

UNIVERSIDAD DE SALAMANCA

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



Master's Thesis

TEACHING PROGRAMME FOR 1º BACHILLERATO: INGLÉS

Mari Cruz Maroto Gutiérrez

Supervisor: Pilar Alonso Rodríguez

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by Mari Cruz Maroto Gutiérrez

A handwritten signature in blue ink, which appears to be "Mari Cruz" with a large flourish underneath.

Supervised by Pilar Alonso Rodríguez

Vº Bº

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1. GENERAL INTRODUCTION

Times are changing, and nowadays the world is quickly moving towards an unprecedented scenario dominated by globalization and technology. This recent evolution and the subsequent change in students' needs are significantly affecting teaching in general, but especially the field of English language teaching. In the new globalised context, students will need to interact in a multicultural world in which English plays an essential role in intercultural communication as a result of its status as international lingua franca. Therefore, the achievement of students' communicative competence in this language will be paramount for their adequate integration and development in a global community, both at a personal and at a professional level. These new circumstances require a change of perspective regarding English language teaching, moving from approaches and methods which favour accuracy and grammatical correctness to others which prioritise fluency and communication. However, this should always be done in accordance with the corresponding educational legal requirements. Within this context, the teaching programme presented in this Final Mater's Thesis, directed to 1st Year Bachillerato students, aims to respond to the challenges and necessities derived from this new world order.

As languages are tools for communication, the acquisition of communicative competence should be the ultimate goal of language learning. At a methodological level, this aim can only be achieved through the application of a Communicative Language Teaching approach, which has recently become a legal requirement. However, for communication to be truly meaningful, language items should not be considered in isolation, but as parts of discourse. For this reason, the principles of this approach may be integrated with the tenets of the Discourse-based Approach to language teaching. The combination of these two approaches will serve as the general framework for the development of this teaching programme. In this context, the principles of these approaches will be applied through a Task-based Language Teaching

method, thus using tasks to provide opportunities for active and contextualised language practice. In this regard, it is important not to forget that, apart from being meaningful and contextualised, language learning should also be appealing and motivating for students. For this reason, this programme will also base language teaching on topics which may be of interest for students by applying the tenets of Content-based Instruction. These approaches and methods will serve as the basis for the organisation of teaching practice.

Another aspect this teaching programme aims to reconsider is the role teachers and students play in the teaching-learning process. Teachers have traditionally been considered the protagonists of classroom activity, while learners have usually been assigned a passive role. Conversely, the new context in which our teaching activity will be developed requires a change of perspective and the adoption of a student-centred model in which students are actively involved in their own learning. In this regard, it is important to acknowledge students' learning progress and not only the final outcomes of the process. Therefore, this programme will include a variety of assessment techniques which aim to evaluate the correct acquisition of the contents established by the law according to different parameters.

All the aforementioned considerations, which will be further examined in the corresponding sections of this Final Master's Thesis, will be finally implemented in the form of a teaching unit. The development of this unit intends to provide an example of the actual application of all the previously established theoretical aspects, illustrating how these principles would be enacted at a practical level.

2. METHODOLOGICAL PRINCIPLES

2.1. HISTORICAL BACKGROUND

For approximately a century, from the 1840s until the 1940s, the field of language teaching was dominated by a method which came to be known as grammar-translation. Its leading exponents, among which we may mention Johann Seidenstücker, Karl Plötz, H. S. Ollendorf, and Johann Meidinger, directed their attention to the sentence as the basic unit of both language teaching and practice. As Jack C. Richards & Theodore S. Rodgers (2014) state, the grammar-translation method “views language learning as consisting of little more than memorising rules and facts in order to understand and manipulate the morphology and syntax of the foreign language” (p.6). As a result, this method gave especial importance to accuracy, focusing on reading and writing skills but paying little to no attention to listening and speaking. In this context, vocabulary instruction was reduced to the memorization of lists of translated terms, while grammar was taught deductively, always using students’ native language as the medium of instruction. Nevertheless, this method lacked the necessary theoretical justification which linked its premises to linguistic, psychological or educational principles. As a consequence, the world of language teaching witnessed the uprising of a series of critical reactions which evolved into what is known as the Reform Movement and the subsequent establishment of the Direct Method.

