

UNIVERSIDAD DE SALAMANCA

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



Master's Thesis

TEACHING PROGRAMME FOR *ESCUELA OFICIAL DE IDIOMAS*:  
*Nivel Avanzado C2.1 Inglés*

**Author:** Marina Lacasta Millera

**Supervisor:** María Eugenia Díaz Sánchez

2019

UNIVERSIDAD DE SALAMANCA

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



Master's Thesis

TEACHING PROGRAMME FOR *ESCUELA OFICIAL DE IDIOMAS*:

*Nivel Avanzado C2.1 Inglés*

by Marina Lacasta Millera

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke.

Supervised by María Eugenia Díaz Sánchez

Vº Bº

A handwritten signature in black ink, featuring a large, sweeping loop and a long horizontal stroke.

**TABLE OF CONTENTS**

**1. GENERAL INTRODUCTION ..... 4**

**2. METHODOLOGICAL PRINCIPLES ..... 5**

2.1. COMMUNICATIVE LANGUAGE TEACHING APPROACH ..... 5

    2.1.1. Discourse-Based Approach ..... 9

        2.1.1.1. Task-Based Learning..... 11

        2.1.1.2. Blended Learning ..... 14

2.2. THE ROLE OF THE TEACHER AND THE LEARNER ..... 17

2.3. CONTENTS ..... 21

2.4. ASSESSMENT AND CRITERIA ..... 32

**3. TEACHING UNIT: “THE MARK ON THE WALL” ..... 35**

3.1. INTRODUCTION ..... 35

3.2. AIMS AND CONTRIBUTION OF THE UNIT TO THE TEACHING PROGRAMME ..... 36

3.3. CONTENTS ..... 37

3.4. METHODOLOGY..... 42

3.5. RESOURCES ..... 43

3.6. ASSESSMENT ..... 44

3.7. SESSIONS: LESSON PLANS..... 47

    3.7.1. Session 1: Mediation, vocabulary and oral comprehension. .... 47

    3.7.2. Session 2: Written comprehension and oral production..... 47

    3.7.3. Session 3: Grammar and pronunciation ..... 47

    3.7.4. Session 4: Vocabulary and oral production..... 47

    3.7.5. Session 5: Written production ..... 48

3.8. LESSON PLANS ..... 48

3.8.1. Lesson plan 1 .....	48
3.8.2. Lesson plan 2 .....	53
<b>4. GENERAL CONCLUSION .....</b>	<b>58</b>
<b>5. WORKS CITED .....</b>	<b>59</b>
5.1. METHODOLOGICAL REFERENCES .....	59
5.2. OFFICIAL DOCUMENTS .....	61
5.3. TEACHING UNIT REFERENCES .....	62
<b>6. APPENDIX .....</b>	<b>63</b>
6.1. APPENDIX 1 .....	63
6.2. APPENDIX 2 .....	66
6.3. APPENDIX 3 .....	67
6.4. APPENDIX 4 .....	69
6.5. APPENDIX 5 .....	70
6.6. APPENDIX 6 .....	71
6.7. APPENDIX 7 .....	73
6.8. APPENDIX 8 .....	74
6.9. APPENDIX 9 .....	75

## 1. GENERAL INTRODUCTION

This Final Master's Thesis is written on the grounds of proposing a teaching programme for *Escuela Oficial de Idiomas Nivel Avanzado C2.1*. This work, divided into four sections, will attempt to bring the reader closer to the different methodological principles which best fit this teaching unit proposal. Additionally, alternative ways of assessing will be exposed with the aim of enhancing students' involvement in the course, as well as their motivation. Finally, two lesson plans will be explained in depth, including activities and assessment criteria.

There has been, many years from now, an attempt from scholars and teachers to find the perfect formula in the teaching of languages, and specially in EFL contexts. Since the moment English became a lingua franca, many people found themselves in the need of learning English, not only for pleasure, but also due to academic or professional requirements. Literature on the approaches and methodologies to follow when teaching EFL, on assessment, on the roles assigned to teacher and learner within the didactic context, and on contents, have been subject to discussion for a long time now. However, there seems to be an agreement on the idea that languages are, above all, a means of communication nowadays. Therefore, all contents, materials, assessment criteria and methodologies should be designed bearing in mind the communicative target. The current Spanish legislation in terms of education – and in Europe with the CEFRL – advocates for the teaching of languages as communicative means. Hence, the contents of this teaching programme have been designed following this legislative framework.

All in all, this teaching programme will first look at the methodologies proposed (Communicative Language Teaching Approach, Discourse-Based Approach, Task-Based Learning and Blended Learning). Consecutively, the roles of the teacher and the learner will be exposed. Following that line, alternative assessment and the contents of the ten units which conform the teaching programme will be shown. Finally, the seventh unit will be developed in

depth.

## **2. METHODOLOGICAL PRINCIPLES**

This section of the teaching programme will describe the different principles and methodologies which will guide my approach to teaching, as well as their application to the specific classroom context described in the teaching unit below. Theoretical explanations of the methodologies will be exposed on the grounds that their relevance is key within the process of teaching and learning.

### **2.1. Communicative Language Teaching Approach**

With the aim of understanding the reasons that have led me to use certain approaches and methodologies instead of others, we should first look at the definition of language. Notwithstanding that it might seem evident, this definition is the core of all the elements explained *ex post*. According to *The Cambridge Dictionary of English*, language is “a system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work”. In this sense, we should highlight the idea of language as a way of communicating. Hence, teachers should be seen as instructors of communication.

Throughout the history of language teaching, scholars have tried to come up with the perfect formula of an effective methodology, applicable to as many contexts as possible. For many centuries, the world has had the need to use a lingua franca to communicate. Either in legislative contexts, or literacy and literature, Latin took the position of almost every realm of written and oral communication. In this sense, scholars and teachers of languages tended to think this subject should be taught the way Latin was: firstly, students should learn lexical items and grammatical rules by heart. Once this stage was overcome, they started the ‘most communicative of acts: reading and writing’. Doubtlessly, EFL teaching has been focusing on

accuracy and grammatical rules for a long time.

However, as a society progresses, so does the way of teaching. The different methodologies used in language teaching change when students' needs do. Thus, between the 1970s and the 1980s, there was a paradigm shift: some teachers and scholars started to move towards the direction of communicative language teaching, while others did towards the direction of how a student cognitively behaved. If we also consider that English became a lingua franca, since people communicate in English – not merely with English native speakers, but rather most of the times with non-native speakers of English –we find a new context in which communicating means addressing and receiving messages effectively. The ability to communicate efficiently and to make the receiver get a message across is what the Communicative Language Teaching defends. Although there seems to be a general agreement on the importance of teaching English as a means of communication, there are currently three different communicative approaches to teaching: Communicative Language Teaching (or CLT), the Natural Approach and the Cooperative Language Learning. For this teaching programme, we will use the Communicative Language Teaching Approach.

Implementing CLT nowadays in the teaching of EFL is of a great importance. Although there is not still a clear definition of what teaching EFL with a CLT approach implies, Jeremy Harmer sees it as a generalised umbrella term to describe learning sequences which aim to improve the students' ability to communicate. He makes a clear distinction between this idea of teaching, and the mere teaching of bits of language just because they exist (2007, p. 70). As for Celce-Murcia (2001), the Communicative Language Approach to Teaching has arisen the awareness between people of the neediness to revolve around the communicative features of language use as an integral part of the teaching programmes. These teaching programmes should include typical activities of CLT, which usually have the aim of involving students in real communicative contexts, where grammatical accuracy plays

a secondary role, in favour of efficient communication. However, these activities will only eventually become truly communicative when students have the eagerness of communicating something.

As we mentioned before, the different approaches to teaching change when society does, since it is a way of meeting the needs emerging. In the present day, the world is witnessing the process of globalization. Thereupon, it has been growing a need of being constantly communicating. This phenomenon is actually good news for the CLT approach. As Celce-Murcia (2001) acknowledges, it is the main aim of language teaching to make students be able to communicate by using the target language, still when communication is limited. The Common European Framework of Reference for Languages (CEFR) organises the diverse contents and divides the learning process on the basis of the different communicative situations at which they can communicate effectively. In this sense, one might think that teachers teach both “language for communication” and “language as communication” (Celce-Murcia 2001). Thusly, it is the goal of language teachers to create suitable and varied contexts for interaction, where students will have the opportunity to put their communicative skills into practice. The law in Castilla y León describes this way its aims: *Decreto 37/2018, por el que se establece la ordenación y el currículo de los niveles básico, intermedio y avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad de Castilla y León*, students from a C2 Advanced Level should be capable of “comunicarse sin ninguna dificultad, y con un grado de calidad como puede observarse en un hablante culto, en situaciones de alta complejidad en los ámbitos personal, público, académico y profesional”<sup>1</sup> (p. 37488). Once again, we can see it is the core idea for all the process of teaching-learning English to focus on

---

<sup>1</sup> “to communicate without any difficulty, and with a degree of quality, as it can be observed in an educated speaker, and in more complex situations of personal, public, academic and professional matters” (translation by Marina Lacasta).



communication.

There are many ways of acquiring knowledge and teaching a language. As we mentioned above, our educational system has inherited the ancient way of learning languages. Following Richards and Rodgers' ideas (2001), changes in language teaching methods throughout history have reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study. This statement clearly exposes the importance of covering the necessities arising in a society at a given time. CLT has a positive effect on learners in that it does not use grammar-based teaching methods, but rather an approach to language in real contexts, where students will later on put into practice what they have learned in class. There is no longer a focus on accuracy; students will learn through different competences.

Taking into consideration all the ideas expressed above, one cannot leave aside which is one of the most important consequences of implementing Communicative Language Teaching in EFL classrooms: autonomous learning and the learner centeredness. Little (2007) upholds the idea that the learner's autonomy and the growth of target language proficiency are mutually supporting and fully integrated with each other (p. 14). The Communicative Language Teaching approach puts the student in the spotlight, in that it gives the learner the freedom to create and to produce language in real-like communicative contexts. This idea rises from the premise that we, as human beings, are inherently communicative, and it is in our nature to be autonomous and proactive. Being able to communicate thoughts and ideas in a target language increases our levels of autonomy; and the more we practice our communicative skills, the more autonomous we are, and the more proficient our target language becomes. Scholars agree on the constructivist idea that we build our knowledge when we bring previous knowledge into interaction. Hence, when we face new experiences and communicative contexts, new knowledge forcedly appears, since learners need to

communicate new ideas each time.

Following Bruner's idea of instruction, we can assure that learning theories must be necessarily prescriptive, in that it sets forth the rules, or principles, that we must follow in order to achieve particular goals, and in doing so, it provides a yardstick for evaluating any particular way of teaching or learning (Little, 2007, p. 15).

The teaching of languages had a long way to go before most scholars and legislation were able to agree on its matters, on the curriculum, and on the idea of language as a tool for communication. However, this framing of a communicative approach to teaching is not enough to develop our skills as teachers. There needs to be a specification of the methodologies to be implemented in the classroom.

### **2.1.1. Discourse-Based Approach**

As it was mentioned before, the aim of this Final Master's Thesis is to describe the different methodological principles which will be applied and observed when planning the course. In order to do so, there needs to be a justification based on the current literature regarding EFL, as well as on the specific context of teaching English as a Foreign Language at *Escuela Oficial de Idiomas*. Hence, and once we have framed the general approach (Communicative Language Teaching), we need to be more specific regarding the different methodologies that will guide our teaching programme.

Being competent in communication brings along the term of discourse. Once again, and since its appearance in the 1960s, scholars and teachers have tried to come up with a general definition for discourse. According to Celce-Murcia and Olshtein, "discourse refers primarily to the language forms that are produced and interpreted as people communicate with each other" (2000, p. 2). Thusly, it seems conclusive that the core of a communicative teaching approach is discourse itself, understood as real-life communicative situations. Each of these situations is encompassed in a different context, depending on the ideas the speaker

wants to express, the country in which it takes place, the previous knowledge of the receivers, and an endless number of nuances. In this line, and following Van Dijk's words, "from the point of view of language use as social action there follows an emphasis on the motivated nature of language use, considering interlocutors as intentional and accountable social agents. These interlocutors are seen as intentionally and unintentionally motivated by a plethora of considerations [...]" (2011, p. 158). Students of EFL will only be able to develop their communicative skills when discourse is brought into the classroom. Discourse becomes then the context created in the class for the learning of a language through a communicative view of the methodology.

Van Dijk (2011) distinguishes three different kinds of discourse. The first one is discourse as social interaction, where "language users engaged in talk or text will accomplish social acts of many kinds and will do so by jointly and mutually coordinating their action, as a meaningful and socially appropriate interaction" (p. 16). The second one is discourse as communication, based on the idea that it is the main aim of interaction, whether written or oral, to express and communicate beliefs between language users. Finally, we can see discourse as contextually situated, that is, there is a range of characteristics and situations in which the interaction takes place. Bearing in mind this last idea, one cannot forget the role pragmatics plays in discourse. "Pragmatics deals primarily with the social, cultural, and physical aspects of the situations that shape how people communicate with each other" (Celce-Murcia & Olshtein 2000, p. 2). Hence, one will not be able to communicate efficiently if discourse is not adapted to the context in which it takes place. Teachers should use the Discourse Based Approach in order to enable students to communicate in different situations they might encounter in real life. As Van Dijk puts it, "discourse is no longer just conceived of as verbal text and talk, but also encompasses the nature of contexts as models of communicative vents pragmatically controlling such discourse, and its appropriateness is now

being investigated, obviously in a multidisciplinary paradigm (2011, p. 17).

In terms of teaching, and considering all the ideas exposed above, students and teachers no longer have the same roles. Actually, their roles change depending on the discourse developed in class. It is important for students to communicate effectively to combine knowledge of the language they are learning and different skills useful for their application in different cultural contexts. Additionally, a discourse will not be effective if one does not take into consideration, not only the external context, but also the previous knowledge of the participants, their personal context and the ideas they want to express. Therefore, it is also imperative that we teach different skills in class, as the Spanish law determines.

