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1. Introduction

The world is changing at a very fast pace nowadays. Not only are we immersed in a globalized world but also in a technological one. Therefore, the use of English as a *lingua franca* has become more important over the past years. It is crucial that the Spanish education system addresses the subject of English as a Foreign Language (hereinafter EFL) with the aim that the students are able to communicate and appreciate intercultural diversity regarding this language. This is the framework in which the Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOMLOE), the current education law in Spain, is based on. This law adopts the recommendations from the Common European Framework of Reference for Languages (hereinafter CEFRL). These two official documents, together with the DECRETO 39 by Junta de Castilla y León (2022) constitute the legal basis for the development of this teaching programme. From a social point of view, this teaching programme is based on the Sustainable Development Goals (hereinafter SDGs) from the United Nations' (2015) Agenda 2030, which encourages the creation of a sustainable, charitable, fair and unpolluted world.

This teaching programme has been developed for a class of the fourth year of ESO composed by 24 Spanish-L1 speakers at an anonymous high school in the community of Castilla y León. Thus, its main aims are to stress the importance of the EFL subject in a real context and to facilitate communication in the English language together with fostering critical thinking, autonomous learning, social skills and appreciation of diversity.

In this dissertation, apart from this introduction, the reader will find section 2, which deals with the methodological framework of this teaching programme. This section is subdivided into the Communicative Language Teaching approach (section 2.1.), the Task-

Based Learning methodology (section 2.2.), an explanation of the role of the teacher in the EFL classroom (section 2.3.), together with a section to describe the role of the student in the EFL classroom (section 2.4.), and a section dedicated to assessment (section 2.5.), with both general (section 2.5.1.) and alternative techniques (section 2.5.2.). Then, the thesis presents the development of the teaching programme itself (section 3), which is also subdivided into the classroom's context (section 3.1.), the programme's legal basis (section 3.2.), the department programme it follows (section 3.3.), and the development and temporalization of the units (section 3.4.). The detailed explanation of **Unit 3: Women in Education** can be found in section 4. This includes an introduction (section 4.1.), the aims and contribution of the unit to the whole teaching programme (section 4.2.), the contents of the unit (section 4.3.), the methodology applied (section 4.4.), the materials and resources which are used (section 4.5.), the assessment tools and criteria (section 4.6.), the plan to attend to diversity (section 4.7.), and the development of the sessions (section 4.8.) together with the two lesson plans for sessions one and five. Lastly, a general conclusion about the teaching programme can be found, as well as the methodological references, the official documents references and the teaching unit's references. Appendixes referenced in the development of the teaching unit are also included at the end of this dissertation.

2. Methodological framework

In this teaching programme, Communicative Language Teaching (CLT) has been chosen as the main methodological approach since its principles are in line with the LOMLOE competence-based framework. In the same way, because it matches also the principles of CLT, Task-Based Learning (hence, TBL) has been selected (as the main methodology) for this teaching unit. The rationale for these choices is further explained in the following subsections.

2.1. Communicative Language Teaching

CLT is an approach that originated in the late 1960s (Renau, 2016) and that was mainly based on the reaction against the so-called by Canale and Swain (1980) grammatical approach prevailing at that time. It is essential to distinguish between the *linguistic* or *grammatical competence*, and the *communicative competence* in order to know where CLT originates and its differences with the grammatical approach.

On the one hand, the grammatical approach focused on the *grammatical competence*, that is to say, the use of linguistic forms to create grammatical sentences (Canale and Swain, 1980) or the “knowledge of the building blocks of sentences (i.e., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed” (Richards, 2005, p.3). This kind of competence was proposed by Noam Chomsky in the 20th century and revolutionized the field of linguistics. On the other hand, this “new” approach named CLT aims at acquiring communicative proficiency rather than dominating linguistic structures (Renau, 2016). It is based on communicative functions that “a given learner or group of learners need to know”, as well as on “the emphasis on the ways in which particular grammatical forms may be used to express the communicative function appropriately” (Canale and Swain, 1980, p.2). Consequently, CLT is based on the *communicative competence* which, according to Littlewood (2011), revolutionized language teaching by establishing new methods, goals and perspectives regarding the teaching and learning of foreign languages, explaining also the failure of learning and communicating in the foreign language that some EFL students experienced throughout the 20th century.

Unlike the grammatical competence, according to Richards (2005), the communicative competence requires:

- Knowing how to use language for different purposes and functions;

- Adjusting the use of language to the setting and the participants;
- Producing and understanding different types of texts;
- Keeping communication despite limitations in learning the foreign language.

This could be summarized and related to the four dimensions of the communicative competence proposed by Canale (1983), namely: the linguistic competence (i.e.: vocabulary, grammar, semantics and phonology), the discourse competence (i.e.: being able to participate in continuous discourse), the pragmatic competence (i.e.: expressing and interpreting meanings in real contexts), and the sociolinguistic competence (i.e.: adjusting our language to social situations). These four dimensions were supplemented with a fifth one proposed by Littlewood (2011): the sociocultural competence (i.e.: consciousness of intercultural knowledge and communication). It is worth noting that these five competences are in line with the LOMLOE curriculum within which this teaching programme is developed; see further section 3.2.

As we can infer from the above classification, although the communicative competence can be subdivided into many different skills and dimensions that need to be considered when teaching a foreign language, we cannot leave aside the grammatical competence. Grammar is indeed necessary to develop the communicative competence; it is not the primary goal, though.

Additionally, Littlewood (2014) stated that there are two different perspectives to classify CLT. Firstly, a communicative perspective focused on language, which is related to what is learned (i.e.: language functions related to the use of words). Secondly, a communicative perspective on learning, or how we learn and acquire language through communication. Regarding this distinction, it is assumed that if we focus on the second perspective, there would be no need to explain anything related to the grammatical

competence. This is usually called the ‘strong’ version of CLT (Howatt, 1984, p.287). Nevertheless, if we focus on the communicative perspective on language, it will require the teacher to play a role in the process of learning before or after communication takes place. This is defined as the ‘weak’ version of CLT (Howatt, 1984, p.287). Following the same line of this language-based perspective, Savignon (2002) defended that communication needs structure, grammar and several different knowledges about how language functions to master the language. In this teaching programme, this language-based perspective will be implemented since the role of the teacher and some grammatical teaching and learning are necessary to acquire the foreign language.

Similarly, Abdulrahman and Ayyash (2019) made a summary of what the CEFRL advocates in terms of the division of the communicative competence dimensions. It is essential to highlight this because the CERFL’s recommendations have been adopted by the Spanish LOMLOE. They regard the linguistic, sociolinguistic and pragmatic competences as main parameters. The discourse competence is considered within the pragmatic competence, together with an additional functional competence. Consequently, it can be argued that there are many dimensions attached to the concept of communicative competence. However, this teaching programme will rely on Canale’s (1983) conceptualization in relation to the CEFRL recommendations.

Although CLT was perceived as an approach as such back in the 1970s, it has evolved now into an umbrella term to include all approaches that focus on the development of the communicative competence in a meaningful way (Littlewood, 2014). As such, many scholars have offered different perspectives about what CLT is throughout the last decades. For instance, as quoted in Littlewood (2014, p.350):

“Harmer (2003, p.289) still writes that ‘the term [CLT] has always meant a multitude of different things to different people’ and Spada (2007, p.272)

begins her survey article on CLT with the comment that the meaning of CLT ‘seems to depend on whom you ask’. Hall (2011, p.93) expresses similar views.”

These affirmations suggest that, within CLT, there is no agreement as to what it stands for and the many criteria to define it have turned it into an “umbrella term”, as already mentioned. This implies the necessity of specifying a teaching method, as it will be established in the next section about TBL.

Moving on to the practical side of CLT, many characteristics have been attached to the activities that teachers should implement in order to create communicative activities that comply with the principles of CLT. Whereas Littlewood (1981, p.17) defended that “communicative activities should provide whole-task practice, motivation, allow natural learning, and create a context that supports learning”, other authors such as Richards (2005) and Berns (1990) offered a list of premises on which CLT should be based. Thus, Richards (2005) proposed that the teaching-learning process in CLT is based on:

- Meaningful communication (i.e.: “language is seen as a social tool that speakers use to make meaning” (Berns, 1990, p.140));
- In-class tasks should make the students negotiate meaning (i.e.: “negotiation of meaning between speaker and listener or between author and reader in helping students to acquire skills for using linguistic knowledge to express their individual ideas, feelings and beliefs” (Hendrikson, 1991, p.197));
- Contents should be relevant and interesting for the learners;
- There should be an implication of different skills and modalities for meaningful communication to take place (i.e.: “more than one variety of a language is recognized as a viable model for learning and teaching” (Berns, 1990, p.140));

- Critical thinking must be fostered through inductive activities (i.e.: “it is essential that learners be engaged in doing things with language” (Berns, 1990, p.140));
- The trial-and-error process is part of language learning;
- Learners develop their own ways to learn;
- The teacher should be a facilitator of learning;
- The classroom should be a community based on a collaborative environment;
- The learner is the center of the learning process.

Although Berns (1990) agreed with some of these principles, it is worth highlighting his point of view on diversity and methodologies. As stated by himself: “diversity is recognized and accepted as part of language development and use in second language learners” and “no single methodology or fixed set of techniques is prescribed” (p. 104).

Richards and Rogers (2001, p.172) also stated that:

- Authentic and meaningful communication should be the goal of classroom activities (i.e. “create learning conditions that offer students opportunities to use the foreign language in a wide variety of realistic, communicative situation” (Hendrikson, 1991, p.197));
- Fluency is an important dimension of communication.

This last aspect has been widely researched over the last decades. Following Richards (2005, p.14), “fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence”. Fluency has thus been often treated in contrast to accuracy: whereas accuracy-based activities focus on decontextualized classroom-oriented meaningless and controlled use of language, fluency-based activities rely on natural, meaningful real-life contexts and the

communicative use of language. Nevertheless, as it was argued with the ‘weak’ version of CLT (see Howatt 1984, p.287 above) and the opposition between the grammatical and the communicative competence, accuracy is also considered necessary in the process of learning a foreign language, even though it is not the main aim of the process.

All these principles make it clear that CLT is a learner-centered approach. Hanauer (2012, p.106) highlighted that it is essential to put the “living, thinking, experiencing and feeling person at the center of the language learning process” and “make language learning a personally contextualized, meaningful activity for the learner”, which is in line with the aforementioned principles of CLT.

Although CLT has been the dominant approach in the last 50 years regarding foreign language teaching and learning, it is true that scholars such as Littlewood (2014) have also highlighted some disadvantages, theoretical and practical dilemmas, for instance:

- Large classes may imply losing control by the teacher;
- The use of communicative language is unpredictable;
- Groupwork methods require organizational skills by the teacher; students may also communicate in their mother tongue;
- There are usually many contradictions between official public policies and the syllabus the teacher wants to implement.

Despite these disadvantages, which may interfere in the teaching-learning process, this teaching programme will be based on the CLT principles already mentioned because the teaching units have been adapted to contemporary times, placed in real-life contexts or situations with communicative purposes, while they favor a learner-centered approach, as will be further explained in the next sections.

2.2. Task-Based Learning

As already pointed out, and according to Shehadeh (2005), learners who have been learning a foreign language through a traditional grammatical method do not usually develop enough linguistic and communicative competences in the foreign language. In other words, “it is more productive to see language primarily as a meaning system” rather than aiming at mastering grammar and lexicon (Shehadeh, 2005, p.13). It is at this point that TBL comes into play.

Many definitions have been given to this teaching methodology. Following Willis and Willis (2007), TBL lessons are focused on completing a final task using language as a means. Similarly, Ellis (2014, p.103) affirmed that TBL “requires a syllabus where the content is specified entirely in terms of the tasks to be performed (i.e. the tasks serve as the basis for an entire language curriculum)”. If we pay attention to these definitions, the word *task* is common and central to both, while it is the main focus of this methodology. As a result, it is essential to define what a task is and what its main characteristics are.

In 1986, Richards et al. defined a *task* as an “activity or action which is carried out as the result of processing or understanding language (i.e. as a response)” (p.289). As can be inferred from this definition, tasks do not necessarily involve the production of language. Richards et al. (1986) also highlighted that teachers need to make clear the instructions to complete the tasks, apart from using a variety of them in order “to make language teaching more communicative, since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake” (Richards et al., 1986, p.289). Willis’ (1996) definition of task sees it as a goal-oriented activity where language is used to achieve that goal. If both definitions are compared, we can find the same idea about using language as a means to achieve a goal rather than considering language a goal in itself. Nunan (2004) describes it as

“a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.” (p.4).

This definition seems to be linked directly to the classroom setting, rather than regarding the concept of task in general, as Richards et al.'s and Willis's explanations imply. Moreover, it is more complete in terms of its focus on the use of grammar and language in order to convey meaning, which can be related to the 'weak' version of CLT.

Ellis (2014) added the concept of meaning to the definition of task, which he defines as essential. He also presents the idea of setting tasks in authentic contexts that are close to the students' reality. Students performing tasks should also be required to fill in some informational gaps through their own resources, as well as the use of language as a means for the completion of the tasks (Ellis, 2009). Therefore, Ellis' view on tasks completes the previous definitions by integrating the ideas of authenticity and the requirement of filling in missing information with a meaningful communicative purpose.

Therefore, taking into account the characteristics scholars have attributed to the concept of task, an adapted definition is provided as the basis for this teaching programme: a task is an activity with a meaning-based communicative goal through which students use their knowledge of the foreign language as a means to achieve that goal. The task setting should be an authentic context, which involves an information gap that students must fill in with their own resources. In addition, throughout the development of this teaching programme,

a variety of tasks should be provided by the teacher with the aim of attending to the classroom's diversity.

