

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 4° ESO: INGLÉS

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Supervisor: Pilar Alonso Rodríguez

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A handwritten signature in black ink that reads 'Felipe'.

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1. GENERAL INTRODUCTION

English, as a widespread language around the world, has traditionally been driven by factors such as colonial history, economics, information exchange, travel and popular culture (Harmer, 2007, pp. 14-15), to which current major factors such as globalisation and technological advancement (exacerbated by COVID-19) add up. Accordingly, English has become the largest language in the world, provided that both native and non-native speakers are taken into consideration, with the latter using it as a lingua franca. In such a scenario, having a strong command of the English language becomes a real asset, not only for communicative purposes in the increasingly interconnected world but also as a means that enable the mastery of other skills, such as computer proficiency in the era of technological advancement (AbdAlgane, 2020, p. 7). Accounting for the abovementioned circumstances, English language teaching acquires a pivotal role for the satisfactory fulfilment of these new 21st century demands. Hence, paying heed to the educational legal frames, the following 4^o ESO teaching programme aims to form communicative and competent users of the English language, and thus to enhance personal and professional aptitudes required in this technological and globalised milieu.

On the basis that communication has come to be the main necessity of the new paradigm and that languages are essentially meant to establish interaction among community members, language teaching should focus on the development of communicative skills. In methodological terms, Communicative Language Teaching is the approach which promotes communicative competence, with the Common European Framework of References and the Spanish law obliging to adopt it. In the following programme proposal, communicative competence is going to be materialised through Discourse-based Approach and Task-based Language Teaching. Communication is only achieved in meaningful contexts where language is looked at as a whole, something provided by the discursive perspective of the former. Tasks of the latter will ensure the production of authentic communicative exchanges with a real outcome. The guiding

premises of Communicative Language Teaching, in combination with the tenets of Discourse-based Approach and Task-based Language Learning will thus frame this teaching project.

The next section of this Master's dissertation offers an explanation of the role of the teacher and the learner in the classroom. Whereas traditional language teaching granted the teacher an active role, in 21st century language teaching students step forward and become the protagonists of the class. Now learners are responsible for their own learning and the teacher becomes a facilitator or an assistant for such aim. Unless rapport is established between the instructor and the learners, as well as a comfortable and relaxed classroom environment, autonomous learning will never occur.

The third point of this teaching project introduces the contents of each of the units to be covered, the making of which has been thought such that it ensures the constant interest and motivation of the target group of students. In the fourth part, there is a statement on assessment, in which both formative and summative evaluations have been considered. A wide range of alternative assessment techniques will be examined in order to be as just as possible with each student's work, and at the same time comply with the evaluation of the contents set by the legislation. A brief account of a suggested e-assessment has also been included. Lastly, a teaching unit will be included as the practical realisation of all of the abovementioned aspects. This teaching unit has been faithfully designed to suit the theoretical principles which have guided this thesis.

2. METHODOLOGICAL PRINCIPLES

2.1. COMMUNICATIVE LANGUAGE TEACHING

In order to fully understand the Communicative Approach or the Communicative Language Teaching (hereinafter referred to as CLT), it should be recalled the two essential and inseparable premises which are known to have been the foundations for this new perspective on language studies and language teaching. These are the functionality of the language and the communicative competence.

CLT came as a reaction to previous language teaching approaches, namely Audiolingualism and Situational Language Teaching, both of which contemplated language acquisition as a process based on repetition and drilling of mostly phonological and grammatical basic structures. Learners were however unable to transfer the skills acquired through these methods to real communication settings outside the classroom, leaving the language purposeless (Richards & Rodgers, 1986, p. 59). In light of the above, CLT took a favourable view of M. A. K. Halliday (1970) and J. D. Wilkins (1972) models, in which the functions of the language (e.g. requests, offers, apologies) were at the front of language teaching. As Harmer (2007) wisely pointed out, “the concern was with spoken functions ... and notions of when and how it was appropriate to say certain things were of primary importance.” (p. 69). This principle was more than suitable for CLT philosophy, resulting in the integration of the functional dimension of language.

Simultaneously, CLT stemmed from the development of communicative competence, being the linguist Dell Hymes who first coined this notion in his writing “On Communicative Competence” in 1972. In writing this essay, Hymes called into question the ruling theories of Noam Chomsky, for whom the language only entailed linguistic competence. Whilst Chomsky disregarded any consideration involving social factors (Celce-Murcia, 2007, p. 42), Hymes

(1972) posited that “there are rules of use without which the rules of grammar would be useless” (p. 278), making room for context-dependency in language use. He called these rules the sociolinguistic competence, that is the ability for using language appropriately in context. Consequently, it is only when the linguistic competence is successfully coupled with the sociolinguistic competence that communicative competence may spring, as “communicative competence acquires both knowledge and ability for language use.” (Richards & Rodgers, 1986, p. 70). In short, the ability to use the language to communicate effectively in a certain situation came to be known as communicative competence, a cornerstone of CLT.

The notion of language functionality embedded within the communicative competence provided the basis for CLT, the ultimate goal of which was to place communicative competence at the core of the teaching practice, thereby using the language as a means for communication. In this vein, CLT seeks promoting language learning through “activities that involve real communication ... activities in which language is used for carrying out meaningful tasks ... language that is meaningful to the learner.” (Richardson & Rogers, 1986, p. 72). Let me comment on each of these in turn.

For language learning to occur activities must be authentic, drawing on real-life situations where the language is used to communicate between as much as two interlocutors. This idea of language as a tool is supported by the Common European Framework of Reference for Languages (2001) when it stipulates that materials should be “produced for communicative purposes with no language teaching intent.” (p. 145). Being languages in essence tools to establish communication, it appears fairly sensible to have interaction as the guiding thread of any activity. To this end, activities in CLT need to be grounded on social interaction, creativity, unpredictability or purposefulness, all of which are traits to be found in real-life communication (Canale & Swain, 1980, p. 33). Along the lines of interaction, CLT stresses collaborative and

cooperative learning, with the learner taking the accountability for his own learning. On the grounds that interaction is required for the accomplishment of the task, learners are to negotiate meaning through exchanges of information among their peers, and thus learners construct knowledge on their own. To put it plainly, students become the centre of the class, being exposed to great doses of language practice, be them their own or their partners. This is highly enriching as it leads to, as Kagan identified, the development of important social skills and the improvement of communicative ability, while providing a positive model for lifelong learning (as cited in Çelik, Aytin & Bayram 2013, p. 1853). As a result, the implementation of real communicative situations within classroom dynamics is crucial, to the extent that it prepares students to use what they have learned “en distintos contextos dentro y fuera del aula” (Orden ECD/ 65/2015, p. 7002).

Central to CLT is also the meaningfulness of the task. If the activity is to mirror real-life communication, it should be equipped with a purpose; therein lies its significance. While meaningful communication tends to be a key issue in the realisation of the given purpose, grammar structures should not be neglected and have yet to be met. Indeed, as Littlewood (1981) skilfully acknowledges, “one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.” (p. 1). Knowing about the language system is therefore a procedure which happens *ad hoc*. This belief is likewise endorsed by ORDEN EDU/362/2015 which contends that “no hay que olvidar los contenidos de tipo gramatical, pero siempre al servicio de la comunicación” (p. 32233). In this respect, it is a tenet of CLT that fluency is prioritised over accuracy; that is, errors should not be thoroughly checked so long as these do not interfere with meaning. In consequence, within CLT, errors are not to be avoided nor penalised; rather welcomed and treated as a part of the learning process.

Thirdly and lastly, language should be meaningful to the learner. This is somewhat intermingled with the aforementioned pursuit of real-life communication as this principle contends that language in CLT should be framed within a context which is relevant to the learner. Because of this required framing, CLT favours the integration of cultural aspects in the contextualisation of any activity, thus developing intercultural competence (cf. Orden ECD/65/2015). Another possibility to infuse meaning to language is to resort to students' experience. Bringing into the classroom the learners' personal experiences will certainly foster their interest and engagement (Savignon, 1983, pp. 15-16; Nunan, 1991, p. 279). By relating new information with students' personal background, in fact, chances are language is more easily acquired as students will interiorise and project it to each own's particular circumstance. Hence, it is only when a link between the classroom language with the out reality is created that students realise the usefulness of the language.

Dating from the 1970s and 1980s in its early years, CLT has undergone many variations, with scholars advocating for either a shallow-end form or a deep-end somewhat more radical version of it (Thornbury, 1999, p. 22). Notwithstanding, the Communicative Approach emerged as the most compelling focus of language instruction, and so with that it has become the hitherto dominant approach, with extensive evidence proving its adequateness and effectiveness in language teaching and learning. Such are the positive implications of communicative-driven instruction that the Common European Framework of Reference for Languages ratified and adopted a Communicative Approach, which in turn was to appear in the Spanish law. All abovementioned aspects considered, the following teaching programme, in compliance with the CEFR and the Spanish legislation, is thus framed within CLT.

2.1.1. DISCOURSE-BASED APPROACH

Long before the coming of CLT the sentence was the basic unit of analysis. Nevertheless, on the basis that meaningful communication was now the goal to achieve, the study of sentences in isolation failed at developing communicative competence, proving learner's inability to link sentences together into a whole meaningful discourse unit. As was put forward by Olshtain and Celce-Murcia (2001), "individual sentences can be interesting, unusual, or mysterious, but when separated from context, they lack real meaning." (p. 708). The quest for meaningful communication in CLT thus prompted the establishment of discourse or text as the new basic unit of analysis, where sentences were now part of large meaningful contexts.

At the same time, in order to truly master communicative competence, new dimensions besides the aforementioned Hyme's linguistic and sociolinguistic competences started to be contemplated. Models such as the one of Canale & Swain (1980) included other competences, although the most recent and accurate model has been proposed by Celce-Murcia (2007). In her model, there are six intertwined competences which function together counteracting the lack of any of them. According to Celce-Murica (2007), communicative competence now covers:

- Sociocultural competence, or the ability to exchange messages appropriately understanding the pragmatics and sociocultural norms of a given context. It also includes stylistic appropriateness.
- Discourse competence, or the ability to assemble language structures in sequence so as to generate coherent texts or discourses. In order to do so, the communicator should pay attention to cohesive, coherent and deictic features.
- Linguistic competence, or the ability to combine the phonological, lexical, morphological and syntactic rules of the language.
- Formulaic competence, or the ability to understand and use arranged and preestablished chunks of language that interlocutors often use in everyday communication. These

comprise routines, collocations, idioms or lexical frames.

- Interactional competence, or the ability to produce ordinary speech acts requiring interaction (actional competence); communicate accordingly to the turn-taking system of the target language (conversational competence); integrate non-verbal or paralinguistic aspects of that target language (non-verbal/paralinguistic competence).
- Strategic competence, or the ability to make use of behaviours or thought processes to overcome the complications resulting from the interaction in the target language. These include cognitive, metacognitive and memory-related strategies.

Communicative competence therefore encompasses the expertise on other competences with a much more discourse outlook, as more than purely linguistic mastery of language is involved in communication. This is likewise acknowledged by Orden ECD/65/2015 as their definition of linguistic competence includes “componente pragmático-discursivo, socio-cultural, estratégico y personal” (p. 6992-6993). As meaning is not found at the sentence-level but in discourse, a discourse-based perspective should be the basis from which communicative competence is built upon. As a result, adopting a discourse-based approach was found to be essential for a successful implementation of CLT.

The use of real-life situations in CLT implies that communication is always contextualised. On this matter, context is a pivotal element for the development of communicative competence, in that, it is the context which signals which of the language functions is to be employed. The different genres offered in discourse provide real contexts from which language performance for each different purpose can be studied, as purpose does not exist in artificial or prefabricated communication. “If the discourse and content selected for language instruction are accurate and authentic ... language learning has the potential to become a genuine exercise in communication.” (Celce-Murcia, 2007, p. 51-52). The awareness on the use of a wide range of

genres is echoed in Orden ECD/65/2015, specifying that for language to be satisfactorily acquired, varied and rich contexts should be promoted (p. 6991). This way, on challenged with different speech events, students will be conscious of how to use the language depending on the communicative situation. As was noted by McCarthy (1991), if “discourse analysis is fundamentally concerned with the relationship between language and the contexts of its use” (p. 10), then a Discourse-based Approach is, accordingly, a decisive framing for any teaching programme aiming at the communicative function of the language.

In the same spirit, by being introduced to different real speech events, learners will be practising the well-known interactional competence; the function of which is, as detailed above, to enable communicators to act or behave as expectedly in each situation or context. Stated differently by Demo (2001):

“By exploring natural language use in authentic environments, learners gain a greater appreciation and understanding of the discourse patterns associated with a given genre or speech event as well as the sociolinguistic factors that contribute to linguistic variation across settings and contexts.” (p. 2).

Training students in discourse patterns such as the speech acts expected in refusing an invitation, the conventional turn-taking norms between colleagues or even the gestures supporting an oral message is vital for interaction to occur politely and effectively without interference. Yet Demo goes further and considers as well sociolinguistic factors, namely, the gender, age or social class of the participants. These also have a say in how language is used. It is crucial to instil into learners the relevance of linguistic choices so that communication becomes compatible with all interlocutors, something that can only happen when accounting for the abovementioned social characteristics. Simply put, discourse patterns can noticeably condition language use, as can sociolinguistic factors; showing how human communication is deep-seated in discourse.