Celce-Murcia and Olshtein (2001) see a piece of discourse as “an instance of spoken or written language that has describable internal relationships of form and meaning [...] that relate coherently to an external communicative function or purpose and a given audience/interlocutor” (p. 4). Viewing language as a social action, the context of EFL should consider Discourse Based Approach as a way of designing the teaching programme, including contents, assessment and materials.

#### **2.1.1.1.Task-Based Learning**

Narrowing a little bit more the methodological framework chosen for this teaching programme, there needs to be a specification on the procedures and techniques required to develop the communicative teaching approach, as well as the discourse-based approach. With the aim of achieving a new system through which students could learn to communicate in a target language effectively, scholars made a re-evaluation of the learning process.

As we already saw on different occasions, many methodologies during the twentieth century attempted to reach accuracy in the production of a message in a foreign language. However, weaknesses started to arise due to the limited piece of language to which students

were exposed in class. Besides, these instances of language did not, in most of the cases, resemble real communicative situations. Thus, and as Willis puts it, learners had little chance to experiment with language and to express their own meanings (2004, p. 4). Think, for instance, about toddlers learning to talk: at first, their lexicon is limited, and so is their grammatical background. However, they advance on their learning by using language in context, and making mistakes over and over again. Parents and teachers do not require children to be accurately perfect from the beginning, and something similar should happen with learners of a second language.

TBL, acronym standing for Task-based Learning, is one of the most relevant methodologies used in EFL contexts. Much as with CTL or discourse, researchers on the field have tried to devise a conceptualisation for TBL. To that end, we will look at two different definitions given by two different scholars. For Jeremy Harmer (2007), “task-based learning [...] makes the performance of meaningful tasks central to the learning process. It is informed by a belief that if students are focused on the completion of a task, they are just as likely to learn language as they are if they are focusing on language forms” (p. 71), thence understanding TBL as the pathway by which students will learn a foreign language in the most skillful way. One might now think there is no difference between CLT and TBL. However, and following Nunan’s words (2004), CLT could be considered “a broad, philosophical approach to the language curriculum that draws on theory and research in linguistics, anthropology, psychology and sociology” (p. 10). Furthermore, Task-based language learning represents “a realization of this philosophy at the levels of syllabus design and methodology” (p. 10). For Nunan, then, TBL represents the actual fulfilment of all communicative intention.

Task-based Learning lies on three basic grounds (Willis 2004):

1. The learning of languages is a complex organic process. In short, teaching an isolated

piece of language does not entail the instantaneous mastery of that piece or section.

2. A foreign language is learned at its best when students focus on meaning. They need to be constantly exposed to comprehensible input from a wide range of different contexts, either written or spoken.
3. Apart from being exposed, students need to be given numberless chances of using target language within various contexts.

These three ideas exposed above have one element in common: the meaning or content-centred learning process. It is essential to bear in mind that both grammar and lexis should be seen as a means to an end, rather than an end in themselves (p. 6). The structure of a task-based learning process comprises three stages. To begin with, TBL counts on a pre-task stage, in which students are presented a topic schema, are introduced in the task itself, and are given the intended outcome. The second stage is the actual task, in which students work towards a goal, usually focusing on meaning. At this stage, different strategies and skills might come into play. Finally, there is a post-task stage, in which students present the final product to their classmates and the teacher. According to Willis, “making the outcome public creates a natural sociolinguistic context where a prestige variety is the norm” (2004, p. 37).

This typical TBL cycle meshes with two key ideas: learner centeredness and learner’s active involvement in the task. As David Nunan (2004) claims, students should develop self-awareness as learners: “there is a growing evidence that an ability to identify one’s preferred learning style [...] makes one a better learner. Becoming sensitive to a range of learning processes is important in situations where task-based learning replaces more traditional forms of instruction” (p. 65). Thus, “whatever the position taken, there is no doubt that the development of CLT has had a profound effect on both methodology and syllabus design, and has greatly enhanced the status of the concept of ‘task’ within the curriculum” (p. 10).

### **2.1.1.2. Blended Learning**

One of my main aims is to draw on current methodological work on EFL teaching. So far, we have seen different methodological approaches and procedures that have been active for around three decades now. However, times change rapidly, and education – and more specifically EFL contexts – must adapt to those changes. As McDonald declares, “technology is changing the face of modern society at a rapid pace, particularly with regard to how human beings seek knowledge and socialize with other human beings” (2012, p. 2). With the birth of the computer era, the Internet has become a black hole where information floods. The teaching of languages, has to take advantage of this phenomenon and incorporate digital applications into the classroom.

On account of that, it is here where ICT’s must come into play. And the future of the teaching of languages may depend on Blended Learning methodology. For Ghazizadeh and Fatemipour, “blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning” (2017, p. 606). Blended Learning is an educational methodology that appeared in the last decade, which works by mixing the most positive aspects of face-to-face – or traditional – teaching and the most positive ones of online teaching. It can be seen as a half-way between online teaching and on-site teaching.

The rise of Blended Learning might find its origins on the growth of society’s technological abilities. This status quo has been boosted too thanks to the multiple advantages online learning offers, highlighting the chance of choosing their own environments of learning. Blended Learning works, as Alberto Bartolomé Pina, García-Ruiz and Ignacio Aguado see it, in three well differentiated stages: “exploración, adopción temprana e

implementación madura”<sup>2</sup> (2018, p. 47). In all three stages, the institution should study their capacity to implement that structure, the different processes of making decisions, as well as the technological and pedagogical support. Nonetheless, Bartolomé Pina and others remind us: “no conviene olvidar que, en muchos casos, la introducción del BL responde a planteamientos económicos”<sup>3</sup> (2018, p. 47). In this sense, Blended Learning could be seen actually as an advantage, since students and institutions can save money. This procedure has already been implemented in the form of Webinars in many language courses, or even online tutorials with students. With the rise of technology and computers in the learning process, one might think that the interactional patterns typical of face-to-face methodologies are about to disappear, and henceforth the form of communication between individuals will be affected. Petra Neumeier, on her part, ensures that “individual work, pair work and group work are established forms of communication in a FtF teaching context. These interactional structures can also be found in C[omputer] A[ssisted] L[anguage] L[earning], though with other characteristics and the important agent, the computer (intelligent tutoring systems and feedback options), added” (2005, p. 173). Either way, there is no doubt that Blended Learning is the future of the EFL teaching. Our idea of communication has changed, and communicative processes do not just refer to physical, synchronous exchange of knowledge and ideas. Human interaction now allows for an asynchronous interaction, thanks to computer-mediated means.

Some conservative scholars reject any kind of language learning process involving technology, since they still see it reduced to physical human interaction. Besides, they ground their rejection of the idea that “BL courses are only going to foster successful language learning if they are carefully designed on the basis of an analysis of the participants’ needs and abilities” (Neumeier, 2005, p. 176). In spite of this argument, BL presents several

---

<sup>2</sup> “exploration, early adoption and mature deployment” (translation by Marina Lacasta).

<sup>3</sup> “we should not forget that, in many cases, the implementation of BL answers to economic standpoints” (translation by Marina Lacasta).



advantages, in comparison with just face-to-face teaching or online teaching. These advantages might include the developing of the learner's language autonomy, the allowance of a more individualized language support, the promotion of collaborative learning, the rise of learner's interaction and engagement in the task, the provision of numberless chances to practice language beyond the class environment, and, finally, the enhancement of learners' language skills (Albiladi & Alshareef, p. 233). When reviewing literature regarding EFL contexts, there is a general concern with the language learning environment, which plays a crucial role in the process of learning and teaching. Blended Learning offers learners a higher exposure to target language, since it is surrounded by countless pieces of language they might encounter on the Internet. For instance, students are able to rapidly locate dictionaries, one of the core resources when learning a new language. Tina Ghazizadeh and Hamidreza Fatemipour, on their part, ran a study in which they discovered that "Blended learning can be adopted in the English language lessons, in order to facilitate the learning process especially that of the reading skill" (2017, p. 612). Students can foster their reading skills even outside the classroom in different contexts they might face on the Internet. Once again, this idea of asynchronous learning plays a vital role on the development of the diverse communicative skills: "blended learning, in this sense, can maximize the learning opportunities by happening at the place and time of the learner's choice. This may, in turn, further learner autonomy by giving more responsibility to the learner, thus moving away from traditional teacher-centered classes" (2017, p. 612). Notwithstanding the fact that every student has their own preferences within the process of learning and their own personal context, the use of technology in the classroom of EFL boosts motivation and enrolment on the course.

Albeit the lack of consensus on the realm of teaching English as a foreign language, this Final Master's Thesis has put forward a relatively new methodology, through which institutions might overcome the prompt advancement of technology. It is important to

remember that Task-based learning and Blended Learning are not mutually exclusive. A task-based-like cycle can be implemented within the Blended Learning context. Bartolomé Pina and others acknowledge that “blended learning está suponiendo no solo un nuevo término, sino también un nuevo concepto de entender los procesos de enseñanza-aprendizaje. No solo se han trastocado las coordenadas del espacio y del tiempo, sino que las metodologías [...] están transformándose [...]”<sup>4</sup> (2018, p. 47). In this sense, just the idea of having the opportunity to develop both synchronous and asynchronous learning, entails a great benefit both for learners and teachers. “La popularización de la conectividad en todos los entornos sociales [...] y para todo tipo de actividades [...] nos permite hoy entender que el BL tiene muchas potencialidades de implementación”<sup>5</sup> (2018, p. 47). The increasing of flexibility in the process of learning and teaching, the improvement of didactic pedagogies, and the economic component might play in the favour of Blended Learning. Sometimes adults –who are the most common profile of student enrolled in the *Escuela Oficial de Idiomas* – find it difficult to conciliate both their professional and personal lives. Moreover, and regarding attention to diversity, this methodology has allowed all the materials to be adapted to students with different impairments – whether physical, auditory or visual. This way, students have the chance to work with their own computers programmed with audio-reading and many other tools. The online component in teaching overcomes these hindrances in a much more effective way.

## **2.2.The role of the teacher and the learner**

Once the methodological principles have been set, it is time to look at another factor that plays a major part in the learning process: the roles of the teacher and the learner. It has

---

<sup>4</sup> “blended learning means, not only a new term, but also a new concept of understanding the processes of teaching and learning. Not only have the spatial and temporal coordinates been disrupted, but also the methodologies are being transformed [...]” (translation by Marina Lacasta).

<sup>5</sup> “the popularisation of connectivity in all social environments [...] and for all kinds of activities [...] allow us to understand that BL has many implementation potential” (translation by Marina Lacasta).

also been a matter of debate among scholars in the topic. As researchers tried to come up with the perfect formula regarding methodology, so did the human elements implicated in the process of acquisition of a language.

As learners, we have all experienced how the way a teacher involves the students in the learning process makes it more enjoyable and easy-going, at the same time that students learn faster and more efficiently. Sometimes, the role the teacher and the learner play within the class is more important than the methodology itself. In EFL contexts, it is even more challenging, since most students have been studying English for a long time (remember this teaching programme is set for C2.1 level students). Hence, one should think of how to keep motivation up on students after years and years studying English.

The research on one's own behaviour is the first domino piece. According to Anne Burns, teachers should follow the action research, "an approach where the people involved in a particular social situation aim to find out more about a problem, question or puzzle. Usually the research is carried out in order to improve or change a situation" (n.d.). The advantages of this approach are the teacher being part of the research context, and the actual nature of the problem, rather than just analyse or describe it. It is now when we think of teachers as learners too, rather than just reporters of information and static beings. Methodologies and approaches are closely related to the roles assigned to teachers and learners. One of the main reasons for having chosen TBL is that "[TBL] contrasts with a 'transmission' approach to education in which the learner acquires knowledge passively from the teacher" (Nunan, 2004, p. 12). The atmosphere created by the teacher in class might rise or decrease the affective filter, as described by Stephen Krashen. Learner will acquire the target language more rapidly if the learning process takes place in a relaxing environment. In order to do so, teachers should constantly ask their students about their inquisitiveness, their problems and preferences. Having set those answers, the teacher must now adapt the contents of the core curriculum, the

assessment criteria and the methodologies to those contexts.

According to different authors, teachers might be given different roles. For Harmer (2001), instead of applying just one role to the teacher, he proposes different roles, depending on the context. This way, we can find the controller, the prompter, the participant, the resource, and the tutor. Teachers might as well act as facilitators, which are those with democratic rather than autocratic traits, and those who foster learner's autonomy, behaving more like resource of knowledge, than a transmitter (p. 108). For Scrivener, although having a peerless personal identity might play its part as an engagement for learners, there are three broad categories of teachers: the explainer, the involver and the enabler. The first one may account for most of the teaching methodologies used in the last century. The teacher knows the subject matter very well, but he or she lacks of knowledge on education and on methodologies that could implicate the student more in the subject. The second one, apart from knowing their subject matter, is familiarised with teaching methodologies, and he or she is able to put it into practice. Nevertheless, there is still a leading control over the class. The latter gathers all the previous traits, including at the same time the capacity to hand the course of the class over their students. The teacher is no longer the main figure in the learning process, thus becoming this pathway learner-centred (Scrivener, 2005, p. 25). We should work towards an enabler-like profile of teacher.

Regarding the role of the learner, the discourse approach to language teaching, according to Celce-Murcia (2000), sets new views. As being no longer passive recipients within the learning and teaching process, learners are expected to be more active and independent, calling the shots within the class. Besides, "they are expected to take responsibility for their own learning and become aware of their own strategies and tactics, using metacognition to assist them in improving their own learning endeavors" (p. 17). Due to the implementation of technologies in the learning process, school settings, materials and

roles are constantly being altered. And it is here where discourse based approach must appear, since “a discourse perspective on language teaching and language learning can be helpful in redefining such roles” (p. 17). Teachers, on their part, must be constantly adapting to those changes, rethinking their approaches and becoming aware that they are no longer the only decision makers in the class.