After having defined what a task is, it is essential to describe how tasks prove immediately relevant to TBL. As shown in Figure 1, TBL is divided into three parts: pre-task, task cycle and language focus. This three-stage process was revised by Willis and Willis (2007), so that the last stage was renamed as Focus on Form. At the same time, the task cycle is subdivided into three subsections and the language focus into two, as explained further below. This process is aimed at fostering language learning in the classroom setting by creating the necessary conditions to do so.

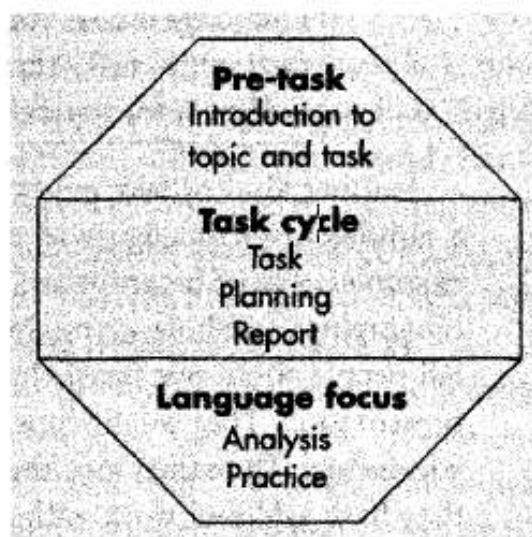


Figure 1: The Willis' TBL framework (Willis, 1996, p.52).

Firstly, in the Pre-task phase, the teacher introduces the topic and the final task to the students by using several tools such as pictures, videos, brainstorming... Also, the teacher presents useful vocabulary related to the topic and an example of the task to be performed. Within this phase, students are basically getting set and ready to continue into the Task Cycle.

Secondly, the Task Cycle phase is subdivided into three parts: task, planning and report. The task stage involves its completion through the use of language. The teacher is a mere supporter in this phase without intervening to correct mistakes unless otherwise asked.

To continue, students perform the planning stage. This consists of the preparation for the next step, which is about reporting what they have achieved. Therefore, in the planning stage, students just reflect on what they are going to report. The teacher advises students if needed. Concerning the report stage, students will present their outcomes so that the classroom can compare with theirs. Besides, the teacher observes and notes down the errors or issues the students may have had and comments on them to each student privately or in groups, as considered by the teacher.

The last phase is the Language focus, which, as noted, was renamed as Focus on Form. This phase is subdivided into two stages: analysis and practice. In the former, the teacher presents some tasks related to the topic and the task cycle (e.g.: a recording of a native speaker doing the task) for the students to analyze it. The role of the teacher is to go around helping students with whatever they may need. In the latter, the teacher reviews the outcomes of these activities with the whole class. The last stage will be entirely practical, when the teacher implements the required practical activities that he/she thinks that the students need to consolidate their knowledge.

Nunan (2004, p.31) provides a different view on the presentation and sequencing of tasks. Firstly, he divides the process into seven steps: schema building, controlled practice, authentic listening practice, focus on linguistic elements, provide freer practice and introducing the pedagogical task (see Table 1). Whereas the two first steps can be paralleled to Willis's (1996) classification in terms of the Pre-task phase, Nunan's (2004) procedure reversed the order for the Task-cycle and Focus on Form phases. Regarding Willis's (1996) Task-cycle, Nunan (2004) introduced its equivalent (i.e.: step six:

introducing the pedagogical task) at the end of the procedure. However, Nunan (2004) did not split the task into different parts as Willis (1996) did with analysis and practice. Nunan (2004) also anticipated steps three, four and five (i.e.: authentic listening practice, focus on linguistic elements and providing freer practice) before the actual performance of the task contrary to Willis (1996), who established the equivalents to these steps (i.e.: analyze, focus-on-form and practice, respectively) after the performance of the task. Therefore, despite some differences, the steps to follow are essentially the same but ordered differently. Table 1 shows a summary of Nunan's (2004) proposal for TBL sequencing:

Step 1: Schema building
Create a number of schema-building tasks that introduce initial vocabulary, language and context for the task.
Step 2: Controlled practice
Give learners a controlled practice in the target language vocabulary, structures and functions
Step 3: Authentic listening practice
Give learners authentic listening practice.
Step 4: Focus on linguistic elements
Focus learners on linguistic elements (i.e.: grammar and vocabulary)
Step 5: Provide freer practice
Provide freer practice
Step 6: Introducing the pedagogical task
Pedagogical task

Table 1: A pedagogical sequence for introducing tasks (Nunan 2004, p.34)

Table 2 compares his procedure in relation to Willis's (1996) proposal:

WILLIS (1996)	NUNAN (2004)
<p>Pre-task: introduction of the topic and useful vocabulary related to the topic as well as an example of the task to be performed.</p>	<p>Step 1: Schema building</p>
	<p>Create a number of schema-building tasks that introduce initial vocabulary, language and context for the task.</p>
	<p>Step 2: Controlled practice</p>
	<p>Give learners controlled practice in the target language vocabulary, structures and functions.</p>
<p>Focus on Form:</p> <ul style="list-style-type: none"> • Analysis: tasks based on language either on texts or recordings related to the topic and the task cycle (e.g.: a recording of a native speaker doing the task) for the students to analyze it. 	<p>Step 3: Authentic listening practice</p>
	<p>Give learners authentic listening practice.</p>
<p>Focus on form: considered as the whole phase of analyzing and practicing.</p>	<p>Step 4: Focus on linguistic elements</p>
	<p>Focus learners on linguistic elements (i.e.: grammar and vocabulary).</p>
<p>Focus on form:</p>	<p>Step 5: Provide freer practice</p>

<ul style="list-style-type: none"> • Practice: required practical activities that he/she considers that the students need to consolidate the knowledge. 	Provide freer practice.
<p>Task- cycle: task, planning and report.</p> <ul style="list-style-type: none"> • Task stage: completion of it through the use of language. • Planning stage: preparation for the next step. • Report stage: present their outcomes to the classroom. 	Step 6: Introducing the pedagogical task.

Table 2: Comparison between Nunan's (2004) and Willis's (1996) TBL sequencing

In this teaching programme, Willis (1996) and Willis and Willis's (2007) updated sequencing of tasks will be implemented for two main reasons. Firstly, I believe that a post-task phase is necessary in order to review what needs to be improved for future tasks as well as to consolidate the acquired knowledge. Secondly, the step emphasized by Nunan (2004) based on listening to native speakers is believed to be quite rigorous when it comes to including it in every task performance.

Furthermore, it is crucial to comment on the cooperative side of TBL. As these processes suggest, students may perform pair or groupwork while completing the tasks. From this perspective, cooperative learning and its benefits can be seen as integral to TBL. Indeed, cooperative learning is defined as a communal process in which learning is carried out through the mutual exchange of information (Kagan, 1994). Nevertheless, this mutual

exchange implies that cooperative learning is a holistic process that involves both social and affective elements (McCombs, 2000) which need to be taken into account by the teacher, as it will be further explained in section 4.7. Similarly, Celik et al. (2013, p.1852) stated that “cooperative learning in the foreign language classroom is believed to increase target language use, improve communication skills, build confidence and stimulate learner autonomy”. Thus, these benefits are in line with TBL principles, which are listed next to summarize the information presented in this section. In this way, this teaching programme should emphasize:

- meaningful communicative activities placed in real-life contexts (Ellis, 2014);
- “an enhancement of the learner’s own personal experiences as important contributing elements to classroom learning” (Nunan, 2004, p.1);
- communicative learning through interaction in the target language (Nunan, 2004);
- the process over the product, learning how to learn, and social and communication skills (Kohonen, 1992) (i.e.: using language as a means rather than as an end (Richards et al., 1986));
- learning in collaborative groups as a possibility (Kohonen, 1992).

TBL thus proves useful to develop this teaching programme on account of its learner-centeredness, because it fosters an active way of learning that allows the students to identify themselves with the contents of the syllabus, while they can transfer all the acquired knowledge of the EFL subject into the real world. At the same time, TBL also allows the teacher to implement a flexible range of activities as well as varied assessment tools. This implies that rather than making the procedures of the teaching programme monotonous, the tasks to be performed will vary according to the needs of the students.

2.3. The role of the teacher in the EFL classroom

Drawing on the premises of CLT and TBL, it is essential to define the role that the teacher plays in this teaching-learning context.

Scrivener (2005) highlighted that teaching is an ongoing process in which teachers must reconsider different options constantly. The more options the teachers know, the better teachers they can become by creating their own rules and guidelines. Within the CLT framework, many authors defined the teacher as a ‘facilitator’ (Breen and Candlin, 1980; Littlewood, 1981; Nunan, 2004; Richards, 2005; and Harmer, 2015). Others like Littlewood (1981, p.19) described their role as that of a ‘facilitator, advisor or guide’. To explain the role that teachers should have in the classroom, Richards (2005) assumed that:

“rather than being a model for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher had to develop a different view of learners’ errors and of her/his own role in facilitating language learning.” (p.5).

The teacher, thus, is seen as the main responsible figure for creating suitable conditions for students to learn rather than correcting them when they produce some errors in the foreign language. Moreover, Richards argued that the teacher “creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning” (Richards, 2005, p.23). Harmer (2015) also stated that a ‘facilitator’ is a teacher “who is democratic rather than autocratic, and one who fosters learner autonomy through the use of groupwork and pair work and by acting as more of a resource than a transmitter of knowledge” (p.108). In other words, and in a more philosophical and humanistic way,

Gibran (1991) stated that “he/she does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind” (p.76).

Even though the idea of the teacher as ‘facilitator’ has been widely spread within the CLT framework, it is crucial to go beyond and explain what roles teachers may adopt in different situations. Taking into account Harmer’s (2015, pp.108-111) models, a teacher must take a different role depending on the conditions, class and situation he/she is dealing with at the moment of teaching. This classification splits the teacher’s roles into six, namely:

- Controller: this role implies being in charge of the class and to “lead from the front”, that is to say, this role needs to be performed while tasks are being done.
- Prompter: this role is adopted by teachers when they help the students in a subtle but supportive way. For instance, when students are lost in what they are saying while roleplaying. Besides, teachers usually prompt students in monolingual groups to speak English instead of their mother tongue.
- Participant (also defended by Nunan (2004)): this role challenges the traditional figure of the teacher as a distant guide whose role is just about giving instructions or giving feedback. Within this role, the teacher will become a participant in certain activities. For example, when they are working in groups, the teacher can join one of them and participate with them in the activity. Nevertheless, we are still teachers, so we must be cautious because students tend to gain confidence easily.
- Resource: this role is directly related to the students’ performance while working on tasks. Sometimes they need to ask the teacher for some information about the activities they are performing. That is when the teacher becomes a resource for

them. This is related to the consideration of Scrivener (2005) of the different types of teachers, as will be explained later.

- Tutor: this role is about “combining the roles of prompter and resource - in other words, acting as a tutor” (Harmer, 2015, p.110). Being a tutor can be challenging for the teacher in large classrooms because it requires a more personal relationship than the controller role. It is essential to ensure that we neither overwhelm, which will affect learning autonomy, nor give little information, which will be useless for students.
- Organizer (also defended by Littlewood (1981)): this role requires “to get students involved, engaged and ready” (Harmer, 2015, p.111). To do so, the teacher will introduce the activities and their relevance for the students to know why this is important. This will, hopefully, motivate the student intrinsically. After that, the teacher will explain the instructions of the activity in chronological and clear order. Moreover, the teacher should show the students a model or example of what the activity is about and what they are going to be asked to do. After that, the task is performed. Finally, the teacher needs to provide feedback, more or less detailed depending on the activity. As can be inferred, this role is linked to the sequence of the TBL methodology.

As already mentioned, all these roles must be combined and adapted to each situation or condition that the activities in the classroom may demand. As such, not every role will be suitable for the same purposes or type of activities, as this teaching programme shows. This adaptation of roles to tasks was also explained by Nunan (2004).

Unlike Harmer (2015) and Nunan (2004), Byram (1997, p.64-73) distinguished three different locations, instead of roles, in which the teacher should intervene when it comes to the teaching-learning process: classroom, fieldwork and independent learning. These

locations determine the degree up to which the teacher should be involved in the tasks performed. Whereas in the classroom the role and participation of the teacher are prominent, when students are working on tasks (i.e.: fieldwork) the role of the teacher is reduced to that of controller by monitoring, which increases the students' responsibilities. Though independent learning may seem to not require the teacher in any sense, it is true that the teacher's role remains active, and he/she could be used as a resource while students are learning independently.

Following a more academic perspective and seeing the teacher as an outsider rather than an insider, Scrivener (2005, p.25) suggested a classification including three types of teachers (see Table 3):

- The explainer: this teacher knows his/her subject matter but does not know different ways of teaching it (i.e.: methodologies). He/she will rely on explaining the contents to the students and then practicing after the contents have been explained. This type of teacher is disregarded for this teaching programme, as it does not comply with the principles of CLT or TBL.
- The involver: this teacher knows his/her subject matter but also masters different teaching methodologies. He/she implements a variety of activities to involve students actively, by controlling the classroom. This could be suitable for the methodological framework we have been explaining so far, however, the last type of teacher is considered the appropriate one to implement.
- The enabler: apart from knowing his/her subject matter and dominating teaching methodologies, this teacher reflects about how students are feeling within the classroom. Decisions within the classroom could be negotiated with students.

This last type of teacher is considered part of the present teaching programme in accordance with the principles of CLT, TBL and attention to diversity.

