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Autor/a: Sofía Peña Fernández

Tutor/a: Vasilica Mocanu-Florea

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FACULTAD DE EDUCACIÓN

LIST OF ABBREVIATIONS

EFL English as a Foreign Language

LOMLOE Ley Orgánica que Modifica la Ley Orgánica de Educación: Spanish educational legislation (2023)

CEFRL Common European Framework of Reference for Languages

ESO Compulsory-Secondary Education (Enseñanza Secundaria Obligatoria)

CLT Communicative Language Teaching

TBL Task-Based Learning

Key Competences

CCL Competence in Linguistic Communication (Competencia en Comunicación Lingüística)

CP Multilingual competence (Competencia Plurilingüe)

STEM Competence in Mathematics and Science, Technology and Engineering (Competencia Matemática y en Ciencia, Tecnología e Ingeniería)

CD Digital Competence (Competencia Digital)

CPSAA Personal, Social, and Learning to Learn Competence (Competencia Personal, Social, y de Aprender a Aprender)

CC Civic Competence (Competencia Ciudadana)

CE Entrepreneurial Competence (Competencia Emprendedora)

CCEC Competence in Awareness and Cultural Expressions (Competencia en Conciencia y Expresiones Culturales)

Specific Competences

CE1 Specific Competence 1 (Competencia Específica 1): competence targeting comprehension of oral and written texts in English

CE2 Specific Competence 2 (Competencia Específica 2): competence targeting oral and written production in English

CE3 Specific Competence 3 (Competencia Específica 3): competence targeting interaction in English

CE4 Specific Competence 4 (Competencia Específica 4): competence targeting mediation skills in English

CE5 Specific Competence 5 (Competencia Específica 5): competence targeting use of English

CE6 Specific Competence 6 (Competencia Específica 6): competence targeting cultural expressions and multicultural awareness in the English language

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1. GENERAL INTRODUCTION

In a globalized world in which people, languages, and cultures are intertwined, learning foreign languages has become necessary for students to understand their world and play an active role in it. According to the Anexo III in the *DECRETO 39/2022* (BOCYL 190, of the autonomous community of Castilla y León), today's world is immersed in a globalized society in which the use of foreign languages facilitates communication among people from different countries and broadens their visions of the world. In particular, English has become the world's *lingua franca*, a term that refers to the “speech of non-native speakers when using this language for communication in international contexts” (Berns, 2009, p. 192). Specifically “roughly only one out of every four users of English in the world is a native speaker of the language” (Seidlhofer, 2015, p. 339), a figure that is constantly growing. Such amount of people who speak English proves that it has become an essential tool to communicate with native speakers of English but also with non-native speakers who use this language as a common means for communication. In fact “the vast majority of verbal exchanges in English do not involve any native speakers of the language at all” (Seidlhofer, 2015, p. 339) and, instead, English is used as a common code for people with different linguistic backgrounds. For this reason, learning English as a Foreign Language (EFL) is compulsory from elementary school to higher education in the education curricula of many countries, including Spain.

However, despite the acknowledged importance of the English language in our globalized society, many students still struggle to comprehend the basic contents of the subject, and, more importantly, to enjoy the process of learning this foreign language. English is probably one of the subjects that most students struggle with in the Spanish educational system. A recent article published by the Spanish newspaper *La Vanguardia* states that “the average level of English of Spaniards has stagnated in the last eight years” (La Vanguardia, 2014)¹, with Spain becoming one of the countries with the lowest level of

¹ The author's translation from Spanish

English in the European Union. Such scant level of the English language among Spanish citizens can be explained through their “habit of watching dubbed films and TV (...) the history of empire, a traditionally isolationist culture [and] the perceived lack of need to learn foreign languages” (Llurda & Mocanu, 2024, p. 316), contrary to other European countries in which learning at least two foreign languages is presupposed. When coupled with the lack of active methodologies used at schools to motivate students to learn English, the results are that learning EFL in our country is still a place of struggle. The English language has traditionally been taught focusing extensively on the teaching of grammatical and lexical structures instead than on the communicative opportunities that the study of a foreign language offers. More recently, communicative methodologies have been introduced in EFL classrooms, showing students how to get familiar with a foreign language through communication, and decreasing their fear of speaking the target language. However, this can only be achieved through a student-centered classroom atmosphere that focuses on the students’ needs, interests, and knowledge.

This teaching syllabus introduces the design of a highly-communicative learning programme that aims to improve the English skills of 2nd ESO students in the autonomous community of Castilla and León. Second-year students are usually seen as a challenge since in these groups the teacher has to pay attention to the difficult task of teaching a group of learners with different language levels. Teaching this year is also usually highly-demanding, as students tend to depart from a low level and are not used to studying autonomously. This requires a significant amount of effort on behalf of the teacher in order to create an adequate rapport with students and motivate them to become agents of their own learning.

In order to motivate students to learn foreign languages and overcome their fear of speaking English, active and communicative methodologies will be implemented in this syllabus and contents will revolve around issues that matter to the students and that are important for them to understand their reality. In addition, assessment will become a tool that encourages students to put into practice EFL in a non-threatening environment in which

mistakes are not penalized but are used as a means of improvement. Thus, the 9 learning situations forming this teaching syllabus, focused on topics that are of students' interest, have as a main objective to motivate them to participate in the classroom while they collaborately learn about important social and cultural issues of the world they live in.

All the curricular elements of this teaching syllabus are defined according to the Common European Framework of Reference for Language (CEFRL), the Spanish educational legislation *Ley Orgánica por la que se Modifica la Ley Orgánica de Educación* (LOMLOE) as presented in the Real Decreto 2017/2022 in the Boletín Oficial de España (BOE) A-2020-17264, and the regional specifications of the educational legislation as presented in the DECRETO 39/2022 in the Boletín Oficial de Castilla y León (BOCYL 190). In addition, this syllabus contributes to the development of the Sustainable Development Goals of the United Nations, encouraging students to respond to the challenges of the 21st century.

PART A: METHODOLOGICAL PRINCIPLES

Teaching methodologies enable teachers to structure and organize their teaching practice. In order to implement any teaching syllabus, it is necessary to decide on a particular approach to English as a Foreign Language teaching and learning, and a didactic methodology to follow in the classroom. Harmer (2001) signals four different levels of organization concerning teaching methodology: 1) approaches, 2) methodologies, 3) techniques, and 4) strategies. An “‘approach’ is a specification of the assumptions and beliefs about the nature of language and language learning while a ‘method’ is concerned with the selection and grading of teaching materials” (Bahumaid, 2012, p. 446). Therefore, we can state that every

didactic methodology needs to be supported by a wider approach that will set the pedagogical beliefs which will guide the teaching and learning process.

Over recent years, educators have substituted passive methodologies focused on teacher-centered instruction with more communicative lessons in which students work actively to improve their language skills holistically. As explained by Harmer (2007), EFL learners should have the opportunity to receive exposure to the target language in order to properly engage in communicative situations in which the English language is needed. However, the author discusses that mere exposure to the language is not enough and that teachers should attempt to create a language environment in which learners are able to put into practice their language skills fluently and naturally. In our country, the educational legislation (Real Decreto 217/2022, BOE A-2020-17264) and the regional specifications found in the BOCYL 190 (DECRETO 39/2022), as well as the European Framework of Reference for Languages: Learning, Teaching, and Assessment (Council of Europe, 2020) aim to promote practical and action-oriented methodologies that prepare students to undergo practical everyday tasks which will empower them to use their language skills in realistic and functional ways. In the present teaching syllabus, the combination of the Communicative Language Teaching approach, Task-Based Learning teaching methodology, and the focus on learning through multimodal picturebooks aims to bring students closer to real communicative situations that will improve their fluency and enhance their motivation for foreign language learning.

2.1. Communicative Language Teaching (CLT)

As previously mentioned, EFL teaching has undergone an ineluctable shift from traditional learning methodologies based on memorization, drilling, and emphasis on grammatical structures to more communicative approaches that aim to promote a more authentic language use and exposure to the foreign language by emphasizing real-life communicative situations. The current educational and linguistic curricula intend to be student-centered and help

students engage in real-life situations by using their knowledge of the subject. Communicative Language Teaching offers an approach to language teaching and learning that coincides with the needs of EFL learners and with the later demands of the educational curriculum.

Communicative Language Teaching is an approach to foreign language teaching that emerged in the 1970s and targets communicative proficiency instead of accurate usage of grammatical structures. Richards et al. (1992) define CLT as “an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence” (p. 65). As clarified by Richards and Rogers (1986), CLT is best considered an approach rather than a method since “although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit” (p. 83). This approach aims to create “learning conditions that offer students opportunities to use the foreign language in a wide variety of realistic, communicative situations” (Hendrickson, 1991, p. 197). Focusing on communicative approaches to foreign language learning can enable students to acquire the target language more easily and widen their exposure to practical, real-life-oriented language use. Thus, CLT puts the spotlight on how speakers of a foreign language communicate with each other, offering a theoretical framework that understands language learning as a practical tool to engage in daily life communicative encounters.

Drawing on the above, we can state that CLT focuses on achieving communicative competence. The concept of communicative competence was first entrenched by Hymes (1971) and it contributed to redefining foreign language teaching goals after many decades of poor communicative performance among EFL learners. Hymes (1972) conceptualized communicative competence as “knowledge that is commonly not conscious or available for spontaneous report, but necessarily implicit in what the (ideal) speaker-listener can say” (p. 54), emphasizing both reception and production. Communicative competence capacitates

foreign language learners to use the target language in practical ways to produce and understand written and spoken texts and to maintain communication, even if they do not feel fluent enough in the language in which they are trying to convey their message. In addition, language competence includes “grammatical, textual and sociolinguistic competence; strategic competence, which includes pragmatic competence (...) and psychophysiological mechanisms, which enable productive and receptive use” (Littlewood, 2011, p. 546), which render communicative competencies more complex and allow foreign language students to gain a more holistic view of language and communication. Communicative competence constitutes one of the main objectives of foreign language acquisition in our educational system and it is endorsed by the CEFRL on the premise that one of the main goals of foreign language learning and teaching is to use language “as a vehicle for communication rather than as a subject to study” (Council of Europe, 2020, p. 29). In addition, the Spanish and regional educational curricula establish that “the present currently diverse societies require intercultural dialogue” (Real Decreto 217/2022, BOE A-2020-17264, p. 164)², hence the study of a foreign language should constitute “an instrument of dialogue and understanding in today’s society” (DECRETO 39/2022, BOCYL 190, p. 49407)³, which again highlights and reiterates the importance of fostering communicative competence among EFL students.

As gathered in previous lines, traditionally, English as a foreign language has been taught following systematic approaches to language learning that focused on the memorization of grammatical and lexical structures, going in the opposite direction to many linguists’ and language educators’ claim that “meaning must be at the center of all communicative exchange” (Hendrickson, 1991, p. 197). In other words, intelligibility (the ability to convey meaning) is at the core of meaningful communication and for this aim students need to be able to exchange information in a comprehensible way, which is achieved by focusing more extensively on fluency rather than on accuracy. In order to

² The author’s translation from Spanish

³ The author’s translation from Spanish

provide a more realistic approach to language learning and develop language fluency, EFL teachers should promote the interaction between the learner and the users of the language, collaborative creation of meaning, actual negotiation of meaning among learners, learners raising attention to the language input, and experimenting with different ways of saying things (Richards, 2006). As stated by Jacobs and Farrell (2003), “students need to learn to include fluency, social appropriacy and thinking, and not just accuracy” (p. 19) and this can be achieved through CLT. This approach focuses on encouraging students to speak regardless of their errors and paying attention to their overall production and skills. Following a communicative approach to language teaching, students understand that “errors are seen as a natural outcome of the development of the communication skills and are therefore tolerated” (Thamarana, 2015, p. 95), which reduces stress and increases motivation in EFL learning.

Following the premises of the CLT approach, this teaching syllabus for EFL teaching and learning focuses on the acquisition of communicative competencies in order to promote fluency and meaningful communication among EFL students. The present teaching syllabus aims to provide learners with the opportunity to employ the foreign language in real (or verosimile) communicative encounters. Thus, this teaching syllabus is guided by a communicative approach to language learning and teaching which is materialized through the performance of practical tasks that will improve learners’ performance and enhance their motivation in the EFL classroom.

2.1.1. Task-Based Learning (TBL)

As stated in the previous section, the main goal of this teaching syllabus is to enable students to acquire communicative competencies in EFL that respond to real-life demands and scaffold their involvement in real communicative situations. In order to narrow the broad approach to communicative language learning provided by CLT, the Task-Based Learning teaching methodology will be implemented to pursue the achievement of these objectives.

Task-Based Learning is a learning and teaching methodology based on the completion of tasks performed to obtain specific knowledge and improve language acquisition. Prabhu (1987), who is recognized for the implementation of this teaching methodology, detected that students were more likely to learn when they needed to perform a real task. Following these tenets, TBL originated as a foreign language learning methodology that allowed students to acquire content knowledge while improving their communicative skills by focusing on the performance of a specific task. This methodology has extended through the last thirty years to foster communication, practicality, motivation for learning, and student-centeredness in foreign language learning. TBL is based on constructivist foreign language learning theories, which support the principle that students are not able to acquire content knowledge until they have personally been exposed to the matters that they must learn. These learning theories support that foreign language learners should be active performers (i.e. agents) in their learning process in order to adequately internalize the target language. Furthermore, it is claimed that “learners master the target language more powerfully when being exposed to meaningful task-based activities in a natural way” (Hismanoglu & Hismanoglu, 2011, p. 46), which immerses them in real language practice.