Roles might also vary depending on the methodology used. This way, and having seen the importance of implementing methodologies and approaches that foster communicative skills and autonomous learning, it is important to think about the roles learners and teachers will play when putting TBL and BL into effect. As David Nunan declares, using TBL in the classroom “implies a major change in the roles assigned to learners and teachers. By using ‘task’ as a basic unit of learning, and by incorporating a focus on strategies, we open to the students the possibility of planning and monitoring their own learning, and being able to break down some of the traditional hierarchies” (2004, p. 15). This meshes again with the importance of autonomous learning and communicative approaches. Related to these two key ideas, and assessing the importance of BL in EFL contexts, Neumeier attests that creating a “BL environment in which the students, for example, might have to switch from a relatively passive role as participants in a highly structured self-access course component in which the course content has been pre-determined and organized into sizeable chunks, to that of an active participant in a collaborative problem-solving task or in a role play” (2005, p. 174). All in all, thanks to the methodologies chosen for a better communicative instruction of a target language, the traditional fixed roles of the teacher and the learner have disappeared.

### 2.3.Contents

Before setting the assessment criteria that will account for the progress of the students in the learning process, there needs to be a specification on the contents to be taught in a *Nivel Avanzado C2.1* of *Escuela Oficial de Idiomas* during an academic year. These contents must be drawn from the current Spanish law, and adapted to the internal legislation of the *Escuela Oficial de Idiomas*. The core curriculum is established in the *DECRETO 37/2018, de 20 de septiembre, por el que se establece la ordenación y el currículo de los niveles básico, intermedio y avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad de Castilla y León*. Contents are divided into five different blocks: oral comprehension, written comprehension, oral production, written production and mediation. Besides, they have been created and arranged conferring three different books used currently in different *Escuelas Oficiales de Idiomas* in Castille and Leon: *Close-up C2*, from National Geographic Learning; and *Upstream Proficiency*, from Express Publishing.

Prior to the actual development of the contents, it should be worth noting that all titles of the units have been thoroughly and purposely chosen: each of them corresponds to a title of a novel, essay, short story, poem or magazine written or directed by English-speaking women from all over the world and from all over history (except for unit 1). The reason for this choice has been the fostering of the students' abetting of reading and getting to know the whole English-speaking culture. I chose women among the whole literary canon on the grounds that it is necessary to learn from periphery literature, one of the key elements of mediation too.

<b>Unit 1</b>	<b>THE ART AND THE ARTIST</b>
<b>General topic</b>	Art, artistic forms.
<b>Mediation</b>	Students will be given a photograph of the famous artistic representation “Banana taped to a wall”, by Maurizio Cattelan.
<b>Vocabulary</b>	The art, music, forms of entertainment, cultural events.
<b>Grammar</b>	Gerund ( <i>-ing</i> form rules), infinitive ( <i>to + infinitive</i> or <i>infinitive without to</i> ). The different uses of gerund and infinitive and their different meanings.
<b>Reading</b>	Text about Edinburgh Fringe Festival.
<b>Listening</b>	Listening for hinting specific information (Is this really art?).
<b>Speaking</b>	Making choices and recommendations about artistic works, museums, films and concerts.
<b>Writing</b>	Review about a cultural event or a product.
<b>Pronunciation</b>	Pronouncing correctly homophones ( <i>allowed-aloud; heel-heal; flea-flee; doe-dough; etc.</i> ).

<b>Unit 2</b>	<b>THE LIVING MOUNTAIN</b> <b>(Anna “Nan” Shepherd)</b>
<b>General topic</b>	Nature and ecology.
<b>Mediation</b>	Interpreting a weather forecast.
<b>Vocabulary</b>	The environment, recycling, ecology, words with multiple meanings, descriptive vocabulary, family of words ( <i>calf-cow-bull-cattle, lamb-ewe-ram-sheep, etc.</i> ).
<b>Grammar</b>	Describing verbs ( <i>appear, look like, leap, bounce, etc.</i> ).
<b>Reading</b>	A text about natural disasters and the different NGO’s working on the physical and economical recovery of those countries.
<b>Listening</b>	Listening for detail: a TED Talk about bamboo houses in Indonesia.
<b>Speaking</b>	Giving instructions for leading an eco-friendly life.
<b>Writing</b>	An essay on the ecological impact of tourism.
<b>Pronunciation</b>	Differentiating pair of sounds: voiced and voiceless (/p/ vs /b/; /t/ vs /d/; etc.).



<b>Unit 3</b>	<b>AN ESSAY ON MARXIAN ECONOMICS (Joan Robinson)</b>
<b>General topic</b>	Money and finances.
<b>Mediation</b>	Interpreting a stock exchange listing and different graphics on economy.
<b>Vocabulary</b>	Money, finances and economy ( <i>interests, risk premium, inflation rate, grant, etc.</i> ).
<b>Grammar</b>	Inversion: the two ways of inverting the subject and the verb: <ol style="list-style-type: none"> <li>1. <i>be/have/modal/auxiliary verb + subject + main verb</i></li> <li>2. <i>main verb + subject</i></li> </ol>
<b>Reading</b>	A text of people who have become wealthy: <i>From rags to riches</i> .
<b>Listening</b>	A listening audio about funds and scholarships, and the different requirements to get one all over the world.
<b>Speaking</b>	Debate about <i>bitcoins vs traditional money</i> .
<b>Writing</b>	Summarising a text about economy.
<b>Pronunciation</b>	Differentiating [s] and [z].

<b>Unit 4</b>	<b>ORONOOCO, OR THE ROYAL SLAVE (Aphra Behn)</b>
<b>General topic</b>	Communities and cultures.
<b>Mediation</b>	A map of the British Empire and the changes of the Commonwealth throughout history.
<b>Vocabulary</b>	Lexicon related to lifestyles, cultures all over the world.
<b>Grammar</b>	Relative clauses (relative pronouns: <i>who(m)</i> , <i>which</i> , <i>who</i> , <i>whose</i> , etc.; relative adverbs), identifying and non-identifying relative clauses, reduced relative clauses with participles and to infinitives, non-defining descriptive clauses.
<b>Reading</b>	Text about The Atlantic slave trade (the Triangular Trade).
<b>Listening</b>	A multiple matching exercise about people from different cultures talking about their ways of living.
<b>Speaking</b>	Current societies and tribes (individual oral presentation). Each student will choose a different tribe or society.
<b>Writing</b>	A review on a text about colonisation.
<b>Pronunciation</b>	<i>Schwa</i> /ɜ/: the most common (and the least pronounced by Spanish EFL learner) vowel in Anglophone phonetics.

<b>Unit 5</b>	<b>THE GOLDEN THRESHOLD</b> <b>(Sarojini Naidu)</b>
<b>General topic</b>	Professional concerns, work and university.
<b>Mediation</b>	Student will be asked to transform an informal letter for – a university or an institution alike – into a formal one.
<b>Vocabulary</b>	Work and business, careers, professional skills, etc.
<b>Grammar</b>	Reporting verbs, rephrasing, and impersonal report structures.
<b>Reading</b>	Organising a text from different fragments (from an article about working conditions).
<b>Listening</b>	Listening of speakers of India (recognising and understanding Indian accent).
<b>Speaking</b>	Preparing themselves for a job interview in an English-speaking country or institution.
<b>Writing</b>	Writing a letter of application for a job.
<b>Pronunciation</b>	Indian pronunciation in contrast with Received Pronunciation.

<b>Unit 6</b>	<b>ROMAN FEVER</b> <b>(Edith Warthon)</b>
<b>General topic</b>	Health and illnesses.
<b>Mediation</b>	To learn to register in the Social Security System of an English-speaking country.
<b>Vocabulary</b>	Sport injuries, nutrition, illnesses, chemistry lexicon ( <i>tablets, pills, etc.</i> ), healthy eating, global pandemics, etc.
<b>Grammar</b>	Rules for punctuation in English: capital letters, full stop, comma, question mark, exclamation mark, quotation mark, colon, semicolon, brackets and apostrophe.
<b>Reading</b>	A text about a global pandemic.
<b>Listening</b>	Listening about a doctor warning a patient (listening for specific information and vocabulary).
<b>Speaking</b>	Learning to re-arrange and cancel appointments in a medical consultation.
<b>Writing</b>	Write a report about making suggestions for a healthy life.
<b>Pronunciation</b>	Pronunciation of past participles (/ɪd/, /t/, /d/).

<p><b>Unit 7</b></p>	<p><b>THE MARK ON THE WALL</b> <b>(Virginia Woolf)</b></p>
<p><b>General topic</b></p>	<p>Social and historical issues past and present.</p>
<p><b>Mediation</b></p>	<p>Students will be given a photograph of different paintings related to riots and wars. They will have to talk about what the drawing represents and their previous knowledge on wars.</p>
<p><b>Vocabulary</b></p>	<p>Historical events, social issues, racism, human rights, politics, etc.</p>
<p><b>Grammar</b></p>	<p>The use of articles in English (determined and undetermined: <i>a/an, the, Ø</i>).</p>
<p><b>Reading</b></p>	<p>Reading specific content. An extract from a testimony of Anna Frank's diary.</p>
<p><b>Listening</b></p>	<p>A podcast from the BBC about VE Day.</p>
<p><b>Speaking</b></p>	<p>Debate with colleagues from photographs of wars and riots, and an oral presentation about a war or an historical issue.</p>
<p><b>Writing</b></p>	<p>An essay about convincing readers for joining an NGO.</p>
<p><b>Pronunciation</b></p>	<p>Intonation patterns: rises and falls in oral speech.</p>

<b>Unit 8</b>	<b>SCIENTIFIC MEMOIRS</b> <b>(Ada Lovelace)</b>
<b>General topic</b>	Science and technology.
<b>Mediation</b>	Students will be given the instructions of a computer; they will have to give those instructions to another student.
<b>Vocabulary</b>	Technological vocabulary ( <i>large memory, pixel-rich screen, wireless, heart rate monitor, front-facing camera, fingerprint scanning, high-capacity battery</i> ), and related adjectives ( <i>durable, firm, hefty, minimalistic, underwhelming</i> ).
<b>Grammar</b>	Future forms (including temporal: <i>while, once, until, as soon as, just about to</i> , etc.), verbs with a future implication ( <i>hope, expect, anticipate, foresee, expect</i> ).
<b>Reading</b>	Learning to summarise, scan and skim a scientific text.
<b>Listening</b>	A podcast about technology and its role in education.
<b>Speaking</b>	Students will have to talk about future and the role of robots ( <i>Will robots affect global economy in the future?</i> ).
<b>Writing</b>	Writing a review about a science magazine or a science museum.
<b>Pronunciation</b>	The heritage of the Norman Conquest: differentiating /k/ and /k̠/.

<b>Unit 9</b>	<b>LIFE AND LABOUR (Miles Franklin)</b>
<b>General topic</b>	Communication, media and journalism.
<b>Mediation</b>	Learning to contrast information and data from different means of communication; infer ideologies from different newspapers.
<b>Vocabulary</b>	Lexicon related with media and the use of abbreviations in English, means of communication, facial expressions, idioms related with communication, etc.
<b>Grammar</b>	Expressing ability, possibility, probability, deduction, and modal verbs.
<b>Reading</b>	A text about communication and journalism through the Internet.
<b>Listening</b>	A listening about the disappearance of physical newspapers with the rise of online newspapers and other means of communication regarding journalism (TV, Twitter, etc.).
<b>Speaking</b>	Students will have telephone-like conversations. Introducing news to their peers and speculating about news.
<b>Writing</b>	Presenting factual information in the form of an article, expression opinion magazine reviews.
<b>Pronunciation</b>	Short and long e: /i/, /i:/.

<b>Unit 10</b>	<b>20 HOURS, 40 MINUTES</b> <b>(Amelia Earhart)</b>
<b>General topic</b>	Travel and adventure, means of transport.
<b>Mediation</b>	Explaining and recommending (getting the hints of opinions)
<b>Vocabulary</b>	Lexicon related with means of transport, technology, travel, places to visit, signs and transport collocations.
<b>Grammar</b>	Gradable and ungradable adjectives, modifying adverbs ( <i>very, utterly, slightly, quite, somewhat, incredibly, rather, etc.</i> ), and unreal past.
<b>Reading</b>	Reading about Amelia Earhart and her life as a pilot.
<b>Listening</b>	A listening about travelling to unknown places (listening for specific information, for opinion and detail).
<b>Speaking</b>	Giving advice, giving instructions and travel choices to other classmates.
<b>Writing</b>	Students will have to write for a travel agency forum.
<b>Pronunciation</b>	Homographs with different pronunciation: <i>bass</i> (/bæs/ vs /beɪs/), <i>read</i> (/ri:d/ vs /red/), etc.



#### **2.4. Assessment and criteria**

One of the most important elements within the process of teaching and learning, is assessment. It is a way of keeping track of and controlling the student's outcomes throughout the process of acquisition of a target language. Traditionally, these models of assessment were encompassed in the old perception of the teaching of languages: an objective, static way of testing students through non-communicative exercises. Following Fatemeh Ghanavati Nasab's words, traditional assessment has an impact at a psychological level: "they affect the students' psychology negatively as the students become the passive recipients of information with no attention to their motivation, interests, efforts and confidence" (2015, p. 170). Albeit being traditional assessment not completely discarded as a useless tool for Nasab (2015) – since it offers validity, a higher reliability and objectivity (p. 175) – teachers must adapt their assessment criteria to the different contexts they encounter in class, always bearing in mind and considering the disparity of students from heterogeneous sociocultural and educational backgrounds, as well as the diverse learning strategies they might use to succeed in the process of learning a language. Therefore, assessing should be defined in contrast to testing. While the former responds to "an informal gathering of information about the students' state-of-the-art knowledge through various ways of collecting information at various times and in different contexts" – that is, considering the whole process of learning, instead of the final outcome – the latter responds to "a single-occasion and timed exercise [which was] considered as the sole criterion through which student learning can be measured" (Nasab, 2015, p. 166). It is a more standardised and formal way of scoring the task the student faces in a given place and at a given time.

