

UNIVERSIDAD DE SALAMANCA

Máster Universitario en Profesor de Educación Secundaria

Obligatoria y Bachillerato, Formación Profesional y Enseñanza de

Idiomas



**VNiVERSiDAD
D SALAMANCA**

Master's Thesis

TEACHING PROGRAMME FOR E.S.O.: 4º E.S.O.: Inglés

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2019-2020

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Supervised by

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1. Introduction.

English has become one of the most important languages around the world. Throughout the past decades we have experimented a growing tendency in the use of English as a *lingua franca*. Everyday millions of people use English to communicate with people from other parts of the world. This communication involves both native and non-native speakers of English, although nowadays the non-native speakers of English outnumber the native speakers. Consequently, English has been used as a *lingua franca* for commerce, business, in education and in science in order to create a community in which everyone can have access to these contents through English language.

Given this status of English the Spanish law, according to the European legislation, has also acknowledged the importance of teaching English as a second language to the Spanish students so as to boost their mobility, as well as their personal and professional opportunities in this globalized world. This sensibility for language teaching has gained growing importance in the European context to foster also cooperation and the feelings of belonging of European citizens.

In this Master's Thesis we will explore the methodology we are going to apply in our classes while we connect it to the methodological principles established by official documents such as the *Common European Framework of Reference for Languages(2001)* and the Spanish legislation (ORDEN EDU/362/2015 and ORDEN ECD/65/2015). Furthermore, we are going to present a teaching proposal. Firstly, we will explore the Communicative Language Teaching (CLT) approach as the guiding principle for our methodology. Then, we will proceed to analyze other approaches that will enable us to accomplish these CLT principles. Among them, we will focus on the Discourse-based approach as a means to acknowledge the importance of raising awareness in our students about elements that should be addressed inside the classroom and which are essential for

developing the communicative competence. We will also devote a section of this thesis to explore the need of integrating all the skills that are connected to the language and communication in language learning. Our next section will be dedicated to the study of the Task-Based Learning (TBL) approach as one of the most suitable method for second language teaching. This approach will set the guiding principles for our teaching programme's development. Then, we will discuss what roles should teachers and students adopt according to our methodological principles and approaches. Finally, we will dedicate the last section of this methodological part of this Master's Thesis to establish our assessment criteria, which will be an essential element to consider when we apply these principles inside the classroom.

2. Methodology.

We will devote the first part of this Master's Thesis to explore the methodology and the approaches we find more interesting for English language teaching. Throughout this section we are going to present each method explaining its origins and the theoretical foundations, as well as their importance for teaching English as a foreign language and relating them to the legislation and official documents from Castilla y León, Spain and Europe.

2.1. The Communicative Language Teaching (CLT) Approach.

As we have previously mentioned in the introduction of this thesis, English has become an essential asset in today's globalized world. Being able to communicate to the rest of the world in different languages is an essential tool for our personal and professional growth and development. In particular, English has become a *lingua franca* for communicating in different contexts and in different parts of the world. Harmer (2007) devotes an entire chapter of his book *The Practice of English Language Teaching* to analyze the increasing importance of English as *lingua franca* and as a tool for communication.

Given the importance of English as a communicative tool, we should focus on this communicative function of the language in our classes. According to Scrivener, "the purpose of learning a language is to enable you to take part in exchanges of information" (2011, p. 29). Therefore, we should prepare our students to become communicative competent speakers who are able to comprehend and produce all significant speech acts (Celce-Murcia, 2007). Furthermore, Hendrickson (1991) describes language learning as a dynamic and collaborative process that requires creative expression on a personal level. Official documents such as the *Common European Framework of Reference for Languages* (CERF) and Spanish legislation (ORDEN

ECD/65/2015 and ORDEN EDU/362/2015) dedicate numerous pages to the issue of communicative competence. On the one hand, the CERF (2001) highlights the importance of refining the communicative techniques among Europeans in order to achieve greater mobility. On the other hand, the Spanish legislation refers to this competence as: “una vía de conocimiento y contacto con la diversidad cultural que implica un factor de enriquecimiento” (cf. ORDEN ECD/65/2015, p. 6). Also, ORDEN EDU/362/2015 places especial attention to the phenomenon of English as a means of communication and for personal development in our globalized world. However, it goes further mentioning that learning a language is not only having some knowledge about it but knowing how to use it in real communicative situations. Thus, we should place the focus into teaching our students to communicate for real life situations and providing them with the tools and mechanisms that will allow them to be competent speakers of a language.

During the last few decades we have experimented a shift in English language teaching, moving from a grammatical approach to a communicative approach. According to Canale and Swain (1980), the communicative approach focuses on the communicative functions that students need to know and how they are combined with grammar to express them in an appropriate way. This new tendency led to the birth in the late 60s (and consolidated during the next two decades) of a new approach called Communicative Language Teaching (CLT) that focused on the communicative competence of the speakers. Among all the definitions provided for CLT some of the most accurate ones, from our point of view are Harmer’s definition (2007), who refers to CLT as an extended family of different approaches that focuses more on the communicative use of language instead on its grammar. Canale and Swain (2002) also rereferred to CLT as an approach that must be tailored to suit the communicational needs of the learners. These needs

should suit the grammatical, social, sociolinguistic and strategic competence. In CLT students are involved in meaning-focused communicative tasks “where the successful achievement of the communicative task they are performing is at least as important as their accuracy of their language use” (Harmer, 2007, p. 69).

One of the key concepts in CLT is that communication should be as meaningful as possible. Subsequently, the focus of English language teaching nowadays is on the abilities of the students to produce meaningful language. In order to achieve this goal, Celce-Mucia (2007) states that students need to work during language classes with real materials and the objectives they should achieve need to be based on real-life communicative situations. Language classes, therefore, should be determined to provide learners with the skills for producing and interpreting meaningful discourse in a fluent way.

As a consequence, “these aspects of grammatical competence should be taught in the context of meaningful communication” (Canale and Swain, 1980, p. 14). As accuracy is no longer the main focus of foreign language classes, the role of grammar and vocabulary in English language teaching has been redefined. Although an extensive knowledge of grammar does not mean that an individual is a competent language user, we should take into account the importance of grammar for the correct development of the communicative competence (Canale and Swain, 1980). Accordingly, the instruction of communicative competence and grammatical accuracy are intertwined. In order to do so, we should design our teaching programs in a way in which grammar is just a vehicle for developing communicative functions rather than a goal by itself.

Though the emphasis of CLT is on communication, as we have previously mentioned, we should not forget about teaching grammar and vocabulary. We think it is worth noticing that for the last decades these two areas have played a central role in English

Language Teaching. Therefore, our students have a great knowledge of grammatical rules, but they are unable to use these grammatical patterns to produce meaningful communication. Harmer (2007) also signaled that this constant pursuit of grammatical accuracy in our students led to the neglect of fluency. With the application of the communicative approach in our classes this tendency has shifted, and grammar has become another instrument we use to communicate. Subsequently, “if the goal of language instruction is communicative competence, language instruction must be integrated with cultural and cross-cultural instruction” (Celce-Murcia, 2007, p. 51). The tendency nowadays is to teach English in a way that our students are able to cope with real-life communicative situations in a fluent and natural way. Therefore, Richards and Rodgers (2001) highlighted that classroom activities in CLT are designed to complete a task, that to be successfully achieved needs of mediation through language, as well as negotiation and sharing information. One of the central aspects for doing so is, as Celce-Murcia (2007) points out, to take into account the conversational and turn-taking systems, as well as, other formulaic elements of the language that are needed in communication. In other words, we, as teachers, need to find a balance between accuracy and communication, otherwise, if we continue emphasizing accuracy in our students, we will still get learners who are accurate but dysfunctional in oral communication.

While this communicative approach shifts the focus of teaching from accuracy to communication, it is important to take into account that being communicative competent refers to the knowledge of grammatical rules and how the language works in communication. However, “communicative competence is to be distinguished from communicative performance, which is the realization of these competences and their interaction in the actual production and comprehension of utterances” (Canale and Swain, 1980, p. 6). This leads us to consider a methodology in which the language is used in

communicative activities that engage our students. These activities according to Canale and Swain (1980) should be meaningful and include authentic communication, they need to be grounded in social interaction and they should be goal-oriented. Furthermore, the Spanish legislation also highlights that our methodology should be “estrechamente relacionada con el objetivo de manera eficaz y real de la lengua en contextos reales” (cf. ORDEN EDU/362/2015, p. 32233). Taking all these features into account, our aim inside the English classroom is to recreate these authentic communicative situations that will led to an authentic acquisition of the language. For this purpose, we need to expose our students to situations in which the language is “presented in contexts that are linguistically accurate and culturally appropriate” (Hendrickson, 1991, p. 197). The process of language learning should also be as close as possible to the process in which we acquire our first language, this belief is also encompassed in ORDEN EDU/362/2015.

As our goal is to recreate the most authentic process of language acquisition as possible, we should also give our students the opportunity to learn from their mistakes. Our goal, as we have previously mentioned, is to create proficient and fluent speakers of the language. Therefore, we should provide them with enough opportunities for communicating placing the focus more on fluency rather than on accuracy. It is desirable avoiding excessive corrections in our students when they are communicating in order to boost fluency (cf. ORDEN EDU/362/2015). Still, as Canale and Swain (1980) underline, we should have time devoted in our classes to correct our students’ mistakes. Otherwise, these errors may fossilize, and this would be an undesirable countereffect for our students.

Finally, we would like to emphasize that CLT should consider and respond to the students’ communicational needs, their motivations and their own learning abilities. Hendrickson (1991) emphasizes that the process of language learning is a dynamic and interactive one which involves great amounts of personal expression and involvement.

Consequently, we should know our students, take into consideration their characteristics and reflect them in the activities and competences we should deal with inside the classroom.

2.1.1. The Discourse-based approach.

As our approach is centered on communication and making our students competent speakers of the language, we have to consider that communicating goes further than simply teaching the rules of grammar. The ultimate goal of language teaching is to enable our students to be communicative competent speakers of that language. From this discourse-based approach we need to work in other areas that are essential for communication to take place.

The discourse-based approach was developed in the decade of 1960 and constitutes an integral part of the communicative competence. Celce-Murcia (2007) refers to the role of discourse as “the selection, sequencing, and arrangement of words, structures, and utterances to achieve a unified spoken message” (p. 46). Discourse is the component that unifies all the elements that conform the communicative competence, it is the selection of what we want to say and how we do it. Olshtain and Celce-Murcia (2001) argue that discourse analysis should be considered an essential element for language teaching as it deals with the aspects that characterize human communication. As a consequence, language teaching should be intended to teach the strategies for constructing the message and the strategies for interpreting the communicator’s message (Olshtain and Celce-Murcia, 2001). The different components that conform this communicative competence and that are key for understanding the discourse-based approach are specified in ORDEN ECD/65/2015 and they are also described by Celce-Murcia (2007):

- Linguistic component that includes lexis, grammar, semantics, phonology and orthography.
- Pragmatic-discursive component constituted by three dimensions: sociolinguistic, pragmatic and discursive.
- Sociocultural component that considers the knowledge of the world and the intercultural dimension.
- Strategic component that allows the speakers to overcome all the difficulties and problems that may arise during the communicative situation.
- Interaction component in which the attitude, motivation and personality traits are considered.
- Formulaic competence that refers to the pre-established chunks of language that are used in everyday communication

Taking these components into account, our teaching strategies should consider including them for developing the communicative competence in our students.

