asian countries such as China. We as teachers would take advantage of the multiculturalism of the group and learn from others' culture, building tolerance, fighting racism, and working intercultural competence.

In more specific cases such as students with attention deficit hyperactivity disorder (ADHD) or pupils that might need curricular adaptations, the syllabus and evaluation would be modified according to the legislation and their characteristics. Then, individual measures would be taken to ensure that the student learns and participates as much as it is possible.

6. Didactic Unit 6: There is no Planet B

6.1. Introduction:

Unit 6. The last one of the second term, which it is expected to finish before Easter holidays. It will cover topics related to Climate change, protect the environment, life in

the future and (eco) travelling. To introduce the unit and the topics of environment, climate change, and the necessity of doing a paradigm shift towards caring about the planet, a trailer from the movie *Wall-e* will be played. This film is closely related to the SDG 1, which is named Climate Action, as it raises awareness of the dangers of Climate change and the fact that if we do not make some changes the future will not be bright in the Earth.

Regarding grammar points, this unit will be centred in the expression of actions in the future and predictions of what could happen. Thus, we will work with future tenses such as: *will*, *going to* and future continuous. In terms of vocabulary, throughout the lessons and tasks students will learn about the 3 r's: reduce, reuse and recycle; different ecosystems, landscapes and environments, new technologies in the future, different types of transport and words about holidays.

Moreover, in relation to the receptive and productive skills learners will surf on the Internet and read on online websites and social media posts about issues related with climate change, global warming and also solutions to stop the crisis. Students will also listen to a song about how beautiful our planet is and will watch videos about more eco-friendly ways of travelling and greener public transports. In the end students will have to produce an Instagram post that will be located in the portfolio in which they will have to explain using future tenses the planning of a trip to any place they want. They will enact as influencers that are trying to plan a green trip. Lastly, the oral evaluation will have to do with a discussion in pairs or small groups in which the students will need to persuade other colleagues to join their incredible future experience. Therefore, learning how to discuss about events in the future and more specifically about making travel arrangements.

6.2. Lesson plans

The two lesson plans that will be completely developed are the introductory lesson and the lesson number 5. Nevertheless, all of them will be briefly described to better understand the progression of the sessions and the development of the tasks and topics.

Lesson number 1: In this first lesson, the topic of the unit will be presented: climate change is not a problem of the future but a reality. The teacher will also play the trailer of the film *Wall-e* and will ask questions individually or in small groups. Finally, in pairs, students will have to create sentences using vocabulary inductively gathered during the lesson and start talking about future events.

Length: 55 minutes

Level: A2

Materials: Printed handout, PowerPoint presentation, computer, projector, and internet. In the unlikely event that there is no access to ICT resources (TIC in Spanish). We can bring the printed pictures and screenshots that will be used in the session.

Aims of the Session:

- Main aim: The lesson following the CLT approach has the main aim of achieving the student's meaningful communication and the completion of the proposed tasks.
- Subsidiary aims: Raise awareness of how climate change is affecting our planet. Hypothesise about what could happen to the planet if we do not stop polluting it and wasting natural resources. Compare and contrast our reality with the one of the film *Wall-e*. Discuss about the film and hypothesise about the development of the plot. Acquire vocabulary about (not) environmentally friendly verbs and words. Start communicating about predictions or events in the future, and inductively presenting future tenses grammar.

- Personal aim: Be able to engage all the students with the topics in order to motivate students since the very beginning of the unit and thus, enhance the communication and acquisition of the language.

Assumptions:

- Anticipated Language Problems: Lack of interactions among the students, use of the first language. Also lack of engagement of the students with the topic.
- Possible Solutions: Engage the students into the topic since the very first moment. Encourage them to speak in English. Monitor the tasks, offer guidance and help, taking into consideration that the main objective is to communicate.

Teachers' evaluation of the lesson: I developed a similar session during my internship and the students' motivation was great. Everyone participated and expressed their opinions at least once, and many students constantly intervened. There was a great display of interest and commitment in the debates and the main, subsidiary and personal aim were remarkably achieved.

- What went well: Great commitment with the topic, great participation and enormous exposure of the students to the English language and to communicative opportunities.
- What went wrong: Sometimes students switched to their first language and the teacher had to remind them that only English is allowed in the English Classroom.
- What I should concentrate on: Maintaining the communicative purpose all the time.
- What I would do differently: During a few moments of the class, I perceived that despite being most of the time a student-centred session in which learners were able to freely express their opinions and predictions. I maybe intervened in too many occasions when introducing the topic. Communication is essential and it is more important to listen their opinions than mines.

Time	Stage	Procedure	Aim(s) of each stage	Interaction
7'	Warm-up	<p>Brief introduction of the whole unit.</p> <p>Presenting a picture of a placard in a demonstration about climate change saying: Wall-e won't clean up our planet (see appendix 7). This placard is perfect, because represents the whole unit, and the content of lesson 1: the topic of climate change, the film Wall-e and the future tenses (won't).</p> <p>The teacher will ask the students to give their opinions about what they think the lesson will be about.</p>	<p>Introducing the unit so students can better follow the sessions, but primarily to start activating schemata and previous knowledge about the topic</p> <p>Inductively start introducing information that eventually students will communicate about.</p> <p>Create motivation and intrigue of learning on the students.</p> <p>Encourage them to participate from the very first moment, these actions help them to feel safe and confident and enhances the chances of achieving meaningful communication.</p>	T-Ss
10'	Pre-task	<p>We will move and show a screenshot of the trailer of the film Wall-e where we can see the Earth in a brownish colour that denotes that something is wrong (see appendix 8).</p> <p>Before watching the whole video we will ask the students what do you think is happening? Where is that planet? Or even Is that the Earth?</p> <p>Visualisation of the trailer of the film.</p> <p>A couple of minutes to ask for their opinion and if they have any question.</p>	<p>Start working with Lots such as passive thinking or answering about what they are seeing in the picture.</p> <p>Then start introducing Hots such as hypothesising and developing ideas.</p> <p>Practice listening skills by listening to the video.</p>	T-Ss
25'	Main task	<p>In small groups of no more than 4 people, the students will be given a handout with questions (see appendix 9).</p> <p>They have to first discuss the "to begin" set of questions and each student will have to write the answers in an individual paper. Meanwhile the teacher will be monitoring the activity.</p> <p>After around 7-8 minutes the teacher will prompt the students to say the questions the groups agreed.</p> <p>Later, they will be asked to discuss the second group of questions, which are much more abstract and require hypothesising about the future. They will have around 10 minutes to debate and write them down and after that, the teacher will create an open debate listening to the students answers.</p>	<p>The main aim is achieving meaningful communication among the students.</p> <p>These are questions that start working Lots, but quickly aim for developing Hots. In fact only the first one is related to Lots, the rest of the questions aim to activate higher order thinking skills.</p> <p>Inductively present vocabulary about climate change and grammar about future tenses that will pop up because it is necessary for answering the questions.</p> <p>Furthermore, students will develop teamwork skills.</p>	Ss-Ss
10'	Post task	<p>Activity What can we do to stop climate change!</p>	<p>Foster interaction and pair working.</p>	S-S

		<p>The students in pairs will firstly have to discuss with his partner if the verbs (see appendix 10).are environmentally friendly or not.</p> <p>Then the student in the same arrangement, will have to create some sentences using some of the given sentences. The teacher will ask whether the sentences are connected to the film Wall-e. We will give them an example so it is easier to understand: e.g. Wall-e <i>will clean up</i> the Earth.</p>	<p>Maintain the communicative purpose until the end of the class.</p> <p>Also, do some productive task writing down the answers in the notebook, this it intended to familiarise students with the vocabulary and the grammar.</p>	
3'	Time for questions	<p>Time for answering questions, solving doubts and asking for feedback about the activity.</p> <p>If there are no questions, we can do a brief sum-up of what we just did during the session.</p> <p>The questions that we might also ask are: ¿Did you find it interesting? Will you watch the film at home?</p> <p>It is also important to build rapport and create a good atmosphere, where all the opinions are welcome.</p>	<p>The main aim is not leaving anyone behind.</p> <p>Students are the protagonists of the learning process, so their voices should be heard in terms of what is working and what is not.</p> <p>Make the students feel comfortable in the classroom and free to speak and express their opinions.</p>	T-Ss Ss-T

Lesson 2: All the lessons will start with a warm-up stage in which the teacher will review what was done the previous session, will ask for questions and later a presentation of what today's lesson will be about.