	Subject matter	Methodology	People
Explainer	✓		
Involver	✓	✓	
Enabler	✓	✓	✓

Table 3: Types of teachers by Scrivener (2005, p.26)

In like manner, Coperías (2007) highlighted that the teacher’s main aim should be to foster positive attitudes and improve skills and critical awareness in the students. Besides, students should develop the competences that will make them notice their own cultural values, beliefs and behaviors (Byram et al. 2001, p.3; Byram et al. 2002, pp.13-33). This idea of developing competences can be directly linked to the LOMLOE curriculum and the DECRETO 39; see further section 3.2.

Hendrickson (1991) suggested a broader perspective in which the teacher should favor learning conditions for the students to use the foreign language in real-based communicative situations. Thus, the teacher should be aware of communicative needs, personal interests, individual learning styles and proficiency level of the language of each of the students.

Leaving aside the roles of teachers as such, we can focus on their relationship with their students . This teaching programme is designed for adolescents who are 15-16 years old. Therefore, it is crucial that the teacher establishes a good rapport with them, which can become a challenge for teachers as these students are undergoing a complex identity formation process, as Tsui (2007) widely researched. This rapport is usually determined by the impression that the students have of their teacher: Is he/she organized, well-prepared and reliable? The answer to this question will determine the students’ views of the teacher and are crucial to establishing a positive rapport. In addition, the teachers

themselves can establish some measures to create a non-threatening atmosphere and an optimal rapport. Harmer (2015) stated that these include: recognizing, listening, respecting the students and being even-handed. In this way, through knowing who our students are, listening to them, showing interest in what they say, being careful to correct them subtly and individually when they are not correct (see prompter role above) and treating all students equally, the teacher will be able to establish a successful rapport with the students apart from being professional (Harmer, 2015). Similarly, Scrivener (2005, p.24) affirmed that a teacher should possess three qualities to establish a positive rapport with students: respect, empathy and authenticity. Although the former two can be linked to Harmer's (2015) measures, the latter implies that teachers should be themselves (Rogers and Felberg, 1994). These qualities would create stronger relationships within the classroom while communication can be more honest and open (Scrivener, 2005, p.24).

2.4. The role of students in the EFL classroom

It follows from the above said that this teaching programme takes a learner-centered approach and that, as already noted, it addresses adolescents between 15-16 years of age, who are in a period of their lives in which they are searching for their identity and forming their personality. In such circumstances, it is, therefore, crucial to clarify that "teaching does not equal learning" because learning demands attention and effort from the learner (Scrivener, 2005, p.17). Consequently, learners must take an active role in the classroom, preferably in a cooperative way (Richards, 2005). This active role of the learners implies that students are responsible for their own learning processes.

Krashen (1982) suggested five proposals on language learning that can serve as a basis for the role of the student in the classroom: the learning/acquisition distinction hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the

affective filter hypothesis. The monitor and affective filter hypotheses prove particularly relevant in the context of this dissertation.

Firstly, the monitor hypothesis is subdivided into three monitor users: over-monitor (i.e.: students who are not confident when acquiring the competences; they do not usually speak fluently), under-monitor, that is, students who only care about being fluent instead of being correct), and optimal-monitor that refers to a mixture of both: students who are capable of adapting the L1 grammar correctly to English. These three types of students will be encountered in the class by the teacher, which is why varied activities and flexibility are key aspects of this teaching programme. Secondly, the affective filter hypothesis relies on the importance of showing a positive attitude towards the learning process in order to be able to acquire as many language features as possible. Students with a lower affective filter (i.e.: positive attitude) are more likely to progress in the learning of the foreign language.

These two hypotheses need to be regarded in terms of how students learn a foreign language and how we can create the best conditions for learning. In relation to this, Scrivener (2005, p.20) proposed an experiential learning cycle:

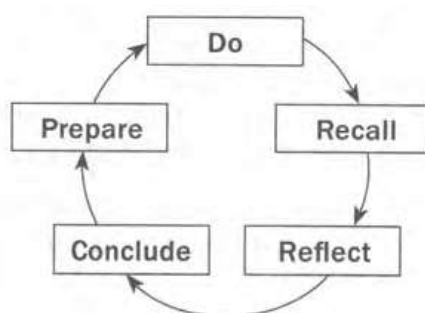


Figure 2: An experiential learning cycle (Scrivener, 2005, p.20)

This is based on doing something in order to recall what happened when doing it and reflect on that. After that, the learner can draw conclusions from their reflection and,

eventually, use those conclusions for future practical experiences. Moreover, this cycle suggests that “people learn more by doing things themselves rather than by being told about them” (Scrivener, 2005, p.21). Furthermore, learning is not a one-sided process, but involves the integral person, who makes use of previous learning and knowledge as the cycle suggests. These affirmations are completely in line with the principles of CLT and TBL and the role of learners as active agents in the classroom.

Following this active role of learners and the stages of the learning process, Cohen (2011) stated that learners need to develop some strategies in order to learn a foreign language. A language learner strategy can be defined as “thoughts and actions, consciously selected by learners, to assist them in learning and using language in general, and in the completion of specific language tasks” (p.682).

One strategy that will help students to progress in their learning processes was coined by Vygotsky as ‘scaffolding’: “the process by which adults support learners who are learning to dominate a task or issue”¹ (Meece, 2006, p.40). In this way, following Vygotsky (1981, p.62), “any higher mental function necessarily goes through an external stage in its development because it is initially a social function”. To put it simply, learners’ socialization is the basis for the learning process. Thus, learners need to be helped to end up doing things by themselves. In Nordlof’s (2014) words, “the scaffold provides structure, but it is temporary, meant to be dismantled once the building is in place” (p.57). In this metaphor, the “building” is the so-called Zone of Proximal Development (ZPD), which Rieber and Carton (1987) define as “the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in

¹ Unless otherwise stated, translations are mine.

collaboration with more capable peers” (p.86). When applied to the foreign language educational field, the ZPD is what we want learners to achieve in the process of learning with the teacher’s help. In this way, adult support is necessary to gain the maximum from the language learning processes. In the same way, Van Lier (2004) as quoted in Khaliliaqdam (2014, p.893) listed six principles related to ‘scaffolding’:

- Continuity: repeated occurrences over time;
- Contextual support: a safe but challenging environment, errors are expected and accepted as part of the learning process;
- Intersubjectivity: mutual engagement and support, two minds thinking as one;
- Contingency: the scaffolding support depends on learners’ reactions, elements can be added, hanged, deleted, repeated, etc.;
- Handover/Takeover: there is an increasing role for the learner when skills and confidence increase;
- Flow: communication between participants is not forced but flows in a natural way.

As can be seen, these six features are directly linked to the principles of CLT and TBL and explain what development learners are expected to have in the classroom. Nevertheless, as Harmer (2015) suggested, the classroom is composed of individuals, who are different among themselves. Therefore, it is necessary to specify the differences that can be encountered when dealing with learners. Such differences, as explained by Harmer (2015), lie in (1) aptitude and intelligence, (2) the characteristics of a good learner, (3) individual styles and strategies, (4) learner’s personalities, (5) language level and (6) motivation.

When it comes to (1) aptitude and intelligence, Harmer (2015) explained the Multiple Intelligences theory developed by Gardner (1983), which defended that humans do not have just one intelligence but many of them, which are Musical/rhythmical, Verbal/linguistic, Visual/spatial, Bodily/kinaesthetic, Logical/mathematical, Intrapersonal and Interpersonal. In 1995, Goleman added the emotional intelligence, which refers to the ability to empathize and control emotions and matches the enabler type of teacher (see Table 3 above). Even though everyone has all these intelligences, people stand out in one of them. Hence, it is important for the teacher to know who performs better in what types of tasks and produce a variety of them. In this regard, Tanner (2001) suggested what types of tasks or activities regarding language skills and systems would work better for each intelligence (see Figure 3). These are followed in this teaching programme.









Teaching Intelligently: Language Skills Activities Chart							
Skill → Intelligence ↓	Listening	Reading	Writing	Speaking	Grammar	Vocabulary	Literature
 Bodily-Kinaesthetic	Learners listen to three sections of a tape in three different places, then form groups to collaborate on their answers to a task.	Learners re-order a cut-up jumbled reading text.	Learners write stories in groups by writing the first sentence of a story on a piece of paper and passing it to another learner for continuation.	Learners play a game where they obtain information from various places in the classroom and report back.	Learners play a board game with counters and dice to practise tenses.	Learners label objects in the classroom with names.	Learners create a similar scene to one they have read about and act it out (eg a conflict, a time you were let down).
 Interpersonal	Learners check their answers to a listening task in pairs or groups before listening a second time.	Learners discuss answers to questions on a text in groups.	Learners write a dialogue in pairs.	Learners read problem-page letters and discuss responses.	Learners do a 'find someone who ...' activity related to a grammar point (eg present perfect: find someone who has been to Spain).	Learners test each other's vocabulary.	In groups, learners discuss their preferences for characters in a book.
 Intrapersonal	Learners think individually about how they might have reacted, compared with someone on a video they have seen.	Learners reflect on characters in a text and how similar or different they are to them.	Learners write learning diaries.	Learners record a speech or talk on a cassette.	Learners complete sentences about themselves, practising a grammar point (eg complete the sentence 'I am as ... as ...' five times).	Learners make their own vocabulary booklet which contains words they think are important to learn.	Learners write a diary for a few days in the life of a character in a book.
 Linguistic	Learners write a letter after listening to a text.	Learners answer true/false questions about a text.	Learners write a short story.	In groups, learners discuss statements about a controversial topic.	The teacher provides a written worksheet on a grammar point.	Learners make mind maps of related words.	Learners rewrite part of a book as a film script, with instructions for the director and actors.
 Logical-Mathematical	Learners listen to three pieces of text and decide what the correct sequence is.	Learners compare two characters or opinions in a text.	Learners write steps in a process, (eg a recipe).	Learners in a group each have a picture. They discuss and re-order them, without showing them, to create a story.	Learners learn grammar inductively, ie they work out how a grammar rule works by using discovery activities.	Learners discuss how many words they can think of related to another word (eg photograph, photographer).	Learners re-order a jumbled version of events in a chapter of a novel they have read.
 Musical	Learners complete gaps in the lyrics of a pop song.	Learners listen to music extracts and decide how they relate to a text they have read.	Learners write the lyrics to an existing melody about a text or topic they have been dealing with in class.	Learners listen to a musical video clip (with the TV covered up) and discuss which images might accompany the music.	Learners create a mnemonic or rhyme to help them remember a grammar point.	Learners decide which new words they would like to learn from a pop song.	Learners find a piece of appropriate music to accompany a passage from a book.
 Naturalist	Learners listen to sounds inside and outside the classroom and discuss what they have heard.	Learners work with a text on environmental issues.	Learners write a text describing a nature scene.	Learners discuss an environmental issue.	Learners do an activity associated with nature (eg walk by the sea) and write a story in the past tense about it.	Learners make a mind map with a word related to nature (eg bird, tree).	Learners read descriptions of nature in a novel and then write their own.
 Spatial	Learners complete a chart or diagram while listening.	Learners predict the contents of a text using an accompanying picture or photo.	Learners make a collage with illustrations and text about a place in their country.	In pairs, learners discover the differences between two pictures without showing them to each other.	The teacher illustrates a grammar point with a series of pictures (eg daily activities to show present simple).	Learners cut out a picture from a magazine and label it.	Learners draw a cartoon version of a story.

Figure 3: Activities for different intelligences (Tanner, 2001, p.41)

With regard to (2) the characteristics of a good learner, Table 4 compares Nunan's (2004) adaptation of Rubin and Thompson's (1982) views on them with Lightbown and Spada's (2006) view on this matter:

CHARACTERISTIC (Author's)	NUNAN'S (2004) ADAPTATION FROM RUBIN AND THOMPSON (1982)	LIGHTBOWN AND SPADA (2006)
Accurate guesser	Learns to make intelligent guesses	Is willing and accurate guesser
Communicative despite limitations	Uses their linguistic knowledge	Tries to get a message across even if specific language knowledge is lacking
Wise mistaker	Makes errors work	Is willing to make mistakes
Cohesive organizer	Organizes information about language	Constantly looks for patterns in the language
Practician	Learns formalized routines	Practices as often as possible
Analytical	Is a mnemonic	Analyses his or her own speech and the speech of others

Achiever	Finds their own way and makes their own opportunities	Attends to whether his or her performance meets the standards he or she has learned
Enjoyer	N/A	Enjoys grammar exercises
Early learner	N/A	Begins learning in childhood
Intelligent	N/A	Has an above-average IQ
Academical	Uses different styles of speech and writing and learns production techniques	Has good academic skills
Confident	Learns to live with uncertainty	Has a good self-image and lots of confidence
Creative	Is creative	N/A

Table 4: Characteristics of good learners (Lightbown and Spada (2006) and Nunan's (2004) adaptation from Rubin and Thompson (1982))

As can be seen in this table, learners are expected to play an active role in language learning, while being in control of their own learning (Nunan, 2004, p.67). Nevertheless, as it has been mentioned, we are dealing with individuals who are different among themselves, and the teacher cannot expect all of them to show / have all these characteristics. Instead, the teacher is required to help students by adapting materials, exploiting the characteristics of the learners to the maximum extent possible and helping to develop the ones they do not possess.

Harmer (2015) also identified differences on the students' (3) styles and strategies in the learning process, as well as their (4) personalities. As quoted in Harmer (2015, p.88):

“The methodologist Tony Wright described four different learner styles within a group (1987, p.117-118). The ‘enthusiast’ looks to the teacher as a point of reference and is concerned with the goals of the learning group. The ‘oracular’ also focuses on the teacher but is more oriented towards the satisfaction of personal goals. The ‘participator’ tends to concentrate on group goals and group solidarity, whereas the ‘rebel’; while referring to the learning group for his or her point of reference, is mainly concerned with the satisfaction of his or her own goals.”