Communication is always contextualized, then whenever we want to recreate inside our classroom a situation that involves, or imitates, real-life communication we cannot ignore the elements that surround the communicative act such as the age of the people involved in the communicative process, their social status or the culture in which communication takes place (Olshtain and Celce-Murcia, 2001). In order to do so, we should train our students with communicative activities in which all these factors are considered. Spanish ORDEN ECD/65/2015 places a special emphasis on this aspect, arguing that for learning to be satisfactory, it should take place in contextualized situations to activate in our students their pragmatic-discursive and sociocultural knowledge. Hence, we should train our students to select the register, gestures... etc., that suit best to the context in which communication is taking place. We consider, this is a

crucial aspect due to the importance of non-verbal features that appear in communication. Non-verbal communication constitutes an essential aspect of communication, according to Scollon et. al. (2011), we only communicate with words a 35 percent of the social meaning of the situation, whereas “the non-verbal elements convey more than 65 percent of the meaning” (p. 15). Therefore, our teaching action should be oriented to enable our students to be competent communicators.

In view of these considerations, we agree with Olshtain and Celce-Murcia (2001) when they discuss about the role of the teacher in this discourse-based approach. They argue, that the teacher should not only play the role of a grammarian, but also the role of the sociolinguist. The teacher should raise an awareness in his/her learners about how these discourse features conditionate and influence in the communicative event. This need for raising discourse awareness in our students has been also highlighted by other authors such as Van Dijk (1981) who argued that in secondary and higher levels of language instruction we should provide the students with theory and analysis of discourse in communication. Some of these features or elements that our students should take into account when they face a communicative event are known as prior or shared knowledge. Olshtain and Celce-Murcia (2001) defined this knowledge as the information “that participants can appeal during the conversation before, during and after a communicative event” (p. 709-710). In other words, this shared knowledge is what makes communication effective. They (Olshtain and Celce-Murcia, 2001) also continued arguing that, for example, in spoken language the interlocutors need to be familiar with sociocultural conventions and interactional management skills (politeness, turn-taking and forms of address), whereas for written discourse writers need to share conventions, familiarity with genre types and rhetorical traditions. Accordingly, the aim we should have as teachers is

to make our students reflect and be conscious of all the discourse elements that condition communication and to put them into practice in real-life situations.

Despite this discourse-based approach is intended to prepare our students for these communicative situations, we are conscious that our students will have a limited exposure to these realistic settings. Therefore, we should provide them with the maximum amount of opportunities to practice inside the classroom. Authors such as Olsthain and Celce-Murcia (2001) and Demo (2001) talk also about the necessity of creating these opportunities for our students in order to accumulate significant experience in using that language. So that when they actually face that communicative situation, they have a practical baggage that will make them more confident speakers. In consequence, we should consider our students as true communicative agents that use language inside the classroom for real purposes. In this case we should place the focus of the class not on the language itself, but on how that language is used in real communicative situations. For this practice to be successful, the inclusion of real-life material is also a fundamental part of our teaching. Learners should face inside the classroom materials which are contextualized and addressed to native speakers of the language and, consequently, everything that we teach should be context dependent.

To conclude this section, the process of teaching and learning should be reflective and intended to make our students to ponder about the implications of discourse in real-life communication.

2.1.2. Integrated Language Skills.

As we have discussed in previous parts of this Master's Thesis, the communicative approach tries to provide real-life contexts in which language is needed. The mastery of

the communicative competences requires a mastery of certain skills that we are going to analyze during this section.

Firstly, we have to distinguish between two types of skills. According to Harmer (2007), language skills have been traditionally divided into four types: reading, listening, speaking and writing. Besides, these four skills have been divided into two main categories which are: receptive skills (reading and listening) and productive skills (writing and speaking).

One of the problems that we face in our educational system is that, traditionally, these skills have been separated in language teaching. However, these skills do not appear in isolation in real-life communication, so it “makes little sense to talk about skills in isolation because they often appear in tandem during meaningful communication” (Hinkel 2006, p. 113). Consequently, if our purpose is to provide realistic contexts in which communication occurs, these communicative skills should also appear in the most realistic manner as possible. To achieve this genuine scenario, it is desirable “to provide the maximum learning opportunities for the different students in our classes [and] to integrate different skills replicating the natural process of skill-mixing” (Harmer 2007, p. 266). Then, we have to provide our students with contexts, material and tasks that endorse this process of skill-mixing. Among all the skills, one of the most important (and the most neglected one in our educational system) is the speaking skill. The vast majority of daily-life communication we produce is through speaking. We should be aware that Spanish learners present greater difficulties for producing oral communication. In fact, ORDEN EDU/362/2015 emphasizes these difficulties among our students and encourages teachers to place an increasing emphasis on the speaking skill. Thus, this skill should be accompanied with larger amounts of practice and favoring situations in which the speaking skill is needed to achieve a goal.

Although, the teaching of these four skills (also referred to them as *macro skills*) are the most common in language courses, we should not forget that there are other language skills (*micro skills*) that also play a pivotal role in communication. Scrivener (2011) includes among these *micro skills* the following ones: thinking, memory, mediation...etc. The importance of these skills is also addressed in the CERF (2001), which states that the communicative competence involves other skills apart from the main linguistic ones such as socio-cultural awareness, imagination, or affective relations. This issue is also echoed in ECD/65/2015 where the process of language learning is described as an ongoing procedure throughout the student' life so that the student should be able to export these *micro skills* to his/her life outside the classroom. In addition, we should teach our students to “saber elegir, planificar y gestionar los conocimientos, destrezas o habilidades y actitudes necesarios con criterio propio” (cf. ECD/65/2015, 2015, p. 14). That is, we should provide our students a training both in the linguistic skills, but also in other skills (*minor skills*) which are as important as the main ones for communication.

As a conclusion, we should remember that any of these skills should be relegated inside the English language class. Indeed, both, *major* and *minor skills*, should play a central role in every lesson and be taught for real-life purposes.

2.1.3. Task-Based Learning.

Unlike CLT, which is a broader approach, we can consider Task-based learning (TBL) as the fulfillment of that thinking in the practical levels of English language teaching.

Firstly, it is worth mentioning that scholars such as Ellis (2014) refer to TBL as an approach and not a method, therefore we can find different realizations within this approach. One of the main ideas that sum up the Task-based philosophy (and which is very close to the philosophy of CLT) is that students learn better when they are engaged

in tasks in which they have to use their communicative competence in order to complete that task. As a consequence, “students will focus on forms instead on form” (Harmer 2007, p. 53). TBL, as CLT and the Discourse-based approach, emphasizes the purposeful and functional use of language while the communicative context acts as a mean through which language points are introduced.

Another important issue regarding TBL is to define what a task is. Among all the definitions that have been made for describing a task in Task-Based Learning, we have selected two that we find the most accurate. Firstly, the definition provided by Willis (1996) describes the task as a “goal-oriented activity in which learners use language to achieve a real outcome” (p. 2). Another definition that appeals to us is the one put forward by Nunan (2004) in which the task is described 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 rather than to manipulate form” (p. 4). Although both definitions coincide in emphasizing the use of language knowledge for real purposes, Nunan’s (2004) definition goes further by explaining that tasks should be a communicative act in their own and have a sense of completeness. Therefore, we will take these two definitions into account when we design our own tasks.

As we have previously mentioned, there are many different realizations of Task-based learning, yet, Willis (1996) established a basic structure of the Task-based approach:

- In first place, the class should start with a communication task in which they can use language they have learned in previous lessons, this task can be done in a written or oral way. The aim of this warm-up activity is to draw our students’ attention to the topic we are going to work with during that lesson. For this warm-up activity we can use several resources, for instance, audio recordings, images,

videos... The general aim is that during this warm-up activity our students mean what they say and that they can rely on their personal experiences or their knowledge of the world.

- The next step will be the pre-task phase in which students will be asked to recall relevant words and they will be taught on significant vocabulary that they need to learn in order to carry out the task.
- During the task phase the students are asked to practice in public, this task phase often involves group-work, presentations, speaking in front of the class...
- Then, we have an analysis section in which the focus shifts towards forms and the main aim is to let our students to explore the language and become aware of the grammatical issues we are dealing with, as well as, to systematize them and solve the problems these grammatical points may arise.
- Finally, we have a practical phase in which we put into practice those language items taught in class. During this final phase our students can face different types of exercises or activities with the purpose of using their knowledge.

Though, this task cycle can be done in one single session, it can be expanded for more sessions and also, we can combine different task cycles in one single session.

Task-based Learning, as other approaches should be adjusted to our students' needs and interests, but also the design of the activities should be done according to their proficiency level. Willis (1996) highlights that students who are already fluent may demand more practice on accuracy, whereas students with lower fluency will need more training in this aspect. Still, what needs to be at the core of the Task-based Learning approach is that we should create the need in our students to use language for real purposes through contexts in which meaningful and natural language use appear. Official documents as the CERF (2001) stress the fact that the performance of this tasks should

not only address to the linguistic ability of the students, but they also should be demanding for each student's communicative competence. In the Spanish educational system, one of the recommendations that ORDEN EDU/362/2015 makes is to include role playing and simulations as a strategy for creating authentic communicative situations. Then, the focus of TBL activities is to create an information gap that requires learners to use their linguistic knowledge to close that gap. Hence, TBL approach coincides with Discourse-based approach so that class activities or tasks should lead to real-life communicative situations that must be contextualized, subsequently our students acquire the L2 in a similar way in which they acquire their L1. In other words, "language learning will progress most successfully if teaching aims simply to create contexts in which the learner's natural language learning capacity can be nurtured rather than making a systematic attempt to teach the language bit by bit" (Ellis 2009, p. 222). TBL also addresses for an integration of different language skills as real-life communication involves the use of at least two or more of these skills. Consequently, as tasks tend to imitate real-life communication, the students will be also required to put into practice more than just one skill in order to complete that task.

As the Discourse-based approach emphasized, we should supply our students with a great number of opportunities for practicing the language inside the classroom. In TBL the learners are the main protagonists of the class while the teacher acts as a guide for the classroom. Students are engaged in an active way which is crucial for accomplishing the task. According to Nunan (2004), "intellectual growth occurs when learners engage in and reflect on sequences of tasks" (p. 12). The main aim is to make our students to think about their own learning process and be conscious of what they can, and what they cannot do with language. Thus, experiential learning is encouraged so as to transform the students' knowledge within the learner rather than the teacher being the only source of

information and knowledge. This model means a higher emphasis on the “process rather than product, learning to learn, self-inquiry, social and communication skills” (Nunan 2004, p. 12). In other words, this approach aims to self-directed learning rather than teacher-led learning.

TBL also allows for student cooperation and collaboration as these tasks admit different classroom arrangements. Working with Task-based activities allow us to arrange our students in many different ways, for instance, in pairs, in groups, as a whole class... This also halts the tendency of classes in which the teacher is the center of the action. Some of the benefits that Harmer (2007) highlights of these different class arrangements are that our students will probably feel safer and more confident by communicating in pairs or small groups. Furthermore, students can also help each other and benefit from their partners' feedback. In this way, when our students are working together and the teacher is no longer the center of the action, we can devote more time to those students who need more help without exposing them. It is also worth noticing that when we let our students work in pairs or in groups the teacher needs to be constantly walking around the class and supervising the students as they may end talking in their mother language. Although pair and group arrangements provide many benefits it is important to grant some of the benefits of placing our students as a whole class. Harmer (2007) argues that this kind of arrangement helps to develop a sense of belonging to a group. Consequently, some students who are more introvert can also feel engaged in a safer atmosphere. We believe that this kind of arrangement is also necessary when we are going to introduce a task or explain something as the teacher is the center of attention. Thus, we have to find a balance in a way we can combine these two types of arrangements according to the task and the class' needs.

