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

Master’s Thesis

TEACHING PROGRAMME FOR E.S.O.: 3º DE E.S.O.: Inglés

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1. INTRODUCTION

This Final Master’s Thesis attempts to present a teaching programme specifically designed for the 3rd level of Educación Secundaria Obligatoria. Apart from the contents and competences provided by the law and the activities proposed in order to work with those contents and competences that must be included, this Final Master Thesis also explores the different methodologies and approaches that can be useful when teaching languages, and moreover the role that teachers should have with regards to students and the subject matter itself in order to make language teaching effective. Living in an interconnected and globalized world, knowing languages can be quite useful so as to communicate with people from other parts of the world.

Learning and teaching a language can be complicated sometimes, and the problem arises when deciding how to learn or how to teach a language. In the past, different methods and approaches have been implemented in the language teaching process, but they were not successful in their aim of teaching effectively a language. Taking this into account, some different methodologies have appeared in order to deal with the mistakes made by these old methods. Some of these methodologies and approaches are the Communicative Language Teaching, the Discourse-based Approach, or the Task-based Learning, which will be explored and analyzed on the following sections of this project.

Moreover, this project also seeks to explore the role that the teacher and the learner have in the EFL classrooms. As society and the ways of teaching change, their role also does. Not only does teaching depend on methodologies and approaches, but also on the contributions that teachers and students can make in the class. The relationship existing between teacher and students has also changed and this will be discussed on its correspondent section as well. Thus, the aim of this project is to explore and describe the methodologies and approaches that can benefit students the most, explaining their advantages and establishing connections between
them and what the Spanish law also requires. Besides, the contents alongside with the activities, based on the methods and approaches previously explained, for each of the topics that have to be worked in the whole course will be presented as well.
2. METHODOLOGICAL PRINCIPLES

The following section will detail the various approaches and methods which are going to be applied for the different sessions with the groups. The methods will be explained and analyzed in order to give a general overview of them and provide an explanation about their importance and the reason why they have been selected.

2.1. Communicative Language Teaching or the CLT Approach

Languages have always been taught due, among other aspects, to their usefulness for communication between people from different places in the world. Nowadays, this necessity for communication is still existing as our world is being globalized, which makes knowing languages a tool utterly important for societies in order to maintain this globalization. English has gained a significant reputation in this globalized world as lingua franca, therefore people are in need of learning it so as to communicate with people from different countries. Following some ideas that Richards and Rodgers (2014) point out, as English is gaining power as language for cross-cultural communication, the necessity to learn it increases, and it is in this moment when the dilemma arises. English must be taught in a way that people can get the biggest benefit, not only knowing the language, but also having the ability to speak it and be competent in it. Being competent in a language is more than being able to speak it and know its grammar. As Celce-Murcia (2007) explains, and which will be analyzed more in depth in following sections of this project, being communicatively competent is the result of being able to master and utilize different competences that are interrelated, and which go alongside with the language itself. Thus, in order to make people competent in English, a good instruction must be provided such as handling language skills and competencies. Good instruction implies that the learner is going to be totally ready to face real communication, and to be part of it. The Spanish law claims that learning a language is more than simply theory; “no se trata de conocer y saber algo sobre la lengua extranjera desde un punto de vista teórico, sino de practicarla,
utilizándola para comunicar y comprender en situaciones reales, ya sean orales o escritas.” (cf. ORDEN EDU/362/2015, p. 32232) Therefore, something needs to be done in order to face all these new requirements, so new approaches and methodologies need to be applied if all these statements are to be fulfilled.

In this context, and as our main theoretical background for our teaching proposal, the term **Communicative Language Teaching (CLT)** appears. The CLT approach first appeared in the 1960s and was developed through the 1970s-1980s as several teachers included what they considered that could benefit the approach according to what they experimented in their classes with their students. The reason why this approach was created was in order to deal with issues characteristic of old methodologies which mainly focused on memorization and grammar methods.

Communicative Language Teaching can be seen as a broader focus on many terms and elements which contribute to communication. This approach is being adopted in contemporary second language acquisition classes. (Kibbe, 2017) Particularly, Richards and Rodgers define the CLT approach as “practicing basic structures in meaningful situation-based activities.” (2014, p. 83).

Therefore, having that definition in mind, what is understood by Communicative Language Teaching is that a good and efficient way of teaching English is through contextualization and using it in real communication; language cannot be learnt in isolation, it needs to be learnt together with other different components always present (culture, context, grammar, phonology, etc.) and more importantly, language always must reflect real communicative situations.

Moreover, meaning becomes a key aspect here due to the fact that the CLT approach provides the same importance to accuracy (know about grammar rules, phonology, etc.) and
fluency (be able to send meaningful messages without too many difficulties). Accuracy is no longer the central aspect when teaching a language because learners are still able to send a message even though their accuracy is not perfect. As Hendrickson (1991) points out, “a communicative approach to language teaching involves the negotiation of meaning between speaker and listener or between author and reader” (p. 197). Meaning is the basis of communication, therefore, mastering and knowing a lot of grammatical rules and grammatical constructions does not demonstrate that a person is able to speak a language.

However, the ability to transmit and send a meaningful message, even though there can be grammatical mistakes and errors, tends to be a better indicator that a person is taking control of the language and learning it. The CLT approach turns meaning into the central element when teaching and learning a language. Hendrickson (1991) also emphasizes the need for students to be exposed to the foreign language as much as possible. This means that students need to have material and chances to use and practice the language in order to learn it. The teacher must provide them with the material and the opportunities to turn classes into tools so as to learn the language.

Furthermore, according to Richards and Rodgers, two aspects are essential in this approach: the teaching is learner-centered, and “learning by doing.” (2014, p.87) Taking into account these facts and thinking about these ideas which can be considered the basis of the Communicative Language Teaching, the CLT approach will be quite beneficial due to the fact that it allows us to work with students in a way that they can develop their skill as autonomous learners. This autonomy can contribute to good effect to our students because it makes them the real protagonists of the class, being the ones which the learning process is focused on. As will be explained in detail in next sections, the student that we find nowadays in language classes is no longer passive; this means that classes are no longer teacher-centered, where students had to listen to what the teacher explained and had little opportunity to participate in
the class. Students are now at the center of the learning process, in which the teacher needs to act like a guide and provide help for their students as they work and learn on their own. As all of us have experienced being students and being in classes, the traditional model has always been the one in which the class is centered on the teacher, as the person who has the knowledge and the ability to share it with their students. In these traditional models, there were barely room for students to work on their own and use their own capacities in order to practice and explore the language.

This point leads us to the learning-by-doing part, also a key aspect in the CLT approach, which makes emphasis on the need of using the language itself so as to learn it. Students need to know that the language they are learning is useful, and that they can use it for different purposes; language can always be set in a meaningful context. Studying grammar and vocabulary context-free and for no purpose is no longer what makes learners competent in a language. What can benefit our students is doing different tasks and activities in which they must practice those aspects of the language they are studying at the same time they are going forward in the language learning process. This way of working with the language can make students aware of the usefulness of what they are learning and will motivate them in order to keep working; this time with new purposes and goals to achieve language acquisition.

Another important aspect when considering the CLT approach as the basic framework so as to organize our sessions is the fact that the Spanish law asks for it. According to this law, we, as teachers, must prepare our students to be communicatively competent, as was discussed previously when the use of CLT was analyzed. As can be observed in the Orden ECD/65/2015, being communicatively competent is defined as “el resultado de la acción comunicativa dentro de prácticas sociales determinadas, en las cuales el individuo actúa con otros interlocutores y a través de textos en múltiples modalidades, formatos y soportes.” (p. 6991) Taking into consideration this definition provided by the law, the Communicative Language Teaching
allows us to work with our students so as to prepare them to learn English in the most communicative and efficient way possible. Going back to that definition, being communicatively competent implies context, linguistic components and other important factors quite similar to what Celce-Murcia described, previously mentioned and that will be analyzed much more in depth in following sections of this project, and similar to what the CLT approach proposes as far as the learning-by-doing statement is concerned. Besides, the Common European Framework of Reference for Languages (CEFRL), which the Spanish law is based on, also points out that being communicative competent “comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences.” (2001, p. 9) This quote emphasizes again the notion that in order to learn and work with a language, it is necessary more aspects such as pronunciation, meaning, or fluency and competences are needed rather than just focus on grammar and vocabulary as it has been traditionally done. Being communicatively competent is always going to be the mixture of different elements, and more importantly, the use of new methodologies and strategies so as to benefit our students and give them exactly what they really need so as to be able to communicate in a foreign language.

2.1.1. The Discourse-based Approach

Once Communicative Language Teaching has been established as our general framework or “departure point” to start thinking how classes are going to be organized and planned, and what objectives and goals we are going to achieve with our students, we need to establish what other approaches and methods can be useful in order to make our way of teaching follow the communicative approach previously explained.