Furthermore, for communicative competence to work as such, sociocultural aspects present in discourse should also be incorporated to language teaching, as these assist in the comprehension and interpretation of the message. “El uso de las lenguas extranjeras supone un conocimiento y aceptación de otros usos, costumbres, culturas y creencias.” (ORDEN EDU/362/2015, p. 32232). Knowing about the lifestyle, traditions or behaviours of the user of the target language will help dodge cultural barriers. In other words, the amount of shared knowledge between the participants will determine the effectiveness of communication (Olshtain & Celce-Murcia, 2001, p. 710). In view of these considerations, discourse offers a good opportunity to instruct learners in those sociocultural traits coming alongside the language, reflecting cross-cultural differences and thus avoiding miscommunication. Nonetheless, complying with CLT, discourse perspective does not disregard the teaching of grammatical structures; rather integrates them. “Grammatical properties must be treated in text ... and, vice versa, language use and discourse analysis cannot seriously be undertaken without explicit grammars.” (Van Dijk, 1981, p. 20). In discourse, grammatical points are one more component within the whole conglomerate. Lastly, in order to implement a successful discursive approach, the classroom should be conceived as a discourse community. Within this discourse community, students are thought as real communicative agents, sharing the majority of social factors described above and using the target language to interact as if a real situation of the world was taking place.

To sum up, recent investigations had concluded that communicative competence is not attained by proficiency in the linguistic field alone. Contrary to this initial statement, communicative competence amalgamates linguistic, sociocultural, formulaic, discursive, strategic and interactional components, all of which are unified under discourse. Since human communication is discourse in its essence, the above-described tenets of the Discourse-based Approach serve as the first methodology chosen to carry out CLT.

2.1.2. TASK-BASED LANGUAGE TEACHING

Task-Based Language Teaching, better-known as TBLT, is a language teaching methodology designed during the 1970s and 1980s, which burst in the education paradigm as the tangible and practical realisation of the learning theories sustained by CLT at that time. Task-Based Language Teaching, as the methodology which satisfies CLT, pursues the use of authentic language. Such principle is shared by Discourse-based Approach, which in turn adds the context as the means through which that language will be presented. Not only does it consider authentic language, but TBLT (likewise Discourse-based Approach), is concerned with the functional dimension of language. In this sense, the combination of these two methodologies contributes to the betterment of language teaching within CLT, framing this teaching proposal with an eclectic approach.

As in Discourse-based Approach, language in Task-based Learning Teaching is used for a purpose. In TBLT, learners need to use the target language in order to achieve a goal or an outcome, the most distinctive trait of which is that it is completed through a task; thence this method is called as such. The definition of task has nonetheless been widely discussed throughout the years, becoming subject to many interpretations. One of these first definitions was proposed by the initiator of TBLT, Jane Willis (1996), articulating that a task is “a goal-oriented activity in which learners use language to achieve a real outcome.” (p. 53). This was an acceptable yet broad definition. For this reason, Rod Ellis (2009) asserted that for a language-learning activity to be considered a task, it should fulfil the following criteria:

1. The primary focus should be on ‘meaning’.
2. There should be some kind of ‘gap’.
3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
4. There is a clearly defined outcome other than the use of language. (p. 223)

While other accurate interpretations were given such as Nunan's (2004), all of them agree on the pedagogical purpose of the task. Hence there is a consensus on the fact that a task requires the learner to use communicative language in which the focus is not placed on grammar structures but on meaning. Notwithstanding, Ellis (2009) goes as far as to make a distinction between two types of tasks. On the one hand, 'unfocused tasks' would be those which provide learners with opportunities for using language in general communicatively. On the other hand, in 'focused tasks' those opportunities to communicate go alongside some explicit linguistic forms (p. 223). Ellis (2009) also distinguishes between 'input-providing' or 'output-prompting', depending on whether the task engages the learners into receptive or productive skills (p. 224). It should be noted that some tasks may be labelled as integrative, to the extent that they involve as much as two skills.

Having briefly outlined the main characteristics of a task, TBLT is equipped with a very clearly structured cycle so as to implement this methodology in a class. This task framework was proposed by Willis (1996) and consists of three major phases: pre-task, task-cycle and focus on form.

1. Pre-task:

The pre-task stage is the beginning of the task. During this stage, students are introduced to the topic and the task. The teacher helps students to understand the aims of the given task as well as the theme of the session. This framing to the task can be either a brainstorming of ideas, a game with pictures or even a retelling of a personal experience so as to establish a connection with the topic (Willis, 1996, p. 55). As was skilfully postulated by Van den Branden (2020), "during the pre-task phase, teachers and learners typically prepare the task cognitively, socio-emotionally and from an organisational point of view." (p. 242). At a cognitive level, the topic or the non-linguistic purpose of the task is introduced, the aim of which is to activate learners' previous knowledge. Socio-emotionally speaking, the teacher is in charge of awakening the

students' interest and motivation in the task, at the same time that encourages students to speak out. Lastly, in organisational terms, the teacher clears out possible misunderstandings by giving instructions for the completion of the task. It should be stressed that during the pre-task phase, students are expected to rely on their own resources or previous knowledge, be that conceptual or linguistic. The teacher may present or highlight some useful vocabulary or phrases at this point, yet never pre-teach them.

2. Task Cycle:

The task cycle is the second and central stage, which in turn is divided into three subphases: task, planning and report. Firstly, students individually or in groups are asked to complete the task per se, drawing on their personal language skills. The teacher, meanwhile, is to monitor the ongoing process, with no need for correcting or checking mistakes unless asked by the students themselves. "It does not matter if the task is achieved through the use of language which is far from the target in terms of accuracy and complexity." (Shehadeh, 2005, pp. 26-27). The focus is on the establishment of meaningful communication, that is to say, fluency. Secondly, in the planning phase, students will be asked to draft and rehearse what they will later be displaying to the whole class: the outcome of the task and the procedure followed for such result. Contrary to the previous phase, now "the emphasis is on clarity, organization and accuracy, as appropriate for a public presentation." (Willis, 1996, p. 56). Finally, during the report phase, students will be presenting their outcomes to the rest of the class. The teacher gives feedback or comments on the content but never public correction ought to be done. This stage increases students' exposure to input in the target language.

3. Focus on Form:

Focus on form is the third and last stage. While now all the activities are language-focused, this stage is split into analysis and practice. The goal of analysis is to raise students' awareness on any aspect of the language by observing and exploring the language appearing in the task.

As far as practice is concerned, students work on activities in which that tackled language is included. In Harmer's words (2007), "the teacher may conduct some form of practice of specific language features which the task has provoked" (p. 72), in the hopes students will integrate the new vocabulary or structures into their repertoire.

As has been portrayed throughout the task framework, TBLT advocates for the use of task as the means or the excuse to prompt meaningful interactions between students. In constructing meaningful messages for functional ends, learners will progressively become conscious of that language employed, and eventually, acquire it. This was the point of departure of CLT, the motto of which was using language to learn it, in place of learning language to use it. As Hatch, indeed, pointed out, "language learning evolves out of learning how to carry on conversations, out of learning how to communicate." (as cited in Van den Braen, 2020, p. 239). Consequently, by using language for meaningful communicative tasks, the only language produced within TBLT is authentic language. TBLT disregards addressing the language little by little, much like Discourse-based Approach does by rejecting the sentence-level constraints. In a similar vein, Ellis (2009) noted that "language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured" (p. 222). This way, the discursive perspective of Discourse-based Approach supplies the task with the real-life situation framework, in which authentic language will be later embedded. In line with this, TBLT urges to provide students with as many opportunities as possible so as to practise the target language in these classroom real-life simulations. This somewhat resonates with the Discourse-based Approach consideration of the classroom as a discourse community; or put differently, TBLT is also a learner-centred methodology, in which students become the protagonists of the class, sharing similar traits in the negotiation of meaning during the execution of the task.

Given the centrality of the student, a cornerstone of TBLT (in accordance with CLT) is experiential learning, the baseline of which is that learning comes about through experience. More specifically, students learn by doing the task and reflecting upon its outcome. As Nunan (2004) set forth, “intellectual growth occurs when learners engage in and reflect on sequences of tasks.” (p. 12). For experiential learning to occur, students’ personal experience is the jumping-off place for the incorporation of new knowledge. Based on these considerations, in TBLT, students’ needs highly determine the language to be explored (Nunan, 2004, p. 12; Douglas & Kim, 2014, p. 5). This does not, however, imply that the language produced during the realisation of the task is the only one covered; conversely, it serves as the basis for new knowledge.

Over the years, TBLT has received almost as many rave reviews as negative criticism. Much of the latter was driven by TBLT insistence on fluency with the loss of accuracy. While some scholars argue that the designing of a task to predispose the use of a specific form entails defeating a vital purpose for the task use (Skehan, 2016, p. 7), others hold that knowledge of particular sets of linguistic items in the input is essential for learning to happen (Long & Crookes, 1991, p. 19). What seems more reasonable to say is that fluency and perfectibility go hand in hand. Effective communication cannot require either of fluency or accuracy on its own, in that fluency has to some extent its basis on accuracy. As was asserted by Ellis (2009), “grammar may not be central to TBLT, but it has an important place within it.” (p. 232). In short, as Van Dijk pointed out in Discourse-based Approach, so did Ellis in TBLT, both of them acknowledging that grammar should be included in these methodologies.

Lastly, official documents also contemplate the use of tasks in the classroom dynamics. The CEFR devotes, in fact, a whole chapter number 7 to describe tasks and its role in language teaching, deeming them as an appropriate way of exchanging meaning to accomplish a

communicative goal. In a similar fashion, in Spain, ORDEN EDU/362/2015 regards at “resolver tareas” (p. 32232) as an interesting element to develop the entrepreneurial spirit.

In conclusion, Task-based Language Teaching in conjunction with Discourse-based Approach contribute to the fulfilment of CLT premises. While the former enhances meaningful communication exchanges through the use of authentic language, the latter establishes a real setting where communicative competence and its sub-competences are bonded and can be trained, always bearing in mind that language is, above all, a tool to convey information. With the methodologies being described, now this teaching proposal will offer a statement on the expected role of the teacher and the learner.

2.2. THE ROLE OF THE TEACHER AND THE LEARNER

Having framed our teaching proposal within CLT indicates that communicative competence lies at the heart of English language teaching. Discourse-based Approach and TBLT have proved to be powerful methodologies in the consecution of such competence, yet a correct functioning of these methodologies undergoes an adequate classroom management. This will be extremely determined by the role that the teacher and the learner play in it.

Before addressing any of these roles per se, it should be traced the ideal classroom atmosphere in which these two agents will operate. For meaningful learning to occur, input exposure alone is not enough, but a relaxed, comfortable and positive classroom environment is also required. This was theorised by the linguist Stephen Krashen (1982) in what he called the ‘Affective Filter Hypothesis’, in which three affective variables relate to success in second language acquisition: motivation, self-confidence and anxiety (p. 30). These three variables, though all of which teacher-dependent, regulate the students’ emotional state, either for allowing to pass or clogging the input required for learning. This way, the lower the affective filter, the more likely the language will be acquired. Let me clarify the three variables by

elaborating on each in the context of learning.

Motivation is crucial for language learning. Students will be motivated if engaged in materials which are relevant and involving (Harmer, 2007, p. 84). In this regard, the collaborative or cooperative tasks of TBLT are a good chance to motivate students. Similarly, using the language for real purposes in real contexts provided by Discourse-based Approach will also boost their motivation. Activities should still be planned in such a way that motivate students when seeing learning results, and not only because of their amusing or entertaining nature. It should be recalled that students come to class to learn a language and not to be amused by a great show (Scrivener, 2005, p. 16). It is when learners realise the improvement of their language skills that motivation reaches its peak, turning to intrinsic motivation. As opposed to extrinsic motivation, the behaviour driven by internal or personal satisfaction does not require of outside incentives and arises from within the student. As was stated by Brown (2002), “when behaviour stems from the needs, wants, or desires within oneself, the behaviour itself has the potential to be self-rewarding.” (p. 12). In other words, when students are aware of their learning, motivation will grow, as will their willingness to learn.

In line with motivation is self-confidence. Adolescent learners, like those to which this teaching programme aims, are very fragile and vulnerable to biased judgements. A teacher may openly tell the students their strength as well as their accomplishments with a view to reinforcing their self-confidence. As Harmer (2007) identified, “praise is a vital component in a student’s motivation and progress.” (p. 138). If learners are to speak and make mistakes, then a very interesting strategy would be to praise students for making sincere efforts to try out language (Brown, 2002, p. 16). Still, complimenting has to come in the appropriate time and quantity to be effective, in that, overpraising may have harmful consequences for those students who tend to love being in the spotlight and for whom learning becomes secondary. Another

paramount strategy to fuel learners with confidence is establishing rapport. Rapport is achieved by launching a relationship rooted in respect and enjoyment, so that students feel comfortable with the teacher. Praising and rapport thus increase students' confidence, which subsequently make meaningful learning to be acquired at ease.

As distinct from self-confidence is anxiety. Whereas some students enjoy catching all the attention, others stay away from it by all means. Anxiety may be caused by fear to make mistakes; indeed, "students who do poorly in language classes would naturally (and logically) become anxious." (Horwitz, 2001, p. 117). Consequently, since anxiety impedes students taking risks with the language, teachers need to reduce it by increasing the abovementioned self-confidence, acquiring the role of a supporter for these students. As was put forward by Krashen (1982), "the effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation." (p. 32). In the end, language learning comes down to avoiding threatening situations by seeking a stress-free classroom atmosphere.

Having sensibly considered the previous guidance in relation to classroom management, Scrivener (2005) further adds three labels to distinguish between three different types of teachers depending on their teaching style (p. 25). 'The explainer' is the kind of teacher who possess an extensive knowledge of their subject matter but little of teaching methodology. Classes primarily consist of teacher explanation with very few student involvement. Contrastingly, 'the involver' is a teacher who holds content knowledge and is also familiar with teaching methodologies. Explaining or lecturing now become one among many other options that contemplate students' engagement and participation. Lastly, 'the enabler', besides knowledge of the subject matter and teaching methodologies, has an awareness of how students are feeling within their class. Control of the class is negotiated between the teacher and the students, with these adopting a somewhat more central role in the learning process. 'The

enabler' limits their role to a "guide" or a "counsellor", and consequently, learning becomes an autonomous process performed by students. It should be underlined that these three categories are very broadly depicted and a single teacher may take each of the roles depending on the situation, as well as some particular features of each category may overlap with others. Notwithstanding, this teaching programme regards 'the enabler' as the most suitable teacher role for the benefit of our students.

