

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 2º BACHILLERATO: INGLÉS

Lucía García Albarrán

Supervisor: Pedro Álvarez Mosquera

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by Lucía García Albarrán

Author's signature

Firmado por
LUCIA GARCIA
ALBARRAN el
día 05/06/2022

Supervised by Pedro Álvarez Mosquera

Firmado por PEDRO ÁLVAREZ MOSQUERA el día
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1. GENERAL INTRODUCTION

In such a globalised world we live in, learning English has become a powerful tool not only for mere traditional purposes such as working or education but also as the common vehicle for communication among different communities. Due to multiple historical and economic factors such as imperialism and economic expansion, the English language is now the most spoken language worldwide, with 25% of the Earth's population speaking it (Statista, 2022) and being further widespread by non-native speakers.

Such an extensive and swift expansion has made English teaching and learning processes a key issue on the international agenda. Therefore, the ever-growing interest in the field of English language teaching has resulted in extensive literature and research about the most accurate and effective methodologies and approaches in order to achieve the most meaningful and significant learning of the language. Despite the fact that this field is extensive, there seems to be a general understanding of the basis of English teaching: communication. This idea is supported by the Common European Framework of Reference for Languages (CEFRL) as well as the Spanish legislation. Therefore, taking into account the current curriculum and legal frame in Spain's secondary education system, the following Teaching Programme for 2º of Bachillerato is written with the main aim of fulfilling the persistent concerns and demands of a compelling and competent teaching and learning of English in Spanish classrooms, including helping students to become competent speakers, listeners, readers and writers of the English language.

The following Teaching Programme for 2nd-year Bachillerato students is divided into two different sections. Firstly, there will be a presentation of the methodological framework and principles on which this Programme relies, specifically

the Communicative Language Teaching Approach (CLT) and Task-Based Learning (TBL). Within this section, an exhaustive description of the roles of the teacher and learner will be provided focusing on the importance of students as active learners. This will be followed by a section placing special attention on cultural awareness and linguistic mediation, two defining features of this proposal. This first section also includes the contents and assessment criteria of this Teaching Programme. Secondly, a proposal of a teaching unit based on the abovementioned principles will follow as well as a description of the lesson plans included in the teaching unit. Within this last section, there will be a description of the six sessions planned along with an in-depth explanation of two lesson plans.

2. METHODOLOGICAL PRINCIPLES

Methodology lies at the core of classroom dynamics. Therefore, placing attention on the principles that promote students' progress and success is vital. Traditional foreign language teaching approaches, such as Audiolingualism or the Grammar-Translation method, viewed the instructor as the central authority to be emulated instilling grammatically correct structures and leaving no room for mistakes given that they “would be repeated in students' speech permanently” (Richards, 2015, p. 64). Consequently, learners were regarded as individuals with no agency required to imitate the same model again and again. Furthermore, these patterns did not appear in context, obviating meaningful communication.

It was not until the 1980s that foreign language teaching based on the repetition of the target language was overshadowed by other approaches such as the Communicative Language Teaching approach. According to Harmer, this approach was “a significant shift away from an emphasis on the pattern drills of Audiolingualism and

structural-situationalism towards a richer diet of interesting topics for language skills training” (2007, p.58).

The unfolding of the Communicative Language Teaching approach in the 1980s is still regarded paramount in current foreign language teaching settings supported by Europe (Council of Europe, 2001) and Spain (LOE, 2006 modified through LOMCE 2013 and LOMLOE 2021), and will be presented as the nurturing ground for this Teaching Programme in the following section.

2.1. COMMUNICATIVE LANGUAGE TEACHING (CLT)

Communicative Language Teaching (CLT) has become in the past few years the most transformative teaching approach implemented in many language teaching contexts. CLT arose from the concept of communicative competence, which was first coined by linguist Dell Hymes in his 1972 article *On Communicative Competence*. In his paper, Hymes questioned Noam Chomsky's dominant beliefs, according to which language solely entailed linguistic competence. While Chomsky dismissed social elements (Celce-Murcia, 2007, p.42), Hymes contended that “there are rules of use without which the rules of grammar would be useless” (1972, p. 278). These rules were referred to as *sociolinguistic competence*, or the capacity to use language effectively in context. This is a central aspect that I find paramount in language teaching since communicative competence can only emerge when linguistic competence is effectively combined with sociolinguistic competence, because “communicative competence acquires both knowledge and ability for language use” (Richards & Rodgers, 1986, p. 70). All in all, communicative competence, the foundation of CLT, refers to the ability to utilise language effectively to communicate successfully in any given circumstance.

As a result, CLT became more relevant in language teaching contexts, as well as practical since it emphasized interactive communication in the classroom. In Harmer's words, "the concern was with spoken functions and notions of when and how it was appropriate to say certain things of primary importance" (2007, p. 69). This is to say that exposure to real communication became pivotal.

Although there can be multiple definitions of the functioning of the CLT approach in an EFL context, Richards states that the development of *communicative competence* is paramount, this is, "the ability to communicate appropriately depending on specific contexts and interlocutors" (2006, p. 9). Owing to *communicative competence*, learners are completely exposed to the language, and "language learning takes care of itself" (Harmer, 2007, p. 69).

In CLT, the emphasis is on the speakers' ability to construct and create meaningful communication outputs through language, rather than on the precise language forms needed to master the language. In fact, CLT principles are in line with language institutional documents, including the Common European Framework of Reference for Languages (CEFR), which emphasises that:

These competencies are concerned with the learner's knowledge of the principles according to which messages are organised, structured and arranged ('discourse competence'); used to perform communicative functions ('functional competence'); and sequenced according to interactional and transactional schemata ('design competence')" (2001, p. 123). Furthermore, the Spanish legislation recognizes these competencies as essential, stating that communication is "un instrumento fundamental para la socialización y el

aprovechamiento de la experiencia educativa. (cf. ORDEN ECD/65/2015, p.6992)

Within the above framework, CLT aspires to promote language learning through "activities that involve real communication and in which language is used for carrying out meaningful tasks that are relevant to the learner" (Richards & Rogers, 1986, p.72). Language learning requires authentic activities that draw on real-life scenarios in which the language is utilized to communicate. The Common European Framework of Reference for Languages also reinforces this notion of language as a tool by stating that materials should be "produced for communicative purposes with no language teaching intent" (2001, p. 145). Therefore, having interaction as the core of every activity is objectively reasonable. For that reason, CLT activities should accentuate "social interaction, creativity, unpredictability, and engagement, all of which are characteristics of real-life communication" (Canale & Swain, 1980, p. 33).

Delving deeper into specific class dynamics, another aspect I believe is crucial in achieving meaningful learning and that CLT emphasizes is collaborative learning, with the student accepting responsibility for their own learning process (Çelik et al., 2013, p. 1853). Furthermore, students are expected to exchange information with their peers, and hence forge knowledge. Learners become the main protagonists and are exposed to extensive amounts of language training. This is particularly beneficial since it induces the "development of crucial social skills and increases communicative capacity" (Çelik et al., 2013, p. 1853). Consequently, including real communication scenarios in classroom dynamics is critical, as it prepares learners to employ what they have attained in diverse contexts.

The role of the activity is also important in CLT. Since activities are to reflect real-life communication, they must have a goal. While meaningful communication is often a priority in achieving a goal, grammatical structures should not be overlooked. “One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view” (Littlewood, 1981, p.1). Therefore, learning the structural aspects of the language should be part of the teaching practice, a view that is supported by ORDEN EDU/362/2015, stating that "no hay que olvidar los contenidos de tipo gramatical, pero siempre al servicio de la comunicación" (p. 32233). Within CLT, fluency becomes of vital importance. As a result, mistakes are to be accepted and regarded as an essential and inherent element of the learning process since our role as teachers goes beyond being mere transmitters of knowledge but also to monitor students' progress and not punish them for mistakes.

Overall, *communicative competence* is now considered an intrinsic part of the educational process. Being CLT an umbrella term for learner-centred and authenticity in language learning, a variety of educational approaches have emerged, including Task-Based Learning. Meaningful communication in language education should be at the core of any EFL classroom because it gives efficacy, authenticity in materials, and overall, meaning.

Because CLT strives to develop communicative skills, this Teaching Programme is founded on the Communicative Approach standards in terms of activity design, class dynamics and assessment criteria. Nonetheless, CLT is a broad framework that encompasses the most fundamental concepts of foreign language education. In order to provide students with meaningful communication in the learning process and to fully

comprehend the ideas and activities proposed in this Teaching Programme, we must first develop a specific teaching approach that will be present in the teaching programme as well: Task-Based Learning.

2.2. TASK-BASED LEARNING (TBL)

After presenting how the Communicative Learning Teaching Approach (CLT) will effectively contribute to enhancing the goals of this Teaching Programme, Task-Based Learning (TBL) will complement it. TBL embraces communicative tasks as the primary components of language teaching through which learners enhance their understanding of a specific structure through communication in real-life contexts.

Task-Based Learning successfully acquired recognition at a time when many academics began to examine various definitions of TBL. As per Willis' definition task is: "a goal-oriented activity in which learners use language to achieve a real outcome with learners employing the resources they have in the target language to solve a problem, complete a puzzle, and so on" (1996, p. 2).

In addition, Brown (2001) considers that the pivotal concerns of TBL are communication, intention, and meaning and that the goals are founded not only in grammar but also on how they function in real-world situations. In Nunan's words, "TBL is depicted as the fulfilment of CLT philosophy under the layers of a syllabus design" (2004, p. 10). To put it another way, while CLT focuses on the analytical and study aspects of the curriculum, TBL focuses on the factual and functional aspects of syllabus design (Nunan, 2004). The blending of these two approaches is pivotal in this Teaching Programme.

Swan (2005) explains that, notwithstanding modest differences in ideas, there is general acceptance and understanding of prevalent TBL precepts, which are as follows (p. 377):

- Emphasis on the use of natural language.
- Learner-centred instead of teacher-centred.
- Emphasis on meaning and interaction.
- Application of the communication tasks in reality by being exposed to various circumstances and contexts on a regular basis.
- Use of pre-tasks and post-tasks to make the language learning process more functional.

However, these ideas are not isolated from external factors. To achieve TBL's goals, both the teacher and the student must play particular roles (Richards and Rodgers, 1986, pp. 235-236). More specifically, while instructors need to act as guides for students to carry out tasks successfully, students are required to work in a collaborative environment, taking an active role throughout the entire process. According to Scrivener, “the teacher becomes a facilitator, an enabler rather than an explainer and redirects learners to internalise language concepts” (2005, p.25). Therefore, instructors should serve as beacons in every stage of the task, which Willis proposed, follows three steps: *pre-task*, *task-cycle* and *focus on form*.