The reason why we have to be more concrete is that the CLT approach is a general and broad approach, and in order to get those objectives proposed in that approach, we must keep working with other approaches and methods that can narrow the path and help us to achieve
those objectives at the same time than we can build a strong methodology that will be the standard way of teaching a language. As was briefly explained on the previous section of this Final Master’s Thesis, in order to teach a language in the most efficient way possible, we must make learners be communicatively competent.

This means that learners have to work on different areas such as body language, politeness, tone, etc., apart from grammar and vocabulary, and master them. In my opinion, the Discourse-based Approach offers us the possibility to work with all those areas and components which condition the communicative act. The reason why a Discourse-based Approach can be utterly beneficial for language teaching is because it focuses on the “language in use that extends beyond sentence boundaries.” (Celce-Murcia & Olshtain, 2000, p. 4)

The Discourse-based Approach was developed throughout the 1960s-1970s and was constantly involved with other disciplines. Those other disciplines are strongly related to those other components present in communication, which will be described below, and require specific attention when teaching a new language. (Celce-Murcia & Olshtain, 2000) These components are the reason why this approach can be considered a very good tool, used to go beyond sentences as far as language teaching is concerned in order to get learners to be communicatively competent or master a communicative competence, and be able to know and speak a language. Now, it is quite important to know and describe those different components or competences which take part in the communicative competence or communication and which are being constantly mentioned on this section of this project. According to Celce-Murcia (2007), these competences are constantly interrelated and can be classified as:

- Sociocultural competence: related to contextual factors such as age, gender, status, etc., stylistic appropriateness such as politeness, registers, etc., and social factors such as background knowledge, dialects, etc.
- Discourse competence: which has to do with all the words, and structures utilized to create and send messages. This competence implies different sub-areas such as cohesion, deixis, coherence, and generic structure.

- Linguistic competence: related to different aspects of a language such as its phonology, lexis, morphology and syntax.

- Formulaic competence: those structures and words that are usually used by speakers in everyday communication and interaction such as routines, collocations, idioms, etc.

- Interactional competence: this competence has to do with how to open and close conversations, change topics, interrupt, body language, etc. and which can be subdivided in actionable competence and conversational competence, and paralinguistic competence.

- Strategic competence: known as the strategies students use so as to learn; divided in cognitive, metacognitive, and memory-related.

These different competences are very important to take into consideration when teaching a new language. These competences described by Celce-Murcia have important roles in communication due to the fact that it takes place thanks to their combination. Traditional and old methodologies simply focused on particular linguistic aspects of the language such as grammar, phonology, vocabulary, etc. However, thanks to this thorough description about the different competences present in the communicative competence, it can be observed how communication is something much bigger and broader.

Not only does communication depend on the linguistic competence, but also on more aspects that are closely interrelated at the same time and have their own role to accomplish in the language acquisition process. Having all these ideas in mind, what the discourse-based approach tries to do is to incorporate all those aspects and pay specific attention to them to make language learners aware of their importance and their contribution because, as Celce-Murcia
also points out, communication involves different components, competences in this case, which are present all the time when communication occurs, so it is quite difficult to work with some language aspects in isolation not taking into account the other important complements. Besides, the Discourse-based Approach allows us, as teachers, to focus on these different areas in such a way that we can help our students to get used to them and work on them. It is important to say that language can be seen as an ambiguous convention among human beings, and because of this, it cannot be taught from a simple and unique perspective and cannot focus on a single aspect. (“What is a Discourse Approach,” n.d.) Therefore, the Discourse-based Approach highlights the importance that these competences have in the language learning process and contributes to good effect to make learners real communicatively competent since more than one competence such as the linguistic competence are taken into consideration in class.

Moreover, another supportive reason why a Discourse-based Approach can benefit our English teaching is due to the description which the Spanish law makes regarding what the linguistic competence implies. Following the Orden ECD/65/2015, in order for students to develop their different skills and be communicatively competent, they must master and be working on different aspects at the same time. These aspects are:

- The linguistic component: related to grammar, phonology, syntax, lexis, etc.
- The pragmatic-discursive component: related to contexts, communicative functions, and discursive genres.
- The socio-cultural component: which has to do with the knowledge of the world.
- The strategic component: related to the tools that students utilize in order to face the communicative reality.
- Personal component: it implies attitude, motivation, and personality.

If these components are compared to the ones which Celce-Murcia describes, it can be seen that they are utterly similar, what makes us realize that the Discourse-based Approach is
totally valid and efficient to base our teaching and help us to be communicative with students in class, apart from following what the Spanish law establishes and asks.

2.1.1. The Task-based Learning

Now that the definition for what being communicative means and what the communicative competence implies within the framework of the Communicative Language Teaching context, it is time to focus on the other important aspects which are present in the CLT approach. Learners need to be constantly working with the language and using it so as to learn it. As was previously explained, the CLT approach argues that language must be practiced by involving learners in situations in which they have to use the language to get a goal, to fulfill a purpose.

Being communicatively competent seems to be something difficult when working on it, but, for instance, working on all those components through skills such as reading, writing, listening and speaking makes it easier. In order for our students to constantly use the language for different purposes and goals and work on the different skills mentioned before, we shall follow the methodology called Task-based Learning.

According to Jane Willis (1996), the Task-based Learning is a new methodology developed in the 1980s which is based on the fulfillment of tasks in order to deal with the different aspects of a language and learn it. Besides, these tasks are always going to imply the use of the different skills at the same time. Willis makes a distinction between productive skills: speaking and writing, and receptive skills: listening and reading. Therefore, what this methodology intends to do is offer learners an opportunity to use the language as a tool to accomplish real communication in different tasks which focuses on different purposes and objectives. As was previously stated, in the CLT, it is very important to focus on real communication and interaction, it is necessary to give the same importance to meaning as to
form. And as what the Discourse-based Approach stands for, language teaching must go beyond the sentence. As a result of wanting to focus on all these aspects, one of the best solutions is to teach through this methodology which allows us to work on every single aspect at the same time students practice, produce, and learn language in use, set in a context, not in isolation.

As far as this methodology is concerned, Harmer (2008) points out that this methodology is an inductive way of learning. This means that students learn the language by using it without previous instruction, only by doing a specific task and following some steps. It is remarkably important to know that this methodology must be applied following different stages in a specific order so as to be successfully performed. Harmer (2008) describes these steps/stages well. They are as follows:

- **Pre-task:** it can be considered as the introduction in which the teacher introduces to students the topic they are going to deal with, and some warm-up activities in order to prepare students to activate their previous knowledge.

- **Task cycle:** it can be subdivided into three stages; the task which consists on the activity itself students must do, the planning which consists on organizing and writing, if necessary, what they have done so as to explain and share with the rest of the class, and finally, the report which consists of the sharing with the class and suggestions from the teacher.

- **Language focus:** in this part the teacher asks students to pay attention to some grammar points, vocabulary, expressions, etc. which they must use or are present in the task they have done before in order for them to recognize them and interiorize them.

As it was said before, the Task-based Learning is an inductive way of learning; students must learn through what they are doing in the tasks. Teacher can only focus on the important things that students need to learn at the end of the task, and only by calling the students’
attention to those points and emphasizing them in order for students to notice their patterns, possible uses, etc., not making an extensive explanation of them.

Furthermore, the Task-based Learning allows us to organize our classes in such a way that they can be learner-centered as CLT proposes. The learner-centered process is also a key aspect that the CLT approach emphasizes. This means that the learning process is totally focus on students and the teacher acts as a guide, helping students with the learning process, but not carrying out the whole process. Learners must be provided with good “opportunities for trying out language” (Harmer, 2008, p.74) which is the main goal in language classes. Language is no longer a matter of studying grammar points, vocabulary, syntax, and other isolated aspects, but a matter of putting into practice what they are learning and having a chance to use it in real contexts and real communication.

Taking into consideration some interesting points proposed by Rod Ellis (2009), some emphasis is made on the importance of giving students tasks that can create “contexts for natural language use.” (p. 225) This means that tasks cannot be oriented towards any context randomly, but towards specific situations in which students can have a chance to talk and express themselves in the same way as being outside the classroom.

Ellis (2009) also makes good explanations about how the Task-based Learning provides us with opportunities to focus on meaning and give it more credit. What is meant by credit is to give meaning to the importance that meaning really has as far as communication is concerned. Accuracy has always been considered as a crucial aspect that must be constantly present during the language teaching, and at the same time forgetting the importance of meaning in sending messages. Now, thanks to this method, we can show learners how important it is to also be focused on meaning and its necessity when sending a message. Students will be able to see that making mistakes is part of the process, and what really matters is that they are capable of
producing meaningful messages through language. This will be discussed on the following section of this project as well.