Born in the early 1900s, the Direct Method used the target language as the medium of instruction and taught grammar through inductive patterns. Unlike the Grammar-Translation Method, this new perspective gave more importance to listening and oral skills, focusing on everyday vocabulary and structures. However, this method was also found to have some drawbacks. According to Jack C. Richards (2015), “it was difficult to implement on a large scale (e.g. in schools), since it demanded a high level of both teaching skill and language fluency on the part of the teacher, and there were few published resources to support it” (p. 63).

Moreover, a lot of effort was required on the part of teachers to make things understandable for students, when a simple explanation on students' native language would have probably been more effective. The criticism this method received led applied linguists of the 1920s and 1930s to systematise the principles defended by the Reform Movement, which gave way to the Oral Approach in which Situational Language Teaching was framed.

Situational Language Teaching emphasised oral communication and, as the Direct Method, used the target language as the language of instruction. This approach proposed a process in which grammar was first learnt gradually to then continue by developing reading and writing skills. Another oral approach similar to Situational Language Teaching is the Audiolingual Method developed in the 1950s, which had its basis on structural linguistics and behaviourist theories. Its focus was mainly on accuracy, as it was believed that if students made mistakes, these would become part of their speech permanently (Richards, 2015, p. 64). Students' mother tongue was scarcely used in class, and instruction aimed to develop habits through the use of repetition, reinforcing students' successful responses. Nevertheless, Noam Chomsky's eventual rejection of the structuralist approach to language acquisition and behaviourist theories resulted in the fall of the Audiolingual Method during the 1970s. He considered this method to be inappropriate for language instruction, as "much of human language is not imitated behaviour but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition but 'generated' from the learner's underlying 'competence'" (Richards & Rodgers, 2014, p. 72). The rise of functional linguistics, in conjunction with Hymes' definition of communicative competence, prompted the development of the Communicative Language Teaching approach, which remains a reference for current language teachers. This approach will be further explained in the following section, as it will serve as the basis for the teaching programme designed for this Final Master's Thesis.

2.2. COMMUNICATIVE LANGUAGE TEACHING

In 1972, the anthropological linguist Dell Hymes coined the concept of communicative competence, arguing that

in addition to linguistic competence (the rules for describing sound systems and for combining sounds into morphemes and morphemes into sentences), one also needed notions of sociolinguistic competence (the rules for using language appropriately in context) to account for language acquisition and language use. (Celce-Murcia, 2007, p. 42)

This statement served as a reaction to Chomsky's remarks on linguistic competence, which denied the influence of social and contextual factors on linguistic interaction. Conversely, Hymes considered sociolinguistic knowledge to play an essential role in communicative exchanges, as sociocultural variables may determine the appropriateness of certain linguistic structures in specific contexts (Taguchi, 2017, p. 154). Therefore, correct language use would not only require linguistic competence, but also sociolinguistic competence. The combination of these two elements conformed what Hymes referred to as communicative competence, the ability of language users to communicate effectively in a given context.

The concept of communicative competence served as the basis for the Communicative Language Teaching approach, also known as CLT, developed during the 1970s and 1980s. This approach was also influenced by Halliday's functional view of language, which understood language development as a consequence of its use in social interaction and communication, emphasising the functions the language system served instead of its formal properties (Whong, 2013, p. 117). In general terms, CLT has been defined as an approach which "aimed to (a) make communicative competence the goal of language teaching and (b) develop procedures for the

teaching of the four language skills that acknowledge the interdependence of language and communication” (Richards & Rodgers, 2014, p. 85). From this perspective, the ultimate goal of language teaching would thus be the achievement of students’ communicative competence, which can only be attained by encouraging learners’ use of language for a meaningful communicative purpose. As Nunan (2004) acknowledges, language is ultimately “a dynamic resource for creating meaning” (p.6). In this regard, the importance of meaning in the language learning process has been emphasised in different hypotheses regarding second language acquisition, such as Krashen’s comprehensible input hypothesis and Long’s interaction hypothesis.

The American linguist Stephen Krashen observed that, while the stages undergone in the acquisition of a first and a second language seemed to be similar, students did not always succeed in learning a second language, while the process of first language acquisition was always successful. He related this phenomenon to the fact that these two learning processes did not happen under the same conditions. From his perspective, for L2 learning to be as effective as L1 acquisition, the conditions of L2 instruction should imitate those under which the L1 was acquired. He thus proposed in 1982 what came to be known as the comprehensible input hypothesis (Dueñas, 2004, p. 77; Richards, 2015, p. 74), stating that, for L2 learning to be successful, learners should be exposed “to meaningful and motivating input that is just slightly beyond their current level of linguistic competence but sufficiently comprehensible for the learner to understand” (Spada, 2007, p. 274). This way, students would be able to integrate this input into their linguistic repertoire, just as they did when they acquired their L1.