Relying on the above, TBL unfolds as the foreign language teaching methodology that best meets the demands of the current regional, national, and European language learning curricula. As established by the Spanish legislation “learning will be developed through contextualized learning situations, either real or simulated, [which will implement] techniques and procedures that contextualize to the reality of the students” (DECRETO 39/2022, p. 49249)⁴. The Task-Based approach to language learning has proved to increase the practicality and functional nature of EFL learning and teaching methods, which complies with the legislation stated by the Spanish curriculum. In addition, the “adoption of ‘tasks’ as the ‘units’ of syllabus design rather than linguistic units” (Robinson, 2011, p. 5) is also a

⁴ The author’s translation from Spanish

characteristic proper of the highly pragmatic and meaning-centered approach provided by TBL, which also meets the requirements of the current national and regional educational legislation. In the same way, the directions put forward by the European Council regarding the teaching of European languages and cultures consider that “language learning should be directed towards enabling learners to act in real-life situations, expressing themselves and accomplishing tasks of different natures” (Council of Europe, 2020, p. 29), which speaks directly to the philosophy behind TBL. For this reason, TBL conforms to the European and Spanish educational proposals since “all tasks are designed to instigate the same kind of interactional processes that arise in naturally occurring language use” (Ellis, 2009, p. 227), which provides an appropriate scenario for students to use EFL in order to perform real-life tasks in their future.

The approach to language learning offered by TBL aims to improve learners’ real language use through the performance of communicative contextualized tasks. Since the concept of task is paramount in this methodology (and included even in its name), it is necessary to clarify it. The Longman Dictionary of Contemporary English defines a task as “a piece of work that must be done, especially one that is difficult or unpleasant or that must be done regularly”. Prabhu (1987) originally described a task as “an activity which requires learners to arrive at an outcome from given information through some process of thought and which allowed teachers to control and regulate that process” (p. 24). Later, Willis (1996) defined a “task” as a “goal-oriented activity in which learners use language to achieve a real outcome” (p. 53), which means that students have to use their existing resources in the target language to solve a problem presented by the teacher in the classroom. More recently, tasks have been defined as “classroom activities in which learners use language ‘pragmatically’, that is, ‘to do things’, with the overriding aim of learning a language” (Bygate, 2016, p. 381). Taken together, these definitions portray tasks as practical activities, oriented towards the achievement of a specific, feasible goal, that entail some level of difficulty or responsibility but are performed with the guidance of the language instructor. In the EFL

classroom, tasks are considered significant educational tools since they “provid[e] learners with the means to develop communicative competence by experiencing language as it is used outside the class” (Slimani-Rolls, 2005, p. 196). Following the tenets of CLT, these tasks are designed so that students can acquire the target language interactively while being exposed to real-life communicative situations that will enhance both their oral and written reception and production of the language.

Despite the connection of educational tasks with real-life contexts, some scholars (e.g. Ellis, 2003 and 2009; Bygate, 2016) have distinguished between ‘real-world tasks’ and ‘pedagogical tasks’. As clarified by Bygate (2016), “real-world tasks’ aim to provide ‘situation authenticity’, which refers to the fact that tasks are real examples of the chores that students will be expected to perform in real communicative contexts outside of the EFL classroom while ‘pedagogical tasks’ contribute to creating ‘interactional authenticity’ which refers to the development of tasks designed to be developed in the specific context of the classroom. Although the distinction between these two concepts is drawn by a fine line, language instructors should seek to implement a triangulation of both kinds of tasks in order for EFL learners to gain the closest-to-reality approach to language learning.

In addition to the characteristics proper of a Task-Based teaching methodology, TBL is known for its innovative organization of the EFL lesson. Following a TBL-based methodology, language instructors are expected to divide their sessions into three phases: 1) pre-task, 2) task, and 3) post-task. Such division structures the contents of the lesson in a way that facilitates the accomplishment of the task in the most pedagogical sense:

1. The **pre-task** phase frames the activity and serves as an introduction to the topic and task. In this stage, the teacher presents the topic to the class and explains the instructions for the main task, which will be developed in the following stage. In order to achieve this, the teacher can employ strategies such as brainstorming, role-playing, experience sharing, or introducing any kind of resources that will help students prepare for the main goal of the task.

2. The **main task** phase comprises the actual development of the task. At this stage, students work towards the completion of the main task by employing their own existing resources in the foreign language and using their interlanguage (the language used by second language learners when their L1 interferes in order to express something in their L2), experimenting with the language content they know in order to produce new language. This phase is again subdivided into three cycles: the task, in which students work towards the completion of the goal-oriented task; the planning, in which students prepare to report their performance to the rest of the group; and the report, in which students share their achievements with the rest of the class, exchanging their viewpoints and comparing the results. At this stage, while students work, in pairs or groups, toward the completion of the task, the teacher monitors their performance, paying attention to any difficulties that may arise either in the completion of the task or in language usage.
3. The **post-task** phase conveys a follow-up stage in which students reinforce their learning. This can be achieved through reviews of the session and an expansion of contents. This stage has a broader language focus since it is in the post-task when the instructor provides feedback on the performance of the task, taking into account contents, delivery, and performance, in order for students to consolidate form, meaning, and contents of the lesson. This final stage provides opportunities for a more in-depth focus on form that enables students “to explore language, to develop an awareness of aspects of syntax, collocations, and lexis, to help them systematize what they have observed about a certain feature of language, to clarify and to notice new things” (Willis, 1996, p. 6).

One of the main reasons why TBL is implemented in EFL classrooms is because of the many benefits that it offers, such as the connection of tasks with EFL learners’ real-life language needs. It is through communication-based tasks that students can employ their communicative competence and extend their existing knowledge of the target language. TBL promotes an analytic learning syllabus design in which there is a focus on meaning, this is “grammar is viewed as developing naturally when the learner is ready for a given structure, so no structures should be discussed” (Oxford, 2006, p. 98).

In connection to the above, this teaching syllabus is designed so that students are able to perform tasks freely, without constantly being corrected for their grammatical or syntactical errors, and being able to develop their fluency. In addition, TBL-based teaching syllabi are crafted with the aim to enable students to accomplish tasks that are related to their interests, their needs, and to real communicative situations of their world. For this reason, TBL disapproves of synthetic syllabi based on traditional language teaching methods that rely on memorization and repetition of grammatical structures and accuracy rules.

In addition to the chances that TBL provides for a focus on meaning, how it contributes to a focus on form is another important premise. As explained by Oxford (2006), “focus on form occurs when attention is mostly on meaning but is shifted to form occasionally when a communication breakdown occurs” (p. 98). Such focus on form eventuates due to the characteristic arrangement of the TBL lesson in different tasks, which contributes to “reduce cognitive overload, and maximize the chances of a focus on form” (Murphy, 2003, p. 355). Furthermore, “sequencing tasks from less cognitively demanding to more demanding optimizes opportunities for attentional allocation to language forms” (Robinson, 2011, p. 13), thus promoting a more balanced language learning process.

The development of intrinsic motivation through teamwork is another beneficial tenet of TBL. Group work (i.e. collaborative work) is put forward by the Spanish and regional education curricula, which highlight that foreign language lessons should promote “cooperation strategies” (Real Decreto 217/2022, BOE A-2020-17264, p. 133)⁵, and also fosters students’ feeling of accomplishment. One of the main specific competencies in the Spanish curriculum highlights the necessity of developing collaborative tasks that empower students to “interact with other people with increasing autonomy, using cooperation strategies (...), to respond to specific communicative purposes” (Real Decreto 217/2022, BOE A-2020-17264, p. 133)⁶. When working in groups, students form part of a team, which

⁵ The author’s translation from Spanish

⁶ The author’s translation from Spanish

enhances their commitment to the task. Moreover, TBL offers an approach to EFL learning based on the fulfillment of all kinds of tasks. Through this methodology, learners are engaged in a wide range of activities that vary in their theme, procedure, or the needed skills, exposing students to a broad variety of choices to boost their fluency. As exposed by Ruso (1999), “students’ participation in the lesson increas[es] as a result of the increase in the number and variety of tasks used in class” (p. 12), thus demonstrating to what extent the performance of a wide variety of activities can enhance students’ learning and motivation. The collaboration provided through teamwork, coupled with the enjoyment of performing an extensive variety of tasks has proved to foster students’ involvement in the classroom as well as their intrinsic motivation for learning.

TBL also provides teachers with essential feedback on the performance of their students, real information to check the level of students’ comprehension of the lesson and their ability to communicate. As previously mentioned, tasks are designed to foster learners’ communicative competencies while gaining knowledge of a specific topic. However, contrary to other didactic methodologies such as PPP (Presentation, Practice, and Production), tasks performed through TBL are “deliberately used as a way of leading students into discovering something they are not quite able to perform” (Bygate, 2016, p. 389), challenging them to use their knowledge of the language to succeed in completing the task. In methodologies such as PPP, the language instructor gives students the key to the grammar or lexical unit they need to use to perform a classroom activity, while in TBL students are required to use their previous knowledge and interlanguage to accomplish the task. This way, the teacher realizes which matters entail a higher difficulty for students. In the previously mentioned action research conducted by Ruso (1999), the teacher “had the chance to identify what [she] found ineffective so as not to repeat them, and think of better alternative ways” (p. 12). This can only be achieved through a didactic methodology that does not solve the problem from the beginning of the lesson, but instead motivates students to obtain the solutions to the task by themselves.

All in all, “tasks can serve as a means of incorporating enjoyable, beneficial, and communicative activities in the L2 classroom [and it] can serve as a caveat to teachers to carefully develop and test their tasks, and to consider all of the possible schematic and cognitive limitations faced by their learners” (Calvert & Sheen, 2015, p. 241). In a nutshell, these characteristics have rendered TBL more appropriate for learning a foreign language in contrast to other EFL methodologies and the numerous benefits of TBL have increased its applicability in all kinds of learning contexts. On the same token, both applied linguists and language teachers agree on the “need of a metaphor for the classroom through which teachers and learners can be viewed as thinking social actors and not reduced to generators of input-output” (Breen, 1985, p. 14), and this can only be achieved through active and practical methodologies such as TBL.

2.1.2. Multimodality: Affordances of picturebooks in the EFL classroom

With the advent of globalization, learning English has become a necessary tool for students to successfully engage with the world they live in. Given the importance of linguistic exchanges nowadays, learning a foreign language is paramount in many countries' educational curricula. However, despite the undeniable importance of learning English and its overarching presence throughout the curricula, many students in our country face difficulties in the comprehension and production of the language. Data derived from national and international evaluations of educational systems (e.g. Pisa, 2022) prove that many Spanish students still struggle to understand the basic contents of the subject and are short of motivation for language learning, especially regarding reading comprehension.

According to the Organisation for Economic Co-operation and Development (OECD), the performance of Spanish students in reading skills is allocated an average of “474 points in reading compared to an average of 476 points in OECD countries” (2022). One of the main reasons that explains the difficulties behind reading tasks is the lack of motivation when reading texts selected by the teacher, which are barely of the students' interest (Nurmalasari et al., 2021). For this reason, in order to enhance reading

comprehension skills and foster students' interest in the learning process, EFL educators should reflect upon the growing body of literature for children and young adults and make informed choices that contribute to helping language learners understand the world they live in. EFL learning, and more specifically, reading comprehension tasks, should introduce students to subject matters that are of students' interest or concern.

Many researchers in education and applied linguistics have agreed that information is retrieved and remembered better when it is delivered in multiple ways or directed to different sensory modalities, for instance combining written texts and visual images: "multimedia environments have the potential of promoting meaningful learning by varying both the number of representations provided to students and the degree of student interactivity" (Moreno & Valdez, 2005, p. 35). The combination of different codes in which learning materials are delivered to students assists them to better understand the content and improves their focus on the task, guiding learners into what is being explained by providing materials on which they can rely.

In particular, picturebooks are multimodal materials that offer many advantages to introduce students to reading comprehension activities, as they improve their comprehension skills, and enhance their motivation and focus on the task (Sanna, 2016; Dolan, 2014). Bader (1976) defines picturebooks as "an art form [that] hinges on the interdependence of pictures and words, on the simultaneous display of two facing pages, and on the drama of the turning page" (p. 1) since such stories motivate students to keep reading and discuss what has been read. This is due to the multimodal nature of picturebooks, which "favors the stimulation and motivation of bilingual teachings and also obtains a positive assessment by teachers at this level" (Guadamillas-Gómez, 2020, p. 31)⁷. In addition, the correct comprehension of the multimodal text can increase students' motivation to discuss it and engage in conversation, leading to the improvement of production skills. For this reason, picturebooks can have significant pedagogical impact on EFL students since the combination of an engaging story

⁷ The author's translation from Spanish

and visual input can “facilitate the development of language learning: linguistic abilities and communication skills” (Dolan, 2014, p. 93). This is especially relevant for second-year ESO students (the target group for which this syllabus is designed), who are still not comfortable speaking English and struggle to focus on the reading of a text. By including multimodal texts such as picturebooks, students are expected to have a higher chance of not getting lost in the words they read and better enjoy the reading process.

