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INTRODUCTION

Education takes place from the same instance in which a human being is born. Depending on the sociocultural environment, individuals naturally acquire a mother tongue (L1) or another. Nevertheless, due to the globalized world in which we live in, it has become necessary to learn, at least, another language (L2) as a means of international communication. As a result, English has become the lingua franca in Europe, that is, according to *Britannica*, “the language used as a means of communication between populations speaking vernaculars that are not mutually intelligible” (Mufwene & Sangol, 2025). If the world is interconnected in a variety of aspects, language and culture could not be left apart.

Learning another language is important for the natural growth of an individual since it adds to the development of his / her identity. The creation of our identity is highly influenced by our culture. As a result, considering globalization, I think that individuals present cross-cultural identities, and the acquisition of another language is a significant contribution to it. Moreover, learning a second language (L2) offers a broader perspective of the current world and its international relationships besides allowing individuals to play an active role in them. Witte (2012) explains that the general goal for L2 learning is to holistically develop the fundamental linguistic, pragmatic, social, cultural, and discursive knowledge skills to successfully interact in the L2 in an appropriate manner. Zoghi and Malmeer (2013) noted that “learning another language seems to be a multi-dimensional ability which goes beyond linguistic and cognitive capacity of the learner and demands caring the affective filter sides as well as socio-cultural aspects of learning too” (p. 584).

In Spain, the generalized fear among Spanish students towards communicating in English is a handicap in the ‘English as a Foreign Language’ (EFL) classroom. It is

plausible that this reluctance comes along with the history of its teaching practice. However, positively, the current focus lies on communicating effectively in the target language instead of on grammar and accuracy. For this reason, this teaching programme is based on *Communicative Language Teaching* (CLT) as an approach and on *Task-based learning* (TBL) as a methodology.

The teaching of foreign languages in Spain follows the principles stipulated by the Council of Europe in the ‘Common European Framework of Reference for Languages: Learning, Teaching, Assessment’ (CEFRL), the current Spanish educative law: *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 (LOMLOE 2020) and the autonomic legal documents of education: DECRETO 39/2022 in the Boletín Oficial de Castilla y León (BOCYL 190).

PART A: METHODOLOGICAL PRINCIPLES

Historical background

The process of learning a second language is controversial since it is required to differentiate between acquiring a second language (L2), which is a subconscious process, and actively learning this language. Stephen Krashen (1982) creates the ‘Second Language Acquisition Theory,’ which is composed of five hypotheses of the manners in which language acquisition works, being those ‘the acquisition-learning hypothesis,’ ‘the natural order hypothesis,’ ‘the monitor hypothesis,’ ‘the input hypothesis,’ and ‘the affective filter hypothesis.’ (Krashen, 1982, p. 9) In this paper, ‘the acquisition-learning hypothesis,’ ‘the input hypothesis,’ and ‘the affective filter hypothesis’ are addressed.

In the acquisition-learning distinction, Krashen (1982) hypothesizes about second language acquisition, and he concludes that “adults have two distinct and independent ways of developing competence in a second language.” (p. 10) The first way is ‘language acquisition’, in which learners are not directly aware of the fact that they are learning a language, but they are conscious of the fact that they are using it with communicative purposes. These learners do not learn the rules of the language by heart, but they have a feeling of being correctly using the second language. Besides, the second way is ‘learning a language’, which involves knowing about the language per se, its grammatical rules, its uses, etc. Krashen (1982) also argues that some second language theorists considered that language acquisition is proper of children whereas adults can only learn a language since they do not have the possibility of naturally acquire it. Nevertheless, Krashen (1982) considers that “adults can access the same natural ‘language acquisition device’ that children use”, and that, indeed, language acquisition in adults is a powerful process (p. 10).

In addition, Krashen (1982) considers that the ‘input hypothesis’ might be one of the most relevant concepts in the second language acquisition theory today. This hypothesis states that we acquire a foreign language by looking for meaning and that the grammatical structures are achieved as a consequence of it. The learner is exposed to a language input which is beyond the level of proficiency of this learner. If he/she understands the meaning of this language input, the acquisition is successful (Krashen, 1982, pp. 21). Oller (1988) argues that the input hypothesis is successful in that the acquirer does not rely only on the target language input but on its context: extralinguistic competence, knowledge of the world, and previous acquired linguistic competence (p. 171). Briefly recapitulating, a learner acquires a language by being exposed to it and by receiving new linguistic inputs that are beyond his/her level of proficiency in the second language. Those inputs, along with their specific contexts, let the learner acquire the foreign language.

The ‘input hypothesis’ and the ‘affective filter hypothesis’ are related to one another. The ‘affective filter hypothesis’ explains the ways in which affection, associated with motivation, self-confidence, and anxiety, intervene in the process of second language acquisition (Krashen, 1982, pp. 31). The lower the affective filter, the more knowledge the learner acquires. Those learners with negative attitudes towards acquiring a second language will tend to seek less linguistic input, what directly contributes to a higher affective filter. Du (2009) argues that “teachers can find out the effective teaching tactics which can cultivate the students’ active learning affective factors through the analysis on the inner connection between the students’ affective factors and L2 learning” (p. 164). From my point of view, Du’s perspective offers teachers the possibility of looking for strategies to implement in their teaching methodology to minimize the students’ affective filter in such a way that their attitude towards a foreign language becomes more positive.

This way, and, as a result, students would gain a major level of proficiency in the target language.

Selecting a teaching methodology is crucial for every teacher since it leads the teaching process. The teaching methodology dictates the ways in which the teacher addresses the contents of the curriculum, formulates the objectives, assesses the students' learning performance, etc. However, there is a wide range of existing methodologies that work differently, and it is not an easy job to find one that completely fulfills our aspirations as teachers. Moreover, before choosing a teaching methodology, it is significant to bear in mind the differences between approach, method, procedure, and technique in such a way that they can be applied properly in the development of the teaching programme. Harmer (2015) defines those keywords as follows: the term 'approach' is used to "refer to theories about the nature of language and language learning. These provide the reasons for doing things in the classroom and the reasons for the way they are done." (Harmer, 2015, pp. 54) Considering the previous definition, it is seen that the approach is the most abstract and ideological term so that it might be stated that the approach is the philosophy of language teaching and that every didactic methodology must be supported by an approach as a wider instrument and guide for the teaching and learning practice. Besides, a method is "the practical classroom realisation of an approach." (Harmer, 2015, pp. 54) Being aware of this explanation, it may be declared that the method is the practical application of an approach. In addition, a procedure is "an ordered sequence of techniques" (Harmer, 2015, pp- 55) and a technique might be described as the different activities that are done in each of the steps of the procedure.

Once those terms are clarified, I believe it is significant to mention that the principles of the teaching pedagogy have changed in recent years from an approach that

focuses on grammar and accuracy to a more communicative approach. Harmer explains that in the nineteenth century, *Grammar-translation* took place due to the inauguration of foreign language learning and teaching in the schools. This methodology consisted of directly translating sentences from the target language (L2) to the students' first language (L1) and vice versa (Harmer, 2015, pp. 55). Apart from *Grammar-translation*, other well-known methodologies focused on grammar correctness were the *Direct* and *Audiolingual Methods*. The *Direct Method* tried to simulate the natural acquisition of the first language and the *Audiolingual* focused on learning by oral drilling (Brown, 2007, pp. 21 - 22). Furthermore, nowadays, our society is committed to a more communicative approach to foreign language teaching, being more specific, to the *Communicative Language Teaching* (CLT). According to Scrivener (2011), teachers subscribed to CLT are those that believe that learners will learn better if they participate in meaningful communication. From my point of view, CLT represents a shift in the teaching principles since it fosters learner-centeredness instead of teacher-centeredness in the classroom. I consider that students learn by trial and error, so that they need to be provided with opportunities to participate and to make mistakes since it is an essential part of the learning process. Scrivener (2011) labels this idea as the 'experiential learning cycle' where he explains that in order to acquire some knowledge, students must do something, recall what had happened, reflect on that, draw some conclusions, and, finally, use those conclusions to prepare themselves for future practical experience (pp. 19). Once the stages of the cycle end, it starts again and again because the action of learning never stops, but the students must take an active role in the process for them to truly acquire any knowledge.

CEFRL and Spanish Educational laws' principles

The Council of Europe launched in 2001 the CEFRL, which is one of the most popular and applied policy instruments in Europe. It "presents a comprehensive descriptive

scheme of language proficiency and a set of common reference levels (A1- C2) defined in illustrative descriptor sales, plus options of curriculum design promoting plurilingual and intercultural education” (CEFRL, 2001, 25). In Spain, the *Ley Orgánica por la que se Modifica la Ley Orgánica de Educación* (LOMLOE) (2020), being the current educative law as presented in the Real Decreto 2017/2022 in the Boletín Oficial de España (BOE) A-2020-17264, sets the pedagogical principles for education. In addition, the DECRETO 39/2022 in the Boletín Oficial de Castilla y León (BOCYL 190) is the legal document that stipulates the basis of curriculum design in one of Spain’s autonomies, Castilla y León. The BOCYL 190 adapts the principles of the CEFRL to an autonomic level.

CLT

As previously mentioned, our current society is committed to a more communicative foreign language teaching, leaving apart traditional practices related to the memorization of grammatical structures and intense oral and written drilling, and focusing on fluency in the target language as well as on conveying comprehensible messages and understanding them to establish effective real-life communication. The current Spanish educational and linguistic curricula encourage a student-centered teaching practice, and its aim lies in assisting students to successfully engage in real-life situations and communicate with the knowledge achieved in the subject. This foreign language teaching and learning approach is known as CLT.

CLT emerged in the 1970s with the purpose of enhancing communicative proficiency instead of the accurate use of grammar. This approach analyses and incorporates the “communicative meanings that a language learner needs to understand and express (...) to demonstrate the systems of meanings that lay behind the

communicative uses of language” (Richards & Rogers, 1986, p. 65). The focus is on providing the students with the necessary resources to communicate in a foreign language in real-life situations. As Hendrickson (1991) explains, CLT’s purpose is to create “learning conditions that offer students opportunities to use the foreign language in a wide variety of realistic, communicative situations” (p. 197). Those real-life situations might be simulated in class, for instance, with strategies such as role play, or following the instructions to arrive at the different stops in a real map of a city.

In 1972, the linguist Dell Hymes introduced the concept of *communicative competence* as a reaction to Chomsky’s concept of *linguistic competence* which refers to “a theory of grammar and is concerned with the linguistic rules that can generate and describe the grammatical (as opposed to ungrammatical) sentences of a language” (Canale & Swain, 1980, p. 3). Communicative competence offers a broader perspective than linguistic competence in that this notion “is intended to include not only grammatical competence (or implicit and explicit knowledge of the rules of grammar) but also contextual or sociolinguistic competence (knowledge of the rules of language use)” (Canale & Swain 1980, p. 4). Moreover, Savignon (1983) states that communicative competence means “looking not only at surface features – the concern of structural linguistics – to give shape and form to our programs. It means, rather, looking at the totality of a communicative situation – with whom, to whom, relationship, context, intent.” (p. 9). Furthermore, Celce-Murcia et al. (1995) proposed another terminology to refer to the communicative competence, labelling it as sociocultural competence. They stated that “sociocultural competence refers to the speaker’s knowledge of how to express messages appropriately within the overall social and cultural context of communication, in accordance with the pragmatic factors related to variation in language use” (p. 23). Bearing in mind the words of the experts, communicative competence might be defined

as the ability to effectively communicate in a foreign language considering the specific context in which communication takes place whereas linguistic competence just stands for understanding and applying the grammatical rules of a certain language.