Similarly to Krashen, another American linguist, Michael Long, also considered the differences between the processes of L1 acquisition and L2 learning. He believed that it was the use of language in conversation that led to effective language acquisition. As a result, he proposed his interaction hypothesis in 1983, claiming that the “conversational modifications

[...] that learners make when they ‘negotiate meaning’ create comprehensible input and that this in turn promotes acquisition” (Spada, 2007, p. 275). Meaningful use of language in interaction would therefore be essential for students’ interiorization of the language system. This hypothesis is closely related to Krashen’s idea of comprehensible input, since the interactions taking place in the classroom should be slightly above students’ level in order to be challenging for them, but still comprehensible enough so that they may benefit from that input.

As both comprehensible input and interaction hypotheses illustrate, meaningful comprehensible interactions are key in the context of language learning. As interactions require the participation of more than one person, collaborative and cooperative learning strategies will be crucial in the application of the CLT approach (Syarief, 2016, p. 10). Collaborative activities which engage learners in conversation maximise the opportunities for student interaction. Moreover, if students talk to each other, the amount of time they spend using the language greatly exceeds the amount of practice they would get if they only talked to the teacher. Furthermore, cooperative language learning has been found to have a positive effect on students’ motivation and social relationships, reducing learner anxiety and the prospects of failure (Wichadee & Orawiwatnakul, 2012, p. 97; Zhang, 2010, p. 82). In addition, the application of this approach also implies the adoption of a learner-centred perspective in which students’ needs drive the process of instruction. As Syarief (2016) acknowledges, “CLT is characterized by learner-centeredness in the sense that learners are central in terms of teaching and learning processes and goals” (p. 12). Students should be the protagonists of their own learning, being always actively involved in the process of instruction. In this regard, it is also necessary to emphasise the importance of learner autonomy, as it will be paramount in the promotion of students’ life-long learning.

Communicative Language Teaching has probably been the most widely researched approach to language teaching, and nowadays there is a widespread consensus on its effectivity. Such is the recognition it has received that it has even been included as a requirement in different legal documents regulating language teaching. The Common European Framework of Reference for Languages (2018) asserts that “[l]anguage use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences” (p. 29). Similarly, the Spanish law states the need of applying a communicative approach to foreign language teaching. One of the basic competences which students are required to develop throughout their education according to the Orden ECD/65/2015 is that of linguistic communication, considering it “un instrumento fundamental para la socialización y el aprovechamiento de la experiencia educativa”, and stating that “es recomendable que el centro educativo sea la unidad de acción para el desarrollo de la competencia en comunicación lingüística” (p. 6992). Regarding foreign language instruction specifically, it is especially illustrative that the ORDEN EDU/363/2015 refers to the foreign language as an instrument of communication, emphasising that “se dará prioridad a la eficacia comunicativa frente a la corrección del mensaje” (p. 32785). In short, legal considerations point at communicative competence as a necessary aspect which should be pursued in the process of education. As a result, CLT will serve as the general framework for this teaching proposal. However, the concept of communicative competence has recently become more complex than that initially proposed by Hymes, requiring us to focus on other aspects which should also be considered in the field of language teaching, such as discourse strategies.

2.2.1. DISCOURSE-BASED APPROACH

While Hymes conceived communicative competence as a concept encompassing linguistic and sociolinguistic competences, further research has resulted in the identification of other aspects which should also be considered as essential components of communicative competence. In this regard, Celce-Murcia (2007) recently proposed a model which aims to combine the various proposals presented by different linguists throughout the last three decades. As stated in her study, communicative competence would be a combination of six different competences:

- Sociocultural competence, which refers to the speaker's knowledge of pragmatic rules and the ability to communicate appropriately in a given context.
- Discourse competence, which alludes to the ability to select and arrange a series of words and utterances in order to build a unified message. This competence includes the mastery of aspects such as cohesion, coherence or deixis.
- Linguistic competence, which comprises the speaker's knowledge of the phonological, lexical, syntactic and morphological systems of the language.
- Formulaic competence, which alludes to the knowledge of certain fixed chunks of language which are frequently used in interaction, such as collocations or idioms.
- Interactional competence, which includes the speaker's ability to perform different types of speech acts in the target language (actional competence), the knowledge of how these speech acts should be performed and the turn-taking system (conversational competence), and the mastery of non-verbal aspects of the target language (non-verbal/paralinguistic competence).
- Strategic competence, which refers to the control of certain strategies necessary for the correct learning and use of the language, such as cognitive, meta-cognitive or memory-related strategies.