The *pre-task* consists of the introduction of the topic and the task to learners so as to comprehend its aims. According to Van den Branden, “during the pre-task phase, teachers and learners typically prepare the task cognitively, socioemotionally and from an organisational point of view” (2016, p. 242). As teachers, we have the role of

awakening our students' motivation and interest in the topic and activating previous knowledge (schemata). The second phase is the *task cycle*, in which students are required to complete the task proposed before. We should act as mere instructors who monitor the process and do not pay rigorous attention to mistakes or errors. Shehadeh remarks that "it does not matter if the task is achieved through the use of language which is far from the target in terms of accuracy and complexity" (2005, pp. 26- 27). Meaningful communication is paramount. The last phase is to *focus on form* in which language practice and analysis are carried out. The purpose of the analysis is for students to notice central aspects of the target language by discerning the language used in the task. Moreover, students are meant to engage in activities that include the target language. As Harmer states "the teacher may conduct some form of practice of specific language features which the task has provoked" (2007, p.72), so as for learners to incorporate vocabulary or grammar structures into their existing knowledge of the target language.

Taking these principles into account, my Teaching Programme will follow TBL in conjunction with CLT due to its ability to promote group work through communicative experiences, examining the significance of a learner-centred atmosphere, and exposing students to meaningful and real uses of the language. However, the role of the teacher and student is also of vital importance to successfully performing CLT and TBL. Thus, further details will be presented in the following section.

2.3. THE ROLE OF THE TEACHER AND LEARNER

The use of CLT to frame this teaching proposal pinpoints the communicative competence at the centre of language instruction, and TBL shows evidence of being an

effective methodology for carrying out this competence. As we have previously shown, classroom management also plays a vital role in achieving these goals, and the teacher's and learner's roles have a significant impact on the process of teaching and learning. These roles, which are key features of this Teaching Programme, will be examined in the following paragraphs.

The teacher, whose traditional role has always been that of a repository of knowledge, has evolved throughout time. In the past, learners were the receivers of the knowledge that was given by the teacher with reduced or no output at all being produced. However, teachers should be placed as mediators of the language given that “students need to gain exposure to comprehensible samples of language [...] and they need chances to play with and communicate with the language themselves in relatively safe ways” (Scrivener, 2005, p. 19). This notion is in line with the principles of Communicative Learning Teaching (CLT), and “should be also the centre of any curriculum design” (Nunan, 1991, p. 23).

For meaningful learning to occur, a comfortable and constructive classroom atmosphere is imperative. This proposal also takes into account the principles of Stephen Krashen's *Affective Filter Hypothesis*, a theory that states that three variables, motivation, self-confidence and anxiety (1982, p.30), are interconnected and play a vital role in creating a pleasant classroom atmosphere and enhancing the learning process. Therefore, “if we are relaxed and in a pleasant learning environment, more input [will be acquired], while if we feel tense or are in a negative environment, our efforts to provide input will be fruitless” (Abukhattala, 2013, p.130).

Motivation is another key aspect that is strictly connected to the teacher's role in constructing a positive learning environment, as stated in the ORDEN EDU/363/2015,

“Uno de los elementos clave en la enseñanza por competencias es despertar y mantener la motivación del alumnado, lo que implica un planteamiento del papel del alumno, activo y autónomo, consciente de ser el responsable de su aprendizaje” (p. 32525). Along these lines, Harmer believes that “the first thing we need to do is to include continuing learning as a topic in the syllabus [...] involv[ing] students in awareness-raising activities [...] list[ing] all available sources of English” (2007, p. 407). On these grounds, the materials and tasks we use should be engaging if we want to make our students motivated and active participants in their learning (Harmer, 2007). Hereof, in this proposal, group work tasks, as per TBL principles, create a collaborative environment in which students can certainly engage with the learning process. In this regard, students should prepare themselves to have a consolidated commitment to work in pairs or groups.

Along with this notion of motivation, self-confidence is another factor to take into account when talking about motivation in the English language classroom. Secondary level students are often extremely susceptible to scrutiny and disapproval. As teachers, we should remind learners about their successes and achievements in order to boost their assertiveness, and, as Harmer believes, “praise is a vital component in a student’s motivation and progress” (2007, p. 138). Students are expected to make mistakes; however, we should not heavily punish them but rather praise them for making real efforts using the language. Lastly, it is my intention to promote a healthy and proper rapport between teacher and learner so as to instil confidence in students and achieve more meaningful and long-lasting learning.

Similarly, anxiety is also present in many classrooms. Some students try to avoid attention at all costs, and being fearful of mistakes can be triggered by anxiety. “Students who do poorly in language classes would naturally (and logically) become

anxious” (Horwitz, 2001, p. 117). In line with the principles of the *Affective Filter Hypothesis*, our role as teachers is to lessen students’ levels of anxiety by improving the aforementioned self-confidence and adopting a supportive role, and as Krashen mentions, “provide input and make it comprehensible in a low anxiety situation” (Krashen, 1982, p. 32). This notion of lessening students’ anxiety can also be extrapolated to assessment practises since having lower levels of anxiety during tests or assessment tasks usually result in students achieving better performance and more satisfactory outcomes.

Overall, a calm and enjoyable classroom environment is crucial for students to practice the language. This environment makes students have higher self-confidence and lower anxiety. Only in these circumstances can a good rapport with the teacher be developed. Moreover, students need to be pushed to the centre of language teaching, where they are now the main protagonists of their own learning. This student-centred approach identifies the teacher as an *enabler*, monitoring pupils throughout the entire teaching-learning process. As a result, teachers should assess and analyse the way in which the classroom is organised, as well as the learners’ needs in order to encourage a motivating and engaging environment in their classrooms and enhance communicative skills.

2.4. THE IMPORTANCE OF CULTURAL AWARENESS IN THE CLASSROOM

Based on the global context we live in, another defining feature of this teaching proposal will be the role of cultural awareness in the classroom. It is widely acknowledged that language and culture are inextricably linked and, therefore, cannot be taught separately. Mastering a language entangles not just grammatical knowledge

but also an understanding of the culture's qualities and peculiarities. This can also be applied to multicultural environments in English speaking contexts, where in order to meaningfully communicate, intercultural communication is imperative. Therefore, students must be able to comprehend not only the form of the language but also how to properly employ it in different circumstances and settings so as to thoroughly perform in that language.

Unlike previous approaches highlighted in this proposal, and despite the fact that there is consensus about the significance of teaching cultural awareness in the classrooms, most foreign language teaching in Spanish schools focuses on linguistic competence, centred on the language's form, leaving aside cultural awareness instruction. As a result, in many cases, even if learners have been learning the language since primary school, they are unable to improve their communicative abilities. As Silberstein highlights, "grammatical knowledge alone does not guarantee communication" (2001, p. 103). Alternatively, the emphasis should be on instructing students on the target language's social and cultural aspects since learning English is inextricably connected to culture, which mirrors a nation's idiosyncrasy and does not only include its history and culture but also its outlook on life, their lifestyles and mindset.

Cultural awareness has risen to prominence in language teaching, reflecting a growing recognition of the inextricability of language and culture, as well as the necessity to train students for intercultural communication. When we have to engage with people from a myriad of cultures, cultural understanding becomes crucial. "People see, interpret and evaluate things in different ways, and, what is considered an appropriate behaviour in one culture is frequently inappropriate in another one" (Haris, 2019, p. 122). Therefore, cultural awareness in our classroom should be present since

students' awareness of the parallels and contrasts among and between different cultural groups is an essential element of language learning.

Nonetheless, owing to the limitations that language teachers experience with regard to this matter, it is often a shallow priority for many teachers and it is seldom consolidated into practice (Sercu et al., 2005). However, this is not unexpected given the dearth of emphasis on cultural issues in teacher training, materials, syllabi and language assessment (Haris, 2019, p. 123). As a result of this lack of instruction, as teachers, we may not always understand how intercultural learning should be incorporated into the classroom. In this sense, and as Tomalin (2008) acknowledges, intercultural communication should be included as an additional skill adding to the traditional four skills (reading, listening, speaking and writing). Cultural competence implicates knowledge and attitudes as well, placing it as an integral part of any language learning process.

Given its valuable asset, it is my intention that students benefit from acquiring cultural awareness in the classroom. Its benefits in the classroom are numerous. To begin with, teaching culture is extremely beneficial for language acquisition when learning a new language. Because the structure and expression of English are linked to culture, culture classes will undoubtedly be a useful complement to English language instruction. Secondly, cultural instruction fulfils students' interest in the different surroundings of another country or community. ESL learners also want to learn about the people and the land in which the language is spoken and not just the mere language itself. Educators can harness students' interest and motivation to achieve the purpose of language education by increasing their sensitivity to cultural factors. Finally, learning a new language entails not only the exchange of meaning through phrases and texts but also the exchange of knowledge, experience, beliefs, values, empathy and

interculturality, among others. In this proposal, this will be achieved by means of introducing students to different socio-cultural realities and ongoing issues worldwide.

All in all, teachers should endeavour to raise students' cultural awareness while also improving their language skills. Educators should use compelling teaching activities and materials to increase students' cultural awareness, such as assisting students in comparing differences in vocabulary or spelling between countries or motivating learners to participate in extracurricular activities so as to make them aware of the cultural characteristics of different English-speaking communities and their particular lifestyles.

Taking the abovementioned principles into account, my Teaching Programme will follow these tenets as the nurturing ground for a compelling language teaching.

2.4.1. LINGUISTIC MEDIATION AS THE FIFTH SKILL

As already mentioned before, intercultural communication is an integral part of foreign language learning. Therefore, it is crucial to develop it along with traditional skills (reading, listening, speaking and writing) to successfully perform in intercultural settings. In providing an effective answer to the social challenges we face, and as Campos states, “mediation arises as part of the solution to this challenge in today's society, for now, more than ever the world needs dialogue” (2004, p. 22).

The latest education law, LOMLOE (2021), includes mediation as a skill to be developed in every foreign language classroom. Moreover, the most recent report of the *Common European Framework of Reference for Languages* conceives linguistic mediation as an integral part of the communicative competence that foreign language students are required to develop, and formulates an often contested definition of this term:

The language learner/user's communicative language competence is activated in the performance of the various language activities, involving reception, production, interaction or mediation. Each of these types of activity is possible in relation to texts in oral or written form, or both [...] activities of mediation make communication possible between persons who are unable, for whatever reason, to communicate with each other directly. Mediating language activities have an important place in the normal linguistic functioning of our societies. (Council of Europe, 2018, pp. 14-15)

However, linguistic mediation has not always been regarded at the same level as other skills such as listening or reading and it is now when it is being given certain status within language teaching. According to Trovato, "the issue of linguistic mediation in the teaching of foreign languages is, of course, a novelty, as we find few studies on how linguistic mediation activities can promote foreign language learning" (2015, p. 148). Fortunately, this situation is changing probably due to the ever-growing multiculturalism we are experiencing in our societies which leads to developing this ability to interact and communicate with interlocutors from different cultures and in different contexts.