In addition to the pedagogical benefits that picturebooks supply language learners with, in the development of reading and speaking skills, it is necessary to highlight the enthusiasm that the theme of these picturebooks can raise among the students. Story-telling brings students closer to the realities of the world they live in, so many educators and researchers have noted that using picturebooks in the EFL classroom can have substantial benefits in the development of students’ critical thinking and social awareness. Nodelman (2017) adds to the definition of picturebook provided by Bader (1976) that picturebooks not only contribute to students’ entertainment but also reveal “how [they] interact with the culture from which they emerge and to which they speak” (p. 15). The combination of these two definitions captures the multifaceted essence of picturebooks, since they serve as a source of recreation and give an account of the society from which they come to light. As expressed by Aldridge (2018), “(e)ngagement occurs (...) at the moment when a shared concern or subject matter emerges” (p. 44). Furthermore, these narratives can enhance multicultural and multilingual awareness and develop other competencies gathered in the EFL educational curriculum. As stated by Dolan (2014), picturebooks can “enhance moral reasoning skills, emotional intelligence, and empathy by humanizing the teaching of English” (p. 93), since they introduce daily issues that are contemporary to students’ lives. This is essential since, as claimed by Tomsic and Zbaracki (2022), stories can be considered “a starting place for conversations, investigations, and reflections” (p. 14) and can therefore initiate influential dialogue on issues of main concern today. This is why picturebooks serve as a “resource [to] encourage conversation and critical thinking” (Sanna, 2016, p. 1) so they

can open the class to conversation on daily issues that might be of the students' interest and that will enhance other cross-sectional competencies such as multicultural awareness, care for the environment, or entrepreneurship spirit.

Introducing picturebooks in the EFL classroom can entail cognitive and social benefits for students since these narratives not only contribute to the improvement of students' reading comprehension and communicative skills, but they also enable them to understand the reality surrounding them, helping them to develop other main competencies of the educational curriculum such as multilingual and multicultural awareness. For this reason, multimodal materials such as picturebooks are valuable resources that will be implemented in the present syllabus in order to enhance students' reading comprehension and critical thinking and motivate cooperation and team-work, thus contributing to more positive attitudes towards EFL learning.

2.2. Class dynamics: the role of the learner and the teacher

The introduction of communicative approaches and active methodologies in the EFL classroom has had an enormous impact on class dynamics. Foreign language teachers have started to understand that the applicability of a foreign language surpasses the academic sphere, as it is essential for EFL learners to understand and participate in the outside world. As clarified by Thornbury and Meddings (2001), "language is not a subject - it is a medium" (p. 1) and, therefore, EFL learning should enable students not only to pass an exam but to confront and actively engage in real-world everyday experiences. The CEFRL understands language "as a vehicle for communication rather than as a subject to study" (Council of Europe, 2020, p. 29) and therefore insists on the incorporation of active methodologies in which dynamic activities that will foster students' participation and communicative practices in the classroom are paramount.

Considering again the definition of task provided by Prabhu (1987), a task is depicted as “an activity which requires learners to arrive at an outcome from given information through some process of thought and which allow[s] teachers to control and regulate that process” (p. 24). In accordance with this definition, learners should be responsible for their learning process while teachers supervise students’ work. Following this premise, classrooms have substituted the traditional teacher-centeredness for a student-centered approach to EFL. Previously, students were just passive members of the class who simply listened to teachers’ lecture and memorized the lexicon and grammatical structures. On the contrary, present-day class dynamics render students as main protagonists in the learning process, due to the introduction of active and engaging methodologies.

The Communicative Language Teaching approach and Task-Based Learning methodology have irrefutably changed the roles that students and teachers used to have in the past. As expressed by Bahumaid (2012), “the inclusion of communicative tasks and activities has enabled the learner to play a major role in class while the teacher acts only as a ‘monitor’ or a ‘facilitator’” (p. 447), turning students into main agents of the language learning process while counting with the support of their teachers. Such change in the dynamics of the classroom aimed to hone “learner reflection and motivation” (Council of Europe, 2020, p. 42). Many countries have introduced this requirement in their educational policies as is the case in the Spanish and regional educational legislations, with the later stating that “the activities and/or tasks carried out will promote individual, peer learning and reflection on teaching-learning processes, putting the student at the center of their own learning” (Decreto 39/2022, BOCYL 190, p. 49342)⁸.

As mentioned before, one of the main advantages that TBL offers is that students are able to engage in activities that awaken their curiosity and suit their communicative needs. Contrary to past approaches to EFL teaching, students now have the protagonist role within the dynamics of the classroom, which gives them the opportunity to adapt the lessons to their

⁸ The author’s translation from Spanish

progress and their needs. Language is a social phenomenon and therefore, language learners should be able to choose what they want to talk or write about, and how they want to learn it. As highlighted by Meddings and Thornbury (2001), “learning [a language] is a jointly constructed and socially motivated process” (p. 1) and as active users of the language, students are the most important aspect of the classroom so the contents and methods should “match the psychological and sociological realities of [that] particular group of learners” (Tomlinson, 2003, p. 1).

In this respect, communicative approaches to language learning offer a wide spectrum of communicative topics that can satisfy students’ interests and increase their motivation for language learning, thus leading to better results. As indicated by Jacobs and Farrell (2003) “to be autonomous, learners need to be able to have some choice as to the what and how of the curriculum“ (p. 8), and that can be achieved through communicative approaches based on the completion of tasks. Approaches to learning based on the completion of tasks have the potential to increase students’ engagement with the specific task that needs to be completed and with the subject overall. In addition, working in groups is beneficial to improve class dynamics and students' well-being: “by collaborating with their peers, learners move away from dependence on the teacher” (Jacobs & Farrell, 2003, p. 8), contributing to the shift of students from passive to active subjects of their own learning. By introducing collaborative activities and cooperation strategies in the classroom, students “feel responsible for their own learning and for the learning of those with whom they interact” (Jacobs & Farrell, 2003, p. 8), and are therefore more willing to succeed in the performance of a task in order to reach a common goal.

With the implementation of communicative methodologies and the consequent readjustment of class dynamics, the role of teachers in the classroom has also changed, from a more restrictive lecturer who serves as a model of correct speech to a guide through the learning process. Teachers are now seen as facilitators, responsible for monitoring students’ performance in the completion of tasks. This change in EFL classroom dynamics has

contributed to creating a positive and non-threatening environment that “encourage[s] students to express their ideas without fear of making the inevitable errors” (Hendrickson, 1991, p. 197) and to the development of their commitment to the lesson. The establishment of communicative approaches has shifted the importance that accuracy was given in the past to the growing importance of fluency. Thus, language instructors have understood that it is more important to encourage students to speak, even if they make mistakes, rather than condemning grammatical or lexical errors for the sake of accuracy.

This change is encouraged by the fact that EFL teachers have exhibited general satisfaction with these class dynamics, as now the colossal dimensions of distance between teacher and student have been reduced. In fact, many teachers have declared that “after implementing TBL the atmosphere of the classroom changed totally: [they] felt closer to the students and also wanted to take part in some tasks as [they] found this more enjoyable” (Ruso, 1999, p. 11). Bringing down the barrier between teachers and students has not only taken the edge off students’ fear of speaking and making mistakes but it has also brought teachers closer to their students, as tensions within classrooms are eased. The development of such adjacent relationships between students and teachers has motivated students to strengthen their trust in educators and has given teachers the chance to get to better know their students, which leads to the improvement of teaching strategies, as they are in closer proximity to students’ needs.

This section demonstrated how the social nature of language learning coupled with the need to develop communicative competencies among EFL students has changed classroom dynamics within the last few years. Through the implementation of communicative and Task-Based approaches to English learning, EFL lessons have shifted from teacher-centered practices in which instructors had control of all aspects occurring in the classroom to a student-centeredness that advocates for the free development of the English language through exercises that target language fluency instead of rigorous accuracy.

In recent years, language instructors have understood that the focus of English lessons should not seek impeccability in the use of the language, but support the development of activities that resemble real-life communicative situations and are, therefore, useful for EFL students' future. These approaches have proved to be beneficial in that they have improved students' success in the completion of tasks and fostered their motivation and willingness to learn, as their needs and interests are considered in their learning process. For this reason, this teaching syllabus has included the advantageous approaches to English learning provided by CLT and TBL in order to encourage the improvement of second language acquisition and enhancement of class dynamics in the EFL classroom through tasks that encourage collaborative work, reflection, and presentation of contents of students' interest. These activities aim to place students at the center of their learning and make them active participants of the EFL classroom.

2.4 Assessment

Educational assessment consists of the systematic processes and practices performed by instructors to gather information about their students' abilities, knowledge, and acquisition of the learning goals. As defined by Gan et al., (2019), classroom assessment is a “dynamic, cyclical process of seeking and interpreting evidence for use by students and their teachers to decide where the students are in their learning, and where they need to go and how best to get there” (p. 784). Assessment has a central role in the learning process, as it brings about essential information about students' learning process and the quality of teaching methods and materials. Performing assessment successfully provides instructors with significant information on “student's knowledge, understanding, abilities, or skills” (Atta-Alla, 2013, p. 2), enabling teachers to make informed decisions about the methodologies and contents that should be implemented in the classroom and evaluate students' effort and motivation in the achievement of the learning goals.

Classroom assessment is an integral part of the learning and teaching process for students and teachers as it impacts students' learning processes by "shaping study behaviors and academic self-efficacy, enabling self-adjustment and organizing and securing the storage of knowledge and skills" (Gan et al., 2019, p. 787). However, despite the many advantages that assessment offers to both teachers and students, there are usually negative connotations associated with this part of the teaching and learning process. Traditional assessment has led students to understand the evaluation process as a procedure based solely on the performance of a written examination, which has hindered student learning and created an inevitable feeling of failure among many. Such an approach to assessment has proved to be ineffective, as these assessment instruments do not reflect the real knowledge possessed by the students are not adapted to the specific characteristics of each group of students, do not take into consideration the multiple intelligences present in the classroom (Gardner 1993), and have created an obstacle for teachers and students in their pursuit of learning objectives and the enhancement of students' motivation, since they make "students [have] a passive role and [are] not expected to revise their written assignments in order to improve content and/or organization" (González-Rodríguez & Álvarez-Mosquera, 2020, p. 123). Literature signals that "the format of the traditional tests makes students dependent on their teachers for the entire activity" (Atta-Alla, 2013, p. 2) and they go against student-centered approaches to foreign language learning in which students are not active participants of their own learning. For this reason, it can be stated that "traditional pencil and paper tests are not aligned with methods which tend to place more emphasis on speaking, listening, and the communication of meaning" (Careless, 2022, p. 390), which proves that these traditional assessment methods do not respond to communicative approaches to language learning, and confirming the recent findings on the ineffectiveness of traditional assessment techniques.

Against the constant fulfillment of theoretical tests that do not show students' real linguistic proficiency, educators have resorted to the introduction of alternative ways of assessment to provide authentic evaluation techniques that suit students' needs. It is

necessary to consider that “classroom assessment should be authentic and should be an integral part of the daily instruction” (Atta-Alla, 2013, p. 2) and therefore, teaching programmes should effectively reflect the intended learning outcomes. Students should not perceive assessment as the ultimate learning goal but as an ongoing process aimed at improving their learning and identifying the underlying factors causing their failures. As expressed by Spiller (2012), contemporary assessment should contemplate “the active engagement of students in their own learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning” (p. 2), as students should be given the protagonist role in the learning process, which ought to prepare them to become active users of the language in the future.

In order to conduct alternative assessments and minimize the negative connotations that have accompanied assessment techniques throughout decades, teachers must make the objectives of the lesson and the assessment criteria clear from the beginning. Before implementing an assessment method, teachers should consider what they are assessing, how they are going to assess, and why they will do so, and transmit this information to their students so that they know what is expected from them. Assessment should be “introduced with a clear rationale and teachers [should create] an opportunity to discuss it with students” (Spiller, 2012, p. 9), since by making students part of their assessment, they will feel more secure, increasing their chances of achieving the learning goals successfully. In addition, students should be provided with examples of the task so that they can have a model of what they have to do and know what is expected from them. It is also essential that teachers create a non-threatening environment in which students do not feel pressured to achieve specific goals, especially when assessing oral skills. Scrivener (2011) states that any correction introduced by the teacher and provided during a communicative activity should always attempt to be brief and unobtrusive so that students do not lose their motivation for the task and do not fear engaging in communication.

Considering the characteristics of alternative assessment and the requirements established by the Spanish educational legislation in the Real Decreto 217/2022, BOE A-2020-17264 and regional education in the DECRETO 39/2022, BOCYL 190 the assessment will be continuous, formative and global, and adapted to the students' individual differences (Real Decreto 217/2022, BOE A-2020-17264, p. 132). Formative assessment consists of using assessment “to provide feedback and correctives at each stage in the teaching-learning process” (Bennet, 2011, p. 6), since it refers to an ongoing process in which students are continuously provided with feedback on their performance so that they are able to progress every day. As noted by Popham (2008), “formative assessment is not a test but a process” (p. 6), as it enables students to focus on their work rather than on specific achievements, increasing their incentives for learning the language. Formative assessment conveys an assessment for learning, which sees learning as a journey, as opposed to assessment of learning that is based on an end-of-term exam. This is beneficial in that it provides learners with constant feedback that helps them throughout the learning process, increasing their motivation and self-confidence in their communicative skills. Furthermore, formative assessment is essential in student-centered assessment, as it focuses on students' completion of the academic year objectives and the acquisition of the competencies established in the “departure profile” (Real Decreto 217/2022, BOE A-2020-17264)⁹.

Competencies involve a real and practical application of the knowledge, abilities, and attitudes that must be developed by the students throughout the school year. Therefore, the best way to evaluate if students have succeeded in acquiring the competencies established in the educational curriculum is to assess them by reproducing communicative situations that are as closely related as possible to the real-life in which students will be involved in the future. In addition, the process of continuous evaluation will take into consideration those students who are experiencing particular difficulties or have special needs. When the progress of a student is not adequate, reinforcement measures will be established at any time

⁹ The author's translation from Spanish

during the school year, as soon as difficulties are detected, placing particular emphasis on the situation of students with special educational needs or late arrival to the educational institution.