These four-way classification, apart from being related to Krashen's (1982) monitor hypothesis, implies that the role of students may vary depending on their individual goals and also their attitudes toward the classroom and the teacher. This teaching programme will take into account these proposed roles in order to adapt the classroom materials and tasks to benefit everyone.

Both (5) the language level of the students and (6) the motivation they have towards the learning process are also two key aspects in the differences between learners. Although this teaching programme will be dealing with a class of 15-16-year-old teenagers, it is important to notice that maybe not all of them have the expected English language level required in the fourth year of ESO. As such, the teacher will be required to adapt the class materials and tasks for everyone to learn appropriately.

According to Scrivener (2005, p.63), (6) motivation comes from different backgrounds: “many learners have strong external reasons they want to study” but “others may be studying just for rewards within the work itself”. Whatever the case is, motivation is a

determining factor for the attitude towards the learning process and this will be reflected in this teaching programme.

Eventually, another role of learners highlighted by Scrivener (2005) is to be a source of information for the teacher by giving feedback. It is crucial that the teacher asks for formative and constructive feedback from the students in order to know whether the methodologies, tasks and activities are working for them to learn or, instead, some aspects need to be changed and improved to foster the learning process.

2.5. Assessment

It is widely known that assessment is one of the main steps when it comes to the teaching-learning process. Tosuncuoglu (2018) claimed that assessment is aimed at checking the students' acquisition levels and defines it as a "long-term procedure which involves information and data regarding the development of the students" (p.163). As Tosuncuoglu (2018) highlighted, assessment helps teachers to make informed decisions on a daily basis and to adapt materials regarding the strengths and weaknesses in the classroom instruction apart from enabling the students to support their learning through feedback.

2.5.1. General assessment

We may refer to different types of assessments. Harmer (2015) distinguishes between formative and summative assessment. On the one hand, summative assessment refers to the final measurement of the performance of students with no further implications (e.g.: final exams, official exams...). Brown (2005) affirmed that it is necessarily related to the curriculum objectives. On the other hand, formative assessment deals with progressing feedback that the teacher gives to the students to improve their performance (Harmer, 2015). Furthermore, it is argued that formative assessment is meaningful, fair, challenging and supportive (Brown, 2005). In this teaching programme, and in line with TBL,

formative assessment will be implemented due to the fact that language learning is an ongoing process rather than a product.

It is worth noting that Harmer (2015) also distinguishes between different types of testing. On the one hand, he refers to diagnostic tests, which are aimed at pinpointing learners' difficulties and issues with the foreign language in order to take action and improve them, which is the basis of the formative assessment choice already defended. On the other hand, he refers to progress or achievement tests. Whilst progress tests "are designed to measure learners' language and skill progress in relation to the syllabus they have been following", achievement tests "only work if they contain item types which the students are familiar with" (Harmer, 2015, p.380); in Nunan's (2004, p.138) words: "assessment should reflect what has been taught". Both of them need to be combined in order to create a successful teaching programme in terms of assessment.

Nunan (2004) also proposed several classifications for assessment. To start with, traditional indirect assessment does not reflect or has no consequences outside the classroom performance. Some examples are highlighted by Hamer (2015): multiple choice, cloze tests, paraphrasing, reordering sentences, etc. Secondly, direct assessment entails the reproduction of communicative behaviors that students need to transfer into the real world (Nunan, 2004). This idea of replicating real life is also portrayed by Harmer (2015) and is part of the principles of CLT and TBL discussed in the previous sections. Although direct assessment will be prioritized in this teaching programme, the teacher will make use of indirect assessment to clarify some language features, when necessary. Harmer (2015, p.385) also highlighted some tasks that involve the use of direct assessment techniques linked to the four different skills; they will also be considered in this teaching programme:

<p>SPEAKING</p> <ul style="list-style-type: none"> • An interviewer questions a candidate about themselves. • Information-gap activities where a candidate has to find out information either from an interlocutor or a fellow candidate. (The role-play on page 359 would not need too much modification to serve as a suitable test item.) • Decision-making activities, such as showing paired candidates ten photos of people and asking them to put them in order of the best and worst dressed. • Using pictures for candidates to compare and contrast, whether they can both see them or whether (as in many communication games) they have find similarities and differences without being able to look at each other's material. • Role-play activities where candidates perform tasks such as introducing themselves or ringing a theatre to book tickets.
<p>WRITING</p> <ul style="list-style-type: none"> • Writing compositions and stories. • "Transactional letters" where candidates reply to a job advertisement or write a complaint to a hotel based on information given in the exam paper. • Information leaflets about their school or a place in their town. • A set of instructions for some common task. • Newspaper articles about a recent event.
<p>READING</p> <ul style="list-style-type: none"> • Multiple-choice questions to test comprehension of a text. • Matching written descriptions with pictures of the items or procedure they describe. • Transferring written information to charts, graphs, maps, etc. (though special care has to be taken not to disadvantage non-mathematically-minded candidates). • Choosing the best summary of a paragraph or a whole text. • Matching jumbled headings with paragraphs. • Inserting sentences provided by the examiner in the correct place in the text.
<p>LISTENING</p> <ul style="list-style-type: none"> • Completing charts with facts and figures from the listening text. • Identifying which of a number of objects (pictured on the test paper) is being described. • Identifying who (out of two or three speakers) says what. • Identifying whether speakers are enthusiastic, encouraging, in disagreement or amused. • Following directions on a map and identifying the correct house or place.

Figure 4: Harmer's tasks proposal for direct assessment techniques (2015, p.385)

Another classification of assessment proposed by Nunan (2004) is related to system-referenced (i.e.: demonstrating the language knowledge of systems) or performance-referenced (i.e.: demonstrating the ability to use the language). As this teaching programme follows a communicative approach, assessment should be in line with these latter principles by assessing the students' ability to use and communicate in the foreign language. As such, following TBL, a performance-based assessment will be implemented. Besides, this teaching programme will implement the characteristics established by Harmer (2015) in order to assess students: validity and reliability. Furthermore, Brown (2005) also suggested one characteristic that is necessary when assessing: transparency (i.e.: explicit and framed criteria should be clear to the students from the beginning).

These three characteristics will be reflected here in the process of assessment. Another principle that this teaching programme will follow is the avoidance of the backwash effect, in other words, when “teaching becomes dominated by the test and especially by the items that are in it” (Harmer, 2015, p.389). Some measures to prevent this effect would be training for test types, discussing general exam skills, practice tests and even ignoring the test for the sake of learning as the main goal rather than testing.

Quoting Nunan (2004), evaluation, according to the principles of CLT and TBL should, therefore, “involve the direct assessment of the students’ performance, be criterion-referenced, focus on the attainment of specific objectives rather than trying to assess general proficiency and be formative in nature.” (p.164).

2.5.2. Alternative assessment techniques

All the above principles lead us to ponder alternative assessment techniques as the basis for this teaching programme. Alternative assessment can be described as the set of “procedures and techniques which can be integrated in the daily classroom instruction” (as cited in Atta-Alla (2012), quoting Hamayan (1995)). We need to deal with formative assessment rather than with summative assessment, as was suggested before. Moreover, this definition also implies what Brown (2005) pointed out: the teacher needs to rely on evidence of achievement instead of the students’ ability to memorize information. According to Brown (2005), assessment instruments should measure the students’ abilities to use the material they have learned in live situations. In other words, assessment methods should be authentic.

Concerning the different dimensions of assessment, according to Brown (2005, p.81), the teacher needs “to consider not just *what* he/she is assessing and *how* he/she is doing it, but also *why* — our rationale for assessing on”. The rationale behind alternative

assessment techniques is summarized by Atta-Alla (2012) that highlights several benefits of alternative assessment.

Firstly, language learners need a variety of assessment techniques to attend to their different learning styles, which alternative assessment offers by favoring diversity. This variety helps the teachers to make informed decisions about assessment. Secondly, this alternative assessment implies extending assessment over a long period of time, which prevents students from having just one shot as they have with final exams. Thirdly, the curriculum should be reflected in the assessment. This means that alternative assessment techniques should be directly prompted by the principles of the curriculum. These statements highlight the importance of implementing alternative assessments to favor diversity, make informed decisions and give students several opportunities to demonstrate what they have learned.

Atta-Alla (2012, p.5) also listed different characteristics of alternative assessment that are useful for this teaching programme. The most remarkable ones are the following:

- Cover the subject matter, being consistent and coherent (i.e.: connecting assessment to the content seen in class);
- Flexibility (i.e.: offer a variety of activities and flexibility to change what is not working);
- Challenge students (i.e.: teach them how to think critically, by presenting tasks they can manage to do, although they need to make an effort to do them);
- Ability to apply what was learned in real-life situations;
- Set examples and expectations for the students' performance (i.e.: make them know what you want them to do);
- Effectiveness (i.e.: question yourself as a teacher if something does not work).

These characteristics underlie the alternative assessment techniques implemented in this teaching programme along with principles of reliability, validity and transparency explained in the previous section. The rationale behind this is that learners become the center of the learning process in line with CLT and TBL.

To delve into what useful techniques are used in this teaching programme, we may refer to:

1. In relation to learners:

- Portfolio: records of students' process of their learning (Atta-Alla, 2012). In this way, students might note down everything they learn, which will be used throughout the whole course. According to Harmer (2015), some benefits are that portfolios reflect the students' effort, while the learning process is more autonomous, and the students become responsible for it. Nevertheless, it is a time-consuming process, worthy though.
- Self-assessment: this technique aims at providing “the opportunity for learners to develop an understanding of their own level of skill, knowledge or personal readiness for a task” (Cram, 1995, p.282). It is crucial for learners to be fair with themselves and there is no better way to do so than to assess oneself.
- Peer-assessment: this technique consists of students assessing one another. Serrano and Cebrián (2011) defended that peer-assessment needs both peer correction and peer feedback to be accurate and fair for the students. According to Patri (2002, p.109), “when assessment criteria are firmly set, peer-feedback enables students to judge the performance of their peers in a manner comparable to those of the teachers”. Therefore, the teacher will take advantage of this, as he/she will always bear in mind that learners are 15–16-

year-olds, and would take into consideration what their classmates tell them about their performances.

- Video recordings: this assessment tool will be implemented with the aim of integrating ICTs into the process of learning. Students will need to record some videos for some real-life-based activities.
- Cooperative learning: as it has been suggested in previous sections, CLT and TBL involve working and learning in pairs or groups, which will also be regarded as an assessing technique.
- Oral presentations: in the 'report' stage of the TBL process, students are required to present to their classmates what they have achieved or understood from the task they have performed. Therefore, oral presentations are part of the assessment process.
- Role plays: these are simulations that the students need to act out playing a role in a real-life situation. This activity is in line with the premises of TBL and CLT. Therefore, it will be useful to implement it throughout the teaching programme.
- Learning menus: this type of activity relies on offering the students different tasks to choose from and selecting the ones that they think they will perform best. This differentiating tool favors diversity apart from considering the Gardner's (1983) Multiple Intelligence theory.

2. In relation to the teacher:

- Checklists: for minor tasks, the teacher will check the performance of the students through a yes/no list, which will provide the teacher with the necessary information to make informed decisions about what to work on in the next sessions.

- E-rubrics: as we all know, the use of ICTs has been increasing throughout the last decades in the teaching-learning process. This is not different for assessment. As a result, following Serrano and Cebrián (2011), E-rubrics are tools that help teachers to assess students' learning. Furthermore, as assessment may seem subjective sometimes, through the use of E-rubrics, teachers can make assessment a more objective process.
- Observations: regarding cooperative learning, and also individual performance, the teachers' observations will be crucial to assess the students' performances.
- Correction code: regarding written assessments, the teacher will develop a correction code for the students to remake the writings taking into account the errors they might have made. This fosters formative assessment: rather than just correcting what they have done, they are given the chance to improve their performance.

Many techniques can be used to implement alternative assessment in relation to a variety of activities that students will need to perform. It is, thus, essential that the teacher accounts for the characteristics of alternative assessment in order to provide a clear, diverse, flexible and fair assessment for the learners to improve their language abilities and for the teacher to make informed decisions.

3. Teaching programme

3.1. Classroom's context

This teaching programme has been designed for an anonymous class of the fourth year of ESO in a public high school of Castilla y León. The class has 24 students, half of them girls and half of them boys. All of them are native Spanish speakers and study English as

a foreign language. One of the students has an ADHD disorder and two students, who are siblings, come from Mexico. The adaptations for these students are explained in section 4.7. For the most part, it is a participative group, and they are motivated to learn the English language.

3.2. Legal framework CEFRL/LOMLOE/BOCYL

This teaching programme is framed within the law of education current in Spain, the LOMLOE, which in turn adopts the recommendations of the CEFRL, as explained in the introduction.

According to the LOMLOE, the main aspect to take into consideration when it comes to designing a teaching programme are the key competences. In line with the recommendations of the CEFRL, the LOMLOE proposes eight key competences that students must have achieved by the end of 4º ESO. These competences are specified in the DECRETO 39/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo de la educación secundaria obligatoria en la Comunidad de Castilla y León, which is referred to as Junta de Castilla y León (2022). In this way, the key competences are (see pp. 48886-48889):

- Competence in linguistic communication (CCL): “to be able to identify, comprehend, express [...] concepts, thoughts, feelings, facts and opinions in an oral and written way.”
- Plurilingual competence (CP): “to be able to use different languages correctly and effectively for the sake of learning and communication.”
- Science, technology, engineering and mathematics competence (STEM): “to be able to comprehend the world and its changes [...] by using mathematical

thinking, representations, scientific methods, [...] in order to transform the environment [...]"