While much has been written about the role of the teacher, little has yet been said about the role of the learner. Being the teacher an 'enabler', learners acquire a key role in the classroom, pushing the figure of the teacher to the background. Moreover, on the basis that the control of the class is negotiated, teachers are now thought of as co-learners, simply facilitating different alternatives to students to learn the language (Richards, 2006, p. 26). This view directly challenges the orthodox role of learners, that in which they have traditionally been passive receivers getting all the content from 'explainers'. In so far as learners acquire the language through its practice, however, their engagement and participation in the learning process is crucial. As Scrivener (2005) asserted, "people learn by doing things themselves rather than by being told about them." (p. 21). In consequence, learners become the protagonists, experimenting and risking with the language in peer discussion during the completion of the task. All above comes into being in this teaching project through Discourse-based Approach and TBLT, which in accordance with CLT, present a learner-centred course. This is likewise supported by ORDEN 362/2015 as "el docente deberá utilizar una metodología que convierta al alumno en el auténtico protagonista del proceso enseñanza-aprendizaje" (p. 32341), being such learner-centrality the means by which meaningful learning occurs. In this regard, learners are responsible for their own learning or, stated clearly, the ultimate goal of the teaching-learning process is to develop learner autonomy. Taking learning as an own achievement will fulfil and motivate learners (Harmer, 2007, p. 394; Little, 2007, p. 18). As a result, learner-

oriented classes will develop autonomous learners, whose motivation will then positively enhance language learning.

All in all, a tranquil and pleasant classroom atmosphere has proved essential for students to venture to take risks and thus practise with the language. Such atmosphere comprises high doses of motivation and self-confidence but low-anxiety levels on the part of the students. Only under these conditions can rapport be truly established with the teacher. Additionally, students have been moved to the core of language instruction, becoming the protagonists of the class in directing their own learning. It is the interaction stemmed from this participation throughout the task that develops communicative proficiency. This learner-centred take yet requires the teacher as an ‘enabler’, guiding and attending students in the teaching-learning process.

3. CONTENTS

Real Decreto 1105/2014 is the Spanish law which sets the contents that ought to be taught at each of the different grades all around the state. These contents, however, are further developed and explained in each autonomic legislation, being the ORDEN EDU/362/2015 the one which applies for the region of Castilla y León. This teaching programme will thus heed the contents established by these two laws with regard to the course 4º ESO. The contents will be organised according to receptive and productive skills, covering the four blocks considered in the legislation, namely, reading and listening comprehension and written and oral production, alongside some other syntactic-discursive abilities.

The tenets of Discourse-based Approach and TBLT will guide the contents of this teaching proposal, distributed among nine units, the focus of which will be on the development of the communicative competence maxim of CLT. In order to do so, students will be required to complete one or two tasks per unit revolving around events or experiences related to English-speaking-countries. Each unit will expand upon one of these topics. All of the readings and

listenings will be authentic discursive units which will help establish a contextualised setting for the upcoming tasks. These topics are thought in such a way that become appealing up to the point of engaging learners, at the same time that explore both sociocultural and sociolinguistic aspects of the target language. The latter comprise, for instance, turn-taking and politeness strategies which will be enhanced and practised throughout the whole academic year. Three units will be covered per term. Below it can be found a brief review of each.

UNIT 1: WHAT DO YOU MEAN?

Canadian singer Justin Bieber's hit *What do you mean?* was a landmark in the recent history of music as it became the most streamed song during the first twenty-four hours since released, amassing more than one billion views for the time being. This song will be used to refresh the present simple, present continuous and the main interrogative pronouns with some scrambling exercises, such as rearranging verses, among others. The reading skills will be covered through a magazine article which delves into some curiosities of his album *Purpose*, while introduces vocabulary related to the music industry (e.g. *popstar*, *tour*, *single*, *lyrics*). As far as the writing task is concerned, students will team up with one classmate to put in their favourite popstar's shoes and will write an acceptance speech as if they were to receive a Grammy award. In class, they will be orally performing this speech. Some phonemes included in this unit are /æ/, /ʌ/ and /ɑ:/.

UNIT 2: IN THE RUN-UP TO CLASS PRESIDENT ELECTIONS

US elections 2020 broke the record for most votes ever registered for a presidential candidate. This event will frame the following unit, while introducing relative clauses and the expression of degree (e.g. *absolutely*, *a bit*). Plus, the class president for the course will be voted at the end of this unit, serving this event as the framing task for the whole unit. Reading skills will be addressed through some easily comprehensible tweets from different world-wide known presidents in which it can be found adjectives of opinion. The listening activity will consist of

a short clip in which an expert summarises the essential qualities to become a great leader. Afterwards, writing skills will be exercised by asking students to write a tweet of less than 140 characters arguing for some actions they would carry out if class presidents. Lastly, the real candidates for class president will be elected, with each student doing an oral presentation supporting and campaigning for a candidate. In terms of phonetics, /d/, /ð/ and /θ/ will be practised.

UNIT 3: STOP FEELING BLUE

After a thirty-year drought, 2020 was the year in which Liverpool F.C. made its way to the Premier League title. This impressive event will be the focus of this unit, with students learning the expressions of interest, likes and dislikes and vocabulary belonging to the realm of sports. A *Sky Sport's* article will be the reading activity to introduce the comparative and superlative forms of adjectives, followed by a video of Anfield's stadium tour. Listening can be further exercised by listening to The Reds' anthem *You'll never walk alone*. Afterwards, for the writing task, students will be asked to write via Padlet a quick review of a stadium, be that Anfield or another venue of their choice, stating their humble opinion about the best and the worst of each arena so as to provide relevant information which determines whether paying a visit or not to such place. Regarding speaking, students will do some further research in their favourite club's official website to later record a sports podcast (blubrory may be a good tool) including some relevant data (e.g. city, home ground, trophies, nickname, owner, head coach, colours, anthem, etc). Phonemes of this unit will include /i:/ vs /ɪ/ and /ɔ:/ vs /ɒ/.

UNIT 4: MYTH OR REALITY?

This unit will be described and developed in detail in section 5.

UNIT 5: TAKING A TRIP DOWN MEMORY LANE

This unit will feature the story of the well-known British passenger liner RMS Titanic and

its shocking sinking amid the Atlantic Ocean on the nightmare of April 14, 1912. Students will be reading and working on *The Guardian's* very first published article chronicling and reacting to such events. This text abounds in present perfect and past perfect tenses, serving as the means through which these grammar structures will be introduced. Students will then be asked to orally retell to their peers the story read, summarising the essential points but adding a different and coherent ending of their own creation. Afterwards, the listening activity will consist on some short clips from James Cameron's 1997 *Titanic* blockbuster, with the speaking task having the students role-playing in groups some of the scenes watched. Regarding the writing activity, students will need to do some research in other maritime disasters and write a similar report, thus practising temporal expressions (e.g. *during, at midnight, simultaneously, after that, finally*) and vocabulary related to the nautical world (e.g. *survivors, lifeboat, flooded, unsinkable*). Reports can be printed and glued onto the bulletin board so that every group can have access to read them all. In phonetic terms, this activity will involve students working with /ə/ and /ɜ:/.

UNIT 6: JUICY GOSSIP AHEAD

The recent scandal of the British royal family prompted by the comments of prince Harry and Meghan Markle in the explosive interview in the talk show host Oprah Winfrey will be the event chosen for this unit. A few excerpts from the interview will be played to then start an oral discussion to guess which member of the royal family might have been the one who showed concern over Archie's skin colour. Speaking can further be trained by a task in which students are to conduct a similar interview in pairs adding more questions. This section will tackle vocabulary related to physical descriptions as well as relationships between family members (e.g. *grandson, daughter-in-law*). Next, students will be reading a newspaper's article about prince William reaction to the couple's comments, serving as an update to the news. This reading will be the departing point for the writing activity, as students will become journalists

and will be asked to write in reported speech a short article about how the affairs have unfolded during these days. For the last stage of the task, a gossip magazine can be launched where these and other upcoming articles will be included. At a phonetic level, it will be worked on the different pronunciation of /b/ and /v/.

UNIT 7: UNITY MAKES STRENGTH

The guiding thread of this unit will be the social movement Black Lives Matter and its massive protests in 2020 against racially motivated attacks against black people. Some captions of the Instagram posts which flooded the platform with the hashtag #BlackOutTuesday will be collected and read in class, so that students start familiarising with the expression of necessity, prohibition, intentions, promises or orders with modal verbs. Similarly, some placards from the protests will be displayed to then ask students to create in groups an original and unique banner. Vocabulary will be related to justice (e.g. *trial, jury, judge, to testify, police officer, suspect, witness*). A short listening about the history as well as the causes that triggered the movement will be watched, while students organise all the information by means of graphic organisers, such as a fishbone chart for the causes or a timeline. The speaking task will have the students in groups becoming governors of a state, in which they will be giving a short speech about some prospective norms or measures to fight against racism. Lastly, for the writing task, students will have to create an Instagram caption supporting the movement. They can draw on the ideas from the speaking. A 4º ESO Instagram account to post all the students' captions can be created. From a phonetic point of view, students will be trained to distinguish between /j/, /dʒ/ and /tʃ/.

UNIT 8: "HE WHO PLANTS TREES, LOVES OTHERS BESIDES HIMSELF"

Thomas Fuller's famous quotation is the title to this unit, the topic of which pertains to Australian 'Black Summer' 2019-20, in which a spate of wildfires deeply impacted the country's ecosystem. Cause clauses (e.g. *because of, due to*) and the first conditional (e.g. *unless, if*) will be the grammar points of the unit, while vocabulary will have to do with the

environment and the climate emergency. An overall picture of the Australian situation will be read in a newspaper's article to subsequently listen some testimonies of frontline firefighters, followed by an in-class brief discussion on whether climate change is actually a current phenomenon. Speaking skills will be exercised through as task in which students record a video (animoto.com may be a good tool) campaigning for the adoption of an Australian species, encouraging to do some money donation for the bushfire recovery. This will be previously written. As to phonetics, the target phonemes of this unit will be /u:/ and /ʊ/.

UNIT 9: OH, I WANT TO BREAK FREE

COVID-19 outbreak along with its consequences all around the world will be the protagonists of this unit. Reading skills will be practised through a text promoting e-teaching, while treating the grammar structures *will* and *be going to*. This reading can serve as the basis for the speaking activity, an in-class debate between those students advocating for e-teaching against those defending in person teaching. This will be followed by the listening activity, a two-minute video featuring some experts making predictions about how COVID-19 will shake other domains of ordinary life. Vocabulary will be related to technology and medicine. The writing task will take the form of a portfolio in which further reflections on the pandemic can be voiced, as well as some forecasts to be checked within five years to see if they have been fulfilled. On the subject of phonetics; /s/, /z/ and /ʃ/ should be successfully discriminated by the end of the unit.

4. ASSESSMENT

Assessment has always been a mandatory yet somewhat troublesome part of the curriculum and the teaching-learning practice. Assessment, nowadays, is thought to be such a different process than it was years ago, with the paradigm shift as the departing point for this change. Assessment during the last few decades, also known as traditional assessment, used to be carried out by means of a final exam. The way in which these tests were implemented, however, casted

doubts on their effectivity to truly measure students' performance. Some of the criticism associated with traditional assessment has been in fact its lack of connection between the course and this final test or the pressure it puts on students, determining with a pass or a failure whether they have acquired the target knowledge. On top of that, traditional assessment neither offers a rich glimpse of the final product, nor of the process of learning (Nasab, 2015, 170). That is to say, traditional assessment procedures such as true-false statements, fill-in-the-gaps exercises or multiple-choice questionnaires do not make room for language development given their closed-ended nature. On the contrary, they narrow the possibilities of the response to a very simple, limited and controlled answer which fulfils the purpose of those techniques. For this reason, traditional assessment is teacher-oriented instead of student-centred as "when students respond to test items, they are meeting the standards of teachers." (Atta-Alla, 2012, p. 2). But the main drawback of traditional assessment has nonetheless been related to the backwash or washback effect and its consequences on language use. The backwash effect arises when instructors overfocus on the test to the extent that they start teaching with it in mind. Simply put, the teacher wants their students to pass the exam and teaches accordingly. As a consequence, teaching starts to mirror the test, leaving the teaching practice at the mercy of such a test and thus overlooking real-life language use (Harmer, 2007, p. 389; Atta-Alla, 2012, p. 2; Nasab, 2015, p. 170). If all activities are designed such that they resemble the exam format, it can be as far as argued that the classroom becomes test-oriented. The only language explored is thus the one which may appear in the exam, with no relation to real-life language and without communicative intention.

All the aforementioned motives have triggered the paradigm shift in the assessment practice, moving from traditional assessment to alternative or authentic assessment. Assessment is now contemplated as an integral part of the learning process and not as a mere product in the form of a final test. In other words, assessment is the means to help students acquire the

language and not and end in itself to evaluate their knowledge. In this sense, assessment becomes an ongoing interactive process in which “students and teachers are active assessors during classroom instructional strategies.” (Volante & Fazio, 2007, p. 751). Being a systematic process, classroom assessment is a paramount source of information to modify the teaching practice so as to fit learners’ particular needs or diverse characteristics. It should be underlined that the assessment reform aims to recognise not only knowledge but also skills and abilities that students require beyond classroom environments (Atta-Alla, 2012, p. 3), and therefore, assessment starts to be concerned with the communicative function of the language. In this way, traditional assessment has gradually been discredited and abandoned in place of alternative assessment. This teaching programme will follow the premises and some of the strategies of alternative assessment.