One of the main goals of CLT is developing *communicative competence* in the learners. According to Savignon (1983), teachers need to know manners to measure a student's *communicative competence*, his / her ability to use language effectively in a communicative exchange. Celce-Murcia et. al (1995) explain that the assessment within CLT is complex in that there is not a well-defined and comprehensive communicative competence construct. As a result, the assessment has been carried out considering tests of language proficiency instead of following the principal objectives of language instruction. Savignon (1983) highlights that tests of communicative competence are a much better way to measure a student's functional skills for real-world work (p. 8). Furthermore, Celce-Murcia et al. (1995) suggested that learners "should be made aware of the fact that making a social or cultural blunder is likely to lead to far more serious communication breakdowns than a linguistic error or the lack of a particular word" (p. 23). This way, learners would be conscious of the implications of using another language in a real-life context and they would become more preoccupied with the real usage of the language instead of with the linguistic elements of it.

In addition, according to Byram (1997), foreign language teaching is concerned with communication, understanding it as more than the exchange of information and sending of messages, which has been dominating communicative language teaching. Byram (1997) remarks that the exchange of information depends on understanding the ways in which what someone says is perceived and interpreted in another cultural context. This way, Byram (1997) creates the notion of intercultural competence because to him

“successful ‘communication’ is not judged solely in terms of the efficiency of information exchange. It is focused on establishing and maintaining relationships” (p. 3).

Communicative competence is one of the main objectives of foreign language acquisition in our educational system. It is meant to be achieved by giving more emphasis to meaning and fluency rather than to accuracy. Brandl (2008) states that “this criterion supports the notion that conveying an intended meaning is the essence of language use” (p. 8). This way, learners would be practicing the production of oral speech or written messages without stopping to constantly revise that what they have said or written is perfectly done according to the grammatical rules of the foreign language. Moreover, CLT prompts the use of realia, which are authentic materials brought into the classroom atmosphere, and of more dynamic, communicative and engaging activities to do in the classroom. Brandl (2008) argues that “not only real-life tasks should be the focus in the classroom, but rather than learners engage in tasks that are of relevance to their lives or at least arouse some interest to some degree” (p. 8).

CLT principles are supported by the CEFRL in that the Council of Europe perceives that one of the main aims 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). Moreover, the Spanish and regional curricula establish that “la rápida evolución de las sociedades actuales y sus múltiples interconexiones exigen el desarrollo de aquellas competencias que ayuden a los individuos a practicar una ciudadanía independiente, activa y comprometida con la realidad contemporánea, cada vez más global, intercultural y plurilingüe” (Real Decreto 217/2022, BOE A-2020-17264, p. 164). In addition, it also states that “en las actuales sociedades, culturalmente diversas, los procesos democráticos requieren del diálogo intercultural. Por lo tanto, la

comunicación en distintas lenguas resulta clave en el desarrollo de esa cultura democrática” (Real Decreto 217/2022, BOE A-2020-17264, p. 164). Moreover, in the BOCYL 190 it is also remarked that “la sociedad actual está inmersa en un mundo globalizado donde el uso de las lenguas extranjeras facilita la comunicación entre individuos de diferentes países, facilitando un enriquecimiento sociocultural” (DECRETO 39/2022, BOCYL 190, p. 49407).

TBL

As stated before, this teaching syllabus for the EFL subject follows the CLT approach, which is focused on developing communicative competence involving students in real-life situations so that they acquire the language to properly respond to real-life demands. To do so, I will be implementing TBL as a teaching methodology to pursue the achievement of the learning objectives of this teaching programme. This section will be developed as follows: first, an introduction to the notion of TBL with its characteristics and structure; second, the manners in which TBL is linked with the CEFRL and the Castilla y León educative law; finally, some aspects to consider when implementing TBL in the classroom.

Task-Based Learning or Task-Based Language Teaching (TBLT) is a teaching methodology which focuses on structuring learning situations and the course sessions on the completion of dynamic and varied tasks. These tasks are designed by the teacher to help students to gain specific knowledge and to develop linguistic skills while working on a final project in such a way that students acquire language in a more natural way, avoiding the recurrent focus on specific grammar points or lexicon per teaching unit.

TBL is a creative methodology in that the teachers must plan their syllabus backwards, bearing in mind the final objective and considering the process to achieve it.

Throughout this process, the teacher will provide the necessary information to the students in such a way that they can develop the different tasks. This information might be in the form of grammar pills, as a reminder if the students have already studied those grammar points, or some manners to introduce new grammar items. The same approach would happen regarding the vocabulary of a specific topic.

Willis (1996) defines task as “a goal-oriented activity in which learners use language to achieve a real outcome” (p. 2). In TBL, meaning and communication are essential. Willis (1996) explains that while performing the tasks, learners are meaning what they say as they are using language to exchange meanings for a real purpose (p. 3). To achieve that, being fluent in the target language is the principal objective. Moreover, subsequently, students will implicitly learn and integrate those grammar points and lexical items to be more accurate in their use of the English language. According to Ellis (2009), tasks can be either focused or unfocused, depending on whether they are designed to provide opportunities for using language in general to communicate or whether they are designed to tackle some specific linguistic features (p. 223). Prabhu (1987) is recognized for theorizing and implementing this teaching methodology as a means of developing communicative competence.

TBL is a learner-centered teaching methodology. Prabhu (1987) discovered that students were more likely to participate in the learning process when it was based on performing different tasks. This is because the criteria became clearer, and the sessions turned out to be more interactive as well as the relationship between the teacher and the students upgraded because of the constant feedback received by the students (p. 27). Furthermore, Hismanoglu & Hismanoglu, (2011) also claimed that “learners master the target language more powerfully when being exposed to meaningful task-based activities

in a natural way” (p. 47). Additionally, Van der Branden (2006) claims that “in SLA [Second Language Acquisition] research, tasks have been widely use as vehicles to elicit language production, interaction, negotiation of meaning, processing of input and focus on form, all of which are believed to foster second language acquisition” (p. 1). Taking those words into account, it might be argued that TBL is a good methodology to be implemented in an EFL classroom.

The tasks immerse students in real linguistic exchanges and put the focus on their communicative abilities. Ellis (2009) refers to the term ‘focus on form’, coined by Long (1991), to explain that in TBL grammar is handled intrinsically. Apart from that, Willis (1996) suggests that if the language lessons were filled only by tasks, students would get plenty of opportunities to interact among them, to express themselves freely and gain confidence in using the target language (p. 3). Considering all the stated above, TBL offers learners the opportunities to acquire and master the target language throughout real-life like interactions while performing meaningful tasks. Van der Branden (2006) claims that “tasks invite the learner to act primarily as a language user, and not as a language learner” (p. 8 – 9).

TBL is characterized by the way in which the lessons and the sessions are structured, following a pre-task phase, a task phase, and a post-task phase (Willis, 1996, p. 4). The pre-task phase is based on a *warm-up* or *lead-in* activity that lasts a few minutes at the beginning of the session. For instance, during this phase, the teacher helps the students to understand the theme and the objectives of the task. Moreover, the task phase is the obligatory one, the core phase in the session, in which students perform certain activities related to the four linguistic skills (productive skills and receptive skills) as well as mediation. Students communicate among them while developing the task whereas the

teacher monitors the activities. Finally, in the post-task phase, students share the results of the activities they have been working on, and they receive peer feedback and teacher feedback.

It is also important to relate TBL with the CEFRL and the Spanish educative laws. Approaching the CEFRL and TBL, it can be said that the European Framework set the basis of the education of languages and the BOCYL 190 adapts to it at an autonomic level. Besides, TBL is a methodology that follows the principles of the European and autonomic legislation.

The CEFRL aims at promoting the teaching and learning of languages as a means of communication. Communication is meaningful in the teaching-learning process. According to the CEFRL, the learner participates actively in the learning process. The CEFRL promotes learner engagement and autonomy in the teaching-learning process. The process of teaching and learning is learner-centered in that it considers the students' needs when acquiring a new language. TBL shares this characteristic because all the sessions are planned thinking on the students' previous knowledge, on the new information they need to acquire, on enhancing their creativity, etc. The major focus is on the learner.

Moreover, another common feature is that both the CEFRL and TBL defend and promote the action-oriented approach. This approach consists of teaching and learning in an active way, alluding to participate in the act of communication.

Besides, CEFRL and TBL argue that the teaching-learning process must take place simulating students' real-life experiences. Finally, both CEFRL and TBL involve planning backwards from students' real-life communicative needs and the consequent alignment between curriculum design, teaching, and assessment.

The correspondence between the legislation and TBL enhances the functionality of the educative approach and gives validation to it. I think that applying TBL in EFL might help the students to learn English successfully since they would be closer to the real-world experiences and the needs of communicating in the English language. At this point, some students might start to appreciate the real value of the language and its usage. Through TBL, students can experience by themselves and explore their own gaps and needs in the acquisition of the foreign language in a safe space, so that they will be prepared to face the real world and communicate in English appropriately when the situation requires it.

It might be necessary to know the following aspects in order to implement TBL in a classroom. First, Shehadeh (2012) explains that implementing TBL in a classroom might be complex depending on the school's policies and practices in which TBL is intended to apply. Nevertheless, in her article, it is stated that the problems for implementing TBL are not caused because of the methodology per se, but because of the settings of the schools. Besides, it is also argued that even in those settings, implementing TBL might be a success (Coombe & Shehadeh, 2012, p. 8). Moreover, Van der Branden (2006) approaches curriculum design following TBL. He states: "they [Task-based curricula / syllabuses] formulate operational language learning goals not so much in terms of which particular words or grammar rules the learners will need to acquire, but rather in terms of the purposes for which people are learning a language" (Van der Branden, 2006, p. 3). This quote introduces a new perspective for the teacher in that the focus lies on the purposes for learning a new language instead of on mastering the lexicon or the grammatical rules of the target language. Nevertheless, the focus on form is also introduced in TBL in that the teacher can pay attention to particular forms while the learner is developing meaningful and communicative tasks (Van der Branden, 2006, p.

10). Van der Branden (2006) also explains that “the things learners do with the target language in the classroom (...) should be related to, or derived from, what the learners are supposed to be able to do with the target language in the real world” (p. 6). Simplifying these words, the proposed task must take into consideration the students’ capabilities in using the target language. For this reason, Long & Crookes (1993); Long & Norris (2000); and Long (2005) claim that a preliminary analysis of students’ needs is necessary for designing a TBL curriculum or syllabus (as cited by Van der Branden, 2006, p. 6). Bearing in mind this information, it might be easier to understand the ways of implementing TBL in an EFL classroom.