Although TBL has enormous benefits for our students it has also raised some criticism regarding to its effectiveness for learning languages. One of the main critical branches has been the one arguing about the neglect of accuracy to a second course. This has boosted the belief that the proficiency level in the TBL students is lower compared to other traditional methods of English language teaching. This problem has been addressed by scholars such as Ellis (2009) who argue that the implementation of TBL arises some problems, nevertheless we can reduce them by taking into account our students' proficiency level, ensuring that our students understand what a task is and engage teacher in the production of their own materials to satisfy the class' needs. We have to consider also, that the proficiency level of our students is key for the success of a task. As beginners' interactions are supposed to be poorer and more limited, this does not mean that they are worthless. In fact, what we intended by applying TBL approach to our classes is to provide "much greater exposure to the target language than a traditional course" (Ellis, 2009, 235), regardless of the proficiency level of our students.

TBL has also received many critics based on the assumptions that learners need grammar to communicate. From the perspective of Communicative Language Teaching and Discourse-based approach, language learning should happen progressively and the acquisition of the L2 should be as close as the acquisition process of the L1. It is worth noticing that during the initial stages of L1 acquisition grammar does not play a central role and still, speakers are able to communicate based on appropriation and imitation (Ellis, 2009). Furthermore, whenever our students make a mistake, the teacher will let the students know what they did wrong, this is the same way in which we learned our L1. This should be the way in which L2 should be taught, its initial stages are basically 'agrammatical' and grammaticalization will take place gradually. A similar issue has emerged regarding vocabulary and pronunciation in the Task-based model. However,

studies have signaled that “vocabulary and pronunciation receive frequent attention in TBL, whether these are teacher-led or involve small group work” (Ellis, 2009, p. 234). Essentially, TBL aims to provide our students with a process of acquiring the L2 imitating the natural process in which L1 is learned, while at the same time we provide them with opportunities for using their linguistic knowledge in communication.

Once we have defined our methodological principles, we will analyze which roles should adopt both teachers and students.

2.2. The role of the teacher and the learner.

According to these methodological principles it would be desirable to set what the roles of the teacher and the learners will be. For that purpose, we will dedicate this section of this Master's Thesis to explain what role teachers and students should adopt.

In first place, we consider that it is important to describe what the ideal classroom environment should look like. We believe that creating a relaxed and good atmosphere is an important issue that directly affects our students' learning process. This belief is strongly related with the theory of the affective filter by Stephen Krashen, who developed this concept during the 70s and the 80s. The theory of the affective filter refers to the hypothesis that learners will learn best when they have a positive attitude towards the language and the culture. That is, the lower the affective filter, the better our students will learn. In order to lower this affective filter, we should create a positive and relaxed atmosphere inside the classroom. According to Harmer (2007), teenagers need to feel valued and good about themselves, consequently, high school students "have an acute need for peer approval, and they are extremely vulnerable to the negative judgements of their own age groups" (p. 83). So as to make students feel this way, we should bear in mind that they are individual beings with different capacities and learning styles. Hence, "we should design activities they can do, rather than risk humiliating them" (Harmer 2007, p. 84). One of the most useful strategies for this purpose is to get feedback from our students, subsequently they can give hints to the teacher about what is working, what is not working, and it helps the teacher to create tasks that are tailored according to our students' needs. Besides, we should notice that for this feedback to be sincere, teachers need to create a strong rapport with their students, otherwise all these data will be meaningless.

Now we will move to analyze the role for the teacher in the second language class.

Scrivener (2011) argued that there are three types of teachers:

- **The explainer:** This kind of teacher has a great knowledge about the subject matter but has limited knowledge about teaching methodology. These teachers dedicate most of the class time to explain and little time is dedicated for students put into practice their knowledge.
- **The involver:** These teachers also know a lot about their subject and is familiar with some teaching methodologies and techniques. This teacher is able to help his/her students and wants to engage them in class.
- **The enabler:** This final type of teacher, as the previous ones, has a vast knowledge about the subject matter he/she is teaching. Besides, this kind of teacher feels confident enough to let the students participate in the decision-making process of the class. This kind of teacher allows for a positive and relaxed atmosphere in the class.

For us, and according to CLT, Discourse-based approach and TBL, the role of the teacher should be as close as possible as to the enabler. Teachers should be democratic enough to let their students participate in these decision-making processes, even though this role will require more organization and effort from the teacher (Harmer, 2007). By allowing our students to share their opinions and their interests we can boost their motivation and by doing so, we can also encourage our students to continue learning outside the classroom. While the role of the enabler is very positive for creating a good and relaxed atmosphere, it is worth noticing that sometimes taking the role of the controller can be beneficial for both students and the teacher. Harmer (2007) claims that adopting this role is especially useful when we provide explanations, organize activities and also in early stages. Regarding this role of the controller, Ellis (2014) also mentioned

that, while some approaches like TBL cater for a student-centered model, the teacher sometimes has to shift to a teacher-centered model to ensure the adequate development of the tasks. For this reason, we believe that teachers should find a balance between the roles of the controller and the enabler and get the most beneficial parts from each one. Even though the role of the enabler is one of the most important roles that the teacher should adopt inside the classroom, we also believe that there are other roles that are as important as of the enabler. Richards and Rodgers (2001) distinguish other two roles that are, on the one hand, the facilitator, and on the other hand, the role of another participant inside the class. The teacher should be a facilitator of content by providing models of language use to the students as well as be engaged in the class' activities as another member. This role of the teacher is also referred in ORDEN EDU/362/2015, "El docente debe ser un orientador, promotor y facilitador del desarrollo competencial en el alumnado" (p. 17). Besides of the teacher being a facilitator of content, he/she should adopt the role of the skilled communicator who also provides the students with language input (Ellis, 2009). Considering these aspects, the teacher has to assume a role in which he/she can provide the students with enough freedom to participate and decide about what happens inside the classroom, but without losing the control of the situation.

Now we are going to define which role should our students adopt in our classes. As we have defended through this final master's thesis, one of our aims as teachers is to provide our students with enough interactional practices. This brings us the opportunity for establishing an active role in our students by contributing on what happens during class time. Our students' role has also been defined by the Spanish law (ORDEN EDU/362/2015) which foment this active role of the students by making them autonomous, critical, creative and committed persons. Task-based approach allows us for enabling this dynamic role, as the students need to be continuously working on activities

that require them to be engaged with what is happening inside the classroom. The CERF (2001) also promotes this active and autonomous role of the learners by establishing a set of “can-do” statements with which our students can relate and evaluate their learning progress and see what aspects need more attention. In fact, Harmer (2007) defines these learner-centered classrooms as spaces where the students have to be the focus of the action instead being the teacher the main protagonist. In order to achieve this learner-centered model, we have already discussed that teachers should enable students to take some control of what happens in the class. This is what Richards and Rodgers (2001) named the “negotiator role”, which defines the students’ role as an intermediate between the teacher and the classroom. Finally, we want our students to be also risk-takers inside the classroom. Our students should be required to communicate in situations in which they may not have all the linguistic resources (Richards and Rodgers, 2001). Our aim is to raise awareness in our students about the necessity of interacting with their context to solve these issues. For developing this negotiating skill, we have to create, as we have emphasized at the beginning of this section, an atmosphere in which our students can feel safe about making mistakes and trying new things, without risking them to be embarrassed.

Once we have defined the students and the teacher’ roles for our second language classroom. We will continue analyzing the assessment methods that we would like to implement in our classroom.

2.3. Assessment.

Assessment is one of the most essential aspects of the methodological framework for teaching as it defines the kind of methodology that will be applied in class. Therefore, we will explore in this section the shift from traditional ways of assessing our students to the alternative assessment techniques we find the most interesting to include in our teaching methodology.

Traditionally, English language programs tended to focus on language learning following the tendency of preparing students for passing specific tests “rather than teach language skills and knowledge necessary for the real world” (Atta-Alla 2013, p. 2). As a consequence, our students had great knowledge of the language, but they didn’t know how to use it for real communicative purposes. Salend (1998) also argues that these traditional assessment methods do not consider the diversity of abilities and interests that we can find among our students. Thus, the information that we obtain through these kinds of assessments do not reflect our students’ real abilities, qualities and progress, and consequently, the teaching/learning experience is restricted to the information provided by meaningless tests.

It is important when we establish assessment strategies to take into consideration all the competences described by the Spanish law (ORDEN ECD/65/2015):

- ***Comunicación lingüística:*** This competence appeals to the ability of our students to communicate with others, as well as representing a way in which our students nourish their cultural awareness. This competence is meant to be a life-long process that also caters for the students’ autonomy. Communication is key for socialization processes and for the personal development of individuals.

- ***Competencia matemática y competencias básicas en ciencia y tecnología:*** This competence states the necessity and importance for recognizing the role of mathematics and science for the daily life of our students.
- ***Competencia digital:*** The increasing importance of technologies in our world has led to a growing importance of developing this skill in our students. The aim of this competence is to prepare our students to use in an efficient way all the technological and digital resources.
- ***Aprender a aprender:*** This competence claims the importance of motivating our students and encourage them to continue the process of learning besides the educational context. It also argues the importance of raising awareness in our students about their learning process making them active participants of it.
- ***Competencias sociales y cívicas:*** These competences are related to the capacities of our students to understand and value the cultural diversity they can find. As we live in a globalized world, it is important for our students to know how to communicate in a respectful and effective way, taking into account social conventions and cultural diversity.
- ***Sentido de la iniciativa y espíritu emprendedor:*** These competences are based on our students' abilities for problem-solving, mediating and managing their knowledge to achieve a determined goal. These competences will be key for the personal and professional development of the students in their daily lives.
- ***Conciencia y expresiones culturales:*** It makes reference to the knowledge and respect for cultural diversity, as well as, for our students' implication in the cultural development and preservation.

These are the competences established by the Spanish law ORDEN EDU/65/2015 in which they describe the main competences that should be developed in the educational

context. In a similar way, the *Common European Framework of Reference for Languages* (2001), establishes a model of assessment based on these competences and abilities, placing the focus on what students can do with language rather than how much grammar or vocabulary they know. For these reasons, when we design our assessment strategies and techniques, these key competences should be taken into account.

Besides of these competences we have to also take into account, as we have previously mentioned, the diversity of capacities, needs and interests among our students. This has to deal with the Multiple Intelligences Theory published by Gardner in 1983. The impact of this theory for language learning has been enormous as learners “are viewed as possessing individual learning styles, preferences or intelligences. Pedagogy is most successful when these learner differences are acknowledged, analyzed for particular groups of learners, and accommodated in teaching” (Richards and Rogers, 2001, p. 115). This philosophy also implies a change in the way we assess our students. Although language learning is closely related to the “linguistic intelligence” there are other intelligences that may play an important role. According to Atta-Alla (2013), English learners may learn in different manners depending on their own learning styles, sociocultural background, intelligences and their proficiency level in the target language. For this reason, we have to design different activities and assessment techniques that fit our learners’ learning styles and needs. Furthermore, these assessment strategies need to be done through long periods in order to increase the objectivity of our assessment and to let all the students truly demonstrate their knowledge.