Being communicative skills taken into consideration, alternative assessment satisfies CLT, at the same time that is supported and encouraged by both the CEFR and the Spanish legislation. The CEFR firmly postulates that assessment techniques should be those that provide a clear view of a user’s ‘can dos’ with the language. “Assessment ... should rather seek to judge the generalisable competences evidenced by that performance.” (CEFR, p. 180). Alternative assessment, as a matter of fact, besides giving credit for a successful task outcome, also values meaningful communication, setting sights on how language is used for the given purpose. Similarly, alternative assessment is echoed in Orden ECD/65/2015 in so far as “el profesorado debe utilizar procedimientos de evaluación variados” (p. 6990). This law further affirms that assessment techniques should assess how students solve tasks which mimic real-life contexts, proving that alternative assessment does also comply with TBLT and Discourse-based Approach. It should also be noted that the alternative assessment planned for this teaching programme gives an account of all the competences envisaged by Orden ECD/65/2015.

Before digging into the intricacies of the assessment procedures chosen for this teaching programme, there are some general criteria that alternative assessment should meet if it is to function adequately. These will be the principles which will guide the different assessment techniques later employed. Firstly, assessment should be valid. Validity comes when a task tests what it is supposed to test (Lines, 2005, p. 150; Harmer, 2007, p. 381). Put plainly, if the assessment task measures the intended outcome, then it is said to be valid. Validity goes along with variety in assessment. Given the different intelligences and capacities of students; the more diversity in assessment strategies, the more valid results that will be obtained as a result of accommodating these differences (Atta-Alla, 2012, p. 3). The variety of procedures present in alternative assessment thus contribute to validity. Secondly, in line with validity is reliability. According to Lines (2005), “the test will be reliable if the result is exactly the same across all occasions, tasks, observations and settings.” (p. 150). For this reason, “teachers need to use multiple assessment over a long time.” (Atta-Alla, 2012, p. 3). Validity and reliability are intermingled to a great extent, in that good performance in reliability will infuse validity to the assessment. Lastly, for assessment to be truly fair, students should be given at all times high explicit quality criteria. High explicit quality criteria refer to providing students with clear indications about how parameters will be used to assess their work, namely, what it means to do well in a task (Gore, Ladwig, Elsworth & Ellis, 2009, p. 39). In this way, students will know what is being asked as well as how to succeed and perfect such task. The assessment of this teaching program will heed these standards.

With the criteria being stated, both formative and summative processes of assessment will be adopted as “la evaluación no ha de limitarse a las pruebas periódicas que se realicen, sino que ha de incluir la evaluación diaria de las actividades orales y escritas.” (ORDEN EDU/362/2015, p. 32233). Formative assessment methods are those which enable teachers to carry out an in-process estimation of students’ performance or progress throughout the

academic course. These are a valuable source of feedback used by teachers in order to spot students' possible weaknesses and strengths and modify certain lesson elements accordingly (Maki, 2002, p. 11; Lines, 2005, p. 149; Harmer, 2007, p. 379). One of the main aims of formative assessment is to support and better learning by adjusting or amending those lesson aspects which seem to be somewhat problematic. As Brown (2002) posited, "with formative processes of assessment in place, teachers can make appropriate midcourse pedagogical changes to more effectively reach goals." (p. 17). Not only formative assessment is used for the teachers' sake, but students can also get an overall picture of their learning progress, gaining time with a view to improving in the summative assessment. Furthermore, giving students credit for the tasks completed along the course and not only at the end emerges as the most reasonable and fair decision. A summative assessment in the form of an end-of-term review test will however be also considered. "Using both formative and summative assessment methods provides an institution or program with a rich understanding of how and what students learn." (Maki, 2002, p. 11). Summative assessment will therefore help check the level of students' performance by the end of each term after the tasks of every unit have been finalised; measuring both students' knowledge about the language and their communicative proficiency, namely their use of the language. It may be worth mentioning that summative assessment is backed up by the principle of exam expectations, the rationale of which holds -broadly painted- that, when students expect a final or comprehensive examination, learning tends to be maintained continuously over time. This way, formative assessment will account for 75% of the term final grade (25% each of the three term units) and the spare 25% will correspond to the summative assessment, namely the three end-of-term review tests: units 1,2,3 for the first; 4,5,6 for the second; and 7,8,9 for the third.

As mentioned above, some alternative assessment procedures will be chosen to formatively assess learners on a regular basis as each of the units unfolds. Drawing on Atta-Alla (2012),

some of the techniques that will be employed are:

- Audio and video records to collect evidence of students' oral production.
- Checklists or inventories to confirm the presence or absence of some features of students' knowledge and skills as well as to keep track of their learning progress (Atta-Alla, 2012, pp. 8-9).
- Cooperative learning activities, in which students team up in different groups to work towards a common goal. This type of activities will gain prominence within TBLT, besides being deemed as crucial to enhance learning by reflecting on their aptitudes and shortcomings (Orden ECD/65/2015, p. 6990).
- Discussions where students mount critical or creative thinking in order to solve problems or explore issues by taking the responsibility to participate actively (Atta-Alla, 2012, p. 8).
- Graphic organisers to verify students' skills of organising and arranging information following different parameters.
- Interviews conducted by the teacher in which students need to combine their communicative abilities with their understanding of conceptual knowledge to successfully answer the questions posed by the teacher (Atta-Alla, 2012, p. 9).
- Observations of students' actions, attitudes or skills in the classroom dynamics over a whole term contribute to collect data and monitor their learning progress. In order to be less threatening, observation will be "informal, meaning that the assessor will watch the student over a period of time and make a judgement based on a summation of what has been seen." (Lines, 2005, p. 159).
- Oral presentations in which students are assessed on the basis of their communication skills. Oral presentations can be coupled with peer assessment. While the former involves learners in productive skills, the latter engages the rest of the class into

practising receptive skills. The latter can be done using peer-assessment sheets (Atta-Alla, 2012, p. 10).

- A portfolio will be employed to foster students' writing skills in particular units. It is an interesting means for students to portray their thoughts and reflect on daily activities performed in class. Portfolios help see what learners "can do as well as what they know." (Lines, 2005, p. 163).
- Retelling is a good strategy to "assess students' ability to demonstrate an understanding of theme, plot, characterization, and mood, by asking them to retell what they have listened to or read." (Atta-Alla, 2012, p. 11).
- Role plays to assess oral communicative skills as students act out different roles within meaningful situations.
- Rubrics, the standards of which will determine students' level of performance with regard to both oral and written activities. Rubrics are a fine tool to set the aforementioned high explicit quality criteria, as students will get to know beforehand what is required for either a positive and a negative result.
- Self-assessment is one of the best assessment strategies to boost the prior mentioned learner autonomy. Students will need to reflect on the task outcomes as well as on their progress, becoming therefore aware of their own mistakes and learning process (cf. ORDEN EDU/362/2015).

In short, traditional assessment has been found to be somewhat misleading in terms of adequately depicting students' language skills and communicative competence. Unless combined with a great deal of alternative assessment techniques -much more varied and periodically performed throughout the course- traditional assessment runs the risk of wrongfully evaluating students. Alternative assessment has proved that assessment is not an end but the means to improve learning, helping achieve criteria of validity and reliability. Both

formative and summative processes of assessment will be implemented, the blend of which aims at enhancing long-term learning.

4.1. TEACHING IN THE TIMES OF COVID-19: A SUGGESTED E-ASSESSMENT

The widespread use of Information and Communication Technology (ICT) in the field of education is not as recent as its name may suggest. Laptops, tablets and a great deal of interactive online tools and resources have managed in the last years to make a space for themselves among traditional coursebooks and blackboards. It was not until academic course 2019/20, however, that teaching started to heavily rely and depend on them. COVID-19 outbreak followed by strict lockdown made school go utterly online, with assessment procedures being electronically enacted. In other words, electronic assessment or e-assessment has gained foothold in Spanish education in the wake of the pandemic. This teaching programme devotes this section to briefly revisit some e-assessment considerations while it proposes a possible e-assessment in the event of lockdown.

E-assessment is the evaluation process carried out by means of technological devices. This method is said to boost motivation as students have been found to be more willing to work with these devices than with books and notes at school (Alruwais, Wills & Wald, 2018, p. 35). Another advantage of e-assessment has come to be the immediacy of feedback, as teachers can straightforwardly send comments with no need for waiting for the next session. In this sense, learner autonomy grows in so far as students do not feel the presence of the teacher, thus thoroughly revising feedback and evaluating outcomes by themselves (Ghouali, Benmoussat & Ruiz-Cecilia, 2020, p. 56). Plus, alternative assessment is perfectly compatible with e-assessment inasmuch as many procedures of the former are found in the latter. Consequently, in the context of this teaching project, portfolios can effortlessly be turned into e-portfolios,

oral presentations can be recorded through Google Meet or some of the tools mentioned in the content section (see point 3), debates can be moved to online platforms such as Blackboard, further discussions can be typed through forum entries, graphic organisers can easily be drawn through online templates and texts and videos can smoothly be uploaded to a Moodle.

A positive implementation of e-assessment needs some challenges to be considered. Cooperative learning tasks or role plays are still far from being feasible activities to be done online, in that, these simulations would, in many occasions, require the purchase of interactive applications with elevated prices. In this vein, it should be acknowledged that not every student may have access to internet connection or an individual computer (Alruwais et al., 2018, p. 35; Ghouali et al., 2020, p. 60). Unless every single student is equipped with the necessary technological devices, e-assessment is likely to contribute to increase differences among students within a same class. Lastly, e-assessment has proved to arouse “computer anxiety” among both teachers and learners who happened to be less familiar or confident with these devices (Ghouali et al., 2020, p. 60). ICT training courses should regularly be delivered to teachers and students. E-assessment might otherwise result in a waste of time trying to figure out how the target ICT works.

All aspects considered, the situation one year after appears to be back to the so-called ‘new normality’, with schools returning to in person teaching. This teaching programme had nonetheless included a wide range of online assessment resources on which the abovementioned e-assessment processes will expand if necessary. If, and only if the situation worsens, this suggested e-assessment will modify or dismally replace the initial assessment proposal.

5. TEACHING UNIT: MYTH OR REALITY?

5.1. INTRODUCTION

The mystery of the Loch Ness Monster, whose byname is Nessie, has been at the spotlight ever since the sixth century. Whether real or a hoax, this creature who is supposed to inhabit the breath-taking Scottish Highlands will be the event framing this teaching unit. The mysterious and enigmatic atmosphere which tinges this topic, while popular enough as to be easily recognised, will quickly engage learners, who will presumably be eager to know a bit more on the subject. Moreover, this topic will provide students with a deeply insight into cultural matters, in this case the most famous Scottish urban legend. It would undoubtedly be a fantastic idea that the end-of-year school trip goes to the Scottish Highlands and pays a visit to the Loch Ness and its Exhibition Centre.

Within this unit and using the authentic material provided about the topic, past simple and past continuous grammar structures, along with subject and object questions will be practised. Plus, vocabulary related to travel and tourism will be introduced. Reading skills will be covered by a recent newspaper's article reporting on Karen Scott, a tourist who visited the lake last November and who claimed to have seen and recorded a strange large creature swimming in the water. However, there will be two versions of this article (A and B), each missing different information to be completed by students asking their partner subject and object questions according with the corresponding past tense. Reading skills will be further trained through a text proposing seven different explanations for the Loch Ness Monster, yet headlines will be cut from the printed copy such that students match each headline with its paragraph. As far as listening is concerned, it will be played a short video about Steve Feltham, a full-time Nessie hunter for the last twenty-five years. Students will then in pairs write a script for a potential interview with this man, to subsequently roleplay it swapping roles. This will enhance their writing and speaking skills with regard to upcoming activities. Additionally, an opening video

about a trip to Scottish Highlands will be the departing point for the “A Trip Proposal” task. In groups, students will need to get to an agreement to plan and design a trip to the group’s dream city or favourite tourist attraction, to later present it to the rest of the class in the last session, serving as the core speaking activity. However, the main writing task will stem from the Loch Ness Centre and Exhibition brochure as students will be asked to write a review about any of the services offered in it. The leaflet contains an authentic TripAdvisor review which may be used as an example. This brochure will also be the means through which different pronunciations of -ed endings will be tackled.

The target student body to which this unit is aimed is a fourth-year (4th of E.S.O.) English class at a Spanish high school. Here is an ideal description of the class group. The class consists of 25 Spanish students aged between 15 and 16 years old who are at Elementary-Intermediate, that is a A2-B1.1 level described by the CEFR. All the 25 students have been enrolled in the Spanish education system for their entire life, implying that they have been studying English for approximately more than 10 years. In terms of class management, it cannot be singled out any indiscipline issues or conflicts on the part of the 25 well-behaved students. Additionally, the homogeneity of the class will contribute to the smoothness of the teaching and learning process since their age, background and expectations are close between one another. These students also acknowledge the importance of the English language in the progressively globalised world, something which can be perceived through their active participation and engagement. The last has nonetheless been reinforced by the stimulating topics of this teaching programme, and particularly, by the mystery of the Loch Ness Monster and its charming atmosphere which will envelop language used in this unit in meaningful and communicative situations.

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

- To talk about past events using past simple and past continuous structures.
- To distinguish and learn the uses of past simple and past continuous depending on the communicative situation.
- To formulate object and subject questions to get missing information.
- To be acquainted with vocabulary related to travel and tourism and use it for authentic communicative purposes.
- To incorporate the tackled grammar structures and vocabulary to writing and speaking tasks.
- To design a potential interview.
- To collaborate in the planning and later exposition of a trip.
- To express the experience or opinion of a place in a written review.
- To familiarise with the discourse genres of interviews and reviews.
- To discriminate between the different pronunciations of -ed endings.
- To learn about Scotland and its culture and show respect for the traditions and myths.
- To become familiar with the use of new technologies.