Drawing on the above, this teaching syllabus introduces alternative assessment techniques and instruments that aim to guarantee students' involvement in the learning process and a fairer assessment of their progress throughout the school year. The types of assessment will be varied including 1) teacher assessment, in which the teacher will evaluate the work performed by the student and verify that the student has learned the specific objectives of the lesson; 2) peer assessment due to the strong teamwork component of the different learning situations, in which students will have to listen to their classmates' performance to give them adequate feedback and learn from each other, and 3) self-assessment, in which every student will evaluate their own performance and reflect on the things they have learned and the contents that are still unclear. In addition, students will be evaluated by using varied assessment techniques and instruments so that assignments target multiple ways of learning and serve as a better report of their improvement in the subject. By using multiple ways of assessment, students' evaluation will be fairer, as they will have the chance to exercise their different intelligences, instead of rewarding those students who stand out at a specific skill.

As the assessment is mainly formative, the teacher will monitor students' progress daily, taking into consideration the learners' performance throughout the academic year, both individually and collaboratively. In addition, the teacher will evaluate students' progress in the subject through summative assessment by comparing what they knew at the beginning of the school year to what they have achieved by the end of it. This will also serve as feedback for the teacher to verify if the teaching techniques and strategies implemented in the classroom have had a positive impact on students' learning. Taking this into account, the final products of the nine learning situations forming this teaching syllabus will be graded

equally throughout the year, weighting 10% of the final mark, and the remaining 10% shall correspond to the in-class observation performed by the teacher while the students perform the other non-evaluable tasks. Throughout the syllabus, all descriptive operators will be assessed, ensuring that students have acquired the entirely required competencies by the end of the school year.

The assessment products will be 1) written, in the form of essays, summaries, and class activities; or 2) oral such as in debates, or presentations. In addition, students' attitude towards the learning process and the ability to work collaboratively will also be assessed, rewarding teamwork and interest for the learning process. To do so, the teacher will only resort to those instruments that are proper for alternative assessment instead of traditional examination based on the ability to take tests. These assessment instruments include 1) rubrics, 2) checklists, 3) reflective journals, 4) portfolios, and 5) cooperative learning activities that will enhance students' active role in the classroom and in the assessment process and will motivate them to keep learning, as they will constantly be able to perceive their improvement.

In addition, by the end of each learning situation, teachers will assess their own performance and the quality of their lessons since “the assessment of the teaching practice itself is essential in order to make progress in the teaching-learning process” (DECRETO 39/2022, BOCYL 190, p. 49411)¹⁰. For this reason, students will constantly be asked for feedback that will help teachers improve their teaching and the learning syllabus in following years. This will ensure a quality teaching-learning process and an appropriate adaptation of teaching materials to student's needs.

2.5. Contents

¹⁰ The author's translation from Spanish

Contents are an essential part of any teaching syllabus in order to convey the purpose of teaching and the educational intentions that are set through the educational process. The pedagogical implication of didactic content is substantial, as it decides what students are going to learn and how they are going to meet the goals of the subject. Teachers should introduce contents that respond to the requirements established by their countries' current legislation, the real imperatives of the contemporary world students live in, and more importantly, to students' interests and curiosities. As signaled by several research studies, "the motivation of the students changes according to the lesson content" (Tsukamoto et al., 2012, p. 99), which alerts teachers of the necessity to design and implement appealing but challenging learning syllabi to attract students' attention and enhance their enthusiasm for the subject.

This teaching syllabus is crafted for a classroom of 2º ESO and in accordance to the Spanish educational legislation LOMLOE (Real Decreto 217/2022, BOE A-2020-17264) and the specifications of this law in the autonomous community of Castilla y León, Spain. Coinciding with the legislation marked by the Boletín Oficial de Castilla y León (DECRETO 39/2022, BOCYL 190), the contents present in the Foreign Language subject will consider three main matters (p. 49410):

1. Communication: covers the necessary contents to develop communicative activities, providing strategies for the understanding, production, reception, and mediation of oral and written interaction.
2. Plurilingualism: encompasses content related to students' ability to compare the target foreign language to the languages they already know, their mother tongue in order to contribute to the acquisition of the target language and the development of their linguistic competencies.
3. Interculturality: combines the contents related to the cultural aspects provided by the existence of foreign languages. This matter contributes to the enrichment of the self

and the development of attitudes of interests and respect towards other countries' languages, linguistic features, and cultural traits.¹¹

Throughout the school year, students will perform tasks related to the three main contents specified in the Decreto 39/2022. These tasks will be developed in different learning situations, which as opposed to the former teaching units, aim for students to answer to or solve real-life problems that they might encounter in their present or future. Contrary to former teaching units, learning situations are goal-oriented, and contextualized, and aim to resemble real-life communicative situations in order to better prepare students for their personal, professional, and social lives. This educational model is based on the premise that students learn best when presented with a problem or task to solve instead of focusing on uncontextualized linguistic units that they must learn. According to Bloom's Taxonomy for Teaching, Learning, and Assessment (2001), there is a set of cognitive, affective, and strategic domains that students should master when learning a foreign language, which includes remembering, understanding, applying, analyzing, evaluating, and creating skills (Amstrong, 2010). Foreign language teaching has traditionally focused on the first categories of this list. However, in order for students to gain substantial knowledge of a second language, they should master all six cognitive domains of Bloom's taxonomy (2001). Taking these objectives into account, students can understand the purpose of language learning and the goal that they aim to achieve and teachers can organize their lesson plans accordingly to design tasks that prompt students to reach the above-mentioned objectives.

All the contents presented in the learning situations that give shape to this teaching syllabus will follow the curricular elements put forward by the Common European Framework of Reference for Languages (Council of Europe, 2022). According to the latter, the contents of the lesson should be "relevant to the needs of the group of learners concerned" and should increase "learner reflection and motivation" (Council of Europe, 2020, p. 42). It is of paramount importance that students see a connection between the

¹¹ The author's translation from Spanish

contents they are learning and the interests they have so as to awaken their curiosity and involvement in the learning process. In this way, students will identify with the contents of the lesson and will therefore be more willing to make use of them.

This teaching syllabus compels with the CEFRL A2 level - “basic users” (Council of Europe, 2020, p. 36) of the English language who “can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly” (Council of Europe, 2020 p. 38). Furthermore, all the tasks and contents developed in this teaching syllabus aim to foster the five skills established by the CEFRL: reading, listening, writing, speaking, and mediation. However, they will not be trained as in traditional teaching models but enjoyably and practically, according to students’ motivations and needs. This teaching syllabus includes contemporary readings, films, music, and games that are expected to incentivize students’ engagement in the lesson.

In addition, the contents gathered in this teaching syllabus will contribute to the Sustainable Development Goals (SDGs) established by the United Nations, enabling students to face and understand the challenges of the 21st century and contributing to their involvement in important social matters such as problem-solving, active and democratic participation, and establishment of attitudes of social responsibility and respect. As defined by the United Nations (UN), the 2030 Agenda for Sustainable Development conveys an urgent call for action for all developed and developing countries to implement global strategies that will end poverty, reduce inequality, grant worldwide education, protect the planet, among many other objectives for social well-being. To do so, the UN member states have designed a global action plan consisting of 17 Sustainable Development Goals that will be implemented to reach the above-mentioned goals. Researchers and educators agree that “the adoption of Agenda 2030 for Sustainable Development marked an important change in priorities in the area of education” (Avelar et al., 2019, p. 1) and teachers should attempt to introduce the objectives and emphasize their importance in all educational levels and areas

of knowledge. For this reason, this teaching syllabus will take onboard one of the Sustainable Development Goals in each learning situation.

PART B: TEACHING PROGRAMME

3.1. Objectives and contents

Learning objectives refer to the learning goals that students should acquire throughout the course. As stated by Biggs (2003) “when we teach we should have a clear idea of what we want our students to learn” (p. 13) and this is why establishing clear objectives is paramount when designing a teaching syllabus. These objectives will not only help teachers plan their syllabus but will also guide their teaching practice, the selection of contents, tasks, and assessment. According to the Spanish and regional educational legislations, in the stage of compulsory secondary education, foreign languages have as its main goal “the acquisition of

basic communicative competence in the foreign language and the development and enrichment of interculturality” (DECRETO 39/2022, BOCYL 190, p. 49246)¹². Being able to communicate, understand, and express oneself correctly in a foreign language is essential for students in order to become citizens of the world we live in, respecting diversity, and learning about the differences that unite people around the world. Considering the importance of speaking foreign languages in our society, this teaching syllabus will contribute to improving students’ communicative, plurilingual, and multicultural skills to enable them to participate in our globalized world.

In order to achieve this aim, students will be expected to engage in fluent conversations on specific topics, develop basic skills in the use of information sources, acquire new knowledge, and understand and express correctly oral and written messages in the English language, being communication at the core of this teaching syllabus. The Spanish and regional legislations in education establish that students should work on six specific competencies proper of the EFL subject, which are comprehension (CE1), production (CE2), interaction (CE3), mediation (CE4), plurilingualism (CE5), and interculturality (CE6). All these competencies will be developed in every learning situation that conforms the present teaching syllabus so that students can acquire a complete understanding of the language and full communicative competence.

In addition, due to the interdisciplinary nature of learning situations, students are able to put into practice not only the specific contents of the EFL subject but also other matters, which “contribute[s] to the acquisition and development of competencies” (DECRETO 39/2022, BOCYL 190, p. 49252)¹³. In addition to the development of linguistic and plurilingual competencies, these learning situations contribute to enhancing the development of other skills, knowledge, and attitudes that will prove beneficial for students’ welfare. While learning English, students will also be able to exercise other competencies expressed

¹² The author’s translation from Spanish

¹³ The author’s translation from Spanish

in the curriculum such as the mathematical, digital, or citizenship competencies. This contributes to a more complete education that connects what is studied in one subject to the whole educational curriculum, rendering students more prepared to combine their competencies in real-life situations.

3.2. Contents


Taking into consideration the foundations of CLT and TBL, the incorporation of multimodal materials through picturebooks, the five skills marked by the CEFRL (Council of Europe, 2020), the introduction of Sustainable Development Goals, and the educational legislation gathered in the LOMLOE (Real Decreto 217/2022, BOE A-2020-17264), the following tables itemize the nine learning situations that will be implemented throughout the school year:

FIRST TERM


Learning situation 1	Stay healthy!
Topic and aim	Healthy habits and sickness. Aim: - enabling students to express how they are feeling and speak about healthy habits and sickness. - motivating students to adopt a healthy lifestyle and to resort to professionals for health-related reasons.
Final product	Short play that raises awareness of healthy habits (sport, hygiene, nutrition, mental health)
Target SDG	

Key competencies	Linguistic communicative competence Plurilingual competence Mathematical and scientific competence
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	Communication Plurilingualism
Grammatical/syntactical structures	Vocabulary: related to health (disease, feeling sick, exercise, ache, fever, nutrients, hygiene...) and feelings (sleepy, tired, energetic, excited, nervous, relaxed...) Grammar: requesting and exchanging information of daily issues /present simple and continuous/adverbs of frequency (always, often, usually, occasionally, rarely...)
Oral comprehension (LISTENING)	How to EASILY Kick Start A Healthy Lifestyle FAST!! (For FREE!!) https://www.youtube.com/watch?v=Y8HIFRPU6pM
Written comprehension (READING)	<i>Picturebook: I Will Never Not Ever Eat a Tomato</i> by Lauren Child Healthy lifestyle: 5 keys to a longer life (online article): https://www.health.harvard.edu/blog/healthy-lifestyle-5-keys-to-a-longer-life-2018070514186
Oral production (SPEAKING)	Role-playing about healthy habits
Written production (WRITING)	Writing a diary entry describing your daily healthy habits
Communicative production (MEDIATION)	Expressing feelings and talking about health and healthy habits
Assessment	Writing a diary entry - Written portfolio (teacher assessment) Role-playing - Rubric (teacher assessment and

	peer assessment)
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Learning situation 2	Worldwide education
Topic & aim	<p>Topic: education in different countries.</p> <p>Aim:</p> <ul style="list-style-type: none"> -introducing students to the educational realities of other students around the world. - analyzing other epistemologies when it comes to learning and comparing them to their own.
Final product	Writing a letter to a friend in a foreign country speaking about the Spanish school system.
Target SDG	
Key competencies	<p>Linguistic communicative competence</p> <p>Plurilingual competence</p> <p>Personal and social competence, learning to learn</p> <p>Competence in cultural awareness and expression</p>
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	<p>Communication</p> <p>Plurilingualism</p> <p>Interculturality</p>
Grammatical/syntactical structures	<p>Vocabulary related to the school (teacher, classroom, books, chalkboard) and to other countries (Pakistan, Colombia, Finland, United States of America...)</p> <p>Grammar: Comparing people and objects.</p> <p>Adjectives in positive and comparative degree,</p>


	adverbs of intensity (very/a lot), expressions of quantity (much/many)
Oral comprehension (LISTENING)	<p>What a classroom looks like in 27 countries around the world: https://www.youtube.com/watch?v=UApOk25v8Ro</p> <p>Ten (10) REASONS why Finland's education system is considered the best in the world: https://www.youtube.com/watch?v=nQ11EID7Uvg</p>
Written comprehension (READING)	<p>Picturebook: <i>Waiting for the Biblioburro</i> by Monica Brown</p> <p>Indigenous children in Colombia: a route to school fraught with risks (online article): https://civil-protection-humanitarian-aid.ec.europa.eu/news-stories/stories/indigenous-children-colombia-route-school-fraught-risks_en (adapted)</p>
Oral production (SPEAKING)	Role-play+Research: Representing a day in a foreign school system you have researched
Written production (WRITING)	Choosing one of the countries studied in the learning situation (e.g. Finland or Colombia) and writing a letter to a student attending school there writing about the Spanish Schools system, drawing parallelisms and establishing differences between the Spanish and another country's school system.
Communicative production (MEDIATION)	Explaining the different educational systems in the world and comparing them
Assessment	<p>Role-play a classroom in a foreign country -</p> <p>Checklist (peer-assessment and self-assessment)</p> <p>Writing an informal letter - Portfolio (teacher assessment)</p>