Accordingly, after this formality, the pre-task, main task and post task will follow. As always, the main aim of the session is communicative, however the subsidiary aim of this second session is to improve listening skills by means of the song *What a wonderful world*, by Louis Armstrong (see appendix 11). Afterwards, some tasks will be done working on communicative aspects and students' interactions in relation with the song. The end of the lesson will be more relaxed using the tool/game lyrics training (see appendix 12). The students will take part in an enjoyable and interactive dynamic while practising listening skills.

Lesson 3: After the usual routine of the warm-up. The subsidiary aim of this session is to improve reading skills. After a pre-task in which the teacher will ask if the students

know what the Earth Day is, in the main task the learners will read some excerpts of an article of the Guardian (see appendix 13) about the google doodle of the Earth Day.

They will answer some questions about the article and will debate in groups about the Earth Day. The post-task activity would be observing the Doodle of the Earth Day 2022 (see appendix 14) and in pairs the students will try to try to come up with an idea to design one better. They do not need to draw it, just come up with a cool design and in the end tell their classmates about their amazing idea.

Lesson 4: From this moment the topic of the unit slightly changes into more science and futuristic ideas, with the aim of working even more with future constructions. Nevertheless, the core intention of raising awareness about the SDG 13 Climate Action, is always present somehow. This is until this moment the most purely communicative activity in the unit only after lesson 6 which will directly assess oral skills. After the warm-up, the teacher talks about predictions, and how we use will to talk about events that we do not know if they will occur. The main task consists of scanning through the website: Craziest Predictions about the Future Experts Say Are Going to Happen (see appendix 15). In small groups the students will discuss which ones are more interesting and then they will select one. After some time of browsing information on the internet with their tablets, they will have to tell their partner which one is the most interesting, which one is more likely to happen, sooner or later, and which one is more related to the topic of the unit (Climate change). The post-task would be putting all that information in common and democratically selecting which prediction is the winner.

Lesson 5: In this session, we will start doing the warm-up as usual, reviewing what they learned the previous lesson, asking for questions and introducing today's topic. Lesson 5 will start following the topic of predictions of the future seen in the previous session.

However, this class will be focused on how humans will travel in the future. Thus, during the pre-task the teacher will play a youtube video about this exact same topic: How will people travel in the future? (see appendix 16). After watching it, the teacher and the students will discuss about some of the video's predictions, such as different future public and private transports. During the pre-task, the concept of green travelling or eco-travelling will be introduced. This will be done with the help of the appendix 17, an online article about the top 10 Green Travel Tips. Students will have some minutes to read the 10 tips and discuss in pairs what they end up understanding about this innovative way of travelling.

Once future predictions and green travelling are understood, the main task is presented. It has two parts, an initial one about observing, reading and browsing for information. We will provide Instagram Posts of celebrities about trips they have done (see appendix 18 and 19) and also some flyers from monuments in Dublin, this realia information aims to give inspiration to the students to accomplish the second part of the main task. This second part is based on producing a similar post, but about a future trip that the students want to make to their favourite place in the world. The post must include 3 things: It must have a picture of the place where the trip will be, it must be written using future tenses and will have the structure of a social media post. We will leave the students some time to browse on the internet information about the destination, and to start working on the text.

Finally, the post-task will be a period of 10' in which the students will have to discuss with their peers about what they have so far. Feedback and advice from peers is very important and the end result can benefit greatly from the wise advice from classmates. Besides teenagers are nowadays much more used to social media platforms

than probably the teacher itself, so their opinion is very helpful. The post will be included in the portfolio and will be graded using a specific rubric (see appendix 21)

Length: 55 minutes

Level: A2

Materials: Realia (see appendix, Teacher's computer, projector, students' tablets, and internet.

In the unlikely event that there is no access to ICT resources (TICs in Spanish) we can bring printed some printed celebrities' Instagram posts (see appendix 18 and 19) that we will be used as examples and inspiration for the main task.

Aims of the lesson:

- Main aim: The lesson following the CLT approach has the main aim of achieving the student's meaningful communication and the completion of the proposed tasks.
- Subsidiary aims: Browsing for information and producing a written Instagram post of a future trip. Use future tenses to express predictions in the future. Use future tenses to write about a trip that we are planning to do.
- Personal aim: Engage the students with a motivating task and achieve the communication of all the pupils. Unleash their imagination and creativity to produce impressive Instagram posts about their future trip.

Assumptions:

- Anticipated Language Problems: Lack of interactions among the students, use of the first language. Lack of originality and copying sentences from online translators.
- Possible Solutions: Engage the students into the topic since the very first moment. Encourage them to speak in English. Monitor the tasks, offer guidance and help, taking into consideration that the main aim is to communicate. For the written assignment, ask

students not to use online translators and emphasise that committing errors is part of the learning process.

Teachers' evaluation of the lesson:

- What went wrong: Similarly, sometimes students switched to their first language especially with difficult words or complex expressions. Furthermore, a couple of students did not finish the assignment at home, luckily this number was less than the 5% of the total of students. Nevertheless, after so much effort and preparation it felt bad.
- What I would do differently: Not much, these communicative tasks worked quite well, were very motivating for the students and engaged them in the learning process. Maybe I would just give a bit more in-class time to advance on the post.
- What I should concentrate on: Probably, the most important teacher role for this session is monitoring and offering guidance to the pupils. A good teacher has to know when to intervene and provide help, correction or feedback or on the contrary allow time to the speaker to achieve the communicative purpose with their own means or revise their piece of writing to include or modify the message.

Time	Stage	Procedure	Aim(s) of each stage	Interaction
5'	Warm-up	<p>Firstly, the teacher will review what was done the previous session</p> <p>Secondly, he will ask for any questions or doubts.</p> <p>Finally, he will briefly introduce the topic of today's lesson 'how we will humans travel in the future' but leaving some intrigue for the students to give their opinions about what they think will be done.</p>	<p>Remind what was seen the previous session.</p> <p>Start activating schemata and previous knowledge about the topic</p> <p>Create motivation and learning intrigue on the students.</p> <p>Encourage them to participate from the very first moment, these actions help them to feel safe and confident and enhances the chances of achieving meaningful communication.</p>	T-Ss
12'	Pre-task	<p>After the warm-up, the teacher will continue talking about predictions.</p> <p>He will play a YouTube video about the lesson's topic: How will people travel in the future? (see appendix 16).</p> <p>After watching the video there will be a joint discussion about some of the video's predictions, such as different future public and private transports.</p> <p>Some questions aiming to work Hots will be asked: How do you really think people will travel in the future? Are we still very far from creating these inventions? Will standard cars fly in the future? etc.</p> <p>Moreover, we will also see during the pre-task, the concept of green travelling or eco-travelling. This will be done using appendix 17, an online article about the top 10 Green Travel Tips.</p> <p>Students will have a couple of minutes to read the tips and discuss in pairs what they end up understanding about this innovative way of travelling.</p>	<p>Start working with Lots such as passive thinking, remembering previous information or answering about what they are seeing in the video.</p> <p>Then start introducing Hots such as hypothesising and developing ideas.</p> <p>Practice listening skills listening to the video.</p> <p>Pair working.</p> <p>Introduce new vocabulary concepts such as eco-friendly travelling which are related with the unit main topic.</p>	T-Ss S-S
10'	Main task Stage 1	<p>The main task is divided into two stages.</p> <p>This first one is about observing, reading and browsing for information for the future production stage.</p> <p>In this stage students will compile the information of the pre-task about predictions of how future trips will be, together with the information about green travelling.</p> <p>Besides, we will provide them with Instagram posts of celebrities about trips they have done</p>	<p>The main aim is achieving meaningful communication among the students in order to get the best idea possible for the productive task.</p> <p>Gathering and selecting key information.</p> <p>The students will develop teamwork skills.</p>	T-Ss Ss-Ss