The concept of mediation, as already mentioned before, is often contested since it has traditionally been linked to culture. Several scholars have emphasised the challenges in interpreting this concept, especially due to its traditionally intrinsic connection with culture. While some academics advocate for linguistic and cultural mediation as inseparable concepts, others such as Blini (2009), argue there should be a distinction between both terms, despite the fact that the two are inextricably linked. According to Blini, "cultural mediation goes beyond linguistics and shows a more solid and agreed basis than linguistic mediation itself, which is of a more recent nature and

therefore more ambiguous in its definition” (2009, p.48). However, the latest Real Decreto 217/2022, de 29 de marzo, por el que se establece la ordenación y las enseñanzas mínimas de la Educación Secundaria Obligatoria., gives a clear definition of what mediation entails, “la actividad del lenguaje consistente en explicar y facilitar la comprensión de mensajes o textos a partir de estrategias como la reformulación, de manera oral o escrita” (p. 134), and adds that “el alumnado debe actuar como agente social encargado de crear puentes y ayudar a construir o expresar mensajes de forma dialógica, no solo entre lenguas distintas, sino también entre distintas modalidades o registros dentro de una misma lengua” (p. 134).

This view is clearly in line with the latest version of the CEFR, which states that “mediation is to be considered wider than a cross-linguistic phenomenon, that is, it is an important part of learning in general and language learning in particular” (p. 103). In addition, “in mediation, the learner [...] creates bridges and helps to construct or convey meaning, sometimes within the same language, sometimes from one language to another” (Council of Europe, 2018, p. 103). Specific aspects are included in this latest version and are arranged in three different sections: mediating a text, mediating concepts and mediating communication (Council of Europe, 2018, p. 105).

According to the recent Real Decreto 217/2022 of the Spanish Ministry of Education, mediation should be included as a fifth skill along with comprehension of oral and written tasks, production, and interaction. In addition, several regional documents for EFL education in primary and secondary education in Spain have already emphasised for several years the importance of developing sociolinguistic and pragmatic skills in addition to simply linguistic abilities.

In my view and that of many other scholars, mediation fosters collaborative group work and sharing of knowledge and input among learners. In Passos' words, "mediation allows students to deepen their linguistic knowledge while also increasing their participation in class" (2010, p. 225). Furthermore, mediating activities can aid in the development of linguistic competence itself since "mastering any foreign language entails not only being able to express oneself correctly and fluidly in both written and spoken contexts but also acquiring this mediation skill so as to successfully and meaningfully communicate" (Passos, 2010, p. 226).

In preparation for the new education law (LOMLOE) set to be implemented in the next school year and which presents mediation as a paramount skill to be accomplished in the classroom along with the other four, I have decided to design this teaching proposal that incorporates this skill in every teaching unit.

3. CONTENTS

This Teaching Programme proposal is addressed to the 2nd year of Bachillerato in the region of Castilla y León. The contents rely on the Real Decreto 1105/2014 which establishes the contents that must be taught in every year of education in Spain. In addition, and given that every autonomous community holds certain distinct regulations, these contents are also in accordance with the ORDEN EDU/362/2015, which specifically applies in Castilla y León. This document establishes four blocks for language learning: Comprensión de Textos Orales (listening), Producción de Textos Orales (speaking), Comprensión de Textos Escritos (reading) and Producción de Textos Escritos (writing).

In line with the current legal framework and other defining features of this proposal, the guiding thread of this Teaching Programme is the 2030 Agenda for

Sustainable Development (SDG), a plan of action established by the United Nations General Assembly for people, corporations, and nations to strengthen the different dimensions of sustainable development: economic, social and environmental. This plan revolves around 17 sustainable development goals which will be present in every teaching unit due to their importance in promoting students' awareness and critical thinking about different issues around the world. Some of these goals have been blended into a single one with the aim of covering all of them in the whole academic year, this is, in nine teaching units.

Lastly, it is important to keep in mind that the principles of CLT and TBL will be the foundation for the contents of this Teaching Programme. Learners will be asked to perform different tasks in each unit in which every skill is present (Listening, Reading, Speaking, Writing and Mediation). In line with our methodological framework, every material used will be authentic and will draw from real-life experiences. In addition, special attention will be paid to increasing students' cultural awareness by exploring different sociocultural factors. Every term will be devoted to covering three units of work. The following nine teaching units within this proposal are distributed as stated here:

1st TERM:

UNIT 1	LET'S TALK ABOUT POVERTY AND HUNGER
TOPIC	Being the first unit of the course, we will begin by introducing the 17 Sustainable Development Goals: their purpose, history, and approaches. This first unit will address two sustainable development goals: no poverty (number one) and zero hunger (number two).
VOCABULARY	Adjectives expressing negative connotations, compound adjectives, problems arising from poverty and hunger.
GRAMMAR	Review of tenses: present simple, present continuous, present perfect, past simple, past continuous and past perfect.
LISTENING	A video about the history of world hunger from the <i>World Food Programme</i> .
READING	A blog entry about a volunteering experience in a developing country
WRITING	A motivation letter to become a volunteer in an NGO.
SPEAKING	Discussion of charts and statistics from different articles and sources.
PRONUNCIATION	/ɔ:/ vs /ɒ/ sounds
ORAL MEDIATION	Individual presentation about an NGO campaign recruiting poster.

UNIT 2	HOW ARE YOU DOING?
TOPIC	The next goal we will focus on will be good health and well-being (SDG number 3). In this unit, we will call attention to health problems and discuss health issues that significantly affect young people, especially in the times of COVID-19.
VOCABULARY	Parts of the body, health problems and topic-related terminology.
GRAMMAR	Future tenses.
LISTENING	A radio interview with young people about their struggles with mental health.
READING	An article from <i>The Guardian</i> about the most common health issues affecting young people in the UK.
WRITING	A short composition about the consequences of the pandemic on health in students.
SPEAKING	Roleplay: going to a doctor's appointment.
PRONUNCIATION	/dʒ/, /j/ and /g/ sounds
WRITTEN MEDIATION	A poster giving advice to people who are having sleep problems based on a recommendation infographic from the National Health Service.

UNIT 3	EDUCATION FOR ALL
TOPIC	The third unit will be devoted to covering the fourth sustainable development goal: ensuring an inclusive and quality education.
VOCABULARY	Education-related vocabulary and conflicting opinions.
GRAMMAR	Conditionals, Time Clauses and Wish Clauses.
LISTENING	An interview with American students about university fees.
READING	Reading of the book titled <i>Razia's Ray of Hope</i> about girls' right to education in Afghanistan.
WRITING	An opinion essay about a specific problem regarding education in Spain: use of connectors of cause, result and purpose.
SPEAKING	Free education vs paid education (in-class debate).
PRONUNCIATION	/n/ and /ŋ/ sounds.
ORAL MEDIATION	Summary based on an infographic about the levels of illiteracy in different countries.

2nd TERM:

UNIT 4	EVERYONE COUNTS
TOPIC	The fourth unit will be covered at the beginning of the second term. In this unit, the topic of gender equality (SDG number 5) will be addressed, and students will learn more about gender-based discrimination.
VOCABULARY	Politics, history, feminism, pay gap, gender-based discrimination and other subject-specific terminology.
GRAMMAR	The Passive Form.
LISTENING	A YouTube interview with Nobel Prize recipient and activist for female education Malala Yousafzai.
READING	A blog entry from the platform <i>heforshe.org</i> that aims at achieving a more gender-equal world.
WRITING	A review about the film <i>On the Basis of Sex</i> .
SPEAKING	A roleplay: in pairs, students will have to prepare an interview to a feminist activist.
PRONUNCIATION	/eə/ and /ɪə/ sounds.
WRITTEN MEDIATION	A explanation about an infographic regarding the evolution of the inclusion of immigrant women in the labour market.

UNIT 5	DEPRIVATION OF BASIC NEEDS
TOPIC	This fifth unit will include three of the SDGs, more specifically, clean water and sanitation (number 6), affordable and clean energy (number 7), decent work and economic growth (number 8), due to their intrinsic interconnection. In this unit, students will learn about the scarcity of water, energy and labour, and what they entail across the world.
VOCABULARY	Economy, unemployment, politics, economic policies and other related terminology.
GRAMMAR	Defining and non-defining relative clauses.
LISTENING	Short clip titled <i>Water doesn't come from a tap</i> from UNICEF.
READING	An article on energy poverty in Spain from <i>The Guardian</i> .
WRITING	A proposal addressed to the local authority for improving employment in the community.
SPEAKING	Speculating about different pictures in small groups.
PRONUNCIATION	/ʊə/ and /ɜ:/ sounds
ORAL MEDIATION	Summary of UNICEF's <i>Water and Sanitation Report</i> .

UNIT 6	BREAK THE CYCLE!
TOPIC	This sixth unit will be devoted to covering the topic of social inequalities (number 10). Students will learn more about how different social issues such as racism or prejudices affect people around the world.
VOCABULARY	Immigration, racism, refugee crisis, inequalities and prejudices.
GRAMMAR	Modal Verbs.
LISTENING	Explanatory video titled <i>Reduced Inequalities</i> about SDG number 10.
READING	United Nations online magazine article about different personal immigration stories.
WRITING	Social media campaign using a digital tool.
SPEAKING	Oral presentation about a social media campaign targeting a specific social inequality.
PRONUNCIATION	Silent letters.
WRITTEN MEDIATION	An informal email to an immigrant friend explaining a formal letter from a local authority about how to apply for asylum.

3rd TERM:

UNIT 7	THE THREE Rs: REDUCE, RECYCLE AND REUSE
TOPIC	Unit number 7, designed to be started in the third term, will be dedicated to addressing the problem of mass consumption and production, and to promoting responsible purchasing among students (SDGs number 11 and 12).
VOCABULARY	Phrasal Verbs (2), food waste, fast fashion, factory exploitation, mass production, economy and subject-related vocabulary.
GRAMMAR	Modal perfects.
LISTENING	TedTalk titled <i>Responsible Consumption and Our Role in Deforestation</i> .
READING	Samples of influencers' Instagram posts promoting irresponsible consumption.
WRITING	A for and against essay about fast fashion.
SPEAKING	An oral presentation based on a survey about consumption and waste habits in Spanish households, and measures to reduce their impact on the Planet.
PRONUNCIATION	/ɑ:/ and /u:/ sounds
ORAL MEDIATION	Individual presentation about an infographic about the three Rs created by the Local Council.

