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 1º DE BACHILLERATO: INGLÉS

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2020

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Vº Bº

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1. GENERAL INTRODUCTION

Globalization has affected the needs of today's society. Citizens' mobility, the creation of the European Union, the constant technological development, are only some of the reasons that indicate how life in Spain and other countries is changing, and how language learning has become a necessity. More specifically, English has become a lingua franca among people who share different mother tongues (Harmer, 2007, p.20). English language and culture are on television, social media, the internet, music, art and they can be even found in our own L1. Therefore, it is essential to be aware of the expansion, consequences and importance of language acquisition and communication, as a high level of English proficiency is a real asset in the 21st century.

Having in mind the importance of language learning, the Spanish legislation and the norms proposed by the Common European Framework of Reference for Languages (hereinafter CEFR), I have designed this Teaching Programme with the purpose of teaching English as a Foreign Language to Spanish and/or non-Spanish L1 speakers (some of my students may not be native Spanish speakers). Thence, the main aim of this Teaching Proposal is to help them understand the importance of language learning and assist them to develop their English language communicative competences, their critical thinking, their autonomous learning, their social skills and their personality.

This Teaching Programme is divided into two parts: first, the theoretical and methodological framework on which my Teaching Programme is based; second, the detailed presentation of one of the teaching units proposed. The methodological part begins with a short presentation of Communicative Language Teaching, Task-Based Learning and the EFL Flipped Classroom Teaching Model. Even though the role of the teacher and the students is treated in this first part, I

have included a specific section that addresses the role of the teacher and the learner in the classroom of English as a Foreign Language. There, I present some of the qualities educators[1] should have, and how those can be useful in managing the classroom and enhancing motivation. Next, I describe the ways of assessment, the contents of the course and the temporal distribution. Moreover, in the second part of this Teaching Programme, the selected teaching unit is described in detail along with the two fully designed lesson plans.

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[1] To avoid repetitions, the words *teacher*, *instructor* and *educator* are used in this Teaching Programme to refer to the role of the EFL teacher in the secondary education classroom.

2. METHODOLOGICAL PRINCIPLES

2.1 Methodological Framework

2.1.1 Communicative Language Teaching (CLT)

Human beings started to produce sounds that later on turned into simple and then complex language systems as an effort to communicate with each other. Language learning and language acquisition are accomplished by actually using the language to communicate. This is the major principle which Communicative Language Teaching (hereinafter CLT) is based on.

As Harmer points out in his book *The Practice of English Language Teaching* (2007), CLT focuses on the desire people have to communicate and how communicative tasks can help them develop their language abilities (p.69-70). Therefore, the communicative competence is prioritised and practised through tasks[2]. In order for a task to be communicative, at least two interlocutors are needed; one of them has an information gap while the other has a message that needs to be conveyed successfully. As it is stated in the ORDEN EDU/363/2015, language learning is not about "conocer y saber algo sobre la lengua extranjera desde un punto de vista teórico, sino de practicarla, utilizándola para comunicar y comprender en situaciones reales." (p. 32232). In CLT, teachers try to design real-life communicative tasks using a variety of authentic materials and language while providing students with constructive feedback without interfering (Harmer, 2007, pp. 69-70). The same idea of the importance of authentic materials and real-life situations in the EFL classroom is confirmed by the ORDEN ECD/ 65/2015,

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[2] The concept of *task* is addressed and explored later in section 2.2. of this Teaching Programme.

Para potenciar la motivación por el aprendizaje de competencias se requieren, además, metodologías activas y contextualizadas. Aquellas que faciliten la participación e implicación del alumnado y la adquisición y uso de conocimientos en situaciones reales, serán las que generen aprendizajes más transferibles y duraderos (p. 7003).

This is likewise endorsed by Celce-Murcia's (2007) idea of real-life discourse and authentic tasks (pp. 51-52), and by the CEFR (2001) as regards the use of authentic discourse (p.151). Nevertheless, communication can be verbal as well as non-verbal. In order to avoid breakdowns in communication, learners not only need to be equipped with language structures, but also with proper cultural awareness of body language and gestures in the foreign language. Likewise, they need to familiarise themselves with the importance of using the correct register.

CLT has changed the way English as a Foreign Language is taught. In my view, Richards's quote summarises all the main aspects that CLT includes and teachers need to take into consideration while preparing their teaching/learning proposal. According to him (2006),

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (p. 2).

This Teaching Programme explores all these key aspects in detail; however, I would like to briefly comment on some of them here, namely the goals of language teaching, how learners learn a language, and classroom activities.

Firstly, the goals of language teaching are the competences the instructors want the students to master. Traditionally, people falsely believed that language acquisition equals linguistic competence. Important though linguistic competence obviously is, it is just one of the many abilities a speaker needs to develop. Drawing on Widdowson (1978), the speaker needs to conquer both the 'use' and the 'usage' of the language as well as its 'significance' and 'value'. The term

'use' applies to the knowledge of the linguistic rules while the term 'usage' applies to the ability to follow these rules properly. By 'significance', he refers to the meaning of words and sentences outside a communicative context while 'value' is the meaning these words and sentences gain when they are contextualised (as cited in Ohno, 2006, p. 27). Moreover, Canale and Swain talk about the importance of grammatical competence as well. According to them, it comprises the morphology, semantics and phonology of the words (as cited in Ohno, 2006, p. 29). In other words, the knowledge of language forms such as grammar, vocabulary and syntax are not neglected. Teachers are both interested in the fluency and the accuracy of their students when using the English language. Canale and Swain also consider sociolinguistic and strategic competences. The former involves the "speaker's intentions", the ability to interpret what the speaker says or wants to say, while strategic competence is what defines verbal and non-verbal communication and how to avoid communication breakdowns (as cited in Ohno, 2006, p. 29). Celce-Murcia (2007) refers to the strategic competence in learning English as a Foreign Language as "an available inventory of communicative, cognitive, and metacognitive strategies that allow[s] a skilled interlocutor to negotiate meanings, resolve ambiguities, and to compensate for deficiencies in any of the other competenc[i]es" (p. 44). Consequently, we are interested in what speakers can do, the degree of meaningful communication they can reach by using the language, instead of focusing exclusively on what language forms they should study. Linguistic competence is important because it deals with the systems of the language (i.e. grammar, lexis, phonology and pragmatics), but it is one of the many competences students should work with. This idea is supported by the Spanish law, which points out that the key competences that the learning process has to take into account are: a) Competencia en comunicación lingüística, b) Competencia matemática y competencias básicas en ciencia y tecnología, c) Competencia digital, d) Aprender a aprender, e)

Competencias sociales y cívicas, f) Sentido de la iniciativa y espíritu emprendedor, and g) Conciencia y expresiones culturales. (cf. ORDEN ECD/65/2015, p.4).

Secondly, extra emphasis is put on how learners learn a language. The protagonists of the classroom are the learners and their individual needs rather than the teacher. Students acquire knowledge by doing things, experiencing with language structures, negotiating meaning and attending to the feedback provided to them either by their peers or their teacher (Richards, 2006, p. 4). In other words, language learning is accomplished through trial and error (Scrivener, 2005, p. 298). Students need to be risk takers while teachers are responsible for creating a safe environment, where committing errors is expected and is conceived as part of the learning process.

In this context, and in the third place, by using CLT, classroom activities have also changed. Since language acquisition is obtained through meaningful interaction, teachers have to provide students with contextualised learning opportunities and communicative real-life scenarios to assist in the development of their competences. Consequently, students acquire a more active role in the classroom and work in different groupings, in an effort to understand how language works. They need to take responsibility for their own learning and the teacher is there to offer them various possibilities to do that, to facilitate the learning process and to make them aware of the paramount importance of learning to learn. Thus, the activities have to be well-designed and make room for fluency as well as accuracy practice. Moreover, the four skills have to be interrelated as much as possible, just like in real life communication. In CLT, even the syllabus itself is communication-oriented, meaning that the communicative context and the abilities that students are expected to master are clearly presented and highly prioritised.

Overall, the purpose of language teaching is the development of students' competences as mentioned in the Spanish law and the CEFR. In CLT, communicative competence is the result of the combination of more competences such as linguistic, sociolinguistic, grammatical, etc. that students need to develop while learning a foreign language. The teacher has to bring to class different interaction patterns and authentic material to support the teaching/learning process. For all the reasons aforementioned, I have decided to frame my Teaching Programme within CLT as the cornerstone of its methodological tenets.

2.1.2 Task Based Learning (TBL)

One of the approaches[3] I have decided to include in the present Teaching Proposal is Task Based Learning (hereinafter TBL). In my view, the way it is structured permits meaningful communication and fluency without neglecting accuracy. Moreover, the completion of a task comes through group or pair work, just like in real-life situations people need to collaborate with others to complete a project or solve a problem. Collaborative work has proved to be essential in foreign language learning, since it rises the learners' attention and engagement level (Sato & Ballinger, 2016). Consequently, learning and communicative skills can be easily integrated. Furthermore, TBL is learner-oriented and promotes students' autonomous learning while the teacher supports and guides the students throughout the learning process.

In order to have a better understanding of TBL, I would like to clarify the term 'task'. Jane Willis (1996) explains that "By 'task' [she] mean[s] a goal-oriented activity in which learners use

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[3] Both Willis (1996) and Ellis (2009), on whom I largely rely for the development of the TBL framework in the present Teaching Programme, seem to agree that TBL is an approach to teach English as a Foreign Language.

language to achieve a real outcome." (p. 2). Drawing on Nunan's definition (2004), a pedagogical task

> is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form (p. 4).

In a TBL context, learners are thus asked to produce language in an autonomous way by using all the resources available. Then, the class can focus on specific language forms arising from the task and the topic chosen. As Willis (1996) affirms, "learners begin with a holistic experience of language in use. They end with a closer look at some of the features naturally occurring in that language." (p.1). Learners work with the language freely, focusing firstly, on the meaning and secondly, on the structures to accomplish communication. The fact that the emphasis on form is not a high priority from the beginning of the task can be very motivating for the students. More explicitly, students are first asked to produce language and then, to focus on form or on specific language items that the teacher observed they have problems with. Consequently, TBL creates an atmosphere of active and autonomous learning via trial and error (Scrivener, 2005, p.298).

Following Willis's (1996) task framework, the structure of TBL includes: a Pre-task, a Task Cycle (Task, Planning, Report and Post-Task) and Focus on Form. However, in this Teaching Proposal, I have slightly adjusted this framework by adding a Roundup stage after the Focus on Form so that students may have the opportunity to demonstrate what they have learnt throughout the task procedure. The TBL structure is explained below according to the order used in this Teaching Proposal (Pre-Task, Task-Cycle, Focus on Form and Roundup).

The Pre-task corresponds to the introduction of the topic of the task itself (Willis, 1996, p. 4). Students can be easily motivated and willing to participate because they can express their ideas

freely and think of the best way to complete the task. Hence, the Pre-task works as a self-confidence booster and helps students develop their social competence. Moreover, it is considered a warm-up or lead-in that prepares learners for the actual task and raises their interest in the topic. The teacher helps students to understand the topic of the task and points out lexis that is immediately relevant to the completion of the task, for example.

As regards the Task-Cycle (Willis, 1996, p.5), it consists of various stages, starting with the task itself. The students are divided into pairs or groups to complete the task. The focus is on fluency and communication. Learners complete the task by relying on their own knowledge (Ellis, 2009, p. 223). Once the task is finished, the Planning/Report stage begins. The teacher asks the pairs/groups to report on their work in class. The focal point, now, is the structure, register and accuracy. The teacher can choose a spokesperson from various pairs/groups to present their work to their peers: presentations, public speaking, speaking and writing are skills that students practise at this stage. During the report stage, the teacher asks the rest of the pairs/groups to participate and/or take notes and/or assess their peers. This way, the teacher can make sure that the whole class attends actively and is prepared to intervene. Furthermore, during the Task Cycle, the teacher can monitor the class, provide students with help whenever necessary and note down their common errors so as to implement additional explanations and practice on ambiguous language structure in his/her future lessons.

Concerning the Post-Task (Willis, 1996, p.6), at this stage, students will be given an example of the task they have just completed and compare their work with the one in the sample. Frankly, this part is essential because students can evaluate themselves or their peers and become self-conscious of what they know and what they have to keep practising. Self-assessment fosters autonomous learning and encourages students' awareness of their learning progress (CEFR, 2001,

p. 227); thence, these are important qualities that need to be enhanced in order for learners to be able to learn to learn.

Last but not least, in the Focus on Form stage (Willis, 1996, p.6) grammar, lexis, syntax and register can be further analysed. Rod Ellis (2009) clarifies a bit more the term 'focus on form' by drawing on Long's (1991) idea that the activities the learners are asked to do to practise those language forms should be contextualised (p.232). To do this, teachers should provide the class with context through which learners can elicit specific grammatical forms, vocabulary and language structures in an effort to comprehend the information and interact with their peers. The teacher becomes a facilitator, an enabler rather than an explainer (Scrivener, 2005, p.25) and assists students to internalise language concepts.

Finally, the TBL framework is completed with a Roundup of the same or similar task. Skills integration (Ellis, 2009. p. 224) is enhanced by giving the students the opportunity to produce language once again in order to consolidate what they have just learnt. However, it is important that the same task is not repeated each and every time. In an effort to maintain the interest of the class, teachers should ask students to either complete a different task, yet similar to the initial provided, or the same one by changing some variables (e.g. the register, etc.).

Although TBL is a very promising and effective way of teaching, I reckon it can be challenging enough if students have not been exposed to it before. Therefore, it is important to clearly explain what the expectations are and how students should cope with tasks. The teacher must be more supportive until students get used to the rationale of the TBL framework, by giving them time and clear instructions. Constant feedback given either by the teacher or by the peers is also essential for the successful completion of the tasks. In spite of this, I strongly believe that TBL is an important methodological approach which promotes collaborative and peer work, skills integration

and communicative language learning. For all these reasons, I considered TBL, together with the EFL Flipped Classroom Teaching Model, the main methodological approaches to create my Teaching Proposal.