- Digital competence (CD): “to be able to use digital technologies creatively, safely, [...] for the sake of learning or with a social purpose [...]"
- Personal, social and learning to learn competence (CPSAA): “to be able to reflect on oneself, manage time and information efficiently [and] collaborate with others constructively [...]"
- Citizenship competence (CC): “to be able to act as responsible citizens and participate in a responsible and enriching way in social and civic life.”
- Entrepreneurship competence (CE): “to be able to act resourcefully in different contexts, and transform these contexts into personal, social and professional activities useful for others.”
- Cultural awareness and expression competence (CCAE): “to be able to understand and respect different points of view. Ideas, feelings and meanings are expressed creatively and are communicated through different cultures.”

Although these key competences might seem specifically related to different subjects of the curriculum, they overlap and do not follow any specific order or hierarchy. In other words, all of them should be addressed in all the subjects, including EFL. This leads to transversality across the curriculum. As a matter of fact, the first four of these competences are linked to the ability to comprehend, express, interact and mediate in the English language (i.e.: the five skills: reading, listening, writing, speaking and mediation). The fifth competence is related to having a wide range of linguistic tools for students to communicate with others. The last competence is linked to attention to diversity in terms of language, art and culture. These key competences are extensively described in the

curriculum through descriptive operators for each year of ESO, which are the main goals that students should achieve.

In the context of Castilla y León (Junta de Castilla y León, 2022), the EFL subject is described separately with details about the eight key competences, which, as explained in the following section, are in turn related to six specific competences. In like manner, it can be noticed that the bill of education of the Junta de Castilla y León (2022) underlines that communication, plurilingualism and interculturality are the three main contents to be developed within the EFL teaching programmes, which are also linked to the SDGs, also developed below.

3.3. Department programme

It follows from the above that this teaching programme must be adjusted to the 4º ESO programme of EFL designed by the department of the high school where it is taught. This programme highlights that its main objectives are, on the one hand, to raise awareness about the SDGs and, on the other, to provide students with the abilities to face the challenges of the 21st century, such as the creation of respectful social relationships and the achievement of gender equality. The department programme also suggests that the students should have acquired a B1 level by the end of this school year. Moreover, it defines the importance of the specific competences within the EFL framework. According to Junta de Castilla y León (2022, pp. 49252- 49255), there are six specific competences for this subject:

1. “Comprehend and interpret [...] texts, searching for reliable sources [...] to respond to specific communicative needs” (i.e.: receptive skills: reading and listening).

2. “Produce original texts [...] using strategies as planning or self-assessment [...] to respond to specific communicative needs” (i.e.: productive skills: writing and speaking).
3. “Interact with other people with growing autonomy, [...] using analogical and digital resources to respond to specific communicative needs” (i.e.: social skills).
4. “Mediate in daily situations among different languages, using strategies and basic knowledge to explain concepts or simplify messages [...] to ease information” (e i.e.: mediation skills).
5. “Enlarge and use a personal linguistic repertoire among different languages, reflecting critically on their use and [...] respecting cognitive, social and cultural diversity” (i.e.: critical thinking skills and resourcefulness).
6. “Judge critically and adapt to linguistic, cultural and artistic diversity in the foreign language by identifying and sharing similarities and differences between languages and cultures [...]” (i.e.: attention to diversity).

These six specific competencies are directly related to the eight key competences in terms of the coverage of the basic language skills—i.e. reading, writing, speaking, listening and mediation—, the importance of being a resourceful and a critical thinker when it comes to communicating with others, as well as the appreciation of linguistic, cultural and artistic diversity. They are also directly linked to the seventeen SDGs. Three of them have been considered in more detail for this teaching programme, one for each semester; they have been connected, though. Firstly, SDG 4: Quality Education is the common thread of the first semester. This goal, according to the United Nations (2015), aims to ensure an inclusive and equitable quality education to generate lifelong learning opportunities for every student. Among its most relevant targets, we may cite: (i) to offer scholarships in developing countries that imply the use of communication technologies and scientific

programs (see Unit 1); (ii) to provide quality education from early childhood and to appreciate cultural diversity (see Unit 2); (iii) and to eliminate gender disparities in education (see Unit 3). The second SDG that has been addressed is SDG 8: Decent work and economic growth. It is connected to SDG 4 in that a quality education can potentially lead us to achieve decent jobs and prevent economic crises. This goal is related to promoting sustainable economic growth and decent work for everyone. Its most important targets are: (i) to reduce the proportion of unemployed youth (see Unit 4); (ii) to promote entrepreneurship (see Unit 5); (iii) and to develop sustainable tourism that creates jobs and promotes local culture and products (see Unit 6). The third semester is based on SDG 1: No poverty, which is aimed at eradicating poverty. This SDG is linked to the previous ones in the sense that having a high-quality education system and achieving decent jobs can ideally minimise poverty. Its main targets are (i) to ensure equal access to economic sources (see Unit 7); and (ii) to cover everyone's basic needs (see Unit 8). As will be further explained, Unit 9 will be a revision of the whole course, which the students will link to the SDGs treated during the academic year.

In the same way, and following Junta de Castilla y León (2022), the department programme encourages the implementation of *learning situations*, which are projects carried out with the aim of contributing to the development of the key and specific competences. In this way, three learning situations are developed, one for each semester.

3.4. Development and temporalization of the teaching units

This section summarizes the nine units of this teaching programme. **Unit 3: Women in Education** has been selected for lesson planning. In what follows, I explain the topics of the units together with their relationship with the SDGs, their learning goals, key competences and their assessment. Moreover, the three learning situations are presented. At the beginning of the semester, students are introduced to each of the SDGs selected

through the *Global Goals Comic* (Appendix 1) and a discussion is led by the teacher on them as a warm-up activity. It is also worth noting that at the end of each unit the teacher will ask the students what they have learned and if the methodology used was useful regarding their learning process, so that changes can be implemented later in the programme, if needed.

A summary of the temporalization of the units can be found in Table 5:

FIRST SEMESTER	UNIT 1. Am I “artificially intelligent”?
	LEARNING SITUATION 1. Rules of coexistence
	UNIT 2. Why migrating?
	UNIT 3. Women in education
SECOND SEMESTER	UNIT 4. Getting older
	LEARNING SITUATION 2. Looking for a job
	UNIT 5. Businessmen/businesswomen
	UNIT 6. Wanderlust
THIRD SEMESTER	UNIT 7. Controlling my inner consumerist
	UNIT 8. For the sake of eating
	LEARNING SITUATION 3. Letter exchange
	UNIT 9. Wrapping up

Table 5: Summary of the teaching programme

First semester: SDG 4: Quality Education

UNIT 1. Am I “artificially intelligent”?

The school year begins with a group discussion based on the *Global Goals Comic* (Appendix 1) selected for the semester, which is used as an ice-breaking activity. This unit deals with Artificial Intelligence (AI), which is a trending topic in education nowadays. It is connected with SDG 4 in the sense that everyone should be able to access communication technologies and scientific programs to have quality education. Nevertheless, it is crucial that, from the beginning of the course, students know how to make an adequate use of AI when it comes to completing tasks. The main key competences developed for this unit are the CCL, CP, STEM, and CD. As students have just returned from the summer break, this unit chiefly contains ice-breaking activities (e.g.: greetings, goodbyes, introducing yourself...), which are developed in relation to AI to motivate the students. For instance, [ELSA](#) AI creates scenarios for the students to practice their English speaking and listening skills and corrects mispronunciations or mistakes. This unit also deals with the advantages and disadvantages of using AI in education, so the vocabulary is related to positive descriptive adjectives ending in *-ful* (e.g.: *helpful*) and their corresponding antonyms (e.g.: *helpless*). It is worth indicating that the vocabulary of the units is always presented through flashcards and displayed in the classroom for the students to have visual aids so that they can recall them. Concerning grammar, this is a quick review of the present, past simple and continuous tenses together with the use of adverbs of frequency (e.g.: *always, sometimes, never...*). As regards pronunciation, this unit will address the *-ing* and *-ed* ending of the present continuous and past simple, respectively. Throughout the whole teaching programme, reading and writing skills are interconnected. Reading tasks are performed to provide the basis for writing tasks (e.g.: transforming texts into graphic organizers to include in the students’

portfolios). In addition, this teaching programme relies on the use of videos as realia to practice listening skills and to promote the use of the portfolio. To assess this unit, students record themselves as a mediation task and do a presentation on this topic: *How would you explain to an old person what AI is in relation to education?* This final task is assessed through a checklist. On completion of the unit, one session is dedicated to consolidating what students have learnt about the topic. Moreover, in this first unit, students decide on the four-member groups for the rest of the year.

LEARNING SITUATION 1. Rules of coexistence

While Unit 1 is being developed, the first learning situation of this teaching programme takes place. This consists of the students agreeing on the rules of coexistence for the school year. Moreover, students should make some posters in groups with these rules, which are displayed in the corridors of the high school so that the rest of the students become aware of the significance of respect and of a comfortable climate.

UNIT 2. Why migrating?

The second unit aims to explore the rationale behind the topic of migration. Its relationship with SDG 4 can be appreciated in the goal of providing quality education for everyone, even for those who migrate for that purpose. This will lead us to increase multicultural awareness in education. The whole classroom benefits from having two Mexican students, who can share their experiences about what migrating implies. In this context, the main competences that are developed in this unit are CCL, CP, CPSAA, CC, and CCAE. Apart from exploring vocabulary relating to migration (e.g.: *asylum seeker*, *refugee...*), the unit deals with grammatical aspects that include the present perfect simple and continuous and the use of expressions like *for*, *since*, *yet...* (e.g.: *My Mexican friends have lived in Spain for 20 years*), which will be practiced through communicative tasks.

In the same way, this unit focuses on the pronunciation of /f/ and /v/ in relation to the pronunciation of the present perfect (e.g.: *I've been to New York*, being /v/ well-pronounced and /f/ mispronounced). The topic is presented through some TED Talk videos about the rationale and consequences of migration for teenagers. As this unit deals with a social issue, it is convenient for the students to learn cooperatively about it. Therefore, group work is the basis for the final task of the unit, where students will work on creating a short comic of a situation related to the topic of migration of their choice and that they should present to the class. In this case, peer-assessment is considered the most suitable evaluation tool to be implemented.

UNIT 3. Women in education

As already noted, this unit has been selected for the lesson plans (see section 4).

Second semester: SDG 8: Decent work and economic growth

UNIT 4. Getting older

At the beginning of the second semester, SDG 8 is presented to the students again through the *Global Goals Comic* (Appendix 1). The teacher leads a debate on this topic and its connection with the SDG developed in the first semester. The connection between SDG 8 and this unit lies in the importance of reducing the proportion of unemployed youth. 4^o ESO is a key school year in this regard, since students start thinking then about their future academic or professional careers. For this purpose, the teacher will have been in contact with the Orientation Department of the school to present the different options that students have for their future. The key competences that are developed comprise CCL, CP, CPSAA and CE. Therefore, this unit deals mainly with the vocabulary of different jobs, their pros and cons (e.g.: *resign, qualifications...*), as well as with comparative and superlative adjectival structures (e.g.: *A dentist is better paid than a waiter*). The

grammatical structures to learn are those of the future, that is: *will* and *be going to*. Attention is also paid to the pronunciation of the plurals ending in either /s/ (e.g.: *actors*) or /(i)z/ (e.g.: *actresses, teachers*). The tasks of the unit are based on job advertisements and interviews. Students learn their structures and dynamics so that they can perform related communicative tasks that are again added to their portfolios. In this case, the teacher already knows about the students' performance and behavior, so they are given the opportunity to choose what final task they want to do for this unit: either a written reply to a job advertisement (individually) or a role play for a job interview (in pairs). The former is assessed through a writing correction code that the teacher develops for the whole course (Appendix 14); the latter is assessed through an e-rubric provided by the teacher (Appendix 15).

LEARNING SITUATION 2. Looking for a job

During Unit 4, students are introduced to [LinkedIn](#) and [Infojobs](#). They are asked to create a profile and a CV with the [Europass website](#), which they are taught how to use. In this way, they learn about how to use these platforms, which may be useful in the future when applying for a job.

UNIT 5. Businessmen/businesswomen

This second unit of the second semester deals with the topic of business and the organization of events. The connection between SDG 8 and this unit is the entrepreneurial character that students might need to develop for their future careers. Thus, the key competences to be treated are CCL, CP, CD, CE, and CPSAA. Different real-life tasks related to the five skills are developed in this unit to learn about the vocabulary of the topic (e.g.: *budget, demand, stock, goods...*). For instance, learners perform a jigsaw reading about the creation of a business such as Inditex and take notes about the steps of

the process. This sets the context for the learning of modal verbs and perfect modals. Attention is also paid to expressions like *perhaps* or *maybe* in relation to modal verbs (e.g.: *Maybe we can consider this option for our stock*). Pronunciation deals with certain modal verbs with silent phonemes, e.g. *would* or *could*. The final task of this unit consists of either the organization in groups of an event of their choice (e.g.: a concert) or creating a business with a budget given by the teacher. In this case, self-assessment is implemented as the main assessment tool together with a checklist provided by the teacher.