Class dynamics: the role of the learner and the teacher & error correction

In this section, the evolution and changes of the way in which EFL is perceived and its classroom dynamics (the role of the teacher and of the learner) are tackled following the premises of the communicative language teaching approach and taking also into consideration the CEFRL and the BOCYL 190. Additionally, error correction is also included in this section of class dynamics.

It is significant to consider that the notions about the English as a foreign language subject and the means for learning a language have been changing from the last decades onwards. Thornbury and Meddings (2001) affirm that “language is not a subject – it is a medium” (p. 1). Language is a medium for communication, so that, the EFL classroom should be perceived as a space for developing such communicative skills in the L2, not as another subject in the curriculum that focuses on the form of the English language. The CEFRL perceives language “as a vehicle for communication rather than as a subject to study” (Council of Europe, 2020, p. 29) and in the BOCYL 190 it is said that “la materia Lengua Extranjera en la etapa de Educación Secundaria Obligatoria tiene como finalidad

principal la adquisición de la competencia comunicativa básica en la lengua extranjera, así como el desarrollo y enriquecimiento de la conciencia intercultural del alumnado” (Decreto 39/2022, BOCYL 190, p. 49246) so that, as the law states, the EFL classroom must be based on developing the students’ communicative competence. For this reason, it is relevant to consider that the classroom must be student-centered.

According to CLT, the EFL sessions must be communicative, learner-centered, content-based, whole language based, and, cooperative and interactive (Brown, 2007, pp. 46 – 50). As it is explained before, in the CLT approach and in TBL the classrooms are student-centered, what means the major concerns lie around the students’ needs to learn the foreign language in that the learning of a language is a socially motivated process, contingent on the concerns, interests, desires, and needs of the user (Thornbury & Meddings, 2001, p. 1). This focus on the student shows a shift from the traditional models in which students were passive listeners and learners, and the teacher was the leader of the space and a source of knowledge, to a more dynamic space in which the teacher is a facilitator of knowledge and monitors the students’ learning process throughout meaningful tasks. Bahumaid (2012) claims that “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). Apart from that, Bahumaid (2012) also states that following the premises of CLT in the classroom is a way of enhancing the learners’ motivations in that it is focused on a realistic use of the language, and it creates a repertoire of opportunities for learners to engage in a variety of interesting tasks (p. 447). Besides, Zoghi and Malmeer (2013) declare that “intrinsic motivation will be fostered if we give the second language learners an amount of freedom to the extent that they feel responsible for their own course of learning” (p. 587). Moreover, in the BOCYL 190 it is announced that “las actividades que se lleven a cabo fomentarán el aprendizaje

individual, entre iguales y la reflexión sobre los procesos de enseñanza aprendizaje, poniendo al alumno en el centro de su propio aprendizaje” (DECRETO 39/2022, BOCYL 190, p. 49342). The latest quote explains that the classroom would be organized in different groupings, so that students’ cooperative skills would be upgraded. Those groupings may vary, there would be space for lockstep, individual work, pair work and group work depending on the goal of the proposed tasks.

Fostering CLT’s student-centeredness, the teacher’s talking time (TTT) is notably reduced and the students’ talking time (STT) is notably increased. Before implementing CLT, “learning was very much seen under the control of the teacher” (Richards, 2006, p. 4). Nevertheless, currently, the teacher limits his / her speaking time just to give explanations and feedback, whereas the rest of the time is devoted for students to communicate among themselves and with the teacher while developing the dynamic tasks. Furthermore, Jacobs and Farrel (2003) argue that “by collaborating with their peers, learners move away from dependence on the teacher” (p. 6) what would motivate a more autonomous learning.

Focusing a little more on the role of the teacher, it is just explained that it underwent a change from being the ultimate authority and source of knowledge to being a facilitator of knowledge and a monitor in the learning process. Jones (2007) defines better the role of the teacher:

[The teacher’s function is] to help and encourage students to develop their skills, but without relinquishing our more traditional role as a source of information, advice, and knowledge. In a student-centered classroom, the teacher and students are a team working together. Together our role is to make sure everyone benefits from the lesson, supporting one another. (p. 25)

Harmer (2015) adds that “the teacher’s role as a transmitter of knowledge is repositioned so that their role is not to tell kids things, but rather to encourage them to do their own investigative work” (p. 112). Jim Scrivener argues that he did not want to act the role of the traditional teacher, but he wanted to make contact with learners, human to human (qtd in Harmer, 2015, p. 112). Scrivener meant to establish a good rapport with the students, being rapport the relationship between teachers and students. As Tomlinson (2003) suggests, to build this good relationship, it is necessary to match the psychological and sociological realities of [the] particular group of learners (p. 1) to cooperatively learn and rely on from one another creating a non-threatening environment in which learning takes place. Harmer (2015) explains that those considered good teachers are the ones that build rapport with their students and that they are knowledgeable of their subject matter and have good classroom management. Moreover, they are caring, creative, patient, well-organized and respectful (p. 114). These personal traits add to the creation of the non-threatening atmosphere in the classroom.

This environment of respect and reliability is what promotes participation and cooperation in the classroom, and, consequently, it fosters a communicative learning process in that students feel safe to share their opinions and speak with their classmates without the fear of failing or making errors. “More important than error-free speech is the creation of an atmosphere in which the students want to talk” (qtd in Hendrickson, 1978, p. 388)

Error correction or error prevention might be one of the trickiest aspects of being a teacher. At the beginning of teaching history, making errors was believed to be something that must be condemned. Nevertheless, with the new focus on communication, Hendrickson (1978) claims that “instead of expecting students to produce flawless

sentences in a foreign language, for example, many of today's students are encouraged to communicate in the target language about things that matter to them" (p. 388). It is preferable that students produce spoken or written texts with some mistakes and that the messages of those texts are understandable rather than meaningless error-free texts.

Apart from that, it is pivotal to change the negative connotations of making mistakes to a positive one, viewing them as proof of being in the process of learning something new. In the context of foreign language learning, students who make mistakes are those who are practicing in order to learn and integrate new aspects of the target language in their oral or written productions. Cohen (1975) signals that information about errors should be perceived as feedback for both students and teachers. Moreover, he also mentions that the process of learning in classrooms goes along with recognizing when an error is made (p. 414). According to Durán (2011) there is a procedure for error correction in the classroom, and it is important to know who corrects and how. The first step is indicating that an error has been made. Then, it is necessary to locate this error. After that, categorize it. Next, it is the moment in which correction itself appears. The mistake can be self-corrected, peer-corrected or teacher-corrected. Finally, it is central that the student standardizes the mistake, understanding to standardize as being able to recognize this error, so that he / she learns the correct version of it (p. 71). Recapitulating, making errors is natural in the learning process. It is significant not to demonize them and let the students recognize the correct version of them.

Assessment

Assessment is one of the central parts in curriculum design and one of the most controversial in that the students' level of anxiety increases whenever they listen to the word "assessment" since it might be associated only with the final examination of the

subject and passing or not the course. Nevertheless, assessment is much more than that. It is an ongoing process of teaching and learning in which students demonstrate the knowledge, the linguistic skills and the level of proficiency they have acquired in the EFL classroom. Ghouali et al (2020) state that assessment aims at “collecting data about learners’ performance, linguistic capacities, as well as the activities of organisation and establishments, and making use of these data in order to lead to the improvement of the teaching/learning situation” (p. 52). For teachers, the way they assess determines their teaching abilities. For this reason, every aspect of the assessment needs to be tied together so that the evaluation practice becomes effective, what involves the complete implication of the teacher and a lot of work and effort. In addition, assessment is a way of receiving and giving feedback both for teachers and students for their teaching praxis and for their communicative and linguistic performance respectively. Assessment is important in that

“it serves as a meaningful source of information for instructors that permits them to know the quality of their teaching, to evaluate the extent of understanding of learners, to determine if the curriculum objectives have been met or not, and to identify the important elements that have to be learned” (Ghouali et al, 2020, p. 54).

I believe that assessment should be perceived as a reinforcing instrument in the learning process instead of as a frustrating and demotivating activity. For this reason, “traditional pencil and paper tests [that] are not aligned with methods which tend to place more emphasis on speaking, listening, and the communication of meaning” (Carless, 2002, p. 390) are mostly left apart.

Once assessment has been defined, it is important to recognize that there are different types: *summative* and *formative assessments*. *Summative assessment* consists of

measuring the quantity of students' knowledge once the instruction has finished. It just focuses on the results of the final examination and grades the students accordingly without considering their learning processes (Ghouali et al, 2020, pp. 53-54). However, *formative assessment*, also named assessment of learning, evaluates students' level of performance on a specific task or at a certain period of teaching (Ghouali et al, 2020, pp. 53). Formative assessment is "based on short-cycle assessments" (Popham, 2006, p.1). This way, students receive immediate descriptive feedback about their work what enables them to comprehend their own learning process. Apart from that, formative assessment identifies the strengths and weaknesses of the students in the learning process, and it measures the quality of teaching and learning instead of the quantity (Ghouali et al, 2020, pp. 53). In this teaching programme, formative assessment is utilized since I believe that it is more important to evaluate students regarding their learning process and the quality of their learning instead of the quantity of a final mark. Apart from that, I also consider significant that students receive feedback periodically so that they can acknowledge their own progress in their learning process. González Rodríguez and Álvarez Mosquera (2020) claim that feedback is a holistic, ongoing process that needs to be integrated into teaching-learning practices to prove them fully effective. They proved that providing successful feedback has a positive effect on improving students' linguistic competences. This way, if any student presents some difficulties, those would be addressed as soon as possible so that the student can follow the natural rhythm of the teaching and learning process.

Following the premises of the DECRETO 39/2022, "la evaluación del proceso de aprendizaje del alumnado de educación secundaria obligatoria se distingue, frente a otras etapas, en que ha de ser continua, formativa e integradora," (BOCYL 190, p. 48905) so that, according to the Spanish autonomic law, formative assessment must be implemented. It is also stated that "[la evaluación] será formativa para permitir tanto al

docente como al alumnado obtener información del proceso de enseñanza y el proceso de aprendizaje, analizarla y tomar decisiones apropiadas para mejorarlo” (DECRETO 39/2022, BOCYL 190, p. 48905). Additionally, effective feedback is also mentioned in the BOCYL 190 as an important element of assessment.

“Classroom assessment should be authentic and should be an integral part of the daily instruction” (Atta-Alla, 2013, p. 2). If teachers following a communicative approach should include authentic materials in their classroom, so it has to be with assessment since teaching and assessment go hand in hand. Alternative assessment takes place as a reaction towards traditional assessment, and it focuses more on the students’ needs. Jacobs and Farrell (2003) claim that alternative assessment instruments are gaining prominence although they are more time-consuming than the traditional practices in that they attempt to mirror real-life conditions and involve students’ thinking skills. Moreover, contemporary assessment emphasizes “the active engagement of students in their own learning, learner responsibility, metacognitive skills and a dialogical, collaborative model of teaching and learning” (Spiller, 2012, p. 2) since students play the central role in the learning process. Consequently, Atta-Alla (2013) explains that alternative assessment bears in mind learners’ diversity and that students present different learning styles, strategies, cultural and linguistic backgrounds, intelligences, and language proficiency levels (p. 3).