2.1.2. The role of the teacher and the learner

As was previously mentioned, creating a good and comfortable atmosphere for students in class is another key element when teaching a new language. A good atmosphere in class can be considered as an advantage and contribute to the learning process. This can be explained through Stephen Krashen’s theory. He states that the lower the affective filter is, the better for students. The factors which the affective filter consists of are motivation, self-esteem, and anxiety. If students attend class with a high level of anxiety, and lower levels of motivation and self-esteem, this will raise the affective filter and it will prevent students from concentrating fully on learning. In other words, if the affective filter is high, it will make learning very difficult and frustrating for learners. (Ricardo Schütz, 1998, para. 12)

Therefore, in order to create and maintain a good atmosphere for students, we should be constantly focusing on the affective filter in class. Thus, it is important to determine what aspects should be taken into consideration so as to keep the affective filter low. One of them is the methodology used and applied by the teacher, which has been previously presented and explained. Another important aspect is the role of the teacher in class. This aspect is very general, so we need to focus a little bit more on what is important regarding learners. Determining what type of teacher needs to be present in class is something crucial. Scrivener (2005) differentiated three types of existing teachers:

- The explainer: this is the kind of teacher that knows and controls her/his subject matter very well but does not count on knowledge of teaching methodologies. This teacher mainly explains information to students during the whole class. Students have little
opportunities to participate and contribute to the class, only for asking questions maybe.

- The involver: this teacher controls her/his subject matter and has some knowledge of different methodologies, although s/he is likely to use continuous explanations as a procedure for her/his classes. The teacher tries to do her/his best to interest and involve students. Nevertheless, this teacher still has the full control over everything that happens in the classroom.

- The enabler: this group of teachers shares the control of the class with students, and even sometimes students even have it completely. The class negotiates the material decided on for the class. The teacher in these classes acts as a guide or counselor. They are used as a resource, helping learners with their tasks so as to promote autonomous learning. Besides, this teacher, apart from knowing about the subject matter and methodology, also knows how her/his students think and feel and utilizes this in order to plan her/his methods.

Scrivener (2005) also points out that three important elements must be present in every class: respect, empathy, and authenticity. If we take into account these elements, it can be seen that the kind of teacher that is interesting and which can be contribute to Krashen’s theory about the affective filter is the third type. Moreover, according to the methodology we are going to apply, and previously explained, the teacher needs to be a tool for students to learn. The learning process needs to be autonomous in order to be more effective as the CLT approach proposes.

A teacher who acts as a guide for students can be quite beneficial for them due to the fact that the classes are centered on students, where they can participate, practice, and express themselves. All these actions are what make learners improve and evolve in their learning process. Besides, a learner-centered class provides learners the good atmosphere to study in because of the fact that they can consider classes as a tool to use the language and put into
practice what they learn, taking the teacher’s help and guidance as an advantage. Therefore, this helps the affective filter to be lower. If the teacher is mainly explaining and barely gives opportunities for learners to intervene, s/he becomes the center of the learning process, which is basically what always has been done in language classes and makes the affective filter higher. The third type of teacher implies a change, a new perspective different from the old and traditional ones.

Furthermore, apart from the academic role of the teacher explained before, it is also important to make emphasis on the personal relationship between teacher and students mentioned in the third type of teacher proposed by Scrivener. There are many reasons why the relationship with students is an important aspect to discuss and be concerned about. The way we interact with learners can also determine the kind of teacher we want to be. The “enabler” type, described by Scrivener, is a teacher who is interested in everything that surrounds the student, and not only in making them learn her/his subject matter by using the best methodology or approach. A good teacher is also interested in her/his treatment with her/his students. Having a good relationship with our students can provide us with many benefits, beginning with the academic purposes. As Dörnyei (2010) states:

Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners. (p. 36)

This quote can help to comprehend that teachers are model examples to students, if we treat them in a positive and close way, they will most likely respond in the same way, making the interaction easier and facilitating the creation of a good environment in class. Once a good environment has been established in class, it is more likely to have learners to participate in the activities, and more importantly, feel comfortable in class and with the teacher, which allows
them to be interested in the subject and use their full potential. That is an important goal as teacher that needs to be taken into account. Motivating students can be a really hard task for teachers, but a close and respectful relationship with them can be utterly useful for different purposes as was mentioned before.

Another purpose, which concerns the relationship with students is the Spanish law. It considers that as human beings, teachers must be concerned about the students’ concerns and problems that can affect them in the classroom. It is important to show students that they can trust us in order to talk to us and ask for help when they need it. Besides, the Spanish law affirms that the teacher also “orientará el proceso educativo individual y colectivo del alumnado, contribuirá a la adquisición de las competencias y a desarrollar la autoestima, así como a fomentar las habilidades y destrezas que les permitan programar y gestionar su futuro educativo y profesional.” (cf. ORDEN EDU/362/2015, p. 32065) The law points out that one of our duties as teachers is to be tutors, which implies among other matters that we must be concerned about the civic education that students receive. As students’ tutors we can take advantage of this fact and use the perspective which being language teachers offers us in order to educate students towards an intercultural education, making emphasis on values such as tolerance, kindness, respect, etc. An intercultural education implies “creating learning/change in the individual: cognitive, attitudinal, behavioral change; change in self-perception; change in relationship with Others.” (Byram, 2008, p. 187) This contributes to good effect to educate students in good values and utilizing interculturality and globalization in our favor so as to prepare them to deal with the rest of the world, no matter their social status, or provenance, and make them aware of the importance of cultural diversity nowadays which will be present in the language classes.

With regards to the role of the students, as it was briefly explained in the Communicative Language Teaching section, the type of the student that can be found in the classroom has changed as well. Not only because of the changes of the society, but also because their
contributions and functions in the learning process. Thanks to Communicative Language Teaching, classes are now learner-centered, which means that learners are totally implied in class and have a very active role. An active role implies that learners have to contribute to the functioning of the class, not only by listening to the teacher, but also by making their own contributions, taking part in the tasks, and asking for help when they need it.

The methodology proposed for this project is Task-based Learning, which reinforces the idea that students need to work on their own developing their own projects and activities that contribute to what they need to learn in every language session. The Task-based Learning also insists on the necessity of using the language constantly in class so as to practice it and improve it. This methodology proposes an inductive way of learning, as was previously explained, which means that students have to work, think, and deduce by themselves in order to learn every aspect of the language. The teacher does not explain explicitly, s/he simply helps them with their own learning processes and guide them if necessary. These kind of students needs to get familiar to the situations with real life context, so s/he needs to take an active participation in the activities, use, and explore the language as much as s/he can in such a way that becoming communicatively competent can be an achievable goal without problems, and furthermore, counting on the teacher as a facilitator for making all this possible in the classroom by providing material, tasks, and acting as a guide and counselor. Having a strong rapport with students is something that needs effort and work. If we make big efforts and contributions to make students see that we want them to be the most important part in the class, using this kind of methodologies and approaches, and apart from these guidelines to be better and updated teachers, they will surely respond in a positive way and contribute to a successful teaching learning process.
2.2. Contents of the course

In general, contents are established by the Spanish government through the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, but specifically, for our chosen course in Castilla y Leon, the *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León* establishes four different blocks in which teacher and students must work on. These blocks are:

- Compresión de textos orales.
- Producción de textos orales: expresión e interacción.
- Compresión de textos escritos.
- Producción de textos escritos: expresión e interacción.

Following the previous distribution, all the contents for the course of 3º de Educación Secundaria Obligatoria will be distributed as follows¹:

➢ **Unit 1: Who is what?** In this unit, students will deal with descriptions and portraits of people, animals, places, and objects. In order to deal with this topic, grammar will consist on the use of present simple (love, hate, like, enjoy, dislike), present continuous, the use of “can”, and frequency adverbs (always, often, seldom, never, etc.). The vocabulary will deal with adjectives (comparative and superlative form, -ed adjectives, and -ing adjectives) used to describe (short, tall, pretty, handsome, old, new, etc.). Reading and writing will deal with description of famous superheroes. Listening will consist of different riddles, so students have to guess what (objects) or who (very famous people) is being described. Speaking will continue with the riddle theme, but this time, students will have to create their own.

¹ The following units have been created and designed having the Student Book *Pulse 3* as reference.
Regarding pronunciation, they will have to work of these three different phonemes: /s/, /ʃ/ and /z/

➢ Unit 2: All around the world. This unit will deal with travels and past experiences. Therefore, the grammar will consist on the past simple/continuous alongside the use of when/while. Vocabulary will include nationalities, cities, and countries of the world. Some activities will need students to indicate on maps where they have been. Reading and writing will consist on old traditions. Listening and speaking will focus on presenting important and beautiful cities and places of the world. Regarding pronunciation: there will be some attention to the <ed> pronunciation in past verbs.

➢ Unit 3: Sport is life! The present perfect and the time expressions related to this tense (already, since, etc.), and the structure “used to”. Vocabulary will focus on adventure sports and activities. Reading and writing will deal with interviews of famous sport people and letters in which students will have to write to these people. Listening and speaking will be focusing on The Olympics Game through videos and oral presentations. Regarding pronunciation: students will pay attention to the pronunciation of contractions: <I’ve>

➢ Unit 4: Let’s eat and drink! This unit will deal with typical food and drink which can be found in the countries, cities and places presented on the previous unit. Grammar will consist of the use of quantifiers (much/many, some/any, a few, too much, too many, a lot of), and the use of gerunds or infinitives for verbs. Vocabulary will deal with adverbs of time (after, before, now, then, etc.) and vocabulary related to names of food and drink. Reading and writing will deal with typical food recipes in different countries and places of the world. Listening and speaking will involve students in recording short clips explaining different recipes. Regarding pronunciation: the phonemes /θ/ and /ð/ will be worked and practiced.