The acquisition of all these competences would be necessary in order to achieve communicative competence in the target language. This multifaceted perception is also contemplated in Spanish legal documents, with the Orden ECD/65/2015 considering linguistic competence a combination of linguistic, pragmatic, discursive, sociocultural, strategic and personal components (p. 6992). Consequently, we should take language teaching beyond sentence boundaries, directing our attention to discourse as a unit of meaningful communication. As Celce-Murcia (2007) remarks, it is necessary to acknowledge “the central role of discourse competence in any construct of communicative competence” (p. 46). Therefore, if discourse is at the core of communication, language teaching programmes which aim at promoting communicative competence should also take a discourse perspective.

Given the intrinsic relationship between discourse and communicative competence, the combination of both concepts almost comes naturally as a requirement for language instruction. We could even assert that “the functions of language are often best understood in a discourse environment” (McCarthy & Carter, 2014, p. xii). If human communication is organised around different discourse genres, these should be at the core of any language teaching programme which aims at developing students’ communicative competence. As asserted in the ORDEN EDU/363/2015, for the purpose of designing the contents which will serve as the basis for language teaching teachers should make use of “documentos auténticos, de los cuales se deducirán los contenidos sintáctico-discursivos, que no existen fuera del discurso” (p. 32785). In addition to providing examples of real language use, the application of a Discourse-based Approach is also likely to positively impact learners’ sociocultural knowledge and intercultural competence.

For language instruction to be truly effective and complete, it should not only pay attention to the patterns of language use, but also to the social and cultural aspects lying behind them. This is specified in the Orden ECD/65/2015, which defends an intercultural approach to

language teaching (p. 6991). The allusion to the sociocultural elements underlying the target language is essential for language learners, since

[w]ithout knowledge of and experience with the discourse and sociocultural patterns of the target language, second language learners are likely to rely on the strategies and expectations acquired as part of their first language development, which may be inappropriate for the second language setting and may lead to communication difficulties and misunderstandings. (Demo, 2001, p. 2)

These sociocultural aspects are frequently patent on discourse, which serves as a means of transmission of a society's culture, traditions and beliefs. Therefore, the incorporation of different discourse genres to language teaching may provide an opportunity for students to familiarise with the target culture, getting to know not only the language, but also the way of life, traditions and behaviour of its users.

In short, the achievement of communicative competence in the target language should be the main goal of language teaching. This objective can only be attained through a Communicative Language Teaching approach (CLT) in which students are engaged in meaningful communicative exchanges. However, communicative competence is not as simple as it may seem at first sight. Conversely, it is a combination of sociocultural, discourse, linguistic, formulaic, interaction and strategic competences. Although all these aspects should be observed throughout the learning process, it is necessary to acknowledge the central role discourse competence plays in the acquisition of all the components of communicative competence, as it is the bond which joins all of them together. Thus, the general framework of Communicative Language Teaching may be enhanced and enriched if combined with a Discourse-based Approach. Discourse is the basis of human communication, and as such, it should also be the basis of language instruction. Moreover, given the intrinsic connection

between discourse and culture, a discourse perspective may help students understand the sociocultural aspects underlying language. As a result of this reasoning, this teaching programme will combine the considerations of Communicative Language Teaching with the tenets of the Discourse-based Approach. These principles constitute the general framework in which this programme will be developed. However, more specific methodologies should also be adopted in order to narrow down our teaching practice. For the purpose of this teaching programme, an eclectic methodology combining Task-based Language Teaching and Content-based Instruction will be adopted.