2.1.3 EFL Flipped Classroom Teaching Model (EFL-FCTM)

The present Teaching Programme likewise relies on the EFL Flipped Classroom Teaching Model (hereinafter EFL-FCTM). According to Keengwe, Onchwari & Oigara (2014), "The flipped classroom is an instructional approach that educators use to turn the traditional classroom lecture model into a more active learning classroom" (p. xviii). It offers the possibility of a reverse class in which students are given material to prepare for the next class at home and the actual lesson is devoted to the production of language and the development of learners' skills and competences.

The use of the EFL-FCTM can be very beneficial for various reasons. First of all, it engages students to participate in in-class activities. Having worked on the topic in advance, even shy and timid students feel equipped to answer the teacher's questions and contribute to the lesson. Secondly, the EFL-FCTM allows for a variety of interaction techniques. Students can work in different groupings such as pair and group work as well as individually at home, following their own pace and going back to their material as many times as necessary. As a result, they are slowly transformed into autonomous learners, since it is their responsibility to be ready for the next class. The EFL-FCTM echoes what the ORDEN EDU/363/2015 explains about the need of active methodologies in the teaching/learning process in Bachillerato since the learner is always active and responsible for his/her learning; at the same time, it confirms that motivation is highly related to participation and autonomous learning (p. 32525).

Furthermore, as pointed out by Alsowat (2016) and confirmed by Ayçiçek & Yanpar Yelken (2018), learners work on their higher order thinking skills during the actual lesson. According to Bloom's Taxonomy Pyramid, the higher order thinking skills or HOTS (i.e. analysing, evaluating and creating) require a demanding cognitive process on the part of the learner. On the contrary, the lower order thinking skills or LOTS are not that demanding since they focus on remembering, understanding and applying already given information (Alsowat, 2006, p. 110). Consequently, students start being critical thinkers. The EFL-FCTM allows students to develop their LOTS outside the classroom, by working at home autonomously while they can work on their HOTS inside the classroom, with the guidance of the teacher along with collaborative work among them. Besides, HOTS are necessary in real life, since individuals need to be able to solve problems, think critically, analyse and evaluate different options and make decisions. For these reasons, I believe that they are crucial, and they should be part of our teaching/learning objectives if we want to improve the society we live in.

The EFL-FCTM follows a specific structure. First of all, as I have already mentioned, the LOTS are usually developed at home, while the HOTS are worked in the classroom with the help of the teacher and the contribution of every student. Secondly, the teacher provides the students with the material they need to work with, such as videos, audios, readings, dictionary entries, etc. by uploading it to the virtual classroom; in other words, the students' homework is to prepare themselves for the next lesson and upload their work to the platform meeting the deadline set by the teacher. Usually, the instructor is the one designing the material. In this Teaching Programme, however, apart from designing such material, I will provide students with authentic or adapted materials, whenever possible, bearing in mind their needs, abilities and difficulties. Once the students come to class, I will try to clarify doubts, solve any problems they may have or go through

the main ideas briefly to make sure everyone has understood them. Then, active and collaborative learning will take place.

In this Teaching Programme, the EFL-FCTM will be mainly applied in two cases; on the one hand, to prepare the class for the topic and the task; and, on the other, to present vocabulary necessary for the completion of the task and idioms. By using the EFL-FCTM to prepare the learners for the topic, I can activate their prior knowledge and LOTS at home and use the classroom time for the development of the four skills. Hence, my students' attention and interest are triggered. As far as using the EFL-FCTM for presenting vocabulary is concerned, I trust that it can be a motivating way to engage all students in the teaching process. Choosing authentic material for the teaching/learning process usually comes with vocabulary that can be demanding for the students' level of English proficiency. As a result, this vocabulary that is not a high priority in the specific session or teaching unit (yet can assist students in the completion of the task), is presented to them through the EFL-FCTM. The teacher chooses lexis that he/she believes the students should familiarise themselves with, in order to complete the task successfully. Additionally, the EFL-FCTM is used to help students learn and internalise idioms mainly in the teaching unit 8 (see 2.4.1 Teaching Units pp. 35-36), where many idiomatic structures are presented; drawing on my teaching experience so far, students find them quite demanding. For this reason, a PowerPoint presentation with images that correspond to the relevant idioms is uploaded to the virtual class to prepare students for the lesson and help them revise. Consequently, learners' self-confidence and productivity are increased. Moreover, the EFL-FCTM provides the class with more classroom time to spend on aspects that are usually less treated in-class, but equally essential for a communicative class, such as pronunciation, intonation and/or register. Furthermore, in the EFL-FCTM students can follow their pace, go back to their material as many times as they wish and reflect on what

they have learnt before coming to class. However, for the EFL-FCTM to be effective, feedback after the completion of every stage of the learning process is crucial because students need to become aware not only of their learning progress, but also of their weaknesses. Feedback can be given either through the virtual class or in person, especially in cases that the teacher considers that specific terms and/or ideas should be clarified.

To conclude, the EFL-FCTM can be very engaging because of the use of the virtual class and technology in the teaching/learning process. It is clearly based on the principles of CLT, as learners have to work in various communication patterns, become self-aware of what they know and what they need to learn, become autonomous and active participants. Nonetheless, it is really demanding for both teachers and students, and for this reason it may not be applied in each and every teaching unit.

2.2   The Role of the Teacher and the Learner in the EFL Classroom

2.2.1 The Role and Qualities of the EFL Teacher

According to the aforementioned methodological framework, the teaching/learning process has to be student-oriented, and the specific needs of each student become a priority for the teacher. Based on that, I would like to focus on the word 'teacher' itself. It derives from the verb 'to teach', so it focuses on the importance of the person who teaches rather than the person to be taught, the learner. I prefer to see myself, as an εκπαιδευτικός < ἐκ + παιδεύω< παῖς (i.e. ekpaideutikos< ek+ paideuw< pais), a term deriving from the ancient Greek word παῖς, as cited in Hofmann's dictionary (1989), which stands for the word kid, the learner. The best translation in English could be a combination of a teacher and a tutor. So, even though the teacher is a facilitator and not the

centre of the teaching/learning process, s/he has fundamental responsibilities related to his/her discipline and the classroom management.

At this point, I would like to express my personal views regarding the qualities that make a good English teacher. One of the roles of an English language teacher is to be an expert of his/her discipline, a resource for the students whenever they need it. However, apart from that, a good teacher needs to have extensive knowledge of teaching methodology and pedagogy, so as to help students to develop their communicative competences and become autonomous learners. Therefore, teachers need to try to elicit information from the students, help them to learn inductively and facilitate the learning process. Furthermore, teachers need to be "planner(s)" and "resource developer(s)" who can engage their class and promote critical thinking (Harden & Crosby, 2000, pp. 340-342). Good teachers realise the responsibility that lies in their shoulders and the impact they can have on the new generation. For these reasons, they should be creative to design their own materials based on interesting topics for the students, as well as to promote collaborative and individual work. They can also create interactive and contextualised tasks where learners need to think, evaluate, analyse or produce language, instead of just repeating language structures already provided to them. As Krashen affirms (2013), learners improve along the "natural order" when they receive second language input that is one step beyond their current stage of linguistic competence. For instance, if a learner is at a stage "i", then acquisition happens when he/she is exposed to "Comprehensible Input" that belongs to level "i + 1" (p.4).

As far as the educator's role in managing the classroom is concerned, there are various parameters that should be taken into account. Creating a safe, motivating and respectful classroom environment should be of high priority. The learning process cannot take place if the students feel threatened or worried to be mocked. To guarantee a safe and fair environment for my class, I will

invite all students to actively participate in the creation of a classroom rules contract at the beginning of the course. This way, they eventually create themselves the classroom contract and become aware of the behavioural courtesy expected of them throughout the academic year and the consequences of breaking the rules. As a result, I will make sure they realise from the beginning about the importance of using positive language while making the classroom rules, to demonstrate and embrace actions that they can do, instead of those they cannot do.

In addition, teachers have to detect the dynamics in the classroom too. Groupings are essential in a communicative class because they offer opportunities for interaction and language use among learners. However, students bring to class their personality, attitudes (cf. CEFR, 2001, p.106) and their different levels of English proficiency. These elements can promote or prejudice the results of pair and group work. Teachers need to be aware of these parameters, decode the type of relationships appearing in class and create groups that consist of students who can work together and help each other.

Moreover, another important aspect in the role of the teacher is body language decoding. On the one hand, the instructor needs to know his/her learners biologically, socially, psychologically and cognitively (Liakopoulou, 2011, p.69). Body language such as face expressions, eye contact or gestures can work as indicators of learners' emotional state and interest. According to Gower, Walters & Phillips (1983), non-verbal communication, such as eye-contact can also be essential to build rapport, show empathy and understanding of the student's situation and boost self-esteem (pp.8-9). As a result, educators need to pay extra attention to these details and use themselves this type of body language in order to approach all students, build communication bridges, prevent disturbance and assure that everyone is learning. In addition, the teacher's non-verbal communication and professionalism in the classroom is also reflected in his/her appearance and

style (Rossman, 1989, as cited in Zeki, 2009 p. 1444). Appearance can affect the way society perceives us whether we like it or not. Hence, instructors' reactions and movements in the classroom are important too. After all, the teacher can become a role model for the students, who undergo a challenging period of their lives in an attempt to construct their own personal identity (Harden & Crosby, 2000, p. 338; CEFR, 2001, p.144). Consequently, an instructor should make a good impression, be responsible, trustworthy and respectful, because s/he can have an impact on the new generation.

Furthermore, a good teacher needs to have some specific personality traits and "a sense of humour" is one of them (Malikow, 2005, p.7). Knowing when the students need to relax for a while, knowing how to do that and how to control it in order to keep them working is a skill that derives from the teacher's personality and, in some cases, can be trained. Effective use of humour in class can diminish tension and increase motivation. Creating a relaxing environment every now and then, especially for students in the 1st year of Bachillerato, who have already started thinking and preparing for the state exams, is sometimes even necessary. According to Malikow (2005), patience, enthusiasm and creativity are some more personality traits that define a good teacher (p.7). Organisational skills, flexibility (Malikow, 2005, p.7) and adaptability are important qualities for a teacher as well. Lesson plans need to be well structured and objectives have to be clear. The students are the protagonists of the learning process. As a consequence, the learning process can change according to their daily needs and energy. Teachers have to be able to detect the vibes of the class and adapt their activities accordingly. However, adaptability and flexibility come with experience and after getting to know the group.

To conclude, the role of the teacher is not restricted to his/her discipline. Good teachers need to have transmissibility, enthusiasm, creativity, organizational and communication skills, humour

and adaptability. They must be familiar with updated teaching methodology, be able to multitask to control the teaching/learning process and manage the classroom, create bridges of communication, be patient and be ready to receive rejection. Educators work with human beings; there are cases when their work may not be appreciated, no matter how hard they try. However, the happiness and satisfaction received when their effort is acknowledged is beyond words.

2.2.2 The Role of the Adolescent Student in the EFL Classroom

The adolescence is one of the most crucial periods in life. It is a transitional stage where biological, mental and emotional changes happen constantly. Due to teenagers' constant development, being an EFL teacher in the secondary education is very demanding.

Having worked with children and teenagers in private education, I deliberately chose to turn to secondary education. In my humble opinion, adolescence is an amazing period to teach and influence the new generation. As Hall points out, teenagers' biological development is connected to brain development (as cited in Arnett, 2006, p. 190), so they begin to make connections and think critically. Consequently, the teaching/learning process should be based on communicative tasks designed to trigger this type of rational thinking.

Additionally, Hall asserts that teenagers are under an emotional crisis (as cited in Arnett, 2006, p.186) while Harmer (2007) adds that "adolescence is bound up, after all, with a pronounced search for identity and a need for self-esteem" (p. 83). Hence, although adolescents, in their effort to discover who they are, are usually willing to participate actively because of the lack of confidence they sometimes have in themselves, risk-taking and participation are minimised. So, building an excellent rapport not only between the teacher and the students, but also among the students, is

fundamental for a successful communicative EFL class. Once adolescents feel that the classroom environment is safe and stable, and the teaching/learning process is engaging and focused on their needs, they can freely express their ideas and 'shine'. This belief is confirmed by the affective filter hypothesis developed by Krashen (2013), who claims that highly motivated and self-confident learners with a low level of anxiety are better equipped for second language acquisition. On the other hand, demotivated and anxious learners tend to have a higher affective filter that restrains the comprehensive input from being used for acquisition (p. 4).

It is worth noting that students do not come to class as a *tabula rasa*. On the contrary, they bring their idea of the world, prior knowledge of languages (mother tongue, English or more), as well as their ability to think and their personal needs, no matter how diverse they can be. In order to enhance students' participation, teachers should follow a teaching/learning process as personalised as possible, so as to satisfy the necessities of each learner. Also, they should reduce their talking time while redeeming students' talking time during the lesson. Promoting students' talking time is necessary for a student-centred learning process. This way of learning can be accomplished by letting students express their thoughts and correct themselves or be corrected first by their peers and then by the teacher. This way, more interaction opportunities are given to them and more chances to internalise knowledge are possible.

However, teenagers have been accused of being, most of the times, demotivated, uninterested, tired and bored. All these behaviours are completely natural if we take into consideration all the transitions they undergo simultaneously. Nevertheless, drawing on my teaching experience and recent studies, boredom can also be a reaction against the lack of challenging or over-challenging tasks (Acee et al., 2010).

In CLT, TBL and the EFL-FCTM, learners are the protagonists of the teaching/learning process. Their needs are prioritised while designing the annual Teaching Programme. Basic knowledge of the psychology of the adolescents and proper awareness of the profile of the students encountered in the teacher's classroom, combined with the appliance of communicative principles can lead to a successful language acquisition.

2.3   Assessment

2.3.1 Formative, Continuous and Alternative Assessment Techniques

During the last decades, the role of assessment has become more and more pivotal in the teaching/learning process. The Spanish educational system is trying to detach itself from the exam-centred ideology and embrace various ways of evaluating learners' knowledge. In this Teaching Proposal, I will explain the benefits and importance of formative, continuous and alternative assessment and the different ways selected for assessing my students throughout the English course.