Atta-Alla (2013) also highlights that “to increase the objectivity of assessment, teachers need to use multiple assessment over a long time” (p. 3) besides “making assessment an open process promotes learner autonomy by allowing students to understand and have input into how they are assessed (...) [and] makes instruction more purposeful and assessment more meaningful” (Jacobs & Farrell, 2003, p. 13). It is

essential that students know the ways in which they are going to be assessed so that they gain confidence in the teacher and establish a good rapport.

To carry out an effective assessment, teachers must be clear about their learning objectives in the different lessons and the assessment criteria from the beginning. This way, they will effectively guide students in the learning process. Furthermore, teachers need to consider the aspects that will be assessed, the ways in which those aspects will be assessed and the instruments for assessment. Subsequently, teachers will provide this information to the learners so that they will be fully aware of the aspects that are expected from them in order to be successful in the activities for assessment.

Moreover, the transparency of assessment is also significant, as it fosters students' motivation in their learning process by making them feel more secure when preparing for an assessed activity. If students are aware of the linguistic and communicative aspects that will be required to fulfill in the process of assessment, there would be a non-threatening atmosphere in the classroom which will favour the lowering of the affective filter. This transparency and objectivity in assessment can be achieved by utilizing a variety of tools for assessment and types of assessment (self-assessment, peer-assessment and teacher-assessment). Zoghi and Malmeer (2013) argue that "there is a positive relationship between having a DA [dynamic assessment] procedure and intrinsically motivated learners" (p. 587). Combining both teacher and students' (self- or peer) assessments is a way of engaging the students more in the evaluation process and, this way, they will learn to objectively self-correct and to provide positive feedback for their classmates.

Considering the previous information, in this teaching programme, formative assessment will be incorporated. Implementing this practice, the teacher will monitor the

development of the proposed tasks and facilitating the resources, materials and specific knowledge that students may need to perform those tasks. Those tasks will be performed considering different groupings. In some activities, the individual work and performance of the students will be evaluated whereas, in some other learning situations, teamwork and collaborative skills will be the ones in the spotlight. Both in the process of tasks development and once they have been completed students will receive constructive feedback for them to acknowledge their good job and to improve their performance in future tasks and in the activities for assessment.

Apart from that, I will also implement alternative assessment strategies and instruments for evaluating both productive (writing and speaking) and receptive (listening and reading) skills as well as mediation. Besides that, not only teacher assessment will take place, but peer- and self-assessment will also be implemented as I believe them to be significant in the students' learning processes so that they learn manners to acknowledge their communicative progress as well as their classmates' one. I consider that self-assessment and peer-assessment contribute to the students' development of critical thinking in that they have to observe and analyse the work of their classmates and their own performance. Furthermore, it is considered that "la autoevaluación y la coevaluación del alumnado forman parte de los instrumentos que ayudan a obtener información para evaluar el grado de adquisición de las diferentes competencias" (DECRETO 39/2022, BOCYL 190, p. 49411).

As is previously mentioned, the four linguistic skills are going to be evaluated performing tasks in the written form and in the oral form. For instance, delving into written compositions, students will be evaluated by writing summaries, essays, answering short questions, and in-class activities. Besides, their oral production will be tested in

debates or in short presentations. Apart from that, their positive attitude and their predisposition towards learning English as well as their participation and teamwork abilities will be also considered in their final grade. To do so, the teacher will implement instruments of alternative assessment such as rubrics, checklists, portfolios, KWL charts, etc.

Finally, at the end of every three learning situations, students will be provided with scales to assess both the knowledge they think that they have acquired and their teacher's performance. This will provide the teacher with feedback on how to improve their teaching. This assessment of the teaching practice is incorporated because "la evaluación de la propia práctica docente se considera imprescindible para poder avanzar en la mejora de todo el proceso de enseñanza-aprendizaje" (DECRETO 39/2022, BOCYL 190, p. 49411).

Contents

The CEFRL sets options for curriculum design promoting plurilingual and intercultural education at the European level (2001, p. 25). In addition, 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 autonomic specifications of the educational legislation as presented in the DECRETO 39/2022 in the Boletín Oficial de Castilla y León (BOCYL 190) stipulate the basis of curriculum design in Castilla y León.

In the case of Spain's national educative legislation, students are assessed considering their development of competences. The CEFRL also does a differentiation of competences in terms of its illustrative descriptor scales. It divides the language competences into linguistic, sociolinguistic and pragmatic. However, the BOCYL 190

makes a deeper distinction by dividing the competences into key competences and specific competences regarding the different subjects.

Nevertheless, it is crucial to consider that the CEFRL also brings to the fore plurilingual and pluricultural competence, which claims that languages are interrelated and interconnected to each other and to cultures. This competence is highly related to the BOCYL 190's key competences: competencia en comunicación lingüística (CCL), competencia plurilingüe (CP), competencia matemática y competencia en ciencia, tecnología e ingeniería (STEM), competencia digital (CD), competencia personal, social y de aprender a aprender (CPSAA), competencia ciudadana (CC), competencia emprendedora (CE), and, competencia en conciencia y expresión culturales (CCEC). Those key competences are interrelated and present a transversal character; thus, they are acquired in various areas of the different subjects.

In addition to the key competences, the BOCYL 190 introduces also what are known as specific competences, assessment/evaluation criteria and the specific contents for the different subjects. The BOCYL 190 names the specific competences of the different subjects that the students address during their learning process. In this case, I cover the foreign language subject, more specifically, English as a Foreign Language (EFL). EFL presents six specific competences which are related to language production and reception in specific contexts; the understanding and implementation of language usage individually and in groups; establishing mediation between peers; demonstrating reflection and critical thinking; and demonstrating intercultural knowledge.

This teaching syllabus is designed for students of 3rd ESO in the Spanish educative system. For this reason, it follows the premises of the Spanish educational legislation LOMLOE (Real Decreto 217/2022, BOE A-2020-17264) and the specifications of this

law in the Boletín Oficial de Castilla y León (DECRETO 39/2022, BOCYL 190) to plan the contents of the nine learning situations comprised in this syllabus. According to the CEFRL, students in 3rd ESO present around an A2 level, so that they are “basic users” (Council of Europe, 2020, p. 36) of the English language. They “can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly [and they] can [also] understand phrases and expressions related to areas of most immediate priority [for them]” (Council of Europe, 2020, p. 38).

In the BOCYL 190, three categories of contents are distinguished: communication, multilingualism and interculturality (DECRETO 39/2022, BOCYL 190, pp. 49437 – 49437). First, delving into the communication part, this section approaches some requirements to improve the communicative skills of the students. For example, activities that involve mediation; strategies for planning, controlling, producing and understanding oral, written or multimodal texts; false friends; lexicon related to identities, space/time relationships, cause and effect; learning by trial and error, etc. Second, dealing with the multilingualism part, this section comprises statements about enhancing fluency and accuracy; strategies for self-assessment; metalanguage; and finding similarities between different languages. Finally, addressing the intercultural aspect, this section aims at giving importance to other cultures and knowing the proper ways to use the foreign language in different communicative exchanges with speakers of different cultures.

In addition to the three categories of contents, in the BOCYL 190, “estructuras sintáctico-discursivas” are found (DECRETO 39/2022, BOCYL 190, pp. 49440 - 49441). Those structures consist of grammatical formulas related to greeting, describing, making comparisons, locating events in time and space, asking questions, modal verbs, expressing like or dislike, giving opinions, using conditionals, etc.

Drawing on the above, the contents of this teaching syllabus will follow the aspects previously mentioned trying to design interesting learning situations that cover part of the specifications portrayed in the autonomic legislation and that consider students' motivation and communicative needs. The contents covered in the nine learning situations are developed while fostering the five skills established by the CEFRL: productive skills (writing and speaking), receptive skills (listening and reading) and mediation.

In addition, to contribute to the evolution of the 2030 Agenda for Sustainable Development, the contents of this teaching syllabus are highly related to the Sustainable Development Goals (SDGs) established by the United Nations. The third terms gathered in this teaching syllabus are associated with some of the SDGs, being those, "Good Health and Well-being," "Quality Education," "Zero Hunger," "Sustainable Cities and Communities," "Climate Action," "Responsible Consumption and Production," "Gender Equality," and "Reduced Inequalities".

PART B: TEACHING PROGRAMME

Objectives and contents

This teaching programme has been designed looking forward to relating students' learning processes to current topics that are significant for their lives. This way, students will be more motivated in their learning process. I believe that it is easier to learn if students are interested in the topic. Besides, in the EFL classroom, communication is principal, and students will be more predisposed to engage in an activity if they like the topic.

As portrayed in the Spanish autonomic legislation, DECRETO 39/2022, BOCYL 190, the main contents in an EFL classroom must be related to communication,

multilingualism and interculturality. For this reason, as well as to contribute with the Agenda 2030, the nine learning situations comprised in this teaching syllabus follow some of the SDGs proposed by the United Nations. Moreover, each term of the academic year follows a global topic: the first term is related to wellness, the second term to sustainability and climate change, and the third term to the fight for gender and social equality.

Furthermore, each learning situation is associated with the achievement of some of the LOMLOE's key competences as well as the six specific competences of the EFL subject. Each of these specific competences connect with the four linguistic skills (both productive and receptive) and mediation. This fact facilitates that students acquire a complete understanding of the English language, and they will end up communicating effectively in the target language. Besides, the contents tackled in the learning situations present an interdisciplinary aspect with other subjects in the curriculum, which, in the future, will favour their mastery of the language in real-life situations.

Learning situations

This teaching syllabus comprises nine learning situations divided into three different terms.

1ST TERM

Learning situation 1	Take care of yourself!
Topic and aim	Topic: Healthy habits and illnesses Aims: - Enabling learners to recall and implement healthy lifestyle routines - Enabling students to express how they are feeling in medical

	terms
Final product	Fictitious blog of well-being routines and medical situations (visiting the doctor, working out, healthy food, hygiene)
Target SDG	 ¹
Key competences	CCL, CP, CD, STEM
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5
Contents	Communication Multilingualism
Grammatical / syntactical structures	Vocabulary: related to health (cold, flu, fever, pain, dizzy, breathing problems, headache, etc.) and healthy habits (sports, healthy food, etc.) Grammar: exchanging information about daily-life situations /present simple and continuous/ modal verbs/ adverbs of frequency
Oral comprehension (LISTENING)	Wellbeing for Children: Healthy Habits https://youtu.be/dhpCdqOtuj0?si=NbtayA0cIlaM1cUr
Written comprehension (READING)	Food and restaurants (<i>LearnEnglish Teens</i>- British Council article) https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/food-restaurants
Oral production	Role-playing: a visit to the doctor

¹ The pictures of the SDGs have been extracted from the United Nations webpage

(SPEAKING)	
Written production (WRITING)	Writing about their ideal daily routine incorporating healthy habits
Communicative production (MEDIATION)	Sharing opinions about healthy habits and serious illnesses
Assessment	Teacher assessment: written portfolio (healthy routine) & role-playing rubric Peer assessment: role-playing rubric

Learning situation 2	Expand your horizons!
Topic and aim	Topic: Globalized education. Aims: - Enabling students to differentiate between different educative systems - Making Spanish students aware of the privileges they present in education and their job opportunities
Final product	Application letter to study in a foreign university
Target SDG	
Key competences	CCL, CP, CPSAA, CCEC, CC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia

	específica 3, Competencia específica 4, Competencia específica 5, Competencia específica 6
Contents	Communication Multilingualism Interculturality
Grammatical / syntactical structures	Vocabulary: related to education (teacher, school, university, career, degree, etc.) Grammar: Adjectives in comparative and superlative degree. Comparing people and objects.
Oral comprehension (LISTENING)	6 Minute English. Which country has the best schools? – BBC https://www.bbc.co.uk/learningenglish/features/6-minute-english_2025/ep-250116
Written comprehension (READING)	Foreign exchange emails (<i>LearnEnglish Teens</i> – British Council) https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/foreign-exchange-emails
Oral production (SPEAKING)	Small groups oral presentations. Choose a country and explain the similitudes and differences between this country's educative system and the Spanish one
Written production (WRITING)	Imagine you are in an exchange program. Write an informal letter to your parents explaining how your experience is going (with your host family, at your high school, etc.)