Learning situation 3	Celebrating women's achievements
Topic & aim	<p>-Topic: female authors, scientists, and artists who were not recognized for their work because of their gender or were forced to publish under a male pseudonym.</p> <p>Aim:</p> <p>-raising awareness of the progress in social rights that have been achieved for gender equality.</p> <p>- discovering the struggles that women had to and still have to face.</p>
Final product	Writing an animated biography using digital tools to acknowledge the work of women through history.
Target SDG	
Key competencies	<p>Linguistic communicative competence</p> <p>Plurilingual competence</p> <p>Civic competence</p>
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	<p>Communication</p> <p>Plurilingualism</p> <p>Interculturality</p>
Grammatical/syntactical structures	<p>Vocabulary: power, marriage, equality, rights, suffrage, criticize...</p> <p>Grammar: narrating past situations/expressing ability and obligation (modal verbs: must, can, should)</p>
Oral comprehension (LISTENING)	<p>Women in Science who changed the world:</p> <p>https://www.youtube.com/watch?v=W53Ks824</p>

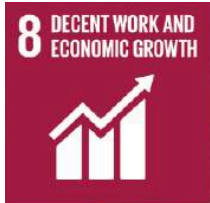
	<p><u>GTA</u></p> <p>Watching the movie Big Eyes (2014). Dir: Tim Burton</p>
Written comprehension (READING)	<p>Picturebooks: <i>Fly High! The Story of Bessie Coleman</i> by Louise Borden, Mary Kay Kroeger and <i>Malala: Activist for Girls' Education</i> by Raphaële Frier</p> <p>Women's work miscredited: The history of men stealing the limelight (online article): https://vnhsmirror.com/221692/opinion-comment/womens-work-miscredited-the-history-of-men-stealing-the-limelight/</p>
Oral production (SPEAKING)	Presenting a biography about a female artist/author/scientist
Written production (WRITING)	Writing the biography of a female character (it can be a fantastical character, a famous person, a family member, a friend, etc)
Communicative production (MEDIATION)	Explaining the role of women in history
Assessment	<p>Writing a biography- Portfolio (teacher assessment)</p> <p>Oral presentation about a famous female figure - Rubric (teacher and peer-assessment)</p>

SECOND TERM

Learning situation 4	Powering a better future
Topic & aim	<p>Topic: renewable energy</p> <p>Aim:</p> <ul style="list-style-type: none"> - learning about changing non-renewable energy to introduce renewable energy. - gaining awareness about the impact that clean energy has in their lives. - encouraging students to become active agents


	in the promotion and use of renewable energy.
Final product	Writing a proposal to implement new renewable energy in a local sphere
Target SDG	
Key competencies	<p>Linguistic communicative competence</p> <p>Plurilingual competence</p> <p>Mathematical and scientific competence</p>
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	<p>Communication</p> <p>Plurilingualism</p>
Grammatical/syntactical structures	<p>Vocabulary: coal, power, pollution, solar energy, wind energy, geothermal energy, hydropower, ocean energy, bioenergy</p> <p>Grammar: First conditional (if/unless)/ comparing people and objects (review)</p>
Oral comprehension (LISTENING)	<p>Can 100% renewable energy power the world?: https://www.youtube.com/watch?v=RnvCbquYeIM</p> <p>Renewable Energy 101: https://www.youtube.com/watch?v=1kUE0BZtTRc</p>
Written comprehension (READING)	<p>Picturebook: The Boy Who Harnessed the Wind by Bryan Mealer and William Kamkwamba</p> <p>What is renewable energy? (online article): https://www.un.org/en/climatechange/what-is-renewable-energy</p>
Oral production (SPEAKING)	Debate: Should we introduce more wind energy in our city?/Should we install solar panels in our school?

Written production (WRITING)	Writing a letter to your town/city mayor to implement new renewable energy.
Communicative production (MEDIATION)	Explaining the different types of renewable energy and how to make energy cleaner
Assessment	Writing a formal letter - Portfolio (teacher assessment) Debate on the installation of renewable energies in our school - Direct observation (teacher and peer assessment)

Learning situation 5	How to develop strong work ethics
Topic & aim	Topic: work ethics Aim: - learning rhetorical language. - learning about the impact that economic growth can have on the planet and how to tackle it. - using creativity to “reinvent” a product. - distributing tasks among team members. - improving confidence in speaking.
Final product	Creating a sustainable product and “selling it” to the class.
Target SDG	
Key competencies	Linguistic communicative competence Plurilingual competence Entrepreneurial competence
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	Communication

	Plurilingualism
Grammatical/syntactical structures	Vocabulary related to selling and shopping: sell, buy, purchase, etc Grammar: Describe people, objects and places /Rhetorical questions /Request and exchange information (review)
Oral comprehension (LISTENING)	Speech to sell: https://www.youtube.com/watch?v=jQBkCLVIWys
Written comprehension (READING)	Picturebook: <i>What Do You Do With an Idea?</i> by Kobi Yamada The battle against planned obsolescence (online article): https://www.activesustainability.com/sustainable-development/battle-against-planned-obsolescence/?_adin=02021864894 (adapted)
Oral production (SPEAKING)	Performing an elevator pitch in groups presenting an original product
Written production (WRITING)	Writing a product advertisement
Communicative production (MEDIATION)	Understanding how an elevator pitch and persuasion techniques work and use it to create a persuasive advertisement
Assessment	Writing an advertisement on a product of the students' creation - Portfolio (teacher assessment) Oral elevator pitch to "sell" the product - Checklist (peer assessment)


Learning situation 6	Tell me your story!
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Topic & aim	<p>Topic: migration stories</p> <p>Aim:</p> <ul style="list-style-type: none"> - introducing students to stories of people their age who have suffered from unjust conditions of life. -learning about the lives of teenagers and children who have gone through migratory processes due to poverty, crisis, and conflicts, - gaining multicultural and multilingual awareness.
Final product	Creating a multimodal picturebook to raise awareness on migration
Target SDG	
Key competencies	<p>Linguistic communicative competence</p> <p>Plurilingual competence</p> <p>Civic competence</p> <p>Digital competence</p> <p>Competence in cultural awareness and expression</p>
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	<p>Communication</p> <p>Plurilingualism</p> <p>Interculturality</p>
Grammatical/syntactical structures	<p>Vocabulary: Emigration, refugee, flee, crisis, asylum seeker, persecution, migrant labor, deportation...</p> <p>Grammar: Describing people, objects, and places (Be and have got/ Demonstratives/ Saxon Genitive/Pronouns)/ Expressing opinions (I think/ In my opinion)</p>


Oral comprehension (LISTENING)	<p>A Beautiful Animation of a Harrowing Story - BBC News: https://www.youtube.com/watch?v=B0HWYcFlY-8</p> <p>EU migrants: More than 500 migrants arrive on Spanish Canary Islands: https://www.youtube.com/watch?v=wCCFfljW0DY</p>
Written comprehension (READING)	<p>Corpus of migration-themed picture books including <i>Grandfather's Journey</i> by Say Allen, <i>The Arrival</i> by Tan Shaun, <i>Ziba Came on a Boat</i> by Liz Lofthouse and Robert Ingpen, and <i>Stepping Stones: A Refugee's Family Journey</i> by Margriet Ruus and Nizar Ali Badr.</p>
Oral production (SPEAKING)	<p>Presenting a migration-themed book they have liked to the class</p>
Written production (WRITING)	<p>Creating their own picturebook.</p>
Communicative production (MEDIATION)	<p>Explaining the experiences of real people behind migration-themed picture books</p>
Assessment	<p>Writing a multimodal story - Portfolio (teacher assessment)</p> <p>Presenting a multimodal project - Checklist (peer assessment) and exit ticket (self-assessment)</p>

THIRD TERM

Learning situation 7	Cities of the future
Topic & aim	<p>Topic: sustainable development</p> <p>Aim:</p>


	<ul style="list-style-type: none"> - introducing students to sustainable and technological cities. - devising their dream future cities. - comparing present-day and future cities.
Final product	Designing a sustainable city and presenting it to the class
Target SDG	
Key competencies	<p>Linguistic communicative competence</p> <p>Plurilingual competence</p> <p>Digital competence</p>
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	<p>Communication</p> <p>Plurilingualism</p>
Grammatical/syntactical structures	<p>Vocabulary: solar panels, bike lane, sky garden, solar walls, green streets, drones...</p> <p>Grammar: place objects, people, and places in space (There is/There are/There/Here)/Stating future events</p>
Oral comprehension (LISTENING)	Watching the movie Tomorrowland (2015). Dir: Brad Bird
Written comprehension (READING)	<p>Picturebooks: <i>The Cloud City: A Vertical Metropolis of the Future</i> by Lilianna Swanson</p> <p>Cities of the future (online article): https://www.nationalgeographic.co.uk/cities-of-the-future</p>
Oral production (SPEAKING)	Presenting a poster of an ideal of a futuristic city
Written production (WRITING)	Comparing your ideal city to the city you live in

Communicative production (MEDIATION)	Explaining how they divide future cities
Assessment	Writing a comparative essay - Portfolio (teacher assessment) Oral presentation of a poster - Graphic organizer (peer assessment)

Learning Situation 8	A Race to Zero Waste
Topic & aim	Topic: global climate emergency. Aim: - increasing students' awareness of Earth pollution. - crafting sustainable alternatives.
Final product	Implementing a zero-waste plan to reduce unnecessary waste
Target SDG	
Key competencies	Linguistic communicative competence Plurilingual competence Mathematical and scientific competence
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	Communication Plurilingualism
Grammatical/syntactical structures	Vocabulary: pollution, global warming, melting ice caps, alternative energy, recycling, littering, deforestation, etc. Grammar: describing present situations and usual actions (review: present simple and continuous)/stating future events (review)

Oral comprehension (LISTENING)	<p>What is sustainable development?: https://www.youtube.com/watch?v=7V8oFI4GYMY</p> <p>How San Francisco Is Becoming A Zero Waste City: https://www.youtube.com/watch?v=Cg3OA1s8-SI</p>
Written comprehension (READING)	<p>Picturebooks: <i>Zero Waste: How One Community Is Leading to a World Recycling Revolution (Green Power)</i> by Allan Drummond and <i>A Planet Full of Plastic: And How You Can Help</i> by Neal Layton</p> <p>Zero Waste (online article): https://www.greenmatters.com/t/what-is-zero-waste</p>
Oral production (SPEAKING)	Design and presentation of how to implement a zero waste policy at school
Written production (WRITING)	Diary entry: living zero waste for a day
Communicative production (MEDIATION)	Explaining the 3Rs and zero waste concepts
Assessment	<p>Writing a diary entry on a day living zero waste - portfolio (teacher assessment)</p> <p>Oral presentation about how to implement zero waste strategies at school - Rubric (teacher assessment) and exit ticket (self-assessment)</p>

Learning situation 9	Under the Sea
Topic & Aim	<p>Topic: marine pollution</p> <p>Aim:</p> <ul style="list-style-type: none"> - understanding the diversity and importance of sea life. - gaining awareness of the importance of preserving marine flora and fauna.

Final product	Write an information leaflet to raise awareness of sea pollution
Target SDG	
Key competencies	<p>Linguistic communicative competence</p> <p>Plurilingual competence</p> <p>Mathematical and scientific competence</p>
Specific competencies	CE1, CE2, CE3, CE4, CE5
Contents	<p>Communication</p> <p>Plurilingualism</p>
Grammatical/syntactical structures	<p>Vocabulary: related to marine animals (fish, jellyfish, turtle...) and dangerous practices (overfishing, bycatch, sustainable, healthy sea, marine protected area, mesh...)</p> <p>Grammar: Expressing opinion, capacity, and obligation (through modal verbs: can/must/should and review basic expressions: I think/ In my opinion/ It is possible)</p>
Oral comprehension (LISTENING)	<p>Spain investigates contamination of Atlantic shore by countless plastic pellets spilled from ship:</p> <p>https://www.youtube.com/watch?v=1ndZsS0sJKU</p> <p>Interview: Saving sea turtles in Greece:</p> <p>https://www.youtube.com/watch?v=GvOB5YYMsS8</p>
Written comprehension (READING)	<p>Picturebook: <i>Saving Tally: An Adventure Into the Great Pacific Ocean</i> by Serena Lane Ferrari</p> <p>How is Europe faring in the fight against plastic pollution? (online article):</p>

	https://www.euronews.com/green/2023/10/03/how-is-europe-faring-in-the-fight-against-plastic-pollution
Oral production (SPEAKING)	Simulating students are part of a marine conservation center, each of them will have to save one animal and present it in class.
Written production (WRITING)	Creating a leaflet from a marine conservation center warning the public about marine pollution and informing them about endangered species.
Communicative production (MEDIATION)	Explaining the current marine pollution occurring on the planet
Assessment	Writing an informative leaflet to raise awareness of marine pollution- Portfolio (teacher assessment) Oral simulation in which students have to explain the characteristics of one endangered marine species - Rating scales (teacher and peer assessment) and exit ticket (self-assessment)

4. LEARNING SITUATION 6: *TELL ME YOUR STORY!*

4.1. Introduction

This learning situation will be introduced in the second term as part of the education on Sustainable Development Goals of the United Nations that raises awareness on topics of global interest and encourages students to think critically about the challenges of the 21st century faced by humanity and our planet. This particular learning situation focuses on the 10th SDG: *Reducing Inequalities*, with a particular concern for the ethnic and

socio-economic disparities faced by a sector of the population around the world that lead them to migrate seeking for better life opportunities.