This traditional way of assessing has proved to be inadequate and useless, considering all the disparity of contextual factors mentioned above. Alternative assessment answers to "a variety of alternatives to what is popularly considered more 'standardized' forms of testing. Alternative assessment largely emerged in response to the perceived inadequacies of more

traditional or conventional forms of assessment, and especially to their shortcomings when applied to learners with special needs” (Al-Mahrooqi & Denman, 2018, p. 1). Alternative assessment includes peer assessment, checklists, portfolios, self-assessment, recordings, journals and diaries, etc. All these tasks should be part of a summative assessment, as a result of a gathering of information throughout the whole academic year, or the process of learning. There should be a global, general shift in the way both students and teachers see assessment. Actually, when assessment criteria are well established, any task performed in class or outside the classroom could be part of assessment. Thus, students should see the importance of improving their skills throughout the learning process, instead of focusing on a final test which might, without any problem, be far from reality. The fact that assessment takes place along the whole academic course allows for a more flexible and autonomous learning too, since they can be implemented in different times and at different stages. These contexts also allow for a drawdown on the affective filter, thereafter students have the chance to perform better in their tasks.

As assessment is intrinsically bound to the methodology or methodologies chosen to teach EFL, we should now look at the advantages of using alternative assessment in Blended Learning contexts. The rise and development of computer science has enabled teachers to draw on a wider net of resources to prepare and assess the students’ learning process. For instance, Sejdi Sejdiu (2014) underscores the application InGenio. In this sense, he acknowledges that “assessment was [...] improved in two ways because students got the chance to evaluate themselves and their progress, and similarly teachers found it easy to evaluate students” (p. 69). One of the key elements in alternative assessment is self-assessment. In order for students to become fully aware of their strengths and weaknesses, there needs to be an assessment for one’s own. CALL (Computer Assisted Language Learning) is also profitable in that learners have the chance to redo the exercises as many

times as they wish before being evaluated. Additionally, BL “also supported efficient language assessment because the students’ progress could be established easily through progress reports that were available through assessment links” (2014, p. 69). Hence, the advantages for both teacher and students is beyond question. Computers allow teachers to save time, having the opportunity to devote more time to prepare more materials for students. Additionally, the study led by Sejdiu showed that “the online and computerized assessment tools made it easier for instructors to establish the students’ linguistic weaknesses” (p. 70). In short, “the use of blended learning supports better instruction and assessment than traditional face-to-face instruction only in English teaching” (p. 80).

As a conclusion, we can state that alternative assessment is, so far, the most fair and effective of assessment methods implemented in the course of EFL history. In addition to these new ways of evaluation, the current Spanish legislation regarding *Escuelas Oficiales de Idiomas* – the *Real Decreto 1/2019, de 11 de enero, por el que se establecen los principios básicos comunes de evaluación aplicables a las pruebas de certificación oficial de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2 de las enseñanzas de idiomas de régimen especial*; and the *ORDEN EDU/38/2020, de 21 de enero, por la que se regula la promoción y la certificación de los niveles Básico, Intermedio y Avanzado de las Enseñanzas de Idiomas de Régimen Especial en la Comunidad de Castilla y León* – proposes a new competence to be assessed: mediation. Mediation is basically the re-processing of a text that brings about communication and comprehension between different agents, often via an intermediary. Thusly, and closing the circle with Communicative Learning Approach again, this teaching programme revolves around the idea of teaching communicative skills in the form of production, reception, interaction and mediation.

### **3. TEACHING UNIT: “THE MARK ON THE WALL”**

#### **3.1. Introduction**

As aforementioned, this part of the Final Master’s Thesis will deal with unit number 7, entitled “The Mark on the Wall”. In order to develop two lessons in depth, there needs to be a specification on the aims and contributions to the teaching programme as a whole, and to contents, methodology, resources and assessment. For this teaching unit, designed for an *Escuela Oficial de Idiomas Nivel Avanzado C2.1*, all materials, contents, assessment criteria and resources will be established according to all the theories explained in previous sections, as well as on the current Spanish legislation.

The teaching unit will be about the topic of social and historical issues along history – including the current ones. Bearing in mind that all students are of legal age, it is noteworthy to develop such subject matter, for all of them will have previous knowledge on the matter at hand. Besides, this topic will also be useful to foster students’ critical thinking. It is important to keep studying history, since, and quoting Napoleon Bonaparte, “those who forget their history are doomed to repeat it.”

This teaching programme has been designed for a potential class of 18 students, all of them of legal age – ranging from 18 years old to 65 years old. Nevertheless, the average age of the class hovers over 45-50 years. These prospective learners have a quite homogeneous level. Five out of the eighteen are teachers in bilingual schools, who enrolled the C2.1 course just for professional purposes. Some of the students did just for pleasure (7 of them already have the C2 level by Cambridge University). Besides, out of those 18 pupils, 10 of them had already been studying in an *Escuela Oficial de Idiomas*, which makes the learning process easier. Thence, this teaching unit will prove to be useful for this given context to develop the five communicative competences (oral comprehension, written comprehension, oral production, written production and mediation).

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

The whole unit “The Mark on the Wall” has been designed with the purpose of contributing to the teaching programme in tandem. Taking into consideration the framework of the official curriculum, and the contents developed, the aims of this teaching unit are the following:

- To use and acquire vocabulary related to the topics dealt in the unit: historical events, social issues, racism, human rights and politics, among others.
- To understand instructions given in different contexts (whether written or oral), and to adapt to different contexts – both formal and informal –and ascertain the validity of a good communicative response to those contexts.
- To practice the mediation skill through different platforms which do not actually precisely correspond to texts (a painting, for instance), and to be able to transmit these data to other English-speaking people.
- To acquire the ability to read for specific contents, and to scan, skim and summarise a large, complex text.
- To practice oral production through debates with classmates and through individual oral presentations dealing with topical issues and complex ideas.
- To know the rules of the use of articles in English language (whether determined, undetermined or none), and to be able to use them correctly in written and oral contexts.
- To use the different intonation patterns in English in oral productions properly (rises and falls).
- To understand, even in noisy areas, various oral texts from different channels and speakers (podcasts, phone calls, recordings, etc.).
- To write a formal essay about an NGO and the role it plays in society nowadays regarding social issues, as well as to convince an audience to join such NGO.

### 3.3. Contents

The *Decreto 37/2018, de 20 de septiembre, por el que se establece la ordenación y el currículo de los niveles básico, intermedio y avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad de Castilla y León* brings together all the contents and competences for a C2.1 level. For the teaching unit proposed, the contents and competences worked will be the ensuing ones:

#### Block 1. Comprehension of oral texts (Listening)

- ❖ Sociocultural and sociolinguistic competences and contents
  - Appreciation of hints, subtleties and implications of sociocultural aspects of natural communication.
- ❖ Strategic skills
  - Use of effectively contextual, discursive, grammatical, lexical and phonetical keys with the aim of inferring attitude and intentions of the author or speaker.
- ❖ Functional competences and contents
  - Comprehension of communicative functions in any given context (formal, familiar, informal, neutral, solemn or intimate): expressive, phatic, solidary, directive, compromising, ETC.
- ❖ Discursive competence and contents
  - Knowing and identifying a wide range of complex contextual models and patterns.
  - Understanding any kind of register, topic, content and approach.
- ❖ Syntactic competences and contents
  - Recognition and comprehension of the different meanings associated to formal

and conceptually complex syntactical structures, characteristic of oral texts: logical relationships of conjunction, disjunction, opposition, contrast, concession, comparison, condition, cause, consequence and correlation.

❖ Lexical competences and contents

- Comprehension of a rich variety of lexicon typical from oral texts, and specially within academic and professional context, as well as colloquialisms and regionalisms.

❖ Phonetic-phonological competences and contents

- Perception of sound patterns from different accents and regions, including rhythmical and intonation patterns too.

Block 2. Production of oral texts (Speaking and interacting in communication)

❖ Sociocultural and sociolinguistic competences and contents

- Mastery of knowledge, skills and attitudes necessary to produce and co-produce oral texts, including linguistic markers, standards of courtesy, idioms, etc.

❖ Strategic skills

- Mastery of discursive strategies which allow the student to express themselves without any hindrance.

❖ Functional competences and contents

- Realisation of different communicative functions or acts of speaking: expressing intentions, attitudes and feelings towards specific situations, informing an audience, and giving advice.

❖ Discursive competence and contents

- Organising an oral text: introduction of the monologue, development of the

different main ideas, conclusions about the topic issued.

❖ Syntactic competences and contents

- Expressing time: placing temporal events, temporal relations (sequence, simultaneity, etc.) of events in history.

❖ Lexical competences and contents

- Expression of a rich variety of lexicon typical from oral texts, and specially within academic and professional context, as well as colloquialisms and regionalisms.

❖ Phonetic-phonological competences and contents

- Deliberate selection of different sound patterns, intonation and accent depending on the communicative intention and the context.

Block 3. Comprehension of written texts (Reading)

❖ Sociocultural and sociolinguistic competences and contents

- Appreciation of hints, subtleties and implications of sociocultural aspects of natural communication in a written text about historical events.

❖ Strategic skills

- Efficient selection and application of the most adequate strategies to comprehend a written text, also with the aim of inferring attitudes and intentions of the author or speaker (scanning, skimming and summarising).

❖ Functional competences and contents

- Comprehension of communicative functions in any given written context (formal, familiar, informal, neutral, solemn or intimate): expressive, phatic, solidary, directive, compromising, etc.

❖ Discursive competence and contents



- Knowing and comprehending a wide range of complex contextual models and patterns from a written language, specially those related with social issues and historical events.
- ❖ Syntactic competences and contents
  - Recognition and comprehension of the different meanings associated to formal and conceptually complex syntactical structures, characteristic of written texts: logical relationships of conjunction, disjunction, opposition, contrast, concession, comparison, condition, cause, consequence and correlation.
- ❖ Lexical competences and contents
  - Comprehension of a rich variety of lexicon typical from written texts, and specially within academic and professional context, as well as colloquialisms and regionalisms.
- ❖ Orthotypographic competences and contents
  - Comprehension of general and specific meanings, depending on the communicative context, and associated to the orthotypographic conventions of the target language.

#### Block 4. Production of written texts (Writing and interacting in communication)

- ❖ Sociocultural and sociolinguistic competences and contents
  - Mastery of knowledge, skills and attitudes necessary to produce and co-produce written texts, including linguistic markers, standards of courtesy, idioms, etc.
- ❖ Strategic skills
  - Mastery of discursive strategies which allow the student to express themselves without any hindrance in a written context.

❖ Functional competences and contents

- The realisation of different communicative functions or acts of writing: expressing intentions, attitudes and feelings towards specific situations, informing an audience, and giving advice.

❖ Discursive competence and contents

- Organising a written text: introduction of the topic, development of the different main ideas, conclusions about the subject issued.

❖ Syntactic competences and contents

- Expressing time: placing temporal events, temporal relations (sequence, simultaneity, etc.) of events in history.

❖ Lexical competences and contents

- Expression of a rich variety of lexicon typical from written texts, and specially within academic and professional context, as well as colloquialisms and regionalisms.

❖ Orthotypographic competences and contents

- Expression of general and specific meanings, depending on the communicative context, and associated to the orthotypographic conventions of the target language.

Block 5. Mediation

❖ Intercultural competences and contents

- Mastery of the intercultural knowledge, skills and attitudes that allow students to accomplish mediation activities, even in delicate or conflictive situations.

### **3.4.Methodology**

The methodology on which this teaching unit is based goes in line with the aforementioned in section 2 of this thesis. The whole teaching programme is built upon four methodological approaches and principles: Communicative Language Teaching Approach, Discourse-based Approach, Task-based Learning and Blended Learning.

The most general approach on which this teaching unit has been programmed is the Communicative Language Teaching Approach. This approach will be important in that it will allow learners:

- To be exposed to a large number of contexts and situations in which to practice the language.
- To foster autonomous learning.
- To enhance the learning process by implementing learner-centred lessons.
- To focus on fluency, rather than working solely on grammar and lexis.
- To provide a distended context in which to reduce the affective filter.

It is imperative for a teaching unit to be successful using a CLT approach, to be applied to different communicative contexts within the class. Hence, the second approach upon which this unit has been built is the Discourse-based approach. This methodological principle, on its part, will allow us:

- To show students real-like contexts in which to develop their communicative skills.
- To learn grammatical and lexical pieces of language in a more natural way, as toddlers do with their mother tongue.
- To allow the student to participate and communicate more in a wide variety of contexts.
- To increase critical thinking through the development of the task.

Narrowing a little bit more the methodological principles for this teaching unit, there needs to be a specification on the kind of structure the teacher will use for EFL learners. This

teaching unit will be based on two different ones. One of them is Task-based Learning. This methodology will be important:

- To enhance students' motivation by using a top-down teaching methodology.
- To increase participation in the class by involving students in the task.
- To develop more than one skill at the same time.
- To create a more relaxed learning environment and hence to improve communicative skills.
- To boost the process of language acquisition.

Finally, apart from a task-like process of learning, this teaching unit has been designed bearing in mind the importance of implementing ICT's in the classroom, as well as the necessity to adapt to the times ahead. Thus, Blended Learning will be used:

- To implement ICT's within the classroom.
- To break any hindrance in the learning process (such as time and place).
- To provide new contexts of learning (online platforms).
- To foster autonomous learning.
- To put a new learning methodology into effect that allows the overcoming of global issues and the continuation of our educational curriculum.

### **3.5.Resources**

It is important for a teaching unit to be effective to rely on different materials. They should be, whenever possible, realia. One of the advantages of teaching a C2.1 level is that resources do not have to be adapted, since the students are supposed to be able to understand any piece of language or discourse. Bearing in mind that Blended Learning methodology will be implemented, most of the materials are prepared to be used online.

❖ In-class materials

- Course book: *Close-up*.
- Newspapers and magazines.
- YouTube videos.
- Flashcards (IPA Chart, map of the world).
- Paper handouts.
- Computer, Overhead projector, speakers, smartboard.

❖ Online materials

- Connection to the Internet.
- A technological device which allows for Internet connection.
- For those who want their materials in paper, a printer.
- App Zoom.
- Internet websites.
- Online dictionaries.