		(see appendix 18 and 19) and also some flyers from monuments in Dublin, this realia information aims to give inspiration to the students to accomplish the second part of the main task. Students can freely ask for help to other peers and to the teacher while browsing for information, either for inspiration, format or content concerns.		
15'	Main task Stage 2	This second part is based on producing a similar post, but about a future trip that the students want to make to their favourite place in the world. The post must include 3 things: It must have a picture of the place where the trip will be, it must be written using future tenses and will have the structure of a social media post. After the explanation, we will leave the students some time to browse on the internet information about the destination, and to start working on the post. The post will be included in the portfolio and will be graded using a specific rubric (see appendix 21)	Some individual work sometimes is also necessary. Learn how to write a post in social media, in this case Instagram. Applying all the concepts seen during the unit, vocabulary about climate action, future tenses, making travel arrangements and using new technologies.	S Ss-Ss Teacher (monitors)
10'	Post task	The students will have this time to discuss with their peers about what they have so far, peer feedback and advice is very important. Students will be asked to finish the post at home. Besides, they will have to orally present the trip to the class in the next session. So, they have to try their best as it is an important task.	Foster interaction and pair working. Maintain the communicative purpose until the end of the class. Improving the final outcome thanks to the ideas of the classmates.	Ss-Ss
3'	Time for questions	Time for answering questions, solving doubts and asking for feedback about the activity. If there are no questions, we can do a brief sum-up of what we just did during the session. The questions that we might also ask are: How are you doing with the post? It is also important to build rapport and create a good atmosphere where all the opinions are welcome. We can also praise the posts that they are doing and cheering them to continue doing a great job.	The main aim is not leaving anyone behind. Students are the protagonists of the learning process, so their voices should be heard in terms of what is working and what does not. Make the students feel comfortable in the classroom and free to speak and express their opinions. Praise when they do things right and if necessary, also tell if someone needs to make an extra effort.	T-Ss Ss-T

Lesson 6: After the review of the previous lesson, students will do the informal oral presentations in front of the group explaining their Instagram Posts. Later in pairs the students will have to persuade their partner to join their trip because they can only go to one place. We will use the oral rubric to assess the different speaking tasks (see appendix 3). This is the most purely communicative task and is the perfect ending for the unit. In this activity we are combining meaningful communication, making travel arrangements, new technologies, eco-friendly ways of travelling, the use of vocabulary of the unit and the expression of actions in the future using will, going to and future continuous.

Lesson 7: As it is the end of the second term, there will be an exam covering the rest of the skills, reading and listening, and relevant aspects such as grammar and vocabulary. The written production will be already assessed with the Instagram post that will be located in the portfolio and the speaking skills with the oral presentation and pairs interaction of the previous lesson 6.

6.3. Teacher's evaluation and self-assessment.

As previously mentioned, this didactic unit has been improving, adding and modifying different tasks that were carried out during my internship period in the school Colegio Sagrada Familia Siervas de San José.

After the completion of this experience, the students were asked to provide some feedback that gave me very valuable information about their perspective of what worked and what did not (see appendix 22). Their answers helped me to understand teenagers a bit better, how to teach in a real-life 3º ESO group context, and how to improve some of the tasks or maintain the ones who went perfectly.

It is evident that this teaching programme is functional and accurate, but it goes beyond that, as it tries to cover the likes and interests of the target students. We know that when students are motivated they perform much better in the tasks, this will lead to more opportunities of communicative situations and eventually the acquisition of the target language. The students expressed that they loved being told stories, curiosities, crazy facts and predictions about the future, so they learnt while having a pleasant time. Besides, they also enjoyed the implementation of films and audio-visual materials as these visual stimuli were great sources of information and later discussion in the debates. Lastly, the group that I taught, was used to more mechanical activities that relied on many vocabulary and fill-in the gaps exercises, so the implementation of the CLT approach and communicative tasks, was a revolution for them. At first, they struggled to participate in the discussions and there were many interferences with the Spanish language, but as time passed by, they got much more confident. Eventually, in the short time I delivered the lessons, an improvement in oral skills, such as fluency or accuracy, was noticeable. This was confirmed in their comments and feedback. They enjoyed very much with the communicative activities instead of doing many repetitive grammar exercises. Furthermore, they recognised that with this methodology they felt more confident when speaking in English and they lost the fear of making mistakes when participating.

In the future I would like to finish this teaching program and use it with different students. In the end teaching programs should be seen as 'living, organic beings' that depending on the context, students or the situation will have to be modified. What works with a group might be a nightmare for another, so in conclusion, only time and experience will allow me to keep improving these units in which I have put so much love and effort.

7. General conclusions

This project is the epitome of a year of learning and experiencing the paradigm shift from being a learner to a teacher. Thus, the teaching program is a reflection of all the keystones of teaching acquired and developed throughout my master studies.

With regards to teacher and student roles, student-centred lessons have been proved to be the most efficient. These sessions directly encourage learners to perform an active role in their own learning process. In order to fully acquire the target language, students need to be motivated and take substantial part in the tasks. However, merely being exposed to the language tends to generally not be enough. Learners have to communicate and interact among each other to achieve the proposed tasks. Therefore, the teacher should carefully design these activities for them to be in line with the CLT approach and with the purpose of improving the students' speaking skills in a real-life context. In contrast with the traditional teaching method, the tasks will ultimately seek to promote discussions and interaction through group or open debates. These would leave aside the conventional master classes in which a teacher-lecturer presented a topic to the students by mainly focusing on the grammatical aspects of the language and subsequently tested these through the completion of mechanical tasks. As discussed, different scholars have concluded that communicative tasks promote the negotiation of meaning between the students and therefore, tend to be more successful in achieving the final objective: the proper acquisition of foreign languages.

The teaching program is fundamentally constructed over two pillars; The SDGs presented through the use of audio-visual materials. In this sense, despite the SDGs might not initially seem of particular interest to a group of 3°ESO students, the teacher will play

an essential role in communicating the relevance of it for future generations. Therefore, the teacher will transform what might initially look like a dry topic into an enjoyable unit in which there is room for the student's own input. This will be introduced to them as part of the communicative task through the use of different audio-visual resources. In the end, the final objective is to captivate and motivate the students in learning the English language. It is therefore important that the teacher focuses on highlighting its benefits and on making the learners understand that the language is the best tool to succeed in this globalised world. The end goal is to change the (sometimes) reluctant position of students towards the learning of a language and turn it into something appealing and to which they can relate. This will give them an important sense of purpose by being constantly motivated to opine, participate and establish connections with their community, which will at the same time help them develop their adaptability and team working skills.

I would like to share that it has been a long journey, but I personally believe that the final result is a great outcome. Despite the teaching program may require some amendments when being carried out in practice, the nature of the proposed methodology and tasks, suggests an effective communicative approach to acquire the foreign language. Overall, following my experience in school Siervas de San José, I consider that the suggested lesson plans would potentially work well if implemented in a real class. As this has been designed for a hypothetical group of students, when taking the different activities to practise, certain aspects may require a closer look. However, I have tried to anticipate these issues and propose various solutions or modifications for each one of the sections.

Since a very young age, I have always dreamed of being a teacher, and now that I am taking my first steps in the education field, I am more confident than ever of having made the right decision. This teaching programme is a fragment of a bigger picture that I

am eager to continue developing. I really enjoyed the creation and development of the different didactic units and the lesson plans, and I cannot wait to complete the rest of the sessions. In addition, I am also excited to put my work in practice during EFL lessons and analyse the strengths and weaknesses of it with a critical view in order to improve it even more. Teaching is a continuous process of trial and error, and what works in a group might be detrimental in another. However, in the end, I am motivated to not only make my dream a reality but to also make a positive impact in the future generations of English speakers.

8. Appendix

Appendix 1: Picture taken from Yuretich and Kanner (2015). We can see big tables where students work in groups and can benefit from their peers opinions and share their thoughts, promoting communication and cooperation.