Migration has become a recurrent topic in political debates, economic conferences, and works of art and literature around the world. However, despite the relevance of this issue in our daily lives, it is often the case that we rarely expose children and teenagers to it. However, research has demonstrated that exposing students to migration from a young age can be beneficial for teenagers to “foster care for another in a context that cannot be directly experienced” (McAdam, 2019, p. 4), which allows them to develop their cognitive and affective skills as they broaden their understanding of their reality and increase their awareness of multilingualism and multiculturalism. Letting students approach migration from a young age can be advantageous for their identity and development since, as declared by Forbes (2021), “a basic goal of education is to contribute to the construction of the individual’s identity which is achieved by recognizing social and cultural identity as an integral part of the educational process” (p. 436). For this reason, introducing migration in the EFL classroom creates opportunities for multilingual and multicultural identities to coexist in a feedback and continuously changing relationship that can also help students find their own identity.

Bringing students closer to the realities of the world they live in, and, in particular, to migration, is essential for them to comprehend what is an urgent issue of society and provide them with a sense of respect for other individuals, other languages, and other cultures at the same time that it contributes to shaping their multilingual and multicultural identities. Teaching young generations about migration “contributes to the work of the school as a transmitter of attitudes of respect” (Guadamillas-Gómez, 2020, p. 40) and lets teachers introduce other key and transversal competencies proper of the educational curriculum such those related to ethics, culture, and care.

4.2. Aims and contributions to the teaching syllabus

The aims of this learning situation and contribution to the overall teaching syllabus are the following:

- Raising awareness of migration in relation to identity, multilingualism, and multiculturalism.
- Encouraging critical thinking and creativity.
- Arousing curiosity on topics of global interest.
- Appreciating the different cultures and languages used in our world.
- Improving reading comprehension and motivating enjoyment of reading.
- Improving writing skills through creative and entertaining tasks.
- Encouraging teamwork.
- Introducing multimodal literacy in the EFL classroom.

In addition, the specific learning aims of the English as a Foreign Language subject that students are expected to accomplish are the following (selected based on the DECRETO 39/2022, BOCYL 190, p. 49417-49422):

- Gaining confidence in spoken and written communication in English
- Comprehending and producing oral and written texts
- Mediating and interacting with oral and written texts
- Speaking about the reality of the world by using the target vocabulary
- Describing people, objects, and places
- Giving coherent and well-supported opinions¹⁴

4.3. Contents

The contents of this learning situation have been arranged according to what is established by the LOMLOE (Real Decreto 217/2022, BOE A-2020-17264) and specified in the DECRETO 39/2022, BOCYL 190 regarding the subject of English as a Foreign Language.

- Comprehension and production of oral and written texts, and mediate from them (communication).
- Use of language units in English creatively (plurilingualism)
- Use of language as a means of interpersonal communication, as a means to learn socio-cultural aspects of daily life and appreciate cultural diversity (interculturality).

¹⁴ The authors' translation from Spanish

- Vocabulary related to migration; refugee, flee, crisis, asylum seeker, persecution, migrant labor, deportation (lexicon)
- Describing people, objects, and places using be/have got, demonstratives, the Saxon genitive, and pronouns (grammar)
- Expressing opinions using structures such as “I think”, “In my opinion”, etc (grammar)¹⁵

4.4. Methodology

This learning situation will use active methodologies based on the principles underlying Communicative Language Teaching (CLT) and Task-Based Learning (TBL), which will encourage students to become active participants in the EFL lesson. As previously mentioned, these learning and teaching methodologies offer a student-centered approach to learning that places the student at the center of the lesson, becoming the protagonist of their learning process. Hence, the learning situation will be based on the accomplishment of tasks, most of them performed collaboratively, aimed at letting students experiment with their notions of the English language to solve practical real-life problems that will help them to communicate fluently in the target language without fear of making mistakes.

Adding on these active methodologies, students will count on multimodality to address any comprehension difficulties they might encounter and engage them in the contents of the learning situation. Dual-focused approaches to learning improve language learning by providing students with an additional sensorial element that guides students' use of English, activates their multiple intelligences, and helps them feel more comfortable reading, listening, writing, and speaking in the target language.

4.5. Materials and resources

Choosing the correct materials is essential for the appropriate development of a teaching session. When deciding on materials, teachers should consider students' age, interests,

¹⁵ The author's translation and summary from Spanish

abilities, and level of English proficiency. In this case, as the target students are between 13 and 15 years old, and their level of English is basic (A2), the teacher has opted to include multimodal, colorful and appealing resources that will catch students' attention and will encourage active participation and teamwork.

For this learning situation, students will use traditional resources such as pens, pencils, colored pencils, paper, and cardstock, as well as digital applications (e.g. Canva), and Realia (teaching materials retrieved from everyday life) in the form of videos from sources like the BBC or from news records (see Appendix 4 and 6). In addition, the main resource that characterizes this learning situation and the teaching syllabus as a whole are picturebooks, in particular, migration-themed picturebooks. Picturebooks are multimodal resources offering a visual source that adds to the words of the written text, promoting students' reading comprehension and fostering non-threatening communication. Throughout this learning situation, students will come in contact with a corpus of migration-themed picturebooks (see Appendix 5) that will guide their reading comprehension and stimulate their connection with the main topic of the lesson, migration.

4.6. Assessment

Assessment is an integral part of the teaching syllabus in which students prove what they know. In order to assess students fairly and in a non-threatening way, alternative assessment techniques will be implemented in this learning situation. As previously mentioned, these assessment strategies encourage students to be active participants in the learning process, as well as in their assessment, letting them experiment with language and evidencing and exercising their multiple intelligences. For this learning situation, both the final product and the in-class observations will be assessed.

The in-class observations performed by the teacher will correlate with the 10% of the global mark (as specified in section 4). In order to assess the observations of this specific

learning situation, the teacher will have an observation diary in which the following points are considered:

- Students are active participants in the classroom, raising their hands and collaborating with their answers.
- Students take part in the communicative activities performed in class.
- Students work collaboratively in teams.
- Students ask questions when they have doubts.
- Students display a positive attitude toward the learning process.

As specified in section 3, the final product of this learning situation consists of creating a collaborative multimodal picturebook to raise awareness of migration and present it in the classroom. This task will be assessed using three different assessment instruments:

- Rubric: the teacher will assess written and oral communication skills as well as the knowledge acquired in the subject through collaborative work (see Appendix 1)
- Checklists: students will evaluate their peers in a simple way by using a checklist (see Appendix 2)
- Exit ticket: each student will reflect on their own work and learning process by using this instrument (see Appendix 3)

All these assessment instruments will take into account the descriptive operators established by the regional educative legislation presented in the BOCYL 190 for the subject of English as a Foreign Language. In particular, the following descriptors have been elected to assess the final product of this learning situation (DECRETO 39/2022, BOCYL 190. p. 49424):

Specific competence	Descriptive operator
1	1.1. Interpreting and analyzing the global sense and the specific and explicit information of short and simple oral, written, and multimodal statements on frequent and daily subjects, of personal relevance and close to their experience (CCL2, CCL4, CD1, CCEC2)
2	2.1. Expressing orally short, simple, structured, understandable, and appropriate to the

	communicative situation on everyday and frequent matters, of relevance to the students (CCL1, CP1, STEM1, CD3, CPSAA1, CE3, CCEC3)
	2.2. Organizing and writing short and comprehensible texts with clarity, consistency, and cohesion, and adapted to the proposed communicative situation. (CCL1, CP1, CP2, STEM1, CD2, CD3, CPSAA5, CE3, CCEC3)
3	3.2. Selecting, organizing, and using strategies in a guided manner and nearby environments to initiate, maintain, and terminate communication, request and provide clarifications and explanations (CCL1, CCL5, CP1, STEM1, CD2, CPSAA3, CC3)
	3.3. Making themselves understood in short interventions, even if it is necessary to hesitate, pause, repeat, or correct what has been expressed, and show a cooperative and respectful attitude (CCL1, CCL5, CP1, CP2, CPSAA1, CPSAA3, CC3)
4	4.1. Inferring and explaining texts, concepts, and short and simple communications in situations that attend to diversity, showing interest in the solution of problems of intercomparison and understanding of the near environment (CCL1, CCL5, CP2, STEM1, CD3, CPSAA1, CPSAA3, CC4, CE3, CCEC1).
5	5.3. Identifying learning difficulties in the foreign language, selecting in a guided manner the most effective strategies to overcome these difficulties and make progress in learning, e.g. by self-assessment (CPSAA1, CPSAA4, CPSAA5, CC2)
6	6.3. Applying guided strategies to explain and appreciate diversity in linguistics, literature, culture, and art, respecting the principles of justice, equity, and equality (CCL4, CCL5, CP3, CPSAA1, CPSAA3, CC2, CC3, CCEC1, CCEC2) ¹⁶

4.7. Sequence

Learning situation 5, entitled “Tell me your story!” is divided into 5 sessions of 50 minutes each. It is designed for students in their 2nd year of Compulsory Secondary Education. At this stage, students have a number of 3 sessions of EFL per week. Each session will be developed as follows:

4.7.1. A brief introduction to migration

Specific competencies 1 and 6

¹⁶ The author’s translation and summary from Spanish

In this session, students will have their first contact with the phenomenon of migration through texts and explanatory videos. Students will start to get familiar with the target vocabulary of the learning situation, vocabulary about migration.

As a pre-task, students will watch the cartoon video “A Beautiful Animation of a Harrowing Story” retrieved from the BBC News (Appendix 4), which tells the story of a Palestinian child who is forced to leave his home because of the war. This video aims to give students a first insight into migration and story-telling since those are the main topics that are explored in this learning situation.

The main task of this session will consist of a mediation activity in which students have to explain, in pairs, the timeline of the story in the video. This will prove their listening and mediation skills while they become comfortable with the topic of migration and speak about it in a natural way, which is one of the main aims of this learning situation.

As a post-task, students will engage in a 5-10-minute discussion in which they will be able to reflect on the contents of the video out loud and on their view of migration. This part of the session is essential since it will not only let the students brainstorm on what will be the topic of the lessons for the next days, but it will also give information to the teacher about students’ knowledge of the topic and their experience with migration. After knowing these details, the teacher will be able to adapt the lesson to students’ needs if necessary.

4.7.2. The representation of migration

Specific competencies 2, 4, and 5

In this session, students will learn about how migration and identity are represented in literature. To do so, they will read a selection of migration-themed picturebooks that tell the stories of children and teenagers like them who have undergone a process of migration because of war, poverty, crisis, and environmental disasters but they will also read about resilience and the ability to move forward. Throughout this session, students will learn more vocabulary about migration through the comprehension of written texts and will learn how to give their opinion by using structures such as “I think”, “In my opinion”, etc.

The pre-task will consist of a brainstorming of ideas about how migration is represented in society. To do so, the teacher will ask questions such as about their knowledge on migration: when was the first time they heard about migration, if they have ever read a story or watched a movie about a migrant child, etc.

For the main task, students will read, in groups of 4, one or two (depending on the student's level) migration-themed picturebooks. Each group will be able to choose the book they are more interested in and then they will have to read it collaboratively and discuss the main points with their group members. Picturebooks are relatively easy to read, so it is feasible for students to read one example in a single session.

Before the end of the class, each group will share the main ideas of the picturebook they have chosen and the teacher will help students draw a guiding thread among all the books. This will also give feedback to the teacher, in that he/she will know whether students have understood the picturebooks.

4.7.3. Why do people migrate?

Specific competencies 3 and 5

For this session, students will create a collaborative poster in which they explain the reasons why people migrate. The main aim of this session is that students learn how to describe people, object, places, and situations at the same time that they put into practice the target vocabulary of the lesson through an oral presentation. As this session will not be graded, it will help students to get ready for the final product in a non-threatening environment in which they can make errors and ask questions.

As a pre-task, the teacher will play a brief video from a French news channel (Appendix 6) that explains the later arrival of African migrants to the Canary Islands. Then, the teacher will conduct a brainstorming in which students will have to think about the reasons that can determine a person to migrate by using the information from this video and the previous sessions.

For the main task, students will design a poster in groups about the reasons why people migrate (see Appendix 7). In order to do this, they will use the digital platform Canva. The main goal of this activity is that students arouse their creativity and learn how to organize their ideas, as well as developing their digital competence. .

After completing the main task, students will be asked to present their posters to the other groups in the classroom. The idea behind this post-task is that students get comfortable speaking about migration in front of their classmates, which will be essential for the final product of this learning situation. At the same time, the teacher will know if students need extra help to achieve the final product.

This session will be further explained in the following section

4.7.4. Creating a migration-themed picturebook (part 1)

Specific competencies 2 and 6

In this and the following sessions, students will create, in groups, a migration-themed picturebook of their own. In order to do so, they will need to use the vocabulary and the grammar studied throughout the previous sessions by creating their picturebook.

For the pre-task the students will draft a “proposal” of what their picturebook will consist of, the materials they need, and how they will organize their work.

As the main task, they will have to create their picturebook in the classroom with the help of the teacher (see Appendix 8). This task will also be developed in the following session since the students will need more than 50 minutes to prepare their picturebooks.

Before ending the session, students will have to wrap up whatever they were doing with their picturebooks and decide if they need extra time to continue working on it at home. This will also tell the teacher to what extent the students are ready to present the following day, or if they need more time and support for the preparation of the oral presentation.