5.3. CONTENTS

Different contents established by the Real Decreto 1105/2014 for the level 4th of E.S.O. will be developed and distributed throughout this unit as follows:

	COMPREHENSION OF ORAL TEXTS (LISTENING)	COMPREHENSION OF WRITTEN TEXTS (READING)	PRODUCTION OF ORAL TEXTS (SPEAKING AND INTERACTING IN COMMUNICATION)	PRODUCTION OF WRITTEN TEXTS (WRITING AND INTERACTING IN COMMUNICATION)
COMPREHENSION STRATEGIES	<ul style="list-style-type: none"> -Activation of previous knowledge about the topic. -Identification of the type of text. -Recognising general and specific information. -Formulating hypothesis about the content and the context. -Inferring meaning from already known elements of the text. 			
PRODUCTION STRATEGIES			<ul style="list-style-type: none"> -Clear and coherent expression of the message, adjusting and structuring it to each type of text. -Readjustment of the task and the message according to the available resources to overcome difficulties. -Use of previous knowledge as a helper. 	<ul style="list-style-type: none"> -Coordination and application of general and communicative competences for the successful completion of the task. -Localisation and adequate use of linguistic or telematic resources.
			<ul style="list-style-type: none"> -Clear production of the message, differentiating the main idea(s) and its basic structure. -Adequation of the text to the recipient, context and channel by adapting the register and the genre. -Compensation for the lack of linguistic resources with other linguistic, paralinguistic or 	

			paratextual procedures.	
COMMUNICATIVE FUNCTIONS	<ul style="list-style-type: none"> -Initiation and maintenance of social relationships. -Description of physical and abstract qualities from people, places or events. -Narration of past, present and future events. -Exchange of information, indications or opinions. -Expression of knowledge and conjectures. -Expression of willingness, interest, approval, curiosity, suggestions, wishes and hypotheses. -Establishment of communication and discourse organisation. 			
SYNTACTIC-DISCURSIVE STRUCTURES	<ul style="list-style-type: none"> -Past simple and past continuous structures. -Object and subject questions. -Travel, tourism, holidays and free time vocabulary. -Authentic discourse genres: YouTube videos, interview scripts, newspaper articles, TripAdvisor reviews and brochures. 			
SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS	<ul style="list-style-type: none"> -Knowledge of Scottish culture with its myths and legends. -Development of an extensive cultural background concerning Scotland. -Assimilation of social conventions, politeness strategies, registers, traditions, values, beliefs, attitudes and non-verbal communication. -Familiarisation with the use of new technologies and online applications. 			
PHONOLOGICAL ASPECTS	<ul style="list-style-type: none"> -Identification, discrimination and right pronunciation of the three different -ed endings (/ɪ/, /t/ and /d/) in the past tense of verbs. 			

5.4. METHODOLOGY

The methodological principles guiding this teaching unit accord with the approaches and methods addressed and explained in detail in preceding sections of this teaching proposal (see section 2). Given that equipping students with a skilful management of communicative competence is the ultimate goal of the teaching and learning process, the premises of Communicative Language Teaching (CLT) will serve as the major framework for the whole teaching programme (section 2.1.). Resulting from the adoption of such approach, classes become learner-oriented, with both fluency and accuracy treated in real and meaningful communicative contexts. This, in conjunction with an ‘enabler’ teacher, aims at enhancing learner-autonomy, the benefits of which will positively contribute to the challenge of lifelong learning.

While CLT lays great emphasis on meaningful communication, this latter can only occur provided that language items are considered as parts of discourse and never in isolation. The tenets of Discourse-based Approach (section 2.1.1.) will thus contextualise language practice throughout this unit. Some discourse genres that will be encountered in “Myth or Reality?” are newspaper articles, YouTube videos and brochures. All of the above also goes hand in hand with sociocultural aspects such as social conventions, registers, and Scottish traditions and beliefs, among others.

Besides discourse-focused activities, lessons in this teaching unit will also comprise a few communicative tasks, following the principles of Task-based Language Teaching (TBLT). TBLT provides a well-structured lesson in which the four skills can be easily dovetailed (section 2.1.2.), at the same time that it promotes cooperative work between learners in the solving of the given task. These tasks help in the recreation of a situation where language use arises from within the students’ communicative needs to reach the agreed outcome.

5.5. RESOURCES

Resources, be them traditional or electronic, are recognised to support the teaching and learning practice. If materials are adequately chosen, these can have the potential of significantly enriching students' learning, thus easing the achievement of learning aims and outcomes. Conversely, should the materials not be interesting or attracting enough, students' attentiveness rate will drop at once, spoiling the teacher's efforts for carrying on with the lesson. Again, although it should be clear, it is worthwhile remarking that for communicative competence to be developed, students should be exposed to authentic materials that are actually used by native speakers. In this particular unit, all the materials have been carefully thought, designed or selected in order to suit students' capacities, English level and possible interests. In this way, "Myth or Reality?" includes authentic traditional didactic resources combined with electronic resources. Given the popularity of ICTs in education and among young learners, electronic resources have been highly taken into consideration. The list of resources and materials to be employed in the development of this teaching unit can be found below.

Traditional resources:

- Printed newspaper's articles and pictures.
- Photocopies and handouts with different task instructions, questions, grammar and vocabulary points, and graphic organiser templates.
- Realia: Loch Ness Centre and Exhibition brochure.
- Chalk and traditional blackboard.

Electronic resources:

- PowerPoint presentations as a visual aid to help unfold the guiding thread of the lesson.
- YouTube videos revolving around the topic of Scotland for listening skills.
- *Jason Davies: Word Cloud Generator* app for the vocabulary activity.
- *Lino.com* online web to create the reviews and share them with class members.

- *Socrative* app to launch a quiz to revise grammar, vocabulary and phonological points.
- Technological equipment: desktop computer or laptop, internet connection, overhead projector, speakers and tablets or mobile devices.

5.6. ASSESSMENT

As has previously been explained and developed in detail in section 4 of this Final Master's Thesis, assessment can be a relevant source of information to document and monitor the learning process of students, so that in-process changes can be conducted to improve the teaching practice. This process to function as such should consider not only summative techniques but also formative ones. Formative techniques, moreover, enable the teacher to collect evidence on a daily basis, infusing fairness and objectivity to the assessment practice, to the extent that students' effort and progress throughout the course is constantly valued. This teaching programme has also drawn on alternative assessment strategies, the holistic nature of which gives students the opportunity to demonstrate all their knowledge, besides helping spot strengths and weaknesses. In this teaching programme, each of the teaching units will add up to 25% of the term final grade. The three teaching units covered a term will thus determine 75% of the grade, with the spare 25% corresponding to the end-of-term review test. Following these parameters, unit 4 "Myth or Realty?" will be formatively assessed on a 25% basis, thus accounting for 25% for the final grade of the second term. Aspects of this unit will however be included in the end-of-term examination as well. In order to facilitate the grading of each of the parts of the unit, the percentages will be given on a scale of 0-100. The assessment techniques which will be used to assess the students' performance, alongside the percentage of the grade they stand for, will be:

- Small in-class activities completed throughout the six lessons and minor tasks other than the main writing and speaking tasks will account for 20% of the final mark. Headline associations and completion of missing parts in texts, guessing the word meaning,

designing a short interview script or graphic organisers are examples belonging to this section.

- Teacher's observation of students' implication, hardworking attitude, active participation and, in short, high involvement in class dynamics will be rewarded with up to 10%.
- The questions relating to the listening "The Loch Ness Watchman" will be assessed using a checklist (Appendix 8) and will make up 20% of the final grade.
- The writing task (The Loch Ness Centre and Exhibition review in the online site) will be given credit for up to 25% of the final grade. This written review will be assessed by means of a rubric for written compositions (Appendix 15).
- Oral group presentation of the task "A Trip Proposal" will represent 25% of the final mark. The parameters that will be taken into consideration are found in the rubric for oral presentations (Appendix 17).

5.7. SESSIONS

Teaching unit number 4, "Myth or Reality?", will be developed during six sessions of 50 minutes each arranged as follows:

SESSION 1: WELCOME TO SCOTLAND!

Length: 50 minutes

Level: A2-B1.1

The first session of "Myth or Reality?" will be devoted to the introduction of the topic which will frame the entire teaching unit: Scotland and the Loch Ness. For this purpose, students will be shown some screenshots of different breath-taking Scottish landscapes and typical Scottish traits appearing in the YouTube video "3-Day Small Group Tour to Scottish Highlands, Loch Ness and Isle of Skye", to then launch a brief discussion to guess the country to which the images correspond (Appendix 1). Once the Scottish country has been correctly spotted, the

video will be fully played, serving as the means to introduce contextualised vocabulary related to travel and tourism. In order to draw students' attention to specific vocabulary, the target words, alongside their timing of appearance in the video, will be scrambled with *Jason Davies: Word Cloud Generator* app and projected on the screen (Appendix 2). Students, in groups of 5 (5 groups of 5 people each), will need to match the words with the minute in the video in which they appear and provide a definition or an explanation for each of them. Lastly, in those same groups, students will be asked to start planning a future trip to a place of their interest worth of a visit. This will be the "A Trip Proposal" task, for which students will need to think on every single aspect seen before in the vocabulary activity (e.g., transportation, meals or lodging). An outline can be given to students to ease their work and guide the presentation (Appendix 3). In the last session of the unit, each group will do an oral presentation exposing their trip prospects to the rest of the class. This is expanded in session 6.

SESSION 2: HI, NESSIE HERE

The lesson plan for this session will be explained and developed in detail in the lesson plan section (see 5.8.1.).

SESSION 3: ON THE TRAIL OF NESSIE

Length: 50 minutes

Level: A2-B1.1

Lesson number 3 will be dealing with listening skills. In order to introduce the topic, students will be paired to talk about their dream job as a warm-up activity. The teacher may write in the blackboard some questions to guide the discussion, such as "What do you want to become in the future?" or "How does your dream job look like?" The last question can be "Have you ever thought about becoming a full-time Loch Ness monster hunter?" The YouTube video "The Loch Ness Watchman: Hunting Nessie for a Quarter Century" will then be played to

subsequently have students answering some questions (Appendix 7). These questions will be assessed by means of a checklist (Appendix 8). Motivation can be fostered by claiming that he who gets all the answers right will get to be Steve Feltham's next co-worker in the search of Nessie. For the other half of the task, students, in pairs, will need to write the script of a potential short interview with Feltham. A handful of useful past tenses which previously popped up in the video will be given to students in the event they want to use them (Appendix 9). Lastly, in the focus on form stage, the lesson will plunge into the construction of questions in the past simple tense, as well as the past tense form of those verbs used by students themselves in the interviews. A list classifying the regulars and the irregulars can be made.

SESSION 4: SOME REASONABLE EXPLANATIONS

Length: 50 minutes

Level: A2-B1.1

This lesson will begin with a brief lead-in activity. The teacher will ask students to voluntarily share their own interpretations or opinions about the Loch Ness monster (e.g., whether it may exist or not, whether it is a myth or a real creature, whether it is a profitable Scottish fraud to attract tourists, etc.). A short discussion between clashing views can be established for a few minutes. Once all students are engaged with the Nessie issue, the class will be divided into 7 groups of 3 or 4 people each to complete the following task. Each group will be given a different newspaper's front page, each of which with a different banner headline announcing a likely explanation of the Loch Ness monster enigma (Appendix 10). Taking the banner headline as the point of departure, each group must elaborate and develop an explanation for such header. Each group, after a while, will choose a spokesperson who will be in charge of telling the rest of the class their newspaper's hypothesis. Once all groups have heard all the reports, a printed copy of the real newspaper article, "7 Proposed Explanations for the Loch Ness Monster", will be distributed. However, it will be cut into 7 different excerpts, each

corresponding to one of the previous headlines and explanations. Students will be asked to couple each excerpt with their corresponding header (Appendix 11). Finally, during the focus on form stage, some idioms and phrasal verbs included in the newspaper's banner headlines will be explained (e.g., on its last legs, to lie behind, draw to an end, etc). Similarly, those new past tenses which come along with the headers can be added to the list of regular and irregular past tense verbs created by students in the previous session.

SESSION 5: THE LEGACY OF THE LOCH NESS MONSTER

The lesson plan for this session will be explained and developed in detail in the lesson plan section (see 5.8.2.).

SESSION 6: PRESENTATIONS, REVISION AND CLOSURE

Length: 50 minutes

Level: A2-B1.1

In the last lesson of “Myth or Reality?”, students are meant to present to the rest of the class the different trip proposals which they started designing in the very first session of this teaching unit. Each group will have 7 minutes, with each of the members expected to have rehearsed their one-and-a-half-minute intervention throughout the two-week-duration of the unit. These oral presentations will be assessed using a rubric (Appendix 17). Once all presentations are done and with students somewhat more relaxed, a *Socratic* quiz will be played for the purpose of revising the content taught during these weeks and closing the unit (Appendix 18).

5.8. LESSON PLANS

5.8.1. LESSON PLAN 1: HI, NESSIE HERE (SESSION 2)

Length: 50 minutes

Level: A2-B1.1.

Materials: Different printed images of the Loch Ness monster, reading and grammar handouts,

PowerPoint presentation, computer, internet connection and overhead projector.

AIMS OF THE LESSON	
MAIN AIM	To successfully communicate in the target language in order to obtain missing information and solve the given task.
SUBSIDIARY AIMS	To revise subject and object questions through practising. To introduce and practise past simple and past continuous tenses.
PERSONAL AIM	To create a relaxed and working classroom environment in which students can actively participate and learn both subject content and Scottish culture.

Assumptions: Students remember subject and object questions from past courses. The expression of past tense in English rings them a bell. Students know about the myth of the Loch Ness monster.

Anticipated language problems: Neither subject and object questions nor past tenses required for the completion of the upcoming task are remembered by some students. Others may remember but misuse these structures.