When we design our assessment methods it is important to consider which type of assessment we want to implement in our class. According to Harmer (2007) we can differentiate between summative assessment that consists in measuring our students’ abilities through tests and formative assessment that consists of different micro-

assessments that provide constant information to the teacher about the progress of his/her students. We believe that the best alternative for teachers is to adopt a formative assessment although it takes more effort from the teacher, as it provides wider and more detailed information about the students' learning process. Still, we consider that the benefits of formative assessment outnumber the disadvantages or difficulties it may present. With this kind of assessment teachers become aware of the students' needs and progress throughout the course. Besides, it provides teachers the opportunity for taking into account the students preferences and see what is working and what is not working inside the class. Consequently, we will have the opportunity to take action to improve our teaching strategies and tailor them to suit our students' interests.

If we adopt formative assessment in our class, we should take into account how we are going to provide feedback to our students and how we are going to correct their mistakes. Traditional assessment techniques provided a non-accurate perspective from our students' knowledge and abilities as "the only feedback the learners receive is single marks for their performance on a test" (Shakki et al., 2016, p. 143). As we are going to assess our students through little activities in class and not through a single test, we have more opportunities to identify our students' errors and mistakes as well as providing them constant feedback to improve their learning experience. However, we consider necessary to establish how we are going to correct our students and provide them feedback. Firstly, we do not consider errors as a necessarily bad thing, instead, error-making show that our students are becoming risk-takers and try new things with language inside the class (Scrivener, 2011). Still, as we have mentioned in previous sections of this thesis, this does not mean that we should ignore those mistakes as they may be perpetuated over time and fossilize. It is important to take into account which are the best ways and when we should correct our students' errors and mistakes. For instance, we believe that when our students

are in the middle of a communicative activity, error correction should not take place while they are communicating as it may expose them in front of the whole class and demotivate them (Scrivener, 2011). Error correction and feedback should be done in specific moments inside the class because “providing feedback to our students led us to deal with great learning opportunities and can be used as a vehicle for development” (Harmer 2007, p. 379). We consider that we should make our students believe that making errors while communicating in class is completely fine and it is an integral part of the learning process. Otherwise, if we tend to correct every single mistake, our students will feel demotivated and anxious about making mistakes in front of the class, consequently, their language production inside and outside the classroom will become impoverished. As we have mentioned, we should see error making and feedback (both from the teacher and from their peers) as a way for improving students’ linguistic competence.

Even though we are going to implement formative assessment in our classes, we also consider that tests are a useful tool to complement our assessment. Still, these tests will not be the center of our assessment strategies, as Harmer (2007) argues, preparing our students to pass a particular test is not really efficient. It is also important to notice that when we talk about tests it does not mean that we are going to do exams. Thus, it is vital to bear in mind that as our approach is a communicative one, our testing methods should also be focused to help the students demonstrate their knowledge of the language in meaningful communicative situations (Canale and Swain, 1980). Subsequently, tests can be a very beneficial tool for teachers to assess the students’ progress as well as for detecting some learning problems and adapt our program to fulfill their needs.

The aforementioned framework leads us to move from traditional assessment techniques to other alternative assessment strategies that will allow teachers to collect more data about our students and take into account our students’ different intelligences

and learning strategies. With these alternative assessment strategies what we want to do is to create authentic and meaningful communication, “because these procedures strive for a more direct representation of language use and language behavior, they tend to be based on actual performance in authentic situations which the learner is likely to encounter in his or her daily life” (Hamayan, 1995, p. 213). These alternative assessment methods allow us to integrate various aspects of our students’ lives, as well as, providing trustful information of our students’ performances (Hamayan, 1995). As we have been mentioning throughout this section, and according to the recommendations established in the CERF (2001) we want to place the focus on what our students can actually do with language and their skills development. Thus, we are going to present some of the alternative assessment techniques that we find the most interesting ones for applying in the English language classroom:

- **Self-assessment:** This is a pivotal assessment strategy that should be implemented in our classes. As ORDEN EDU/362/2015 states, self-evaluation is essential for raising awareness in our students about their learning process. It will also help our students to develop their autonomy aside from increasing their motivation (Brown and Hudson, 1998).
- **Portfolios:** These are one of the best ways to assess our students in long term. Portfolios, as self-assessment, are key for increasing our students’ autonomy and motivation. However, Salend (1998) affirms that their benefits go beyond, it makes students and teachers to work together, select and analyze a great variety of students’ productions, and it also promotes communication between the class and the outside world.
- **Rubrics:** They are an excellent way for assessing our students and set our standards for different class activities (Atta-Alla, 2013). Providing these rubrics to

our students are also useful to make our students aware of what is expected from them and also provides the teacher with a proportioned method for assessing all the students in the same way.

- **Observation:** This is one of the most essential strategies for alternative assessment. According to Armstrong (2009), by observing our students we get the best picture of their competencies. Observation will provide us with significant data about our students that we cannot get through other assessment techniques.

As to conclude this section, we wanted to highlight again the importance of designing a varied and significant ways of assessment, as well as the need for teachers to combine them in order to obtain as much data as possible and tailor our teaching programs to the needs and interests of our students.

2.4. Programme contents.

The main contents for this course are established by the Spanish legislation in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* and in the legislation of Castilla y León (ORDEN EDU/362/2015). According to these two documents our teaching contents should be divided into four main blocks: *comprensión de textos escritos, producción de textos escritos, comprensión de textos orales* and *producción de textos orales*. Therefore, the contents for 4th E.S.O (*Educación Secundaria Obligatoria*) will be distributed as follows:

	GRAMMAR	VOCABULARY	READING	LISTENING	SPEAKING	WRITING
UNIT 0: Let's take a selfie	Review of Present Simple/Present Continuous, Past Simple/Past Continuous, quantifiers and determinants, comparative and superlative.	Social media. Feelings. Descriptive adjectives.	Bibliographies about famous people.	YouTube tutorials.	Introduce yourself and other people. Pronunciation ¹ : s + consonant.	Creating a social media profile.
UNIT 1: Ancient cities	Present Perfect Simple, Past Perfect Simple and Past Simple.	Ancient civilizations vocabulary.	Historical articles and magazines.	Ancient oral traditions.	Speaking about ancient civilizations. Pronunciation: /-ed/.	Writing about ancient places.
UNIT 2: Realfooding	Relative clauses. <i>Some</i> and <i>any</i> . Thanksgiving.	Food and nutrition. Sports.	Blogs about diet and lifestyle.	Videos about food around the world.	Food preferences. Pronunciation: /h/.	Write your favorite recipe.
UNIT 3: It's the most wonderful time of the year	Future: <i>Will/ be going to</i> . Invitations: <i>let's...</i>	Free time activities. Winter holidays. Christmas. Social invitations.	Christmas traditions around the world.	Listen to carols and Christmas songs.	Intentions and plans for the holidays. Pronunciation: /tʃ/ and /ʃ/.	Writing about your own Christmas traditions and making invitations.
UNIT 4: Back to the future	First, Second and Third Conditional.	Technology and science.	Scientific divulgation magazines.	Videos/podcasts about technology.	Talk about future discoveries and your own hypotheses. Pronunciation: /b/ and /v/.	Write an informative essay.

¹ Although each unit will have emphasis on one issue, we will place a special focus on the pronunciation and intonation of the students in every unit.

UNIT 5: Night at the Museum	Present and past simple passives.	Art and culture. Likes and interests.	Art reviews.	Virtual museum tours.	Provide information about artworks. Pronunciation: sentence and word stress.	Writing an opinion essay.
UNIT 6: Climate Strike	Reported speech.	Nature. Climate change. Natural disasters.	Scientific articles about climate change.	Greta Thunberg's speeches.	Talking about actions to improve our environment. Pronunciation: /θ/ and /ð/.	Write about different nature cycles.
UNIT 7: Crime and Punishment	Modal verbs.	Law and crime.	English crime literature.	Law TV shows.	Cluedo game. Pronunciation: long and short vowels.	Write about some of the world's most strange laws.
UNIT 8: Is it summer yet?	Gerunds and infinitives. Subject/object questions.	Travel. Towns. Transports. Directions.	Read travel guides.	Listen to directions and podcasts/videos about travels.	Provide directions and ask for help. Pronunciation: intonation.	Write a blog entry about a travel destination.
UNIT 9: That's all folks!	Grammar review.	Vocabulary review and summertime.	Read for inspiration about summer activities.	Listening review.	Speaking about summer and your future. Pronunciation: review.	Writing review.

3. Teaching unit: *Night at the Museum*.

3.1. Introduction.

This teaching unit titled “Night at the Museum” is named after the famous movie *Night at the Museum* (2006), directed by Shawn Levy. During this unit we will explore the topic of art and culture and new ways in which we can enjoy art. The reasons for choosing this topic are based on the belief that our students will feel connected to it due to the constant presence of art and culture in our daily lives. Besides, this topic can be interesting for them whenever they travel to another city or country. Through this topic we will also explore the role of technology in the cultural world and we will introduce passive voice as the main grammatical point of this unit. Furthermore, we will use this theme to teach our students how to give their personal opinions by means of an opinion essay.

Regarding our students, our class is composed by 28 students of 4th E.S.O. Our students are between the ages of 15 and 17 years old. They are in the final year of secondary education. The majority of them are preparing for continuing their studies in Bachillerato or F.P., however we have to take into account that some of them may not be willing to continue studying. Our students have a B1 level of English, however, there are other students in our class that have a slightly higher level of English (B2) as they receive extracurricular classes, they have travelled to English-speaking countries and they have participated in language exchange programs. However, we have also some students that present higher difficulties towards this subject and their level (A2) is under the class’ average. Nevertheless, these students are aware of the importance of English in today’s world. Given these circumstances we have to adapt our teaching methods and objectives to the class’ situation providing enough and challenging materials for the students who present a higher level. We will also provide those

students with a lower level of the language with resources and strategies to improve their knowledge.

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

- a) To learn the passive voice in English to provide information about art and culture, both in oral and written forms.
- b) To become familiar with vocabulary related to culture and art and use it in everyday life communication.
- c) To learn about art and culture as an integral part of the human being and apply our previous knowledge about this topic in the tasks designed for this unit.
- d) To express preferences in formal and informal contexts as well as debate other's opinions and preferences in a polite way.
- e) To use new technologies to provide and collect information about a certain topic.
- f) To develop a critical sense regarding to art and culture and show respect to other cultures and different forms of art from different countries.

3.3. Contents of the unit.

The contents for the course of 4th of E.S.O. are established in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* and will be distributed for this lesson as follows:

BLOCK 1: COMPREHENSION OF ORAL TEXTS
1. Comprehension strategies: <ul style="list-style-type: none">○ To use previous knowledge about the topic.○ To identify the type of text and adapt the comprehension to it.○ To extract relevant information from the text.○ To make hypotheses and infer meaning from different elements of the text.○ To reformulate hypotheses from new information.

2. Communicative functions:

- To initiate and maintain personal and social relationships.
- To describe abstract and physical qualities from people, objects, places and activities.
- To narrate past events as well as to describe estates and current situations.
- To ask and offer information, indications, opinions and points of view, advices and warnings.
- To express knowledge, certainties and doubts.
- To express willingness, intentions, decisions, promises, orders, authorizations and prohibitions.
- To express interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise and their opposites.
- To formulate suggestions, desires, conditions and hypotheses.
- To establish and maintain communication and discourse organization.

3. Syntactic-discursive contents:

- Present simple passive and past simple passive.
- Art and culture, free time and travel vocabulary.

4. Socio-cultural aspects:

- Acknowledgement of the importance of art and culture for human beings.
- Use of new technologies in an efficient way.
- The respect and understand different cultures and art forms.
- The development of a critical attitude towards art and culture in a respectful way.
- Expression of opinions in formal and informal contexts.
- The beginning and maintenance of communication using the topic of art.