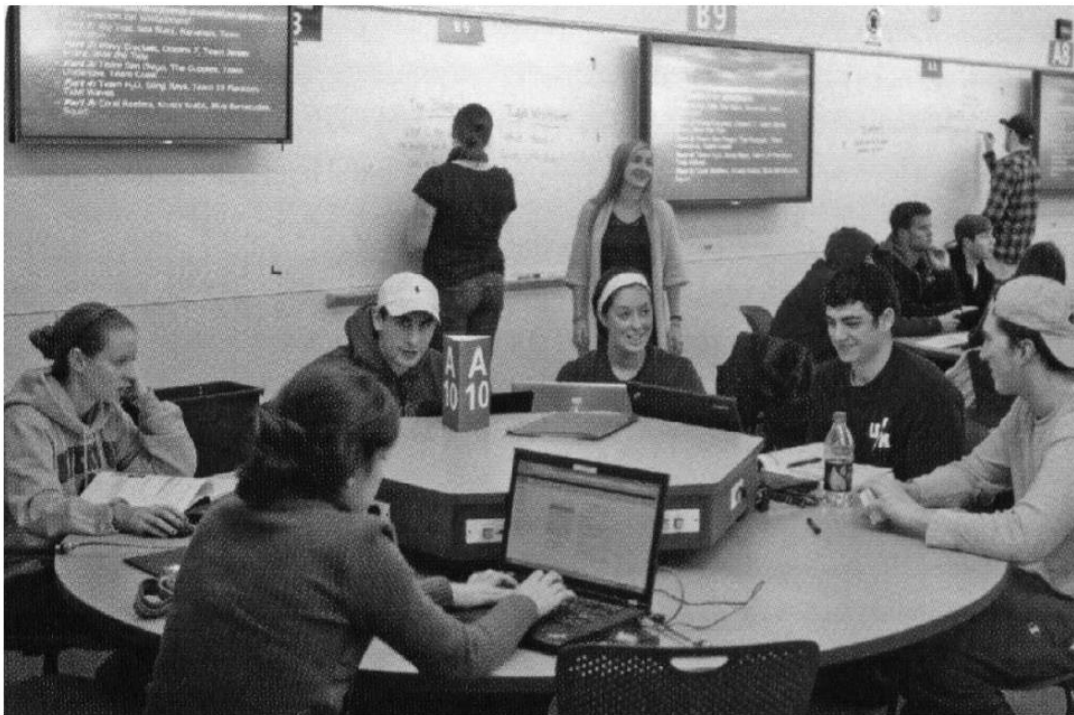


FIGURE 1: TBL-dedicated classroom showing students engaged in discussion and displaying answers to investigations on whiteboard.

Appendix 2: Posters of the SDGs and some posters of the films to place in the classroom walls.

GOAL 13: CLIMATE ACTION

BY: MARGREET DE HEER

THE CLIMATE IS CHANGING!

THE CLIMATE IS ALWAYS CHANGING NATURALLY, BUT IN THE LAST 200 YEARS, HUMAN BEHAVIOR HAS HAD AN ADDED INFLUENCE

EVEN WITH ALL THE MEASURES TAKEN, IT WILL TAKE DECADES TO REVERSE GLOBAL WARMING - SO WE MUST BE PREPARED TO MANAGE EXTREME WEATHER AND NATURAL DISASTERS!

CO₂ IN THE ATMOSPHERE → GLOBAL WARMING

THINNING OZONE LAYER

BUILD STURDY CITIES & HOUSES

BUILDING RESILIENCE

IMPROVE WATER MANAGEMENT TO DEAL WITH DROUGHTS

EDUCATE

MAKE PLANS

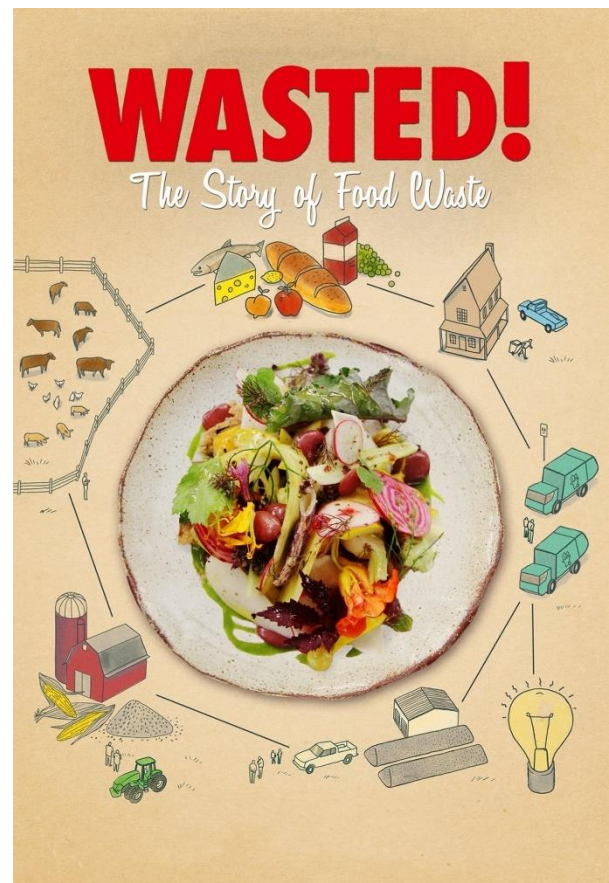
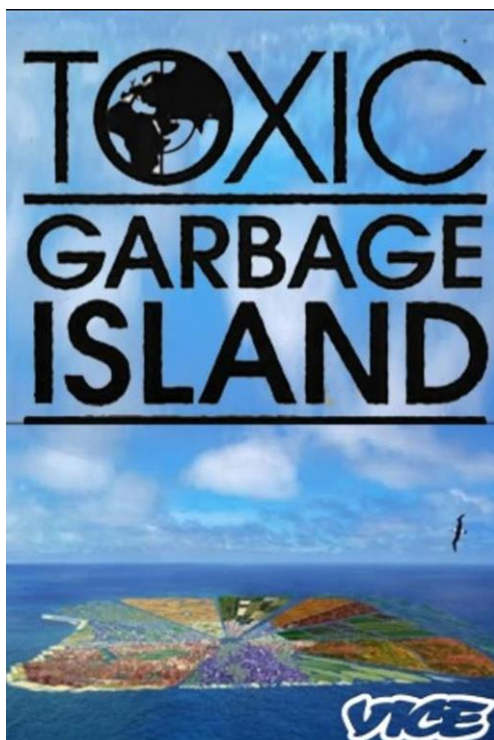
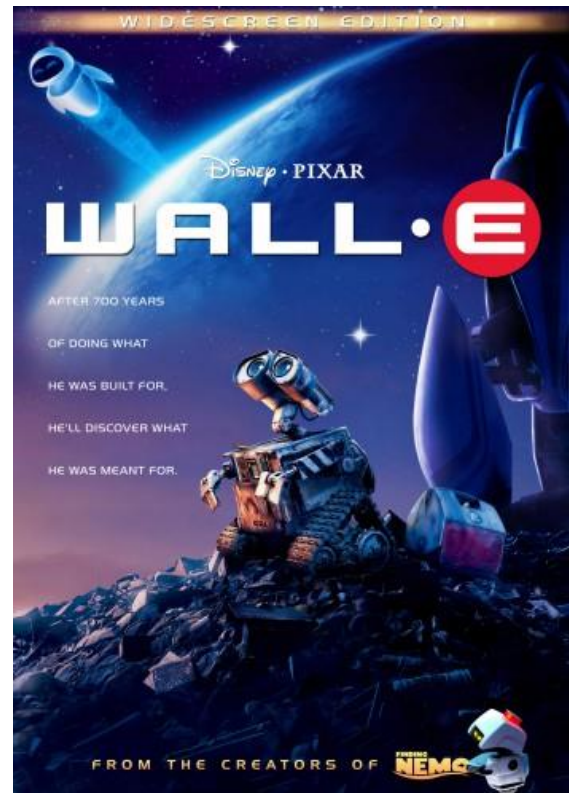
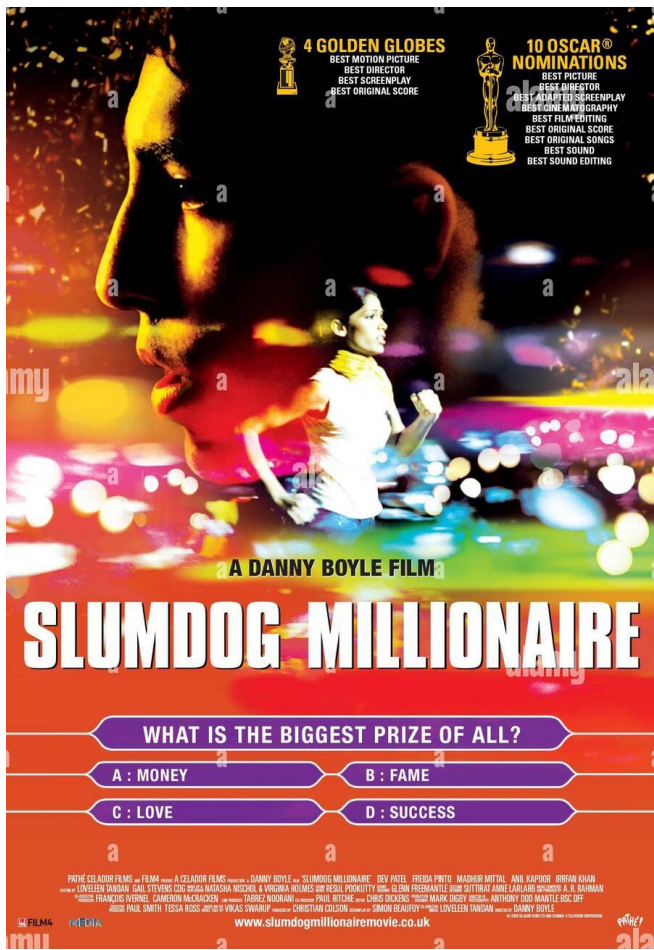
NATIONAL POLICIES & PLANNING