UNIT 8	STEP UP FOR THE ENVIRONMENT
TOPIC	Unit number 8 will comprise 3 of the sustainable development goals: climate action (number 13), life below water (number 14) and life on land (number 15) since they all aim at addressing the current and future impact of people on the planet. In this unit, students will expand their knowledge of climate change and how it affects different aspects of life.
VOCABULARY	Weather, climate change issues, global warming, waste, endangerment of species, fossil fuels and related terminology.
GRAMMAR	Reported Speech.
LISTENING	A radio interview with the Secretary-General of the United Nations about the Paris Agreement.
READING	Environmental quiz based on different reading texts about climate refugees.
WRITING	A summary of Greta Thunberg's speech at the UN Climate Action Summit.
SPEAKING	In-class debate about climate change issues and possible solutions.
PRONUNCIATION	Homophones.
WRITTEN MEDIATION	A chronological report on the evolution of global warming and its consequences.

UNIT 9	WE'RE ALL IN THIS TOGETHER
TOPIC	This last unit will be dedicated to covering the last two goals: peace, justice and strong institutions (number 16), and partnerships for the goals (number 17). In this unit, students will address issues such as human rights, activism and global citizenship among others.
VOCABULARY	Terminology related to the fields of peace, justice, discrimination, stereotypes, globalisation and citizenship.
GRAMMAR	Review of every grammar point studied throughout the course.
LISTENING	A TV report: <i>The U.S, the biggest violator of human rights?</i>
READING	An online article from Teen Vogue titled <i>Does Instagram Activism Actually Do Anything?</i>
WRITING	A for and against essay about celebrities using their voices for speaking up about a cause.
SPEAKING	Research project in which students have to present an institution that fights for justice and peace (history, objectives, and achievements).
PRONUNCIATION	/b/ and /v/ sounds.
ORAL MEDIATION	In pairs, an explanation to a classmate about a comic strip from <i>Mafalda</i> about human rights.

4. ASSESSMENT

Assessment in teaching is a method of gathering information that aids teachers in better understanding students' progress and reaching logical conclusions about their strategies, enhancing the finest conditions of the teaching and learning processes (Volante & Fazio, 2007). Nonetheless, assessment has traditionally been connected with merely focusing on the results achieved by learners in individual linguistic activities, which reduces assessment to rather basic and superficial procedures. This idea can lead to certain learning and teaching issues associated with traditional language assessment that will be briefly dissected in the following paragraphs.

To begin with, traditional exams do not mirror learners' mastery of the target language. Traditional tests have been at the centre of the teaching assessment and often fail to incorporate other variables of classroom dynamics. This is what Prodromou (1995) defines as the *Backwash Effect*, which influences the way instructors conduct their learning practices. Given the importance of examinations, students regard the learning process as an obstacle to overcome and an exam to pass. As a result, "learners will have the impression that what matters in language learning is the mark they get" (Prodromou, 1995, p. 19). In that respect, teachers will regard making students pass their exams as their goal, and will plan their activities consequently. As a result, "traditional teacher-oriented measuring tools reduce the quality of language learning because teachers tend to teach to the test rather than teach language skills and knowledge necessary for the real world" (Atta Allah, 2012, p. 2).

Another aspect to take into account is that conventional assessment is restricted to merely linguistic and usually decontextualized features, hindering a wide variety of educational objectives namely "understanding how to learn and the ability to work and

learn collaboratively in groups, as well as independently” (Assessment Reform Group, 2009), resulting in teachers’ lack of assistance in learners developing these abilities.

Moving away from traditional assessment, alternative assessment, often known as authentic assessment, describes a set of strategies developed “to address the shortcomings of traditional assessment” (Atta Allah, 2012, p. 3). For that reason, alternative assessment denotes a transition from an assessment-centred approach to a process-centred approach to the target language, resulting in “an ongoing interactive process in which students and teachers are active assessors during classroom instructional strategies” (Volante & Fazio, 2007, p. 751). Subsequently, traditional assessment has been steadily rejected in favour of alternative assessment, whose principles and approaches will be present in this Teaching Programme.

The principles of alternative assessment are clearly in line with the communicative approach as well as with the CEFR and the Spanish legislation that encourages using authentic assessment in the classroom. According to the CEFR (2018) “assessment should rather seek to judge the generalisable competences evidenced by that performance” (p.180). Authentic assessment prioritises meaningful communication, focusing on the way language is used for a specific purpose. In addition, Orden ECD/65/2015 supports alternative assessment by stating that “el profesorado debe utilizar procedimientos de evaluación variados” (p. 6990), and states that assessment methods ought to evaluate students’ performance in activities that are similar to authentic scenarios, demonstrating that alternative assessment is in line with the principles of CLT and TBL.

Before delving into the specifics of the assessment techniques selected for the following teaching programme proposal, it is important to highlight a few general

requirements that alternative assessment ought to meet in order to be effective, and which will be the leading notions for the many assessment methodologies that will be used subsequently. To begin with, the assessment must be genuine. “Validity comes when a task tests what it is supposed to test” (Lines, 2005, p. 150; Harmer, 2007, p. 381). This is to say that only if the task to be assessed measures the expected result, then it is valid. Given that validity and assessment diversity are inextricably linked, the more assessment procedures used, the more genuine the results will be obtained, “as a result of accommodating the different intelligences and capacities of students” (Atta-Alla, 2012, p.3). Reliability is also crucial in assessing our students’ language skills. As Lines states, “the test will be reliable if the result is exactly the same across all occasions, tasks, observations and settings” (2005, p. 150). As a result, “teachers need to use multiple assessments over a long time” (Atta-Alla, 2012, p. 3). Both validity and reliability are inextricably linked in the sense that strong reliability results will provide validity to the evaluation. Finally, in order for assessment to be honest and suitable, learners ought to be provided with high-quality standards, this is, “providing students with clear indications about how parameters will be used to assess their work, namely, what it means to do well in a task” (Gore, Ladwig, Elsworth & Ellis, 2009, p. 39). Learners will be able to understand what is being requested of them as well as how to complete the activity successfully. These assessment criteria will be taken into account within this Teaching Programme.

Another important aspect that we ought to take into account is formative and summative assessment techniques and that will be used in this proposal since “la evaluación no ha de limitarse a las pruebas periódicas que se realicen, sino que ha de incluir la evaluación diaria de las actividades orales y escritas.” (ORDEN EDU/362/2015, p. 32233). When we talk about formative assessment we refer to those

procedures that allow teachers to assess students' performance or development during the school year. Educators make use of them as a helpful source of observation to identify potential problems as well as assets and to adapt particular parts appropriately (Maki, 2002; Lines, 2005; Harmer, 2007). By using relevant formative assessment strategies, "teachers can make appropriate midcourse pedagogical changes to more effectively reach goals" (Brown, 2010, p. 17).

Formative evaluation is employed not just for the benefit of educators, but also for the benefit of learners, who can receive feedback on their progress while being in preparation for the summative assessment. Moreover, recognising students for their performance throughout the academic year rather than just at the end seems to be the most logical and adequate approach. Nevertheless, a summative assessment such as an end-of-term exam will be taken into account given that "using both formative and summative assessment methods provides an institution or program with a rich understanding of how and what students learn" (Maki, 2002, p. 11). Moreover, summative assessment will aid in determining the degree of learners' performance towards the conclusion of every term by assessing students' language knowledge and communicative proficiency. Thus, in this teaching programme while formative assessment will contribute 80% of the final term mark, summative assessment will contribute 20%

To be more specific about our assessment strategy, and as stated in ORDEN EDU/363/2015, assessment ought to follow the CERFL regulations, focusing on every skill, "poniendo el acento en el grado alcanzado en la consecución de cada uno de los estándares de aprendizaje, y no tanto en el conocimiento de la gramática de la lengua meta" (p. 32785). To accomplish this, and in accordance with Atta Alla's (2012) suggestions, various techniques will be adopted to measure students' development and

results, with the aim of collecting the broadest and most authentic information possible.

These alternative assessment tools are:

-In-class observation, which will be conducted through daily notes made by the teacher at the end of every lesson to check students' progress and participation. This in-class observation will be conducted informally, "meaning that the assessor will watch the student over a period of time and make a judgement based on a summation of what has been seen" (Lines, 2005, p. 159). This information will be collected by means of a checklist (Appendix 17).

-Oral presentations, which will usually be done in pairs or small groups. This will be assessed through two mechanisms: peer assessment, this is to say that students will assess their classmates using the rubric provided by the teacher, and the teacher will assess their students using the same rubric as well (Appendix 15). The teacher will then compare the results and decide on a final mark for this part of the assessment. Students will receive feedback from the teacher on the positive aspects as well as suggestions for improvement.

- In-class debates and discussions about different topics being covered in class so as to foster participation and develop critical thinking skills among students. This will be assessed by means of a rubric (Appendix 18).

-Portfolio in which students will reflect on their learning process as tasks carried out during the lessons. Portfolios can be highly beneficial since they allow for detecting what students "can do as well as what they know" (Lines, 2005, p. 163).

- Self-assessment: at the end of every teaching unit students will be asked to reflect on their learning process and assess their performance, acknowledging their mistakes and weaknesses. A checklist will be used (Appendix 19).

The implementation of these alternative assessment tools and procedures will clearly improve students' learning by assisting in the achievement of validity and reliability standards. Both formative and summative assessment techniques will be used, aiming to improve long-term learning.

5. TEACHING UNIT: BREAK THE CYCLE!

5.1. INTRODUCTION

The following teaching unit, titled “Break the Cycle!”, corresponds to unit number 6 of this Teaching Programme. This teaching unit will be devoted to addressing different social inequalities and mechanisms to face them. The vocabulary and grammar of this unit are not completely new to students since they have already been learnt in previous years. However, it is necessary to review them given that they can be considered complex and problematic for some students. In addition, new subject-related terminology will be presented.

Raising awareness among students about different inequalities worldwide is one of the main aims of this teaching unit, along with the use of meaningful communication in real-life contexts and the development of language skills. Students will revise how to successfully use modals of advice, obligation, prohibition, possibility and ability. Moreover, students will learn about the pronunciation of silent letters.