➢ Unit 5: Winter is coming. This unit presents the world of TV and technology, dealing with different TV shows and movies and some phone apps and inventions. Grammar related to this unit will consist of the use of the passive in present tense and past tense. Vocabulary
will deal with the world of technology and how to describe it (useful, reliable, impractical, etc.) Reading and writing will have to do with short texts and extracts related to some tv shows and movies. Listening and speaking will deal with different activities and games related to several tv shows and movies in which class interaction will be necessary. Regarding pronunciation, different phonemes will be worked and practiced: /u:/ and /ʊ/ and /i:/ and /ɪ/.

➢ **Unit 6: Whatever it happens.** This unit has to do with the everyday life. Grammar will be consisted on future tenses (will), the use of “can”, “could” and “be able to”, and adverbs of probability. Vocabulary will present important life events all around the world, and the uses of “get.” Reading and writing will focus on new traditions and rituals in many countries. Listening and speaking will deal with the future and expectations. Regarding pronunciation: how to pronounce <gh> in different words depending on its position.

➢ **Unit 7: Make a wish.** This unit will deal with the planet and the environment. Grammar will consist of first and second conditional and “may/might.” Vocabulary will deal with environment and recycle. Reading and writing will have to do with climate change. Listening and speaking will deal with reports and little extracts from the tv news which describe natural disasters. Regarding pronunciation: intonation and emphasis in conditional sentences will be worked and practiced.

➢ **Unit 8: This job suits you!** This unit will deal with the labor world. Grammar will consist on modals of obligation, prohibition, and no obligation (must, have to, etc.), and “should” and “shouldn’t.” Vocabulary will focus on job sectors and work. Reading and writing will deal with extracts and short texts of clothes brands. Listening and speaking will present interviews and experiences of famous entrepreneurs. Regarding pronunciation: practice will be dedicated to work on silent /l/ in several words.

➢ **Unit 9: A crime has been committed.** This unit will present the world of crime and investigation. Grammar will include the use of some relative pronouns such as “who”,
“which”, “that” in relative clauses. Vocabulary will focus on crime and criminals. Reading and writing will deal with some extracts from detective stories such as Agatha Christie. Listening and speaking will deal with clips from movies and TV shows of Sherlock Holmes. Regarding pronunciation: there will be time to work in the different pronunciations of these verbs <was> /wɜːz/, and <were> /wɜː(r)/.

➢ **Unit 10: All over again.** In general, this last unit will be a review of all the contents that have been seen during the whole course. The review will consist mainly on the tenses (past, present perfect, future, conditionals, and passive) presented in the different units. This unit will also contain activities and task specifically focused on speaking and listening skills. It will deal with broader topics chosen between the teacher and students as well. In this unit, a short movie, chosen by students in relation to the previous units, will be shown to students so as to work with it and provide them with chances to use the language at the same time they enjoy it and motivate them so as to promote English and the culture of English-speaking countries.

### 2.3. Assessment and Criteria

In this section of the Final Master’s Thesis, the different ways of assessing the students which will be used for the whole course will be described and explained.

First of all, it is very important to explain and highlight that the Spanish law, following the Common European Framework of Reference, wants to base the learning process and its assessment on the acquisition of different competences or “*competencias clave.*” The law claims that having a competence is “un «saber hacer» que se aplica a una diversidad de contextos académicos, sociales y profesionales.” (cf. ORDEN ECD/65/2015) As it was previously explained, in order to learn a language, many perspectives and elements have to be taken into account. Learning by competences makes emphasis on the importance that theory is no longer the only key aspect in learning. Different elements, or competences in this case, have
to be considered when teaching any subject matter. Depending on the subject matter, some competences will have more importance than others, but all of them must be present in every subject, and the student must be assessed through their acquisition. Again, according to ORDEN ECD/65/2015, working with competences implies that students have to be working constantly on these competences during the whole course as a developing process. The acquisition of these competences is not something that occurs instantly and in a short period, but dedicating time from all the subject matters, focusing on them and using them as reference as much as possible. Besides, the learning process through competences will allow students, not only to master these competences, but also to be able to transfer this knowledge to every kind of situation that could be found in the real life.

Furthermore, in order to measure the degree of acquisition of these competences, different assessment tools will be used, as they are shown in this section and the same utilized for assessing contents, will be used. The evaluation of these competences will be included alongside with the evaluation of the contents themselves.

Seven key competences are presented and described by the law:

- **Comunicación lingüística**: which basically can be defined as the action of talking and communicating with others. This competence is constantly being worked on and developed by the students in the learning process. This competence is related to the socialization process. It is the most important competence in the framework of language teaching. The linguistic competence is a complex one, so it consists of different components. All these components were previously described and explained in this Final Master’s Thesis (see the “Discourse-based Approach” section).

  o Linguistic component.

  o Pragmatic-discursive component.

  o Socio-cultural component.
- Competencia matemática y competencias básicas en ciencia y tecnología: this competence implies more than one aspect such as the mathematic reasoning, and the developing of the scientific thought.

- Competencia digital: based on the use of the new technologies. This competence is also concerned with the changes provoked by the incorporation of these technologies in the everyday-life such as new ways of communicating, searching information, and the interconnectedness and globalization of the world.

- Aprender a aprender: this competence involves and is concerned with the capacity to organize, plan, and develop the learning process itself.

- Competencias sociales y cívicas: they are based on the ability to use the knowledge of the world in order to interact with the society from different perspectives and realities. It is about learning how to deal with different cultures as well.

- Sentido de iniciativa y espíritu emprendedor: this competence is related to being autonomous, to know how to organize thoughts and ideas in order to be able to achieve a goal desired.

- Conciencia y expresiones culturales: this competence is concerned with knowing, understanding, appreciating and being open-minded towards the different cultures and artistic expressions.

Secondly, it is very important as well to determine how the assessment for the whole course is going to be implemented. Assessment provides us with results in order to elaborate an evaluation of the students, and it will also reveal whether they have acquired the competences previously described and whether they have accomplished with the objectives of the subject matter. This task needs to be well-established and needs to be as fair as possible. That is the
reason why the assessment is going to be based on **mixed methods**. Mixed methods can be defined as “the collection and combination of quantitative (number oriented) data and qualitative (text and stories oriented) data in the test development and assessment process.” (Creswell & Zhou, 2016, p. 36) In order to be fair and objective when assessing students, it is important to collect as much data as possible. This data will provide us with a lot of different information that can be used so as to get results and evaluate students. Collecting different information as resources to evaluate students can be quite useful due to the fact that they offer learners several chances to show what they can do and compensate those aspects in which they are not so good at. According to Creswell & Zhou (2016), the use of mixed methods facilitates to focus on different abstract aspects such as motivation that also can contribute to the final results in the evaluation.

The use of mixed methods is also related to the notion of **alternative assessment**. As Hamayna (1995) explains, utilizing alternative assessment consists on every action or procedure performed in the everyday class which can be used in order to assess students from different perspectives. According to this information, every activity or action that students do can be used so as to assess them and offer them opportunities to demonstrate what they can do, even though they may present some weaknesses in some skills. But thanks to alternative assessments, weaknesses will be able to be compensated by other strengths. The idea that a final test is the only tool provided to determine whether students have achieved the subject objectives and contents is nowadays unthinkable. The more information about students’ abilities and knowledge we can gather from students, the more we can be fair when assessing them. However, not only does the alternative assessment provide advantages for teacher, it also provides students with chances to monitor their own progress and help them to try to grade themselves in order to work on their full potential. Atta-Alla (2012) presents a list of some
advantages that can be quite useful for teachers and students as far as alternative assessment is concerned:

- **Advantages for teachers:**
  
  - Allows them to review and present materials.
  
  - Monitors the progress that students constantly do.
  
  - Allows them to provide students with feedback for future improvements.
  
  - Helps to motivate students.
  
  - Provides students with grades.
  
  - Helps to evaluate different abilities of students.
  
  - Is flexible for gathering information.

- **Advantages for students:**
  
  - Provides them with chances to apply their knowledge.
  
  - Improves their self-confidence.
  
  - Makes the subject more challenging and appealing.
  
  - Involves students with the teacher and the classroom.
  
  - Makes them get to know and enjoy the subject.
  
  - Receive feedback for success.
  
  - Obtain information about what it is valued.

Atta-Alla (2012) also proposes different ways of providing alternative assessment. Only those of which that are going to be utilized for the evaluation of the whole course are going to be presented and described below:

- **Audio and Video clips:** used by the teacher to record the students’ progress and production in discussions, oral readings, presentations, role-playing, and interviews.