WHAT TO DO

ALL NATIONS MUST WORK TOGETHER TO HELP MITIGATE AND ADAPT TO CLIMATE CHANGE AND ITS IMPACTS FOR THE BENEFIT OF PEOPLE EVERYWHERE.

COMICS UNITING NATIONS



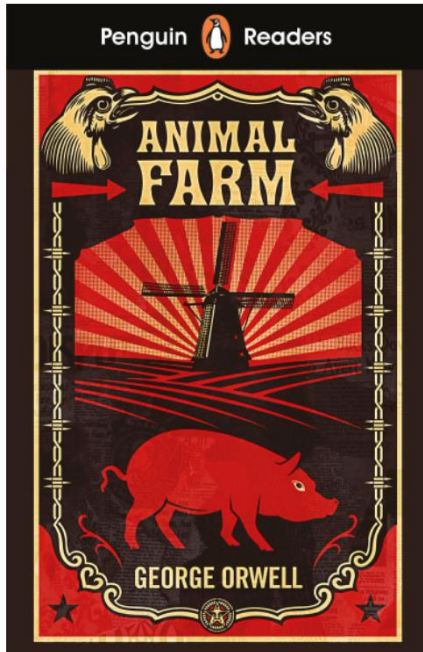


Appendix 3: Rubric for improving oral skills. Will be used since the beginning of the academic year to measure the learner's progress.

Items (2 points each)	Excellent (2 points)	Very good (1,5 points)	Good (1 point)	Need improvement (0,5 points)	Low performance (0,25 points)	Total
Fluency	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Speech is slow, hesitant & strained except for short, memorised phrases; difficult to perceive continuity in speech; inaudible.	
Accuracy	Excellent pronunciation of utterances in a correct way, to use stress, rhythm, and intonation appropriately. Also, to be able to correct his/her own mistakes.	Some errors in grammatical structures possibly caused by attempt to include a variety in structures.	Frequent vocabulary or grammatical errors that do not obscure meaning; little variety in structures.	Frequent grammatical errors even in simple structures that at times obscure meaning.	Continuous grammatical errors even in simple structures; meaning is obscured.	
Range	Excellent variety of vocabulary, complex sentence forms and grammar in a correct way.	Great variety of vocabulary, complex sentence forms and grammar in an almost correct way.	Good variety of vocabulary, average sentence forms and grammar in a correct way. Some mistakes.	Limited variety of vocabulary, simple sentence forms and grammar in usually wrong way.	No variety of vocabulary, simple sentence forms and grammar mostly wrong.	
Pronunciation and accent	Pronunciation is excellent; good effort at accent	Pronunciation is good; good effort at accent.	Pronunciation is good; Some effort at accent but is non-native.	Pronunciation is okay, No effort towards a native accent.	Pronunciation is lacking and hard to understand, No effort towards a native accent.	

<p>Coherence</p>	<p>The discourse is completely coherent. Connectors are present and properly used. If not improvised and requested (planned in advance).</p>	<p>The discourse is almost completely coherent. Connectors are present and properly used in general. If not improvised and requested (planned in advance).</p>	<p>The discourse is quite coherent. Use of some connectors and usually well-used. If not improvised and requested (planned in advance at least once).</p>	<p>The discourse is not very coherent. Not much presence of connectors and usually wrongly used. If not improvised and requested (barely or no planned in advance).</p>	<p>Completely lack of coherence. No presence of connectors and if so, wrongly used. If not improvised and requested (not planned).</p>	
<p>Interaction (If in pairs or groups)</p>	<p>Excellent communication among speakers. Excellent natural succession of turns with the other speaker/s. He/she asks for clarification and responds adequately. Reach of agreements or express their disagreements.</p>	<p>Great communication among speakers. Natural succession of turns with the other speaker/s, some minor interruptions. He/she asks for clarification and responds adequately. Most of the times they reach agreements or express their disagreements.</p>	<p>Standard communication among speakers. Artificial succession of turns with the other speaker/s, several minor interruptions. If He/she asks for clarification sometimes there are no replies. Sometimes they reach agreements or express their disagreements.</p>	<p>Struggles to achieve communication among speakers. Artificial succession of turns with the other speaker/s, many interruptions, and misunderstandings. If He/she asks for clarification most of the times, there are no replies. Very few times they reach agreements or express their disagreements.</p>	<p>No communication at all among speakers. Artificial succession of turns with the other speaker/s, constant interruptions and misunderstandings. If He/she asks for clarification most of the times, there are no replies. Speakers do not reach agreements or express their disagreements.</p>	
<p>Details (If a description)</p>	<p>Excellent level of description; additional details beyond the required.</p>	<p>Good level of description; all required information included.</p>	<p>Adequate description; some additional details should be provided.</p>	<p>Description lacks some critical details that make it difficult for the listener to understand.</p>	<p>Description is so lacking that the listener cannot understand.</p>	

Appendix 4: Book *Animal Farm* by George Orwell. Recommended reading for the 1st Term.



ANIMAL FARM

Animal Farm tells the story of a rebellion and how it goes wrong. The animals' lives on the farm are terrible - there is not enough food, the work is hard, and animals are dying.

Format: Paperback
Page Count: 80 Pages

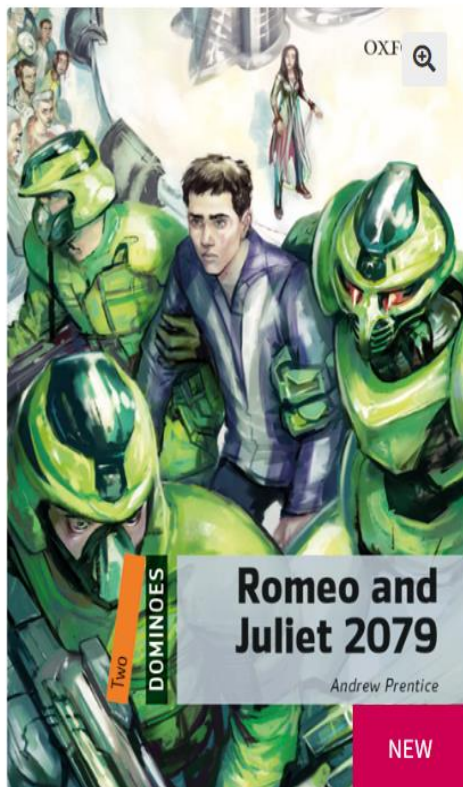
ORDER BOOK

UNLOCK BOOK

Details

Age	Lexile	CEFR	Wordcount	Headwords
12+	520L	A2	7,000-10,000	1000

Appendix 5: Book *Romeo and Juliet 2078* by Andrew Prentice. Recommended reading for the 2nd Term