4.7.5. Creating a migration-themed picturebook (part 2)

Specific competencies 3 and 6

In this session, students will finish creating the migration-themed picturebook that they started in the previous lesson and present it to the class. In this last session, students will learn how to use language units in English creatively and will reinforce the vocabulary and grammar studied through the learning situation.

The pre-task will consist of giving the students some time to organize their ideas and finish all the details of their picturebooks.

Then, the students will present their creations to the class. They will show their physical picturebook, explain how they created it, and reflect on the ideas that they wanted to portray in the book. While one group presents, the rest of the classmates will assess their peer's work by filling up the checklist that their teacher has prepared for them (Appendix 2)

When all students have finished presenting their picturebooks, they will perform a self-evaluation assignment (see Appendix 3) to reflect on what they have learned and will also let the teacher know if the learning situation was effective.

This session will be further explained in the following section

4.8. Lesson plans

4.8.1. Session 3: Why do people migrate?

The third session of this learning situation will be developed during 50 minutes. As it is proper of the Task-Based methodology, the session will be divided into three parts: 1) a pre-task (10 minutes) in which the teacher will introduce the topic with a video, brainstorm on the information provided by this resource, and explain the main objectives of the lesson; 2) the main task (30 minutes) in which students will have to create a poster, on the online graphic design platform Canva, on the reasons why people might migrate according to what they have seen in the pre-task and the previous sessions; and 3) a post-task (10 minutes), in

which they will have to present their design to the rest of the class and the teacher will provide feedback. In order to do so, the teacher will provide materials that include Realia (as in the video), a blank poster, and colored pencils for students to unleash their creativity in the accomplishment of the task. By the end of the session, the teacher will know whether students are prepared to progress to the final product by analyzing the posters they have created and the communicative skills they have used in their presentations.

This session is based on the assumption that students do not have enough confidence to express themselves in English or talk about the topic of migration. Therefore, this session has as its main goal that students gain confidence in the oral articulation of the target language, specifically on the topic of the learning situation. The following table summarizes the objectives of the session:

Task	- Creating a collaborative poster reflecting on the reasons why people migrate.
Main aims	- Developing originality to create a product that raises awareness of the reasons why people migrate. - Learning how to communicate orally in front of a public. - Working in teams to achieve a common goal.
Subsidiary aims	- Using vocabulary related to migration. - Describing people, objects, places and situations.
Personal aims	- Increasing students' interest in current events. - Encouraging creativity and teamwork.

Length of the session: 50 minutes

Time	Stage	Procedure	Stage aims
10 minutes	Pre-task Warm up: EU migrants	Students will watch a video of a news channel informing about the recent migratory emergency in the Canary Islands (see Appendix 6). This video	- Introducing students to the topic of the lesson. -Activating students' previous knowledge.

		will introduce students to the topic of the session and give them ideas for the main task. After watching the video, we will conduct an oral summary of its contents to test listening comprehension and get students ready for the task.	<ul style="list-style-type: none"> - Exercising listening skills. -Fostering communication and brainstorming of ideas regarding the main topic.
30 minutes	Task Writing and speaking: Creating a collaborative poster on why people migrate	Students will be divided into small groups in order to create a poster on the reasons why people might decide to migrate. For this activity, they can use the ideas provided by the pre-task as well as the contents conveyed in the previous sessions. Students will be allowed to use all kinds of creative and digital resources to produce their poster. Throughout the length of this task, the teacher will monitor and help students to solve any doubts that may arise.	<ul style="list-style-type: none"> -Promoting writing and speaking in English in a non-threatening atmosphere. -Using the vocabulary of the lesson in a creative way. - Developing students' digital competence. -Describing people, objects, places, and situations. -Enhancing creativity through hands-on activities. -Learning how to work collaboratively. -Reviewing the contents of the lesson in a motivating way.
10 minutes	Post-Task Oral presentations	Each group of students will present their poster to the rest of the class. After all the posters have been presented, we will discuss the aforementioned reasons why people migrate and give opinions on the content and visual impact of each poster	<ul style="list-style-type: none"> - Improving fluency when speaking. -Creating a safe space in which students can share their ideas. -Giving opinions on other classmates' work. -Identifying the main contents of the session in the posters presented.

4.8.2. Session 5: Creating a migration-themed picturebook

In the fifth session of this learning situation, students will present the activity that they were preparing in the previous lesson. Therefore, the 1) pre-task (10 minutes) will consist of wrapping up the work they had been doing in the previous lesson and presenting the migration-themed picturebook they have created. Afterwards, 2) the task will consist of the students' oral presentation of the picturebooks they have created (25 minutes). While they present their final product, the teacher will assess their work with a rubric (see Appendix 1) and the other students in the class will listen and complete a checklist (see Appendix 2) as peer-assessment. As a 3) post-task (15 minutes), students will complete an exit ticket (see Appendix 3) as self-assessment. The combination of these three instruments of assessment will not only give students feedback on their performance but also the teacher, who will know whether students have understood the lesson and hence, whether the learning situation was successful.

Throughout the previous sessions of this learning situation, students learned the corresponding lexical and grammatical structures, as well as the theoretical contents behind the topic of migration. For this reason, in this session, the teacher assumes that students have gained confidence when speaking about migration and that they have enough knowledge to talk about it in front of their classmates. For this reason, on this occasion, the main objective of this session is that the students raise their voice on the issue of migration by creating an original multimodal product and presenting it to the class. The objectives can be summarized as follows:

Task	- Presenting a multimodal picturebook to raise awareness of migration.
Main aims	<ul style="list-style-type: none"> - Creating an original and explanatory product that raises awareness on migration. - Communicating confidently in front of a public. - Working in teams to achieve a common goal.
Subsidiary aims	<ul style="list-style-type: none"> - Using vocabulary related to migration. - Describing people, objects, and situations.

Personal aims	<ul style="list-style-type: none"> - Increasing students' interest in current events. - Encouraging creativity and teamwork.
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Length of the session: 50 minutes			
Time	Stage	Procedure	Stage aims
10 minutes	Pre-task Wrap up	Students will get into the groups created in session 4 and wrap up their picturebooks on migration. In this time, students should not only finish working on their projects but also organize the order of the speakers and the issues they are going to cover in the presentation.	<ul style="list-style-type: none"> - Reviewing the ideas put together in the previous session. - Learning how to organize ideas and team members before an oral presentation.
25 minutes	Task Oral presentation of the final product	Students will present their multimodal picturebook about migration that they have created. While on group presents, the other students will take notes and complete a checklist that has previously been given to them by the teacher (see appendix 2). This instrument of evaluation will ensure that students learn from others and that they listen to the other members of the group while they present instead of being distracted.	<ul style="list-style-type: none"> -Speaking in English to an audience. -Using the vocabulary and grammar of the learning situation in a creative way. - Reflecting the students' knowledge of the topic in a creative multimodal activity. - Learning how to work collaboratively. -Promoting peer-assessment and learning from other classmates.
15 minutes	Post-Task Assessment and discussion	Students will debate on which picturebook they have liked the most and the reasons why they have liked it. In addition, the teacher will give the students feedback on their project and their performance and the students will assess their own	<ul style="list-style-type: none"> -Creating a safe space in which students can share their ideas. -Giving opinions on other classmates' work. -Reflecting on one's own work

		<p>accomplishment of the lesson objectives by filling up an exit ticket. This is an instrument of self-assessment in which they will reflect on what they have learned, and on the questions and concerns that have been left unanswered (see Appendix 3).</p>	<ul style="list-style-type: none"> - Learning from mistakes in a non-threatening way. - Providing multiple instruments of assessment so as to make students reflect on their learning and give important feedback to the teacher on his/her performance.
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4.9. Attention to diversity

This learning situation has been created with the aim of favoring all students in the classroom, regardless of their individual differences and learning styles. The main goal of this learning situation is that those students who have undergone migratory processes find their voice and feel supported in the classroom. However, throughout the sessions, not only migrant students will be able to share their experiences (if they feel confident enough) but all students will increase their awareness about migratory processes, learn attitudes of respect, and how to support these classmates or any other person who has undergone migration.

In addition, due to the multimodal nature of picturebooks, students are expected to access, in a more comfortable way, the reading material and gain multimodal literacy. Multimodal resources support those students with different levels of English in keeping track of the sessions and offer additional support since the combination of modes in picturebooks gives them the support they need to understand the texts. Furthermore, a dossier will be prepared with an explanation of the vocabulary of each picturebook divided into three levels of difficulty so that students can progress at their own pace (see Appendix 9). These dossiers are also multimodal, using an image to illustrate each definition as added support.

It is also important to highlight that most activities and tasks present in this learning situation are designed to promote teamwork and collaborative learning. When students are divided into groups, their motivation to perform the task increases, and those students with a

higher level can help those with a lower level, encouraging them to progress in the performance of the task.

This learning situation has also been adapted to those students with difficulties in reading comprehension and written production (e.g. dyslexia and dysgraphia). These students will not only take advantage of the multimodal nature of picturebooks to better comprehend the texts but also of the multimodal dossier that supports the written text. In addition, they will be allocated extra time to read the text and to prepare the tasks, as well as more support and monitoring from the teacher. Moreover, this learning situation also aims to support those students struggling with Attention Deficit Hyperactivity Disorder (ADHD), as hands-on tasks that target multiple intelligences are expected to render their learning process easier. These students will not have to sit on a chair for the whole class period, but they will be able to move around and perform creative activities that will help them find their place in the classroom.

4.10. Teachers' evaluation of the learning situation

This learning situation has the objectives of teaching students about current issues, in particular on migration, raising awareness on identities, multiculturalism, and multilingualism, encouraging reading and communicative skills, and developing creativity and critical thinking. Taking into account their previous knowledge, their low level of English, and their scarce experience working in groups, the teacher has anticipated some of the problems that were more likely to appear throughout the lesson.

Teacher's evaluation of the learning situation	
Anticipated problems	<ul style="list-style-type: none"> - Difficulty for students to express themselves orally. - Working collaboratively in groups - Understanding written texts in English.
Possible solutions	<ul style="list-style-type: none"> - Creating a non-threatening environment in which students feel safe to speak.

- Encouraging students to help each other, especially when working in groups.
- Using multimodal materials to support reading comprehension and complement them with extra materials and vocabulary dossiers.

After concluding this learning situation, the teacher has annotated the points that resulted successfully in the achievement of these learning objectives, but also those that could be further improved for future occasions. Taking into account those aspects that went well, the students enjoyed the contents of the lesson and the resources proposed by the teacher. In their exit ticket, most learners annotated that picturebooks had been helpful in order to understand the written texts and better comprehend the issue of migration. In addition, they enjoyed the final product and felt proud of their achievement. However, it should be noticed that although the result was overall satisfactory, many students still struggled with the grammatical contents of the lesson, more specifically the grammar used to describe people, places, and objects (see Appendix 10). For this reason, the teacher will review these contents again in future learning situations and will elaborate activities targeting this grammatical issue.

5. GENERAL CONCLUSION

This teaching syllabus addressed to 2nd year ESO students in Castilla y León follows an active methodology based on improving and facilitating communication among EFL students of the English language. Through highly-communicative teaching and learning methodologies such as Task-Based Learning, students are expected to lose their fear of speaking English by developing fluency in a non-threatening environment. To do so, alternative assessment has been implemented, so that learners understand that there are multiple ways of learning and that mistakes are part of the learning process. In addition to these communicative methodologies and alternative ways of assessing, along with the Spanish and regional educational legislations, a varied range of contents have been created to suit students' interests and prepare them for real communicative situations in which they have to use their knowledge of the English language.

This didactic proposal aims to motivate students to learn English by bringing them closer to the reality they live in and to the topics that interest them. Moreover, this teaching syllabus targets other key competencies and transversal knowledge to show students that knowledge of EFL can be applied to many aspects of daily life and can be used as a tool to learn about issues that are important for students' understanding of the world. All the contents and tasks presented in this teaching syllabus mirror real life situations that students might encounter in their lives and address substantial concerns of the real world.

In conclusion, by the end of the school year, students are not only expected to improve their level of the English language, with special emphasis on their communicative skills, but it is also envisioned that they will be more aware of their reality and will learn to

become aware citizens of their society. Thus, in the EFL classroom imagined in this teaching syllabus, students are set in the center of their learning process, improving not only their level of the target language but also broadening their minds and preparing themselves for the future awaiting them.