UNIT 6. Wanderlust

The final unit of the second semester presents the topic of tourism in Spain. Its relationship with SDG 8 relies on the development of sustainable tourism that creates jobs and promotes local culture and products. The key competences of this unit are, therefore, CLL, CP, CC and CCAE. The main activities included in the portfolio are based on reading and listening comprehensions about complaints to a hotel, following directions in a map or the importance of tourism for Spain as a source of income. These tasks, which are chiefly oriented towards learning tourism vocabulary (e.g.: *ecotourism, responsible travelling...*), will pave the way for the acquisition of the passive structures (e.g. *A lot of products are being sold in this local shop*) together with their impersonal forms (e.g.: *This shop is said to be the most famous in the town*) and prepositions of place, distance and movement (e.g.: *at, in, on...*). When it comes to pronunciation, the unit will look at the stress patterns in passive structures (e.g.: *A lot of products are being 'sold in this local shop*). The final communicative task will be to design in groups a sustainable walking tour in a city students know, which includes local shops where they can find typical products as well as any other relevant commerce they can think about. This is assessed through the e-rubric (Appendix 15) together with a template for peer-assessment.

Third semester: SDG 1: No poverty

UNIT 7. Controlling my inner consumerist

At the beginning of the last semester, SDG 1: No poverty is presented and commented on in the classroom through the *Global Goals Comic* (Appendix 1). The topic of this unit is consumerism and compulsive shopping. In order to address SDG 1, the unit aims to raise awareness of the consequences of consumerism and the importance of ensuring equal access to economic sources and basic needs for everyone. The key competences developed in this unit are CCL, CP, CD, CPSAA, CC, and CCAE. The vocabulary treated in this unit is related to shopping, consumerism and its effects (e.g.: *consumer, save, waste, afford...*), which are also the main topics of the reading and listening tasks to be included in the portfolio. The unit will also deal with conditional clauses (e.g.: *If I had enough money, I would buy myself a car*), while it works on their intonation in sentences like *If I were you, I would not waste that much money on shopping*. The final task is related to writing an article related to the motto *Shopping wisely reduces poverty*, which is assessed through the correction code designed by the teacher (Appendix 14).

UNIT 8. For the sake of eating

This unit is based on the topic of food and drinks, and how they are consumed and wasted. The topic relates to SDG 1 in terms of covering everyone's basic needs in order to eradicate hunger, eat sustainably and avoid food waste. The key competences which are developed in this unit are CCL, CP, CPSAA, CC and CCAE. Reading and listening tasks are related to documentaries (e.g.: [Supersize me](#)) or social media content on how to eat sustainably and what we can do to reduce hunger as much as possible. Thus, the related vocabulary to be learned in this unit includes, for example, *overeating* and *leftovers*, while reported speech is treated as the main grammatical content (e.g.: *He told me he ate just*

one burger) together with the expressions *be used to* or *get used to* (e.g.: *I am used to saving my leftovers*). Some reporting verbs (e.g.: *said, told...*) will be practiced for pronunciation. In the final task, students can choose to either record a TikTok criticizing a controversial video or text on overeating or wasting food; or write a proposal to a food company on how to solve their food-wasting problems; both are individual tasks. The videos are assessed through a checklist, whereas the writings are assessed through the teacher's correction code (Appendix 14).

LEARNING SITUATION 3. Letter exchange

In this project, students get in touch with students of the same age in the USA. This is made possible because the teacher knows a colleague who is working in a Spanish immersion school there. Students are paired with foreign students, who write letters in Spanish on the topic of food and drinks in the USA. My students receive their letters and write them back in English. Consequently, this exchange aims to foster cultural appreciation of cultural diversity in these two countries.

UNIT 9. Wrapping up

As explained in section 3.3., the last unit of the teaching programme is a revision unit, where the teacher reviews what the students struggled the most with throughout the course or aspects that have not been treated in detail due to time reasons. In the same way, as a wrapping-up task, the students should choose the topic they liked the most from this school year and perform a short play at the high school festival. The teacher assesses this task through the e-rubric (Appendix 15).

As in the previous units, students are assessed here through the following scheme:

- Portfolio (receptive skills: listening and reading, including also grammar and vocabulary; and any other task assigned by the teacher during the sessions): 40%

- Unit's final task (productive skills: writing, speaking, or mediation): 40%
- Participation and in-class activities: 20%

The mark for each semester is an average of the three units' marks. Besides, the final mark of the course follows these percentages:

- Final mark of the first semester: 30%
- Final mark of the second semester: 30%
- Final mark of the third semester: 40%. This last semester is given more weight as it is considered a review of the whole school year, especially Unit 9.

4. Teaching unit

UNIT 3. Women in education

4.1. Introduction

Unit 3. Women in education is a turning point in this teaching programme. Because it is scheduled at the end of the first semester, students will already know each other and the teacher, while being familiar with the CLT and TBL methodologies. The topic of this unit is related to important female figures who have changed the role of women in education as far as gender equality is concerned and how it has been perceived by society over time. It is, therefore, related to SDG 4 because it aims to increase awareness of gender disparities in education and how they have had an impact on women's development. Similarly, and as a result, Unit 3 is also related to SDG 5: Gender Equality. The key competences that this unit develops are CCL, CP, STEM, CD, CPSAA, CC, and CCAE. The vocabulary of this topic, as in the rest of the teaching programme, is presented through contextualized flashcards (e.g.: *inequalities*, *glass ceiling*...). In like manner, texts about important women in education history are provided to the students, treated

and discussed in the classroom. Moreover, the teacher uses several videos linked to such texts to contextualize the tasks. The grammar structure that students learn during the unit is the past perfect, which is likewise contextualized within the framework of the topic. In this context, students learn how to pronounce its contracted form (e.g.: *she'd studied*) by means of a contextualized activity. In this regard, the pronunciation of the final *-d* of the verb *had* is also emphasized, as Spanish speakers tend to pronounce it as an interdental fricative /-θ/ instead of an alveolar plosive /-d/. Students are also required to write an essay on how education has affected their lives. To wrap everything up, in the final task students choose between the recording of a TikTok, a short podcast or a traditional oral presentation about a female figure, which they do through WebQuest. As with the rest of the units of this teaching programme, a session is dedicated to consolidating what has been learnt in the unit.

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

The main aims of Unit 3 are:

- To learn about the history of women in education and important names in this field.
- To know the vocabulary about gender inequalities and stereotypes.
- To increase awareness about how crucial education is and the importance of education rights.
- To be able to use the past perfect and pronounce its contracted form as well as the final *-d* of *had*.
- To be able to critically think about the topic of women and education.
- To improve reading, listening, mediation, speaking and writing skills.
- To be able to learn cooperatively.

4.3. Contents according to Junta de Castilla y León (2022)

According to Junta de Castilla y León (2022, pp. 49447- 49449), there are three main blocks of content that should be developed in a teaching programme designed for 4º ESO, namely:

A. COMMUNICATION

- Use of common strategies for the planning, comprehension and production of oral, written and multimodal texts.
- Mediation in daily situations.
- Communicative functions by describing people, places, phenomena and events; comparing situations, locating events in time and narrating past events.
- Self-confidence and initiative. Errors are part of the learning process.
- Resources to select information: dictionaries, libraries, digital resources and mobile apps.
- Use of analogic and digital tools for cooperation.
- Texts of interest for the students as a source for linguistic enrichment.

B. PLURILINGUALISM

- Strategies and tools to respond efficiently and with increasing levels of fluency, adequacy and correctness.
- Common use of strategies for self-assessment.
- Comparisons between languages.

C. INTERCULTURALITY

- Language as a means of interpersonal and intrapersonal communication, a source of information and a tool of social participation and personal enrichment.
- Interest and initiative in relation to communication among students in the foreign language.

- Use of common strategies to understand and appreciate linguistic and cultural diversity.

4.4. Methodology

This teaching unit has been designed following the methodological framework explained in section 2. As such, the unit is based on CLT and TBL.

Concerning CLT, one of the main aims of this unit is to be able to know about the role of women in education and to communicate about it meaningfully. This topic is of interest to the learners, as gender stereotypes, gender equality and feminism are three current relevant topics in our society. Realia and authentic contexts are therefore presented to contextualize the tasks. Similarly, this unit fosters critical thinking for the students to realize the importance of education and having equal access to it. Consequently, the learner is the center of the learning process, and the teacher plays several roles as stated in section 2.3., acting mainly as a facilitator.

In relation to TBL, real-life contexts are prioritized throughout the unit by focusing on different female figures and the available information about them. Moreover, the learner's personal experiences are also considered regarding the chosen topic. Furthermore, collaborative learning is implemented for the completion of tasks, which is one of the essentials of TBL.

4.5. Materials and resources

This unit includes some physical (Table 6) as well as digital (Table 7) materials and resources to facilitate the students' learning:

PHYSICAL MATERIALS	PHYSICAL RESOURCES
<ul style="list-style-type: none"> - Readings on the topic (Appendixes 2,6,10) - Flashcards (Appendix 3) - Examples of tasks (Appendixes 9, 13) 	<ul style="list-style-type: none"> - Stationery (pencils, pens, erasers, portfolio...) - Blackboard - School's library (books, encyclopedias, dictionaries...)

Table 6: Physical materials and resources for the teaching programme

DIGITAL MATERIALS	DIGITAL RESOURCES
<ul style="list-style-type: none"> - Videos on the topic (Appendixes 4, 5, 11, 12) - Canva presentations (Appendix 7) - WebQuest form (Appendix 8) - Online games (Appendix 18) 	<ul style="list-style-type: none"> - Different websites with information on the topic (Appendixes 2, 8) - Personal computers - Digital screen/projector - TikTok/Spotify apps (Appendix 9) - Teams (virtual classroom) - OpenAI (2024) for the creation of materials (Appendixes 6, 10)

Table 7: Digital materials and resources for the teaching programme

4.6. Assessment tools and criteria

As already mentioned, this unit is the last one of the first semester. The following alternative assessment tools are implemented according to the weights indicated:

1. Portfolio (40%): the portfolio provides evidence of the students' achievements and effort throughout the unit and the semester, as all the performed tasks must be added to their portfolios.
2. Final task (40%): in this case, the grade is obtained on a combination of the marks achieved through the following tools:
 - a. Teacher's e-rubric (25%) (Appendix 15): it is employed to assess the student's performance on the final task of the unit.
 - b. Peer-assessment (10%) (Appendix 16): each group assesses the performance of another group in the final task of the unit.
 - c. Self-assessment (5%) (Appendix 17): each student assesses their own performance.
3. Class participation: as mentioned, this methodology follows a student-centered approach, which is why 20% of the grade is dedicated to assessing the student's participation.

As expected, the pass mark is 5/10 (i.e. at least 50% of the total) taking into account all the assessment parts. The assessment criteria follow the recommendations of Junta de Castilla y León (2022) for 4º ESO. As such, all the specific competences described in section 3.3. are assessed through these alternative assessment tools.

4.7. Attention to diversity

This is an essential aspect of teaching programmes, as teachers need to personalize and facilitate the learning process as much as possible by considering the students' individual needs.

As explained in section 2.4., motivation is one of the key factors in the learning process. As such, all the students in the classroom need to feel capable of performing the different

tasks. This is the reason why a variety of tasks are provided throughout the teaching programme and in this unit. The same reason underlies the existence of learning menus for the students to choose the tasks they feel more comfortable with.

Cooperative learning is also a means to attend to diversity. By mixing the students with different learning styles and strategies, all of them can benefit from working with someone who is different while they learn to respect their ideas and culture.

Furthermore, the fact that there are two Mexican students in the classroom implies that multiculturalism should be enhanced to respect and learn from their culture, from which all the students can also benefit.

Eventually, the ADHD student's curriculum would be modified according to the legislation and her personal needs. Some measures to take are to encourage her participation as much as possible, to give her extra time to perform tasks, if necessary, to include her in a group where she feels comfortable, or to agree on a sign in order to know that she is having trouble and needs help, among others.

4.8. Sessions

Unit 3 consists of six sessions of 50 minutes each. The lesson plans that are developed more extensively are those for sessions one and five. They are summarized below.

SESSION 1: Introduction, reading, vocabulary and listening

To introduce this unit, students are given a text (Appendix 2) about the history of women in education. This text has some words in bold, which are part of the vocabulary of the unit together with more vocabulary presented in flashcards (Appendix 3). The teacher introduces them to the students, and they must guess what words they are. The flashcards are displayed in the classroom together with the other sets from previous units. With the

text, they perform a jigsaw reading in groups of three. The different groups make a timeline to show the historical development of the role that women have played in education, which is checked with the whole classroom. Once the vocabulary has been learnt, the students watch a short video on [Gender stereotypes and Education](#) (Appendix 4). After watching it and taking notes in their portfolios, they comment on the contrasts between the text they have previously read and the video in their groups of three. They must summarize what the main difference between them is in just one statement: this is shared aloud with the rest of the groups to initiate a discussion.

SESSION 2: Grammar and writing

To introduce the past perfect and the figure of the pioneer Maria Montessori, the teacher presents a [video](#) about her (Appendix 5). The teacher also presents sentences related to her life (Appendix 6) using this verb tense and the use of *already* in this context. Consequently, students are asked to infer how to use it. After that, the teacher provides an easy and visual explanation of the past perfect with a [Canva presentation](#) (Appendix 7). The task of the session consists in researching and doing a WebQuest (Appendix 8) on one female educator who was important in history. The students have their own computers in the classroom so that they can work on the task. They are divided into the groups of four they usually work with, as explained in Unit 1 (see section 3.4.). Each group must choose a female figure to work on during the rest of the week; their findings will be presented orally in the fifth session. This speaking task can either be a traditional oral presentation, a short podcast or a TikTok video in which students present their research. It is their choice. They will be provided with some examples together with some instructions so that they can understand what they are asked to do: they will be available on Teams (Appendixes 8 and 9).