2.2.1.1. TASK-BASED LANGUAGE TEACHING

Task-based Language Teaching, also known as TBLT, is an inductive language teaching methodology developed within the framework of CLT during the 1970s and 1980s. As it may be deduced from its name, this method uses tasks as the main units of language instruction. Throughout the years, different scholars have proposed a variety of definitions for the term ‘task’. Jane Willis (1996) asserts that a task is “a goal-oriented activity in which learners use language to achieve a real outcome” (p. 53). Later research further enriched this definition. In this regard, Nunan (2004) provides a more extensive interpretation of a task, describing it as

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

Even though this could be regarded as the general definition of a task, no academic consensus has been reached in this respect. The reason for this may be that not all tasks are the same. In fact, various scholars have proposed different classifications of tasks according to a variety of criteria. For instance, Rod Ellis (2009) distinguishes between what he refers to as ‘focused’ and ‘unfocused’ tasks. While focused tasks direct communication to the use of certain linguistic features, unfocused tasks provide opportunities for using language communicatively without special emphasis on specific linguistic structures (p. 223). Similarly, Ellis also draws a distinction between ‘input-providing’ and ‘output-prompting’ tasks, depending on whether they engage students in reading or listening, or they require students to practise writing or speaking respectively (p. 224). Notwithstanding, this classification is not clear-cut, and a single task can both be input-providing and output-prompting. As stated concerning the definition of the term task, no classification has been academically favoured over the others, and all of them seem valid from their different perspectives. Conversely, what seems to be more widely accepted are the different stages which constitute a task.

Three different stages have generally been identified in the development of a task. According to the structure initially proposed by Willis (1996, pp. 55-58) and later adopted by other scholars and researchers, such as Ellis (2009, p. 224), Shehadeh (2005, p. 26) or Ting (2016, pp. 33-34), a task comprises a pre-task phase, a task cycle and a post-task phase or focus on form.

PRE-TASK

The pre-task phase functions as an introduction for the task itself. The purpose of this stage is to introduce the topic, elicit information from students and/or activate previous knowledge on the subject. However, even though the teacher may emphasise different words or phrases which may be of use for students later in the process, no new structures should be

pre-taught during this presentation stage. In addition, as Ting (2016) states, this preparation for the task does not only aim to familiarise learners with the topic or give instructions for later action, but it can foster student motivation by raising their interest on the subject matter (p. 33). Therefore, its potential should not be ignored, as it will serve as the basis for the process of scaffolding which will eventually lead to students' learning.

TASK CYCLE

The task cycle constitutes the central part of the task and it can be subdivided into three phases: task, planning and report. Firstly, students complete a meaning-focused task, which should have a definite goal, relying on their own language resources and using them for communication. Throughout this stage, the teacher may monitor students' performance, but no correction of form should be provided unless specifically requested by students, as this phase should focus on fluency. The goal of the task should be meaningful in order to raise students' motivation. Once this stage has been completed, students will plan and rehearse what they will be reporting to the rest of their classmates in the next phase. During this period, the teacher may suggest the use of certain language structures and correct students' performance, as the focus should now be directed to organization and accuracy. Finally, during the report stage students will present their findings to the rest of the class. This phase does not only imply practice for the student reporting their conclusions, but it also provides an opportunity for the rest of the learners to be exposed to the language. Both the teacher and the rest of the students may comment on the different presentations, but no overt correction is advised at this stage.

FOCUS ON FORM

Throughout this stage, students' attention is directed towards form through language-focused tasks. During an analysis phase, the teacher should raise students' awareness of certain technical aspects of the language, which will be later practised in different activities. This stage

is essential, since “the meaningful use of language will necessarily imply the establishment of relevant form-meaning mappings” (Van den Branden, 2006, p. 9). Hence, some attention to form on the part of students is necessary for them to be able to manipulate language correctly and effectively.

As these three stages illustrate, tasks aim to promote language use by engaging students in meaningful communicative exchanges. As the CLT approach states, language is best acquired in communication, and this communication should ideally imitate real life, being purposeful and meaningful. Tasks achieve this to a great extent, as they encourage language learners to communicate using their own linguistic resources in a life-like interaction in order to achieve a certain goal. As García Mayo (2015) emphasises, “TBLT invites students to act as language users rather than learners, with the explicit analysis of language structures and forms” (p. 1). Moreover, this interaction takes place in context, managing to take language use beyond sentence boundaries, as required by the Discourse-based Approach. Therefore, tasks comply with the requirements of both approaches in providing an opportunity for learners to use language communicatively for a real purpose.