BLOCK 2: PRODUCTION OF ORAL TEXTS

1. Production strategies:

- To fully comprehend the message and distinguishing the main idea(s) and their basic structure.
- To adequate the text to the recipient, context and channel by using the adequate register and discourse structure.
- To express the message clearly, with coherence and structuring it adequately to each type of text.
- To readjust the task or the message according to the difficulties and the available resources.
- To use previous knowledge.
- To compensate the lack of linguistic resources with other linguistic, paralinguistic and paratextual resources.

2. Communicative functions:

- To initiate and maintain personal and social relationships.
- To describe abstract and physical qualities from people, objects, places and activities.
- To narrate past events as well as to describe estates and current situations.
- To ask and offer information, indications, opinions and points of view, advices and warnings.
- To express knowledge, certainties and doubts.
- To express willingness, intentions, decisions, promises, orders, authorizations and prohibitions.
- To express interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise and their opposites.
- To formulate suggestions, desires, conditions and hypotheses.

- To establish and maintain communication and discourse organization.

3. Syntactic-discursive contents:

- Present simple passive and past simple passive.
- Art and culture, free time and travel vocabulary.
- Sentence and word stress.

4. Socio-cultural aspects:

- Acknowledgement of the importance of art and culture for human beings.
- Use of new technologies in an efficient way.
- The respect and understand different cultures and art forms.
- The development of a critical attitude towards art and culture in a respectful way.
- Expression of opinions in formal and informal contexts.
- The beginning and maintenance of communication using the topic of art.

BLOCK 3: COMPREHENSION OF WRITTEN TEXTS

1. Comprehension strategies:

- To use previous knowledge about the topic.
- To identify the type of text and adapt the comprehension to it.
- To distinguish different types of comprehension (general sense, essential information, main aspects, relevant details...).
- To formulate hypotheses about the content and context.
- To infer and formulate hypotheses about meaning from comprehension of significant linguistic and paralinguistic elements.
- To reformulate hypotheses from the comprehension of new elements.

2. Communicative functions:

- To initiate and maintain personal and social relationships.
- To describe abstract and physical qualities from people, objects, places and activities.
- To narrate past events as well as to describe estates and current situations.
- To ask and offer information, indications, opinions and points of view, advices and warnings.
- To express knowledge, certainties and doubts.
- To express willingness, intentions, decisions, promises, orders, authorizations and prohibitions.
- To express interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise and their opposites.
- To formulate suggestions, desires, conditions and hypotheses.
- To establish and maintain communication and discourse organization.

3. Syntactic-discursive contents:

- Present simple passive and past simple passive.
- Art and culture, free time and travel vocabulary.
- Sentence and word stress.

4. Socio-cultural aspects:

- Acknowledgement of the importance of art and culture for human beings.
- Use of new technologies in an efficient way.
- The respect and understand different cultures and art forms.
- The development of a critical attitude towards art and culture in a respectful way.
- Expression of opinions in formal and informal contexts.
- The beginning and maintenance of communication using the topic of art.

BLOCK 4: PRODUCTION OF WRITTEN TEXTS

1. Production strategies:

- To mobilize and coordinate general and communicative competences in order to complete the task successfully.
- To locate and use adequately linguistic and themed resources.
- To express the message clearly, with coherence and structuring it adequately to each type of text.
- To readjust the task or the message according to the difficulties and the available resources.
- To use previous knowledge.

2. Communicative functions:

- To initiate and maintain personal and social relationships.
- To describe abstract and physical qualities from people, objects, places and activities.
- To narrate past events as well as to describe estates and current situations.
- To ask and offer information, indications, opinions and points of view, advices and warnings.
- To express knowledge, certainties and doubts.
- To express willingness, intentions, decisions, promises, orders, authorizations and prohibitions.
- To express interest, approval, appreciation, sympathy, satisfaction, hope, trust, surprise and their opposites.
- To formulate suggestions, desires, conditions and hypotheses.
- To establish and maintain communication and discourse organization.

3. Syntactic-discursive contents:

- Present simple passive and past simple passive.
- Art and culture, free time and travel vocabulary.

4. Socio-cultural aspects:

- Acknowledgement of the importance of art and culture for human beings.
- Use of new technologies in an efficient way.
- The respect and understand different cultures and art forms.
- The development of a critical attitude towards art and culture in a respectful way.
- Expression of opinions in formal and informal contexts.
- The beginning and maintenance of communication using the topic of art.

3.4.Methodology.

The methodological principles we are going to implement in this unit have been previously explained in preceding sections (section 2) of this Master's Thesis.

Firstly, we have proposed the Communicative Language Teaching (CLT) approach as the guiding that will allow us to shift our attention to the communicative competence of our students. As we have been mentioned in section 2.1 the aim of this approach is to make our students autonomous and self-aware learners that perceive language as a mean for personal development. Besides, it will dismiss that traditional approach that relied heavily on grammatical accuracy rather than on fluency. As a consequence, this will allow both teachers and students to focus more on fluency and the things our students can do with their linguistic knowledge instead of on how much grammar do our students know.

Furthermore, we have remarked that the Discourse-based approach (section 2.1.1) and the integration of language skills (section 2.1.2) are complementary approaches that enable us to set more specific aspects in our methodology. Firstly, the Discourse-based approach also places the focuses on what our students can do with language and other elements that go beyond than the merely linguistic ones (social conventions, non-verbal communication...). Secondly, we have discussed that we should integrate the maximum amount of skills in English language teaching as these skills do not appear in isolation in real-life communication. This will provide our students a broader view of the language and will also provide teachers and students an opportunity to work with different skills in a natural way.

Finally, we have presented the Task-based Learning approach (section 2.1.3) as the most concrete approach to elaborate our lessons. We have considered that this approach is one of the most beneficial for our students as it provides them opportunities to use the language inside the classroom while focusing on fluency. This approach also allows us to

introduce grammar and new vocabulary from our students' prior knowledge, as well as foster group work through different kinds of tasks that will require for our students to collaborate and help each other.

3.5. Resources.

In these lessons we are going to use different kinds of materials. We would like to emphasize the fact that the materials we are going to use for this teaching unit will be authentic materials addressed to native speakers of the language in order to expose our students to real pieces of language. Firstly, we are going to use some electronic devices like a computer, projector, speakers, Power Point Presentations and Internet connection for reproducing YouTube videos, pictures or other online resources. These online materials are not intended for teacher use only but for students to use it also as part of their learning experience. As we have mentioned in the first part of this Master's Thesis it is important that we teach our students how to use new technologies in a safe and efficient way. Among the other resources we are going to use throughout these lessons we can include flashcards, handouts and the blackboard.

3.6. Assessment.

As we have explained in section 2.3 of this Master's Thesis, we are going to implement formative assessment in our teaching programme. For this type of assessment, we are going to collect data of our students from different sources:

- **Presentations:** Oral presentations or speaking activities will be done mostly in groups. The aim of this type of activities is to give our students opportunities to talk and put into practice their language skills as well as learning how to

work in groups. All presentations will be assessed with a rubric². Oral presentations will represent the 30% of the final mark.

- **Writing:** With this type of activity we aim at improving our students' writing skills. We will expose our students to different kinds of texts in order that they become familiar with different text genres and writing conventions and styles. Our students' compositions will be collected in a portfolio and will be assessed also with a rubric². These compositions will represent the 25% of the final mark.
- **Class activities and tasks:** Here we will include other small activities that will be done during class time and that are not included in the presentations and writing activities. We consider it is important that every class activity is taken into account for the final mark. Consequently, our students will be aware that every activity done in the class is important for their final mark and it will boost their motivation. These class activities will represent the 20% of the final mark.
- **Teacher's observations:** The observations made by the teacher during class time will be employed to assess our students work and attitude inside the English classroom. These observations will represent a 10% of the final mark.
- **End of Unit Test:** We will end every unit with a short test that sums up the main grammatical and vocabulary points of each unit and it will be useful for our students to review these aspects. As our focus is placed more on the communicative skills of our students this final test will only represent a 15% of the final mark.

² These rubrics will be displayed on the appendix.

3.7.Sessions.

For this unit we will devote 6 sessions of 50 minutes each. They will be distributed as follows:

SESSION 1 (50 minutes)
During this first session we will focus on vocabulary. We are going to introduce to our students some useful vocabulary for this unit's topic. For this purpose, we are going to watch a short clip from the British Museum. The students will do different activities related to art that will boost their oral production and will engage them into the unit's theme. Our students will also get to know different artworks that are currently displayed in some of the world's most famous museums and different monuments from different parts of the world.
SESSION 2 (50 minutes)
For this second session we are going to focus on grammar. During this unit we will be dealing with <i>present simple passive</i> and <i>past simple passive</i> . In order to do so, we are going to depart from a mysterious story about how the Mona Lisa was stolen from the Louvre. This story will help us to engage our students with the topic and also to present grammar. The students will be provided with other texts and examples that illustrate the use of the passive voice in English and we will work on different exercises to practice the grammar.
SESSION 3 (50 minutes)
Throughout this third session we are going to work with the writing and reading skills. During this session our students will be asked to read an opinion article about art published in a newspaper/magazine/blog. Our students will be also asked to express their likes and their opinions about different forms of art and reflect them in an opinion essay. Besides, we are going to introduce our students some useful expressions to deliver their opinions in a polite way. We will teach our students how to write an opinion essay and they will be asked also to write one and add it to their portfolios.

SESSION 4 (50 minutes)

For the next two sessions we are going to work on group presentations. During this first session we are going to project a virtual museum tour from the MET (Metropolitan Museum of Art) in New York. Then, we are going to ask our students to create in groups their own virtual museum tour. The teacher will divide the class in groups and present different museums from different countries and the teacher will ask each group to choose one museum. Once every group has chosen a museum to work with, we will ask our students to create their own museum tour in a Power Point presentation. The students will have some time in class to organize themselves and they will be asked to prepare these presentations at home. We will dedicate the rest of the class for reviewing grammar, vocabulary and solve questions/doubts that the students might have.

SESSION 5 (50 minutes)

During this second session we will devote the first 5-10 minutes to get everything ready for the presentations, set the order in which our students will be presenting and also to hand in the rubric the teacher is going to use so that they can evaluate their own peers. The rest of the session will be dedicated to the presentations and finally the class will vote for their favorite tour. The tour with more votes will win a prize.

SESSION 6 (50 minutes)

In this final session we are going to make a final test about the contents we have worked during this unit. This test will include some grammar and vocabulary exercises, a reading comprehension and a short essay about a given topic.

3.7.1. Lesson plans.

LESSON NUMBER 1:

- **Length:** 50 minutes.
- **Level:** B1.
- **Materials:** Computer, projector, blackboard, handouts, flash cards, sheets of paper, pencils/markers and Internet connection.

AIMS OF THE LESSON	
Main aim	To describe artworks and talk about art and culture in formal and informal contexts, as well as to express likes and opinions related to art.
Subsidiary aim	To learn and use the specific vocabulary related to art taught in this lesson.
Personal aim	To motivate our students to know, learn and explore more about art and culture around the world.

- **Assumptions:** Our students already know some vocabulary related to this unit's topic. They may be familiar with the museums and artworks we are about to present in class.
- **Anticipated language problems:** The students may not know all the vocabulary of this lesson. They may not be familiar or remember specific vocabulary related to art and culture. They may present some difficulties at pronouncing specific vocabulary and, especially, some artworks and artists' names.
- **Possible solutions:** We are going to work with different materials and activities in which our students will be exposed to different vocabulary related

to this unit's topic. Among these activities we will use different class arrangements that will provide the students the opportunity to show their knowledge in different contexts. Furthermore, the different materials we are going to use (videos, drawings, online games...) will set a relaxed atmosphere in which our students can do things with language without feeling exposed.