SESSION 3: Grammar, mediation and phonetics

In order to practice what has been learnt about the past perfect, students are provided with a text about Michelle Obama (Appendix 10). In this text, they can find several sentences in bold type, which include errors related to the past perfect that they have to correct. This activity, which the teacher will check, will be added to their portfolios along with a summary of the text. In this summary they should include the contractions of the past perfect form and the use of *already* in relation to it (e.g.: *By the time she left the White House, she'd already made significant progress*). The teacher will let them know how to pronounce it, as well as how to pronounce the final *-d* of *had*. This pronunciation will be practiced in pairs by reading the summary to their peers twice, one with the contractions and one without them. As a final activity, the teacher presents a [video](#) (Appendix 11) related to the reading and SDG 4 to open a debate with this question: *Why do you think that campaigns like this are important?* The teacher leads the discussion and writes down the students' arguments for them to note down in their portfolios.

SESSION 4: Writing

Drawing on the arguments discussed in the previous session, and together with the playing of a video related to [Education for All](#) (Appendix 12), students are asked to write an essay on this topic: *How has education affected your life? How do you think your life would be without education?* An example is presented for them to know what they have to do (Appendix 13). They have a whole session to complete this task, and they can also use their computers to do some research if necessary. The teacher collects and assesses it through a correction code (Appendix 14).

SESSION 5: Speaking

In this session, the oral presentations/podcasts/TikTok videos are presented. They are assessed through an e-rubric (Appendix 15) prepared by the teacher and after that, peer-assessment (Appendix 16) through a Google form is implemented. This peer-assessment is related to their classmates' performance, so each group is assigned another group to assess.

SESSION 6: Consolidation

Students are required to include in their portfolios a brief self-assessment (Appendix 17) about their performance in the speaking task. After that, a review of the whole topic is carried out by means of a brainstorming on the question: *What did you learn in this unit?* Furthermore, to review grammar, a [spinning wheel game](#) on the past perfect (Appendix 18) is played with the whole class. The students receive feedback on their writings of session four, which they should rewrite following the corrections provided. Furthermore, they also receive the teacher's feedback on the speaking task together with the results of peer-assessment for them to improve in the next speaking task they have to perform. Eventually, the teacher asks the students about what they think of the unit's development and how they felt while performing the different tasks. This helps the teacher to adapt the rest of the units to the context of the classroom fostering a personalized learning environment.

LESSON PLAN 1- SESSION 1- Introduction, reading, vocabulary and listening

Class: 24 students

Length: 50 minutes

Materials: stationery, portfolios, worksheets, flashcards, digital projector, computer, blackboard.

AIMS OF THIS LESSON

MAIN AIM: To introduce the students to the topic of women in education

SUBSIDIARY AIMS:

- To foster cooperative learning
- To learn vocabulary about the topic
- To improve reading skills
- To be able to mediate orally a written text
- To improve listening skills
- To be able to think critically about the topic

PERSONAL AIMS: To explain clearly what the unit is about and guide the students in the performance of the tasks by facilitating the learning process

Assumptions:

1. Students know how to perform a jigsaw reading.
2. Students have an informed understanding and opinion of the topic.

Anticipated language problems:

1. Students might not understand clearly the vocabulary of the unit, as they are complex expressions.

Solutions:

1. The teacher creates some flashcards and presents them in different real contexts for them to understand the vocabulary.

TIME	STAGE	PROCEDURE	AIM(S)
10 minutes	Pre-Task: vocabulary (whole class)	The teacher presents the flashcards (Appendix 3) which contain the essential vocabulary of this unit. As they might be a little complex to interpret, the teacher presents different real contexts in which these words can be found. In the same way, the teacher introduces and explains the worksheet with the jigsaw reading (Appendix 2)	a) To activate their previous knowledge on the topic. b) To introduce the vocabulary of the unit to the students.

		and the timeline task students have to complete. The teacher asks the students if they have any doubts about what they have to do.	
25 minutes	Task: reading (groups of three students)	In groups of three, students read the introduction and the passages of the reading text they have been assigned (Appendix 2). Then, they share what they understood with their group. After that, each group adapts the reading into a timeline, which they add to their portfolios. The teacher is walking around the groups to help the students if needed. After doing	<ul style="list-style-type: none"> a) To know about the history of women in education. b) To improve reading skills. c) To be able to make a graphic organizer out of a text's interpretation. d) To improve cooperative learning.

		the timeline and checking it with the whole group, the teacher asks the students if they have any doubts about this task.	
15 minutes	Post-task/language focus: listening and comparison (individual and whole class)	Once the timeline is completed, students watch a video (Appendix 4) on gender stereotypes nowadays that is presented by the teacher on the digital screen with subtitles. Before playing it, they are asked to compare its information with the reading (Appendix 2) about the history of women and note down, at least, one comparison. Then, a final brief discussion	<ul style="list-style-type: none"> a) To be able to contrast the history and the present of female education. b) To improve listening skills. c) To foster cooperative learning.

		<p>on this comparison with the whole class is led by the teacher to finish this lesson. The teacher asks the students if they have any doubts about the lesson and solves them. All the materials used in this class will be available through Teams.</p>	
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LESSON PLAN 2- SESSION 5- Speaking

Class: 24 students

Length: 50 minutes

Materials: stationery, digital projector, computers, e-rubric, peer-assessment questionnaire, digital classroom Teams.

AIMS OF THIS LESSON

MAIN AIM: To improve speaking skills

SUBSIDIARY AIMS:

- To implement alternative assessment techniques
- To assess students on their performance for a speaking task

PERSONAL AIMS: To assess as objectively as possible the final speaking task of the unit and encourage students to face their fears when speaking in public

Assumptions:

1. Students developed and prepared the speaking task before its presentation.
2. In case they decide to make a video or podcast, students have previously sent it to the teacher through the digital classroom Teams.
3. Students know how to complete a Google forms questionnaire.

Anticipated language problems:

1. Some students might feel anxious about speaking in public.
2. Students performing oral presentations may forget their speech.

Solutions:

1. The teacher makes it clear at the beginning of the lesson that no one is perfect and that the main aim is to learn and be able to communicate .
2. In this case, the teacher encourages the student to continue whenever he/she remembers and feels better.

TIME	STAGE	PROCEDURE	AIM(S)
5 minutes	Pre-task: warming-up (whole class)	The teacher starts the session by making it clear that no one is perfect and that the main aim is to learn, face our fears and be able to communicate when it comes to speaking in public, as well as to get used to it for the sake of their future careers. The teacher presents the random order in which the presentations are going to be performed and lets the students know what groups they are assigned to later perform peer-	<p>a) To give the students the necessary confidence they might not have.</p> <p>b) To make it clear that the main aim is to be able to communicate.</p> <p>c) To clarify how the session is going to develop.</p>

		assessment for them to pay attention.	
40 minutes	Task: presentations or video projections (groups of four)	The students, in their groups of four, perform their presentations or play their videos and present the arguments about their choices and the procedure they have followed according to Appendix 9. The teacher listens carefully and assesses the performance of each student in the e-rubric (Appendix 15). As it is assumed that some students might feel uncomfortable while speaking, the teacher pays close attention to using non-verbal language to support these students. The teacher can also ask the students questions about their tasks when	<ul style="list-style-type: none"> a) To improve speaking skills. b) To face one's fears regarding public speaking. c) To assess what the students have learnt from this unit. d) To make the students feel as comfortable as possible while speaking in public.

		considered necessary after their presentations.	
5 minutes	Post-task: peer-assessment (individual)	<p>Once the presentations are over, students are asked to take their personal computers and log in into Teams, where they will find a Google Form (Appendix 16) created by the teacher. The students are asked to answer all the questions about the speaking performance of the groups they have been assigned. As this unit is implementing this alternative assessment technique, the peer-assessment results are 10% out of 40% of the Unit Final Task. The remaining 25% would be the assessment from the teacher's evaluation with</p>	<p>a) To implement alternative assessment techniques.</p> <p>b) To make the students part of the assessment process.</p>

		the e-rubric (Appendix 15) and the remaining 5% for self-assessment (Appendix 17).	
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5. Conclusion

In this final master's dissertation, I have presented my teaching programme for a class of 24 L1-Spanish speakers of 4º ESO in the community of Castilla y León. The dissertation has focused on the principles of CLT and TBL, which are considered the most accurate approach and methodology, respectively, to develop a curriculum for the EFL subject based on communicative needs, as the LOMLOE, the CERFL, and the Junta de Castilla y León (2022) suggest. These legal and methodological frameworks highlight the importance of communicating in the foreign language in real contexts and setting the students as the center of the learning process whereas the teacher remains as a facilitator. They also stress the importance of implementing alternative assessment techniques.

Apart from these methodological and legal principles, this dissertation presents the development and temporalization of nine teaching units that are framed within three SDGs as the common threads for each semester. These teaching units, apart from following the aforementioned principles, reflect the importance of providing a variety of tasks, flexibility and alternative assessment techniques as well as attending to diversity. Furthermore, the teaching unit that has been developed in more detail (Unit 3: Women in education) builds upon and reflects all the ideas of the above-exposed teaching philosophy.

Last but not least, future teachers should be aware of the multiple possibilities that our globalized world offers, as well as the challenges of the 21st-century education system. Providing a fair, sustainable and interesting teaching programme is quite challenging nowadays. Nonetheless, our creativity and initiative should go beyond their limits, and we should be able to provide the necessary guidelines, values and tools for the people of the future. As I like to say: teachers are the only ones who educate all professions, as everyone learns from us the basis for their lives.

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APPENDIXES

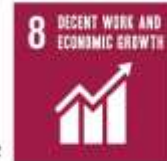
APPENDIX 1: *Global Goals Comic* (retrieved from United Nations Convention to Combat Desertification, [UNCCD](#), (n.d.)): Semester 1





GOAL 8: DECENT WORK AND ECONOMIC GROWTH

BY: MARGREET DE HEER



1. EVERYONE CAN FREELY CHOOSE A **SAFE, FAIRLY PAID, SECURE AND FULFILLING** JOB



2. BUSINESSES USE **NATURAL RESOURCES** WISELY



3. **NO ONE IS EXCLUDED** FROM WORK OPPORTUNITIES

MEN AND WOMEN PEOPLE WITH DISABILITIES YOUNG PEOPLE MIGRANT WORKERS



4. UNEMPLOYMENT IS REDUCED BY PROVIDING **TRAINING**



5. TO END AND PREVENT **CHILD LABOR, FORCED LABOR AND MODERN SLAVERY**



6. EVERYONE CAN BENEFIT FROM A **GROWING ECONOMY**





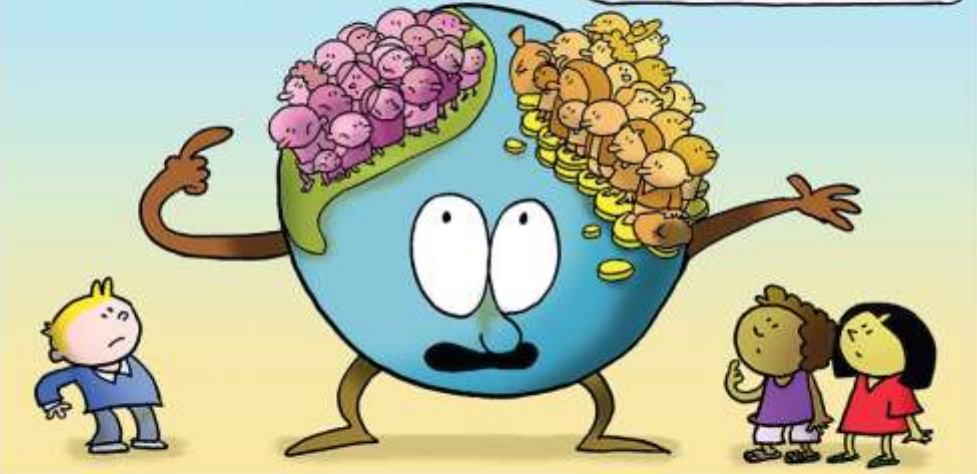
GOAL 1: NO POVERTY

BY: MARGREET DE HEER



HALF OF ALL THE PEOPLE LIVE IN **POVERTY!**

BUT EVERYONE DESERVES THE CHANCE TO PROSPER!



BUT WHAT CAN **WE** DO ABOUT IT...?

A LOT!

WE CAN ENSURE **"SOCIAL PROTECTION"**

ACCESS TO HEALTH CARE + PROTECTION AGAINST UNEMPLOYMENT



WE CAN MAKE SURE THERE IS **EQUAL ACCESS** TO THINGS LIKE:

BASIC SERVICES

LABOR & LAND

TECHNOLOGY

BUSINESS AND JOB OPPORTUNITIES



APPENDIX 2: *Jigsaw reading Worksheet* (text adapted from [The Skills network](#) from Wornsnop (2023))

In groups of three, read the following introduction and then, each of you, read one of the three passages of the text. Then, tell your classmates what your passage is about. After that, draw a timeline out of your interpretation of the text and add it to your portfolios. Notice also the words in bold, which are part of the vocabulary of the unit.

Introduction

International Women’s Day, celebrated annually on 8th March, is a global event dedicated to recognising the social, economic, cultural, and political achievements of women. It also serves as a powerful reminder of the work still needed to achieve **full gender equality**. One of the most significant areas of progress over the past century has been in education. Once **barred** from learning, women have fought for and won the right to study, opening up opportunities that were previously unimaginable.

We’re taking a look at how women’s access to education has evolved, the challenges they have overcome, and the progress still to be made.

Part 1

The Early Struggles for Women’s Education

During the Medieval period, teaching was mainly done by male priests and monks, who typically educated the children of wealthy families. Monastic schools focused on Latin, the works of St Augustine, chanting, basic arithmetic, and using sundials to tell time.

Young girls were often considered inferior to boys and were expected to take care of children, making education a rare option. Those who did pursue education usually became nuns, like Juliana Morell, the first recorded woman to have a university degree in 1608.