The target student body is a 2nd-year English language class of Bachillerato at a Spanish high school, formed by 22 students between 17 and 18 years old. Overall, all students have the same level of English (B1-B2 level) and enjoy studying the language. This homogeneity in age, background and expectations will contribute to the success of developing the unit.

5.2. AIMS AND CONTRIBUTIONS OF THE UNIT TO THE TEACHING PROGRAMME

The aims and contributions of the unit to the Teaching Programme are the following:

- To raise awareness about ongoing inequality issues
- To improve mediation skills through written tasks
- To use appropriate register and style strategies
- To familiarise with the structure of an informal email
- To develop collaborative pair and group work
- To develop the necessary language skills to successfully complete different tasks
- To foster critical thinking skills
- To acquire and learn new vocabulary related to inequalities
- To successfully use modal verbs of ability and possibility
- To successfully use modal verbs of advice, obligation and prohibition
- To apply the grammar and vocabulary learnt into spoken and written tasks
- To discriminate silent letters

5.3. CONTENTS

The contents of this Teaching Programme and units have been obtained from 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 (pp. 436-441). In line with this official document, the contents of this teaching unit are the following:

	COMPREHENSION OF ORAL TEXTS (LISTENING)	COMPREHENSION OF WRITTEN TEXTS (READING)	PRODUCTION OF ORAL TEXTS (SPEAKING)	PRODUCTION OF WRITTEN TEXTS (WRITING AND MEDIATION)
COMPREHENSION STRATEGIES	<ul style="list-style-type: none"> - Activation and application of existing knowledge related to the topic - Identification of the type of text - Comprehending general and specific information - Inferring meaning from given sources - Formulation of hypotheses regarding content and context 			
PRODUCTION STRATEGIES			<ul style="list-style-type: none"> - Coherent and cohesive expression of the message, adapting it to the receiver, context and channel - Use of previous linguistic knowledge 	
			<ul style="list-style-type: none"> - To adapt paratextual and paralinguistic strategies to compensate for the lack of linguistic sources - Comprehensible production of the message - To adjust the register and style of the text to properly fit the recipient, situation and channel 	<ul style="list-style-type: none"> - To apply adequate and alternative resources to compensate for the shortage of linguistic sources

<p>COMMUNICATIVE FUNCTIONS</p>	<ul style="list-style-type: none"> - Management of social relationships in different fields - Narration of punctual and habitual past events, description of present states and situations, and expression of predictions and future events - Description of abstract and physical qualities - Exchange of information, indications, opinions, beliefs and points of view - Expression of interest, agreement, disagreement and suggestions - Formulation of hypothesis and conditions - Communication management and discourse organisation
<p>SYNTACTIC-DISCURSIVE STRUCTURES</p>	<ul style="list-style-type: none"> - Verb tenses - Modal verbs - Vocabulary related to inequality, discrimination and immigration
<p>SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS</p>	<ul style="list-style-type: none"> - Understanding of social inequalities and their impact on our world - Development of social awareness - Assimilation of social conventions regarding politeness strategies, registers, values, traditions, attitudes and non-verbal communication strategies
<p>PHONOLOGICAL ASPECTS</p>	<ul style="list-style-type: none"> - Distinction and correct pronunciation of silent letters

5.4. METHODOLOGY

As previously explained in the methodological framework (see Section 2), the sessions within this Teaching Programme will be based on Communicative Language Teaching (CLT) and Task-Based Learning (TBL). Given the fact that meaningful communication lies at the core of both the teaching and learning processes, the grounds of CLT will frame this Teaching Programme. CLT will provide students with an agency in the classroom through communicative exchanges. The teacher will become a guide who monitors students' progress and improvement and will aid in achieving significant learning among their students.

In addition, the premises of Task-Based Language will also frame this Teaching Programme through the inclusion of tasks set in real-life contexts in every session of the teaching unit. TBL provides the framework in which the four skills along with mediation are present and encourages students to learn actively and cooperatively in groups.

5.5. RESOURCES

Resources, whether they are traditional or digital, are an intrinsic part of the teaching process. Teachers rely on them to convey significant information and achieve the already-mentioned meaningful communication purpose. In addition, using a wide range of resources can lead to more motivated and engaged students, as well as being more in touch with the real world. Combining different types of resources is crucial to achieving a more dynamic and involved learning environment. The resources and materials needed for this teaching unit can be found below.

Traditional resources:

- Flashcards with images
- Photocopies and worksheets
- Chalk and blackboard

Electronic resources:

- PowerPoint Presentations
- Projector
- Short clip from a TV series
- Youtube videos and pictures
- Online articles
- Kahoot platform

5.6. ASSESSMENT

As already mentioned in the first part of this Teaching Programme, assessment is an integral part of the learning process not only for students since it helps them see an improvement but also for teachers because it allows them to adapt their strategies to suit students' needs and improve the learning process as well.

Within this teaching unit, various alternative assessment instruments will be used to assess students' performance and progress. These tools are the following:

- In-class tasks and activities carried out in the six lessons of this teaching unit will account for 20% of the final mark.
- Observations made by the teacher on every lesson regarding students' participation, work, attitude and behaviour. This will account for 20% of the final grade.

- Oral presentations in groups to be done in the last session of the unit (session 6) will be assessed through the speaking rubric (Appendix 14) by the teacher and by the classmates to promote peer assessment. The teacher will take into account the classmates' comments but he/she will have the final say on their marks. This presentation will account for 30% of the final mark.
- Writing task to be done individually. This will be submitted to the virtual platform within the given deadline. It will be assessed based on the writing rubric (Appendix 15) and will account for 30% of the final mark.

Out of these percentages, an average will be calculated and will be summed towards the final grade of the semester taking into account the average percentages of the other two units covered this term.

5.7. SESSIONS

This teaching unit will be developed in 6 sessions of 50 minutes each. The development of every lesson is explained hereunder:

SESSION 1

Length: 50 minutes

Level: B1-B2

In this first session, the tenth sustainable development goal, *Reduced Inequalities*, will be introduced to students. In groups of 5, students will be given several pictures of different inequality issues (Appendix 1) around the world and would have to guess the name of the goal to be addressed in the following sessions.

Later, students will watch a video that gives an in-depth explanation of this goal (Appendix 2). The teacher will check students' understanding of the information mentioned and will draw attention to certain vocabulary terms. Then, using screenshots from the video, students will have to match each photo to one category of inequality: gender inequality, racial and ethnic inequality, wealth inequality, political inequality and opportunity inequality (Appendix 3). Lastly, an in-class debate about inequality issues pinpointed in both the video and the pictures will follow. To foster speaking, the teacher can prompt various questions (Appendix 4).

SESSION 2

Length: 50 minutes

Level: B1-B2

This session will be further explained in the next section.

Students, in groups of three, will be given four different flashcards with different words: refugee, migrant, asylum seeker and displaced person (Appendix 5). Students will have to define each concept and pinpoint the differences. After a few minutes, there will be a sharing of information with the class.

Once they have correctly identified the definitions for each concept, the teacher will set out to propose a task for students to do. In the same groups of three as before, students will be given short excerpts from the United Nations online magazine in which several stories of refugees, migrants, asylum seekers and displaced people are told (Appendix 6). They have to classify each story into one of the categories mentioned before and explain the reasons behind it using their critical skills. In these stories, different modal verbs are included.

Later, there will be an explanation of modal verbs by reading the article again and paying attention to the words in bold.

SESSION 3

Length: 50 minutes

Level: B1-B2

In groups of three, students will only be given the title of the article (*Ukraine refugee crisis exposes racism and contradictions in the definition of human*), and will have to discuss what the article might be about using modals of prediction and possibility.

Students will then be given the whole article (Appendix 7). The text will have missing words, both with vocabulary and modal verbs, which will be given separately (Appendix 8). Students will need to pair up and firstly, identify if what is missing in each gap is a noun, verb, adverb or adjective, and later complete the text with the suitable word. This task will later be corrected in class.

The last part of the session will be devoted to pronunciation, specifically of silent letters. Students will have to listen to a short excerpt from the article and underline the silent letters. A brief explanation will follow.

SESSION 4

Length: 50 minutes

Level: B1-B2

This fourth session will be devoted to fostering writing skills and will be further explained in the next section.

Students will watch the first 3 minutes of the first episode of the TV series *Getting On* from the BBC (Appendix 9) in which two British nurses try to communicate with the family of a patient who does not speak a word of English. After watching the video, the issue of the language barrier will arise. Students, in groups of three, will be asked to discuss what problems might emerge for people who do not speak the language of the country they live in.

In those same groups of 3, students will be given the following task (Appendix 10): Imagine you have a refugee friend who does not speak Spanish very well. He/she has received a letter from the local council stating what they have to do to apply for asylum (Appendix 11). Students will have to write an email to their friend explaining the steps to follow. Firstly, students are required to extract the most relevant information to successfully convey the message. There will be a sharing of this information as a whole class while the teacher monitors students' proposals and answers. Secondly, students are required to decide what register to use, formal or informal, and use words and expressions accordingly. In addition, students will have to make use of modals to successfully convey the message since they are indicating advice, possibility, ability and obligation. Later, students will be explained the structure of an informal email (Appendix 12).

In the last part of the session, students will have to write an email to their friend using the appropriate strategies regarding register, receiver and paraphrasing, as well as incorporating the grammar points (modal verbs). This last task will be done individually since it helps the teacher monitor students' progress and will be assessed using the rubric (Appendix 16).

SESSION 5

Length: 50 minutes

Level: B1-B2

This session will be devoted to strategies and mechanisms to eliminate or reduce inequalities. Within the first 5-10 minutes of the lesson, the teacher will ask students to brainstorm and suggest ideas on how to reduce these inequalities. The teacher will write the different proposals on the blackboard. Later, students will be given a set of pictures in which different people are contributing to reducing these inequalities (Appendix 13), and will have to discuss what the most effective strategy is and why.

The teacher will propose to students the following task: creating a social media campaign targeting one inequality issue. To carry out this activity, students will have to use a digital tool such as Canva or Genially. This task will be done in groups of 4 and will be presented in the last session of the unit.

In the last minutes of the lesson, students will do a Kahoot about inequality (Appendix 14) and check the knowledge they have acquired throughout the previous lessons.

SESSION 6

Length: 50 minutes

Level: B1-B2

In the last session, students are required to present their social media campaigns in the form of an oral presentation. There will be 5 groups of 4 students each and they will have 5-6 minutes to present their proposal. All members are expected to

speak during the presentation and will be assessed according to the speaking rubric (Appendix 15). Both the teacher and classmates will be evaluating students' performance. The teacher will give feedback to every group once each presentation has come to an end, focusing on the positive aspects and suggesting improvements.