Communicative production (MEDIATION)	Comment on the harsh realities students in some countries face in order to go to school after watching the images in the following video: How Children Get to School Around the World!- Worst Routes. https://www.youtube.com/watch?v=5oOHh4RclW8&ab_channel=DestinationTips
Assessment	Teacher assessment: Informal letter – Rubric. Oral presentation - scale Peer assessment: oral presentation - checklist

Learning situation 3	Fighting against poverty!
Topic and aim	Topic: Acting against poverty Aims: - Enabling students to reflect on ways to contribute to eradicating poverty - Making students aware of the global problems and their socioeconomic privileges
Final product	Poster of ways to fight against poverty (collaborate with NGO, not wasting food or natural resources, etc.)
Target SDG	 
Key competences	CCL, CP, CD, CPSAA, CCEC, CC

Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5, Competencia específica 6
Contents	Communication Multilingualism Interculturality
Grammatical / syntactical structures	Vocabulary: related to poverty (poverty, hunger, money, NGO, homelessness, starvation, potable water, food waste, power, agriculture, etc.) Grammar: modal verbs / conditionals
Oral comprehension (LISTENING)	A global hunger crisis: how did we get here? https://youtu.be/nw0BKZCFq7M?si=BjH5_ym0IaevZepn
Written comprehension (READING)	Growing up poor- A2 English Reading Test – Test-English https://test-english.com/reading/a2/growing-up-poor/
Oral production (SPEAKING)	In small groups, record a short video giving voice to poverty and mentioning ways to fight against it.
Written production (WRITING)	Class portfolio: Small group writing. Choose a way to combat poverty and hunger and create an infographic to convince people to take action.
Communicative production (MEDIATION)	In pairs, describe some selected photos of issues related to poverty and brainstorm possible ways to solve them.
Assessment	Teacher assessment: Portfolio - Rubric Self-assessment: Reflective journal

2ND TERM

Learning situation 4	Smartly shopping
Topic and aim	Topic: impulsive and non-necessary consumption Aims: - Gaining awareness of the problems of compulsive consumption - Learning to differentiate real needs
Final product	Purchase tracker – Document their shopping in the last two weeks
Target SDG	
Key competences	CCL, CP, CPSAA, CC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5
Contents	Communication Multilingualism
Grammatical / syntactical structures	Vocabulary: related to clothing (fast fashion, slow fashion, trendy, old-fashioned, clothing brands, low-cost, expensive, second-hand stores, etc.) / related to the environmental impact (pollution, overproduction, waste, eco-friendly, biodegradable, etc.) Grammar: Present Simple (review) /countable & uncountable nouns (review) /adverbs of frequency / comparatives and superlatives / expressing opinions

Oral comprehension (LISTENING)	English- Teenagers and fashion (A1-A2) https://youtu.be/jhfYWZ5GpGo?si=2_1EixxRaIpuZUHE Can Fashion Be Sustainable? BBC Earth https://youtu.be/ZoiU8sprXpQ?si=a2ldmr6zjWpmgBw8 Recycling fashion: The town turning waste into clothes – BBC News https://youtu.be/7i0QMnz4ExY?si=BDIXkIBWp8uEjlQt
Written comprehension (READING)	Fast Fashion https://en.islcollective.com/english-esl-worksheets/reading-comprehension/general-reading-comprehension/clothes-and-fashion/easy-reading-fast-fashion/149656
Oral production (SPEAKING)	Debate: Do you think that online shopping should be regulated?
Written production (WRITING)	Short essay: Which type of consumer are you? Are you an online shopper? How often do you go shopping?
Communicative production (MEDIATION)	Role-playing. Situated in a shop with three participants: compulsive shopper, conscious shopper and shop tender.
Assessment	Teacher assessment: Debate – Observation & teacher's notes / Writing - Rubric Self-assessment: KWL chart

Learning situation 5	Living a Green Life!
Topic and aim	Topic: Sustainable and ecological habits Aims: - Making students aware of global warming and pollution - Enabling students to implement a green life - Facilitating students the resources needed to discuss about sustainability
Final product	Design a sustainable city in the future
Target SDG	
Key competences	CCL, CP, CD, CPSAA, CC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5,
Contents	Communication Multilingualism
Grammatical / syntactical structures	Vocabulary: related to sustainability (public transport, solar panels, bike lane, urban farms, green spaces, recycling, urban waste, plastics, organic garbage, etc.) Grammar: place objects, people, and places in a space (There is/There are)/ Future Simple, Be going to, and Future Continuous
Oral comprehension (LISTENING)	Creating Sustainable Cities: https://youtu.be/fcDDUSUbq9A?si=nu2RZp_jdFgoEycq Steps to Better City: Unlocking the Benefits of Public Transport and

	Cycling: https://www.youtube.com/watch?v=gAoronFs780&ab_channel=CityforAll La urbanización y el futuro de las ciudades – Vance Kite https://youtu.be/fKnAJCSGSdk?si=aoyBbA7JwjRMPwSt
Written comprehension (READING)	The green wars – A2/B1 – <i>LearnEnglish</i> – British Council https://learnenglish.britishcouncil.org/general-english/story-zone/a2-b1-stories/green-wars-a2/b1
Oral production (SPEAKING)	Oral presentation. In pairs, choose a city and create a more sustainable version of it in the future. Present it to the class.
Written production (WRITING)	Formal mail. Write an email to the mayor of your city and ask him to make the city more sustainable
Communicative production (MEDIATION)	Commenting on sustainable habits students practice
Assessment	Teacher assessment: Formal email – Portfolio / Oral presentation - Rubric Self-assessment: Reflective journal & KWL chart

Learning situation 6	Climate awareness
Topic and aim	Topic: Collaborating to stop climate change Aims: - Gaining awareness of the consequences of climate change - Enabling students to take action to stop/diminish climate

	change - Involving students in current social issues - Encouraging critical thinking and creativity
Final product	Design a post for a social media platform that contributes to creating awareness of climate change. (It will not be posted on a real social media platform)
Target SDG	
Key competences	CCL, CP, STEM, CD, CPSAA, CC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5
Contents	Communication Multilingualism
Grammatical / syntactical structures	Vocabulary: related to climate (global warming, climate change, heatwave, droughts, floods, greenhouse effect, renewable energies, fossil fuels, etc.)/ related to social action (go on a strike, 3Rs, plant trees, etc.) Grammar: Expressing opinions / conditionals & time clauses / Future tenses
Oral comprehension (LISTENING)	Climate Change (Lower Level) https://youtu.be/nusFJF_O1Yg?si=ajUXOiQdEWfvXkd3 Climate change: why does 1.5°C matter? – <i>LearnEnglish Teens</i> –

	British Council https://learnenglishteens.britishcouncil.org/study-break/video-zone/climate-change-why-does-15degc-matter Climate 101: Ozone Depletion National Geographic https://youtu.be/aU6pxSNDPhs?si=ZhUOUYwDM8UQ0dYm
Written comprehension (READING)	Understanding Climate Change (online article) https://www.cathoven.com/english-teaching-resources/a2-pre-intermediate/understanding-climate-change-a2/# Climate change calamities https://en.islcollective.com/english-esl-worksheets/reading-comprehension/reading-for-detail-deep-reading/passive-voice-or-active-voice/climate-change-calamities/46959
Oral production (SPEAKING)	- (Optional) Students can record a video talking about an action that they would implement to fight against climate change (i.e. go on strike) - All students make an oral presentation explaining their fictitious post on a social media platform (topic, why, how, etc.)
Written production (WRITING)	In pairs, create the message they would write to accompany the photo/video they would post on the social media platform.
Communicative production (MEDIATION)	What Earth in 2050 could look like – Shannon Odell https://youtu.be/2njin71TqkA?si=JPAm5n2TNTqCXzLb Comment on whether students agree or disagree with this video. Moreover, students give their own opinion.

Assessment	Teacher assessment: Video/Oral presentation – Oral portfolio – scale + checklist / Writing – Rubric Peer-assessment: Video/Oral presentation - checklist Self-assessment: exit ticket
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3RD TERM

Learning situation 7	Who am I? Identities all over the world
Topic and aim	Topic: Identities Aims: - Enabling students to describe themselves and their classmates - Expressing students' opinions about someone - Learning the ways in which they are perceived by others
Final product	Identity wall – pictures of members of the classroom and symbols
Target SDG	
Key competences	CCL, CP, CPSAA, CC, CCEC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5, Competencia específica 6
Contents	Communication Multilingualism Interculturality

Grammatical / syntactical structures	Vocabulary: adjectives of personality (greedy, honest, messy, neat, pleasant, charming, nasty, courageous, brave, etc.) / antonyms & synonyms / related to identity (ethnicity, family roots, etc.) Grammar: modal verbs (review) / past simple (review) / comparison of adverbs
Oral comprehension (LISTENING)	What's in a name? – <i>LearnEnglish Teens</i> – British Council https://learnenglishteens.britishcouncil.org/skills/listening/b2-listening/whats-name Listening test: Identity https://mythatsenglish.blogspot.com/2016/11/listening-test-identity.html
Written comprehension (READING)	“Fish Cheeks” – Amy Tan (adapted)
Oral production (SPEAKING)	Describe your alter-ego or your ideal-self using the vocabulary of the unit
Written production (WRITING)	Describe your favourite fictional character / celebrity. Where is he/she from? Why is he/she famous? What is your opinion about him/her?
Communicative production (MEDIATION)	Game: Who is Who? In small groups and using flashcards with photos of the students, they need to guess which student they are throughout asking questions and describing
Assessment	Teacher assessment: Speaking – Checklist / Writing - Rubric Self-assessment: reflective journal