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7. APPENDIX

Appendix 1: Rubric (Teacher assessment)

LOMLOE (2020)	Excellent (4)	Good (3)	Sufficient (2)	Insufficient (1)
CE1: Extracting and understanding the general sense and the most relevant details of oral, written, and multimodal texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies, to respond to specific communication needs.				
1.1. Interpreting and analyzing the global sense and the specific and explicit information of short and simple oral, written, and multimodal statements on frequent and daily subjects, of	The student always interprets or analyzes the global meaning of short and simple multimodal texts on frequent and everyday topics of personal	The student often interprets or analyzes the global meaning of short and simple multimodal texts on frequent and everyday topics of personal relevance and close to his	The student barely interprets or analyzes the global meaning of short and simple multimodal texts on frequent and everyday topics of personal relevance and close to his	The student does not interpret or analyze the global meaning of short and simple multimodal texts on frequent and everyday topics of personal relevance and close to his experience.

personal relevance and close to their experience	relevance and close to his experience.	experience.	experience.	
CE 2: Producing oral, written, and multimodal texts that present a clear organization, using planning, editing, and revision strategies, to respond to specific communicative proposals appropriately and coherently.				
2.1. Expressing orally short, simple, structured, understandable, and appropriate to the communicative situation on everyday and frequent matters, of relevance to the students	The student always uses strategies to express himself orally on everyday and frequent issues of relevance to students.	The student often uses strategies to express himself orally on everyday and frequent issues of relevance to students.	The student barely uses strategies to express himself orally on everyday and frequent issues of relevance to students.	The student does not use strategies to express himself orally on everyday and frequent issues of relevance to students.
2.2. Organizing and writing short and comprehensible texts with clarity, consistency, and cohesion, and adapted to the proposed communicative situation.	The multimodal picturebook is organized and written in a short, simple, and comprehensible way, with clarity, coherence, and cohesion, and adapted to the proposed communicative situation.	The multimodal picturebook is mostly organized and written in a short, simple, and comprehensible way, with clarity, coherence and cohesion, and adapted to the proposed communicative situation.	The multimodal picturebook is barely organized and written in a short, simple, and comprehensible way, with clarity, coherence and cohesion, and adapted to the proposed communicative situation.	The multimodal picturebook is not organized or written in a short, simple, and comprehensible way, with clarity, coherence and cohesion, and adapted to the proposed communicative situation.
CE 3: Interacting with other people using cooperation strategies and using analog and digital resources to respond to specific communicative purposes in respectful exchanges with politeness standards.				
3.2. Selecting, organizing, and using strategies in a guided manner and nearby environments to initiate, maintain, and terminate communication, request and provide	The student always selects, organizes, or uses strategies suitable for initiating, maintaining, and terminating communication	The student often selects, organizes, or uses strategies suitable for initiating, maintaining, and terminating communication	The student barely selects, organizes, or uses strategies suitable for initiating, maintaining, and terminating communication	The student does not select, organize, or use strategies suitable for initiating, maintaining, and terminating communication

clarifications and explanations				
3.3. Making themselves understood in short interventions, even if it is necessary to hesitate, pause, repeat, or correct what has been expressed, and show a cooperative and respectful attitude	The student is always understood in his interventions and shows a cooperative and respectful attitude.	The student is often understood in his interventions and shows a cooperative and respectful attitude.	The student is barely understood in his interventions and barely shows a cooperative and respectful attitude.	The student is not understood in his interventions and does not show a cooperative and respectful attitude.

CE 4: Mediating between different languages, using simple strategies and knowledge-oriented to explain concepts or simplify messages, transmitting information effectively, clearly, and responsibly.

4.1. Inferring and explaining texts, concepts, and short and simple communications in situations that attend to diversity, showing interest in the solution of problems of intercomparison and understanding of the near environment	The student perfectly explains his part of the text, shows respect and empathy for the other interlocutors, and shows a huge interest in participating in the project.	The student often explains his part of the text, shows respect and empathy for the other interlocutors, and shows enough interest in participating in the project.	The student barely explains his part of the text, barely shows respect and empathy for the other interlocutors, and does not show interest in participating in the project.	The student does not explain his part of the text, does not show respect and empathy for the other interlocutors, and does not show interest in participating in the project.
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CE 5: Using personal linguistic repertoires between different languages strategically in diverse communicative contexts, reflecting critically on their functioning to respond to specific communicative needs

5.3. Identifying learning difficulties in the foreign language, selecting in a guided manner the most effective strategies to overcome these difficulties and make progress in learning, e.g. by	The student always shows interest in overcoming difficulties and making progress in his learning.	The student often shows interest in overcoming difficulties and making progress in his learning.	The student barely shows interest in overcoming difficulties and making progress in his learning.	The student does not show interest in overcoming difficulties or making progress in his learning.
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self-assessment				
CE 6: Critically assessing and adapting to linguistic, cultural, and artistic diversity based on the foreign language, identifying and sharing similarities and differences between languages and cultures, while acting empathetically and respectfully in intercultural situations.				
6.3. Applying guided strategies to explain and appreciate diversity in linguistics, literature, culture, and art, respecting the principles of justice, equity, and equality	The student always shows appreciation for linguistic, cultural, and artistic diversity.	The student often shows appreciation for linguistic, cultural, and artistic diversity.	The student barely shows appreciation for linguistic, cultural, and artistic diversity.	The student does not show appreciation for linguistic, cultural, and artistic diversity.
				TOTAL: __/32

Own creation following the descriptive operators in the LOMLOE (2020) as expressed in the

BOCYL 190. Author's translation and adaptation from Spanish.

Appendix 2: Checklist (Peer assessment)

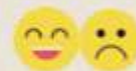
Peer Assessment Checklist



My classmates have presented their picturebook with clarity



My classmates have used of vocabulary related to migration



My classmates have described people, objects, and palces using: Be and have got, Demonstratives, Saxon Genitive, or Pronouns)



The project presented by my classmates is original and visually attractive






My classmates have shown awareness of migration and respect for the people who have suffered it.



Own creation with Canva

The image shows two identical 'Exit Ticket' forms. Each form has a pink background with various educational icons like a clock, headphones, and books. The top of each form features a starburst icon, the title 'Exit Ticket', and the text 'This lesson made me feel...' followed by three emoji options: a smiling face, a thinking face, and a sad face. Below this, there are fields for 'Name: _____' and 'Date: _____'. The main body of the form is a light beige box containing three numbered prompts: '3 things I have learned', '2 Things I have enjoyed', and '1 Question I still have', each followed by a dashed line for writing.

Exit Ticket

This lesson made me feel...   




Name: _____ Date: _____

3 things I have learned

2 Things I have enjoyed

1 Question I still have

Exit Ticket

This lesson made me feel...   

Name: _____ Date: _____

3 Keywords about this lesson:

2 Things I have enjoyed

1 Question I still have

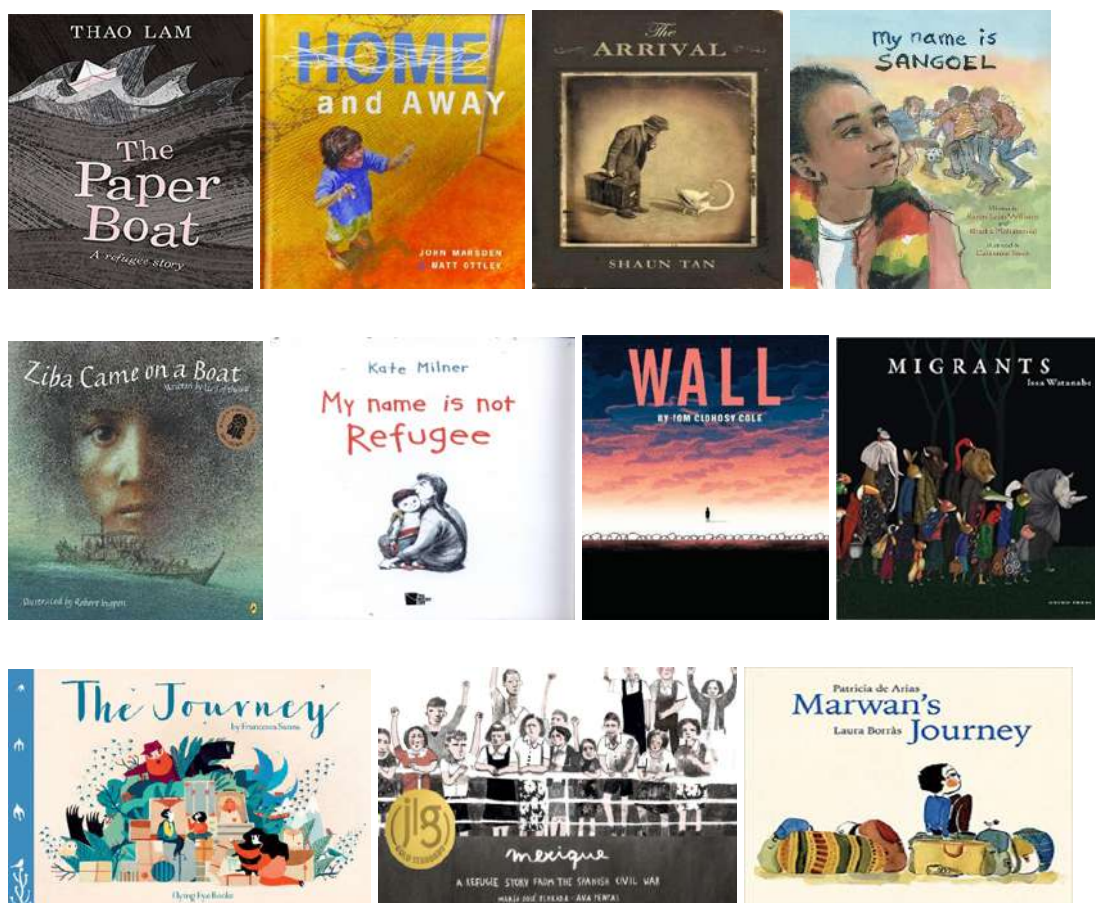
Own creation with Canva using the following template:

<https://www.canva.com/templates/EAFrHor6ibY-beige-illustrated-exit-ticket/>



Video: A Beautiful Animation of a Harrowing Story - BBC News:

<https://www.youtube.com/watch?v=BOHWYcFIY-8>



Corpus of migration-themed picturebooks of project *Children's Picturebooks about Migration: Multimodal Analysis and Applicability to Multicultural and Multilingual Environments (MIAMUL)* - Project PID2021-1427860B-100 funded by MCIN/AEI/10.13039/501100011033 and by “ERDF A way of making Europe”. Provided by the LINDES (Linguistic Descriptions of English) research group.



Video: EU migrants: More than 500 migrants arrive on Spanish Canary Islands:

<https://www.youtube.com/watch?v=wCCFfljW0DY>

WHY DO PEOPLE MIGRATE?

Political reasons



Dictatorship

Censorship

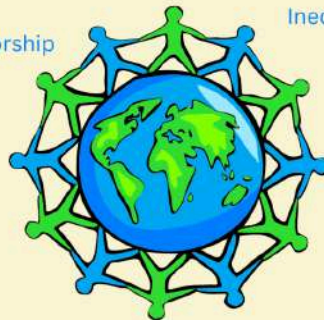
Economic reasons



Crisis

Inequality

Poverty



Natural Disasters



Hurricanes

Floods

Tsunami

Drought



Religion

Transphobia

Persecution

Homophobia

Own creation with Canva. The images are taken from Pexels

ANDRIY'S JOURNEY



Hi! My name is Andriy and this is my family. We have always lived in a city called Horodok. This city has been our home for my whole life, but one day it all changed.



Two years ago, my father had to leave. He said that 'war was coming' and that he had to fight for our country, Ukraine. He promised to be back once the war was over.



Days went by and my father did not return home. In the meanwhile, Horodok was being bombed. Most of my neighbours were scared and decided to move to another country. Mom also decided that it was best to look for a safe place. It was time to flee.



In the following days, I travelled through the country with Mom and my sister. We finally had time to pack some luggage, but we hurried as cars were blocked by the border.

To cross the border, we had to hire some trucks that would take us to Poland.



After a 48-hour journey, we finally left and arrived in Poland.

However, although many of my parents had decided to seek asylum in this country, Mom thought that we could still be close to enough.



From Poland, we took a bus and arrived in Germany. This country had already welcomed many Ukrainian refugees.

However, despite our efforts to adapt to the German culture, we found the language too difficult.



After our brief experience in Germany, we decided to move to France. There, people were also very welcoming and helped us to get settled.

However, one night on a national holiday, my sister heard some terrible news. Since that day, my sister got really stressed so we decided to go somewhere else.



With the little money we had left,
we arrived in Spain.
When we arrived we were still frightened
and tired. However, we immediately
felt at home and ready to start a new life.

Sometimes I wonder, will we ever
be able to go back to our real home?



Dossier
Level: Beginner

Vocabulary:

- Boat: a means of transport by water
- Thoughts: the process of thinking or reflecting
- Laughter: the sound of laughing, an action performed when someone is happy
- Steam: water in the form of gas or vapour
- Warmth: feeling warm, usually because of love, sympathy or care.
- Meal: food eaten at a certain time
- Drift: a driving movement, for example of water
- Shadow: a shade caused by the contrast of lightness and darkness
- Gunfire: the action produced by the use of a weapon
- Hope: a feeling that events will turn out well



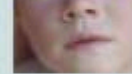
Own creation. Definitions have been adapted from Wordreference.com and pictures obtained from Google images. The words from the dossiers have been taken for the picturebook Ziba

Came on a Boat by Liz Lofthouse

Dossier
Level: Intermediate

Vocabulary:

- Endless: seeming to have no end
- Wash over: an emotion that affects a person profoundly
- Hillside: the side of a hill
- Cheeks: either side of the face below the eye and above the jaw
- Warmth: feeling warm, usually because of love, sympathy or care.
- Mud: wet and soft dirt
- Drift: a driving movement, for example of water
- Wool: soft fabric given by a sheep
- Gunfire: the action produced by the use of a weapon
- Lullaby: a song used to lull a child to sleep



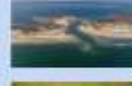
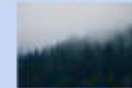
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Came on a Boat by Liz Lofthouse

Dossier
Level: Advanced

Vocabulary:

- Soggy: damp, wet
- Wash over: an emotion that affects a person profoundly
- Deck: the surface of a ship
- Clay pot: a container made of clay, a muddy material
- Murky: dark and gloomy, as with mist
- Mud: wet and soft dirt
- Drift: a driving movement, for example of water
- Roar: to make a loud noise
- Gunfire: the action produced by the use of a weapon
- Cosy: warm and intimate
- Lullaby: a song used to lull a child to sleep



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Came on a Boat by Liz Lofthouse





Own creation with Google Documents