- **Discussions:** students have to use critical thinking in order to solve problems, create debates or explore issues in class.
- Interviews: made by the teacher, students must have little conversations with the teacher in order to give them a chance to apply their knowledge about the language.
- Observations: collection of data through the observation of daily behavior, attitudes, and processes presented in class. The teacher must take notes of these observations in order to apply them on the evaluation.
- Oral presentations: so as to assess their oral fluency. These presentations can incorporate different themes and topics. They can be done in groups or pairs.
- Portfolio: teachers and students can use this in order to keep track of the students’ progress. The portfolio can include samples of students’ work, activities, tests, notes, etc.
- Questionnaires: used in different ways in order to ask students for specific information.
- Reflection journals: in order to assess their writing skills but at the same time give them a chance to use their critical skills.
- Rubrics: tool for assessing students in many ways: writing, speaking, listening, and reading. Rubrics can be holistic and analytic.
- Traditional tests: used so as to evaluate the basic contents of the subjects. They can be made of different types of activities and be consisted of more than one skill.
- Tasks: different activities when focusing on a particular skill in which students are provided with a real context and purposes and that can contribute to the final mark and can provide students with practice to improve their language level.

In addition to this, the Common European Framework of Reference for Languages also proposes similar ways of assessment, each of them addressed to assess the different skills implied in the language learning: reading, writing, speaking and listening, emphasizing the idea that the more tools that we use to assess, the more that students will benefit from them. The
CEFRL presents a type of assessment called **formative assessment**, which is defined as “an ongoing process of gathering information on the extent of learning, on strengths and weaknesses, which the teacher can feed back into their course planning and the actual feedback they give learners.” (2001, p.186) This is another reason why the use of alternative assessments can contribute positively for the students’ evaluation. Taking into account that the Spanish law is based on the principles established by the Common European Framework of Reference, utilizing alternative assessment and mixed methods is justified and contributes to good effect to use them when assessing our students.
3. TEACHING UNIT: “WINTER IS COMING”

3.1. Introduction

The unit titled “Winter is coming” is part of my teaching programme which, as we have seen in section 2.2. of this Final Master’s Thesis, includes all the objectives, contents, methodology, assessment, etc. dedicated to every session designed specifically in this teaching unit.

This teaching unit will deal specifically with two topics: TV shows and movies (superheroes such as *Fantastic Four*, *The Avengers*, or *Game of Thrones*, etc.), and a little bit of technology (apps and online platforms). The reason why these two topics can be interesting for students is due to their appealing for them. Students can enjoy much more the learning process through topics that they control and in which they have many things to say and contribute. Besides, the use of these topics can help us to teach the English language in different contexts in which students are not used to, therefore, this could help us to catch their attention towards the language. Moreover, through these two topics, grammar (the passive) and vocabulary will be easier to handle and learn.

With regards to the class, it consists of 24 students who belong to 3º de Educación Secundaria Obligatoria between 14-15 years old. The level of this class is A2.2, although students’ level is very homogeneous, and students are quite talkative and participative. Students at this age are completely aware of these topics because they are part of their daily life. Therefore, this will benefit their opportunities and attitude towards the use of English in class in order to talk about these topics and improve their own English learning.

3.2. Aims and contribution of the unit to the teaching programme

➢ To know how to talk about situations in the present or in the past using different structures such as the passive.
➢ To learn and use the vocabulary related to the TV world (actor, stage, costume, comedy, documentary, etc.), and technology (Netflix, Facebook, WhatsApp, etc.).

➢ To learn and use the grammar presented in this unit (the present and past passive) and be able to apply it when writing and speaking.

➢ To apply and use both grammar and vocabulary when writing about a superhero invented by them, introducing a place (city or village) they like, or describing an app or platform they have chosen.

➢ To work in little groups so as to make a project of their own being able to introduce and present an app or platform in front of the rest of the class.

➢ To understand instructions in order to fulfill the different activities and tasks proposed for this unit and be able to produce both oral and written texts according to what they have to do and to how they have to do.

3.3. Contents

According to what the Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato establishes, the contents for this unit will be:

✓ Block 1: Comprehension of oral texts (Listening)

  o Comprehension strategies:
    ▪ Application of previous information about the type of task and theme.
    ▪ Identification of the type of text, adapting the comprehension to it.
    ▪ Distinction between different types of comprehension (general sense, essential information, relevant details, etc.)
    ▪ Formulation of hypothesis about content and context.

  o Communicative functions:
    ▪ Narration of events that take or took place in the present and past,
description of states and situations in the present.

- Socio-cultural and socio-linguistic aspects:
  - Importance of the social media in order to communicate.
  - Identification of the dangers related to social media.
  - Importance of the cooperative work.
  - Distinction between formal and non-formal language.
  - Importance of the English language so as to communicate.
  - Importance of speaking several languages, especially English.

- Syntactic-discursive contents:
  - Present simple passive
  - Past simple passive

- Vocabulary:
  - Adjectives to describe and talk about technology: efficient, impractical, useful, essential, etc.
  - Vocabulary related to the TV world.

- Phonology and phonetics:
  - Difference between /i/ and /i:/
  - Difference between /ʊ/ and /u:/

✓ Production of oral texts. (Speaking)

- Production strategies:
  - Planning:
    - Conceive clearly the message, distinguishing between main ideas and its basic structure.
    - Use the right standards depending on the type of text and its receiver.
  - Execution:
• Express clearly the message, having coherence, and structuring it right
• Use previous knowledge in order to accomplish the task.

○ Communicative functions:
  ▪ Narration of events that take or took place in the present and past, description of states and situations in the present.

○ Socio-cultural and socio-linguistic aspects:
  ▪ Importance of the social media in order to communicate.
  ▪ Identification of the dangers related to social media.
  ▪ Importance of the cooperative work.
  ▪ Distinction between formal and non-formal language.
  ▪ Importance of the English language so as to communicate.
  ▪ Importance of speaking several languages, specially English.

○ Syntactic-discursive contents:
  ▪ Present simple passive
  ▪ Past simple passive

○ Vocabulary:
  ▪ Adjectives to describe and talk about technology: efficient, impractical, useful, essential, etc.
  ▪ Vocabulary related to the TV world.

○ Phonology and phonetics:
  ▪ Difference between /I/ and /i:/
  ▪ Difference between /Ø/ and /u:/

✓ Comprehension of written texts (Reading)

○ Comprehension strategies
  ▪ Application of previous information about the type of task and theme.
Identification of the type of text, adapting the comprehension to it.

Distinction between different types of comprehension (general sense, essential information, relevant details, etc.)

Formulation of hypothesis about content and context.

- Communicative functions:
  - Narration of events that take or took place in the present and past, description of states and situations in the present.

- Socio-cultural and socio-linguistic aspects:
  - Importance of the social media in order to communicate.
  - Identification of the dangers related to social media.
  - Importance of the cooperative work.
  - Distinction between formal and non-formal language.
  - Importance of the English language so as to communicate.
  - Importance of speaking several languages, specially English.

- Syntactic-discursive contents:
  - Present simple passive
  - Past simple passive

- Vocabulary:
  - Adjectives to describe and talk about technology: efficient, impractical, useful, essential, etc.
  - Vocabulary related to the TV world.

- Phonology and phonetics:
  - Difference between /l/ and /i:/
  - Difference between /ɔ/ and /u:/

✓ Production of written texts (Writing)
Production strategies:

- Planning:
  - Organize the own general competencies and communicative in order to correctly accomplish the task.
  - Locate and use correctly linguistic resources or thematic resources.

- Execution:
  - Express clearly the message and adjust it according to previous models.
  - Use and apply previous knowledge so as to do the task.

Communicative functions:

- Narration of events that take or took place in the present and past, description of states and situations in the present.

Socio-cultural and socio-linguistic aspects:

- Importance of the social media in order to communicate.
- Identification of the dangers related to social media.
- Importance of the cooperative work.
- Distinction between formal and non-formal language.
- Importance of the English language so as to communicate.
- Importance of speaking several languages, especially English.

Syntactic-discursive contents:

- Present simple passive
- Past simple passive

Vocabulary:

- Adjectives to describe and talk about technology: efficient, impractical,
3.4. Methodology

The methodology proposed for this teaching unit corresponds to all those methods and approaches which were discussed and explained on previous sections of this Final Master’s Thesis. All the information that will be detailed here in order to talk about methodology is based on the information displayed in detail on the section “Methodological principles” (see section 2).

Thus, as background for our sessions and as the basis of our teaching programme, we are going to apply the Communicative Language Teaching or the Communicative Approach in our classes. This approach allows us:

- To focus on fluency and accuracy at the same time and dedicating the same amount of importance to each of them.
- To value the student’s contribution to the learning process.
- To highlight the importance of using the language in class.
- To help our students become more autonomous in the learning process.
- To promote the learning-by-doing tasks that contribute to the language acquisition.

Moreover, within the Communicative Language Teaching, as was mentioned on previous sections of this Final Master’s Thesis, other specific approaches and methods can contribute to make CLT a feasible reality. We are going to introduce to our classes the Discourse-based Approach as well. This approach helps us:
- To design tasks and activities related to real contexts which our students will have to face outside the class.