The ORDEN EDU 363/2015 and the CEFR try to foster a learner-centred and competence-based teaching/learning system. Saulnier, Landry, Longenecker & Wagner (2008) call this effort to swap the interest from the teacher to the learner and his/her capacities the "Paradigm Shift". In order for the "Learning Paradigm" to take place, the aim of the high school "is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners…" (p. 170). However, if the educational system wants to promote student-oriented learning, it needs to

alter the ways of assessment because teaching is determined by how assessment is done (Guay, 1997; Brown, 2005, pp.81-82). Consequently, teachers' expertise in evaluation and assessment should be considered the cornerstone for a robust and enduring learning (Volante & Fabio, 2007) and it should be in accordance with the competences the learners need to develop. As it is clearly stated by the Ley Orgánica 8/2013, "los criterios de evaluación [should demonstrate] [d]el grado de adquisición de las competencias y [d]el logro de los objetivos de cada enseñanza y etapa educativa" (p. 97868).

Assessing the learners is not an easy process and should be planned as thoroughly as possible. Every activity used in the classroom can be transformed into an assessment activity as long as it complies with the correct criteria. First of all, assessment should be valid. More explicitly, as Biggs (1999) affirms, the objectives of the class must be "constructively aligned" with the methodology used to accomplish the achievement of those learning objectives and the type of assessment applied to confirm that the objectives have been reached (as cited in Rust, 2004 p. 1).

Another characteristic of a good assessment technique is variety. Traditionally, assessment was based on "a narrow range of skills" (Rust, 2004, p. 2) and it was mainly summative, exam-oriented and rote. However, the CEFR (2001) explicitly favours formative assessment because "it aims to improve learning" through an "ongoing process of gathering information on the extent of learning, on strengths and weaknesses which the teacher can feed back into their course planning and the actual feedback they give learners" (p.186). Additionally, the CEFR (2001) insists on the necessity of a continuous assessment "by the teacher and possibly by the learner of class performances, pieces of work and projects throughout the course" (p. 185). This idea of formative and continuous assessment assists students to become mindful of their learning achievements and weaknesses, while making teachers aware of the development of their competences. Moreover, formative and

continuous assessment are in correspondence with the evaluation by competences that the law recommends.

Additionally, as Hamaya (1995) points out, attention should also be paid to the idea of classroom "authentic" and "performance-based" assessment that is integrated into the daily learning process (as cited in Atta-Alla, 2012, p. 3). This type of assessment is known as alternative assessment: it facilitates and fosters the teaching/learning process as it promotes objectivity by respecting diversity in learning styles, intelligences, language proficiency, cultural characteristics, etc. (Atta-Alla, 2012). Alternative assessment complies with what Rust (2004) calls fairness in evaluation, since learners are assessed in many and different ways that promote different learning styles, offering the possibility to demonstrate what they have accomplished so far.

Alternative assessment favours feedback as well. Drawing on Sally Brown (2005), "If assessment is to be integral to learning [as it is the case with alternative assessment], feedback must be at the heart of the process" (p. 84). As teachers, we need to facilitate the learning process but also make the students aware of their performance. Feedback should be provided after the completion of each activity and as fast as possible. Learners "need feedback when they have done well, to help them understand what is good about their work and how they can build on it and develop further" (Brown, 2005, p. 84). The reason why I have chosen to include TBL in my Teaching Programme is because, among other advantages, it offers many possibilities for language production with the aim of task completion as well as excellent opportunities for feedback, after the completion of each stage. Consequently, students have many chances to improve. At the same time, being exposed to TBL in combination with the EFL-FCTM, in my opinion, fosters learners' self-awareness during their learning process.

As I have already explained, I will present the ways I am going to assess my students during the whole English course following the principles of formative, continuous and alternative assessment and the suggestions provided by Atta-Alla (2012). Drawing on them, I will use the following assessment techniques:

Checklists: to confirm what the students know or do not know, to verify their skills and attitudes and to follow their language learning progress over a period of time (Atta-Alla, 2012, p.8).

Content Area Log: Learners create a 3Ws content area log that indicates "what they understood, what they did not understand, and what measures they will take to enhance their understanding of the content" (Atta-Alla, 2012, p.8).

Graphic Organizers: "EFL teachers can assess students' language learning progress, ability to summarize, compare, classify, sequence, create pictorial representations of concepts through using graphic organizers such as graphs, drawings, diagrams, charts, etc." (Atta-Alla, 2012, p.9)

Observations: EFL teachers "can collect data on and informally assess students' behaviours, attitudes, skills, concepts, and processes by observation. To make these observation notes formal, teachers can include checklists, video, audio recordings and photos" (Atta-Alla, 2012, p.10).

Oral Presentations: to assess students' oral fluency. "These oral presentations can include a variety of forms such as speeches, storytelling, retellings, recitations, drama, videos, debates, and oral interpretation" (Atta-Alla, 2012, p. 10).

Peer Assessment: "Teachers can ask students to reflect on, make judgments about, and evaluate their peer's behaviour and performance through using peer-assessment sheets" (Atta-Alla, 2012, p.10). As Patri (2002) confirms, "when assessment criteria are clearly set, peer feedback will enable students to make judgements of their peers comparable to those of the teacher" (p. 125).

Portfolio: "These are records of students' process of learning. They can include samples of all students' work and learning activities such as tests, quizzes, audio and video recordings, writing samples, artwork, notes, etc." (Atta-Alla, 2012, p.10). According to the ORDEN ECD /65/2015, "El portfolio es una herramienta motivadora para el alumnado que potencia su autonomía y desarrolla su pensamiento crítico y reflexivo" (p. 7003).

Role Plays: Students are encouraged to participate in role playing activities and practise what they have learned by playing different roles. These role plays should be recorded for evaluation purposes (Atta-Alla, 2012, p. 11). In this Teaching Programme, the role plays will be recorded and included in the portfolio.

Rubrics: Teachers can design performance assessment rubrics to assess students' speaking or writing skills (Atta-Alla, 2012, p.11).

Summaries: "EFL teachers can ask students to write summaries of the class readings" (Atta-Alla, 2012, p.12). In this Teaching Proposal, summaries will be also used for other types of texts (oral or written) as an assessment method, after having worked with them.

For the trimestral and end-of-year evaluation of the students, an exam following the principles of the active methodologies (CLT, TBL and the EFL-FCTM) presented throughout this Teaching Proposal will be used to further assess the students' performance and competences. These trimestral and end-of-year exams will be done once Unit 3, Unit 6 and Unit 8 are completed and they will include language from all previous teaching units.

2.3.2 Error Correction in Writing Tasks

As I have already mentioned, the entire Teaching Programme is based on the idea of learning through trial and error (Scrivener, 2005 p. 298) and stresses the importance of taking risks in the teaching/learning process. Errors are clear evidence that learning is accomplished, since students commit errors while experimenting with the new language structures in an attempt to convey a message and communicate. In this Teaching Proposal, error correction in writing tasks is treated in an engaging and non-threatening way.

In my opinion, errors that are related to the current level of English proficiency of the learners should be corrected. If they are many, the most important should be selected, and once the students have internalised the language structures corrected, others can be added gradually. As Lee (2005) explicitly states,

> Excessive attention to errors may prove frustrating for students and exhausting for teachers. When teachers treat errors comprehensively, the onus of error correction is inevitably on themselves, which makes students reliant on teachers. Also, when teachers zero in on students' errors in writing, there is less time for feedback on other perhaps more important aspects of writing such as content and coherence (p. 2).

In order to enhance learners' autonomy and engagement, the error correction in the writing tasks is based on self, peer and teacher correction. Before the students hand in their final draft, they have various opportunities to go through their piece of writing again and check it, either with the help of their peers or of their teacher. This way, students become self-conscious of their learning progress and they do not rely on the teacher alone. As a facilitator of the teaching/learning process, the teacher creates an error-correction code with the class, so everyone is aware of the symbols and their meaning in writing tasks correction. The code is used to indicate the position and the type of error made, so as to activate students' ability for self-correction (Scrivener, 2005 pp. 300-301). A sample of the error-correction code is presented in **APPENDIX 11**.

To conclude, I reckon that the principles of error correction that are evident throughout this Teaching Programme, along with the error-correction code designed for the writing tasks, are compatible with the communicative approach embraced by the Spanish legislation and the CEFR. Furthermore, TBL and the EFL-FCTM offer numerous opportunities for communication and feedback, so I consider them beneficial for this Teaching Proposal.

2.4   Contents of the Course

2.4.1   Teaching Units

The present Teaching Programme is designed for a class of the 1st year of Bachillerato in the autonomous community of Castilla y León. Drawing on 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*, the Ley Orgánica 8/2013*, de 9 de diciembre, para la mejora de la calidad educativa* and the *ORDEN EDU/363/2015, de 4 de mayo,* where the curriculum for the 1st year of Bachillerato in Castilla y León is clearly explained, I detail the contents of the first foreign language (i.e. English as a Foreign Language) that I have included in my Teaching Proposal. The four blocks (i.e. Comprensión de Textos Orales, Producción de Textos Orales: expresión e interacción, Comprensión de Textos Escritos, and Producción de Textos Escritos: expresión e interacción (cf. ORDEN EDU/363/2015, pp.259-267)) are present in every unit of this Teaching Programme. Additionally, during the academic year there are various cultural festivities that coincide with some of the teaching units developed in this dissertation. Hence, a part of those teaching units is devoted to those festivities to raise learners' cultural awareness in a contextualised

and communicative way (e.g. Unit 2 coincides with Halloween, so learners will discuss about Halloween in relation to the topic/grammar/vocabulary presented in the corresponding unit). As far as the assessment of the writing skills is concerned, all the evaluated writing activities will be included in an individual portfolio once they have been assessed following the error correction process described in the assessment part of this Teaching Proposal. Finally, sociocultural aspects such as courtesy, politeness, turn taking and non-verbal communication will be practised throughout the course. The proposal is divided into eight teaching units, whose topics and contents are as follows:

UNIT 1: DON'T JUDGE A BOOK BY ITS COVER

The English course for the academic year 2020-2021 starts with this unit. As students come back to school for the first time after the summer break, some time will be devoted to ice-breaking activities, explanation of the syllabus, objectives of the course, ways of assessment as well as the design of a classroom rules contract, which is essential for a productive teaching/learning process. The topic of Unit 1 is first impressions in personal/professional life and relevant vocabulary such as adjectives of personality (e.g. *creative, bossy, adventurous, generous*) and nouns deriving from them, descriptions, professions (e.g. *flight attendant, fishmonger*), routines (e.g. *get up, have breakfast, walk the dog*), adverbs/expressions of frequency (e.g. *usually, often, rarely*). The grammar points of the unit are (1) the present tenses, (2) the stative verbs (e.g. *have, like, seem, look=seem*) and (3) expressions to give advice (e.g. *Why don't you…?, Have you ever tried…?*). Learners work throughout the unit with tasks and are expected to use the grammar points and vocabulary presented. Additionally, the phonological focus is on the pronunciation of the phonemes **/ə/** (e.g. *adventurous* /ədˈventʃ(ə)rəs/, *generous* /ˈdʒenərəs/), **/-ɪŋ/** in *-ing* endings of

continuous verbal forms, and /ŋ/ (e.g. *fishmonger* /ˈfɪʃˌmʌŋgə(r)/, *sing* /sɪŋ/). Students will be asked to do a role play of an interview in pairs, following the example of a video. They will record themselves and they will be evaluated through a rubric. Then, they will be asked to write a description of their personality and the ideal job for them. This writing activity and the recorded role play will be added to their portfolio.

UNIT 2: MYTHS & LEGENDS

In this unit, the topic to be discussed through the completion of tasks is crime. Students learn vocabulary relevant to crime (e.g. *pickpocketing, murder*), criminals (e.g. *pickpocket, murderer*) and punishment (e.g. *court, custody, conviction*). The grammar points presented are the past tenses (e.g. *past simple and continuous, past perfect simple and continuous*) and relevant time expressions (e.g. *yesterday, three weeks ago, while, when, last week, by the time, already*). The phonological aspect of the unit is the pronunciation of the regular (*-ed*) verbs and the /ɔ:/ sound found in many irregular verbs in the past form (e.g. *brought* /brɔ:t/, *caught* /kɔ:t/, *bought* /bɔ:t/). This unit coincides with the festivity of Halloween. As a result, students will work on this topic through an extract from Washington Irving's (1783–1859) *The Legend of the Sleepy Hollow* (first published in 1820), which is highly related to the topic of crime and Halloween. This way, students are introduced to American literature while practising their reading and writing skills, since they will be asked to finish the story of the extract given. Some information about the writer and vocabulary from the extract will be presented through the EFL-FCTM to prepare students for the task. Connectors of cause and effect (e.g. *in order to, so, because of this*) are discussed to help the learners with their task. All four skills will be practised by the end of the unit. As far as the assessment is concerned, learners will assess their own learning through the Content Area Log and

the performance of their classmates through peer-assessment. A rubric will be used to assess the speaking and writing skills of the students while the pieces of writing done by the students will be corrected first by their peers and finally by the teacher and added to the portfolio. The reading and listening skills will be evaluated by the use of graphic organizers and a summary, respectively.