5.8. LESSON PLANS

5.8.1. LESSON PLAN 1: SESSION 2

Length: 50 minutes

Level: B1-B2

Materials: worksheets, flashcards, blackboard, video projector.

AIMS OF THE LESSON	
MAIN AIM	To successfully communicate in the target language.
SUBSIDIARY AIMS	To revise and practise modal verbs. To introduce new vocabulary through communicative exchanges.
PERSONAL AIMS	To promote critical thinking about real-life situations. To create an enhancing classroom environment in which students can openly learn and participate.

Assumptions: Students remember modal verbs from past courses and are familiar with their uses and structures.

Anticipated language problems:

1. Some students might not have acquired the structure and use of modal verbs correctly.

2. There might be students who are not keen on participating and sharing ideas with the rest of the class.

Possible solutions:

1. Students will be provided with numerous examples and activities to successfully understand the grammar point.
2. Those activities that require in-class participation that are done in groups will be done in pairs to create a more relaxing atmosphere, especially for those students who are less willing to participate.

Time	Stage	Procedure	Aims of the stage
10 minutes	Pre-task stage: Warm-up activity (Appendix 5)	In groups of 3, students will be given different flashcards with different words: refugee, migrant, asylum seeker and displaced person. They will have to define each concept and pinpoint the differences based on their existing knowledge.	To activate schemata. To foster students' speaking. To introduce the topic of the lesson.
20 minutes	Task stage: Excerpts from the UN online magazine (Appendix 6).	Students will then be presented with different excerpts from the UN online magazine in which different stories are told. Students will have to classify each of the stories into the correct group (refugees, migrants, asylum seekers and displaced people). A brief discussion about the differences of each group will follow.	To improve communication skills. To encourage students to participate and share their ideas. To raise awareness about a specific global issue.
20 minutes	Post-task stage: Focus on form. Explanation of modal verbs	An in-class explanation of modal verbs will follow by reading the previous article and paying attention to the words in bold corresponding to modal verbs	To learn the use and structure of modal verbs. To identify the use of modal verbs in real-life contexts.

TEACHER'S EVALUATION OF THE LESSON	
WHAT WENT WELL	Students immediately showed interest and actively engaged with the tasks proposed
WHAT WENT WRONG	Some students struggled with understanding the meaning of some words from the text as well as with longer and more complex sentences.
WHAT I WOULD DO DIFFERENTLY	More time will be needed to both explain the grammar point and provide students with different examples to acquire the grammar notions accurately.
WHAT I SHOULD CONCENTRATE ON	Students may need more practice and tasks to improve the acquisition of modal verbs.

5.8.2. LESSON PLAN 2: SESSION 4

Length: 50 minutes

Level: B1-B2

Materials: video projector, worksheets.

AIMS OF THE LESSON	
MAIN AIM	To mediate a letter in written English and successfully solve the proposed task.
SUBSIDIARY AIMS	To extract relevant information from the text. To adapt the message to the context and receiver accordingly. To practise grammar and vocabulary from the unit in a real-life context.
PERSONAL AIMS	To make students envision English as a practical instrument for real-life scenarios.

Assumptions: Students are familiarised with the topic and have acquired a certain level of knowledge about mediation strategies from previous teaching units.

Anticipated language problems: Students might have some difficulty organising ideas and expressing them in English.

Possible solutions: To provide students with enough explanations, models and strategies.

Time	Stage	Procedure	Aims of the stage
5 minutes	Pre-task stage: Lead-in activity (Appendix 9).	Students will watch the first few minutes of the TV series <i>Getting On</i> in which two British nurses try to communicate with the family of a patient who does not speak English. In groups of three, students will have to discuss what problems might emerge for people who do not speak the language of the country they live in.	To activate schemata. To introduce the topic of the lesson. To promote listening and speaking skills.
10 minutes	Task Stage: Mediation strategies activity (Appendix 10)	In groups of three, students are asked to mediate a letter from the local authority (Appendix 11) to a friend who is seeking asylum and does not speak Spanish very well. Students are required to extract the most relevant information to successfully convey the message and then decide what register to use accordingly.	To develop mediation strategies. To promote speaking and communication. To use register and expressions accordingly to context.
10 minutes	Post-task stage. Focus on form: structure of an informal email (Appendix 12).	An explanation of the structure of an informal email will follow.	To comprehend the guidelines and structure of an informal email.

<p>25 minutes</p>	<p>Post-task stage: Focus on form. Practise. Written mediation activity.</p>	<p>Students will be required to write the email following the previous guidelines. This task will be done individually so that the teacher can monitor students' progress.</p>	<p>To practise the structure of an informal email. To successfully convey the message by adapting it to context and receiver. To practise grammatical structures and vocabulary.</p>
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<p>TEACHER'S EVALUATION OF THE LESSON</p>	
<p>WHAT WENT WELL</p>	<p>Students actively engaged with the tasks proposed. Small-group tasks proved to be successful since, overall, students seemed comfortable and relaxed.</p>
<p>WHAT WENT WRONG</p>	<p>Some students struggle with identifying and selecting relevant information from the letter.</p>
<p>WHAT I WOULD DO DIFFERENTLY</p>	<p>Rearrange groups to make them more homogenous instead of letting them decide.</p>
<p>WHAT I SHOULD CONCENTRATE ON</p>	<p>Focus more on effective techniques to extract relevant information.</p>

6. GENERAL CONCLUSION

This Final Master's Thesis has presented a proposal for a Teaching Programme addressed for 2nd of Bachillerato students following the premises of Communicative Language Teaching (CLT) and Task-Based Learning (TBL) under the requirements for Foreign Language Teaching of the Spanish law. Organization wise, a general introduction has been presented and followed by the methodological principles, Communicative Language Teaching and Task-Based Learning Approach, which frame

the Teaching Programme. Secondly, the roles of the teacher and the learner have been discussed highlighting the importance of learners' autonomy in the learning process. A section within this Teaching Programme has been devoted to emphasizing the significance of cultural awareness in the classroom along with its intrinsic relationship with mediation. Thirdly, the contents and assessment criteria have been dissected under the indications of Spanish law. Lastly, the aforementioned views have been drawn on a Teaching Unit addressed to 2nd-year Bachillerato students aiming at achieving meaningful communication and meaningful learning.

This Teaching Programme has been planned with the intention of meeting students' needs by providing them with real-life situations in which they can successfully develop their abilities and communicate in the target language. As teachers, not only do we have the responsibility of educating competent learners of the English language, but also the commitment to transmitting values and ingraining principles. By providing students with a comfortable and relaxing environment in which to learn, we can maximise learners' potential and enhance their willingness to keep learning outside of the classroom. That is when students will learn the meaningfulness and usefulness of the learning process.

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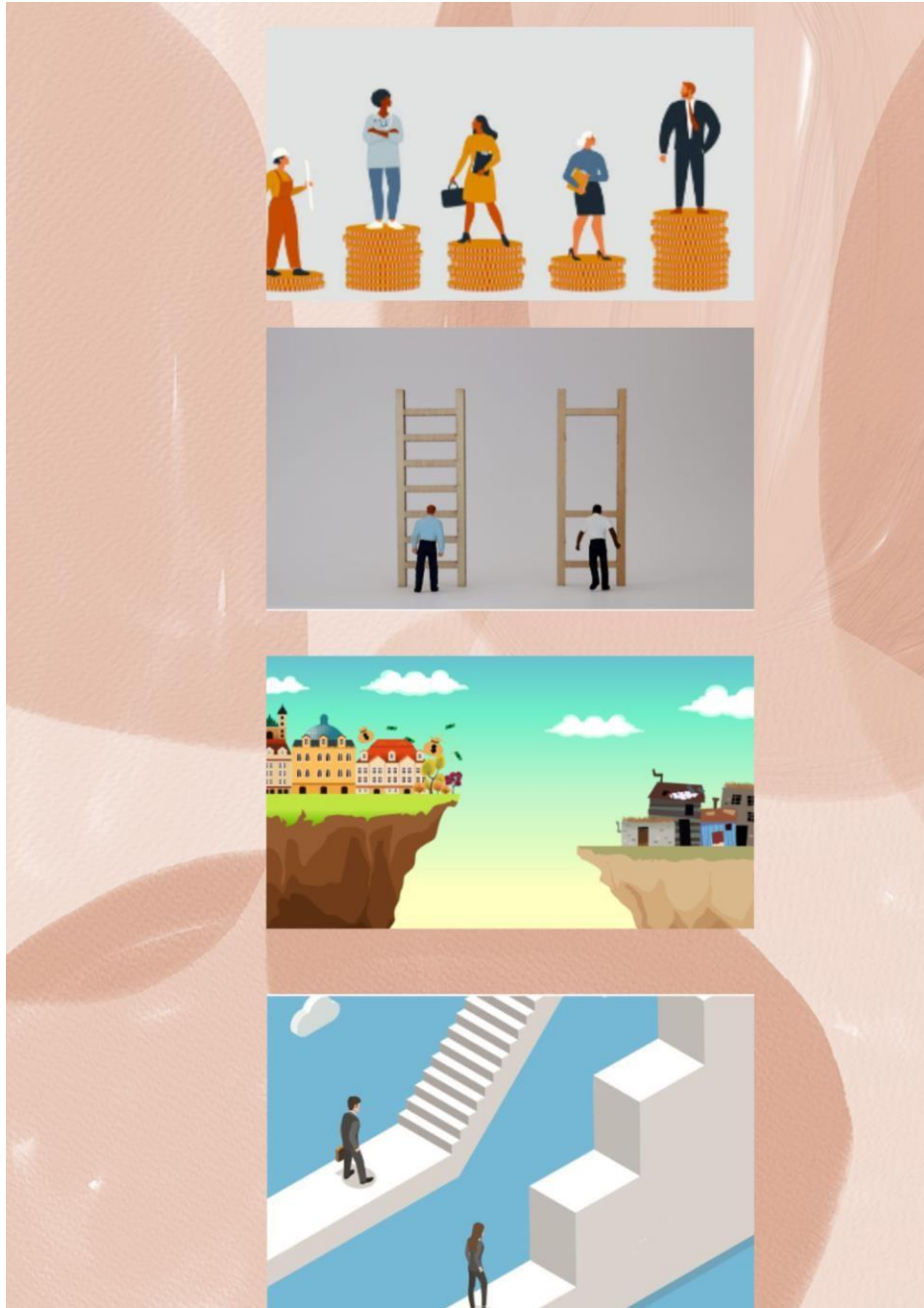
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8. APPENDIX

Appendix 1



Own creation. Images retrieved from Google Images.