Possible solutions: At the end of the session, during the focus on form stage, these two grammar points will be refreshed and deeply explained within the context of the task done before.

Time	Stage	Procedure	Aim(s) of each stage
5 minutes	Pre-task Stage: Whole-class warm-up speaking and physical activity: Find your Nessie partner! (Appendix 4).	Some different Nessie images will be distributed around. Each student will receive one image but should hide it to the rest of their classmates. Students are then encouraged to stand up and move around the class to find a partner who has the same image. In order to do so, they should describe the image using their own linguistic resources and never showing it to the other. Those with same images will team up for the following task.	To give students some time to release their energy and get in the groove for the rest of the lesson. To foster communication and speaking practice. To introduce the topic of the upcoming reading.
20 minutes	Task Stage: Focus on discourse. Reading and speaking task: Filling the missing lines (Appendix 5).	Each pair of students will be supplied with a printed copy of a recent newspaper article. There will be two versions of this article -A will be for one student and B for the other- each missing different information to be completed by asking their partner subject and object questions according with the corresponding past tense.	To exercise reading skills. To promote speaking and communication skills in the process of attaining a goal. To use subject and object questions and past tenses to solve the task. To face the discourse genre of newspaper articles.
5 minutes	Focus on discourse. Reading and listening activity: Comparing texts and task correction.	Student A and B will swap texts. They will now read the text to each other, checking if their partner has successfully filled all missing lines with the information that they have been giving each other during the interaction process in the completion of the task.	To improve pronunciation skills in the reading of the text to the partner. To exercise listening skills in the process of checking their partner's text.
20 minutes	Post-task Stage: Focus on form: Subject and object questions revision and past simple & continuous (Appendix 6).	An explanation of these two grammar points will take place after finishing the task. Afterwards, students will be asked to go back to the now filled texts to find out and highlight all past simple and continuous tenses.	To refresh the use of subject and object questions when asking for specific information. To identify, distinguish and learn the different uses of past simple and past continuous.

TEACHER'S EVALUATION OF THE LESSON	
WHAT WENT WELL	Students quickly engaged both with the topic and the activities. The majority of them were found eager to complete the missing lines of the article to discover what happened with the tourist who had allegedly seen the monster.
WHAT WENT WRONG	Students completed both articles misusing the target grammar points or even cheating, showing each other the paper before told. Others still struggled to grasp grammar after explanation.
WHAT I WOULD DO DIFFERENTLY	The inductive presentation of grammar after the task completion will be superseded by a deductive explanation of grammar, which may result in a later better task performance.
WHAT I SHOULD CONCENTRATE ON	Students may require of more practice time with the target grammar items to consolidate them, so more examples and activities can be brought.

5.8.2. LESSON PLAN 2: THE LEGACY OF THE LOCH NESS MONSTER (SESSION 5)

Length: 50 minutes

Level: A2-B1.1

Materials: Loch Ness Centre and Exhibition marketing video, Loch Ness Centre and Exhibition brochure (realia), *Lino.com* site, graphic organiser template, PowerPoint presentation, computer, internet connection, speakers and overhead projector.

AIMS OF THE LESSON	
MAIN AIM	To satisfactorily write a review stating their experience or opinion of a hypothetically-visited place.
SUBSIDIARY AIMS	To correctly incorporate past tenses to the narration of the experience. To correctly incorporate vocabulary related to the topic seen in the unit. To discriminate the three different pronunciations of -ed endings in regular verbs.
PERSONAL AIM	To create a relaxed and working classroom environment in which students can actively participate and learn both subject content and Scottish culture.

Assumptions: Students now understand and feel confident with the use of past simple and past continuous tenses. Likewise, students are entirely familiarised with the Loch Ness monster

topic.

Anticipated language problems: Students may not understand properly all items and sites in the Loch Ness Centre and Exhibition brochure, leading to some confusion in the subsequent task (writing a review of any of those areas).

Possible solutions: More class time may be devoted to fully comprehend the Loch Ness Centre and Exhibition brochure, with the writing sent as homework.

Time	Stage	Procedure	Aim(s) of each stage
5 minutes	Pre-task Stage: Lead-in activity: Loch Ness Centre and Exhibition marketing video and exchange of opinions (Appendix 12).	The Loch Ness Centre and Exhibition promotional video will be projected. This video offers a few fleeting glimpses of the centre facilities and some of its themed areas. A brief discussion will then be launched to have students sharing their thoughts on the centre. The teacher can encourage the discussion by asking which parts seem more appealing and which more off-putting.	To activate students' previous knowledge on the topic. To introduce and frame the following presentation of the Loch Ness Centre brochure. To practise listening and speaking skills in the sharing of ideas.
15 minutes	Focus on discourse. Reading activity: Loch Ness Centre and Exhibition brochure (Appendix 13).	The class will be divided into 7 groups of 3 or 4 students each. Each group will be given a copy of the brochure. Then, the whole brochure will be read all together until the exhibition areas page. Here, each group will be assigned one exhibition area that they will need to read, analyse and later comment to the rest of the class.	To exercise reading skills. To practise speaking, listening and communicative skills when exposing each exhibition area. To face the discourse genre of brochures.
20 minutes	Task Stage: Focus on discourse. Writing task: A review of an exhibition area or a service offered in the Loch Ness Centre (Appendix 14).	Using the online app <i>Lino.com</i> , each student, individually, will write a review about any exhibition areas or any other themed activities offered in the Loch Ness Centre. Taking the brochure information as the departing point (and the sample TripAdvisor review it includes), students should imagine a hypothetical visit to such site and write a review stating their opinion, experience or further recommendations for future visitors, among other information of their choice. Reviews will be assessed using a rubric (Appendix 15).	To work on writing skills. To familiarise with the discourse genre of reviews. To put into practise past tenses and travel vocabulary learnt in this unit.
10 minutes	Post-task Stage: Focus on form: Graphic organiser distinguishing the three pronunciation of -ed endings (Appendix 16).	Students will listen to three different past tenses, each with a different -ed ending pronunciation. An explanation of the three possible pronunciations will follow to later have students classify, by means of a graphic organiser, all the past tenses contained in the Loch Ness Centre brochure depending on their /ɪ/, /t/ or /d/ sound. In case of doubting, the teacher or an online pronunciation resource can pronounce the tense. For homework, students will be asked to add to the graphic organiser all past tenses seen in the previous sessions of the unit.	To learn the different pronunciations of past tenses. To identify and classify past tenses according to their pronunciation.

TEACHER'S EVALUATION OF THE LESSON	
WHAT WENT WELL	Students' attention was immediately caught after displaying the brochure, which in turn helped the review task become a success as students were extremely willing to write about it.
WHAT WENT WRONG	Being authentic material aimed at native speakers, the brochure information, while visually-aided, was occasionally difficult to understand by students. Further explanations and use of synonyms for difficult words were much required.
WHAT I WOULD DO DIFFERENTLY	In the event of students remarkably struggling to understand the information, the brochure may be devoted more than one session, and consequently, the teaching unit will need to be rescheduled.
WHAT I SHOULD CONCENTRATE ON	Dealing more time with the brochure will prevent any attempt of Spanish translation, besides ensuring that students understand everything before going through the task.

6. GENERAL CONCLUSION

This Final Master's Thesis has proposed a teaching programme application aimed at a group of 4th E.S.O. students in Spain. In organisational terms, it has initially been traced the set of methodological principles which have guided the later elaboration of the teaching unit. Furthering the development of learner's communicative competence, the Communicative Language Teaching approach, along with the Spanish legislation, have served as the general framework of this dissertation, to which is added the Discourse-based Approach and the Task-based Language Teaching as the most concrete methodologies. Secondly, it has been outlined the roles of the teacher and the learner, alongside the ideal classroom atmosphere -one that foregrounds students' independence in self-directing the learning process. Considering these aspects and heeding the Spanish law, the contents of the whole teaching programme were stated and divided into nine teaching units, one of which was fully unfolded in the second section of this thesis. Lastly, it was offered a statement on the assessment process, in which alternative strategies and both formative and summative procedures became enshrined as the most fair and objective way of measuring students' learning progress.

From the off, this teaching programme has been thoroughly designed to suit learners' needs but also to address new requirements in the globalised and technological world. Nowadays, languages, not least English, are a real asset to establish communication world-wide, besides opening job opportunities. Thus, we teachers have a great responsibility in forming workers. Not only are we responsible for training competent employees but also for educating upright citizens. Dealing with young people, the majority of whom are still in their process of maturing and subject to be influenced or shaped, implies becoming a model to them, and once became such reference, a teacher's duty is to mould students in such a way that society can eventually take advantage of their best. Without further ado, it is hoped that this teaching programme will answer the current educational demands and fulfil the abovementioned aspects.

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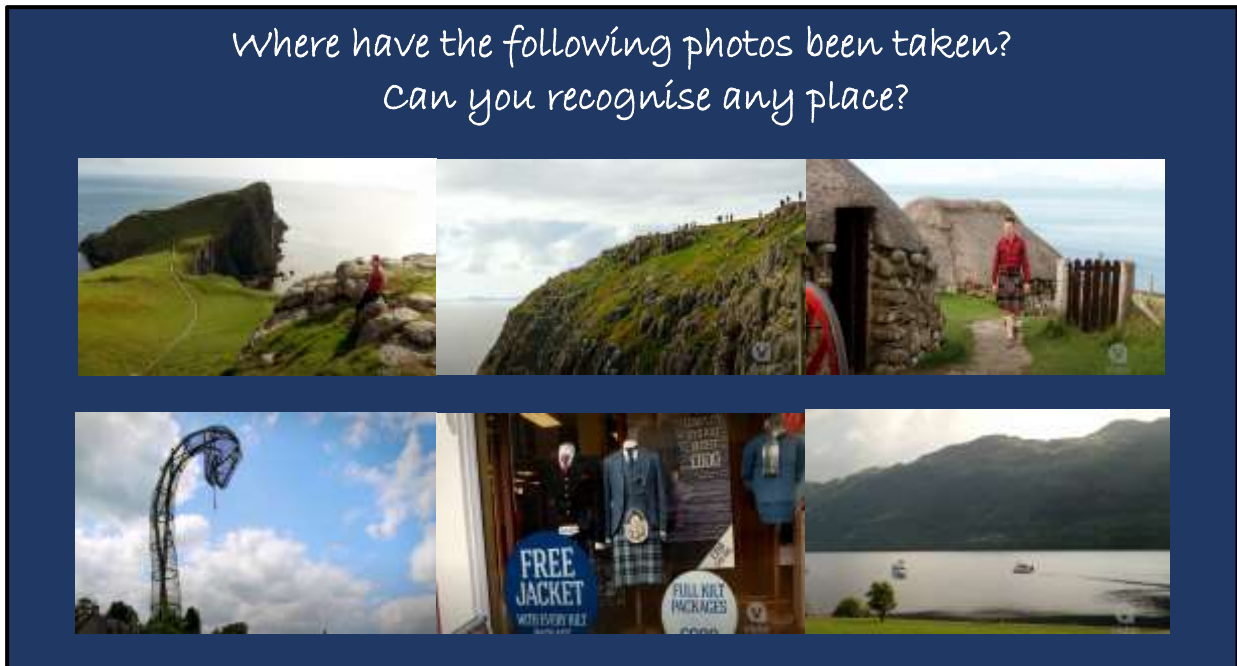
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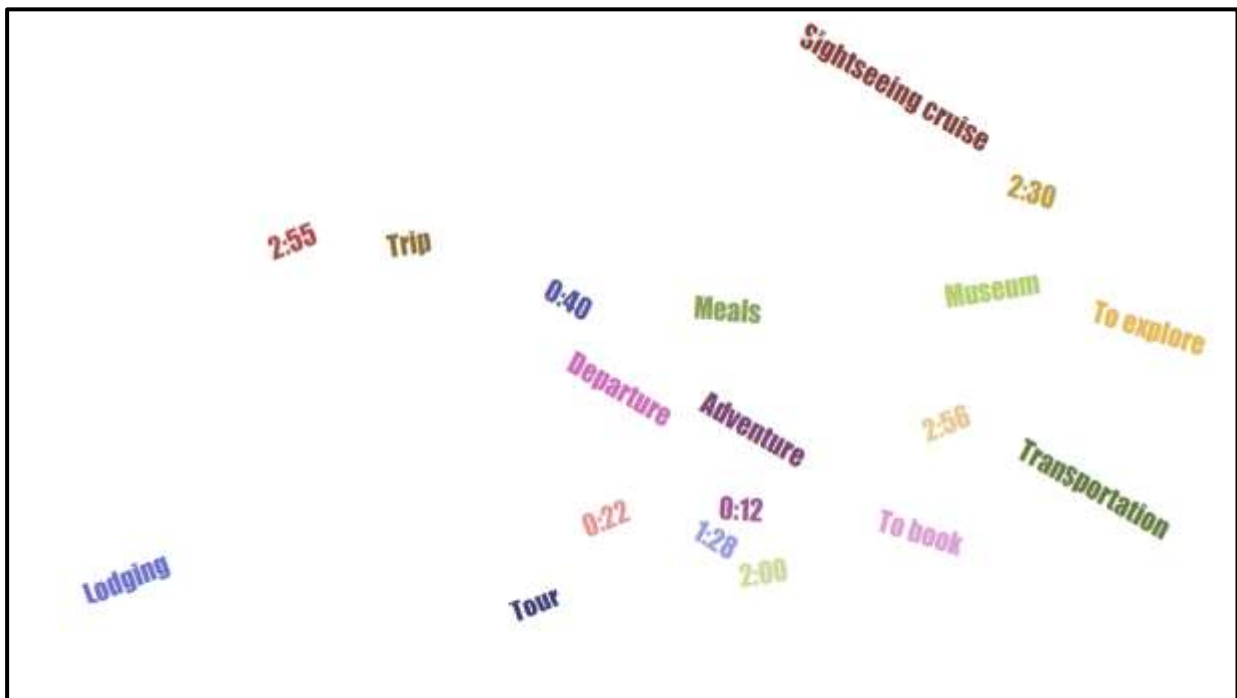
8. APPENDIX

Appendix 1



Own creation. Images and video retrieved from <https://www.youtube.com/watch?v=Sm6QhxNNLJU>

Appendix 2



Own creation. Retrieved from <https://www.jasondavies.com/wordcloud/>

Appendix 3



"Our Trip Proposal"

Consider the following:

- ✓ **TYPE OF TRIP:** a cruise, a road trip, a camping, a city break, a safari, a music festival...
- ✓ **BUDGET:** £
- ✓ **DAYS TO SPEND:** day of departure-arrival
- ✓ **COMPANY:** who are you going with?
- ✓ **TRANSPORTATION:** how are you going to get there?
- ✓ **LODGING:** where are you going to spend the night?
- ✓ **MEALS:** what are you going to eat?