LESSON DEVELOPMENT			
TIME	STAGE	PROCEDURE	AIM(S) OF EACH STAGE
5 minutes	Warm-up activity	We are going to introduce the lesson's topic with a video from the British Museum about art and manga (Appendix 1). We are going to watch this video and then we are going to ask some questions about the video. After watching this video, we are going to project some of the art-related vocabulary that has appeared in the clip and ask our students if they know what these words mean (Appendix 2).	To activate our students' knowledge about the topic and engage them into the class activities.
15 minutes	Task	Once we have introduced the topic, we are going to divide the class in groups for playing a game. Our students will be sitting in a line. We will ask every student to have a sheet of paper and a marker or a pen. The teacher will go with the last student of each line and we will give each student a photo of a famous artwork (Appendix 3). We will ask the students to describe that artwork to the student that is in	To foster our student's ability to work in teams and to speak in English using some vocabulary presented in this unit. To create a relaxed atmosphere in which English is used as a means to solve a task.

		<p>front of them without mentioning the name of the artwork or the artist. The other students will not be listening. The student that listens to the description should draw what he/she hears in the paper and describe that artwork to the next person they have in front and so on until we reach the first student of the line. When that student has finished drawing, he/she will come to the front of the class and describe the artwork to the rest of the class. Once they have finished with the description the last student of each row will reveal the original work and we will see the differences. These short oral interventions will be evaluated with a rubric (Appendix 13).</p>	
<p>10 minutes</p>	<p>Focus on language: vocabulary presentation</p>	<p>In this stage we are going to do an activity to introduce more vocabulary related to art and culture. For this activity we are going to divide the students in pairs. Firstly, the teacher will show the students 3 photos from London's museums that the teacher has made in his/her last trip to the city (Appendix 4). The teacher will tell the students some data about each museum (e.g. name, what do they exhibit, collections...). This description will provide</p>	<p>To work with vocabulary from this unit related to art and culture and explore current artwork displays in some of the world's most famous museums.</p> <p>To provide the students with vocabulary in a natural way instead of providing them large lists with words related to the topic.</p>

		<p>them key vocabulary about this unit. Next, the teacher will provide the students with a handout with some artworks that are currently displayed in these museums and the students should classify each artwork in their correspondent museum according to the definition that the teacher has provided before (Appendix 5). The teacher will be walking around the class and helping the students in case they need it. When the students have finished, we will ask some of them about these artworks and to which museum do they belong. This activity will be corrected as a whole class.</p>	
<p>20 minutes</p>	<p>Vocabulary activity: trivia.</p>	<p>For this final activity we are going to use Kahoot! (Appendix 6). We are going to make a trivia game related to art. We will divide the class in the same groups as for the first activity and we will ask one person of each group to take his/her mobile phone and enter the Kahoot! web page. The questions will be displayed on the screen and the students will have to choose the correct answer. The groups will be receiving points as they answer</p>	<p>To provide our students with more vocabulary related to art and culture and to learn about different artworks, artists, materials... while playing games.</p>

		correctly and the group with more points will receive a piece of chocolate ³ as a prize.	
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TEACHER'S EVALUATION OF THE LESSON	
What went well...	The students were motivated about the topic and they were eager to participate in the activities. The final trivia game was very successful and the students enjoyed it.
What went wrong...	The students found the topic sometimes difficult as they do not know so much about the topic of the clip.
What I would do differently...	I would choose a different clip or story related to the topic so that students feel more engaged.
What I should concentrate on...	I need to try to engage more in the class those students who are quieter.

LESSON NUMBER 2:

- **Length:** 50 minutes
- **Level:** B1
- **Materials:** Computer, overhead projector, blackboard, Power Point presentation, Internet connection and handouts.

AIMS OF THE LESSON	
Main aim	To use the passive voice to describe and provide information about artworks and artists.

³ We will offer other options for students with food intolerances/allergies.

Subsidiary aim	To learn and know how to use the passive voice in the present and past tense.
Personal aim	To motivate students to learn the passive voice through real-life communicative situations.

- **Assumptions:** Our students already know some art vocabulary and are able to make descriptions. Our students have studied the passives in previous courses, therefore, some of them may remember something about how the passive voice is formed in English.
- **Anticipated language problems:** Many students may have forgotten how the passive voice is formed; we have to explain this grammatical point very carefully.
- **Possible solutions:** We will provide our students with different kinds of tasks and exercises so that they can understand how and when to use the passive voice in English.

LESSON DEVELOPMENT			
TIME	STAGE	PROCEDURE	AIM(S) OF EACH STAGE
5 minutes	Warm-up activity	We are going to tell our students that we will work today with the passives. To start this lesson, we are going to watch a short video about the story of how the Mona Lisa was stolen from the Louvre (Appendix 7). We are going to watch this video until minute 3:30. Then we are	To involve the students into the topic through an engaging story.

		going to ask our students some questions about the video.	
15 minutes	Task	As we did not play the video until the end, our students do not know how the Mona Lisa was recovered. We are going to put our students into small groups, and we are going to ask them to pretend they are detectives, we are going to show them also an old piece of a newspaper about the theft of the Mona Lisa (Appendix 8). We will ask some students to read it out loud. Then we are going to ask them, in groups, to make some guessing to solve this mysterious case. We are going to guide their investigation by posing some questions that their story needs to answer (Appendix 9). Our students will have some time to prepare their hypotheses and at the same time the teacher will walk around the class helping the students in case they have any problems/doubts. All the materials used for this task will contain passive structures to introduce them these structures. Once every group has presented their hypotheses the class will	To provide the students with speaking practice in which they can use their imagination and group work skills to produce a story.

		<p>vote the one who they think is the most likely to happen. Then, we will watch the end of the video to see how the mystery was actually solved. These short oral interventions of the students will be evaluated by the teacher with a rubric (Appendix 13).</p>	
5 minutes	Language focus: reading	<p>We are going to introduce the grammar of this lesson. For this purpose, we are going to work with a text with a similar topic. We are going to divide our students into pairs and provide them a handout with an article from a newspaper (Appendix 10). We will warn our students that this article contains some passive structures. Then, we will ask our students to read individually the text and then to highlight in pairs all these structures. Once they have finished, we will correct this exercise as a class. We will ask for volunteers, but we will also ask some students that are quieter, making sure that all of our students participate in class.</p>	<p>To introduce our students the passive structures through content intended for native speakers of the language.</p>
10 minutes	Language focus: analysis	<p>To explain how the present and past simple passive is formed. For doing so, we</p>	<p>To know how the passive voice in English is formed and how to use</p>

		are going to project a PowerPoint presentation in which we will include the explanation and some examples related to this unit's topic (Appendix 11).	it adequately. To solve problems and questions regarding to this grammar point.
10 minutes	Language focus: practice	The teacher will project on the screen some exercises to practice the passive voice both in the present and in the past tense (Appendix 12). As we previously did, we will ask for volunteers, but we will also call some students to participate.	To ensure our students have understand how to use the passive voice and detect some problems that our students can have.
5 minutes	Homework	The teacher will devote the last minutes of this class to explain some homework that our students have to do. We will ask them to pick an artwork/monument with a mysterious/strange/curious story and write a short description about it using the passive structures we have presented in class. Our students can include also photos in this composition. These compositions will be about 100-120 words and they will be uploaded to the class' digital platform. They must upload this composition in a 4 days period. They will have to include this composition in their digital portfolios. These compositions will be evaluated with	To provide our students with some opportunities to practice what they have learned in class.

		<p>a rubric (Appendix 14). The corrections will be sent back to the students so that they are aware of their mistakes. They should also attach the document with the corrections to their digital portfolios.</p>	
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TEACHER'S EVALUATION OF THE LESSON	
What went well...	The students enjoyed the topic of today's lesson, they were curious about the stories. The majority of students have understood how the passive voice is formed in English.
What went wrong...	Some students presented difficulties for understanding the passive voice in English.
What I would do differently...	I would dedicate more time to make sure our students have correctly understood the grammar of this lesson.
What I should concentrate on...	I should try to provide my students with more examples and opportunities to practice the passive voice in future classes.

4. General conclusion.

To conclude, in this Master's Thesis we have explored some methodologies and approaches that might help us during our English future teaching experience and might also encourage our students' motivation towards language learning. We have discussed CLT as the main approach of our methodology based on the belief that language learning should be focused on the communicative principles. We have also stated how the Discourse-based Approach and the integration of skills are pivotal for defining how and what we should teach during our English lessons. TBL was also presented as our personal choice to implement these approaches within the language classroom. Furthermore, we have discussed the roles that teachers and students should adopt in the classroom. We have defined a shift in the way these roles are played, moving from a more traditional and authoritative figure of the teacher to the role of a facilitator of content and knowledge. This means that the students' role will be more participative and engaged. Finally, assessment was one of the most important aspects to take into account during this thesis, as assessment defines our methodology. Considering this statement, we have opted for a formative assessment that focus on what students can do with language, as well as their progress inside the class, rather than on how much language items do they know. However, we do not only want to place the focus on those linguistic abilities, but we also consider that we have to assess other skills that are relevant for our students' personal development.

Our main aim with this Teaching Programme is to provide a relaxed and enjoyable atmosphere for our students in which they can feel motivated and eager to participate in the class, and consequently, learn. We, as teachers, need to change the way in which English is taught. For this purpose, innovation and investigation in teaching methodologies and approaches are crucial. It is our belief that we have the duty to educate

not only efficient language speakers that can face different types of scenarios in the outside world, but we also need to form our students to be citizens of the world we live in.

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ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León.

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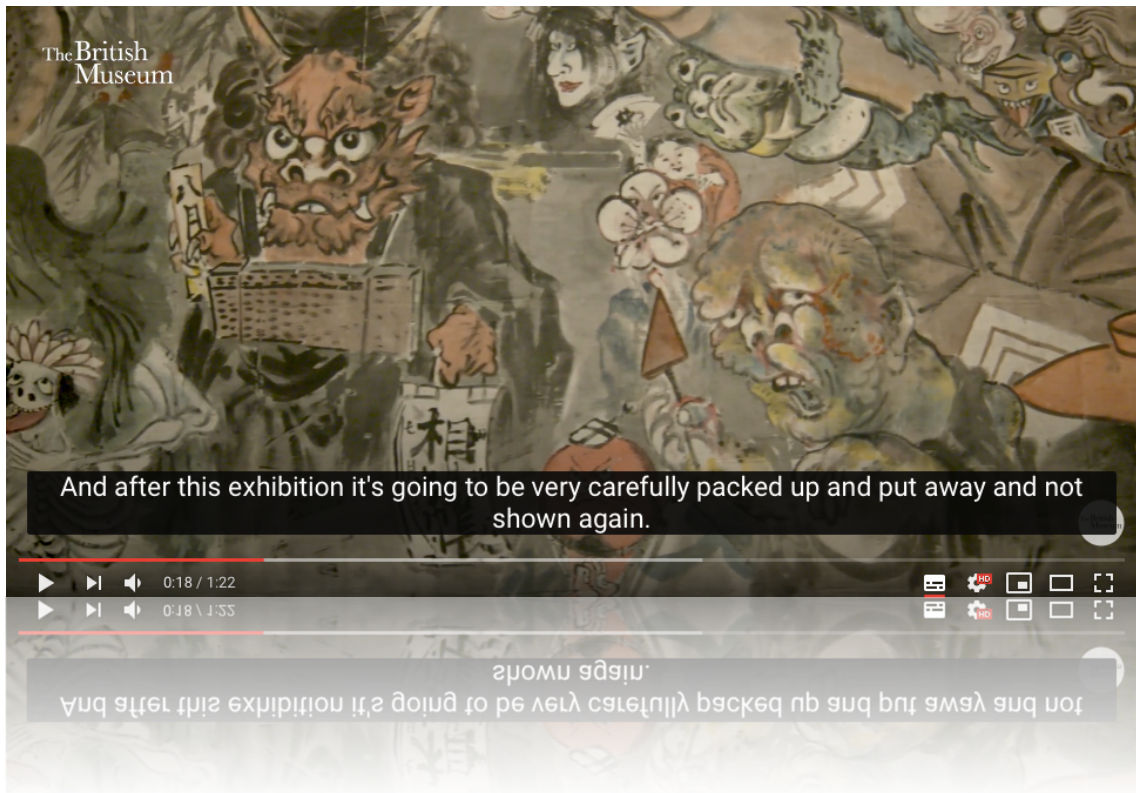
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6. Appendix.