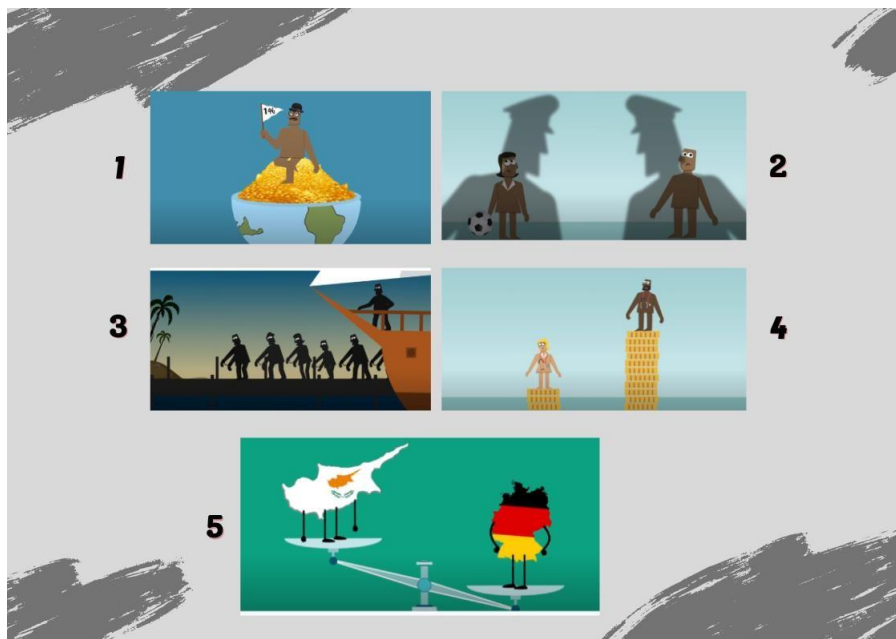
Appendix 2



Own creation. Video retrieved from Youtube:

<https://www.youtube.com/watch?v=H4pI2XcCHbw>

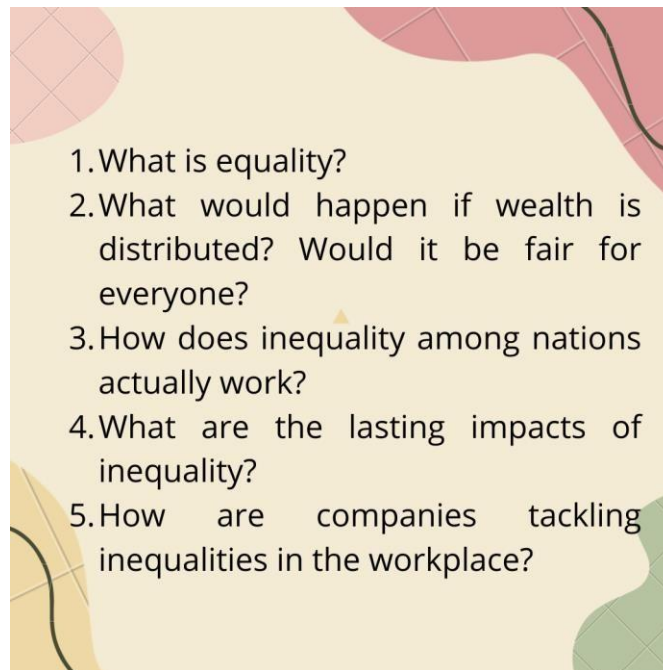
Appendix 3



Own creation. Images retrieved from Youtube video:

<https://www.youtube.com/watch?v=H4pI2XcCHbw>

Appendix 4



Own creation

Appendix 5



Own creation

Appendix 6

Text 1

In October 2015, Ahmad, 15, and his brother Ali, 17, came to Germany from their home in Baalbek, Lebanon as unaccompanied children. They left their home after their area became unsafe due to the presence of ISIS and Hezbollah. "There is no safety. There are no jobs. There is death every day," Ali said. "It was a long journey from Baalbek until we arrived here, a very hard journey," he said.

The boat ride and their time at the chaotic transit centre in Serbia were the most challenging parts. "It was very scary and hard because we thought we **could** die at any moment because we never knew how to swim. It was not a proper ship, it was only a rubber boat that floats back and forth with so much weight that it **could** capsize at any point."

"Where I would like to go? I love Germany." Ali said, "I have felt like the future **might** be there, I have friends there. They all told me that the jobs are there and I **will be able** to live with dignity." Ali's role within his family is that of an adult - working and caring for his younger siblings. He left school in 9th grade to work full time as a hairdresser. "My dream is to be a man, a good man, with money who **is able to** help the rest of the world, starting with my family. No matter how difficult it is, it is better than the dangers faced at home, still it would have been better if my family were here."

AHMAD & ALI



Text 2

On 21 July 2015, Maryam, 10 years old, in Rafah, southern Gaza Strip. "I live in a tiny house in Khan Younis refugee camp. During summer, it **can** get very hot inside; and outside there is nowhere to play as it is very crowded in the camp. I love coming to the sea where I **am able to** play and have fun, but it is far from my home. I think that my refugee camp **should** have a park and playground for children to play."

One year on, Palestinian children in Gaza are still trying to recover from the devastating effects of 51 days of hostilities last year, compounded by the slow pace of reconstruction. Those older than six have now witnessed three conflicts in their short lives, and children aged 10 or less have only known life in Gaza under closure. To this day, there are more than 308,000 children that **need** psychosocial support. Many continue to live amidst ruins; the reconstruction of over 12,600 housing units totally destroyed is yet to start, prolonging the hardship of some 100,000 people, half of whom are children. Families struggle to get by with one of the highest unemployment rates in the world at 44%. Eighty per cent of the population relies on humanitarian aid and **is not able to** access to basic services such as electricity or clean water in an enclave where half the population are children.

MARYAM



Text 3

Ramata Adigre's hair salon **might** be known by everyone in Mora, a small town in Cameroon. Ramata, 22 years old, fled her village in Nigeria after Boko Haram attacked her family. "The Boko Haram came to my neighbourhood and slaughtered my uncle, his wives and his son. My husband abandoned me that day and I haven't heard from him since. He **may** be dead or alive. I don't know".

Ramata fled with her older son. She was pregnant with her second child. Initially, Ramata found shelter with another woman who put her up in a spare room. She worked in a small restaurant and earned less than a dollar per day. It was too little money to afford rent and food. "I heard about an empty hut that was damaged, so I repaired the hut and that's where I still live. I **was able to** give birth to my second son in the hut, without any medical help."

For many displaced women who live in Cameroon, access to health care and affording rent **can** be their biggest challenges. Ramata didn't get any help to tackle the trauma she had endured until she found the women's empowerment centre in Mora. "There, I received counselling, which helped a lot. Before the counselling, I **couldn't** sleep, I had nightmares." "The counselling also taught me that when a husband beats you it's gender-based violence, and it **must** be punished." "My dream is to make this salon bigger and to become a better hairdresser. I want my sons to go to school and become successful. I am teaching them that you **mustn't** mistreat women ever."

RAMATA



Text 4

I lived with my parents until I was 18 years old. I worked as a driver but earned very little. So, I decided to leave for Europe. I went to Dakar where I spent six months, and then to Mauritania. From there, I entered Europe. A man **should** eat three times a day. If you have a family, you **have to** ensure they have food, shelter, medicine, and education. If you **cannot** provide those basic necessities for your family because of a lack of opportunities in your country, then you **have to** try and find a way somewhere else.

I have a young daughter. When I left Togo, my daughter was just 2 months old. People **may** ask what kind of father I am, to leave behind my wife and infant daughter. But what kind of a father would I be, if I stayed and **couldn't** provide them with a decent life? So, you abandon everything you've ever known, and come to a foreign land, only to be subjected to all types of discrimination and violations. The very rights that international organizations are meant to protect. But there is nothing you **can** do about it.

Many of our brothers and sisters died trying to come here. For what? We are losing our best and brightest to the Mediterranean Sea; to slavery and exploitation; and to European countries where their talents are being wasted. How **can** we say that Africa is a continent of young people and that young people are the future when we are losing so many?

YERIMA



Texts retrieved and adapted from: <https://worldslargestlesson.globalgoals.org/wp-content/uploads/2020/08/Children-on-the-move>

Appendix 7

The Conversation

Ukraine refugee crisis exposes racism and contradictions in the definition of human

World March 2022



Not only has the Russian _____(1) of Ukraine brought to light the awful tragedies that accompany armed _____(2), but the subsequent refugee crisis has also uncovered deeply seated _____(3) in the country.

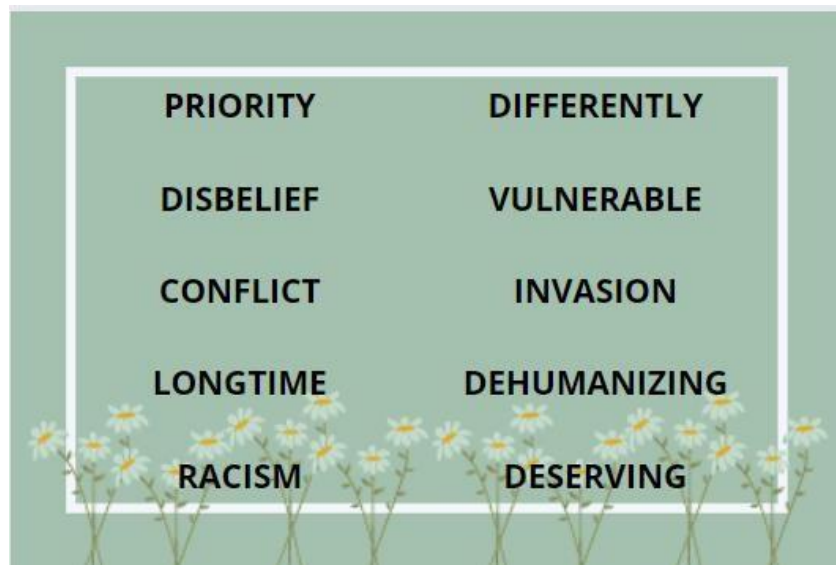
Reporters _____ to document _____(4) treatment _____ against international students from Africa, South Asia and the Middle East in Ukraine. This treatment also extended to racialized _____ permanent residents of Ukraine, including a _____(5) practising Nigerian doctor.

While white women and children were given _____(6) on vehicles departing the country, African women _____ take trains leaving Kyiv even though there were empty seats.