### **3.6.Assessment**

In order to achieve the objectives set for this unit, and with the aim of advancing on the process of learning English as a Foreign Language, assessment criteria need to be established. These criteria must follow the principles set by the Spanish legislation regarding *Escuelas Oficiales de Idiomas*. These are: the *DECRETO 37/2018, de 20 de septiembre, por el que se establece la ordenación y el currículo de los niveles básico, intermedio y avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad de Castilla y León*, the *Real Decreto 1/2019, de 11 de enero, por el que se establecen los principios básicos comunes de evaluación aplicables a las pruebas de certificación oficial de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2 de las enseñanzas de idiomas de régimen especial*, the *Real Decreto 1041/2017, de 22 de diciembre, por el que se fijan las exigencias*

*mínimas del nivel básico a efectos de certificación, se establece el currículo básico de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2, de las Enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, y se establecen las equivalencias entre las Enseñanzas de idiomas de régimen especial reguladas en diversos planes de estudios y las de este real decreto, and, finally, the ORDEN EDU/38/2020, de 21 de enero, por la que se regula la promoción y la certificación de los niveles Básico, Intermedio y Avanzado de las Enseñanzas de Idiomas de Régimen Especial en la Comunidad de Castilla y León.*

These are the objectives for a C2.1 level student:

- To appreciate the sociocultural implications of oral and written texts.
- To easily recognise the varieties of language and the changes of register and style.
- To select and efficiently apply the most adequate strategies to understand the meaning of an oral or written text, including pretensions and intentions.
- To access any kind of relevant data, and to understand their topic and content from a prompt look or listening.
- To recognise puns and stylistic figures and to use them correctly within a given context.
- To understand any kind of oral or written intervention effortlessly, no matter the difficulty of the subject matter.
- To know and to accurately use regionalisms, argot and other specialised lexical items.

Formative assessment will be implemented, in detriment of an interim or summative one, since it allows for a daily record of the students' learning process. Additionally, it is important for the latter to be fully aware of their strengths and weaknesses when acquiring the language. Therefore, alternative assessment needs to be established, using different materials and allowing the teacher to adapt to different contexts and learners. This formative

assessment, always linked to the learning process, will consist of tasks with a communicative aim (oral and written comprehension and production and mediation activities). It must be significant to mention that the *Escuelas Oficiales de Idiomas* are official educational institutions that allow students to obtain an official certificate. Thus, students will have to take a global exam in June or September so as to pass the course. The five competences mentioned above will be assessed.

Apart from the aforementioned legislation, there will be an assessment based on the whole process of learning throughout the academic year. The formative assessment applied corresponds to the following percentages:

- Observation: 15% of the final mark. The teacher will keep a daily record of the different interventions which will allow the pupils to objectively see their progression.
- Oral presentations: 20% of the final mark. All along the academic year, students will present short oral presentations about a given topic to their classmates.
- Production and co-production of written texts and written mediation: 30% of the final mark. Each week, students need to accomplish certain written tasks (compositions, summaries and, mediation activities, among others).
- In-class and online tasks: 25% of the final mark. All tasks carried out in class will be collected and revised by the teacher.
- Self-assessment and peer assessment: 10% of the final mark. Students will also have the chance to assess their classmates in groups or individually, as well as to assess their own advances in the process of learning.

Rubrics and graphic organisers used to assess students will be shown in Appendix 9.

### **3.7.Sessions: Lesson plans**

#### **3.7.1. Session 1: Mediation, vocabulary and oral comprehension.**

This session will be developed in depth in section 3.8.1. of this Final Master's Thesis.

It has been thought to be developed in a face-to-face context.

#### **3.7.2. Session 2: Written comprehension and oral production.**

This session will be developed in depth in section 3.8.1. of this Final Master's Thesis.

It has been thought to be developed in an online context, following the Blended Learning methodology.

#### **3.7.3. Session 3: Grammar and pronunciation**

This session has been thought to be developed in a face-to-face context. Session 3 will be devoted to grammar and phonology. In terms of grammar, students will learn about the use of articles in English (determined and undetermined: *a/an, the, Ø*). To begin with, they will be given a text with ill-formed sentences, using the wrong articles. First individually, and consecutively in pairs, students will discuss which the mistakes they found are. They will have to come up with their own rules for using articles and, eventually, they will be given the real grammatical rules. During the second part of the session students will work on intonation patterns. They will specifically look at the rises and falls in oral speech. To do so, they will listen to different English language native speakers and they will have to mimic as accurately as possible. Finally, they will be given a handout with a text, in which they will have to highlight the rises and falls they would use.

#### **3.7.4. Session 4: Vocabulary and oral production**

This session has been thought to be developed in a face-to-face context. Session 4 will deal with the oral production and a second approach to vocabulary. Students will be asked to



prepare a monologue beforehand, hence performing in class, each of them, an oral presentation of around 2-3 minutes (as in the final exam) about a war or a historical issue (for instance, the Cold War, the Independence of India, etc.). The second half of the lesson, the teacher will write about 20 words related to the topic (historical events, social issues, racism, human rights, and politics, among others) on the digital whiteboard. Learners will try to come up with as many synonyms as possible. Eventually, there will be a debate in which, from photographs of wars and riots, they will have to use those words.

### 3.7.5. Session 5: Written production

This session has been thought to be developed in an online context, following the Blended Learning methodology. After having a short debate about their opinions on the matter of NGOs via Zoom, they will be sent a video in which altruist organizations all over the world explain the current social issues befalling at the moment. Eventually, students will be given the instructions to write an essay about convincing readers to join an NGO in a formal context.

## 3.8.Lesson Plans

### 3.8.1. Lesson plan 1

<b>LENGTH</b>	2 hours divided in two periods of 50 minutes each.
<b>LEVEL</b>	C2.1
<b>MATERIALS</b>	- Photographs of famous paintings about wars and riots (the Guernica, Liberty Leading the People, A Jacobite Victory at the Battle, and two Banksy paintings).

	<ul style="list-style-type: none"> <li>- Paper handout of the Cloze Test.</li> <li>- Paper handout with the listening exercises.</li> <li>- ICT's within the class (OHP, computer, smartboard, speakers, etc.).</li> </ul>
<b>MAIN AIM</b>	To develop coherent oral and written messages adapted to the context in which the communication is taking place.
<b>SUBSIDIARY AIM</b>	To learn new vocabulary and sociocultural traits about social and historical issues to be used in different contexts.
<b>PERSONAL AIM</b>	To promote critical thinking from a wide range of multidisciplinary materials, and to engage students in the topic.
<b>ASSUMPTIONS</b>	<p>Students have a wide grammatical and lexical level of English, therefore not encountering many problems when developing different tasks.</p> <p>All students already know the paintings from the mediation exercise.</p>
<b>ANTICIPATED LANGUAGE PROBLEMS</b>	Students might find it difficult to put non-verbal disciplines (paintings) into words.

<b>POSSIBLE SOLUTIONS</b>	To activate vocabulary about the topic from the very beginning of the lesson.
---------------------------	---

<b>TIME</b>	<b>STAGE</b>	<b>PROCEDURE</b>	<b>AIM</b>
5 minutes	<b>Icebreaking activity</b>	The new teaching unit and its topic will be briefly introduced. Students will be shown the general ideas and contents of the unit so as to prepare students for the five sessions forthcoming.	To offer students a general approach to the subject matter to come, as well as to prepare students for their final tests.
30 minutes	<b>Mediation activity</b> (see Appendix 1)	Students will be shown, thanks to the the OHP and the interactive whiteboard, photographs of different paintings representing famous social and historical events related to wars and riots: <i>Guernica</i> , one about Jacobite rebellions, some Banksy paintings, and the famous <i>Liberty Leading the People</i> . These paintings have been chosen among others in that students might know about them, so communication will be more fluent. They will have to talk about what the drawing	To activate previous knowledge and to foster informal communicative functions among peers.  To learn to mediate between multidisciplinary channels or means and target language.

		represents and their previous knowledge on wars. They will also be asked to think about what feelings the author tried to transmit, and what it represented for history.	
15 minutes	<b>Vocabulary</b> (see Appendix 2)	Students will work on the vocabulary related to social and historical issues past and present, and specifically to the one related to wars and riots. Students will have to translate a song by a well-known Spanish singer: Cecilia. The song, <i>Soldadito de plomo</i> , includes a wide range of vocabulary related to war.	To acquire new lexicon from a C2 level related to the topic of wars.
Break (10 minutes)			
20 minutes	<b>Cloze test activity</b> (see Appendix 3)	With the pretext of the forty fifth anniversary of the Victory of Europe Day, and the ensuing end of the Second World War, students will be given a handout of a cloze test. The text is an article regarding this topic. Instead of staying in the English-centred look of history, this article has been chosen with the aim of working sociocultural contents	To work sociocultural contents and competences. To offer a new vision on the topic of the II World War. To learn about the history of the Commonwealth.

		and competences. Hence, it portrays the vision of VE Day from the perspective of India. It is important for students to practice cloze tests, since it is one of the reading tests they will encounter in the final exam.	
25 minutes	<b>Listening activity</b> (see Appendix 4)	After having activated knowledge and vocabulary regarding VE Day, students will be now played a historical podcast from the BBC about VE Day. It is the report a journalist did for the BBC on the day after the surrender of the German troops. Although this recording is from 1945, it has been used with the excuse of the 45 <sup>th</sup> anniversary.	To offer a real piece of language from a historical document.
5 minutes	<b>Homework explanation</b>	The teacher will give instructions for the next session: each student will have to read the short story that bears the name of the unit: “The Mark on the Wall”. Further instructions will be developed in section 3.8.2. of this Final Master’s	To give students the necessary instructions to prepare the next session.

		Thesis.	
--	--	---------	--

<b>TEACHER'S EVALUATION OF THE LESSON</b>	
<b>What went well</b>	Students really understood the whole idea of mediation and the tasks they were expected to do.
<b>What went wrong</b>	They found it difficult to translate images into thoughts and language, although they felt motivated during the development of the task.
<b>What I would do differently</b>	Perhaps it would be advisable to introduce a bit more the notions of history backgrounding the different paintings.
<b>What I should concentrate on</b>	The accuracy of the students' interventions during the mediation activity, since they are all talking in pair at the same time.

### 3.8.2. Lesson plan 2

<b>LENGTH</b>	100 minutes * This lesson plan will be developed online, using the application Zoom for videoconferences.
<b>LEVEL</b>	C2.1
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>- Computer.</li> <li>- Internet connexion.</li> </ul>

	<ul style="list-style-type: none"> <li>- App Zoom.</li> <li>- Short story “The Mark on the Wall”.</li> <li>- Those who require it, earphones.</li> </ul>
<b>MAIN AIM</b>	To develop coherent oral and written messages related to the topic of social and historical events.
<b>SUBSIDIARY AIM</b>	To learn about people who fought for different human rights throughout history.
<b>PERSONAL AIM</b>	To enhance students’ motivation with tasks that imply the use of all communicative functions at the same time.
<b>ASSUMPTIONS</b>	Students will be highly motivated in the development of all tasks, since all communicative competences and other skills are worked at the same time.
<b>ANTICIPATED LANGUAGE PROBLEMS</b>	Students might find difficulties on the writing and investigating task, for they have to look for information and adapt it very quickly. It might be hard for them to come up with adjectives.
<b>POSSIBLE SOLUTIONS</b>	Students can have an online dictionary of synonyms in which to look up the words.

<b>TIME</b>	<b>STAGE</b>	<b>PROCEDURE</b>	<b>AIM</b>
-------------	--------------	------------------	------------

5 minutes	<b>Introduction to the lesson</b>	The first five minutes of the lesson will be devoted to the arrangement of the whole lesson. It will also serve to check every student has correctly connected to the platform Zoom.	To give a general structure of the lesson plan to students.
20 minutes	<b>Mediation exercises and discussion</b> (see Appendix 5)	After having read the short story, “The Mark on the Wall”, at home, students will answer to the questions proposed for the mediation exercise.	To infer historical and political meanings from metaphors and different kinds of discourse.
10 minutes	<b>Introduction of the forthcoming activity</b>	After having finished the mediation activity, the teacher will explain the students the forthcoming activity. It will require the five communicative skills. To begin with, each student will be assigned an important historical figure. They will have to look for information and prepare a short intervention about that character in the form of a riddle. Then, each student will present it to the rest of the class, and the rest of the students will have to try and guess the character.	To be able to communicate effectively so as to facilitate the communicative process.



20 minutes	<b>Writing and investigating task</b> (see Appendix 6)	Each student will be given a key figure in the history of the world, either English-native or not. They will look for information on the Internet, and they will prepare a 2-minute riddle for the rest of the class.	To develop a well-organised monologue, in a short period of time, and from information retrieved from different informative channels.
35 minutes	<b>Speaking activity</b> (see Appendix 7)	Once the monologue is prepared, each student will present it to the rest of the class. The rest of the students will have to try and guess it.	To carry out a monologue prepared individually in a short period of time.
10 minutes	<b>End of the session</b>	The teacher will ask the students about the task and how they felt. This way, the teacher will acquire feedback from the students.	To receive feedback from students to ascertain whether they felt comfortable with the task or not.

<b>TEACHER'S EVALUATION OF THE LESSON</b>	
<b>What went well</b>	Students were highly motivated and engaged in the task, and, hence, they were very participative and communicative.
<b>What went wrong</b>	Some of the students did not understand the task properly.
<b>What I would do differently</b>	I would give students more time to prepare the monologue, as well as previous historical resources to look for information.
<b>What I should concentrate on</b>	Try to avoid large explanations of the activities and give more time for students to speak.

#### 4. GENERAL CONCLUSION

This Final Master's Thesis has aimed at presenting a teaching programme for a potential class of *Nivel Avanzado C2.1* in an *Escuela Oficial de Idiomas*. To begin with, we have framed the methodological principles necessary to design the teaching programme. Sequentially, we have offered a general view of the ten units composing this programme, and, finally, the seventh unit has been developed in depth.