Learning situation 8	Creating a purple world
Topic and aim	Topic: gender roles and stereotypes Aims: - Enabling students to analyse the role of feminism - Creating social awareness of stereotypes and gender - Enabling students to analyse women's empowerment
Final product	Collection of stereotypes and subtle sexism
Target SDG	
Key competences	CCL, CP, CPSAA, CC, CCEC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5, Competencia específica 6
Contents	Communication Multilingualism Interculturality
Grammatical / syntactical structures	Vocabulary: equality, inequality, empowerment, male, female, non-binary, respect, rights, gender, sex, gender roles, stereotype, sexism etc. Grammar: Present Perfect / Passive voice
Oral comprehension (LISTENING)	Stereotypes [The Truth Behind Cultural Clichés] https://youtu.be/wY4rAN5HIAk?si=isi5HtT_7hy5S3g8 Threat of Stereotypes Social Experiments Illustrated Channel

	NewsAsia Connect https://youtu.be/FTYMSulvnyw?si=7cQKyfVH7lMr7l0R
Written comprehension (READING)	The gender biases that shape our brains – BBC (online article) https://www.bbc.com/future/article/20210524-the-gender-biases-that-shape-our-brains
Oral production (SPEAKING)	Oral presentation: Choose a picture, a video or a song and explain how gender roles and stereotypes are portrayed or defied
Written production (WRITING)	Two options - Essay: explain how feminism has changed people's lives. Compare the past and the present realities. - Essay: explain how feminism has changed people's realities in different countries all over the world.
Communicative production (MEDIATION)	“Born This Way” – Lady Gaga “If I Were a Boy” – Beyonce Comment on how these songs approach gender roles and gender bias
Assessment	Teacher's assessment: Writing Task – Rubric / Oral presentation: scale + comments Peer assessment: scale

Learning situation 9	Celebrating women
Topic and aim	Topic: Important women in academic fields (literature, science, social activism, etc.) Aims:

	- Enabling students to learn about significant women in history - Studying influential women - Offering students knowledge about influential women who can be seen as references
Final product	Portfolio of influential women all over the world
Target SDG	
Key competences	CCL, CP, CPSAA, STEM, CD, CC, CCEC
Specific competences	Competencia específica 1, Competencia específica 2, Competencia específica 3, Competencia específica 4, Competencia específica 5, Competencia específica 6
Contents	Communication Multilingualism Interculturality
Grammatical / syntactical structures	Vocabulary: power, scientist, poet, feminist, activist, rights, acknowledgment, etc. Grammar: Review of grammar (modal verbs, Present simple, Past simple, Present Perfect, Past perfect, etc.)
Oral comprehension (LISTENING)	Mujeres que cambiaron el mundo. Las mujeres más grandes de la ciencia. Educación para niños https://youtu.be/VsDHsKiOWag?si=4TxsZMNSb-EX6lvH Remembering The Amazon Women Who Shaped HISTORY Today https://youtu.be/dhUrnzyAviY?si=US502Pb4DTCKDiNY

Written comprehension (READING)	Biography of Rosa Park (adapted) Frida Kahlo's Life and Biography – I Paint Flowers So They Won't Die: https://en.islcollective.com/english-esl-worksheets/vocabulary-practice/general-vocabulary-practice/art/i-paint-flowers-so-they-wont-die-art-lesson-material/156167
Oral production (SPEAKING)	Oral presentation in small groups. Choose an influential woman in history and tell her story.
Written production (WRITING)	Write a letter to an influential woman and tell her why you admire her and in which ways has she contributed to change the world.
Communicative production (MEDIATION)	Analytic game: Students are provided with some quotations of or about influential women. They must analyse these quotations in pairs
Assessment	Teacher's assessment: Writing – Writing Portfolio – Rubric / Oral presentation – Scale + Comments Peer assessment: Write a comment about the oral presentation of their classmates

Learning situation 6: *Climate awareness*

Introduction

This learning situation will be introduced as the third unit of the second term of the academic course. All teaching units have been designed following the premises of the United Nations' Sustainable Development Goals (SDGs) and the 2030 Agenda. The second term is focused on sustainability and climate change. As a result, the contents of this learning situation go hand by hand with the 13th SDG: *Climate Action*, with a

particular concern for involving students in current social issues and changing their passive position to an active one regarding climate change.

Climate change has become a recurrent issue since the last decades. However, thanks to climate activists, such as Greta Thunberg, public awareness of climate problems has generally increased. Although this is a frequent topic in school, I believe that students still need to become more conscious about this problem and to switch from their passive or neutral positions to taking action and try to mitigate climate change. For this reason, approaching climate change in an EFL classroom might be fruitful for students since it might help them to develop critical thinking in topics related to their daily lives while, at the same time, they acquire knowledge about the second language.

Moreover, the final product of this learning situation is directly related to the students' real lives, as they are constantly exposed to social media. This way, they will also learn to perceive social media as a source to exchange information about important global issues and as a way to influence society and promote a change.

Aims and contributions to the teaching syllabus

The goals of this learning situation and the contributions to the overall teaching syllabus are listed as follows:

- Raising awareness of the consequences of climate change.
- Involving students in current social issues.
- Enabling students to take action to stop/diminish climate change.
- Encouraging critical thinking.
- Fostering creativity, imagination and reflection.
- Introducing social media in an EFL classroom.
- Encouraging collaborative work.

Moreover, based on the DECRETO 39/2022, BOCYL 190, pp. 49433 – 49441, the specific learning objectives of the EFL subject expected to accomplish are the following ones²:

- Gaining confidence in spoken and written communication in English.
- Improving students' receptive and productive skills as well as mediation.
- Using digital and analogical tools for learning.
- Expressing well-supported opinions and conditions.
- Discussing and reflecting about real-world issues.

Contents

The contents³ of this learning situation have been arranged according to the premises established by the LOMLOE (Real Decreto 217/2022, BOE A-2020-17264) and specified at the autonomic level in the DECRETO 39/2022, BOCYL 190 regarding the EFL subject.

- Individual and collaborative comprehension and production of oral, written and multimodal texts (communication).
- Mediating in activities related to daily life situations (communication).
- Use of the English language creatively (multilingualism).
- Describing current events (grammar).
- Vocabulary related to climate, natural environment, ecology and sustainability (lexicon).
- Use of analogical and digital tools (communication).
- Expressing opinions using structures such as “I think”, “In my opinion” (grammar).

² The author's translation from Spanish

³ The author's translation from Spanish

- Expressing conditions (grammar).
- Use of connectors (grammar).

Methodology

This learning situation has been designed by using CLT as an approach and TBL as methodology since they prompt students to be the principal focus and to become active participants in the EFL classroom. The sessions of the teaching units are planned by thinking about the students' needs to accomplish certain goals and competences. The teacher plays a second role in the classroom as the facilitator of knowledge and monitoring the students' learning processes. As a result, learners have the academic agency to control their own learning processes.

Learning takes place by the accomplishments of meaningful tasks proposed by the teacher. Those tasks are performed by the students individually, in pairs, and in small groups, so that they train their collaborative skills as well as their linguistic skills. The contents of those tasks are based on topics related to the daily lives of the learners. For instance, in this case, climate change.

Performing tasks in the classroom lets students experiment with the English language and become more fluent in the target language without paying too much attention to making mistakes. The tasks are constantly monitored and assessed by the teacher. Thus, the learning process is constantly guided and evaluated.

Moreover, apart from TBL, learning through games is also introduced in some sessions of the learning situations. I believe that, by playing, students are consistently learning without being conscious of their own learning. By using games, students are not only practicing communicative skills but also training their competitiveness and resolute skills.

Materials and resources

It is significant to choose an appropriate collection of materials or resources when planning a teaching unit. Those materials must be aligned with the students' interests, age, level of language proficiency, etc. In this case, this learning situation has been designed for an EFL classroom in the third year of ESO, so that, the students age range goes from fourteen to fifteen years old, and their level of proficiency in English is at a basic (A2) level. I chose to include some B1 level materials, as I consider that, in certain skills, students might be able to work at a higher level. In addition, I strongly believe that to improve their proficiency, students must be exposed to a linguistic input that is slightly above their current level.

For this learning situation, students will use traditional resources, such as writing materials and textbooks, but they would also use digital applications (e.g. Canva, Genially, etc.) and digital resources (laptop, phone, camera, etc.). Furthermore, students will also utilize realia in the form of videos or online articles. Using multimodal resources such as videos is useful for the students because it is easier to interpret and get the meaning by watching and listening, instead of just by listening.

Assessment: tools and criteria

Assessment is one of the central aspects of a teaching programme. In this learning situation, students are assessed following the premises of formative assessment, in which daily in-class practice and participation as well as teacher's observation play an important role. Moreover, to assess students in a non-threatening way, the teacher will implement techniques of alternative assessment, such as a teacher's diary, rubrics, ranking scales and checklist. Furthermore, receiving feedback from their peers and reflecting on their own work are as important as teacher's assessment in the learning process. For this reason, this

learning situation includes all of them, peer-assessment by utilizing a checklist and self-assessment with an exit ticket. For this learning situation, both the final product and the in-class observations will be evaluated, and peer- and self-assessment will be considered.

The teacher's diary (observations) will count a 10% of the global mark. This diary assesses the following aspects:

- Students present a positive attitude towards the activities proposed and actively participate in them.
- Students are predisposed to participate in the communicative activities performed in class.
- Students collaborate in teamwork activities.
- Students are not afraid of asking questions when they have doubts.
- Students are interested in increasing their level of proficiency in the language.

As specified above, the final product of this learning situation is a fictitious post for a social media platform that contributes to raise awareness of climate change. This task will be assessed throughout four assessment tools:

- The video they record for their post will be assessed by the teacher as an oral portfolio by means of a ranking scale (appendix 1) and a checklist (appendix 2). In addition, their classmates will also assess this part by means of the same checklist as the teacher.
- The oral presentation explaining their post will be assessed the same way as the video.
- Students' written production consists of the message they write in their post. It will be assessed by means of a rubric (appendix 3).
- Students will perform self-assessment by fulfilling an exit ticket (appendix 4).

To perform the assessment, the teacher will consider the specific competences and the evaluation criteria established by the autonomic educative legislation presented in the BOCYL 190 for the EFL subject. More specifically, the following criteria have been chosen to assess the final product of this learning situation (DECRETO 39/2022, BOCYL 190, pp. 49433 – 49435).