UNIT 3: THE WHEEL OF FORTUNE

Unit 3 is the one chosen to be presented in the second part of this Teaching Proposal (see pp. 37-63). It is about fortune telling and students work with this topic through tasks and by getting exposed to different types of clairvoyance (e.g. *Horoscope, Tasseomancy and Spirit Guides*). Students learn vocabulary and idioms relevant to the human life cycle (e.g. *be born, get a job, fall in love, tie the knot/get married, retire*) and fortune telling (e.g. *clairvoyance, divination,* etc.) They practise future tenses (e.g. *future simple, future continuous, present continuous, be going to*) as well as the use of *shall,* and modals of possibility, probability and advice (e.g. *may, might, could, should*). The phonological point of this unit is the pronunciation of silent **/l/** as it appears in *could* /kʊd/-/kəd/, *should* /ʃʊd/, silent **/k/** as in *knot* /nɒt/ and the phoneme **/ʃ/** in *shall* /ʃæl/, *should* /ʃʊd/. Additionally, students work with intonation and register through one of the clips used in class. To do this, they will be exposed to a reading via the EFL-FCTM that explains the personality of the main character presented in the video. Moreover, students will become fortune tellers and will use tea leaves to make predictions for their partner in a recorded role play. The writing activity to be assessed with is a horoscope entry for the year 2021. Students will choose a star sign, and, in pairs, they will write a horoscope entry that will be published in the high school newspaper. Both the writing and the speaking tasks will be evaluated through rubrics and added to the portfolio. It is worth highlighting that this unit coincides with Christmas. Students will be given some story cards

and they will be asked to come up with a convincing story, in groups. Once students have finished, they will listen to the song *Last Christmas* by Wham and check whether their stories match the real one. Once the unit is over, students will do an end-of-term task-based exam based on the language skills and functions practised in Units 1-3.

UNIT 4: ART-AHOLIC

The second trimester begins with Unit 4, which deals with art. Consequently, the vocabulary introduced is relevant to music (e.g. *music genres, tune, lyrics, catchy, track, taste in music*) and graffiti (e.g. *buff, ghost, crew*) as well as expressions of like/dislike (e.g. *I love/ fancy/enjoy vs dislike/hate/ can't stand*). The topic of music will be used to present the difference between present perfect and past simple, which is one of the grammar points of the unit. It will be introduced through the song the *Time of my Life* by Bill Medley and Jennifer Warnes. Additionally, students will be asked to practise intonation patterns through the songs. Finally, students will talk about graffiti and whether it is considered a form of art or vandalism. To prepare them for the task, the teacher will use the EFL-FCTM where material presenting both points of view is offered to the class. Expressions of opinion such as *I believe, I reckon, I think, In my opinion,* etc. will be practised. Moreover, students will be asked to compare and contrast the work of two different graffiti artists. Through this activity, comparative structures and expressions like *neither... nor, both of..., as/not so...as* will be introduced. Tasks are once again the tool through which all four skills are practised. Assessment will be done through graphic organizers, rubrics, the portfolio for the writing part and checklists. Peer-assessment as well as the Content Area Log will be used throughout the unit.

UNIT 5: TECHMENT

In this unit, environmental problems and how technological development can help to the preservation of the Earth will be treated. Students will deal with this topic through the completion of tasks while the EFL-FCTM will be used to familiarise students with specific aspects of the topic such as alternative agriculture, passive houses, etc. before they come to class. Students will also practise relevant vocabulary by talking about renewable energy (e.g. *sunlight/ wave/wind energy*), eco-friendly means of transport (e.g. *bicycle, electric/hybrid vehicles*), etc. and how the ecosystem will change if we follow some simple steps. Students will express their ideas by using and practising the first conditional and expressions like *if not/unless, in case*, etc. They will also practise modals of obligation and certainty (e.g. *must, have to, can, may, might*). The phonological part of this unit is focused on the changing stress of some words depending on the part of speech (e.g. *conserve* /kənˈsɜːv/ as a verb or /ˈkɒnsɜːv/ as whole fruit jam). Through this unit, learners will be taught the importance of showing respect to nature. As the unit coincides with the International Women's Day, human rights and values will also be discussed not only in relation to the protection of the environment but also to cultures and sexes. All four skills will be practised. Students will be assessed through the portfolio, rubrics, peer assessment and an oral presentation of what they think the most efficient alternative way of energy and/or living is.

UNIT 6: WANDERLUST

The topic of this unit is travelling. Students practise vocabulary relevant to different types of travellers and its correct pronunciation (e.g. *backpacker* /ˈbækˌpækə(r)/, *weekender* /ˌwiːkˈendə(r)/) as well as their reading skills based on an online article. They also talk about free time activities, how to book a trip and important objects to bring with them when travelling. The

grammar point is the second conditional and it is going to be introduced through a task on a hypothetical trip to Mars in which students need to make a decision and come to an agreement about the objects that they have to bring with them. This way, apart from practising the second conditional and expressions related to making decisions, they can also work with more advanced phrases to express necessity or wish/opinion such as *would rather, would prefer, rather than*, etc. All four skills will be practised throughout the unit. Students will be assessed through a portfolio, a graphic organizer for the reading skills, a role play about the hypothetical trip to Mars that will be included in the portfolio, observation and a checklist. Once the unit is over, students will do an end-of-term task-based exam based on the language skills and functions practised in Units 4-6.

UNIT 7: WHAT'S FOR TEA?

The third and last trimester starts with Unit 7 and the topic of food. As a result, the vocabulary chosen is connected to types of food, ways of cooking food, eating habits/diets, phrasal verbs such as *cut down on/ cut out* and the idea of 'real food' and 'real-fooders'. By working through tasks, students will practise all four skills as well as grammar points such as the relative pronouns, the countable/uncountable nouns, expressions to present quantity (e.g. *some/any, a packet, a few, a little, a bar*) and they will revise expressions to show like/dislike. The EFL-FCTM will be used to present demanding vocabulary encountered in the authentic material used in this teaching unit. The pronunciation of tricky words regarding Spanish speakers, such as *hamburger*, *ham* vs *jam*, *warm* vs *worm* will be practised as well as the phonemes **/tʃ/** (e.g. *chicken* /ˈtʃɪkɪn/) and **/dʒ/** (e.g. *jar* /dʒɑː(r)/). Students will be assessed through observation, a portfolio for the writing task, an oral presentation about eating habits in the world, the Content Area Log and rubrics.

UNIT 8: DRESSED TO KILL

The topic of this unit is fashion and how fashion trends have changed through time. Students are exposed to interviews from different fashion designers from different decades in order to discuss how clothes fashion has changed over time. At the end, learners need to conduct research on the topic. In this unit, students learn vocabulary relevant to types of style, clothes, fabric, accessories, advertisements as well as idioms (e.g. *dress to kill, fit like a glove, wear the trousers*) and phrasal verbs (e.g. *put on, take off, try on*) through the completion of tasks. The EFL-FCTM will be used to help students learn and remember the idioms taught, since it offers the possibility of a visual representation of their meaning through a PowerPoint presentation that will be uploaded to the virtual class through which students can go whenever they need to. Consequently, multiple intelligences and long-term memory will be activated. The grammar points to be discussed are reported speech, which is practised through the fashion designers' interviews, as well as the question tags and tags such as *So do I, Neither do I*. In line with this, the learners will work on the intonation of question tags. All four skills will be developed and assessed through graphic organizers, observation, an oral presentation of the students' personal but guided research on the topic, a summary, rubrics and the portfolio for the pieces of writing.

Last but not least, the final grade of the students' performance of the course of English as a Foreign Language comes from:

- ❖ The students' work throughout the year (40%);

- ❖ The first end-of-term task- based exam for units 1, 2 and 3 (15%);

- ❖ The second end-of-term task- based exam for units 4, 5 and 6 (15%);

- ❖ The end-of year task- based exam (30%).

The 40% of the students' work throughout the year is equally divided among the eight teaching units of the course. This means that each teaching unit adds up to 5% of the students' final grade of the course. The evaluation techniques used in each teaching unit are explained in the assessment part of each of them (see pp. 47-48 for those employed in teaching unit 3 and their weights).

2.4.2 Temporal Distribution of the Teaching Units

The eight teaching units designed for the course of English as a Foreign Language in the 1st year of Bachillerato are distributed during the three trimesters as follows:

FIRST TRIMESTER	UNIT 1: DON'T JUDGE A BOOK BY ITS COVER
	UNIT 2: MYTHS & LEGENDS
	UNIT 3: THE WHEEL OF FORTUNE
SECOND TRIMESTER	UNIT 4: ART-AHOLIC
	UNIT 5: TECHMENT
	UNIT 6: WANDERLUST
THIRD TRIMESTER	UNIT 7: WHAT'S FOR TEA?
	UNIT 8: DRESSED TO KILL

3. TEACHING UNIT: "The Wheel of Fortune"

3.1 Introduction

The unit titled "The Wheel of Fortune" is Unit 3 of my Teaching Proposal, which is grounded in the methodological principles that I have previously explained, namely CLT, TBL, EFL-FCTM, contents and assessment techniques.

This teaching unit deals with the human life cycle, fortune and fortune telling. Students are introduced to the topic of fortune telling through clips (from different series/movies) and texts where different types of divination practice are analysed. Students, firstly, talk about moments/stages in the human life cycle, vocabulary necessary for making predictions and talking about the future. Additionally, learners work with future tenses and modal verbs of possibility/probability and advice. They are expected to have some prior knowledge of these grammar points from the Secondary Obligatory Education, but I believe that the way the present teaching unit is designed will give many opportunities for real-life interaction among learners of the 1st year of Bachillerato. Indeed, it will address the development of students' competences and language structures in a very appealing way. During the teaching unit, learners will be asked to make predictions about the future by working with different types of fortune telling such as Astrology and Tasseomancy. More specifically, students will be asked to write a star sign prediction for the new year (2021) and use realia (tea leaves and teacups) to foresee their partner's future through a role play. Specific aspects of pronunciation will be treated, such as the pronunciation of silent **/l/** as it appears in /kʊd/, /kəd/, /ʃʊd/ and the phoneme **/ʃ/** in /ʃæl/, /ʃʊd/ and silent **/k/** as in /nɒt/. Because the present unit coincides with the Christmas holidays, the last session

is devoted to this festivity. Students will be asked to create a story by working with some story cards, which they will then compare with the version presented in the song *Last Christmas* by Wham.

Regarding the class profile, there are 24 students between 16-17 years old. Most of the students are Spanish native speakers but there are two Greek native speakers, who can speak Spanish very well, since they have been living in Spain for five years now. For all 24 students, English is a second/foreign language. The level of English language proficiency of my class is more or less homogeneous, and students are usually motivated, talkative, participative and willing to incorporate technology in their learning process. In fact, all of them have internet access at home and can work successfully on the school's platform. The topics presented in this Teaching Programme are updated and in line not only with the contents established by the Spanish legislation but also with the interests and experiences of my class. Therefore, students are expected to participate, practise their English language skills and enjoy the teaching/learning process.

3.2 Aims and Contribution of the Unit to the Teaching Programme

The main aims of Unit 3 can be outlined as follows:

❖ To learn and use vocabulary relevant to the human life cycle;

❖ To learn and use vocabulary connected with fortune and fortune telling;

❖ To talk about the future by using the future tenses (future simple, future continuous, present continuous, *be going to*);

❖ To talk about things that are possible to happen in the future by using modals of possibility/probability;

❖ To give advice by using modals of advice (e.g. *should*);

❖ To use the language structures (grammar and vocabulary) encountered in the unit when they present their role play and write their horoscope entry;

❖ To work in groups/pairs to complete the tasks;

❖ To understand and follow the instructions in order to fulfil the tasks proposed for this unit and be able to produce both oral and written texts.

3.3   Contents following RD 1105/2014

Drawing on 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*, the contents of the present teaching unit are:

Block 1: Comprehension of oral texts (Listening)

1. **Comprehension strategies**

    ❖ Activation of prior knowledge relevant to the topic;

    ❖ Distinction among different types of comprehension (e.g. gist of the text, specific information, etc.)

2. **Sociocultural and sociolinguistic aspects**

    ❖ Register;

    ❖ Speaker's attitude.

3. **Communicative functions**

    ❖ Social relations management.

4. **Syntactic-discursive contents**

   ❖ Expressions to give advice;

   ❖ Exclamation.

5. **Vocabulary**

   ❖ Colloquial expressions.

6. **Phonology & Phonetics**

   ❖ Intonation patterns.

Block 2: Production of oral texts: expression and interaction (Speaking)

1. **Production strategies**

   ❖ Planning

      ✓ To clearly conceive the message, distinguishing between main ideas and its basic structure;

      ✓ To use the right standards depending on the type of discourse and its receiver.

   ❖ Execution

      ✓ To clearly express the message, having coherence, and structuring it right;

      ✓ To use previous knowledge in order to accomplish the task;

      ✓ Proper use of non-verbal communication (i.e. gestures, facial expressions, posture, eye contact, proximity, etc.).

2. **Sociocultural and sociolinguistic aspects**

❖ Non-verbal communication;

❖ Speaker's attitude;

❖ Importance of cooperative work.

3. **Communicative functions**

❖ Expression of predictions.

4. **Syntactic-discursive contents**

❖ Future tenses;

❖ Modals of possibility/probability.

5. **Vocabulary**

❖ Vocabulary connected with moments/stages of the human life cycle (e.g. personal, social and professional relations, studies and education).

6. **Phonology & Phonetics**

❖ Intonation;

❖ Silent /k/;

❖ Silent /l/;

❖ Right pronunciation of vocabulary used.

Block 3: Comprehension of written texts (Reading)

1. **Comprehension strategies**

❖ Activation of prior knowledge relevant to the topic;

❖ Distinction among different types of comprehension (e.g. gist of the text, specific information, etc.);

❖ Formulation of hypothesis about the content and the context;

❖ Reformulation of the initial hypothesis based on the comprehension of new information.

2. **Sociocultural and sociolinguistic aspects**

❖ Importance of the English Language as means of communication;

❖ Importance of teamwork;

❖ Importance of turn taking, politeness and respect.

3. **Communicative functions**

❖ Expression of predictions about the future;

❖ Register of idioms connected with moments/stages of the human life cycle.

4. **Syntactic- discursive contents**

❖ Future Simple;

❖ Future Continuous;

❖ Present Continuous;

❖ Modal verbs of possibility/ probability and advice.

5. **Vocabulary**

❖ Vocabulary connected with moments/stages of the human life cycle;

❖ Frequent vocabulary that appears in horoscopes connected with career, finances and human relationships.

6. **Phonology & Phonetics**

❖ Silent /k/;

❖ Silent /l/.

<u>Block 4: Production of written texts: expression and interaction (Writing)</u>

1. **Production strategies**

   ❖ Planning

     ✓ To organise their own general and communicative competences in order to correctly accomplish the task;

     ✓ To locate and use correctly thematic resources.