Own creation. Image retrieved from <https://www.google.es/imghp?hl=es>

Appendix 4



Own creation. Images retrieved from <https://www.google.es/imghp?hl=es>

Appendix 5



Nessie hates tourists and photos. This time she has erased some words of the following piece of news. Fix the article with the missing lines so it can be published as soon as possible!

... has raised her head yet again to offer one lucky – and quick-thinking – tourist a rare ... of Scotland's famous monster. Karen Scott, 54, was visiting the ... in November when she noticed a large shape behaving strangely and quickly took some snaps.

... said: "I was just looking over the loch from the castle when I spotted ... in the water. I initially thought it was a bird sitting on the water but ... said it definitely wasn't. By the time I got my phone camera on, it had slowly dipped under the water and then appeared again a short distance further away. That's when I took ... It then did the same thing again a couple of more times until it was much further away."





Nessie has been spotted quite a few times this year, according to Gary Campbell, who keeps ...





Retired skipper Rod Michie, 77, captured ... 750ft below the surface of the lake in 2015, but only spoke out about capturing the image of the Loch Ness Monster in November, following similar reports. In October, ... captured two images from his Spirit of Loch Ness tourist boat.


"It's great to see that, notwithstanding a global crisis, Nessie still pops up from time to time, allowing us to be sure that when more people come back to visit, she'll still be there to welcome them," said ...






Nessie hates tourists and photos. This time she has erased some words of the following piece of news. Fix the article with the missing lines so it can be published as soon as possible!

Nessie has raised her  yet again to offer one lucky – and quick-thinking – tourist a rare glimpse of  .  , 54, was visiting the Scottish lake in November when she noticed  behaving strangely and quickly took some snaps.

Ms Scott said: “I was just looking over  from the castle when I spotted something in the water. I initially thought it was  sitting on the water but my partner said it definitely wasn’t. By the time I got my  on,  had slowly dipped under the water and then appeared again a short distance further away. That’s when I took the photos. It then did the same thing again a couple of more times until it was much further away.”

 has been spotted quite a few times this year, according to Gary Campbell, who keeps the Official Loch Ness Monster Sightings Register.

Retired skipper  , 77, captured a sonar image 750ft below the surface of the lake in 2015, but only spoke out about capturing the image of the Loch Ness Monster in November, following similar reports. In October, Ronald Mackenzie captured  from his Spirit of Loch Ness tourist boat.

“It’s great to see that, notwithstanding a global crisis,  still pops up from time to time, allowing us to be sure that when more people come back to visit, she’ll still be there to welcome them,” said Mr Campbell.

Appendix 6


SUBJECT & OBJECT QUESTIONS


In **subject questions** where we want to find information about the subject, we do **not** use the auxiliary verb "do".

- > Who was visiting the Scottish lake in November? Karen Scott.
- > Who has been spotted quite a few times this year? Nessie.


In **object questions** where we want to find information about the object, we **use** the auxiliary verb "do".

- > What did she notice? A large shape.
- > What did Rod Michie capture? A sonar image.





PAST SIMPLE & PAST CONTINUOUS



The **past simple** describes actions that happened in a specific moment in the past. It is used to talk about **finished** actions in the past. In affirmatives, we must use a verb in the **past tense**. In negatives, we use **'did' + 'not'** + bare infinitive.


Ronald Mackenzie **captured** two images. > Ronald Mackenzie **did not** capture two images.
 She **noticed** a large shape. > She **did not** notice a large shape.
 I **took** the photos. > She **did not** take the photos.

The **past continuous** is used to describe an action **in progress** at a specific moment in the **past**. In affirmatives, we use **"was/were" + "verb in the -ing form"**. In negatives, we use **"was/were" + "not" + "verb in the -ing form"**.

Karen Scott **was visiting** the lake. > Karen Scott **was not visiting** the lake.
 I **was looking** over the loch. > I **was not looking** over the loch.

We often use the **past continuous** and the **past simple** in the same sentence. The action in the past simple is **short** and usually **unexpected**. It interrupts the **"longer" action** which is usually in a past continuous form.

Karen Scott **was visiting** the Scottish lake when she **noticed** a large shape behaving strangely.





Own creation.

Appendix 7

THE LOCH NESS MONSTER HUNTER QUESTIONNAIRE

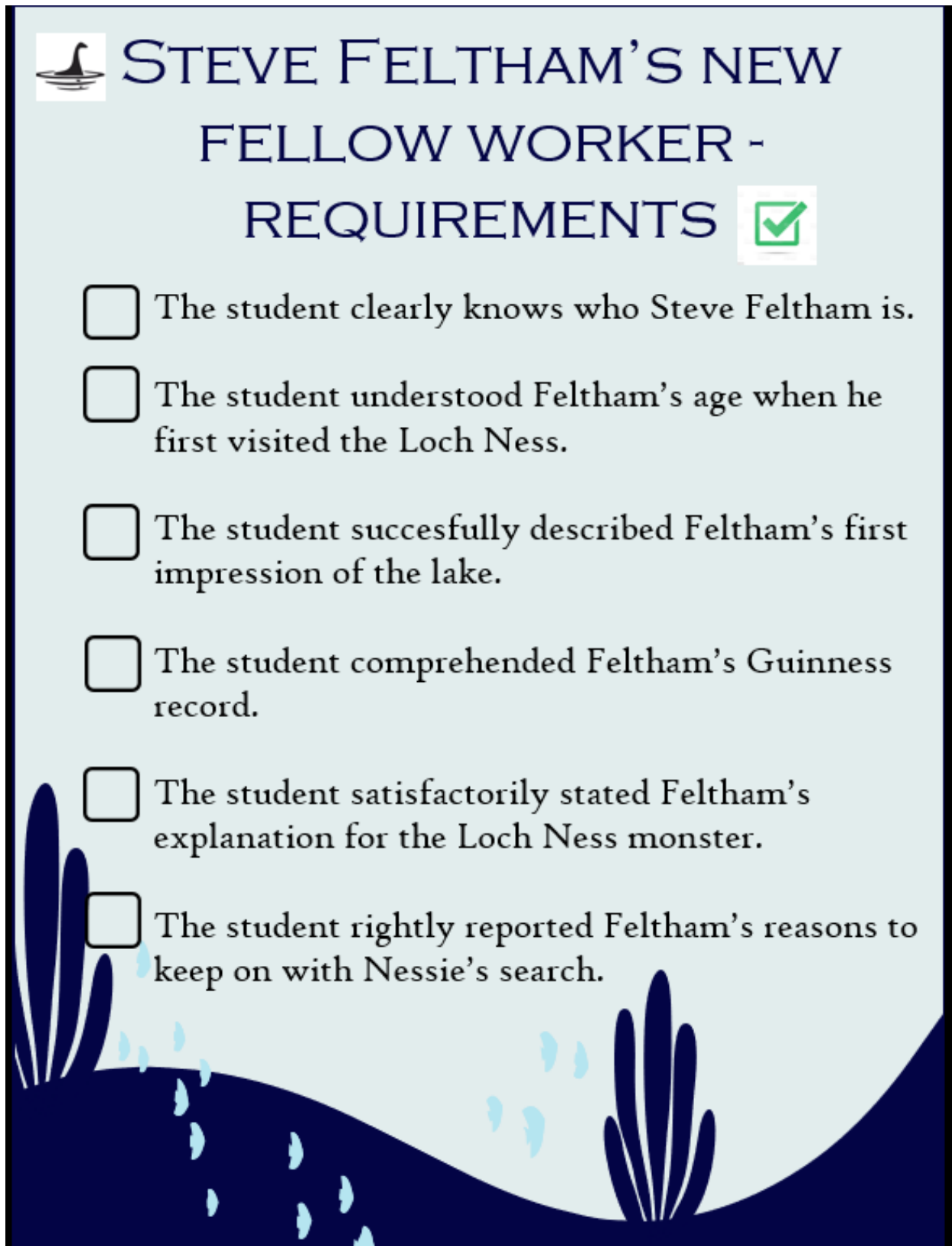
- 🦎 Who is Steve Feltham?
- 🦎 When did he first go to the Loch Ness? What was his first impression?
- 🦎 What Guinness record does he hold?
- 🦎 What is his explanation for the Loch Ness monster?
- 🦎 Why is he still searching for Nessie?







Own creation. Images and video retrieved from <https://www.youtube.com/watch?v=pbOKVnpEBgI>


Appendix 8




 **STEVE FELTHAM'S NEW FELLOW WORKER - REQUIREMENTS** 

- The student clearly knows who Steve Feltham is.
- The student understood Feltham's age when he first visited the Loch Ness.
- The student successfully described Feltham's first impression of the lake.
- The student comprehended Feltham's Guinness record.
- The student satisfactorily stated Feltham's explanation for the Loch Ness monster.
- The student rightly reported Feltham's reasons to keep on with Nessie's search.

Appendix 9



AN INTERVIEW WITH STEVE FELTHAM



In pairs, think and write a script with the questions that you would like to ask to Steve Feltham. You can use some of the verbs in the box to help you.

Sought - Devoted – Came – Found – Thought – Quit –
Sold – Bought – Pursued – Saw – Sat -

JOURNALIST:.....
STEVE FELTHAM:

JOURNALIST:.....
STEVE FELTHAM:.....

JOURNALIST:.....
STEVE FELTHAM:.....

JOURNALIST:.....
STEVE FELTHAM:

JOURNALIST:.....
STEVE FELTHAM:


JOURNALIST:.....
STEVE FELTHAM:

JOURNALIST:.....
STEVE FELTHAM:

JOURNALIST:.....
STEVE FELTHAM:

JOURNALIST:.....
STEVE FELTHAM:

Please do not write below this line.



Appendix 10

Olden Times
THE WORLD'S OLDEST NEWSPAPER

A HUGE LAKE STURGEON?
LOCH NESS MONSTER'S MYSTERY UNVEILED



THE DAILY NEWS
THE WORLD'S FAVOURITE NEWSPAPER

MORE THAN EVER, LOCH NESS MONSTER'S
EXISTENCE CALLED INTO QUESTION



MOUNTAIN REFLECTIONS.
The lake was puzzling its visitors.

The Herald
www.heraldscotland.com Thursday, April 15, 2021 News, insight, analysis and opinion from Scotland and beyond.

REVEALED: THE LOCH NESS MONSTER, NESSIE, NEVER EXISTED




Waterfowl left large wakes in the water and confused onlookers.

THE STATE BULLETIN
COMMITTED TO THE WORLD SINCE 1802

NESSIE, A CENTURY HOAX?

SURFACING TREES MIGHT HAVE THE ANSWER, EXPERTS SAID



THE SUN SHINE
www.thesunshine.com Monday, February 1, 2021 WORLD EXCLUSIVES

LOCH NESS MONSTER MYSTERY SOLVED!



Indigenous eels lay behind Loch Ness monster puzzle, marine biologists warned

The Guardian
www.theguardian.com Available for everyone, funded by readers

LOCH NESS MONSTER ON ITS LAST LEGS



Scottish most enduring myth drew to an end. Seismic activity explained the phenomenon.



Own creation. Images retrieved from <https://www.google.es/imghp?hl=es&tab=ri&ogbl>

Appendix 11



7 Proposed Explanations for the Loch Ness Monster

Read the following paragraphs and match each with its corresponding headline.

SWIMMING ELEPHANTS 	MOUNTAIN REFLECTIONS 	BIRD WAKES 
SEISMIC ACTIVITY 	LAKE STUGEONS 	SURFACING TREES 
INDIGENOUS EELS 		



Many Nessie witnesses have mentioned large, crocodile-like scutes atop the spine of the creature in question. At least one native fish matches that description perfectly: these can weigh several hundred pounds and have ridged backs, which make them look almost reptilian.



When a mighty Scottish pine dies and flops into the loch, it produces bubbles. These bubbles finally start dissipating after a while, but their momentum allows the deformed wood to briefly surface before returning downwards to its watery grave. Such sudden bursts of arboreal buoyancy could easily be misinterpreted as huge animals coming up for air.



Some amazing eels live in and near the British Isles. Conger eels can exceed 10 feet in length. Though they're saltwater critters, two 7-foot specimens were found lying on a Loch Ness beach in 2001. However, these animals may have been deliberately planted there to generate monster-related interest.





On choppy days, lakes regularly distort the reflections of various objects (hills, trees, etc.) upon their surfaces. Looming over Loch Ness are several mountains which face similar treatment.



When you're looking at a floating object from some distance away, ascertaining its size can be difficult. Treading waterfowl can leave disproportionately large wakes, which seemingly come out of nowhere to onlookers who can't see the actual avian.