Teachers must know the theory in order to achieve an effective teaching of languages. Among all the current methodologies regarding EFL, the aims of this teaching programme and the potential context for which it has been designed, makes it necessary to use communicative approaches to language. Thus, Communicative Teaching Language and Discourse-based have been the skeleton of the whole programme. Nonetheless, there needs to be a specification on the way languages are taught. Hence, and taking into consideration the times forthcoming, Task-based learning and Blended Learning have been the methodologies chosen. As aforementioned, it should be noteworthy that Blended Learning and Task-based learning are not mutually exclusive. Task-based learning is the way the different activities will be developed, and Blended learning is the means of developing those activities, or the channels used to do so.

Being a teacher means being continually adapting to the changes forthcoming. As we have ascertained this year, there are many components external to the learning process that can interfere in education. Hence, this teaching programme has been adapted and thought for a current and future situation in which students might not be able to go to class and receive face-to-face lessons everyday.

## 5. WORKS CITED

### 5.1. Methodological references

- Albiladi, W. S. & Alshareef, K. K. (2019). Blended Learning in English Teaching and Learning: A Review of the Current Literature. *Journal of Language Teaching and Research*, Vol. 10, No. 2, pp. 232-238. DOI: <http://dx.doi.org/10.17507/jltr.1002.03>
- Al-Mahrooqi, R. & Denman, C. (2018). Alternative Assessment. *The TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John I. Lontas (Project Editor: Margo DelliCarpini). John Wiley & Sons, Inc. DOI: 10.1002/9781118784235.eelt0325
- Bartolomé-Pina, A.; García-Ruiz, R.; Aguaded, I. (2018) Blended learning: panorama y perspectivas. *RIED. Revista Iberoamericana de Educación a Distancia*, 21(1), pp. 33-56. DOI: <http://dx.doi.org/10.5944/ried.21.1.18842>
- Burns, A.(n.d.). Research and teacher education – some distinctions. Macquarie University: Sydney. Retrieved from <http://www.culi.chula.ac.th/Research/e-Journal/bod/Anne%20Burns.pdf>
- Cambridge Dictionary. Retrieved from: <https://dictionary.cambridge.org/es-LA/dictionary/english/language>
- Celce-Murcia, M., & Olshtain, E. (2000). *Discourse and context in language teaching: A guide for language teachers*. Cambridge: Cambridge UP.
- Cormos, J., & Kontra, E. H. (2008). *Language learners with special needs*. Bristol: Multilingual Matters.
- Ghanavati Nasab, F. (2015). Alternative versus Traditional Assessment. *Journal of Applied Linguistics and Language Research*. Volume 2, Issue 6, pp. 165-178.
- Ghazizadeh, T & Fatemipour, H. (2017). The Effect of Blended Learning on EFL Learners' Reading Proficiency. *Journal of Language Teaching and Research*, Vol. 8, No. 3, pp. 606-614. DOI: <http://dx.doi.org/10.17507/jltr.0803.21>
- Harmer, J. (2007). *The Practice of English Language Teaching* (4th ed.). Harlow: Pearson

- Longman. (5th edition 2015)
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning and Teaching*, Vol. 1, No. 1, 14-29. doi: 10.2167/illt040.0
- McDonald, P. L. (2012). *Adult Learners and Blended Learning: A Phenomenographic Study of Variation in Adult Learners' Experiences of Blended Learning in Higher Education*. George Washington University.
- Neumeier, P. (2015). A closer look at blended learning – parameters for designing a blended learning environment for language teaching and learning. *ReCALL* 17 (2): 163–178. Cambridge: Cambridge University Press. DOI: 10.1017/S0958344005000224
- Nunan, D. (2004). *Task-based language teaching*. Cambridge: Cambridge UP.
- Olshtain, E. & Celce-Murcia, M. (2001). Discourse analysis and language teaching. In D. Schiffrin, D. Tannen & H. Hamilton (Eds.), *The handbook of discourse analysis*. Oxford: Blackwell.
- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.
- Scrivener, J. (2005). *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Macmillan.
- Sejdiu, S. (2014). English language teaching and assessment in blended learning. *Journal of Teaching and Learning with Technology*, Vol. 3, No. 2, pp. 67 - 82. doi: 10.14434/jotlt.v3n2.5043
- Van Dijk, T. A. (Ed.). (2011). *Discourse studies: A multidisciplinary introduction*. London: Sage.
- Willis, J. R. & Leaver, B. L. (2004). *Task-based Instruction in Foreign Language Education: Practices and Programs*. Washington D.C.: Georgetown University Press.

## 5.2. Official documents

Council of Europe. (2001). *Common European Framework of References for Languages: Learning, Teaching, Assessment*. Cambridge: Cambridge University Press. Retrieved from: [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)

DECRETO 37/2018, de 20 de septiembre, por el que se establece la ordenación y el currículo de los niveles básico, intermedio y avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad de Castilla y León. Boletín Oficial de Castilla y León, núm. 185, de 24 de septiembre de 2018.

Real Decreto 1/2019, de 11 de enero, por el que se establecen los principios básicos comunes de evaluación aplicables a las pruebas de certificación oficial de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2 de las enseñanzas de idiomas de régimen especial. Boletín Oficial del Estado, núm. 11, de 12 de enero de 2019.

Real Decreto 1041/2017, de 22 de diciembre, por el que se fijan las exigencias mínimas del nivel básico a efectos de certificación, se establece el currículo básico de los niveles Intermedio B1, Intermedio B2, Avanzado C1, y Avanzado C2, de las Enseñanzas de idiomas de régimen especial reguladas por la Ley Orgánica 2/2006, de 3 de mayo, de Educación, y se establecen las equivalencias entre las Enseñanzas de idiomas de régimen especial reguladas en diversos planes de estudios y las de este real decreto. Boletín Oficial del Estado, núm. 311, de 23 de diciembre de 2017.

ORDEN EDU/38/2020, de 21 de enero, por la que se regula la promoción y la certificación de los niveles Básico, Intermedio y Avanzado de las Enseñanzas de Idiomas de Régimen Especial en la Comunidad de Castilla y León.

### 5.3. Teaching unit references

Bandis, A & Shotton D. (2018). *Close-up C2*. National Geographic Learning.

Evans, V. & Dooley, J. (.....). *Upstream. Proficiency. Student's book*. Express Publishing.

Google Images. (2020). Retrieved from:

<https://www.google.es/search?q=google+images&ie=&oe=>

Roderick M. & Nuttall, C. (2013). *Proficiency Expert*. Harlow: Pearson Education Limited.

VE Day: Recalling Memorable Successes by the Indian Armed Forces in Burma. (8th May 2020). Retrieved from: <https://thewire.in/history/ve-day-pacific-theatre-indian-armed-forces-japan-rangoon>

Woolf, V. (1921). *The Mark on the Wall. Monday or Tuesday*. New York: Harcourt, Brace and Company, Inc.

YouTube. (2020). Retrieved from: <https://www.youtube.com/?gl=ES&hl=es>

## 6. APPENDIX

### 6.1. Appendix 1









6.2.Appendix 2

## **Soldadito de Plomo – Cecilia**

Soldadito de plomo  
no es el colmo  
que tengas que luchar  
por un general de madera

Formación de batalla  
y al final de tu guerra  
una medalla, una bandera  
muy abajo la tierra

Cuerpo a tierra brigada  
que al final de la escalada  
te espera tu compañía  
y te desea tu compañera

Soldadito de plomo  
no es el colmo  
que tengas que morir  
por lucir tu guerrera

Cruces, condecoraciones,  
distintivos, galones,  
entorchados espadines,  
bandas y fajines.

Mosquetones, fusiles,  
sables y balines,  
cartucheras y granadas,  
bayonetas caladas.

Soldadito de plomo  
¡ay! qué pena  
que tengas que matar  
por la paz con la guerra.

A matar al enemigo  
a rematar al herido  
que se abran las fosas  
y que se cierren los sentidos.

Firmes, carguen y fuego  
un pelotón está en juego  
y que al entrar en combate  
no vuelva quien lo mate

Soldadito de plomo  
no hace falta  
que tengas que luchar  
por un general de madera

### 6.3. Appendix 3

## VE Day: Recalling Memorable Successes by the Indian Armed Forces in Burma

The surrender of Nazi Germany saw a 1..... reaction from those in the frontlines of Burma, due to the recognition that Japan remained "unsubdued". However, 75 years later, it presents us with an opportunity to reflect on the successes in the Pacific Theatre.

Indian engineers construct a wooden bridge over a shallow stream or 'chaung' during the advance to Rangoon. Photo: Wikimedia Commons/No 9 Army Film & Photographic Unit, Stubbs A (Sgt), Public domain

**K. S. Nair**

**HISTORY**

23 HOURS AGO

VE (Victory in Europe) Day marks the acceptance of Nazi Germany's surrender to the Allies during World War II on May 8, 1945. In most of Europe, the US and Canada, the day saw huge celebrations, crowds in the streets and 2..... speeches. It was treated as much less significant by troops on the Burma Front and in the Pacific Theatre.

The muted reaction in those theatres was, of course, due to the recognition that Japan remained "unsubdued", as Winston Churchill said on VE Day, and seemingly still full of fight. Wartime 3..... were not encouraging. Italy, the first of the major Axis powers to give 4....., had surrendered as early as October 1943, but Germany had continued to fight for a full seventeen months longer. Japan had suffered some defeats since 1942, but her spirit was unbroken, and the Japanese soldier remained the most 5..... of enemies in defence. Allied strategic planners considered it quite possible that Japan would hold 6..... for a year or two longer; and the men doing the fighting were all too aware that their job was not yet done.

But there had in fact been some memorable successes by the Indian armed forces in Burma, around the same time. They were celebrated locally 7..... were eclipsed in the press by momentous events in Europe at the time. Now seems a good time to recall some of them.

Two months earlier, 8..... the Arakan coast of Burma (now Rakhine state in Myanmar), one of the key Allied army formations in the field had been the 51st Infantry Brigade, which as it happened, had just become the first 9..... Indian brigade of the Raj-era Indian Army. All three constituent 10..... were Indian (the British usually combined a maximum of two Indian battalions with a British or other Commonwealth battalion), and its commander was Brigadier K.S. Thimayya, the first Indian to command a brigade in 11..... The brigade had been successful and was 12..... supported from the air by Hurricane fighter-bombers of No 4 Squadron of the Indian Air Force (which, 13....., had just been re-designated the *Royal* Indian Air Force). Their successes were adding to the growing narrative of the Indian armed forces' contribution to Allied victory.

But even more significantly, in this theatre at this time, the main 14..... and the most important objective was to try 15..... capture Rangoon before the monsoon broke. Inland from the coastal actions, three great divisions of the Indian Army, nearly 40,000 soldiers, were fighting their 16..... towards Rangoon, southwards along the great Irrawaddy River. The 17..... was already threatening, and it was crucial to reach Rangoon before the rains, as they would make much of the country virtually 18.....

As it happened, aerial reconnaissance on the first few days of May suggested that the Japanese had 19..... from the city. Allied Prisoners of War held in the Rangoon Jail had scrounged some 20..... and scrawled, in huge letters on the prison roof, the message, "Japs Gone. Extract Digit". That memorable second phrase was intended, by its parliamentary re-phrasing of the intentionally vulgar military 21....., "Pull your finger out," to convey authenticity, in a theatre where deception was common.

A few days before VE Day Group Captain John Grandy of the RAF, flying a Dakota transport aircraft, had 22..... Allied flags into the jail courtyard and landed at Rangoon's airfield. The same day, Indian paratroopers landed at the mouth of the Rangoon River. The next day, Hurricanes of the No 7 Squadron of the RIAF, led by their CO Squadron Leader P.C. Lal, flew in support over 26th Indian Division, as they landed on the river banks and marched into the city, literally just before the 23..... began. This was a highly satisfying closure of a military history circle, as the Allies, including some ill-prepared Indian troops, had been humiliatingly driven out of Rangoon by the Japanese in 1942.

Both Grandy and Lal would become chiefs of their respective countries' Air Forces, and Thimayya would become the Indian Army Chief.

Perhaps most whimsically, back on the Arakan coast, No 2 Squadron of the RIAF, commanded by the 24..... Squadron Leader Jaswant Singh, was coming to the end of a successful tour of operations on the island of Akyab. And on that very day, they were hosting a party to bid farewell to the station and the RAF squadrons they were billeted alongside. The squadron diary records that the party started with a picnic on the beach, which had to 25..... relocate indoors as the first showers of the season materialised. A troupe of ENSA entertainers was visiting Akyab at the time, and the squadron was thrilled when three charming hostesses from the troupe joined their party.

in – withdrawn – closely – ringing – hastily – impassable – admonition – precedents – up – thrust – out – on – rains – and – swashbuckling – but – on – entirely – battalions – and – incidentally – muted – extremely – tenacious – action – to – way – monsoon – dropped – whitewash

## 6.4. Appendix 4

### **LISTENING ACTIVITY: BBC VE DAY REPORT 1945**

As we were celebrating last week the Victory of Europe day, you are going to listen to a BBC report made the 8<sup>th</sup> of May, 1945. Answer to the following questions:

<https://www.youtube.com/watch?v=boWc4RI57GE>

1. Which countries will be signing, ratifying and confirming the act of unconditional surrender on the 8<sup>th</sup> May?
2. When will hostilities officially end?
  - a. One minute before the end of the 7<sup>th</sup> of May.
  - b. On Wednesday the 9<sup>th</sup>.
  - c. On Tuesday night.
3. Which country remained unsubdued and for what reasons?
4. Which were the responses of the public when Churchill entered the tennely-waiting House?
  - a. The crowds did not want to see Churchill.
  - b. There was disparity of opinions in his welcome.
  - c. He had a beaming welcome.
5. What does the reporter mean by “the crowd went uncannily quiet?”
6. Which places from the Commonwealth, apart from Britain, got to hear Churchill’s report?
7. According to reports from other big cities, which were the responses to the Victory of Europe?
8. What will the weather be like in Yorkshire coast?