These incidents _____ demonstrate a racist logic that positions some people as _____(7), and others as beyond the realm of moral obligation to receive protection. Black and racialized people, as it seems, _____ not be as _____(8) of care. Some reporters have expressed _____(9) that a refugee crisis _____ occur in Europe among people “so like us.” White Ukrainian refugees are treated _____(10) than racialized refugees from places like South Sudan, Somalia, Syria, Afghanistan and Haiti.

Own creation. Text retrieved and adapted from: <https://theconversation.com/ukraine-refugee-crisis-exposes-racism-and-contradictions-in-the-definition-of-human-179150>

Appendix 8



Own creation

Appendix 9



Own creation. Video retrieved from Youtube:

<https://www.youtube.com/watch?v=ThlocfZJzI0>

Appendix 10



TASK

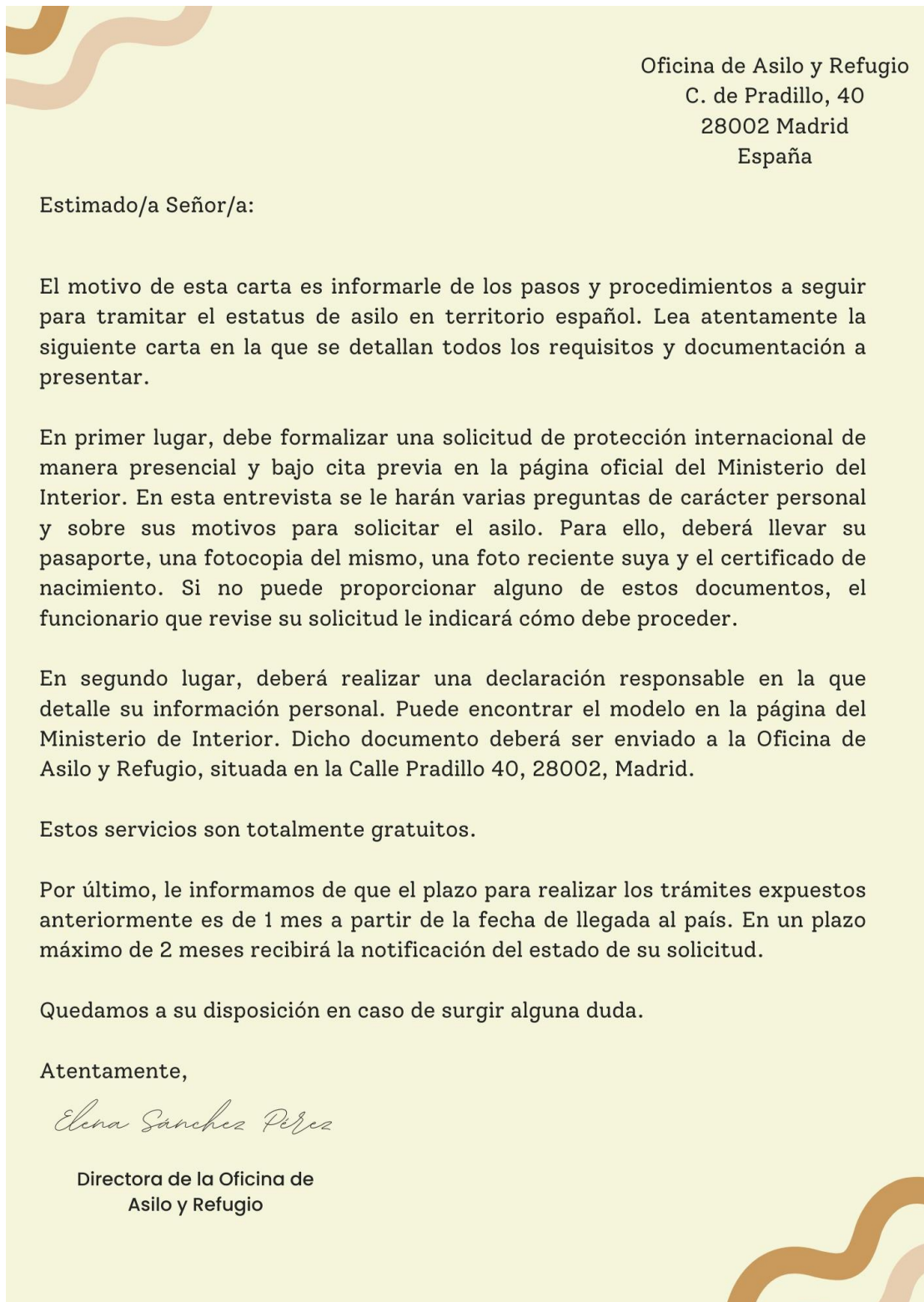
Imagine you have a friend who has recently fled their country and come to your town to live. He/she speaks no Spanish at all but speaks English well. He/she has received a letter in Spanish from the local council stating all the steps to follow to apply for asylum.

Write an email to him/her explaining the procedure he/she must follow.

(Remember this is not a translation activity)

Own creation

Appendix 11



Own creation

Appendix 12



Own creation

Appendix 13



Own creation. Images retrieved from Google Images.

Appendix 14



Own creation. <https://create.kahoot.it/details/52bb553e-0dcc-4e0>

Appendix 15

RUBRIC TO ASSESS THE ORAL PRESENTATION PROJECT

CRITERIA	EXCELLENT (9-10)	GOOD (7-8)	NEEDS IMPROVEMENT (5-6)	LOW PERFORMANCE (1-4)
PRONUNCIATION AND INTONATION	Modulates their tone of voice during the presentation according to the content and context. He/she speaks clearly and pronounces correctly.	Overall, he/she pronounces every word correctly even though he/she makes a mistake. In general, his/her tone of voice is correct.	He/she makes pronunciation mistakes that sometimes hinder comprehension. Intonation is not always appropriate.	He/she makes several pronunciation mistakes that hinder comprehension most of the time. Intonation is not appropriate at all.
CONTENT AND STRUCTURE	Introduces the subject and talks about every required aspect. The organization is excellent.	He/she explains the content correctly but omits an idea or concept. The organization is good.	He/she omits relevant ideas or concepts. The organization is not always good.	He/she does not explain the required content. The organization does not follow a logical order.

<p>FLUENCY</p>	<p>He/she speaks fluently and naturally.</p>	<p>There is some punctual interruption during speech but in general, he/she speaks fluently and naturally.</p>	<p>Discourse is not always fluent and there are some interruptions.</p>	<p>Discourse is not fluent nor natural at all. The message is not conveyed.</p>
<p>ORIGINALITY</p>	<p>The presentation is original and innovative. It shows great effort.</p>	<p>The presentation is original and innovative to a certain extent. Some aspects could be improved.</p>	<p>There is little originality and creative ideas.</p>	<p>There is no originality nor creative ideas.</p>

Own creation

Appendix 16

RUBRIC TO ASSESS THE WRITING TASK
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CRITERIA	EXCELLENT (9-10)	GOOD (7-8)	NEEDS IMPROVEMENT (5-6)	LOW PERFORMANCE (1-4)
ORGANIZATION AND STRUCTURE	The format is correct. Ideas are expressed correctly and are well-organized.	In general, all points and ideas are included and the format is correct. The organization is correct although some aspects could be improved.	Not all the required ideas and concepts are developed. The ideas do not follow a logical order that hinders the comprehension of the message.	The required ideas hardly appear and there is no logical order regarding concepts or sentences.
CONTENT	It includes every required paragraph. All information is included.	It includes every required paragraph but one of them does not have all the necessary information.	It does not include every required paragraph and one or two do not have all the needed information.	It does not include every needed paragraph and not all points and ideas are included.

GRAMMAR	He/she uses sentences of considerable grammatical richness. There are no grammatical errors.	He/she uses grammatically correct sentences. There are one or two grammatical mistakes but they do not interfere with the understanding of the message.	There are some important grammatical mistakes that sometimes interfere with the understanding of the message.	There are incomplete sentences. There are several grammatical mistakes that hinder comprehension.
VOCABULARY	He/she often uses a varied and complex lexicon, notably enriching the writing.	He/she usually uses an adequate and varied lexicon, and sometimes introduces words of a certain complexity.	He/she uses a basic lexicon but does not repeat words.	He/she uses a basic and poor vocabulary and often repeats words.
MEDIATION SKILLS (SUMMARISE, PARAPHRASING AND REGISTER)	He/she extracts the most relevant ideas, summarises them according to the appropriate register and uses	He/she extracts most of the important ideas, summarises them according to the appropriate register and	He/she extracts some of the relevant ideas but does not summarise them appropriately. Paraphrasing is barely used.	He/she does not extract any relevant idea and does not pay attention to register or paraphrasing.

	different words from that of expresses their meaning using the text. different words from the text.		
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Own creation

Appendix 17

IN-CLASS OBSERVATION CHECKLIST




- Student asks questions
- Student engages in his/her work
- Student exchanges ideas and opinions
- Student works collaboratively
- Student uses English to communicate
- Student pays attention during the lesson
- Student brings the materials required

Other observation notes



Own creation

Appendix 18

IN-CLASS DEBATES RUBRIC				
	Excellent	Good	Satisfactory	Needs Improvement
INFORMATION	The information presented is clear and accurate	Most of the information presented is clear and accurate	Most of the information presented in the debate was clear but there were some inaccuracies	Information had some major inaccuracies and was not clear
ORGANIZATION	All arguments were clearly connected to an idea and organised in a logical way	Most arguments were clearly connected to an idea and organised in a logical fashion	Only a few arguments were connected to an idea and most of them lacked being organised in a logical way	There is no sense of organization
REBUTTAL	All counter-arguments were accurate, relevant and solid	Most counter-arguments were accurate, relevant, and solid	Some counter-arguments were weak and irrelevant	Counter-arguments were not accurate and/or relevant
UNDERSTANDING OF TOPIC	The topic was understood in depth and the information was presented convincingly	The topic was understood in depth and the information was presented with ease	The main points of the topic were understood, but they were not presented correctly	There was not an adequate understanding of the topic

Own creation

Appendix 19

SELF-ASSESSMENT CHECKLIST

NAME _____

TEACHING UNIT _____

Tasks	1	2	3	4	5
I have accomplished the goals proposed					
I have actively engaged in the tasks					
I have exchanged ideas and opinions with my classmates					
I have worked collaboratively					
I have used the target language to communicate					
I have understood the tasks proposed					
I have asked questions when I had doubts about something					
I have practised all the language skills (listening, reading, speaking, writing and mediation)					
I have paid attention during lessons					
I have asked for help when needed					
I am proud of my overall performance					
What should I improve?					

Own creation