APPENDIX 1



(<https://www.youtube.com/watch?v=kjnJd23sxi8>)

QUESTIONS:



- Do you know what manga is?
- Do you consider it art?
- Have you ever seen something similar in a museum?
- What else do you think can be considered as art?

APPENDIX 2

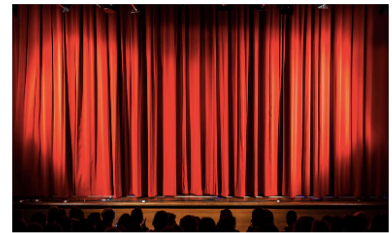
VOCABULARY FROM THE VIDEO:



CURATOR



KABUKI ACTORS



THEATER CURTAIN



EXHIBITION



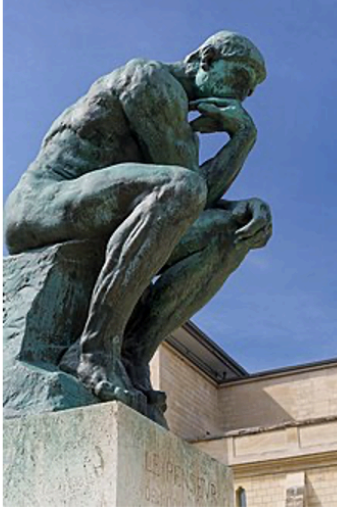
CANVAS



ACTION PAINTING

Images from: <https://www.google.es/imghp?hl=es>

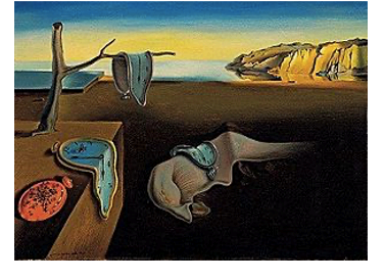
APPENDIX 3



**The Thinker (1904)
by Auguste Rodin. Bronze.**



**The Scream (1893) by Edvard
Munch.
Oil, tempera, pastel and crayon
on cardboard.**

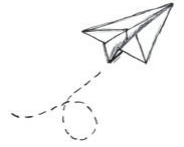


**Persistence of Memory (1931) by
Salvador Dalí. Oil on canvas**



**Dance (1910) by Henri Matisse. Oil on
canvas.**

APPENDIX 4



My favourite London's museums...



BRITISH MUSEUM

IT DOCUMENTS THE STORY OF HUMAN CULTURE FROM ITS BEGINNINGS TO THE PRESENT.



NATIONAL GALLERY

OVER 2,300 PAINTINGS DATING FROM THE MID-13TH CENTURY TO 1900.



NATURAL HISTORY MUSEUM

FIVE COLLECTIONS: BOTANY, ENTOMOLOGY, MINERALOGY, PALEONTOLOGY AND ZOOLOGY.

Images from: <https://www.google.es/imghp?hl=es>

APPENDIX 5

Flashcards:


	<p>Hoia Hakananai'a - The Easter Island Statue (around A.D. 1200)</p>
<p>Human evolution exhibit</p>	
	<p>Parthenon Marbles (2,500 years old)</p>
	<p>Mineralogy Collection</p>
<p>The Moon exhibit</p>	
	<p>The Fighting Temeraire (1839) by Joseph Mallord William Turner</p>


	<p>The Portland Vase (between AD 5 and 25).</p>
<p>Arnolfini Portrait (1434) by Jan Van Eyck</p>	
	<p>Sunflowers (1888) by Vincent Van Gogh</p>
	<p>Dinosaurs exhibit</p>
<p>The Rosetta Stone (196 BC)</p>	
	<p>The Virgin of the Rocks (1483) by Leonardo da Vinci</p>


Images from: <https://www.google.es/imghp?hl=es>

APPENDIX 6


Some examples of the art trivia game:


The Sistine Chapel ceiling was painted by... 


10  **0 Answers**



<input type="checkbox"/> Leonardo da Vinci	<input checked="" type="checkbox"/> Michelangelo
<input type="checkbox"/> Caravaggio	<input type="checkbox"/> Botticelli

Gernica is an example of 

13  **0 Answers**



<input type="checkbox"/> Impressionism	<input checked="" type="checkbox"/> Realism
<input type="checkbox"/> Surrealism	<input type="checkbox"/> Cubism

Puppy was made by Jeff Koons and it is currently displayed in... 

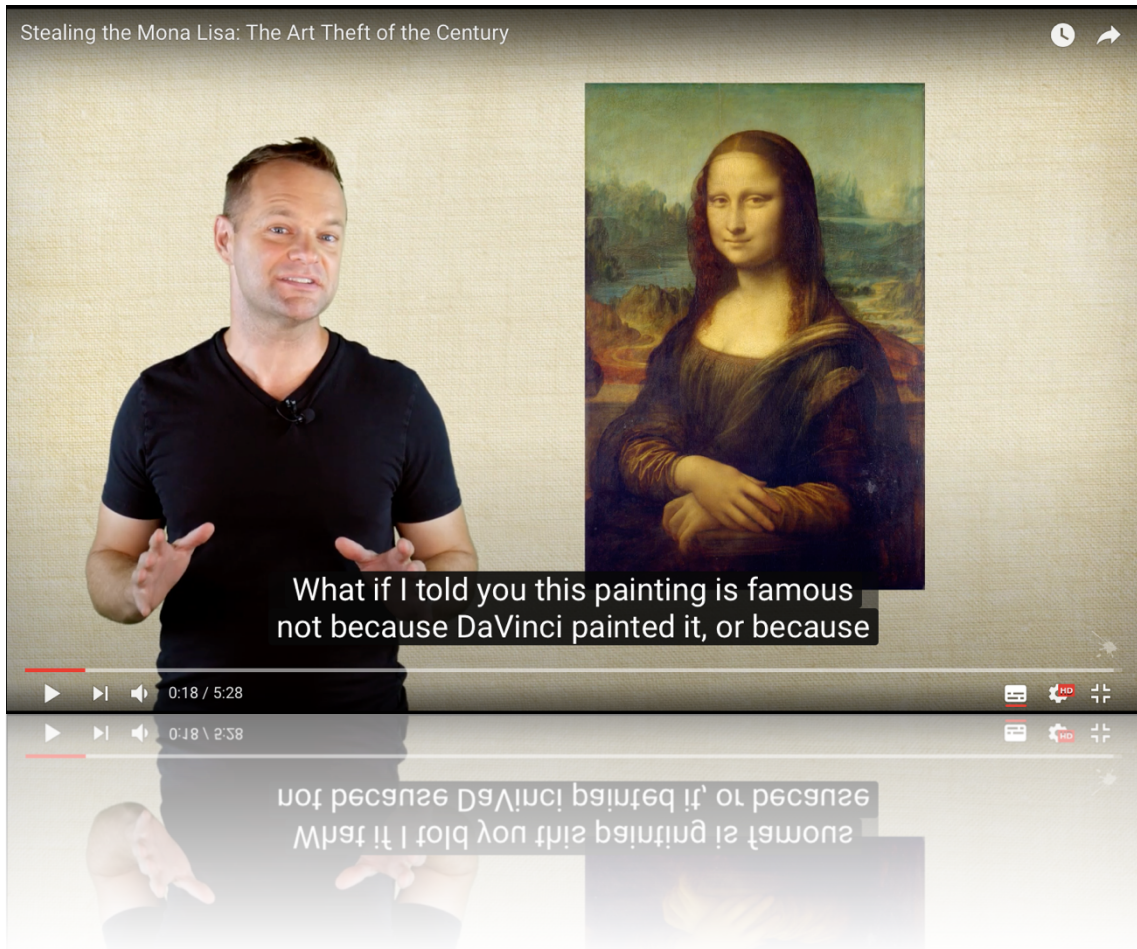
13  **0 Answers**



<input type="checkbox"/> The Guggenheim, Bilbao, Spain	<input checked="" type="checkbox"/> National Museum of Modern and Contemporary Art, Seoul, South Korea
<input type="checkbox"/> Musée d'Orsay, Paris, France	<input type="checkbox"/> Van Gogh Museum, Amsterdam, The Netherlands

Images from: <https://www.google.es/imghp?hl=es>

APPENDIX 7



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

QUESTIONS ABOUT THE VIDEO:

- **Was the Mona Lisa famous before 1911?**
- **Who stole this picture?**
- **Why was so easy to steal this artwork from the Louvre?**

APPENDIX 8

WEDNESDAY, SEPT. 6, 1911

The Mona Lisa is gone!

Leonardo's Painting is Regarded as the Finest in the World



BY JAMES A. EDGERTON

The disappearance of the famous "Mona Lisa" of Leonardo da Vinci from the Louvre, at Paris, is the latest nine days' wonder in the world of art. This great painting, also known as "La Gioconda," has been pronounced by many the finest in the world. It certainly stands in a list of the world's half dozen greatest paintings and in popular regard perhaps ranks second only to the "Sistine Madonna" by Raphael.

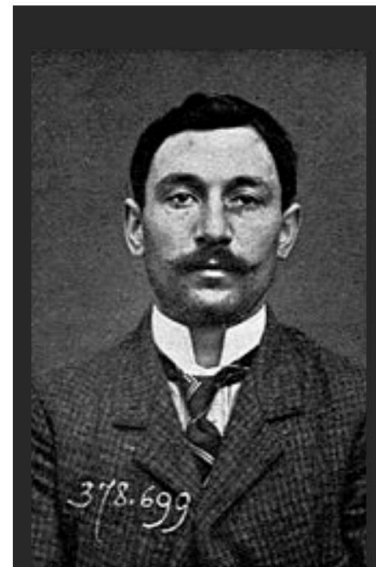
The loss of this picture is regarded by the French as a national calamity. To them it is not only priceless, but a part of their very life. It has been reported, and is probably true, that the French government once refused an offer of \$5,000,000 for the painting.

Upon its disappearance the Louvre was closed for several days, a large force of police was set to work searching every nook and cranny of the great building, and sixty detectives were started working on the outside.

Many pictures have been stolen in the past, but none even approaching the value of "Mona Lisa." The most famous case in modern times was the theft of Gainsborough's famous portrait of the "Duchess of Devonshire."

WHO IS THE THEFT?

One of the theories of the authorities was that the thief was a young man who was known to become enamored of the painting and who had visited it at intervals for several months, sitting before it with a rapt expression for hour together. They believe that he fell in love with the face, as painters have been known to become enamored of their own works, and grew insane upon the subject, his mania finally prompting the crime



HAVE YOU SEEN THIS MAN?