Another preoccupation which TBLT shares with CLT and the Discourse-based Approach is the necessity to adopt a learner-centred perspective to language teaching. Tasks promote student participation, thus creating situations in which students ‘learn by doing’ and by using language in lifelike contexts, what has been called experiential learning (Nunan, 2004, p. 12). In addition, the existence of an aim learners need to achieve can positively impact their motivation (Ellis, 2009, p. 242), thus fostering the success of the learning process. As learners make active use of their own resources to complete the task and achieve the final goal, they become the protagonists of their own learning experiences. While the teacher plays the role of guidance, students will be the ones directing their own learning, identifying their strengths,

capabilities and necessities. Framing all this in a context which favours interaction encourages learners to develop their communicative competence and emphasises the importance of fluency.

Even though communication is at the core of tasks, they do not only pay attention to meaning, but combine meaningful interaction with a focus on form. This is essential, since “drawing learners’ attention to the formal properties of the L2 is also important for language learning, but only if it is done while maintaining emphasis on meaning, communication and fluency” (Shehadeh, 2005, p. 17). Fluency is crucial in the process of communication, but in order to communicate effectively, a certain degree of accuracy is also necessary. Directing learners’ attention to form after they have made active use of the language may increase their chances of learning, as they have already felt the need to use certain structures. As Shehadeh (2005) asserts, “it is the process of struggling to communicate that stimulates language development” (p. 13). Sometimes students may find it difficult to communicate during the task because they lack the necessary linguistic structures. However, it is precisely this struggle, which Richards (2015) referred to as “notic[ing] the gap” (p. 92), which could potentially encourage them to acquire new language during the language focus stage. Being able to complete the task using their own resources may increase students’ self-confidence and motivation, but the realization of the need for certain structures can significantly enhance language learning, which is the ultimate goal of TBLT.

In conclusion, TBLT aims to promote students’ communicative competence by engaging them in purposeful, meaningful and realistic communicative interaction. This can be achieved in a variety of different ways, resulting in a considerable degree of flexibility in its application, an aspect already highlighted by Willis (1996, p. 58). Consequently, TBLT opens the field to the adoption of an eclectic methodology in which this system is combined with other compatible communicative methodologies. For the purpose of this specific teaching

programme, the premises of TBLT will be combined with those of the Content-based Instruction method.

2.2.1.2. CONTENT-BASED INSTRUCTION

During the 1950s there was a growing demand for a methodology which prepared students whose mother tongue was not English to be able to study in English-speaking countries. This need resulted, a few years later, in the development of a method which integrated the study of language and content within the framework of CLT. This methodology came to be known as Content-based Instruction (CBI), a concept first introduced by Bernard Mohan in a mid-1980s publication (Bula Villalobos, 2013, p. 72; Richards, 2015, p. 80). Even though the academic community has not reached an agreement regarding its definition, a variety of scholars have offered different accounts on CBI. In this respect, Richards (2015) asserts that it is a methodology in which “content, or information, provides the main organizing principle for a course, and language is taught through its integration with content, rather than being taught separately” (p. 81). Similarly, Roy Lyster (2017) describes CBI as a method “in which nonlinguistic curricular content such as geography or science is taught to students through the medium of a language that they are learning as an additional language” (p. 87). In short, despite the apparent lack of academic consensus, most of the definitions proposed seem to agree on the integration of language and content in the process of teaching being one of the main properties of CBI. However, this combination of language and content instruction has also been identified as a key characteristic of another methodology known as Content and Language Integrated Learning (CLIL).

CBI and CLIL have commonly been studied separately. Nevertheless, the emphasis both methodologies place on the integration of language and content as one of their defining features

has led some scholars to claim their intrinsic connection (Cenoz, 2015; Karim & Rahman, 2016; Ruiz de Zarobe, 2008). As Cenoz (2015) establishes, these two methods seem to share their essential properties, which she considers to be the use of an additional language for content instruction, the aim at multilingualism, the purpose of achieving educational and societal enrichment, and the participation of students whose L1 is the majority language (p. 18). Even though this last consideration appears to be questionable in the context of today's globalised society, these criteria seem to be fulfilled by both methodologies, thus signalling their common nature. The only difference between the terms CBI and CLIL, according to these scholars, would only be the context in which they are used, being CBI the preferred designation in North America and CLIL more widely used in Europe.