Romeo and Juliet 2079

HUMAN INTEREST

Andrew Prentice

CEFR A2 — B1

Word count 8,427

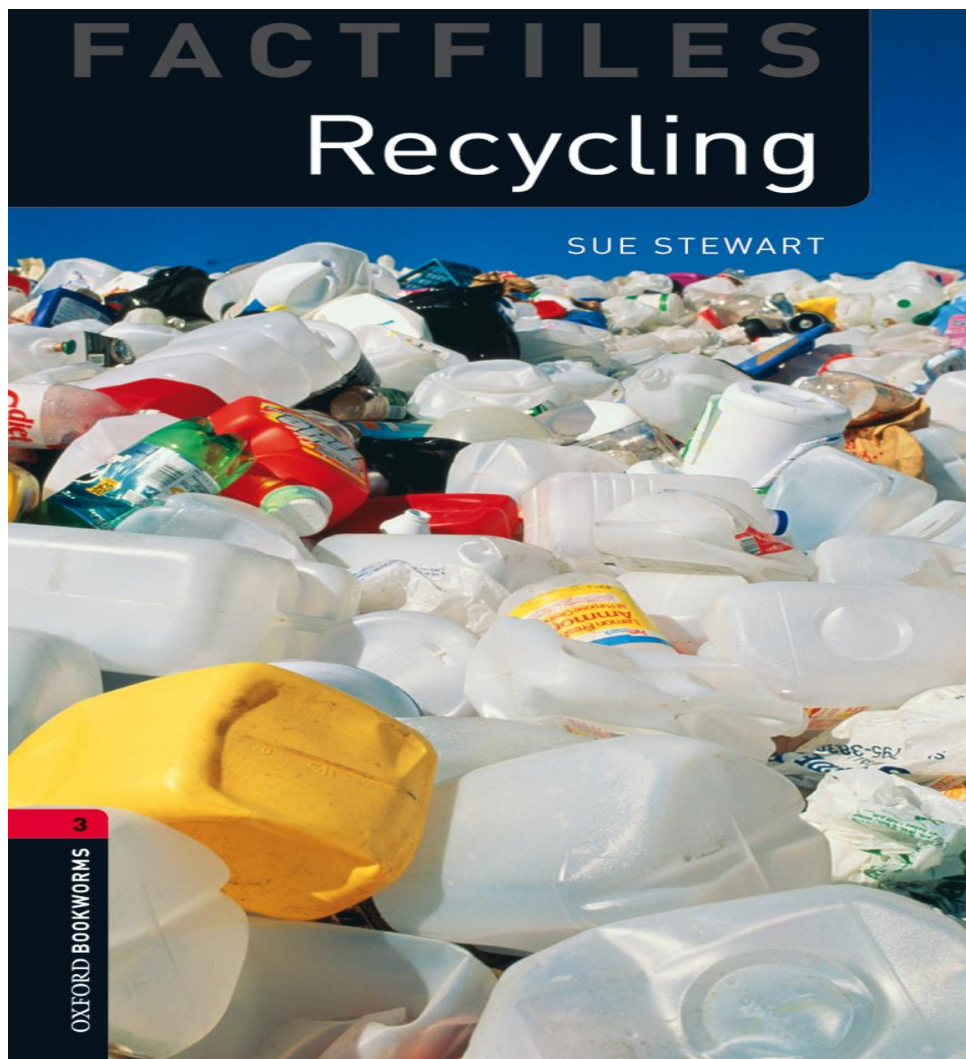
Everyone knows Shakespeare's famous love story — Romeo and Juliet are in love, but their families are enemies so their love cannot be.

But this exciting retelling puts Romeo and Juliet in a dark and difficult future world.

Back cover information:

Everyone knows Shakespeare's famous love story - Romeo and Juliet are in love, but their families are enemies so their love cannot be. But this exciting retelling puts Romeo and Juliet in a dark and difficult future world - a terrible tomorrow where people are born as Normals or Perfects. Of course, Juliet is a Perfect, so what happens when she meets Romeo - and her horrible brother Tybalt finds out? You need to read this amazing science fiction Romeo and Juliet.

Appendix 6: Book *Recycling* by Sue Stewart. Recommended reading for the 3rd Term.



Back cover information:

What will we do when there is nowhere to put our rubbish? Every day, all over the world, people drop cans, boxes, paper, and bottles into bins and never think about them again. And the rubbish mountains get bigger and bigger.

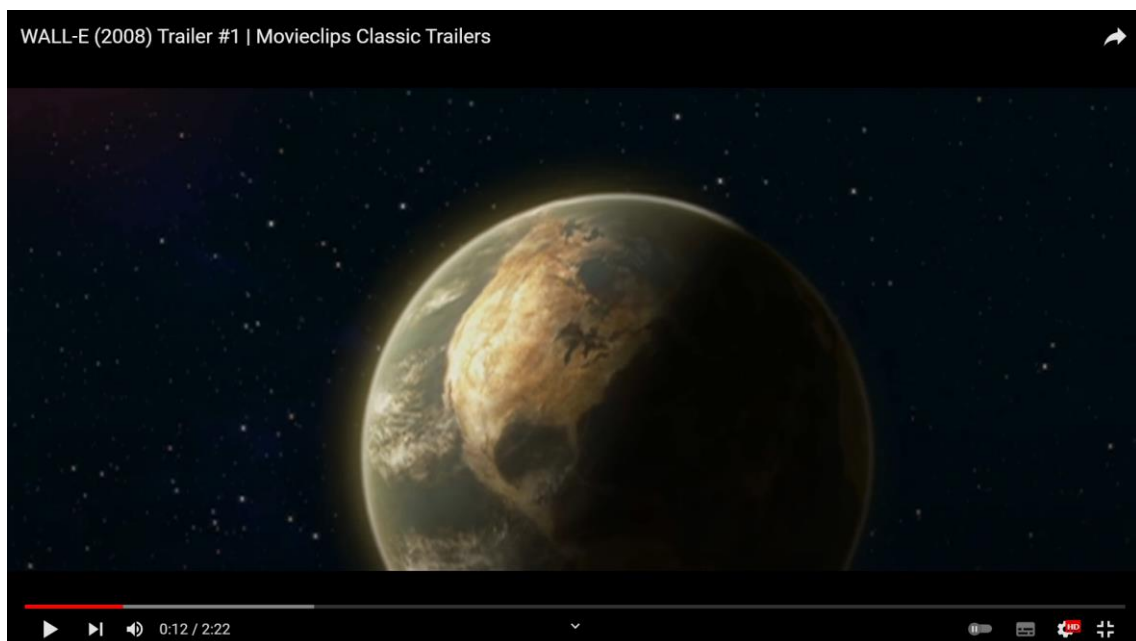
But there is another way – a way that makes old paper into houses, broken bottles into jewellery, and old cans into bridges. Anyone can recycle – it's easy, it saves money, and it's a way to say, 'I care about the Earth.' Saving the world starts with you – here – now.

Appendix 7: Introductory picture of the unit 7. Wall-e won't clean up our planet.



Appendix 8: Screenshot of the trailer of the film Wall-e. We can see the Earth in a brownish colour that denotes that something is wrong.

https://www.youtube.com/watch?v=CZ1CATNbXg0&t=19s&ab_channel=MovieclipsClassicTrailers



Appendix 9: Handout of own creation for the main task. Questions to discuss in groups about the trailer. Questions go from Lots to Hots.

WALL·E

To begin:

- Where does Wall-e live?
- Is it our regular Earth? No, why?
- What might have happened to the planet?
- Where will the action of the film occur?
- What might happen later in the film?



Let me hear your opinion:

- How do you think the future of humanity will be?
- What will be different?
- What will probably stay the same?
- Will we stop climate change affect?