- To show how the language components are interrelated allowing us to see English from different perspectives that will help students to see how it really works.

- To display the different possibilities that a language can offer us depending on the context we are working on.

- To foster the use of the language and its practice so as to learn it.

Finally, it is also important to choose a way to put into practice all these approaches that we are going to apply. This is the reason why a Task-based Learning methodology is going to be used. This methodology can be used to:

- Structure our sessions so we can put together all the skills and functions that we are going to teach our students.

- Give students chances to practice and experiment with the language in class in a way that they can learn its functioning by using it.

- Promote the group work and all kind of projects which contribute to the students’ cooperation and the language learning.

- Make students aware of their autonomy and importance in the learning process.

3.5. Resources

In order to be able to fulfill with our purposes and the development of our sessions, we are going to list and explain all the different material that we are going to use in class. It is important, as we live in twenty-first century, that we incorporate new material in the classroom such as tablets, computers, etc. This can help us to catch students’ attention when doing and carrying out the tasks and activities proposed in the unit due to the fact that students are now used to this kind of technology. It is also very advisable to keep using old materials as
photocopies or books in order not to make students dependent on only electronic material, which sometimes can fail or does not work correctly. The material selected for this unit will be as follows:

➢ Didactic material:

   o Photocopies provided by the teacher for students which will be incorporated in the appendixes of this Final Master Thesis in order to work on the different tasks and activities designed for this unit. These photocopies will consist of real texts and pictures retrieved from realia, internet (several websites, blogs, etc.).
   
   o PowerPoint presentations which will be used in order to display different instructions or explanations such as grammar, vocabulary, etc.
   
   o Videos and pictures which will be displayed for students to work on the different tasks and introduce new topics.

➢ Electronic resources:

   o Computer.
   
   o Speakers.
   
   o Tablets/mobile phones.
   
   o Overhead projector.
   
   o Smartboard or screen.
   
   o Blackboard.

3.6. Assessment

When assessing students in this unit, it is utterly important to collect and have as much information of our students’ work as possible. This unit will consist of different activities, tasks and projects in which students will have to be working on in every session. Thus, this unit will count on **formative assessment**, which means all the work that students will be doing during
the whole unit will be considered for their final mark. The more information we can get from students, the better and the more objective their mark will be. This way of assessing can be very positive for them and for us due to the fact that we can obtain different pieces of evidence of our students’ strengths and weaknesses. All the activities and tasks that they must do in class and home will have their percentage and their importance. Apart from that, this unit will also count on a final test for the whole final mark of the unit.

Thus, the different ways of assessing this unit will be explained together with their percentage in the final mark of the unit and the task or activity they assess:

- **Observation**: this tool will help us to assess the students’ progress and work during the sessions that take place in the classroom. It will be **10%** of the final mark.

- **Tasks and activities**: these two different tools will help us to assess the work and the capabilities and skills that students show in class. They will be **20%** of the final mark.

- **Compositions**: this tool will allow us to see how students have put into practice what they have worked in class and done at home. They will be **30%** of the final mark.

- **Group project/presentation**: this will be used so as to assess part of the vocabulary section worked in class. This will be **40%** of the final mark.

In order to assess and correct students during the development of this unit, **rubrics** will be used to provide us an objective way of assessing and grading students’ compositions and projects. *(Appendix 14)*

### 3.7. Sessions

This unit will be divided into six sessions which will take place in six different days and will be detailed as follows:

**SESSION 1 – VOCABULARY I AND PHONOLOGY I**

Length: 50 minutes
Level: A2.2

This first session will be the introduction for the unit and will present the first part of the vocabulary related to this unit: TV shows and movies. In order to start the session, some pictures will be displayed to students in which they will have to talk about what they can see (different TV shows and movies such as comedy, horror, documentary, thriller, etc., actors, singers, audience, and online platforms like HBO, Netflix, Amazon Prime, etc.) and respond to some questions related to these pictures. After that, different images (tv shows and movies genres, actors, singers, places) will be used in order to deal with all the vocabulary that students need to learn and use for this part of the unit. Apart from that, students will have to pay attention to the difference between /℧/ and /u:/ in some words (“look” - “crew”). Once all the key vocabulary has been seen, they will have to discuss about a picture which shows the most popular TV genres in the U.S. in 2017, but not showing them the name of the country so that they can guess the country involved in this graphic and, at the same time, use the vocabulary of this session to talk about it. Finally, a kahoot will be used in order to make students aware of what they have learned and what they can remember through a competition in pairs showing them similar pictures and words, so they can decide what it is or how they are pronounced.

(Appendix 1)

SESSION 2 – GRAMMAR I

Session 2 will deal with the first part of grammar in this unit and will be explained and developed in detail later.

SESSION 3 – GRAMMAR II

Session 3 will deal with the second part of grammar in this unit and will also be explained and developed in detail later.
SESSION 4 – VOCABULARY II AND PHONOLOGY II

Length: 50 minutes

Level: A2.2

This session will focus on the second part of vocabulary related to this unit: technology. At the beginning of this session, the two different compositions students had to do will be collected, and as an introduction, students will be shown some pictures of different apps for mobile phone and some online platforms such as Netflix, HBO or Amazon Prime. Students will have to say what they think about them, what they know about it, how they use them, when and how much time. After that, a video will be displayed in which how to use Facebook is explained. In relation to that video, students will have to answer some questions about the information that they have heard and watch in the video. Then, the teacher will show some different words that are adjectives on the screen and different pictures that are electronics; students will have to match the adjectives with the pictures according to what it is best to them. Once this has been done, the meaning of each adjective will be discussed. After this, some attention will be given to the difference between the phonemes /I/ and /ɪː/ in some words related to the topic such as (“reliable” – “inconvenient”). In order to end with the session, the teacher will explain the project which they must work on in groups, each group will have to focus on some aspects given by the teacher about a specific app or platform. The presentations will take place on the last session of this unit. (Appendix 12)

SESSION 5 – WORK ON GROUP PROJECTS

Length: 50 minutes.

Level: A2.2

During this session, students will have to start working on their group projects in class, which will consist on presenting and talking about a particular app or platform, such as
WhatsApp, Instagram, Netflix, etc., describe who invented it, when, and so on. Besides, in this session, students should decide what they are going to do and organizing how they are going to work. Students will be able to use tablets in class in order to start searching for information. Besides, they will be able to ask questions or doubts they have to the teacher so that s/he can help them before they make their presentation in front of the class. The teacher will also use this class as observation in order to assess their students and see how they work and what they do with the time given in class.

SESSION 6 – SUPER HEROES CONTEST AND PROJECTS PRESENTATION

Length: 50 minutes.

Level: A2.2

At the beginning of this session, the superheroes contest will take place. The teacher will show students the four superheroes chosen by her/him, two girls, two boys. After showing them, students will have to vote for the two they like the most, and the winners will have to come out in order to talk about their superhero in front of the class. The last thirty minutes of the class will be used to their projects presentation. After each group’s presentation, the teacher will ask one question in order to create a debate about what they have presented.

LESSON PLAN NUMBER 1 – GRAMMAR I

LENGTH: 50 minutes

LEVEL: A2.2

MATERIALS: Computer, overhead projector, photocopies, tv show clip, PowerPoint presentation.
**AIMS OF THE LESSON**

Main aim: To talk about events such as superheroes’ lives that take place in the present and make descriptions to talk about the Superhero world.

Subsidiary aim: To learn and know how to use the present passive in different contexts.

Personal aim: To create a comfortable atmosphere in class in which students can talk and practice what they are learning freely under my supervision and fully foster their capabilities and skills.

**ASSUMPTIONS:** Some students may know the passive structure and know how to use it as well.

**ANTICIPATED LANGUAGE PROBLEMS:** Some students will not probably know the passive structure and how to use it.

**POSSIBLE SOLUTIONS:** There will be different tasks and activities in which students will be able to see how the passive works and they will have chances to practice and use it.