   ❖ Execution

     ✓ To clearly express the message and adjust it according to previous models;

     ✓ To use and apply previous knowledge to do the task.

2. **Sociocultural and sociolinguistic aspects**

   ❖ Register.

3. **Communicative functions**

   ❖ Expression of predictions and future events.

4. **Syntactic-discursive contents**

   ❖ Future tenses;

   ❖ Modals of possibility/probability;

   ❖ Modals of advice.

5. **Vocabulary**

   ❖ Vocabulary connected with the human life cycle;

   ❖ Vocabulary connected with future predictions and fortune;

   ❖ Vocabulary that appears in horoscopes connected with career, finances and human relationships.

6. **Phonology & Phonetics**

❖ Silent /k/;

❖ Silent /l/.

3.4 Methodology

The present teaching unit is designed in accordance with the methodological principles described in detail in Section 2 of this Teaching Proposal, which are CLT, TBL and the EFL-FCTM. However, for our convenience, I am presenting here the main points of all three of them that are obvious throughout the teaching unit 3.

The needs and interests of the learners are the centre of attention in the EFL classroom. By following CLT principles, students become active participants in the teaching/learning process using language in the classroom. Consequently, learning-by-doing tasks is promoted as the means for language acquisition. Learners work with authentic materials in an effort to develop their competences: the objective of the teaching/learning process. Both fluency and accuracy are treated, as the students try to convey their message to their team members and/or to the rest of the class. The teacher becomes a facilitator and material designer in order to offer the class opportunities for real-life communication.

In accordance with these real-life scenarios where communication is highlighted, I have chosen to include TBL in this Teaching Proposal. TBL gives students the opportunity to experiment with the language through communicative tasks, since, firstly, they are asked to complete the task using the language they have at their disposal; and, secondly, they focus on the language functions that naturally occur from the task. The teacher guides, monitors and observes the teaching/learning

process. Additionally, the specific structure that TBL follows puts together all the language skills and functions the students need to practise. Group/pair work and students' cooperation are promoted in order to complete a task successfully. As a result, learners become gradually aware of their learning progress and work on their learning autonomy.

The EFL-FCTM principles also add to the development of the students' autonomy. Students are asked to prepare themselves for the next class either by working on the topic of the following session through material chosen by the teacher or by working in advance on lexis that the teacher considers important. Learners become responsible for their learning and have more time at their disposal for in-class language production. Moreover, the lesson is devoted not only to language acquisition but also to the development of the HOTS of the learners as well as their competences. More specifically, in this teaching unit the EFL- FCTM will be used in two cases. First, in session 2 (see pp. 50-51) where students need to familiarise themselves with the quirky personality of Sheldon Cooper, the protagonist of the clip they are going to watch in class. The objective is to activate their critical thinking skills and prepare them to talk about the register used in the clip, whether it is justified and politically correct. The second case is in session 3 (see pp. 56-60) where important vocabulary that appears in the horoscope entries is presented in advance so as to facilitate the completion of the task.

3.5   Resources

The resources used during the lesson can have a great impact on the learning outcome and the engagement of the students in the learning process. Taking into consideration these key parameters, Unit 3 relies on a variety of resources in my endeavour to maximise my students'

attention, interest and creativity. They can be divided into two main categories: 1. authentic/ adapted/designed by the teacher materials, and 2. technological equipment and physical resources.

1. Concerning the authentic/ adapted/ designed by the teacher materials, the class will work with handouts to meet the students' expectations and learning objectives. These materials are:

a. Songs are used to meet the cultural aims of the teaching unit (Christmas, session 6) because, according to Schoepp (2001), they can diminish the learners' affective filter, expose students to authentic and colloquial language and give opportunities for automaticity.

b. Clips of famous series and films (i.e. *The Big Bang Theory* and *Harry Potter*) retrieved from YOUTUBE are also included (see sessions 2 and 5). Drawing on Watkins and Wilkins (2011), videos provide students with opportunities to develop their listening and pronunciation skills as well as their vocabulary.

c. PowerPoint presentations will be used mostly for grammar rules and vocabulary presentation (see sessions 3 and 5).

d. Story cards designed by the instructor (session 6) and Google images are employed as well. Students need to bring with them their own stationery.

2. Regarding the technological equipment and physical resources, internet access, tablets/ laptops and/or mobile phones, a whiteboard/smartboard, an overhead projector and speakers will be used throughout the lesson.

Last but not least, the students' active participation and presence are crucial for a successful teaching/learning procedure. Learners are expected to work inside and outside the classroom through the material selected and/or designed by the teacher in order to complete the tasks efficiently. The role of the instructor as material designer, facilitator and guide is significant and evident throughout the teaching unit.

3.6   Assessment

It is utterly important to collect as much information as possible of the performance of our students when assessing them. Taking this principle into consideration, this unit counts on formative and continuous assessment, meaning that all the activities, tasks and work students will be doing throughout the unit will be part of their final evaluation. This way, it is expected that students will be eager to work and take learning seriously while at the same time they will realise that assessment is a natural process and a constant part of the teaching/learning process. Collecting detailed evidence of their performance gives the teacher the benefit of objectivity and fairness while s/he has a clearer view of the strengths and weaknesses of each student.

As I have already explained, teaching unit 3 adds up to 5% of the students' final grade of the course of English as a Foreign Language (see 2.4.1. Teaching Units). The assessment techniques that are used to evaluate students' performance through this teaching unit are:

Checklist: it is used in this unit to allow the teacher to verify the listening/reading skills and attitudes of the learners and to follow their language learning progress over a period of time. It represents 20% of the final mark of this teaching unit.

Observations: this technique allows the teacher to obtain information about the interest, behaviour and attitude of the students during the in-class learning process. It adds up to 10% of the final mark of this teaching unit.

Graphic Organizers: they allow the teacher to check whether students are able to decode a text and arrange the important information in it (20% of the final mark of this teaching unit).

Role Play: this technique is mainly used to assess the speaking skills of the students (fluency and accuracy) and it is followed by a rubric that will be given to the students in advance to assist them with the role play preparation. It represents 25% of the final mark of this teaching unit.

Peer assessment: it adds to the creation of a safe classroom environment and enhances team spirit. Peer assessment is used for the error correction of the pieces of writing before they are added to the portfolio.

Portfolio: it contains all the pieces of writing subject to error-correction (see section 2.3.2. "Error-Correction in Writing Tasks") as well as the recorded role plays throughout the school year. Consequently, both students and the teacher have evidence of the development of the language skills and functions throughout the academic course. Additionally, students become aware of their learning and the teacher has a clear idea of whether the learning objectives have been accomplished. It adds up to 50% of the final mark of this teaching unit (25% for the Role play and 25% for the writing).

Rubrics: they are used for the evaluation of the writing and speaking skills. They will be given to the students in advance so that they know the criteria according to which they are evaluated and can prepare the task accordingly (**APPENDIX 12 –** Writing Skills and **APPENDIX 18-** Speaking Skills**)**.

After the completion of Unit 3, the students will take the first end-of term task-based exam that represents a 15% of their final grade of the course.

3.7 Sessions: Lesson Plans

Teaching Unit 3 consists of six sessions that last 50min each. Two of them (sessions 3 and 4) rely on the same authentic material (i.e. horoscope entries) because it offers many opportunities for the presentation and practice of important functions and language structures outlined in the aims of the unit.

SESSION 1- Reading, Vocabulary & Phonetics

Class: 24 students

Length: 50min

Unit 3 begins with a session in which the teacher explains that students are going to deal with vocabulary connected with moments/stages of the human life cycle. This vocabulary is introduced because students will need it later in this unit (session 4 and session 5). The teacher asks students to answer in groups to a quiz relevant to the life of Dame Maggie Smith. This actress has been chosen because she acted in the *Harry Potter* movies, a clip of which is going to be played in the speaking session (see session 5). When students are finished, the biography of the actress Maggie Smith is given to them and they are asked to create her life cycle with a graphic organizer in groups. The teacher will evaluate students via observation while working and the collection of their graphic organizers **(APPENDIX 1)**.

Then, each group is provided with a set of cards with images that depict moments and/or stages of the human life cycle. Learners need to put the cards in the correct order and write the word/phrase that describes each card at the back side of it. The teacher walks around and helps the

teams. Once the groups have ordered the cards, the teacher helps students elicit the new lexis. Through the cards activity the idioms *tie the knot* and *kick the bucket* are presented and the register for each one of them is explained. As far as phonology and phonetics are concerned, students work on silent **/k/** when it appears at the beginning of a word and followed by a consonant (e.g. *knot*, *know*, *knit*). Finally, students are asked to quickly check their quiz answers and write three sentences to make assumptions/predictions about Maggie's life in the next couple of years. The students keep working in groups while the teacher walks around and observes **(APPENDIX 2)**. If there is not enough time during the session for the completion of this last activity, students can continue writing their sentences at home.

Before the session finishes, students are also asked to prepare themselves for session 2 at home. This is explained in detail below.

SESSION 2 – Listening & Vocabulary/ Register

Class: 24 students

Length: 50min

In this session, students are introduced to fortune telling and some relevant vocabulary through a clip from the famous series *The Big Bang Theory*. Students work on their listening skills, the register of the dialogue and some colloquial expressions in English. Before they come to class, the students have been asked to read a text about the personality of the main character of the clip (Sheldon Cooper) and answer two relevant questions: one is about the content of the text and the other is about some of the vocabulary it contains **(APPENDIX 3)**. The students need to upload their answers to the virtual class up until 18:00 o'clock of the day before this session.

Session 2 begins by activating students' prior knowledge on divination and relevant vocabulary and on why people want to know what the future has in store for them. The word *divination* and the expression *what the future has in store for us* are explained. Students watch the video and respond to questions number 1 and 2 individually. Then, they compare their answers with their partner's and watch the video again. Once feedback has been given, students, in groups of 4 students, listen to the clip again and take notes if needed, in order to respond to question number 3 (**APPENDIX 4**). All members of the group need to answer question number 3. In this question, students need to analyse and evaluate Sheldon's attitude towards the fortune teller. They need to provide justified answers based on his personality (information they have collected from the text they read at home), the register and the language used in the video. When they finish, they discuss their answers with their group, and they come to a common answer/conclusion. The groups present their answers/conclusions orally in class and feedback is given. The answers to questions 1, 2 and 3 will be collected and evaluated through a checklist (**APPENDIX 5**) and constant observation during the session. Then, the teacher gives the transcript of the dialogue to the students and expressions like *be on fire*, *suck an egg, strike a nerve, clairvoyance* and words like *malarkey* and *swindle* are explained. At this point, students work on intonation patterns by repeating aloud in class the fortune teller's phrases as examples. Finally, in groups of three, students are asked to write a formal and polite version of the dialogue of the clip. Students are not obligated to copy parts of the dialogue. On the contrary, they can be as creative as possible as long as they create a formal/politically correct dialogue and they maintain the three characters of the clip (Sheldon Cooper, fortune teller, Penny). This activity will be evaluated with the writing rubric (**APPENDIX 12**) and will be added to the portfolio.

SESSION 3- Reading & Grammar

Class: 24 students

Length: 50min

In this session, students work with another type of divination, that of horoscope entries. Future

tenses are discussed through the different texts. This session is explained and described in detail

on pages 56-60. It works with the same texts used in session 4, which is described next.

SESSION 4- Grammar, Writing & Phonetics

Class: 24 students

Length: 50min

In this session, students keep working with the horoscope entries of session 3 to talk about

possibility/probability. The teacher draws students' attention to the modal verbs of

possibility/probability that are found in two of the entries, those of Libra and Scorpio (**APPENDIX**

8). Learners are asked to find the words that show possibility/probability (*may/might*) and replace

them with some of the words given by the teacher within brackets (**APPENDIX 7, Grammar**

Focus 2). These words are mainly modal verbs and adverbs of possibility and probability. As a

result, students work on the grammar rules of the modal verbs of possibility/ probability as well as

on lexical correspondences and word order, since the adverbs chosen by the teacher as distractors

cannot be used in the same position in a sentence as the modal verbs. Once again, students work

in groups and the teacher observes. Then, students present their answers orally to the other groups,

the activity is corrected, and the modal verbs *may/might/could* are presented/revised. After that, students are asked to find what the astrologer's advice is for Aries and Scorpio **(APPENDIX 7, Grammar Focus 3)**. Students, now, focus on the modal verb *should* and the pronunciation of the phoneme **/ʃ/** and silent **/l/** as in /ʃʊd/ and /kʊd/ by reading aloud the sentences where these two modal verbs appear. Finally, students have to work in pairs and choose a star sign. There are 12 pairs, so a star sign per pair. The pairs need to write a horoscope entry for the chosen star sign for the year 2021 **(APPENDIX 7, Writing)**. Their entries will be published in the high school's newspaper. The pairs can conduct a research using the internet if needed. However, if they do, it is advisable to send via the virtual class a list of the websites they consulted to the teacher, who will confirm that the writing is the students' own work. Once the entries are written, the pairs exchange their writings and peer-assessment/correction begins by following the error-correction code **(APPENDIX 11)**. Then, students will be given their writings back to continue with the final draft. If there is not enough time to complete the peer-assessment/correction in class, it will be assigned as homework and the writings will be given to their proper authors the day after. This final draft will be submitted and corrected by the teacher with a rubric **(APPENDIX 12)** that was given to each pair in advance. The last version of the horoscope entries will be added to the portfolio and published in the high school's newspaper.

SESSION 5- Grammar, Vocabulary & Speaking

Class: 24 students

Length: 50min

In this session, learners talk about another type of divination, that of Tasseomancy through a clip from one of the *Harry Potter* films. The grammar points of *be going to* and *shall* are introduced as well. Finally, students will "practise" Tasseomancy through a role play that will be evaluated with a rubric. This session is described and explained in detail on pages 60-63.