Appendix 10: Post task activity. What can we do to stop climate change! Build sentences.

clean up (the park) damage (the environment)
get rid of (old clothes) pollute (rivers) protect (the planet)
recycle (plastic) reduce (waste) reuse (bags) save (water)
throw away (paper) use up (resources) waste (food)

Environmentally friendly	Not environmentally friendly

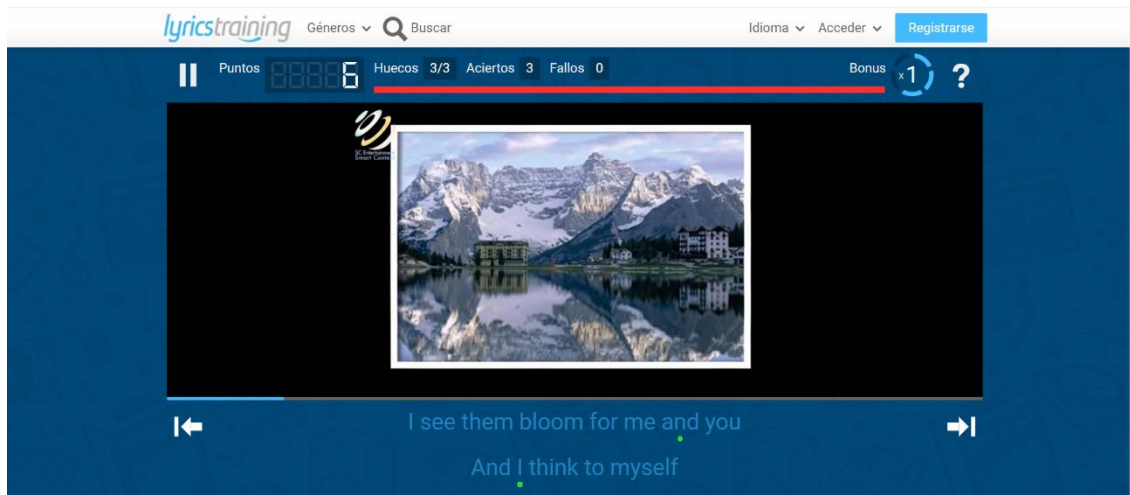
Appendix 11: Song What a wonderful world by Louis Armstrong.

https://www.youtube.com/watch?v=p-T6aaRV9HY&ab_channel=TheCatLadyJ



Appendix 12: Lyrics training activity. In order to finish the session in enjoyable and interactive dynamic and besides practising listening skills.

<https://es.lyricstraining.com/play/louis-armstrong/what-a-wonderful-world/HeCaJ3ywn#b7w>

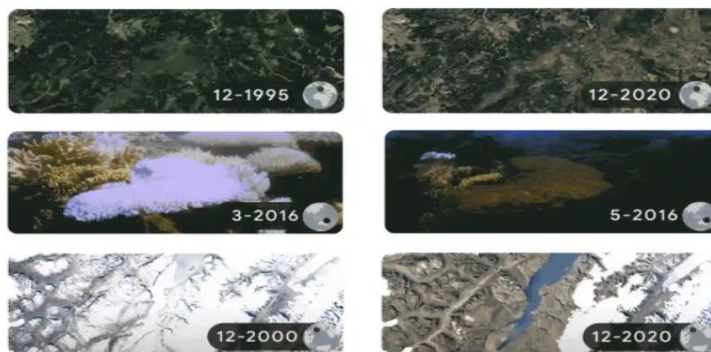


Appendix 13: Heading and beginning of an article of the British newspaper the Guardian about the google doodle of the Earth Day. It will be used as a reading task.

<https://www.theguardian.com/technology/2022/apr/22/google-doodle-marks-earth-day-2022-with-stark-images-of-climate-crisis>

Google doodle marks Earth Day 2022 with stark images of climate crisis

Time-lapse satellite images show glacial retreat at Mount Kilimanjaro, Great Barrier Reef coral bleaching, deforestation in Germany and Greenland glacial melt



Images of deforestation of the Harz forests in Germany, coral bleaching on the Great Barrier Reef in Australia and glacial melt in Sermersooq, Greenland appear as the Earth Day 2002 Google doodle. Composite: Google Earth Timelapse

Google is marking Earth Day with time-lapse satellite images showing melting glaciers, retreating snow cover, deforestation and coral bleaching to remind its users about humanity's impact on the climate and environment.

The 2022 Earth Day Google doodle includes four Gifs created from satellite

Appendix 14: Doodle of the Earth Day. Students will discuss about it and try to come up with an idea to design another.



Appendix 15: Craziest Predictions about the Future Experts Say Are Going to Happen

<https://bestlifeonline.com/crazy-future-predictions/>

30 | We'll need to leave Earth.



Stephen Hawking, the world famous physicist and cosmologist, isn't very hopeful about the future of our planet. Thanks to dangers like climate change, epidemics, population growth and even direct hits by asteroid, he believes we'll need to find a way to **leave Earth in the next hundred years.**

10 | The days will get a lot longer.



Shutterstock

We're not talking about the summer solstice, where it just *feels* like the days are longer because there's more sunlight. We mean *literally* longer. Granted, you'd need to live a long, long time to experience it, as we're only gaining about **1.7 milliseconds every 100 years**. But it's still amazing to think that one of the things we consider absolute can actually be altered. It won't affect you, but your great-great-great-grandkids are **going** to have a little more time in their day to get everything done. And if you're looking to get more done in our paltry 24 hours, know the **15 Ways to Double Your Productivity in Half the Time.**

19 | Driving yourself will be passé—and considered unsafe.



In 2020, which is just two years away, automated cars will start to become something most people take for granted. **By some projections**, there'll be nearly 10 million cars on the road with self-driving features. The thing that seems so weird and futuristic now will, by the next presidential election, become something that annoys you if you don't have it. You know how angry you get when you rent a car and it's an older model without satellite radio? In the next five years, cars that don't drive themselves will be the hand-me-downs that nobody wants. And for more cars that nobody wants, here are the **30 Worst Cars of the Last 30 Years**.

13 | You'll fly in planes that are literally *all* window.



If companies like Technicon Design in France and the UK's **Center for Process Innovation** have their way, everybody will get a window seat in the **plane of tomorrow**, which will offer panoramic views of the sky as you fly towards your destination. Relax, the windows aren't technically real, they're just cameras mounted on the plane's exterior. Still terrifying, though. Happy flying! And though we're not sure they'll help on an aircraft with a transparent fuselage, we'll help you out anyway: Here are the **10 Best Tips for Sleeping on an Airplane!**

25 | You'll have easy access to all of the world's knowledge.



That's what Google's Eric Schmidt was **promising in 2005**, saying that the company would eventually "organize the world's information and make it universally accessible and useful." It would take 300 years to make it happen, but it'd be worth the wait. Imagine having the ultimate Wikipedia at your disposal, but filled with all human knowledge, and none of it fabricated by trolls!


Appendix 16: Youtube video about How will people travel in the future?

https://www.youtube.com/watch?v=ekld9AAiXrk&ab_channel=TheEconomist



Appendix 17: Online article about the top 10 Green Travel Tips.

<http://www.oneworld365.org/blog/green-travel-tips>

 ONE WORLD 365
meaningful travel

TRAVEL VOLUNTEER JOBS TEFL LEARN ARTICLES ABOUT

Top 10 Green Travel Tips

In the current climate (pun intended), it's unsurprising that we're making conscious efforts to be more eco-friendly.


Most of us are now in the habit of carrying an extra tote bag or plastic bags with us when going to the shops, and more often than not, we take the e-ticket option instead of printing out.

So whilst we're learning to be responsible with the smaller, everyday stuff, can we also make responsible choices when travelling?

Travel is undoubtedly amazing - it opens your eyes to other cultures and broadens your horizons. We're so lucky to be able to explore the world, appreciate those stunning waterfalls, UNESCO sites and viewpoints.

But when it comes to planning your travels, we think so hard about things like annual leave, cheap travel tickets and well-located accommodation. What we think about less, however, is the impact our travel plans can have on the environment and our planet.

So how can we be more 'green' when it comes to travelling?



What is Green Travel?

'Green travel' isn't just about your plane travel - it's so much more. Yes, one part certainly relates to responsible travel practices, such as taking the most direct flight possible, taking a train instead of a flight, or renting a small or hybrid vehicle for that road trip.

But it's also to do with responsible choices when you are at your destination. This includes respecting local cultures, wildlife and other resources, as well as making positive contributions to local communities.

While there are many strands to green travel and definitions, at the heart of it all is being a more moral and environmentally-conscious traveller.