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Procedure</th>
<th>Aim(s) of each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Warm-up activity</td>
<td>Students will see some pictures of several superheroes as can be seen in the appendix, and they will have to talk about them regarding the questions shown together with these pictures; for example, who they like, what they prefer to be, etc.</td>
<td>To activate students’ English so that they can start talking and participating in class and introduce the topic.</td>
</tr>
<tr>
<td>5 min</td>
<td>Trailer activity</td>
<td>Students will watch a trailer about the new movie <em>Avengers: Infinity War</em> and they will have to respond two questions about the superheroes presented in the trailer through which the passive is introduced in order for them to start using it.</td>
<td>To introduce grammar to students and at the same time to establish a relationship between grammar and topic and foster students’ participation and provide</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td>Description</td>
<td>Purpose</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>15 min</td>
<td>Reading activity</td>
<td>Students now need to read some short texts about some superheroes, then they must recognize the passive structure present in the texts and try to change the sentences which appear in active into passive according to what they saw on the previous task. After that, students must decide which text belongs to each picture and use the passive in order to describe what the superheroes can do and the reasons of their choices.</td>
<td>To provide students with reading practice at the same time they work on the grammar and see how it can be applied to different contexts.</td>
</tr>
<tr>
<td>15 min</td>
<td>Clip activity</td>
<td>Students must watch a clip from the TV show <em>The Flash</em> so as to answer some questions related to the clip and transform the answers into passive. After that, students have to write their answers on the blackboard and compare them to the rest of the class.</td>
<td>To provide students with more grammar practice in order to see grammar from a different perspective and through a different activity and give students more chances to realize how what they are learning can be used in fun and real contexts.</td>
</tr>
<tr>
<td>5 min</td>
<td>Focus on grammar</td>
<td>A brief explanation of the grammar will be displayed in order to make everything clearer and highlight some aspects about grammar that students need to consider. Students will have to think about how the passive voice works and explain it to the teacher.</td>
<td>To help students understand possible doubts and questions they might have.</td>
</tr>
<tr>
<td>5 min</td>
<td>Homework’s explanation</td>
<td>The teacher will ask some questions related to the superheroes they have read about and seen in the clip, for students with speaking practice.</td>
<td>To provide students with extra practice for home and foster their daily</td>
</tr>
</tbody>
</table>
example, how can they be superheroes without any power. After that the homework will be explained. They must write a description of a superhero invented by them so as to participate in a contest prepared to the whole class. Students must include a good description of their superhero’s abilities and their symbol like the one shown by the teacher. The best boy’s and girl’s superhero will win according to the class’ voting.

work on the subject through a different activity which will have its reward so that they realize about the importance of what they learn in class.

TEACHER’S EVALUATION OF LESSON

What went well: Students felt enthusiastic about the topic and were very motivated during the entire session, so they participated a lot in the different tasks and activities.

What went wrong: A lot of students wanted to say their ideas and participate so sometimes they did not respect their classmates’ turn.

What I should do differently: Establish clear turns in which only the student who raises their hand is able to talk and share their opinions.

What I should concentrate on: Try to make students speak English all the time even when they are talking to each other between tasks.
LESSON PLAN NUMBER 2 – GRAMMAR II

AIMS OF THE LESSON

Main aim: To talk about events related to a TV series world that took place in the past and provide with descriptions of places such as villages, cities and other spots.

Subsidiary aim: To learn and know how to use the past passive in different contexts.

Personal aim: To create a comfortable atmosphere in class in which students can talk and practice what they are learning freely under my supervision and fully foster their capabilities and skills.

ASSUMPTIONS: Students will probably know the passive structure from the previous session and know how to use it.

ANTICIPATED LANGUAGE PROBLEMS: Some students may still have problems with the passive structure and its use.

POSSIBLE SOLUTIONS: There will be different tasks and activities in which students will be able to see how the passive works and they will have different opportunities to practice and use it.

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Procedure</th>
<th>Aim(s) of each stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Warm-up debate (Appendix 8)</td>
<td>I will show students some pictures related to TV shows and movies and they will have to answer some questions about them such as what TV series they watch, how they watch them, etc.</td>
<td>To activate students’ English and introduce the new topic to them. To provide speaking practice and generate debate among them.</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Trailer (Appendix 8)</td>
<td>Students will watch a trailer from the last season of Game of Thrones and then, they will have to answer two questions about the trailer.</td>
<td>To provide students with speaking practice and establish a relationship between</td>
</tr>
<tr>
<td>Time</td>
<td>Activity Type</td>
<td>Description</td>
<td>Purpose</td>
</tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10 mins</td>
<td>Reading activity (Appendix 9)</td>
<td>Students will have to read a short article about <em>Game of Thrones</em> and try to identify the passive structures which appear according to what they saw the previous session.</td>
<td>To give students reading practice and activate previous knowledge.</td>
</tr>
<tr>
<td>20 mins</td>
<td>Information-gap activity (Appendix 10)</td>
<td>Students first will have to complete some sentences with the passive and the active voice. Then, students in two different groups will have to ask the questions they had to complete to get the missing locations in the maps they have. Finally, one member of each group will have to point on the map projected their solutions to confirm them.</td>
<td>To provide students with speaking and listening practice, grammar practice and promote the cooperation in groups.</td>
</tr>
<tr>
<td>5 mins</td>
<td>Focus on grammar (Appendix 10)</td>
<td>Brief explanation of the structure they would have had to use to complete the task and solve students’ possible doubts. Students will have to explain again how the passive voice works and how it differs from the present passive.</td>
<td>To show a short explanation of the grammar and solve students’ questions.</td>
</tr>
<tr>
<td>5 mins</td>
<td>Homework’s explanation (Appendix 11)</td>
<td>The teacher will ask for cities or villages they like in order to look for information about them and describe them using the passive as it was shown in the texts they read. Students must include in their composition pictures of the place and its location in a map.</td>
<td>To provide students with more practice and work at home so that they can keep putting into practice what they have learned. To promote daily work for the subject.</td>
</tr>
</tbody>
</table>
TEACHER’S EVALUATION OF LESSON

What went well: Students were motivated because of the topic and wanted to participate and share their ideas about it all the time. The map-game was a complete success.

What went wrong: Even though they liked the topic very much, many students did not watch *Game of Thrones*, so they talked to their partner in Spanish to ask them what the TV series was about.

What I should do differently: Try to use a different TV show or movie that can be more appealing to them.

What I should concentrate on: Try to get that students speak in English when they are playing or asking questions to their classmates.
4. GENERAL CONCLUSION

To conclude, this Final Master’s Thesis has presented my development of a teaching programme addressed to 3º de Educación Secundaria Obligatoria. Through this teaching programme, the importance of using a methodology such as the Communicative Language Teaching, the Task-based Learning, and the Discourse-based Approach has been shown and explained. This kind of methodologies help students to fully develop their capabilities and skills as far as English learning is concerned and prepare them for being able to speak a language in real contexts and not isolated classes. Furthermore, the role of the teacher in class and outside has also been included in order to highlight its great importance in the learning process and make us aware of our relevant role when teaching.

Apart from all these methodological principles, the contents of the course have been introduced and illustrated with their respective assessment, which should be able to offer us different data and information about our students in order to assess all their skills and capabilities regarding the language, and materials. More specifically, an entire unit has been fully developed in order to show how these methodologies can be applied to our sessions and how language can be set in real and different contexts beyond the. Moreover, using these methodologies in our daily classes can also be utterly useful and productive for our students as far as learning a language is concerned and, at the same time, provide them with enjoyable and motivating experiences regarding the use of the language.

Finally, as future teachers, we need to be aware of how important we are in the learning process, teaching a language in this case. It is our goal to be able to introduce and apply these new methodologies that can be so beneficial for students into the classroom. As we have seen, it is us the ones who can make what is learnt in class be enjoyable, productive, and relevant with regards to daily life. Being someone close to students also can help us to reach them when teaching and can have a very positive impact on them when facing and learning a new language.
5. REFERENCE LIST

➢ Methodological References


➢ **Official Documents**


Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.

ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León.

Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.
➢ Teaching unit references


6. APPENDIX - Appendix 1

UNIT 5: WINTER IS COMING

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi


Own creation and retrieved from: https://kahoot.com
Appendix 2

Pictures retrieved from: https://www.google.es/imghp?hl=es&tab=wi
Appendix 3

Video: https://www.youtube.com/watch?v=QwievZ1Tx-8

QUESTIONS ABOUT THE TRAILER

1. WHAT IS SHOWN IN THE VIDEO?
2. HOW MANY SUPERHEROES/VILLAINS ARE PRESENTED?
Appendix 4

His entire body can be covered in fire!!!

Johnny can cover his body in fire, fly at supersonic speeds, project fireballs or other fire objects, manipulate existing flame, and absorb heat with some mental strain.

Cosmically enhanced by Galactus, these powers were greatly amplified, and he could traverse space as well as analyze and manipulate all forms of matter.

Mister Fantastic can shift his body (or portions of same) into a super-malleable state, enabling him to stretch, compress, expand, deform, elongate, contract or otherwise reshape his physical form at will.

His malleable form renders him relatively immune to most conventional impacts; for instance, bullets fired into his body tend to bounce back at the shooter, and he can bodily contain small explosions.

Sue can render herself wholly or partially invisible at will. She can also render other people or objects invisible, affecting up to forty thousand cubic feet of volume.

Sue can also mentally generate a psionic field of invisible force apparently drawn from hyperspace. Most commonly, Sue generates near-indestructible invisible force fields around herself or other targets.

The Thing’s mutated physiology grants him tremendous superhuman strength and durability, the levels varying with his different forms.

Ben is an exceptionally skilled and experienced pilot, proficient with many varieties of both conventional and exotic aircraft, and was also trained as an astronaut.

Texts retrieved from: www.marvel.com

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi
Appendix 5

Video: https://www.youtube.com/watch?v=IgJkmy_Qyvc

The Flash 3x07: Barry & Caitlin #1 [Caitlin saves Barry from Savitar]

Clip: The Flash

- WHAT CHARACTERS ARE DISPLAYED?
- WHO HELPS THE FLASH?
- WHO FIGHTS SAVITAR?
- WHO DOES SAVITAR ATTACK?