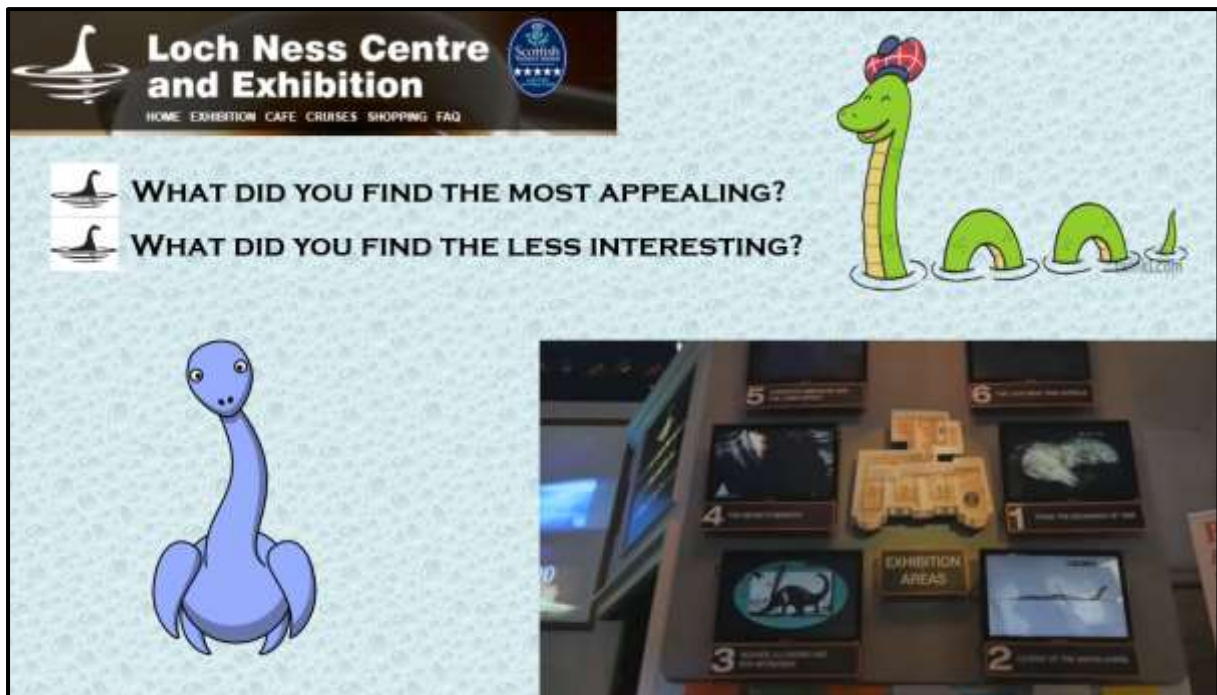
A fault line rests directly beneath Loch Ness, producing small tremors that release vast columns of bubbles. Their violent, unexpected emergence might very well have spawned the area's creature legends.



This might help explain some Loch Ness's early monster sightings during the 1930s. Back then, traveling circuses were a common sight throughout northern Scotland. Between shows, these groups were known to occasionally let their performing elephants play around in nearby lakes. Perhaps a few peeping locals mistook these bathing behemoths for aquatic monsters.



Appendix 12



Own creation. Images and video retrieved from <https://www.lochness.com/>

Appendix 13



EXHIBITION AREAS

Your Journey Starts Here

FROM THE BEGINNING

LEGEND OF THE WATER LOCOMOTIVE

THE LOCH NESS THUNDERBOLT

THE JOHN NISSE & LOCH NESS MUSEUM

1 **2** **3** **4** **5** **6** **7**

FULL AUDIO TRANSLATIONS FOR THESE LANGUAGES: (Available for pre-booked groups)
For information on tickets please go to page 6

CHILDREN AND SCHOOLS

Our emphasis is on "ENTERTAINMENT" so UNDER 5s GO FREE.

"We loved it so much we did it twice!"

LOCH CRUISES

Slipper of The Loch Ness Project, Captain Alastair Matheson, is delighted to welcome you on board his vessel "Dispacian", named after the famous Expedition carried out on the Loch in 1937.

Prices: Adults £14 - Children £5.
For group bookings (10 or more) please email: editions@lochness.com

ANCESTRAL NAMES RESEARCH CENTRE

This unique retail outlet gives our visitors the chance to learn all about their family history, to realise what your family name, we will be able to find out where you came from.

- Find out who were your family ancestors.
- Have you ever seen your family crest?
- Have all Ancestral names, we offer a variety of products to suit all budgets.

Tel: +44 (0)1450 400 700
Web: www.ancestralnames.com
E-mail: john.greer@ancestralnames.com

THE NESSIE SHOP

The Nessie Shop, founded in 1990, stocks every possible item you could think of. Visitors come from all over the world to visit our famous shop and pattern leave disappointed. Come and explore the huge variety on offer and pick up gifts for all your family and friends.

- 1000's of plush soft toys.
- T-shirts and clothing.
- Novelty accessories.

THE KILTMAKERS Cashmere and Woollens.

A fine selection of Scottish cashmere & woollens is available at The Loch Ness Centre & Exhibition for both women and men. Our staff are on hand on all levels to help you find what you need.

- Woolly, Laided and Cheviot's Wool.
- Woolen Shawls.
- Cashmere and Woollens.
- Cashmere Hats.
- Scottish Jewellery.
- Cashmere Hand Cream.
- Home and Commercial Heating Mats.
- Home Warming, Handmade, Heated Blankets.

THE WHISKY SHOP

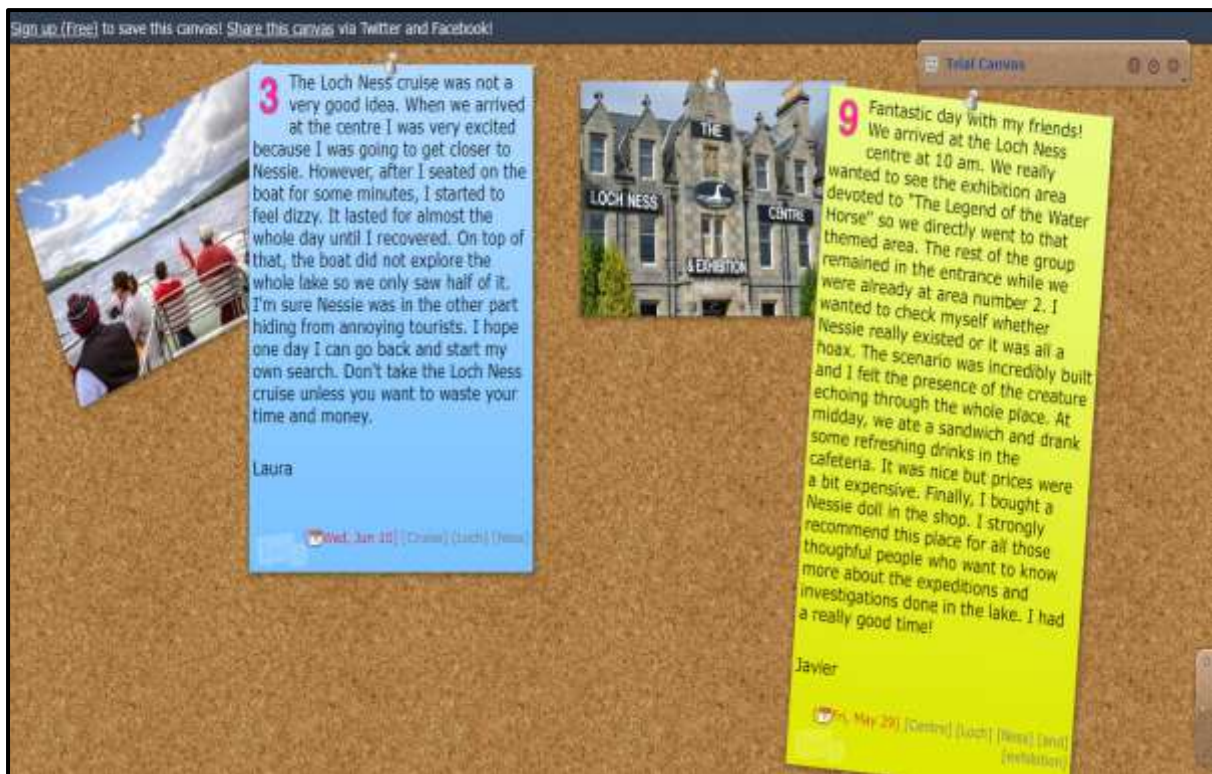
Having been named at The Loch Ness Centre & Exhibition since inception, "The Whisky Shop" has been awarded premier status by Scotch Whisky Association (SWA) for the 10th year.

- The Whisky Shop has a large selection of Scotch Whiskies - and Colognes.
- Scottish Beers and Ales.
- There is a wide and a variety of Scotch Whisky, pure, premium, family, single malt and other blends and varieties.
- Gifts and Jewellery.
- Home Warming-Heated Blankets.

Tel: +44 (0)1450 400 700
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Loch Ness Centre and Exhibition (2016). *Loch Ness Centre & Exhibition* [Brochure]. Scottish Tourist Board.

Appendix 14



Own creation. Retrieved from http://linoit.com/users/guest/canvases/7bbc0dda9e20ee58401bee833c9ba9b3?dispLang=en_US

Images retrieved from <https://www.google.es/imghp?hl=es>

Appendix 15

	Emerging (1-4)	Progressing (5-6)	Accomplished (7-8)	Mastery (9-10)
Content	The student scarcely understands the aim of the task. The review does not contain any of the essential elements.	The student slightly understands the aim of the task, but the review does not explore in depth any of the proposed elements.	The student highly understands and tackles the required topic of the task. Some interesting features are greatly covered.	The student shows a full understanding of the aim of the task. Every single aspect is covered. Additional nuances are included.
Structure and organisation of information	The review lacks any structure, resulting in a mess of opinions. It cannot be grasped the general idea of the review.	The review is poorly structured. It is difficult to comprehend the general idea as a result of unclarity.	The review is easily followed as there is a clear structure. The general idea can be spotted as a result of an acceptable organisation.	The review is impeccably arranged. Understanding is boosted as a result of a flawless structure and sentence organisation.
Use of grammar	The student overlooks the majority of grammar rules. The review abounds in basic grammatical mistakes, hindering its communicative purpose.	The student makes some grammatical mistakes and uses basic grammar structures. Communication is partly achieved.	The student makes few grammatical mistakes and a handful of average grammar structures are used, including past tenses. Communication is achieved.	The student barely makes any grammatical mistake, besides using a wide range of advanced grammar structures. Communication is by far accomplished.
Range of vocabulary	Very limited use of vocabulary, repeating the same lexical items over and over again. The student does not use any vocabulary related to travel & tourism.	The student incorporates some vocabulary related to the topic, although the review lacks every now and then specific terms.	The student includes a lot of vocabulary related to the topic. Specific vocabulary is successfully used.	The student satisfactorily uses all vocabulary taught in the unit and enriches the comprehension of the review with more topic-related words.
Spelling and punctuation	Spelling mistakes in basic words are common. Wrongfully punctuated composition distracts and confuses the reader.	Some spelling mistakes can be spotted. Punctuation is there, but it is not used adequately or effectively.	Spelling mistakes can hardly be spotted. Punctuation is adequately used, favouring the understanding of ideas.	Spelling mistakes are not part of the review. Punctuation is perfectly used, boosting the comprehension of the information.

Own creation.

Appendix 17

	Emerging (1-4)	Progressing (5-6)	Accomplished (7-8)	Mastery (9-10)
Content	The student shows no understanding of the topic. There is no presence of the essential elements of the task.	The student partially addresses the required topic, but this is not explored in depth.	The student highly tackles the required topic. Some interesting features are greatly covered.	The student shows a full understanding of the topic. Every single aspect is covered. Additional nuances are included.
Structure and organisation of information	The presentation lacks any structure. Ideas are randomly messed, utterly inhibiting comprehension.	The presentation shows some kind of structure, although similar ideas appear under different points.	The presentation is easily followed as there is a clear structure, with similar ideas rightly grouped together.	The presentation is impeccably arranged. All ideas are correctly classified, boosting its comprehension.
Use of grammar	The student overlooks the majority of grammar rules. Communication is totally hindered by the significant number of mistakes.	The student makes some grammatical mistakes and uses basic grammar structures. Some communication is partly achieved.	The student makes few grammatical mistakes and a handful of average grammar structures are used. Communication is achieved.	The student barely makes any grammatical mistake, besides using a wide range of advanced grammar structures. Communication is by far accomplished.
Range of vocabulary	Very limited use of vocabulary, repeating the same lexical items over and over again. The student does not use any vocabulary related to travel & tourism, impeding communication.	The student incorporates some vocabulary related to the topic. Communication is slightly achieved.	The student includes a lot of vocabulary related to the topic. Communication is greatly accomplished.	The student satisfactorily uses all vocabulary taught in the unit and enriches the presentation with more topic-related words. Communication is totally achieved.
Fluency	Total lack of vocabulary and grammar structures completely denies communication. Pauses and interferences with the first language are common.	Lack of basic words and structures sometimes causes interferences, affecting intelligibility and delivery of the message.	The student scarcely stops, managing to deliver the whole message in English, without interferences with the first language.	The student never hesitates nor stops, being in control of a vast amount of vocabulary and grammar items. Circumlocutions are perfectly managed.

Own creation.

Appendix 18

1. Nessie lived under the lake. (Subject question)

1 POINT

- A Where did Nessie live?
- B Who lived under the lake?
- C It was under the lake.
- D Where is the lake?



2. Irish monk Saint Columba firstly _____ the monster in the 6th century.

1 POINT

- A witnesses
- B will witness
- C was witnessed
- D witnessed



3. What _____ Karen Scott _____ after spotting Nessie last November?

1 POINT

- A did/ thought
- B is/ come
- C did/ think
- D do/ think



4. Don't forget to _____ a hotel room before you hit the road!

1 POINT

- A book
- B demolish
- C move
- D complain