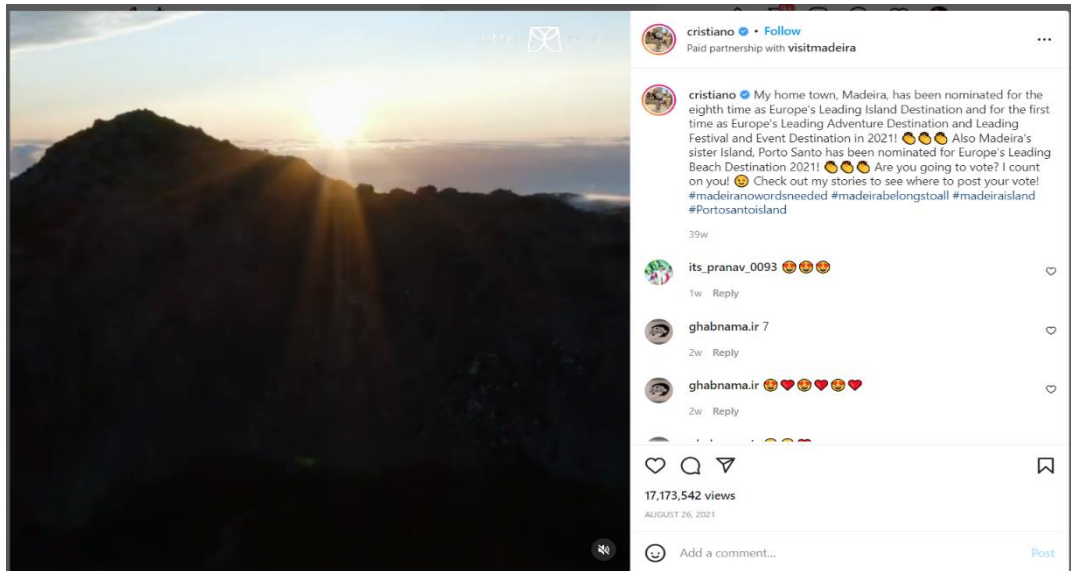
So how are some ways in which you can do this? Here are some top tips.

- 1. When Possible, Try to Avoid Flying**

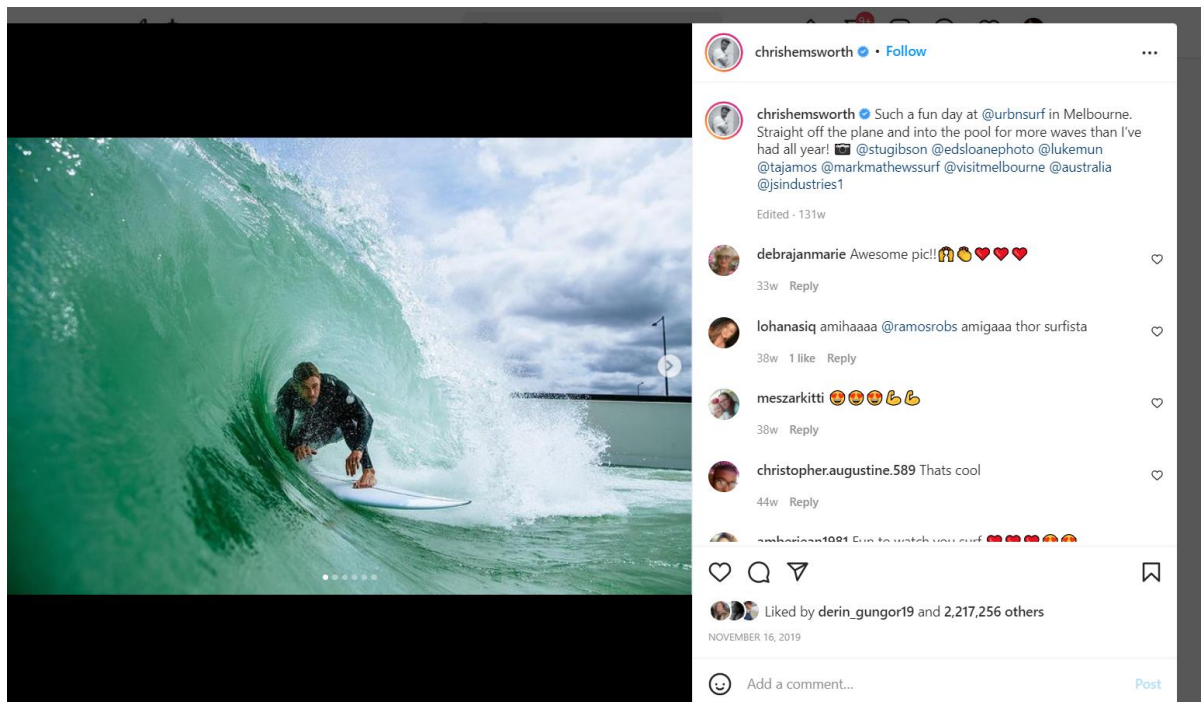
Flying is one of the most damaging forms of transport on the environment so ask yourself do you really need to fly to the other side of the world? Could you instead visit somewhere near to where you live? Or go somewhere using public transport?
- 2. Choose an Ethical Destination**

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Appendix 18: Real Ig. Post from Cristiano Ronaldo's account advertising trips to Madeira Islands, his home town. <https://www.instagram.com/p/CTC4qLGD0IT/>



Appendix 19: Real Ig. Post from Chris Hemsworth's account about a trip surfing in Melbourne. <https://www.instagram.com/p/B48RoGxp6tU/>



Appendix 20: Realia information flyers from monuments in Dublin, to give inspiration to the students about the Instagram Post of a future trip.



Appendix 21: Rubric to evaluate the entries and texts on the written portfolio. In the unit 6. The Instagram post about the trip.

ITEMS (2 points each one)	2 Excellent	1,5 (Quite) good	1 Need improvement	0,5 Low performance	TOTAL
CREATIVITY & ORIGINAL WORK	The contents and way of presenting the students' outcomes are really original.	The contents and way of presenting students' work are quite original.	Students need help to get some ideas about how to produce original outcomes.	Students' ideas lack of originality. Repetition of ideas other groups. The text does not relate to the topic. Contents are not attractive to read.	
TEXT STRUCTURE – Coherences and cohesion. (Use of an online translator)	The text is really easy to read and understand and it is well developed with connectors that link different ideas in the text.	The paragraph is quite easy to read and understand. Connectors are used as cohesive elements quite consistently.	The paragraph is not very easy to follow, and some connectors are not used adequately.	The reader cannot follow the ideas expressed in the paragraph easily. Most connectors are not used correctly.	
TEXT CONTENT & TOPIC	The text includes many references to the place that is being visited. Interesting content	The text includes some references to the place that is being visited. Partially interesting content	The text barely includes any reference to the place that is being visited. Poor content or very little connected to the topic	The text does not include any reference to the place that is being visited. Poor content and no connection to the topic	
GRAMMAR CORRECTNESS and CORRECT USE OF FUTURE TENSES STRUCTURES	There are not any grammar mistakes in students' written and oral messages. Correctness and varied use of future tenses	Some grammar mistakes are found in students' written and oral messages. Good use of future tenses, barely mistakes.	Students make some grammar mistakes, but their messages can be understood quite clearly. Barely use of future tenses, several mistakes	Students' texts contain a lot of grammar mistakes that prevent the audience from understanding the messages. No use of future tenses at all.	
WIDE RANGE OF VOCABULARY and ADEQUACY	Students' use a wide range of vocabulary Students use a lot of vocabulary seen during the unit The vocabulary used is adequate to the topic,	Students' use a decent range of vocabulary. Students' use some vocabulary seen during the unit Most of the vocabulary used is adequate to the topic.	Students repeat certain structures and words. Repetitive tone A few words related to the topic are used.	Students repeat the same structures and words consistently. The student repeats the same ideas all the time. No new words appear on the text Students hardly use key vocabulary.	

Appendix 22: Feedback from the students that helped me to improve and modify some tasks

Now it is your turn to be the teachers! Anonymous feedback to improve!

- *Did you find the classes useful to learn the content of the unit?* / ¿Os parecieron útiles las clases para aprender el contenido de la unidad?
- *Do you think that the activities helped you to improve in English?* / ¿Creéis que las actividades os ayudaron a mejorar el inglés?
- *Have you been comfortable during my classes?* / ¿Habéis estado cómodos durante mis clases?
- *Is there something that you have missed during the classes?* / ¿Hay algo que hayáis echado en falta durante las clases?
- *Would you change anything in general or in particular about the classes?* / ¿Cambiaríais algo en general o en particular de las clases?
- *What do you think I should improve?* / ¿En qué, o qué creéis que debo mejorar?

Dime lo que pienses de manera libre! Comentario personal

Javier Franco

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