## 6.5. Appendix 5

### The Mark on the Wall (Virginia Woolf)

Perhaps it was the middle of January in the present year that I first looked up and saw the mark on the wall. In order to fix a date it is necessary to remember what one saw. So now I think of the fire; the steady film of yellow light upon the page of my book; the three chrysanthemums in the round glass bowl on the mantelpiece. Yes, it must have been the winter time, and we had just finished our tea, for I remember that I was smoking a cigarette when I looked up and saw the mark on the wall for the first time. I looked up through the smoke of my cigarette and my eye lodged for a moment upon the burning coals, and that old fancy of the crimson flag flapping from the castle tower came into my mind, and I thought of the cavalcade of red knights riding up the side of the black rock. Rather to my relief the sight of the mark interrupted the fancy, for it is an old fancy, an automatic fancy, made as a child perhaps. The mark was a small round mark, black upon the white wall, about six or seven inches above the mantelpiece.

How readily our thoughts swarm upon a new object, lifting it a little way, as ants carry a blade of straw so feverishly, and then leave it.... If that mark was made by a nail, it can't have been for a picture, it must have been for a miniature—the miniature of a lady with white powdered curls, powder-dusted cheeks, and lips like red carnations. A fraud of course, for the people who had this house before us would have chosen pictures in that way—an old picture for an old room. That is the sort of people they were—very interesting people, and I think of them so often, in such queer places, because one will never see them again, never know what happened next. They wanted to leave this house because they wanted to change their style of furniture, so he said, and he was in process of saying that in his opinion art should have ideas behind it when we were torn asunder, as one is torn from the old lady about to pour out tea and the young man about to hit the tennis ball in the back garden of the suburban villa as one rushes past in the train.

But as for that mark, I'm not sure about it; I don't believe it was made by a nail after all: it's too big, too round, for that. I might get up, but if I got up and looked at it, ten to one I shouldn't be able to say for certain; because once a thing's done, no one ever knows how it happened. Oh! dear me, the mystery of life; The inaccuracy of thought! The ignorance of humanity! To show how very little control of our possessions we have—what an accidental affair this living is after all our civilization—let me just count over a few of the things lost in one lifetime, beginning, for that seems always the most mysterious of losses—what cat would gnaw, what rat would nibble—three pale blue canisters of book-binding tools? Then there were the bird cages, the iron hoops, the steel scales, the Queen Anne coal-scuttle, the bagatelle board, the hand organ—all gone, and jewels, too. Opals and emeralds, they lie about the roots of turnips. What a scraping paring affair it is to be sure! The wonder is that I've any clothes on my back, that I sit surrounded by solid furniture at this moment. Why, if one wants to compare life to anything, one must liken it to being blown through the Tube at fifty miles an hour—landing at the other end without a single hairpin in one's hair! Shot out at the feet of God entirely naked! Tumbling head over heels in the asphodel meadows like brown paper parcels pitched down a shoot in the post office! With one's hair flying back like the tail of a race-horse. Yes, that seems to express the rapidity of life, the perpetual waste and repair; all so casual, all so haphazard....

But after life. The slow pulling down of thick green stalks so that the cup of the flower, as it turns over, deluges one with purple and red light. Why, after all, should one not be born there as one is born here, helpless, speechless, unable to focus one's eyesight, groping at the roots of the grass, at the toes of the Giants? As for saying which are trees, and which are men and women, or whether there are such things, that one won't be in a condition to do for fifty years or so. There will be nothing but spaces of light and dark, intersected by thick stalks, and rather higher up perhaps, rose-

shaped blots of an indistinct colour—dim pinks and blues—which will, as time goes on, become more definite, become—I don't know what....

And yet that mark on the wall is not a hole at all. It may even be caused by some round black substance, such as a small rose leaf, left over from the summer, and I, not being a very vigilant housekeeper—look at the dust on the mantelpiece, for example, the dust which, so they say, buried Troy three times over, only fragments of pots utterly refusing annihilation, as one can believe.

The tree outside the window taps very gently on the pane.... I want to think quietly, calmly, spaciouly, never to be interrupted, never to have to rise from my chair, to slip easily from one thing to another, without any sense of hostility, or obstacle. I want to sink deeper and deeper, away from the surface, with its hard separate facts. To steady myself, let me catch hold of the first idea that passes.... Shakespeare.... Well, he will do as well as another. A man who sat himself solidly in an arm-chair, and looked into the fire, so—A shower of ideas fell perpetually from some very high Heaven down through his mind. He leant his forehead on his hand, and people, looking in through the open door, for this scene is supposed to take place on a summer's evening—But how dull this is, this historical fiction! It doesn't interest me at all. I wish I could hit upon a pleasant track of thought, a track indirectly reflecting credit upon myself, for those are the pleasantest thoughts, and very frequent even in the minds of modest mouse-coloured people, who believe genuinely that they dislike to hear their own praises. They are not thoughts directly praising oneself; that is the beauty of them; they are thoughts like this:

"And then I came into the room. They were discussing botany. I said how I'd seen a flower growing on a dust heap on the site of an old house in Kingsway. The seed, I said, must have been sown in the reign of Charles the First. What flowers grew in the reign of Charles the First?" I asked.—(but I don't remember the answer). Tall flowers with purple tassels to them perhaps. And so it goes on. All the time I'm dressing up the figure of myself in my own mind, lovingly, stealthily, not openly adoring it, for if I did that, I should catch myself out, and stretch my hand at once for a book in self-protection. Indeed, it is curious how instinctively one protects the image of oneself from idolatry or any other handling that could make it ridiculous, or too unlike the original to be believed in any longer. Or is it not so very curious after all? It is a matter of great importance. Suppose the looking glass smashes, the image disappears, and the romantic figure with the green of forest depths all about it is there no longer, but only that shell of a person which is seen by other people—what an airless, shallow, bald, prominent world it becomes! A world not to be lived in. As we face each other in omnibuses and underground railways we are looking into the mirror; that accounts for the vagueness, the gleam of glassiness, in our eyes. And the novelists in future will realize more and more the importance of these reflections, for of course there is not one reflection but an almost infinite number; those are the depths they will explore, those the phantoms they will pursue, leaving the description of reality more and more out of their stories, taking a knowledge of it for granted, as the Greeks did and Shakespeare perhaps—but these generalizations are very worthless. The military sound of the word is enough. It recalls leading articles, cabinet ministers—a whole class of things indeed which as a child one thought the thing itself, the standard thing, the real thing, from which one could not depart save at the risk of nameless damnation. Generalizations bring back somehow Sunday in London, Sunday afternoon walks, Sunday luncheons, and also ways of speaking of the dead, clothes, and habits—like the habit of sitting all together in one room until a certain hour, although nobody liked it. There was a rule for everything. The rule for tablecloths at that particular period was that they should be made of tapestry with little yellow compartments marked upon them, such as you may see in photographs of the carpets in the corridors of the royal palaces. Tablecloths of a different kind were not real tablecloths. How shocking, and yet how wonderful it was to discover that these real things, Sunday luncheons, Sunday walks, country houses, and tablecloths

were not entirely real, were indeed half phantoms, and the damnation which visited the disbeliever in them was only a sense of illegitimate freedom. What now takes the place of those things I wonder, those real standard things? Men perhaps, should you be a woman; the masculine point of view which governs our lives, which sets the standard, which establishes Whitaker's Table of Precedency, which has become, I suppose, since the war half a phantom to many men and women, which soon, one may hope, will be laughed into the dustbin where the phantoms go, the mahogany sideboards and the Landsker prints, Gods and Devils, Hell and so forth, leaving us all with an intoxicating sense of illegitimate freedom—if freedom exists....

In certain lights that mark on the wall seems actually to project from the wall. Nor is it entirely circular. I cannot be sure, but it seems to cast a perceptible shadow, suggesting that if I ran my finger down that strip of the wall it would, at a certain point, mount and descend a small tumulus, a smooth tumulus like those barrows on the South Downs which are, they say, either tombs or camps. Of the two I should prefer them to be tombs, desiring melancholy like most English people, and finding it natural at the end of a walk to think of the bones stretched beneath the turf.... There must be some book about it. Some antiquary must have dug up those bones and given them a name.... What sort of a man is an antiquary, I wonder? Retired Colonels for the most part, I daresay, leading parties of aged labourers to the top here, examining clouds of earth and stone, and getting into correspondence with the neighbouring clergy, which, being opened at breakfast time, gives them a feeling of importance, and the comparison of arrow-heads necessitates cross-country journeys to the county towns, an agreeable necessity both to them and to their elderly wives, who wish to make plum jam or to clean out the study, and have every reason for keeping that great question of the camp or the tomb in perpetual suspension, while the Colonel himself feels agreeably philosophic in accumulating evidence on both sides of the question. It is true that he does finally incline to believe in the camp; and, being opposed, indites a pamphlet which he is about to read at the quarterly meeting of the local society when a stroke lays him low, and his last conscious thoughts are not of wife or child, but of the camp and that arched there, which is now in the case at the local museum, together with the foot of a Chinese murderess, a handful of Elizabethan nails, a great many Tudor clay pipes, a piece of Roman pottery, and the wine-glass that Nelson drank out of—proving I really don't know what.

No, no, nothing is proved, nothing is known. And if I were to get up at this very moment and ascertain that the mark on the wall is really what shall we say?—the head of a gigantic old nail, driven in two hundred years ago, which has now, owing to the patient attrition of many generations of housemaids, revealed its head above the coat of paint, and is taking its first view of modern life in the sight of a white-walled fire-lit room, what should I gain?—Knowledge? Matter for further speculation? I can think sitting still as well as standing up. And what is knowledge? What are our learned men save the descendants of witches and hermits who crouched in caves and in woods brewing herbs, interrogating shrew-mice and writing down the language of the stars? And the less we honour them as our superstitions dwindle and our respect for beauty and health of mind increases.... Yes, one could imagine a very pleasant world. A quiet, spacious world, with the flowers so red and blue in the open fields. A world without professors or specialists or housekeepers with the profiles of policemen, a world which one could slice with one's thought as a fish slices the water with his fin, grazing the stems of the water-lilies, hanging suspended over nests of white sea eggs.... How peaceful it is down here, rooted in the centre of the world and gazing up through the grey waters, with their sudden gleams of light, and their reflections—if it were not for Whitaker's Almanack—if it were not for the Table of Precedency!

I must jump up and see for myself what that mark on the wall really is—a nail, a rose-leaf, a crack in the wood?

Here is nature once more at her old game of self-preservation. This train of thought, she perceives, is threatening mere waste of energy, even some collision with reality, for who will ever be able to lift a finger against Whitaker's Table of Precedency? The Archbishop of Canterbury is followed by the Lord High Chancellor; the Lord High Chancellor is followed by the Archbishop of York. Everybody follows somebody, such is the philosophy of Whitaker; and the great thing is to know who follows whom. Whitaker knows, and let that, so Nature counsels, comfort you, instead of enraging you; and if you can't be comforted, if you must shatter this hour of peace, think of the mark on the wall.

I understand Nature's game—her prompting to take action as a way of ending any thought that threatens to excite or to pain. Hence, I suppose, comes our slight contempt for men of action—men, we assume, who don't think. Still, there's no harm in putting a full stop to one's disagreeable thoughts by looking at a mark on the wall.

Indeed, now that I have fixed my eyes upon it, I feel that I have grasped a plank in the sea; I feel a satisfying sense of reality which at once turns the two Archbishops and the Lord High Chancellor to the shadows of shades. Here is something definite, something real. Thus, waking from a midnight dream of horror, one hastily turns on the light and lies quiescent, worshipping the chest of drawers, worshipping solidity, worshipping reality, worshipping the impersonal world which is a proof of some existence other than ours. That is what one wants to be sure of.... Wood is a pleasant thing to think about. It comes from a tree; and trees grow, and we don't know how they grow. For years and years they grow, without paying any attention to us, in meadows, in forests, and by the side of rivers—all things one likes to think about. The cows swish their tails beneath them on hot afternoons; they paint rivers so green that when a moorhen dives one expects to see its feathers all green when it comes up again. I like to think of the fish balanced against the stream like flags blown out; and of water-beetles slowly raising domes of mud upon the bed of the river. I like to think of the tree itself: first the close dry sensation of being wood; then the grinding of the storm; then the slow, delicious ooze of sap. I like to think of it, too, on winter's nights standing in the empty field with all leaves close-furled, nothing tender exposed to the iron bullets of the moon, a naked mast upon an earth that goes tumbling, tumbling, all night long. The song of birds must sound very loud and strange in June; and how cold the feet of insects must feel upon it, as they make laborious progresses up the creases of the bark, or sun themselves upon the thin green awning of the leaves, and look straight in front of them with diamond-cut red eyes.... One by one the fibres snap beneath the immense cold pressure of the earth, then the last storm comes and, falling, the highest branches drive deep into the ground again. Even so, life isn't done with; there are a million patient, watchful lives still for a tree, all over the world, in bedrooms, in ships, on the pavement, lining rooms, where men and women sit after tea, smoking cigarettes. It is full of peaceful thoughts, happy thoughts, this tree. I should like to take each one separately—but something is getting in the way.... Where was I? What has it all been about? A tree? A river? The Downs? Whitaker's Almanack? The fields of asphodel? I can't remember a thing. Everything's moving, falling, slipping, vanishing.... There is a vast upheaval of matter. Someone is standing over me and saying—

"I'm going out to buy a newspaper."

"Yes?"

"Though it's no good buying newspapers.... Nothing ever happens. Curse this war; God damn this war!... All the same, I don't see why we should have a snail on our wall!"

Ah, the mark on the wall! It was -----

1. Read the short story and try to guess what “that mark on the wall” stands for.
  2. Would you say the story wants to transmit a moral?
  3. Do you find any metaphors related to the historical context in which it was written?
- What about Woolf’s context?