SESSION 6- Listening, Vocabulary: Christmas

Class: 24 students

Length: 50min

Session 6 is the last session included in Unit 3 and coincides with the Christmas season. Students are given some story cards and in groups of four are asked to order their cards and come up with a story (**APPENDIX 19**). The teacher walks around, observes and helps the teams whenever they need. The groups tell the story they have come up with to the rest of the class. The rest of the groups evaluate their classmates through the rubric used for assessing the speaking skills (**APPENDIX 18**). Once all groups have presented their stories, students listen to the song *Last Christmas* by Wham, which narrates the story of the cards they have already worked with. While listening for the first time, students fill in the gaps of the lyrics of the song (**APPENDIX 20**) individually. The teacher walks around and observes. Then, the students check their answers with their group and listen to the song again. Having listened twice, the class corrects the exercise. Now, in groups, students check which of their stories is closer to the real one. Additionally, in this session, learners focus on expressions and vocabulary derived from the song such as *a shoulder to cry on*, *once bitten and twice shy*, *tear somebody apart*. The session ends with the students making predictions about their classmates' lives in 2021. All students, in groups of four, write down

secretly three predictions, one for each member of their group excluding themselves. Once the predictions are written, one of the members of each team chosen by the teacher reads only one of his/her predictions to the rest of the group. The team needs to guess who the person that the prediction refers to is. After that, the person who has just received a prediction, has to comment on the predictions and then take turn and read one of his/her predictions. The same process is repeated till all students have read all their predictions. The teacher walks around and observes the whole process.

LESSON PLAN 1- READING & GRAMMAR

Session 3

Class: 24 students

Length: 50min

Materials: stationery, sheets of paper, worksheets, computer, overhead projector, PowerPoint presentation, whiteboard/blackboard, marker.

AIMS OF THE LESSON

MAIN AIMS: To talk about horoscope and horoscope entries.

SUBSIDIARY AIMS:

1. To comprehend general and specific information derived from the texts.

2. To learn how to use future tenses.

PERSONAL AIMS: To create a safe and comfortable environment where learners complete the tasks by working as a team, practise what they are learning freely under my supervision and guidance, and foster their language skills and functions.

ASSUMPTIONS:

1. Students know what the horoscope is and the name of some of the star signs.
2. Students have some prior knowledge of future tenses.

ANTICIPATED LANGUAGE PROBLEM:

1. Students might find the vocabulary used in the horoscope predictions difficult to understand.
2. Students may not remember how to use and form some of the future tenses.

SOLUTIONS:

1. Students will be introduced to some of the vocabulary that appears in the horoscope entries in advance, through the virtual classroom.

2. The grammar rules for the formation and uses of future tenses will be introduced and/or revised in class.

TIME	STAGE	PROCEDURE	AIM(S)
Time of submission: up until 18:00 of the day before the session.	Before this session… **(APPENDIX 6)**	A PowerPoint presentation of demanding vocabulary is at Ss[4] disposal to prepare themselves for the next class. Ss go through it carefully. Then, they choose three of the words presented and write their own sentences. They upload their sentences to the virtual class. T[5] corrects and gives feedback.	To familiarise Ss with necessary vocabulary for the understanding of the texts and the successful completion of the task.
7min	Warm-up Class (All together) **(APPENDIX 7)**	T welcomes Ss and asks them to take their seats. T hands out the worksheets. The worksheets include instructions for all the activities done in sessions 3 and 4. T asks Ss to identify the star signs presented in the worksheet and write their names below each photograph **(Question 1)**. Then, T writes the names of the star signs on the board with the help of the students.	To activate Ss vocabulary and prior knowledge of the topic.

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[4] The abbreviation *Ss* is used in the description of Lesson Plans 1 and 2 to refer to "students".
[5] The abbreviation *T* is used in the description of Lesson Plans 1 and 2 to refer to "teacher".

		Ss are asked to think of information they can find in a weekly horoscope entry (**Question 2**). T writes Ss' ideas on the board.	
18min	Reading Group-work (groups of 4 Ss) **(APPENDIXES 7, 8 & 9)**	T divides Ss into groups. S/He gives a sheet of paper and a horoscope entry to each student. There are four horoscope entries **(APPENDIX 8),** one for each member of the groups, but all groups work with the same four texts. Ss write their names and the star sign that corresponds to their text on the sheet of paper. Ss read their horoscope entry for a minute. Then, they turn over the text and retrieve the information they can remember by writing it down on their sheet of paper. They repeat the procedure one more time. Once they are ready, T collects the texts. T asks Ss to answer some questions regarding all four texts **(APPENDIX 7, Reading Activity)**. All the members of the team need to work together to respond to the questions by only looking at their notes. To accomplish this, each member of the group has to explain his/her text to the rest of the team in order for the group to make a decision and answer the questions correctly. All groups work with the same horoscope entries, so all of them are expected to retrieve more or less the same information. T walks around and observes. The activity will be evaluated by a checklist **(APPENDIX 9)** and by collecting the notes of each S and the group's answers to the questions. Once the groups have finished, T chooses a spokesperson from various groups to	To retrieve information. To explain a text to the rest of the group. To work in a team so as to complete the task.

		report their answers orally in front of the class. The rest of the groups, who have already worked with the same four horoscope entries and have responded to the same questions (**APPPENDIX 7, Reading Activity**) express their agreement or disagreement, based on the information they have retrieved from the texts. The correct answers are given. Once the activity is over, T asks Ss to think whether their initial hypotheses regarding the information found in a weekly horoscope entry were right and reformulate them in case they were not.	
20min	Grammar Focus Group-work (groups of 4 Ss) **(APPENDIXES 7 & 8)**	T gives two of the texts back to the Ss. Now, all Ss work with these two texts. In these two horoscope entries (**APPENDIX 8,** Aries and Cancer) there are some gaps in some of the sentences. T asks students to complete the sentences with the correct form of the verbs given (**APPENDIX 7, Grammar Activity 1**). The activity is not corrected yet.	To elicit prior knowledge on future tenses.
	Class (All together) **(APPENDIX 10)**	T shows a PowerPoint presentation on future tenses to the class (Future Simple, Future Continuous and Present Continuous) (**APPENDIX 10**).	To introduce and/ or revise rules on use and formation of future tenses.
	Group-work **(APPENDIXES 7 & 8)**	Ss are asked to go through the activity again (**APPENDIXES 7 & 8**) and check their answers. T observes and helps the class.	To practise the use and formation of future tenses.

5min	Closure Class (All together)	T asks Ss if they have any questions. T thanks Ss for their participation and attention and asks them to pack their things.	To make Ss feel important for their role in the classroom.

LESSON PLAN 2- GRAMMAR, VOCABULARY & SPEAKING

Session 5

Class: 24 students

Length: 50min

Materials: stationery, sheets of paper, worksheets, computer, tablets/mobile phones, speakers, overhead projector, PowerPoint presentation, whiteboard/blackboard, marker, realia (teacups/ tea leaves).

AIMS OF THE LESSON

MAIN AIMS:

1. To learn how to "practise" Tasseomancy.

2. To become fortune tellers.

SUBSIDIARY AIMS:

1. To make predictions using realia.

2. To learn how to use *be going to*.

3. To learn how to use *shall* as an alternative to *will* when we talk about the future.

PERSONAL AIMS:

> 1. To engage learners in the teaching/learning process.
>
> 2. To create a safe and comfortable environment where they can prepare their tasks by working as a team and they can foster their language skills and functions.

ASSUMPTIONS:

1. Students have watched the *Harry Potter* films but they might not know/remember what Tasseomancy is.

2. Students have some prior knowledge of *be going to*.

ANTICIPATED LANGUAGE PROBLEM:

1. Students might need more time to prepare themselves for the role play.

2. The internet connection may be slow.

SOLUTIONS:

1. Students will spend the time in-class to prepare for the role play and the actual role play will be done at home. Students have to record themselves and upload the video of their role play to the virtual class.

2. The clip will be downloaded, in advance, in case there are problems regarding the connection to the internet.

TIME	STAGE	PROCEDURE	AIM(S)
4min	Warm-up (All together) **(APPENDIX 13)**	T welcomes Ss and asks them to take their seats. Ss watch the first few seconds of a clip. T asks them to identify the film the scene is taken from (*Harry Potter*) and explain briefly in class what it is about.	To activate Ss prior knowledge and interest in the topic.
15 min	Clip Activity Individually	T asks Ss to watch the clip and identify a) what Tasseomancy is, b) what objects the students in the	To listen for general and specific information.

		clip need to practise Tasseomancy and c) what Ron foresees (**APPENDIX 13**). Ss write their answers on a piece of paper along with their names.	
	Pair work	After the first time watching the clip, Ss compare their answers with their partner's and watch again.	To talk about what they have watched/listened to with their partner.
	Class (All together) (**APPENDIXES 13 & 14**)	After the second time, Ss share their answers orally with the class and the correct answers are written on the board by T. When the activity finishes, the T collects the pieces of paper with the Ss' answers. This Clip activity is evaluated with observation and a checklist (**APPENDIX 14**).	To reveal the type of divination Ss are going to practise and the steps they need to follow.
13min	Grammar Focus	T hands out the transcript of the clip (**APPENDIX 15**) to the class. In pairs, Ss need to fill in the gaps. The activity is not corrected yet.	To elicit language from the Ss.
	Pair work (**APPENDIXES 15 & 16**)	T helps Ss elicit/learn/remember a) the rules for the formation and the use of *be going to* and b) *shall* through a PowerPoint presentation (**APPENDIX 16**).	To present rules on the formation and the uses of *be going to* and *shall*.
		T asks Ss to go back to the transcripts and check or change their answers if needed.	
		Ss watch the clip again and check their answers.	
		After watching the clip, the T draws Ss' attention to the word *gonna* and its usage.	To present a colloquial expression.
5min	Vocabulary Focus Class (All together) (**APPENDIX 15**)	Ss are asked to identify the words/expressions that are connected with the art of Divination (e.g. *the Sight, cast ourselves into the future, omen* etc.). The meaning of these words is explained/elicited.	To present relevant vocabulary.

10min	Role Play preparation Pair work **(APPENDIXES 17 & 18)**	T gives instructions to the Ss about the role play (**APPENDIX 17**) and gives them time to prepare it. Ss work in pairs and the T walks around, observes and helps the class. In this role play activity, Ss study at the Magic School of Hogwarts and they are in the class of Tasseomancy. They need to "practise" Tasseomancy by using teacups and tea leaves and make predictions for their partner's life after graduating from Hogwarts. The students sit opposite each other and take their partner's teacup to foresee the future. They take turns, just like in the *Harry Potter* scene they have just watched. They are free to choose the *Harry Potter* character they want and use the internet for information related to this character if necessary. Ss will be assessed through a rubric (**APPENDIX 18**) they are already familiar with. Ss will record a video of themselves during the role play at home and they will upload it to the virtual class. The role play video should be 3-4 min long.	To give instructions for the role play. To give time to the Ss for preparation.
3min	Closure Class (All together)	T thanks Ss for their participation and attention and asks them to pack their things.	To make Ss feel important for their role in the classroom.

4. GENERAL CONCLUSION

To conclude, in this Final Master's Thesis I have presented my Teaching Proposal addressed to the 1st year of Bachillerato in the autonomous community of Castilla y León for the academic year 2020-2021. It is a principled Teaching Programme based on the methodological framework of Communicative Language Teaching, Task-Based Learning and the EFL Flipped Classroom Teaching Model, and in accordance with the communicative tenets proposed by the Spanish legislation. This kind of methodological principles promote a communicative and active teaching/learning process, where the learners as well as their needs and interests are prioritised. Consequently, English language acquisition occurs by using the language and actively participating in the teaching/learning process. Furthermore, the role of the teacher inside and outside the classroom has been addressed in order to highlight its great significance in a communicative class.

Apart from the methodological principles and the role of the learner and the teacher, this Teaching Proposal includes the contents of the academic course for the year 2020-2021, drawing on the Spanish legislation and the assessment techniques chosen for the evaluation of the learners' competences. More specifically, an entire teaching unit has been presented and explained in detail according to the methodological framework and assessment techniques aforementioned. This teaching unit can be used as an example of how productive, communicative and engaging an English class can be for the students of the 1st year of Bachillerato.

Last but not least, future teachers need to be aware of how important language learning and especially English language learning is for the citizens of the globalized 21st-century world. It is the teacher's main objective to indicate the importance of language learning and create a

connection between the real and the students' world. The role of the modern teacher has evolved and nowadays includes the responsibility to educate and help the new generation to unlock 'the door of knowledge' that comes with numerous possibilities for each individual.

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6. APPENDIX

APPENDIX 1

What do you know about Dame Maggie Smith?

Quiz

1. How old is Dame Maggie Smith?

2. What does she do?

3. Where is she from?

4. What is her real name?

5. How many children has she got?

Maggie Smith
(December 28, 1934-)

Dame Maggie Smith was born on December 28, 1934, in Ilford, Essex, England. She has led a distinguished, varied career on stage, in film and in television over the past six decades. Her achievements range from starring as Desdemona in Othello opposite Laurence Olivier, to winning an Academy Award for her performance in The Prime of Miss Jean Brodie, to memorable roles in the acclaimed television series Downton Abbey and the popular Harry Potter films.

Maggie Smith was born Margaret Natalie Smith in Ilford, Essex, England, to Margaret (Hutton) and Nathaniel Smith. When she was 4 years old, her family moved to Oxford, where her father worked as a pathologist at Oxford University. After graduating from high school, Smith attended the Oxford Playhouse School from 1951 to 1953.

Smith has been married twice. Her first marriage, to actor Robert Stephens in 1967, ended in divorce in 1974. Her two sons with Stephens, Toby Stephens and Chris Larkin, are both actors. In 1975, Smith got married with the writer Beverley Cross, who died of cancer in 1998.