Competencia Específica	Criterios de evaluación
1	1.1 Extraer el sentido global y las ideas principales, y seleccionar información esencial de textos orales, escritos y multimodales sobre temas cotidianos, de relevancia personal o de interés público próximos a la experiencia del alumnado expresados de forma clara y en la lengua estándar a través de diversos soportes. (CCL2, CCL4, CD1) 1.3 Seleccionar, organizar y aplicar las estrategias y conocimientos más adecuados en cada situación comunicativa para comprender el sentido general, la información esencial de los textos, así como alguno de sus detalles relevantes; inferir significados e interpretar elementos no verbales; buscar y seleccionar información veraz. (CP1, CP2, STEM1, CD1, CPSAA5)
2	2.1 Expresar oralmente textos sencillos, estructurados, comprensibles, coherentes y adecuados a la situación comunicativa sobre asuntos cotidianos, de relevancia personal o de interés público próximo a la experiencia del alumnado, con el fin de describir, narrar e informar, en diferentes soportes, utilizando recursos verbales y no verbales, así como estrategias de planificación y control. (CCL1, CP1, CP2, STEM1, CD3, CPSAA1, CE3, CCEC3) 2.2 Redactar y difundir textos de extensión media con aceptable claridad, coherencia, cohesión y corrección en relación con la situación comunicativa propuesta, a la tipología textual y a las herramientas analógicas y digitales utilizadas sobre asuntos cotidianos, de relevancia personal o de interés público próximos a su experiencia, respetando la propiedad intelectual. (CCL1, CP1, CP2, STEM1, CD2, CD3, CPSAA5, CE3, CCEC3) 2.3 Seleccionar, organizar y aplicar conocimientos y estrategias para planificar y producir textos coherentes, cohesionados y adecuados a las intenciones comunicativas, las características contextuales, los aspectos socioculturales y la tipología textual, usando los recursos físicos o digitales más adecuados en función de la tarea. (CCL1, CCL5, CP1, CP2, STEM1, CD2, CD3, CPSAA5, CE1, CE3, CCEC3) 2.4 Describir hechos y expresar conceptos, pensamientos, opiniones o sentimientos de manera oral o escrita de forma clara en contextos analógicos y digitales; intercambiando información adecuada a diferentes contextos cotidianos

	de su entorno personal, social y educativo. (CCL1, CP1, CD2, CPSAA1, CE1, CE3, CCEC3)
3	3.1 Participar y colaborar activamente, a través de diversos soportes, en situaciones interactivas sobre temas cotidianos, de relevancia personal o de interés público cercanos a la experiencia del alumnado, mostrando iniciativa, empatía y respeto por la cortesía lingüística y la etiqueta digital, así como por las diferentes necesidades y motivaciones de los interlocutores. (CCL1, CCL5, CP1, CP2, STEM1, CPSAA3) 3.2 Seleccionar, organizar y utilizar estrategias adecuadas para iniciar, mantener y terminar la comunicación, tomar y ceder la palabra, solicitar y formular aclaraciones y explicaciones. (CCL1, CCL5, CP1, CP2, STEM1, CD2, CPSAA3, CC3) 3.3 Hacerse entender en intervenciones breves, aunque sea necesario pausas o repeticiones, corrigiendo lo que se quiere expresar y mostrando una actitud cooperativa y respetuosa. (CCL1, CCL5, CP1, CP2, CPSAA1, CPSAA3, CC3) 3.4 Realizar de forma guiada proyectos utilizando herramientas digitales o plataformas virtuales trabajando colaborativamente en entornos digitales seguros con una actitud respetuosa y responsable. (CCL1, CCL5, CP2, CD2, CC3)
4	4.2 Aplicar estrategias que faciliten la comunicación y sirvan para explicar y simplificar textos, conceptos y mensajes, y que sean adecuadas a las intenciones comunicativas, las características contextuales y la tipología textual, usando recursos y apoyos físicos o digitales en función de las necesidades de cada momento. (CCL1, CCL5, CP1, CP2, STEM1, CD3, CPSAA1, CPSAA3, CC4, CE3) 4.3 Utilizar la lengua extranjera como instrumento para hacer frente a situaciones del entorno de manera eficaz. (CCL1, CCL5, CP1, CP2, CD3, CPSAA1, CPSAA3, CC4)
5	5.2 Utilizar estrategias y conocimientos de mejora de la capacidad de comunicar y de aprender la lengua extranjera con apoyo de soportes analógicos y digitales. (CCL1, CP2, STEM1, CD2, CD3, CPSAA1, CPSAA5)

Attention to diversity

This learning situation has been designed with the intention of favouring the learning process of every student, regardless of their individual differences and learning styles.

The main goal of this learning situation is to raise awareness of climate change and to encourage students to act to diminish it.

Moreover, the tasks planned for this learning situation are mostly performed in

pairs or small groups, something that will promote those students with a higher level of proficiency in the language help students with difficulties. This way, apart from developing interpersonal and collaborative skills, students will learn from each other.

Furthermore, most of the materials used in the development of this learning situation are multimodal resources. These types of resources (i.e. videos) facilitate all students understanding the general meaning of the proposed activities since they provide both images and sounds.

Besides that, the final product of the learning situation is open in that students can choose if they want to post a video or a photo. This way, students with difficulties producing oral language can also complete the task successfully.

Sequence

Learning situation 6, “Climate Awareness”, is divided into 6 sessions of 50 minutes each. It is planned for the 3rd year of ESO, in which students have 3 sessions of EFL per week. The sessions will be developed as follows:

Session 1: Introduction to Climate Change

In this session, the topic of climate change will be introduced to students in the EFL classroom throughout videos and the vocabulary of the unit.

As a pre-task, the teacher will start asking students what they know about climate change, so to engage in a little conversation. After that, students will watch the videos “Climate Change (Lower Level)” (Appendix 5), and National Geographic’s “Climate 101: Ozone Depletion” (Appendix 6) which are short videos that introduce the topic to students. Once they watch the videos, they will affirm if they were conscious about these issues or not.

The main task of this session will consist of a mediation activity in which students will watch a video entitled “What Earth in 2050 could look like.” (Appendix 7) After watching, students will have to comment on whether they agree or disagree with the ideas of the video. Later, they will have to give their own opinion about the way in which they believe that the earth would look like in some years from now on.

As a post-task, students will engage in a little discussion in which they will brainstorm about the ways in which they can contribute to diminishing the effect of climate change. This post-task is significant since it makes students to start reflecting on the solutions they can offer to this problem, and it is connected to the final product of this learning situation.

Session 2: Expanding their knowledge on climate change

In this session, students will be working on their written comprehension, and they will also expand their vocabulary on this topic.

As a pre-task, we will start with a game of vocabulary. The teacher will prepare some pieces of paper with a word written in them and she will give students one of those papers. Those words will be the vocabulary ones, and they will be written both in English and in Spanish. Students will have to find the classmate that has the pair of his/her word. After that, they will write all the words on the blackboard, and they will copy them in their notebooks.

As the main task of this session, students will be reading the following texts: “Understanding Climate Change” (Appendix 8) and “Climate change calamities” (Appendix 9). Half of the classroom will read one text, and the other one will read the other text. During the main task, students reading the same text will be able to discuss the

main aspects of it with their classmates.

As the post-task, students will share the main ideas of each text to the classmates that have not read the same text as them. After that, the whole class will share their opinion about the different articles.

Session 3: What can I do? Reflecting on stopping climate change

In this session students will practice their listening skills, and they will start to create the final product of this learning situation, the fictitious post.

As a pre-task, the teacher will give students a grammar pill with the important grammatical structures they need to include in the project. The review of grammar will be fast, and students will actively collaborate by adding the information they remember, or they infer for each grammar point.

As the main task, students will perform an oral comprehension activity with a text provided by the British Council, “Climate change: why does 1.5°C matter?” (appendix 10). After listening to it, they will comment on it. Finally, they will also answer the activities proposed by the British Council with this audio.

The post-task activity will consist of introducing students to the project of the learning situation. The teacher will tell them that they have to create a fictitious post for a social media platform about an action they think they can do to stop or diminish climate change. Students will have time to create their groups of work (3 – 4 people) and to start to think about their topic.

Session 4: Creating a social media post.

In this session, students will start to create their posts in the classroom. I believe that this kind of task should be performed as much as possible in the classroom, so that all students fairly participate in them. In addition, it is important to consider that not all students have the same resources at home.

As a pre-task, the groups will tell the teacher which topic they are going to perform and if they are going to create a video or a photo. The teacher will write all topics on the blackboard.

In the main task, students will start to create all the materials they need for their post using digital platforms, such as PowerPoint, Canva or Genially, or tangible materials such as cardstocks and writing materials. While they create the materials, the teacher will be monitoring their work and answering possible questions. The main goal of this activity is that students explode their creativity and learn to work in groups. If they decide to record a video or take real pictures, they will have to do it at home.

For the post-task, students will explain their materials to their peers. This way, students get comfortable speaking in public in a non-threatening atmosphere.

Session 5: Creating a social media post. Part 2.

In this session, students will practice their written production. They will write the message of their social media post.

For the pre-task, the teacher will explain to students all aspects they need to include in their message, such as grammar and vocabulary of the unit. Moreover, she will propose a possible structure to follow to write their post.

For the main task, students will have time to write the texts of their posts following the structure proposed by the teacher or a different one. This way, students will practice their writing skills in groups. I think that teamwork is beneficial for students since they learn from each other. While they are performing this task, the teacher will be monitoring their work and answering possible questions.

Before the class ends, students will hand in their writing to the teacher, so that she can give them a revised version of them. This way, they can add the correct version to their post.

Session 6: Oral presentations

This session will be devoted to present the posts of all groups. Students will perform an oral presentation explaining their work. On the one hand, if they have recorded a video, they will play it in the classroom. After that, they will explain why they have chosen this topic and the tools they used to create all the materials. Finally, they will reflect on the way they felt creating this project. On the other hand, if they have created a post with photos, they will explain them to their classmates. After that, they will give the same explanations as their classmates.

The teacher will assess the oral presentation with a ranking scale (appendix 1) and a checklist (appendix 2) Moreover, students will not be passive listeners, but they will assess the work of their classmates with a checklist. Finally, they will reflect on their own work with an exit ticket (appendix 4)

Lesson plans

Session 2: Expanding their knowledge on climate change

The second session of the learning situation “Climate Awareness” will be developed in an EFL class that lasts 50 minutes. It follows the basis of TBL. For this reason, it is divided into three parts: a) a pre-task that lasts around 10 minutes and consists of a game of vocabulary to incorporate learning through games; b) the main task that lasts around 30 minutes and consists of two reading comprehension about climate change; and c) a post-task lasting around 10 minutes that consists of explaining the contents of the different texts to their classmates.

As previously explained, to perform the main task, students are divided into two groups. Each group reads a different text. This way, in the post-task the contents of both articles are addressed, and students engage in a communicative activity by explaining the main ideas of their respective texts to their peers.

During the whole session, the teacher will be monitoring the work of the students and taking notes for the teacher’s diary of observations.

This session incorporates learning through games to approach the vocabulary of the unit since I believe that it is an effective way to motivate students in the EFL classroom. Besides, I strongly consider that students learn more effectively if they are not thinking about the learning process but about playing and enjoying. The aims of this session are listed below:

- Enjoying while learning new vocabulary
- Expanding student’s knowledge on climate change
- Promoting communication between peers in a non-threatening environment

- Practicing students' written comprehension skills
- Increasing students' interests in current events

Length of the session: 50 minutes			
Time	Stage	Procedure	Stage aims
10 minutes	Pre-task: Warm up. Game of vocabulary	The teacher provides students with a piece of paper that contains a word of vocabulary, whether in English or in Spanish. Students must find the peer with the word that matches theirs. After that, they write all the words on the blackboard.	-Introducing students to the topic of the lesson. -Activating students' previous knowledge -Fostering communication -Promoting teamwork
30 minutes	Main Task Reading comprehension	The classroom is divided into two different groups. One group reads "Understanding Climate Change" and the other "Climate change calamities". After reading, the students of the same group comment on the text and share the main ideas.	-Improving students' reading skills -Identifying the main ideas of a text -Fostering communication between peers in a non-threatening atmosphere -Learning to work collaboratively -Creating a safe space in which students can share their ideas

10 minutes	Post-task: commentaries of the texts	Both groups share the ideas they have extracted from the texts with their classmates in the other group.	-Improving fluency when speaking -Creating a safe space to share ideas
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Session 4: Creating a social media post.