Even though both terms certainly have a lot in common, probably as a consequence of their frequent use as umbrella terms to refer to practices which combine content and language instruction, other researchers have signalled some potential differences between these two methodologies. In a recent study, Brown & Bradford (2016) aimed at drawing a distinction between CBI and CLIL. According to their findings, CLIL programmes have a dual focus, teaching content from the mainstream curriculum but using the target language as the medium of instruction. On the contrary, although some definitions of CBI have tried to defend its dual focus, actual accounts of the method seem to pay more attention to language learning outcomes. As a result, CBI appears to allow for a wider variety of content to be used as a source for promoting language proficiency. This evidence led Brown & Bradford (2016) to assert that “the aim of CBI is language learning; the subject matter acts as a vehicle for language learning” (p. 331). This view has also been hinted by other scholars (Nordmeyer, 2010). Therefore, even though there is probably little difference between these two methods, CBI appears to be the most appropriate term to use in the context of this teaching programme, as it will focus specifically on language teaching.

From a technical viewpoint, CBI is a communicative method developed within the framework of CLT. As such, students are at the core of the teaching and learning processes, and their active participation is considered essential in order to develop their communicative competence (Bula Villalobos, 2013, p. 73; Dueñas, 2004, p. 87). Students are expected to ‘learn by doing’, by being exposed to the target language and using it in meaningful communicative exchanges. In the case of CBI, which draws heavily on Krashen’s comprehensible input hypothesis, the content used for instruction provides the meaningful context necessary for this communication to be truly purposeful (García Mayo, 2015, p. 1). Several researchers have also pointed at the compatibility between CBI and TBLT, signalling the possibility of using content as the basis for the development of meaningful tasks (Bula Villalobos, 2013, p. 81; García Mayo, 2015, p. 1). This use of content also frames CBI within the tenets of the Discourse-based approach. However, as we hinted above, there is an ongoing debate regarding whether this method uses language as a means of teaching content or content as an excuse for language learning.

In an attempt to identify the real focus of CBI, several scholars have described the relation between language and content not as a dichotomy, but as a continuum (Banegas, 2012, pp. 117-118; Bula Villalobos, 2013, p. 75; Dueñas, 2004, p. 80; Lyster, 2017, pp. 87-88; Nordmeyer, 2010, p. 5). Consequently, different realizations of this methodology could be located alongside this spectrum according to their emphasis on either content or language, making it possible to identify various types of CBI attending to their focus. Although different accounts on CBI may include a variable number of possible models and designations, most researchers coincide in the distinction between Sheltered Content Instruction, Adjunct Language Instruction and Theme-based Language Instruction (Banegas, 2012, pp. 118-119; Bula Villalobos, 2013, p. 75; Brown & Bradford, 2016, p. 331; Dueñas, 2004, p. 80; Lyster, 2017, pp. 87-88; Richards, 2015, p. 83). At the content end of the continuum, Sheltered Content

Instruction models have the understanding of the content as their main goal and, therefore, tend to be taught by content teachers. At the opposite end, Theme-based Language Instruction courses usually favour language teachers, as they have language as their main concern. Finally, Adjunct Language Instruction represents a midway option in which students are enrolled in two parallel courses developed in collaboration, one focusing on content and the other on language. This model usually requires the implication of both a content and a language instructor (see Figure 1). Although all three options are equally acceptable, considering their characteristics and the linguistic nature of this teaching programme, Theme-based Language Instruction seems to be the most appropriate option to adopt in this context.

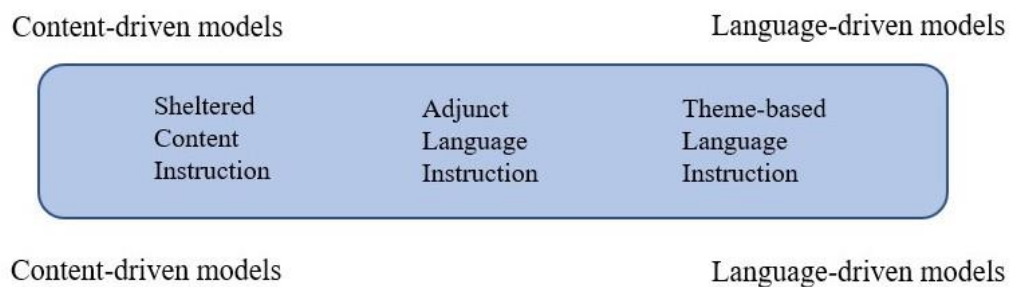


Figure 1

CBI models in the content-language continuum. Own creation.