Adapted by:
https://www.biography.com/actor/maggie-smith

Adapted by: https://www.biography.com/actor/maggie-smith

APPENDIX 2

Google Images https://www.google.com/search?q=images&hl=el&sxsrf=
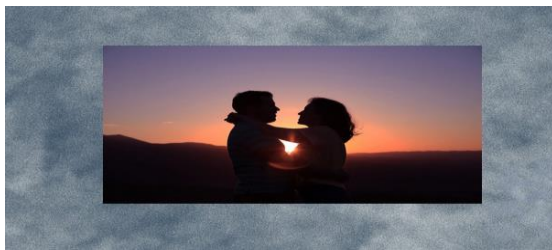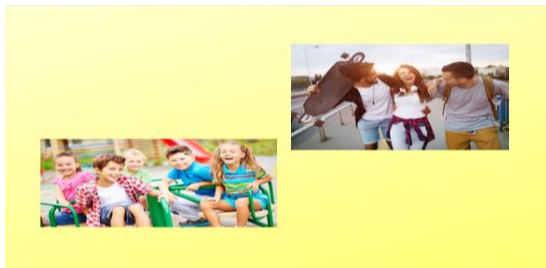
APPENDIX 3

Sheldon Cooper

Dr. Sheldon Cooper BS, MS, MA, PhD, and ScD is a theoretical physicist at Caltech who is married to neurobiologist Amy Farrah Fowler, with whom he now lives in Apartment 4B after years of sharing an apartment with his best friend and colleague, Leonard Hofstadter.

Sheldon is known for his brilliant mind but also his quirky behavior and idiosyncrasies. Sheldon has a hard time understanding sarcasm and is, with the exception of his close friends and wife Amy, uncomfortable with many social situations. Sheldon is extremely logical, but this comes at a cost of often being rude of condescending to others. Although Sheldon's friends are often the subject of his put-downs and narcissistic behavior, they have generally learned to live with Sheldon's quirks. Bernadette says that Sheldon doesn't know when he's being mean as "the part of his brain that should know is getting a wedgie from the rest of his brain".

RETRIEVED FROM: https://the-big-bang-theory.com/characters.Sheldon/

Activities

1. How does the author describe Sheldon's personality?

2. Explain the meaning of the words:
   quirky=
   put-down=
   condescend to=

Retrieved from: https://the-big-bang-theory.com/characters.Sheldon/

APPENDIX 4

1. Why is Sheldon at the fortune teller?
2. What does the fortune teller tell Sheldon?
3. What is Sheldon's attitude towards the fortune teller? Justify whether it is acceptable or not by drawing on Sheldon's personal characteristics. Give examples from the video.

Talking about Fortune Telling with The Big Bang Theory Spirit Guides en

Retrieved from: https://www.youtube.com/watch?v=2y6Vw1EVIUY
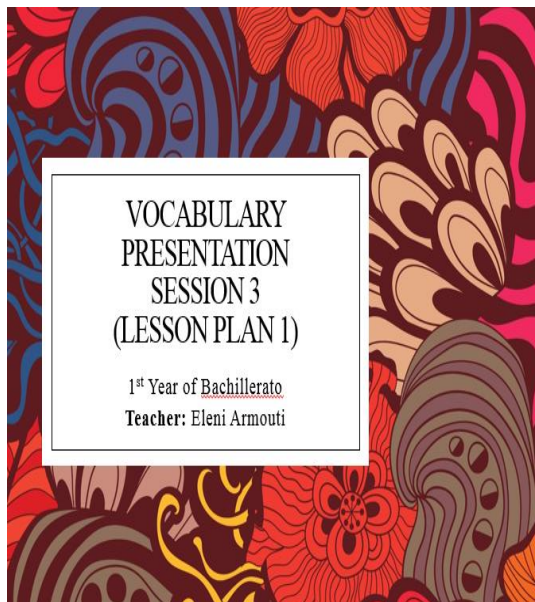
APPENDIX 5 -Checklist

	Poor (0-5)	Good (6-7)	Very Good (8-10)
Has the student understood the main idea of the clip?			
Has the student understood specific information of the clip?			
Has the student been able to detect the attitude of the speaker?			
Has the student been able to infer whether the speaker's attitude is justified or not?			
Has the student been able to justify his/her answer based on evidence?			
Has the student written grammatically correct answers?			
Has the student been able to work as a member of a group?			

Own creation

APPENDIX 6

VOCABULARY PRESENTATION SESSION 3 (LESSON PLAN 1)

1st Year of Bachillerato
Teacher: Eleni Armouti

Entrepreneur (n)

/ ˌɒntrəprəˈnɜː(r)/

An entrepreneur is a person who sets up businesses and business deals.

Example

What advice did he give to young entrepreneurs?

https://www.collinsdictionary.com/dictionary/english/entrepreneur

Foresee (v)

/fɔː(r)ˈsiː/

to see or know something that will happen in the future

Example

Who could have foreseen such problems?

https://www.macmillandictionary.com/dictionary/british/foresee

Occupational (adj)

/ˌɒkjʊˈpeɪʃ(ə)nəl/

relating to, or caused by, your job (occupation)

Example

Our insurance company offers compensation for occupational accidents and diseases.

https://www.macmillandictionary.com/dictionary/british/occupational

Finance (n)& (v)

/ˈfaɪnæns/

(noun) You can refer to the amount of money that you have and how well it is organized as your finances.

Examples

1. Be prepared for unexpected news concerning your finances.

2. Finance is usually the biggest problem for students.

(verb) When someone finances something such as a project or a purchase, they provide the money that is needed to pay for them.

Example

The government is going to finance the construction of federal prisons.

https://www.collinsdictionary.com/dictionary/english/finance

Manufacture (v)
/ˌmænjʊˈfæktʃə(r)/

to make goods/products in large quantities in a factory.

Example
The firm manufactures women's clothing.

https://www.macmillandictionary.com/dictionary/british/manufacture_1

Uneasy (adj)
/ʌniːzi/

If you are uneasy, you feel anxious, afraid, or embarrassed, because you think that something is wrong or that there is danger.

Example
He looked uneasy and refused to answer questions.

https://www.collinsdictionary.com/dictionary/english/uneasy

EXERCISE:

CHOOSE THREE WORDS (FROM THE ONES PRESENTED ABOVE) AND WRITE A SENTENCE FOR EACH ONE OF THEM. UPLOAD YOUR WORK TO THE VIRTUAL CLASS.

References

https://www.collinsdictionary.com/

https://www.macmillandictionary.com/

Thank you!

APPENDIX 7

What the future holds for us

1. Identify the star signs presented in the photos and write their names below the photos.

2. What type of information would you expect to find in a weekly horoscope entry?

READING ACTIVITY

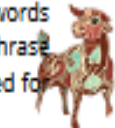Match the sentences with the correct star sign prediction. More than one answers might be possible.

1. You might get married.
2. There isn't any special prediction for your love life.
3. Money won't be a problem.
4. There won't be any health issues.
5. Your professional career is favoured by the stars .
6. Family matters concern you.

GRAMMAR FOCUS

1. Go back to the horoscope entries of Aries and Cancer and fill in the gaps by putting the verbs in the correct form.

2. Horoscope predictions are all about things that are possible to happen. In groups, go through the predictions of Libra and Scorpio and find the words that show possibility or probability. Replace them with one of the words in the parenthesis (possibly, have to, could, probably, can, should, might, must). More than one options are possible.

3. What is the advice that the astrologer gives to Scorpio and Aries?

WRITING

In pairs, choose a star sing. Write your own star sign prediction for the year of 2021. Your predictions will be published in the high school's newspaper (150 words maximum). You are free to concult any relevant webpage as long as you paraphrase the information. You should send to the teacher the list of the websites you visited for this writing, via the virtual classroom.

Own creation

APPENDIX 8

This week _____(bring) in both prosperity and goodwill for you. Job opportunities _____ (keep) knocking your door time and again throughout this period. You_____ (do) well in your relationships as well. When everything is going in your favour, there is no indifference to your financial commitments. Staying cool-headed and calm is quite beneficial and brings surprising outcomes. Entrepreneurs should put in a little more effort, other than performance. Each and every move must be calculated. Stay career oriented as your stars are seemingly bright. You are held high by the good fortune. Along with these, the very essential relationships of yours _____ (make) way for the new friends you are all set to welcome this week.

Rahu, the shadow planet _____ (move) through your sign for some time. Sun_____ (move) through the tenth house. It _____ (keep) you active on the occupational front. However, you are advised not to make any decision in haste. Working professionals are likely to find this phase challenging. Singles are likely to finally embark on a relationship with someone they've had feelings for a long time. It is foreseen that you _____ (witness) a lot of gains in terms of your finances. No significant expense is to be incurred by you during this phase. Thus, it will be a favourable week.

This period might be quite eventful, as planetary positions indicate. However, be careful, as you may make the wrong move to help someone. Before lending a helping hand, take into account the pros and cons, in the long term. Those in a relationship may tie the knot. Do not hastily rush into any decision, whether it is occupational, financial or family-related. Those running their own business need to make more progress in their pursuits. People working job may face some undue pressure. Overall, no major health issue is likely to cause some concern. Financially, you may be in a comfortable position.

Due to planetary movements during the beginning of the week, events seem to be in your favour and you may remain active on the work front. Domestic matters may be a source of concern for you. Married people may face uneasiness owing to issues with their spouses and need to take care of their partner's needs. Those on a career path may aim to perform even better, to secure their job position and better future prospects of growth. Businessmen in the manufacturing sector should plan for further development, so they may have a larger market share for products that are manufactured. Don't worry about any health issues, as long as you manage your routine.

Adapted from: https://www.ganeshaspeaks.com/horoscopes/weekly-horoscope/

APPENDIX 9 - Checklist

	POOR (0-5)	GOOD (6-8)	VERY GOOD (9-10)
Has the student retrieved enough information?			
Has the student been able to explain his/her text to his/her group?			
Has the student been able to work as a member of a team?			
Has the student understood the main idea(s) of the text?			

Own creation

APPENDIX 10

Talking about the Future

1st Year of Bachillerato
Teacher: ELENI ARMOUTI

FUTURE SIMPLE-USES

To predict a future event:
It will rain tomorrow.

To express a spontaneous decision:
I'll pay for the tickets by credit card.

To express willingness:
I'll do the washing-up.
He'll carry your bag for you.

To express unwillingness:
The baby **won't eat** his soup.
I **won't leave** until I've seen the manager!

To give orders:
You **will do** exactly as I say.

To invite someone:
Will you come to the dance with me?
Will you marry me?

https://www.ef.com/ca/english-resources/english-grammar/simple-future-tense/

FUTURE SIMPLE- FORMATION (1)

- We form the Future Simple like this:

AFFIRMATIVE

S (subject) + **WILL/'LL** + **Verb** (bare infinitive)

e.g. He will have a bright future

Can you put the sentence in the negative form?

FUTURE SIMPLE-FORMATION (2)

NEGATIVE

S+ WILL NOT/ WON'T + Verb

e.g. He will not / won't have a bright future.

Can you form the interrogative?

FUTURE SIMPLE-FORMATION (3)

- **INTERROGATIVE**

WILL+ S+ Verb

e.g. Will he have a bright future?

FUTURE CONTINUOUS

1ST Year of Bachillerato

FUTURE CONTINUOUS- USES

- To talk about future events that will be in progress at a specific time in the future.

e.g. This time tomorrow, I will be traveling to Rome.

- To talk about actions that we see as new, different or temporary.

e.g. Today we're taking the bus but next week we'll be taking the train.

- To project ourselves into the future.

e.g. By summertime, I will be working for a multinational company.

https://learnenglish.britishcouncil.org/grammar/intermediate-to-upper-intermediate/future-continuous-and-future-perfect
https://www.ef.com/ca/english-resources/english-grammar/future-continuous/

FUTURE CONTINUOUS-FORMATION(1)

- We form the Future Continuous like this:

AFFIRMATIVE

S+ WILL/'LL+ Be+ Verb(ing)

e.g. This time next week, she will be driving to the fortune teller.

Can you form the negative?

FUTUTE CONTINUOUS-FORMATION (2)

- **NEGATIVE**

S+ WILL+NOT/ WON'T+ Be+ Verb(ing)

e.g. This time next week, she will not/ won't be driving to the fortune teller.

Can you form the interrogative?

FUTURE CONTINUOUS- FORMATION (3)

• **INTERROGATIVE**

WILL + S + Be + Verb(ing)

e.g. Will she be driving to the fortune teller, this time next week?

FUTURE CONTINUOUS- COMMON EXPRESSIONS

• while
• when
• this time tomorrow
• this time next week

PRESENT CONTINUOUS & THE FUTURE

1st Year of Bachilleraro

PRESENT CONTINUOUS & THE FUTURE

• The present continuous can refer to the future. It shows that we have already decided something and usually that we have already made a plan or arrangements:

e.g. I am taking the train to Boston tomorrow.