Interestingly, women played a key role in founding colleges across the UK, despite being barred from attending them. Lady Margaret Beaufort, Henry VII's mother, founded two colleges at Cambridge, and Jeanne of Navarre established a male-only college in Paris. This must have been quite frustrating for women aspiring to higher education!

Part 2

The 18th and 19th Centuries

Women finally gained access to universities in the 18th and 19th centuries, but it wasn't an easy journey. The same inequalities from the Medieval period persisted. For example, Emily Davies and Barbara Bodichon founded Girton College at Cambridge in 1873, an all-female college, but it wasn't officially affiliated with the university until 1948, reflecting the ongoing prejudice against women seeking education.

Women attending university in the 19th century were often nicknamed "**blue stockings**," inspired by an intellectual group of women in 18th-century London. **The Blue Stockings Society** aimed to further women's education and promoted refined, intellectual conversation, often over tea.

Romantic literary figures like William Hazlitt, who once said, "The bluestocking is the most odious character in society," and others like Lord Byron and Samuel Coleridge, ridiculed the Bluestockings.

Part 3

Education Inequalities for Women of Colour in the 20th and 21st Centuries

By the 20th century, the debate over women and education had started to calm down. Colleges and universities began to move away from **gendered** and vocational courses, offering women a truly academic curriculum, especially after World War II. The 1960s saw a surge in female attendance at higher education institutions, driven by the **second wave of feminism** sweeping across the UK.

As female education became widely accepted, it set the stage for a trend we still see today: **women outnumbering men at university**. In 2020, research showed that women made up 57% of university students in the UK, with men accounting for 43%. Girls are, on average, 35% more likely to attend university than boys.

Despite these advancements, women of colour face unique challenges in education, marked by long-standing institutional **bias** and systemic **inequalities**. Evidence of racial **inequalities** and **discrimination** towards Black female students still exists today.

While women have historically fought for equal access to education in the UK, the battle is far from over. There is still much to be done to ensure that all women, regardless of background, feel seen, heard, and represented in education.

APPENDIX 3: *Unit flashcards of vocabulary* ([Vocabulary.com](https://www.vocabulary.com), (n.d.)) (images taken from [Google Photos](https://www.google.com/photos))

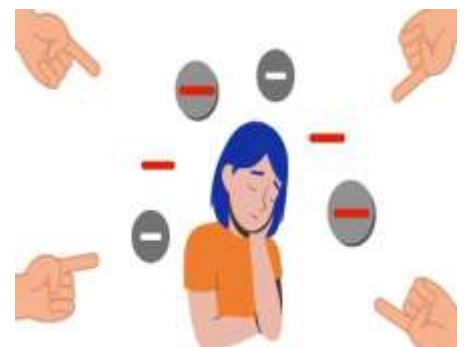
BARRIER



OPPRESSION



BIAS



DISCRIMINATION



INEQUALITY



FEMINIST/FEMINISM



CHAUVINISM



EMPOWERMENT



MISOGYNIST



PATRIARCHY



GENDER ROLE



GLASS CEILING



APPENDIX 4: [*Gender Stereotypes and education video*](#) (European Institute for Gender Equality (2017) on Youtube)

APPENDIX 5: [*Maria Montessori's introductory video*](#) (The Joyful Tribe (2024) on Youtube)

APPENDIX 6: *Maria Montessori's past perfect sentences* (adapted from OpenAI, 2024)

Read the following sentences about Maria Montessori's achievements. How are the words in bold used? What tense is it? How does the word *already* change the sentence? Discuss with your partner.

1. Before she became a famous educator, Montessori **had** already **obtained** her medical degree.
2. She **had spent** many years studying child development and psychology before creating the Montessori method.
3. Montessori **had** already **noticed** that traditional education methods were not helping children learn effectively.
4. By the time Montessori started working with children, she **had observed** that children needed more freedom to explore.
5. Before she opened the school, she **had** already **developed** some materials and activities to encourage independent learning.

6. By the time Maria Montessori passed away, her method **had been tested** in many countries.

APPENDIX 7: [*Canva presentation on past perfect*](#) (own creation with [Canva](#))

APPENDIX 8: *Female Figure's Webquest* (Brehe, 2022)

Look at this website: [INFLUENTIAL WOMEN IN EDUCATION](#) (Brehe, 2022). In groups, choose one of the female figures of your interest and answer the following questions (remember to include past perfect in your research).

1. Explain her suggested quote briefly
2. Which are the origins of this woman?
3. What had she studied?
4. What had she done that was so important?
5. Had she received any awards?
6. What do you think about her achievements?
7. How do they affect our society now and the current role of women in education?
8. Why did you choose her?

APPENDIX 9: *Examples of final tasks for Unit 3* (own creation)

For the final task of this unit, you are required to do an oral presentation in groups of four. The final task consists in either recording a TikTok, short podcast or performing an oral presentation on one female figure important in education, who you can find on the WebQuest offered website ([INFLUENTIAL WOMEN IN EDUCATION](#), Brehe (2022)). In your presentation, you should include the information you gathered from the WebQuest (Appendix 8) and a visual aid for your classmates to comprehend the topic better. You are also invited to do more research and include more information. In terms of grammar, you are also required to use the past perfect structure as much as possible and remember to

include the pronunciation of its contractions and make an effort on pronouncing *had*. It is also recommended that you use the vocabulary from the unit flashcards. Here you have some examples of what the task could be about, but you can be as creative as you want. Remember that those of you who record the TikToks, or the podcasts are also required to explain why you chose that female figure and how you think that her achievements affect education nowadays. You should explain it orally in class in the fifth session. The TikTok and the podcast should be no longer than 3 minutes and the oral presentation no longer than 7 minutes.

Example of Maria Montessori's biography on Tiktok:

- LitiCreations (2023): <https://vm.tiktok.com/ZNd8j3U2E/>
- Daily Story of Ages (2024): https://www.tiktok.com/@dailystoryofages/video/7410499783107956001?is_from_webapp=1&sender_device=pc

Example of podcast on Patsy Mink in Spotify:

- Madriaga, C. (2022) in Good Night Stories for Rebel Girls: <https://open.spotify.com/episode/1sC9gT54GTEvtcoffddxru>

As a summary, your video/audio/presentation should include:

1. An explanation of her suggested quote
2. The origins of this woman
3. The studies she had/has
4. The important things she had done for education
5. The awards she received and why (if any)
6. Your opinion about her achievements

7. How her achievements could affect our society now and the current role of women in education
8. The reasons why you chose her
9. The use of past perfect (at least 5 times)
10. A visual aid

APPENDIX 10: *Michelle Obama's text on past perfect* (adapted from OpenAI, 2024 (29/03/2025))

Read the following text about Michelle Obama's campaign. Notice there are some bold sentences which contain errors you must correct and include in your portfolio (related to past perfect). After that, include a summary of the text in your portfolio with the corresponding contractions of past perfect. Once you are done, tell your partner about your summary trying to pronounce the contractions. Each of you should read the text again without contractions trying to pronounce the verb *had* correctly.

Michelle Obama dedicated much of her time as First Lady to advocating for girls' education. She recognized that millions of girls around the world faced barriers to schooling, such as poverty, cultural expectations, and gender discrimination. In response, she launched the Let Girls Learn initiative in 2015, which aimed to provide girls with better access to education. Through this initiative, she worked closely with the U.S. government, global leaders, and nonprofit organizations to support girls in overcoming these challenges.

However, before launching this initiative, many people realized how severe the issue was. Why do not so many girls have the opportunity to go to school? Why do not governments do enough to address these problems? These were the questions Michelle

Obama raised in her speeches and campaigns. **She understands that without urgent action, millions of girls would continue to be denied their right to education.**

As part of her efforts, she traveled to several countries, including Liberia, Morocco, and the United Kingdom, where she met with young girls struggling to stay in school. She listened to their stories and encouraged them to believe in their potential. **But in many cases, local communities have not provided the necessary resources for girls to complete their education. What prevents these girls from accessing proper schooling? Often, the answer is a lack of funding, early marriages, or cultural expectations that prioritized boys' education over girls'.**

To spread awareness, she collaborated with influential figures, including Queen Letizia of Spain and actress Meryl Streep. Together, they worked to bring global attention to the issue. **Before this, many people did not consider girls' education as a priority, but Michelle Obama's efforts changed that perspective.**

By the time she left the White House, she made significant progress. She spoke at major events, such as the Global Education Summit, and emphasized the urgent need for investment in girls' education. Still, some challenges were not fully addressed, and Michelle Obama continued to push for change even after her time as First Lady.

Has she given up on this cause after leaving the White House? Absolutely not. Instead, she has continued supporting initiatives that empowered young women. Her efforts have not gone unnoticed, as governments, organizations, and individuals had been inspired to invest in girls' education. Because of her dedication, millions of young women gained access to schooling, proving that when girls are given the opportunity to learn, they can transform their own lives, their communities, and the world.

APPENDIX 11: [Michelle Obama Talks About the Power of Educated Girls](#) video
(Glamour (2015) on Youtube)

APPENDIX 12: [Education for all video](#) (TEDx Talks (2017) on Youtube)

APPENDIX 13: *Essay example* (own creation)

It is widely known that education is one of the most controversial topics in our society. Due to the notable effect that it has on people's lives, everyone should have access to a quality education. I argue this because of the experience I had, as my life without education would have been so different.

Firstly, education has impacted my life in terms of my routine. Everyday from Monday to Friday I go to school, and I study there. This idea leads to another crucial role of education: socialization. Thanks to the education system, I have been able to know people and make friends, who are certainly important in my life.

Moving on to an academic point of view, my life would be completely different without education. For instance, I could not have known another language, how to do basic Mathematics or what are the different provinces of Spain if I had not received an education of quality.

In conclusion, I think that my life without education would have been so different and less exciting. Learning in a safe environment is a right that everyone in this should have. If only this was the reality, the world would be a better place.

WRITING CORRECTION CODE

ARTICLE- Art.

VERB- V.

SUBJECT- Subj.

ADJETIVE- Adj.

ADVERB- Adv.

TENSE- T.

PREPOSITION- Prep.

PUNCTUATION- Punt.

WORD ORDER- WO

FORM- F.

PRONOUN- Pro.

REGISTER- R.

UNREADABLE- ?

AGREEMENT- Agr.

NOT NECESSARY- ()

APPENDIX 15: *E-rubric for speaking assignment* (own creation)

CRITERIA	Low performance (1-3)	Needs improvement (4-6)	Good (7-8)	Very good (9)	Excellent (10)
PRONUNCIATION /INTONATION	The student's pronunciation affects communication.	The student's pronunciation often affects communication.	The student's pronunciation sometimes affects communication.	The student's pronunciation does not affect communication but is not perfect.	The student's pronunciation enables him/her to communicate perfectly.
GRAMMAR	The student has no control over the required basic grammar.	The student controls the required basic grammar with few mistakes.	The student controls the required basic grammar.	The student performs accurate grammar with some advanced structures.	The student performs advanced grammar structures perfectly.
CONTENT/ STRUCTURE	The content does not adjust to the	The content hardly adjusts to the	The content sometimes adjusts to the requirement, but it	The content adjusts to the requirement, and it is organized.	The content and the structure are perfectly

	requirement, and it is disorganized.	requirement, and it is disorganized.	is somewhat disorganized.		organized and flow smoothly.
VOCABULARY	The student has no control over the required vocabulary.	The student often has no control over the required vocabulary.	The student sometimes has no control over the required vocabulary.	The student has control over the required vocabulary.	The student has perfect control over the required vocabulary.
FLUENCY	The student's speech is fragmented and prevents communication.	The student's speech is often fragmented and prevents communication.	The student's speech is hardly ever fragmented and prevents communication.	The student's speech is not fragmented and allows communication.	The student's speech is perfectly fluent and allows communication.
ORIGINALITY	The student was not original in his/her ideas.	The student presents little originality in his/her ideas.	The student presents some originality in his/her ideas.	The student is original in his/her ideas.	The student's originality in his/her ideas goes beyond expected.

Final mark: __/60

PEER-ASSESSMENT UNIT 3

Please answer the following questions about the performance of the group you have been assigned about presentation of the Speaking task for Unit 3 about Women in education.

* Indica que la pregunta es obligatoria

1. Group number (the one you are rating) *

2. Group name presentation (the one you are rating) *

3. Rate the pronunciation of your classmates in the task

Marca solo un óvalo.

1 2 3 4 5 6 7 8 9 10

4. Rate the use of grammar of your classmates in the task

Marca solo un óvalo.

1 2 3 4 5 6 7 8 9 10

5. Rate the content and structure presented by your classmates in the task

Marca solo un óvalo.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Rate the use of vocabulary of your classmates in the task

Marca solo un óvalo.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Rate the fluency of speech of your classmates in the task

Marca solo un óvalo.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Rate the originality of your classmates in the task

Marca solo un óvalo.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Give an overall mark to their task performance *

Marca solo un óvalo:

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Add a comment on their performance *

APPENDIX 17: *Self-assessment of the speaking assignment* (own creation)

Write a short paragraph in your portfolio in which you include the following questions to self-assess your performance and the performance of your group in the Speaking task for Unit 3: Women in education:

- How much have you contributed to the task?
- Has everyone in the group contributed to the task?
- What do you think about your pronunciation in the task performance?
- What do you think about the grammar you used in the task performance?
- What do you think about the content and structure of the task?
- What do you think about your use of vocabulary during the task performance?
- What do you think about your fluency of speech during the task performance?
- What do you think about you the originality of the task?
- Add any other comments that you want to share.

APPENDIX 18: *Wheel game on past perfect* (own creation with [Wordwall](#))