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi
Appendix 6

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi
Appendix 7

INVENT AND DESCRIBE YOUR OWN SUPERHERO! THINK ABOUT A NAME AND DESCRIBE HER/HIS ABILITIES A LITTLE BIT. THE PREVIOUS TEXT CAN BE USED AS AN EXAMPLE TO FOLLOW.

YOUR IDEAS WILL BE COLLECTED AND VOTED FOR THE MOST POPULAR.

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi

YOUR TURN!!

Wonder Woman

Wonder Woman is an Amazon whose powers were granted by the Greek Gods. In particular, the Amazons were created by Aphrodite. It is said that much of her strength comes from her training and channeling her mental powers into physical abilities.

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi

Text retrieved from: https://www.dccomics.com
Appendix 8

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi

Video: https://www.youtube.com/watch?v=giYeaKsXnsI

Game of Thrones Season 7: Official Trailer (HBO)

QUESTIONS ABOUT THE TRAILER

1. HOW WAS THE SEASON PRESENTED?
2. DO YOU KNOW ANY PLACE WHERE THE SEASON WAS FILMED?
Appendix 9

**Game of Thrones filming locations in Spain**

**CORDOBA**

Cordoba, or more specifically, the Roman Bridge was introduced in the series back in season 5 when Tyrion and Varys were entering the Free City of Volantis. The Roman Bridge became the Long Bridge where people of Volantis can buy practically anything they want. Interesting fact is that these scenes were actually shot in the studio and the background with computer generated bridge was added additionally.

**CACERES**

Caceres is relatively new location among the others on this list because it was introduced in the series in the season 7. The Old Town was the perfect pick for King’s Landing after many seasons in Dubrovnik due to its cobbled streets and high stone walls. The Castle of Trujillo doubled for Casterly Rock in season 7 when the Unsullied attacked the residence of the House Lannister.

**GAZTELUGATXE AND ITZURUN BEACH**

Parts of the Basque Country appeared in Game of Thrones in season 7 portraying the volcanic island of Dragonstone, place where Daenerys was born. Itzurun beach in Zumaia is used for Dragonstone scenes on the beach – it can be seen at the very end of the episode 1 when Daenerys finally arrives to Dragonstone and later when Jon and Daenerys explore the caves.

**IN YOUR OPINION**

**WHY DO YOU THINK THESE PLACES WERE CHOSEN?**

**DO YOU KNOW OTHER PLACES IN SPAIN WHERE A FOREIGN TV SERIES OR MOVIE WAS FILMED?**

Appendix 10

1. Where ______ Arya Stark _________ (train) by a Master?

   Dragonstone ___________ (take) by Daenerys.

2. Where ______ the White Walkers ____________ (confront) by Jon Snow?

   Cersei __________________________________ (crown) by the People in King’s Landing.

3. Where ______ Sansa Stark ____________ (return) back to safe and sound?

   Pyke ___________________________ (leave) behind by Theon Greyjoy.

4. Where ______ the Night’s Watch ___________ (attack) by the Savages?

   Helena Tyrell _______________________ (siege) by the Lannister’s army in Highgarden.
MAP A

1. What ____________________ (take) by Daenerys?
   Arya Stark ____________________ (train) by a Master in Braavos.

2. Where ______________ Cersei ____________ (crown) by the People?
   The White Walkers _________________ (confront) by Jon Snow in the Lands of Always
   Winter.

3. What ___________ Theon Greyjoy ______________ (leave) behind?
   Sansa Stark ____________________ (return) back to Winterfell safe and sound.

4. Where __________________ Helena Tyrell ____________ (siege) by the Lannister's army?
   The Night's Watch _________________ (attack) by the Savages in the Castle Black.
Maps adapted by me and retrieved from: https://www.google.es/imghp?hl=es&tab=wi
Appendix 11

- **Affirmative:**
  
  Active: *Daenerys Targaryen defeated her enemies thanks to her dragons.*

  Passive: *Enemies were defeated by Daenerys Targaryen* thanks to her dragons.

- **Negative:**
  
  Active: *Daenerys Targaryen did not forgive her enemies.*

  Passive: *Enemies were not forgiven by Daenerys Targaryen.*

- **Questions:**

  Active: *Did Daenerys Targaryen like Cersei Lannister?*

  Passive: *Was Cersei Lannister liked by Daenerys Targaryen?*

Images retrieved from: [https://www.google.es/imghp?hl=es&tab=wi](https://www.google.es/imghp?hl=es&tab=wi)
Appendix 12

TOLEDO

Toledo is a city and municipality located in central Spain; it is the capital of the province of Toledo and the autonomous community of Castile–La Mancha. Toledo was declared a World Heritage Site by UNESCO in 1986 for its extensive monumental and cultural heritage.

Your turn!

➢ Is there any other place where Game of Thrones could be filmed in your country?
Try to describe a little bit a place you like (a city or village) anywhere in Spain using the passive voice as much as you can so that the crew of Game of Thrones can choose it as the next stop for the final season. The best two descriptions will be awarded.
Clues: Where is that place situated?
What can be found/seen there?
What can be done there?

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi
Appendix 13

According to the video:

WHAT IS “SCROLL OVER”?
WHAT IS A “TRENDING TOPIC”?
IS FACEBOOK EASY OR DIFFICULT TO USE?

GROUP PROJECT!!
WHAT SHOULD BE PRESENTED?
• WHO WERE THEY INVENTED FOR?
• WHEN WERE THEY INVENTED?
• WHO CAN THEY BE USED BY?
• ADVANTAGES
• DISADVANTAGES
• DANGERS (IF THERE IS ANY)

VOCABULARY
Impractical
Low-quality
Reliable/unreliable
Useless
Practical
Time-saving

Images retrieved from: https://www.google.es/imghp?hl=es&tab=wi

Video: https://www.youtube.com/watch?v=ciSB5yoM0U0
Appendix 14

Rubric for Group Projects

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ORIGINALITY</strong></td>
<td>Students do not use any electronic resource to support their project and have not revised their work.</td>
<td>Students use a electronic resource but hardly worked and revised.</td>
<td>Students use more than one electronic resource such as images, powerpoint and well-presented.</td>
<td>Students use more than one electronic resource such as images, videos, and powerpoint very well-presented.</td>
</tr>
<tr>
<td><strong>FLUENCY</strong></td>
<td>Students read continuously from the paper/screen and are not understood.</td>
<td>Students read sometimes from the paper/screen but they are understood.</td>
<td>Students hardly read from the paper/screen establishing a little eye-contact and are well-understood.</td>
<td>Students do not read anything from the paper/screen establishing eye-contact and are perfectly understood.</td>
</tr>
<tr>
<td><strong>VOCABULARY</strong></td>
<td>Poor and little use of the vocabulary related to the session.</td>
<td>Use of some terms related to the vocabulary seen in the session.</td>
<td>Good use of different terms and words and a clear relationship to the topic.</td>
<td>A rich use of vocabulary related to the topic and a clear relationship to the topic.</td>
</tr>
<tr>
<td><strong>GRAMMAR</strong></td>
<td>No use of the grammar related to the unit and more than 6 grammar-related and spelling mistakes.</td>
<td>Little use of the grammar related to the unit and 4 spelling, grammar-related mistakes.</td>
<td>Good use of the grammar related to the unit and 2 spelling, grammar-related mistakes.</td>
<td>Perfect and clear use of the grammar related to the unit and 0 spelling, grammar-related mistakes.</td>
</tr>
</tbody>
</table>

Own creation
### Rubric for Compositions

<table>
<thead>
<tr>
<th>ORIGINALITY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality</td>
<td>The student hardly writes what s/he is asked to and without effort. No use of original ideas.</td>
<td>The student writes things related to what s/he is asked to and uses a little of support such as an image. Some originality in their choices.</td>
<td>The student writes what s/he is asked to using different resources such as different images to elaborate their composition. A good originality in their ideas.</td>
<td>The student writes exactly about what s/he is asked to, using different resources such as images, paintings, maps to elaborate their composition. A clear originality in their ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACCURACY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>Accuracy</td>
<td>More than 6 mistakes related to spelling and sentence construction.</td>
<td>4 mistakes related to spelling and sentence construction.</td>
<td>2 mistakes related to spelling and sentence construction.</td>
<td>No mistakes related to spelling and sentence construction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Poor and little use of the vocabulary related to the session.</td>
<td>Use of some terms related to the vocabulary seen in the session.</td>
<td>Good use of different terms and words and a clear relationship to the topic.</td>
<td>A rich use of vocabulary related to the topic and a clear relationship to the topic.</td>
</tr>
</tbody>
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<thead>
<tr>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>No use of the grammar related to the unit.</td>
<td>Little use of the grammar related to the unit.</td>
<td>Good use of the grammar related to the unit.</td>
<td>Perfect and clear use of the grammar related to the unit.</td>
</tr>
</tbody>
</table>

Own creation