ART MAGAZINE | 38

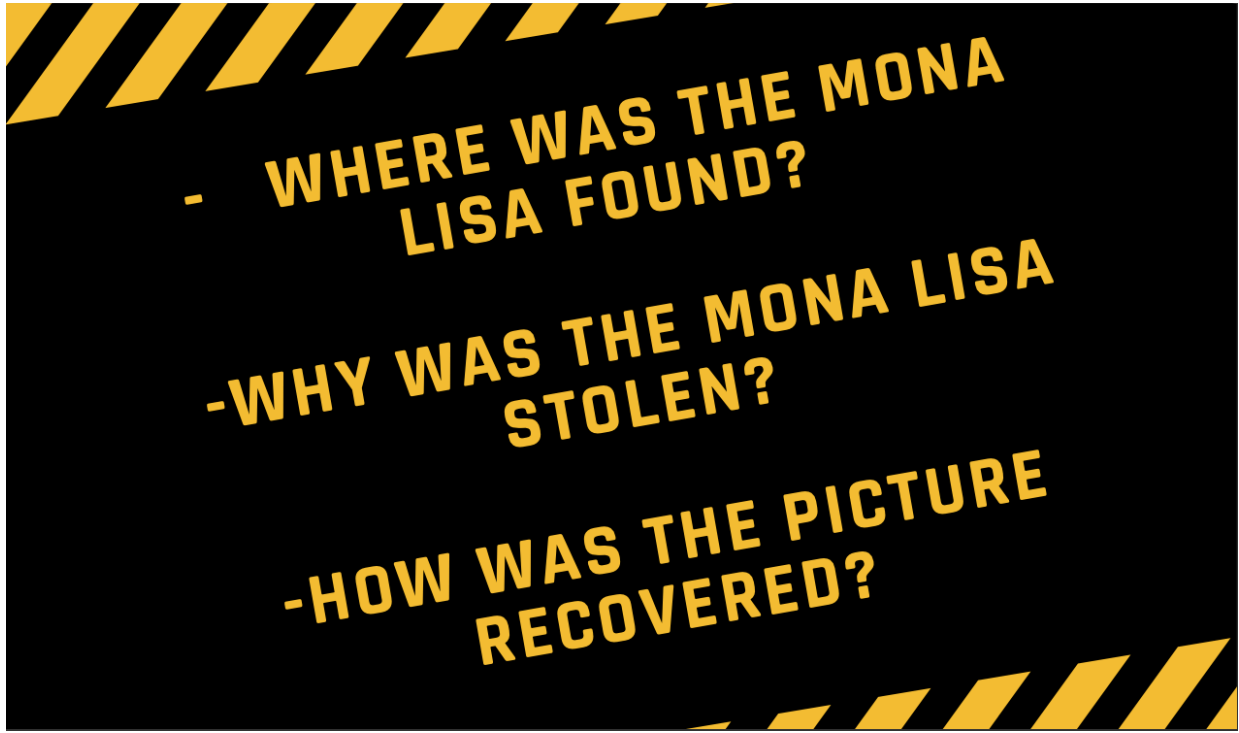
Own creation.

Text retrieved from: <https://chroniclingamerica.loc.gov/lccn/sn87078082/1911-09-06/ed-1/seq-6/>

Images from: <https://www.google.es/imghp?hl=es>

APPENDIX 9

Questions about the video:



APPENDIX 10

Handout for the students:

Early van Gogh Painting Stolen From Dutch Museum

"The Parsonage Garden at Nuenen in Spring" was the only thing missing after a heist near Amsterdam. Whoever was behind the theft made the move on the artist's birthday, knowingly or not.



Vincent van Gogh's "The Parsonage Garden at Nuenen in Spring" (1884), which was stolen overnight in the Netherlands.

By **Christopher F. Schuetze**

March 30, 2020

BERLIN — A Vincent van Gogh painting was stolen early Monday from a small museum in Laren in the Netherlands, just 20 miles southeast of Amsterdam, on what would have been the artist's 167th birthday.

"I feel enormous anger and sadness," Jan Rudolph de Lorm, the museum's director, said in a telephone interview. "Because especially in these dark days that we are in, I feel so strongly that art is here to comfort us, to inspire us and to heal us."

The police were called to the museum at 3:15 a.m., when an alarm went off. By the time they got there, the thief or thieves were already gone, said a spokeswoman for the Dutch police.

All the police found was a shattered glass door and a bare spot on the wall where the painting was displayed. Hours later, the authorities announced that the work, "The Parsonage Garden at Nuenen in Spring," was taken.

The heist comes as museums in much of Europe and the United States are closed in attempts to stem the spread of the coronavirus. It also comes eight years after a

spectacular breach at a museum in Rotterdam, where thieves made off with seven paintings valued at more than 100 million euros by forcing an emergency exit, exposing the relatively weak security systems at some art museums.

Coronavirus or not, guards are not usually posted at the museum overnight. The alarm system is linked straight to the local police.

"They knew what they were doing, going straight for the famous master," Mr. de Lorm said. The police agreed that it would have taken minutes from the time of forced entry to leaving the premises.

The painting was on loan from the Groninger Museum for a special exhibition, "Mirror of the Soul," which was to run from January to May. "It's an early picture, before Arles and before Paris, so it is darker and less recognizable as a van Gogh," said Andreas Blühm, the director of the Groninger.

Because of the coronavirus outbreak, museums in the Netherlands closed on March 13, and the Singer Laren had announced that it would be closed until at least June 1.

"It was a very successful exhibition, attracting over 5,000 visitors a week; that is a lot of us," Mr. de Lorm said.

The picture was painted in 1884 when van Gogh, then 30, moved back in with his parents, who, according to Mr. Blühm, were unconvinced of his career as an artist.

"It is one of our main works of art," Mr. Blühm said, noting he hoped it would be found. "But every piece of art that is stolen from a public museum is art that is stolen from society."

A couple of van Gogh paintings that were stolen from a museum in Amsterdam 18 years ago resurfaced four years ago.

Asked whether the artist's birthday figured in the heist, Mr. de Lorm said the thieves probably did not know.

"It's just strange coincidence, synchronicity — that sometimes happens in life," he said.

Text retrieved from: <https://www.nytimes.com/2020/03/30/arts/design/van-gogh-painting-stolen.html>

APPENDIX 11

HOW IS THE PRESENT SIMPLE PASSIVE FORMED?

• PRESENT SIMPLE:

SUBJECT + VERB (PRESENT) + OBJECT

• PRESENT SIMPLE PASSIVE:

OBJECT + VERB (IS/ARE + PAST PARTICIPLE) + SUBJECT

PRESENT SIMPLE PASSIVE (AFFIRMATIVE)

Experts consider the Mona Lisa as a masterpiece.



The Mona Lisa is considered by experts as a masterpiece.



PRESENT SIMPLE PASSIVE (NEGATIVE)

Da Vinci doesn't paint abstract pictures.

Abstract pictures aren't painted by da Vinci.

PRESENT SIMPLE PASSIVE (INTERROGATIVE)

Does the police know the thief?

Is the thief known by the police?



HOW IS THE PAST SIMPLE PASSIVE FORMED?

• PAST SIMPLE:

SUBJECT + VERB (PAST SIMPLE) + OBJECT

• PAST SIMPLE PASSIVE:

OBJECT + VERB (WAS/WERE + PAST PARTICIPLE) + SUBJECT

PAST SIMPLE PASSIVE (AFFIRMATIVE)

A thief stole a famous Van Gogh's picture.

A famous Van Gogh's picture was stolen by a thief.



PAST SIMPLE PASSIVE (NEGATIVE)

Picasso didn't steal the picture.

The picture wasn't stolen by Picasso.



PAST SIMPLE PASSIVE (INTERROGATIVE)

Did Van Gogh paint "Sunflowers"?

Were "Sunflowers" painted by Van Gogh?



Images from: <https://www.google.es/imghp?hl=es>

APPENDIX 12

LET'S PRACTICE!



- Banksy exhibited a graffiti in the Tate gallery.

- The museum's director renews the temporary exhibitions twice a year.

- The world didn't recognize Cezanne's works until his death.

LET'S PRACTICE!



- Does Miquel Barceló take photographs?

- Did we visit the dinosaurs' exhibition?

- We don't appreciate these wonderful colours in that image.

APPENDIX 13

Rubric for oral presentations:

	1	2	3	4	5
Presentation	The information is not structured and lacks clarity.	The information is poorly structured, and it is not really clear.	The information has a good structure and it is somehow clear.	The information is well structured and clear.	The information is very well structured, clear and concise.
	⁴ The information on screen is unclear.	The information on screen is sometimes unclear.	The information is appropriately distributed on screen.	The information on screen is well distributed. The student has included photos and some visual content.	The information on screen is very well distributed. The student has included a wide variety of photos and visual content.
Pronunciation	The student should improve his/her pronunciation and work on his/her fluency and pace.	The student makes some pronunciation mistakes and have some difficulties. The student's fluency and pace are not very accurate.	The student has a good pronunciation and his/her fluency and pace is okay.	The student has an accurate and very good pronunciation and his/her fluency and pace is overall good.	The student has an accurate and excellent pronunciation. The student's oral production is fluent and with great pace.
Grammar and Vocabulary	The student does not include the grammatical and vocabulary points seen in class. When the student does so he/she does not use it in an accurate way.	The student does not include many grammatical and vocabulary points seen in class. The student experiments some problems using them.	The student has included some of the grammatical and vocabulary points seen in class and they use them overall good.	The student has included grammatical and vocabulary points seen in class and the student knows how to use them.	The student is able to include different grammatical and vocabulary points seen in class in an accurate way.
Body language	The student does not maintain eye contact and they read from the paper. The student does not use body language.	The student does not maintain much eye contact, and they look constantly to the paper. His/her use of body language should be improved.	The student maintains some eye contact, but he/she looks several times to the paper. His/her use of body language is okay.	The student maintains eye contact, the student looks sometimes to the paper. The student makes an accurate use of body language.	The student maintains eye contact, they do not read from the paper. They use a wide variety of body language.

⁴ This will be only applied when the students make a presentation.

APPENDIX 14

Rubric for written compositions:

	1	2	3	4	5
Sentence structure and layout.	The information lacks a clear structure and it is not clear. The student does not divide the information in different paragraphs. The sentences are not correctly structured.	The information is poorly structured and it is unclear at some points. The student does not divide the information adequately in paragraphs. The sentences are not always well structured and they present many mistakes.	The information has a good structure and it is somehow clear. The information is correctly distributed in paragraphs. The sentences are sometimes well structured with some mistakes.	The information is well structured and clear. The information is well distributed in paragraphs. The sentences are generally well structured with a few mistakes.	The information is very well structured, clear and concise. The information is perfectly distributed in paragraphs and the student uses appropriately connectors and other linking words. The sentences are well structured with no mistakes.
Use of language	The student makes an inappropriate use of language and he/she does include the grammatical/vocabulary content seen in class.	The student sometimes uses the grammar and vocabulary seen in class but with many mistakes.	The student makes some use of the grammar and vocabulary seen in class with some mistakes.	The student makes use of the grammar and vocabulary seen in class with a few mistakes.	The student makes an appropriate use of grammar and vocabulary seen in class with no mistakes.
Spelling and punctuation.	The student makes plenty of spelling mistakes. The use of punctuation is not accurate.	The student makes many spelling mistakes. The use of punctuation sometimes is not accurate.	The student makes some spelling mistakes. There are some punctuation mistakes too.	The student makes few spelling mistakes and the use of punctuation is overall good.	The student has a perfect spelling and makes a good use of punctuation.