The fourth session of the learning situation “Climate Awareness” will be developed in an EFL class that lasts 50 minutes. It follows the basis of TBL. As a result, the session is divided into three different stages: a) a pre-task that lasts around 5 minutes of the whole session. As the final product of this learning situation is creating a social media post giving voice to a way to stop climate change, in the pre-task, students divided in groups will announce which topic they are going to be working on and if they are going to record a video or take pictures; b) in the main task, that will last around 40 minutes, the different groups of students will exploit their creativity by developing the materials they need for their post using digital platforms and tangible materials such as cardstocks; and, c) in the post-task, the last 5 minutes of the session, students will show their materials to their classmates.

This session is the first stage to develop the final product of the learning situation. To do so, students are divided into different groups of 3 or 4 members since I consider that it is more fruitful for them because they can exchange ideas, learn from each other, and learn to work collaboratively. Moreover, this type of activity connects with students’ real lives and motivates them to learn in the EFL classroom.

The aims of the fourth session are listed as follows:

- Fostering creativity in the EFL classroom
- Enjoying while learning
- Learning to defend their own ideas
- Fostering students' digital competence
- Collaborating to achieve the same goal
- Promoting communication between peers in a non-threatening environment
- Increasing students' interests in current events

Length of the session: 50 minutes			
Time	Stage	Procedure	Stage aims
5 minutes	Pre-task: Lead-in activity. Selecting a topic	Students will share in the class the topic they have chosen to create their social media post. They will also announce if they are going to film a video or if their post will be based on different photos. Finally, the teacher will list all the topics on the blackboard.	-Fostering communication -Promoting teamwork -Learning to take decisions
40 minutes	Main Task: Creating materials for their post	The different teams will start to create the materials they need for their post. They can use digital resources such as Canva, PowerPoint, and Genially. Moreover, they can also use tangible materials such as cardstocks to create	-Improving students' creativity -Choosing and creating the materials they need -Fostering

		banners in case they need them. The video or the photos they need for their post will be made at home, not in the classroom. The teacher will be monitoring the work of the students and helping them if necessary.	communication between peers in a non-threatening atmosphere -Learning to work collaboratively -Creating a safe space in which students can share their ideas -Working on their digital competence
5 minutes	Post-task: Show your work	The different groups show the materials they have created to their classmates. This way, they use the English language to speak in public in a non-threatening atmosphere.	-Improving fluency when speaking -Creating a safe space to share ideas

GENERAL CONCLUSION

This teaching syllabus, designed for the 3rd year of ESO in Castilla y León, has been developed following the principles of the current educational law (LOMLOE) and the regional legislation (BOCYL 190) for an EFL classroom. It is based on the CLT as an approach and on TBL as its core methodology. Moreover, alternative assessment tools are introduced in the teaching syllabus to evaluate this essential part of the learning process.

The nine learning situations have been planned thinking on contemporary issues that are relevant to the students' lives, such as gender equality, sustainability, identities, and climate change. Each learning situation is connected to, at least, one of the United Nations' SDGs. This way, students not only learn English, but they can use the acquired knowledge in real-life contexts that contribute to the achievement of the 2030 Agenda. The contents selected for the learning situations are meant to prepare students for real communicative situations in which they need to apply their knowledge of the English language.

Moreover, all the proposed materials and activities are meant to motivate students during their learning processes. For this reason, learning through games is also introduced in some of the learning situations, following the conviction that people can unconsciously learn while having fun. Additionally, the proposed tasks aim at students becoming effective communicators in the English language, developing fluency and enhancing their mastery of all the linguistic skills.

Since motivation is key for this didactic proposal and following the basis of TBL, learners are in the focus of the classroom and the teacher acts as a facilitator of knowledge and as a guide of their learning processes. This approach ensures that all students can

progress independently of their learning styles and rhythms. Thus, students increase their level of proficiency in the English language.

The goals of this teaching syllabus are not only improving the level of students in the linguistic and interpersonal skills but also fostering critical thinking and reflection in global issues to prepare themselves for the future.

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APPENDIX

Appendix 1: ranking scale (teacher assessment)

ORAL PRESENTATION SCALE	
Group:	
Date:	
Descriptor	Rating
The speech is fluent, with good intonation and pauses	1 2 3 4 5 6 7 8 9 10
The topic is related to climate change	1 2 3 4 5 6 7 8 9 10
The idea is well-constructed and explained	1 2 3 4 5 6 7 8 9 10
Their post is creative and original	1 2 3 4 5 6 7 8 9 10
Accurate use of grammar .	1 2 3 4 5 6 7 8 9 10
Good pronunciation of keywords	1 2 3 4 5 6 7 8 9 10
They made a good team	1 2 3 4 5 6 7 8 9 10

Own creation with Canva using this template:

https://www.canva.com/design/DAGoR715gsY/yDQCCXMUDNdKt0tl6MtM1w/edit?utm_content=DAGoR715gsY&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

CHECKLIST

Social Media Post

MATERIALS

- ☐ STUDENTS DESIGNED ORIGINAL MATERIALS TO CREATE THEIR POST
- ☐ STUDENTS REUSE MATERIALS TO CREATE THEIR POST
- ☐ THE PHOTOS INCLUDED IN THE POST WERE ORIGINAL AND TAKEN BY THE STUDENTS
- ☐ USE OF POSTERS OR BANNERS TO RECORD THE VIDEO

ATTITUDE AND CREATIVITY IN THE POST

- ☐ STUDENTS SHOW A POSITIVE ATTITUDE TOWARDS THE ACTIVITY AND IT IS SEEN IN THE POST
- ☐ STUDENTS SHOW A NEGATIVE ATTITUDE TOWARDS THE ACTIVITY AND IT IS SEEN IN THE POST

ATTITUDE AND CREATIVITY IN THE ORAL PRESENTATION

- ☐ STUDENTS SHOW A POSITIVE ATTITUDE TOWARDS THE ACTIVITY AND IT IS SEEN IN THE ORAL PRESENTATION
- ☐ STUDENTS SHOW A NEGATIVE ATTITUDE TOWARDS THE ACTIVITY AND IT IS SEEN IN THE ORAL PRESENTATION

Own creation with Canva using the following template:

https://www.canva.com/design/DAGoSIBRqEw/jLac_nsvtXT_BYsP3JU4xA/edit?utm_content=DAGoSIBRqEw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Appendix 3: Rubric (teacher assessment)

Evaluation criteria	Excellent (4 points)	Good (3 points)	Poor (1 – 2 points)
Clarity	The idea is stated concisely and clearly. It is easy to understand. The information is presented in a logical and attractive way.	The idea is clear enough. Almost all the information is understandable.	The idea is not clear. It is not easy to get the meaning of the message. The information is disorganized.
Structure	The message perfectly follows the structure explained by the teacher.	The message mostly follows the structure explained by the teacher.	The message does not follow any clear structure.
Grammar accuracy	The message is perfectly written, without mistakes	The message is almost perfectly written. It only presents some minor mistakes	The message presents a lot of grammatical issues.
Creativity and originality	The measure proposed is original. The arguments to defend the ideas are creative and well-supported	The measure proposed is original and the arguments are mostly creative and well-supported	The measure proposed is common, not original. The arguments to defend the main ideas are weak

___/16 points

Own creation inspired on a rubric created by Edutekalab

Appendix 4: exit ticket (self-assessment)

Name: _____Date: _____Self-assessment

EXIT TICKET 😊

Write your three favourite activities of this unit

Write three words of vocabulary of this unit

Did you enjoy working in groups?

Do you think that you can contribute to stop climate change? How?

Something I still do not understand

Own creation with Canva

Appendix 5: YouTube Video

A YouTube video thumbnail for a video titled "Climate Change (Lower Level)". The image shows several hands holding up various signs against a blue background. The signs include: "ACT NOW" in red text on a white sign; a sign with a polar bear; a green sign with a recycling symbol; a sign with a sun; a sign with a globe; a light blue sign that says "SAVE THE PLANET"; and a yellow sign that says "CLIMATE STRIKE!!". A small white sign with "DO SOMETHING!" is also visible. The video player interface at the bottom shows the video is 0:10 / 2:17 long, has 667 likes, and is from the channel "Ellis (formerly ESL Library)".

https://youtu.be/nusFJF_O1Yg?si=ajUXOiQdEWfvXkd3

74

Appendix 6: National Geographic video



Climate 101: Ozone Depletion | National Geographic



National Geographic
24,6 M de suscriptores

Suscribirse

23 K



Compartir

Descargar

Clip



<https://youtu.be/aU6pxSNDPhs?si=ZhUOUYwDM8UQ0dYm>

Appendix 7: TED-Ed Video

“What would life be if we had no courage
to attempt anything?”

- Vincent van Gogh



What Earth in 2050 could look like - Shannon Odell



TED-Ed
21,5 M de suscriptores

Suscribirse

22 K



Compartir

Descargar

Gracias



<https://youtu.be/2njin71TqkA?si=JPAm5n2TNTqCXzLb>

Appendix 8: article

<https://www.cathoven.com/english-teaching-resources/a2-pre-intermediate/understanding-climate-change-a2/#>

Appendix 9: worksheet

<https://en.islcollective.com/english-esl-worksheets/reading-comprehension/reading-for-detail-deep-reading/passive-voice-or-active-voice/climate-change-calamities/46959>

**READING COMPREHENSION**

A. Match the words with their meaning.

1. climate	a) happening fast
2. speeding up	b) weather conditions
3. fossil fuels	c) enormous
4. huge	d) coal or oil

Climate change calamities

What causes climate change?

Scientists are not completely sure about what causes climate change. Most scientists interested in the subject believe that human activity is speeding up climate change. When sunlight enters the Earth's atmosphere, **it** passes through a layer of greenhouse gases. Greenhouse gases occur naturally, but humans also create **them** by burning fossil fuels.

What are the effects of climate change?

It is very difficult to predict exactly what will happen as the Earth's temperature rises. However, scientists believe the world's glaciers will melt into the ocean, causing sea levels to rise drastically. Most people are terrified of the terrible effects this could have on the world we live in.

Higher sea levels could cause flooding of coastal lands. Warmer ocean water can increase storm activity on the coast and areas away from the coast may experience droughts.

Floods and droughts



The basic cause of all droughts is not enough rain. The land can become starved of nourishment which makes it impossible to grow anything. Farmers are terrified of droughts because **they** can be disastrous for **their** livelihood. Floods can be just as bad, too.

Hurricanes, cyclones and typhoons

Tropical storms are called hurricanes over the North Atlantic Ocean, cyclones over the Indian Ocean and typhoons over the north-west Pacific.

A hurricane is one of the most powerful of all weather systems. Coastal regions can also get hit by huge waves. Plus there can be serious flooding in other areas because of the rain that these storms bring.



Appendix 10: British Council Listening



<https://learnenglishteens.britishcouncil.org/study-break/video-zone/climate-change-why-does-15degc-matter>