Warning:

We don't use the present continuous when we predict something.

https://dictionary.cambridge.org/grammar/british-grammar/future-present-continuous-to-talk-about-the-future-i-m-working-tomorrow
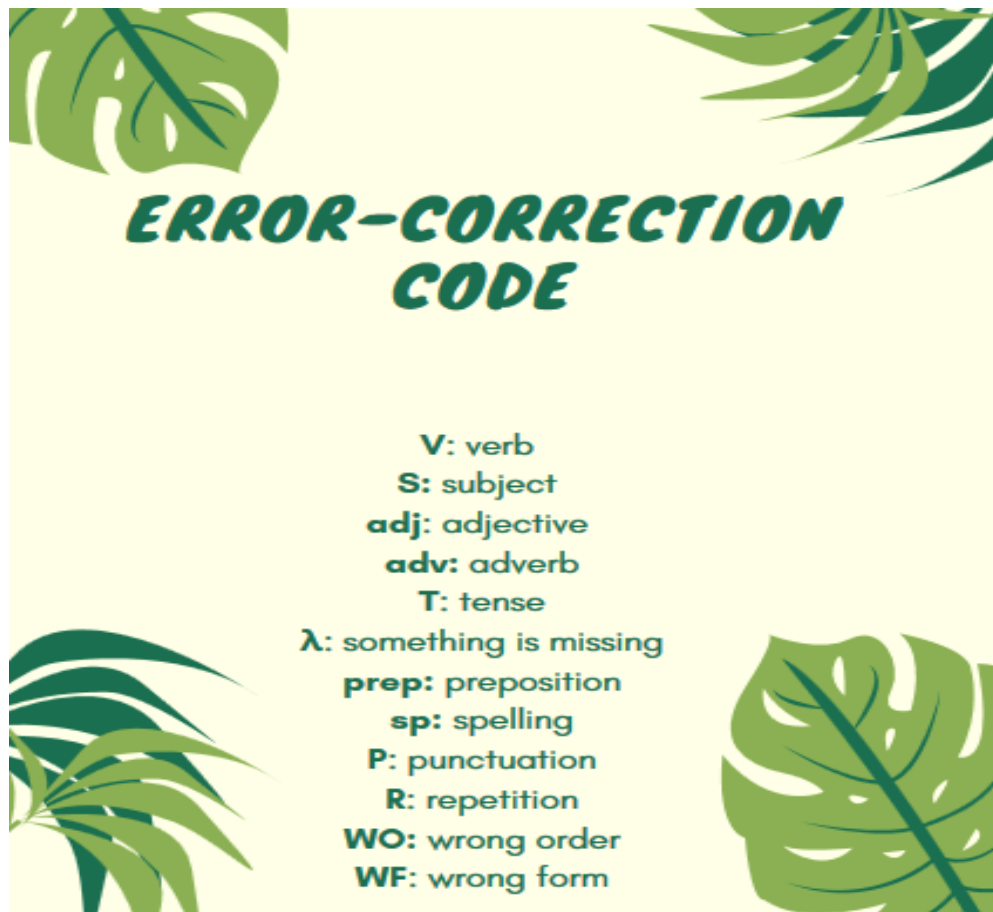
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https://dictionary.cambridge.org/grammar/british-grammar/future-present-continuous-to-talk-about-the-future-i-m-working-tomorrow

Thank you

APPENDIX 11

Adapted from: https://www.teachingenglish.org.uk/sites/teacheng/files/code.pdf

APPENDIX 12- Rubric for Writing Skills

	Score	Keep working 1-5	Satisfactory 5-7	Very good 7-8	Excellent 8-10
Originality of ideas		The student shows a limited degree of originality of ideas.	The student shows a fair degree of originality of ideas.	The student shows a good degree of originality of ideas.	The student shows a great degree of originality of ideas.
Register		The student commits many and serious mistakes as regards the register of the text.	The student commits some mistakes as regards the register of the text.	The student commits few mistakes as regards the register of the text.	The student hardly ever commits as regards the register of the text.
Cohesion & Coherence		The student shows a limited degree of cohesion and coherence in his/her writings.	The student shows a fair degree of cohesion and coherence in his/her writings.	The student shows a good degree of cohesion and coherence in his/her writings.	The student shows a great degree of cohesion and coherence in his/her writings.
Range of vocabulary		Poor and limited use of vocabulary related to the topic of the unit.	Use of some of the terms related to the topic of the unit.	Good use of different words that are clearly related to the topic.	A rich use of vocabulary that is clearly related to the topic.
Spelling		More than 6 spelling mistakes.	4 spelling mistakes.	2 spelling mistakes.	No spelling mistakes.
Grammar		No use of the grammar presented in the unit.	Limited use of the grammar presented in the unit.	Good use of the grammar presented in the unit.	Excellent and clear use of the grammar presented in the unit.

Total: /60   Own creation

APPENDIX 13

Questions

What is Tasseomancy?

What do the students need to practise Tasseomancy?

What does Ron foresee?

Prisoner of Azkaban-Tea Leaves

Retrieved from: https://www.youtube.com/watch?v=yWhfp8NKGIE

APPENDIX 14

	Poor (0-5)	Good (6-7)	Very Good (8-10)
Has the student understood the main idea of the clip?			
Has the student understood specific information of the clip?			
Has the student written grammatically correct answers?			
Has the student been able to work as a member of a group?			

Own creation

APPENDIX 15

TRANSCRIPTION OF THE PRISONER OF AZKABAN- TASSEOMANCY SCENE

1. In pairs, fill in the gaps with one or two words.
2. Watch the clip again and check your answers.
3. In pairs, identify the words/expressions that are connected with the art of Divination.

Prof.Trelawney: Welcome my children. In this room, you _____ explore the noble art of Divination. In this room, you _____ discover if you possess the Sight. Hello, I am Prof. Trelawney. Together, we _____ cast ourselves into the future! This term, we _____ be focusing on Tasseomancy, which is the art of reading tea leaves. So please, take the cup of the person sitting opposite you. What do you see? The truth lies buried like a sentence deep within a book, waiting to be read. But first, you must broaden you minds. First, you must look.... beyond.

Hermione: What a load of rubbish.

Ron: Where did you come from?!

Hermione: Me, I've been here all this time.

Prof. Trelawney: You boy, is your grandmother quiet well?

Student 1: Uh, I think so...

Prof. Trelawney: I-I wouldn't be so sure of that...Give me the cup. Oh, hmm, pity... Broaden your minds! Mmm...Oh! Your aura is pulsing, dear. Are you in the beyond? I think you are...

Ron: Sure

**Prof. Trelawney:** Look at the cup, tell me what you see.

Ron: Oh yeah, um, well, Harry's got a sort of wonky cross. That's trials and suffering. And, uh, that there could be the sun, and that's happiness. So, uh... you _____ suffer... but you _____ be happy about it.

Prof. Trelawney: Give me the cup...Oh, my dear boy. My dear... you have... the Grim.

Student 2: The Grin? What's the Grin?

Student 3: Not the Grin, you idiot, but the Grim. "Taking form of a giant spectral dog, it's among the darkest omens in our world. It's an omen... of death."

Own Creation

APPENDIX 16
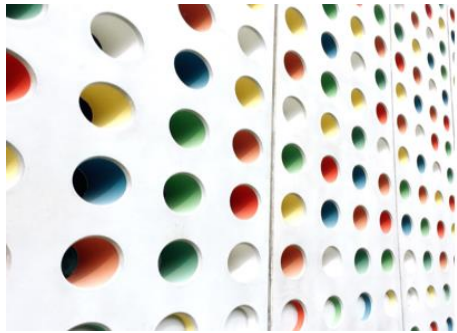
Future Tenses

1ST YEAR OF BACHILLERATO
TEACHER: ELENI ARMOUTI

Be going to- Uses

We use be going to:

1. to talk about plans or intentions:

e.g. I'm going to drive to work today.

They are going to move to Manchester.

2. to make predictions based on evidence we can see:

e.g. Be careful! You are going to fall. (= I can see that you might fall.)

Look at those black clouds. I think it's going to rain. (= I can see that it will rain.)

https://learnenglish.britishcouncil.org/english-grammar-reference/talking-about-future

Be Going to – Formation (1)

Affirmative

S+ be going to + Verb (without "to"/ bare infinitive)
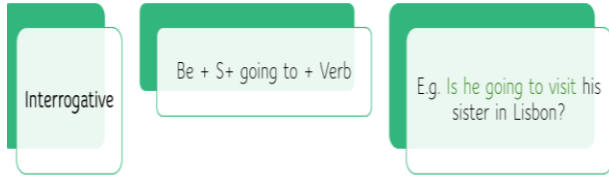
E.g. He is/'s going to visit his sister in Lisbon.

Can you form the Negative?

Be Going to – Formation (2)

| Negative | S+ be+ NOT+ going to+ Verb | E.g. He is not /isn't going to visit his sister in Lisbon. | Can you form the Interrogative? |

Interrogative

Be + S + going to + Verb

E.g. Is he going to visit his sister in Lisbon?

Be Going to – Formation (3)

Shall and Will (1)

Shall can be used instead of **will** for future time reference.

We use _shall_ and _will_ to state facts about the future and to make predictions:

e.g. We _shall_ need an extra bedroom when the new baby arrives.

e.g. There _will_ be strong winds tomorrow in the south of the country.

https://dictionary.cambridge.org/grammar/british-grammar/future-will-and-shall?q=Will+and+shall%3A+uses

Shall and Will (2)

Shall and **will** are used to announce decisions and to make offers:

[a salesperson in a clothes shop is talking to a customer]

A: Which size do you want? Medium or large?

B: I'll have large. (decision)

Wait. I'll open the door for you. (offer)

Not: Wait. I open the door for you.

I shall contact you again when I have further information.

https://dictionary.cambridge.org/grammar/british-grammar/future-will-and-shall?q=Will+and+shall%3A+uses

Shall with I & We

We can use **shall** with **I** and **we** in statements. Its use is more formal:

e.g. **We shall** never forget the holiday we had in Vietnam.

When we use **shall I** and **shall we** in questions it is usually to make suggestions rather than to refer to future time:

e.g. It's getting late. **Shall we** go home?

Shall I invite Louisa and Jill to the party?

https://dictionary.cambridge.org/grammar/british-grammar/future-will-and-shall?q=Will+and+shall%3A+uses

Shall- Formation

Affirmative

S + Shall + Verb (without "to"/ bare infinitive)

e.g. We shall cast ourselves into the future.

Negative

S + Shall + NOT + Verb

e.g. We shall not cast ourselves into the future.

Interrogative

Shall + S + Verb

e.g. Shall we cast ourselves into the future?

REFERENCES

https://dictionary.cambridge.org/grammar/british-grammar/future-will-and-shall?q=Will+and+shall%3A+uses

https://learnenglish.britishcouncil.org/english-grammar-reference/talking-about-future

Thank You!

APPENDIX 17- Role Play Instructions

ROLE PLAY - IN PAIRS

You study at the Magic School of Hogwarts and you are in the class of Tasseomancy. You need to "practise" Tasseomancy by using teacups and tea leaves and make predictions for your partner's life after graduating from Hogwarts. You sit opposite each other and take your partner's teacup to foresee the future. You take turns, just like in the Harry Potter scene, you have just watched. You are free to choose the Harry Potter character you want and use the internet for information related to your character if necessary.

Own creation

APPENDIX 18 - Rubric for Speaking Skills

	Score	Keep working 1-5	Satisfactory 5-7	Very good 7-8	Excellent 8-10
Fluency		The student can speak with much hesitation that affects communication.	The student can speak with some hesitation that sometimes affects communication.	The student can speak easily with some hesitation that rarely affects communication.	The student can speak easily with little hesitation that does not affect communication.
Accuracy		The student can use simple sentences with a limited degree of grammar control.	The student can use simple sentences with a fair degree of grammar control.	The student can use complete sentences with a good degree of grammar control.	The student can use complete sentences with a great degree of grammar control.
Range of vocabulary		The student can use limited vocabulary related to the topic with lexical gaps that affect the meaning.	The student can use relevant vocabulary with lexical gaps that occasionally affect the meaning.	The student can use relevant vocabulary with some lexical gaps that do not affect the meaning.	The student can use relevant and appropriate vocabulary with rare lexical gaps that do not affect the meaning.
Pronunciation and intonation		The student can pronounce a few words clearly and makes sporadic efforts to intonate. His/her speech is sometimes difficult to understand.	The student can pronounce many words clearly and makes an effort to control intonation. His/her speech is fairly understandable.	The student can pronounce most of the words clearly and show a proper control of intonation. His/her speech is understandable.	The student can pronounce clearly and shows a good control of intonation. His/her speech is easily understandable.
Originality		The student shows a limited degree of originality of ideas and performance.	The student shows a fair degree of originality of ideas and performance.	The student shows a good degree of originality of ideas and performance.	The student shows a great degree of originality of ideas and performance.

Total: /50   Own creation

APPENDIX 19
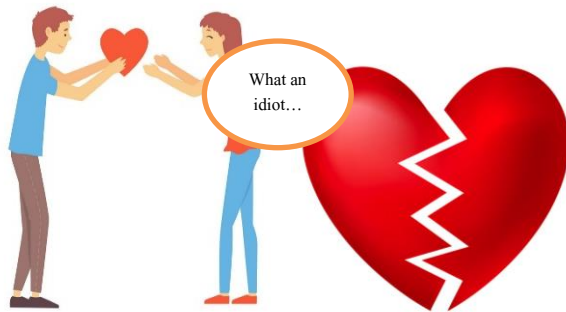
APPENDIX 20

CHRISTMAS LESSON

1.Listen to the song and fill in the gaps

[Chorus]
Last Christmas, I gave you my heart
But the very next day you gave it away
This year, to save me from _____
I'll give it to someone special
[Verse 1]
Once bitten and _____
I keep my distance, but **you still** _____
Tell me, baby, do you recognize me?
Well, it's been a year, it doesn't surprise me
[Verse 2]
(Happy Christmas) I wrapped it up and sent it
With a note saying, "I love you", I meant it
Now I know what a fool I've been
But if you kissed me now, I know you'd fool me again
[Chorus]
[Verse 3]
A crowded room, friends with tired eyes
I'm hiding from you and your _____
My God, I thought you were someone to rely on
Me? I guess **I was** _____
[Verse 4]
A face on a lover with a fire in his heart
A man under cover but **you** _____
Ooh-hoo
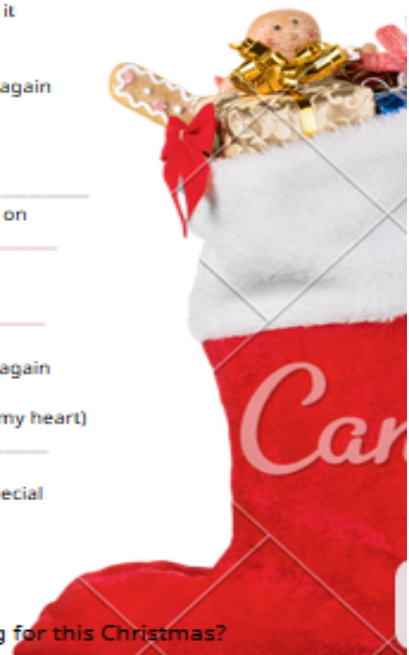Now I've found a real love, you'll never fool me again
[Chorus]
A face on a lover with a fire in his heart (I gave you my heart)
A man under cover but you _____
Maybe next year
I'll give it to someone, I'll give it to someone special
Special...
Someone...

2. What is the song about?
3. What do the expressions in red colour mean?
4. What advice would you give to the man in the song for this Christmas?

Own Creation

#Wham #LastChristmas #Remastered
Wham! - Last Christmas (Official 4K Video)

Retrieved from: https://www.youtube.com/watch?v=bwNV7TAWN3M