### 6.6.Appendix 6



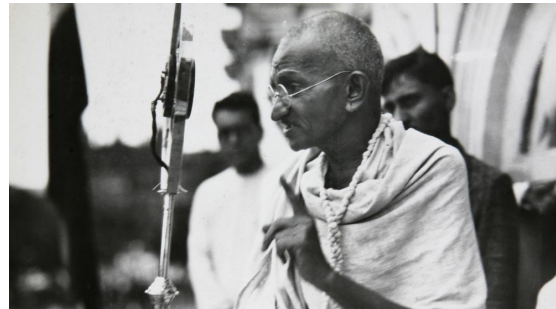
Malala Yousafzai



Nelson Mandela

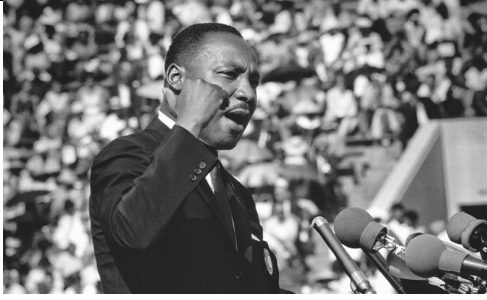


Malintzin (La Malinche)

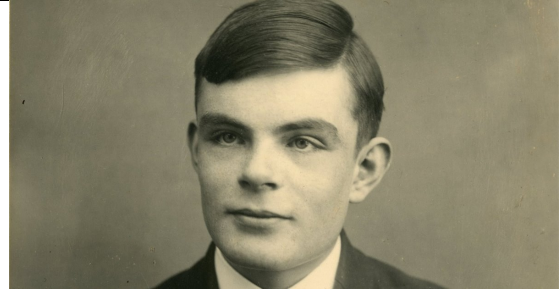


Mahatma Gandhi





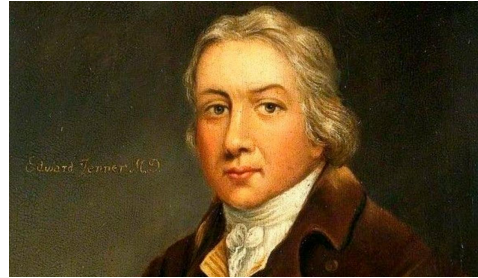
Martin Luther King



Alan Turing



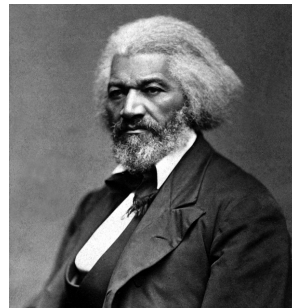
Rosa Parks



Edward Jenner



Gertrude B. Elion



Frederick Douglass



Harriet Tubman



Hellen Keller

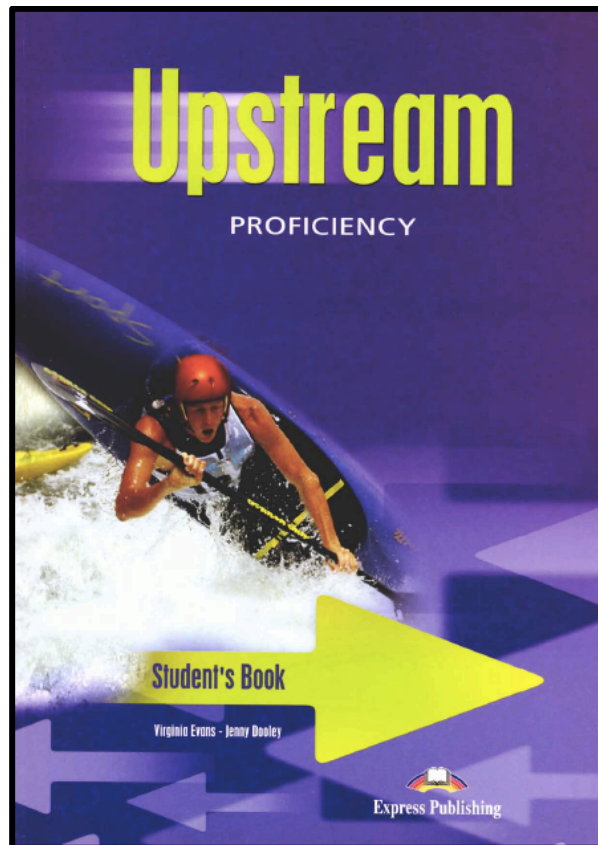
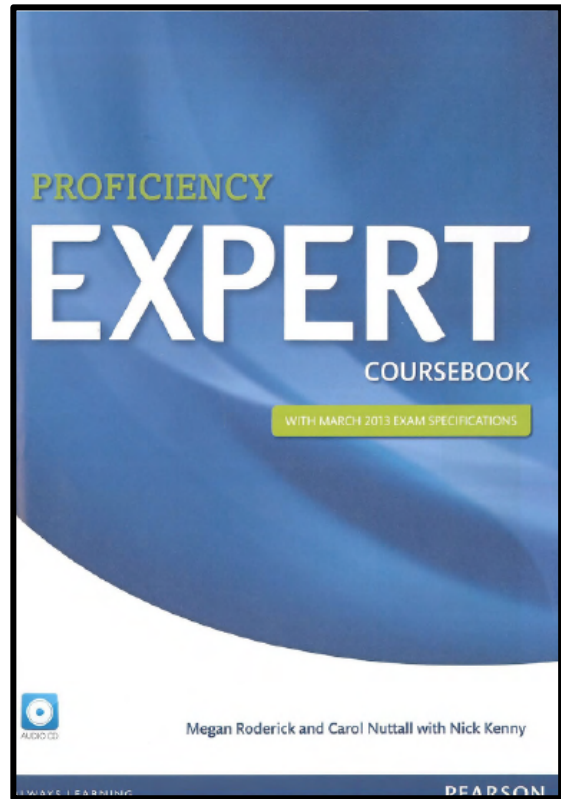
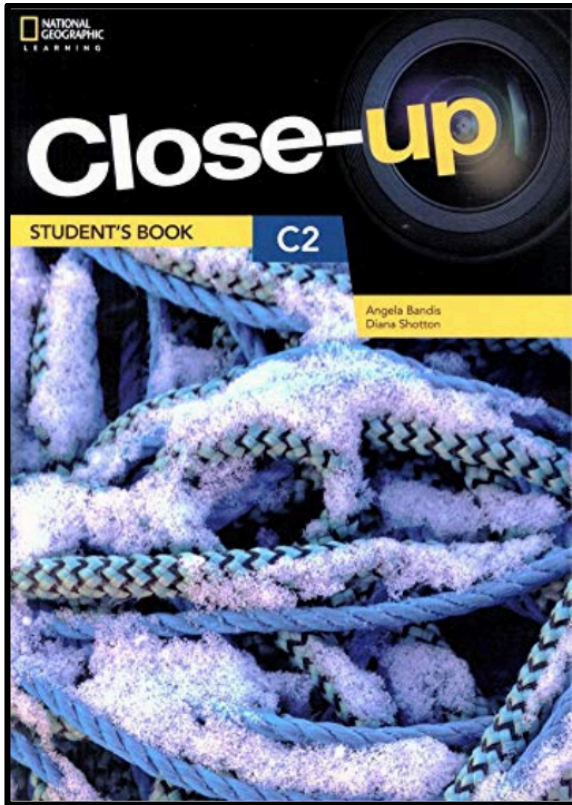
## 6.7. Appendix 7



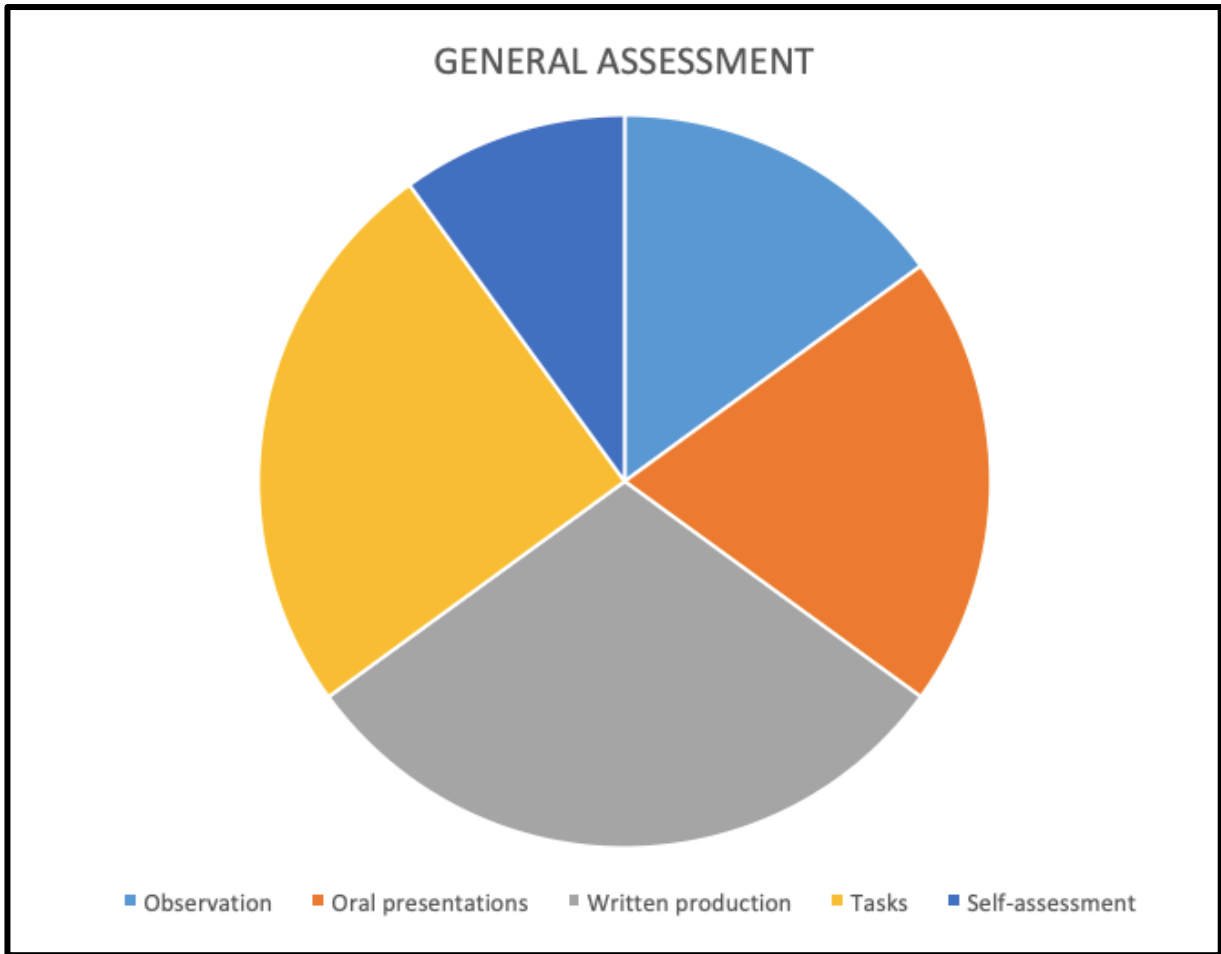
### **Hellen Keller**

- She was an American woman.
- She was the first deaf-blind person to earn a Bachelor of Arts degree.
- Her biography was made into a movie: *The Miracle Worker*.
- She was a member of the Socialist Party of America.
- She fought for the education of deaf and blind people.
- ...

6.8.Appendix 8



6.9. Appendix 9



# DAILY REPORT

NAME:

DATE:

TASKS:

ACCOMPLISHED

NOT  
ACCOMPLISHED

# SPEAKING RUBRIC

NAME:

DATE:

CRITERIA	ACOMPLISHED	NOT ACOMPLISHED
THE STUDENT COMPLIES THE TASK, ADAPTS TO DIFFERENT CONTEXT (GENRE, REGISTER AND DESTINATARY) AND THE TIMING IS CORRECT		
THE STUDENT SELECTS A WIDE REPERTOIRE OF COMMUNICATIVE FUNCTIONS		
THE STUDENT ADDS RELEVANT, COMPREHENSIBLE AND ENOUGH INFORMATION TO THE COMMUNICATIVE DISCOURSE		
MORPHOLOGICAL AND SYNTACTICAL CORRECTNESS: CONJUGATION, CONNECTORS, PARTICLES, ...		
LEXICAL AND FUNCTIONAL EXPONENTS		
PRONUNCIATION, ACCENT AND INTONATION PATTERNS		
THE STUDENT USES A WIDE REPERTOIRE OF NATURAL GRAMMATICAL STRUCTURES		
THE STUDENT USES A WIDE LEXICON AND FUNCTIONAL EXPONENTS, IN A NATURAL AND PRECISE WAY		
DISCOURSE IS FLUENT, NATURAL AND SPONTANEOUS. THE STUDENT IS ABLE TO EXPRESS HIMSELF OR HERSELF COHERENTLY AND COHESIVELY		

# WRITING RUBRIC

NAME:

DATE:

CRITERIA	ACOMPLISHED	NOT ACOMPLISHED
THE STUDENT COMPLIES THE TASK, ADAPTS TO DIFFERENT CONTEXT (GENRE, REGISTER AND DESTINATARY) AND THE TIMING IS CORRECT		
THE STUDENT SELECTS A WIDE REPERTOIRE OF COMMUNICATIVE FUNCTIONS		
THE STUDENT ADDS RELEVANT, COMPREHENSIBLE AND ENOUGH INFORMATION TO THE COMMUNICATIVE DISCOURSE		
MORPHOLOGICAL AND SYNTACTICAL CORRECTNESS: CONJUGATION, CONNECTORS, PARTICLES, ...		
THE STUDENT MAKES A GOOD USE OF LEXICAL AND FUNCTIONAL EXPONENTS		
THE STUDENT IS ABLE TO WRITE A COHERENT AND ORGANIZED TEXT WITH RELEVANT IDEAS TO THE TOPIC		
THE STUDENT USES A WIDE REPERTOIRE OF NATURAL GRAMMATICAL STRUCTURES		
THE STUDENT USES A WIDE LEXICON AND FUNCTIONAL EXPONENTS, IN A NATURAL AND PRECISE WAY		
DISCOURSE IS FLUENT, NATURAL AND SPONTANEOUS. THE STUDENT IS ABLE TO EXPRESS HIMSELF OR HERSELF COHERENTLY AND COHESIVELY		