Theme-based Language Instruction is a methodology developed within the framework of CBI which uses content as a source for language instruction. This model “occurs within the ESL/EFL or any other target language course and though the context is given by specific content areas, the focus of assessment is on language skills and functions” (Banegas, 2012, p. 118). As a result, the main aim of these programmes is language teaching, and the content selected provides a meaningful context in which to communicate using the target language. This allows the instructors of these courses, usually language teachers, a higher degree of flexibility in the selection of content. Student preferences should be taken into consideration

for this selection, since appealing to their interests may have a significant effect in fostering learner motivation (Bula Villalobos, 2013, p. 81; Nordmeyer, 2010, p. 4). This freedom in the choice of the content may also provide a great opportunity to introduce culturally relevant aspects in the language classroom, thus enhancing students' multicultural awareness and sociolinguistic competence. In this regard, the use of real material is advised, as it will provide opportunities for more realistic communication (Bula Villalobos, 2013, p. 73). Therefore, this method creates the appropriate context to bring authentic material and realia into the classroom. Another important aspect worth mentioning concerning the use of content in the language classroom is its potential in the development of students' thinking skills. In the process of equipping learners with a wider knowledge of the world, content can also be used in order to encourage a critical perspective and introduce them to the field of critical thinking.

To conclude, CBI accords with the tenets of the Discourse-based Approach, CLT and TBLT, providing a meaningful context in which learners can use language communicatively. This methodology may give different degrees of importance to language and content instruction, resulting in a variety of models located alongside a content-language continuum. Within the different models of CBI, Theme-based Language Instruction prioritises the learning of language, using content as a meaningful context in which language can be used for communication. Thus, this model allows for great flexibility in the choice of content, which should be selected considering students' preferences in order to foster their motivation. Moreover, the use of content for language instruction may open a door to the use of authentic material and realia, the promotion of multicultural awareness and the development of critical thinking skills.

2.3. THE ROLE OF THE TEACHER AND THE LEARNER

As we stated at the beginning of this Final Master's Thesis, the needs of students are changing in the context of an increasingly globalised world, and the field of English language teaching needs to adapt in order to give an appropriate response to these unprecedented circumstances. During their academic years, students need to be equipped with the necessary tools to successfully confront the reality of the future. In the multicultural scenario in which learners will have to interact, English will most certainly play an essential role as the means for international communication (Harmer, 2007, p. 13). Hence, the development of students' communicative competence lies at the core of English language instruction, a goal which requires the adoption of a CLT approach to language teaching. Achieving this aim is not a simple task, and the roles of both students and teachers should be closely considered in order to ensure the success of the teaching-learning process.

The process of teaching is a very complex enterprise, and it can be undertaken in a variety of different ways. In this regard, Scrivener (2011) identifies three types of teachers according to their predominant attitudes and the teaching procedures they apply: the explainer, the involver and the enabler (pp. 17-19). The explainer has wide knowledge of the subject matter, but their control of methodological techniques is limited. As a result, their classes rely heavily on explanation without much student intervention. Conversely, the involver controls both the content of the subject and teaching methodologies. Even though involvers may also use explanation as a possible technique, they give greater importance to student involvement in the process, although always retaining the control of the class. On the contrary, the enabler does not only know about the subject matter and the available methodologies, but also has a wide understanding of students' needs and feelings. This teacher shares the control of the class with the learners, trying to create the appropriate conditions for students to learn for themselves. This allows learners to become the protagonists of the learning process, while the teacher adopts the

role of a 'guide' or a 'source of information'. In short, although both the enabler and the involver allow for student participation and hence would make learner interaction possible, only the former gives students the chance to direct their own learning, taking into consideration their needs and preferences. Therefore, this last model seems to be the most appropriate example to follow for the purpose of our teaching project.

The adoption of an enabler model of teacher implies the assumption of a student-centred understanding of both the teaching and the learning processes. As the Ley Orgánica 8/2013 states, the learner should be "un elemento activo en el proceso de aprendizaje" (p. 97860). This is one of the main premises defended by the CLT approach, which emphasises active learner participation. This approach considers students to be the ultimate protagonists of their own learning, and thus the ones to determine every choice made in the context of the classroom. In this respect, as CLT represents the general framework within which this teaching programme will be organised, learners will also be at the core of all the aforementioned approaches and methodologies, namely the Discourse-based Approach, TBLT and the Theme-based Language Instruction model of CBI (Karim and Rahman, 2016, p. 260; Nunan, 2004, pp. 14-15; Syarief, 2016, p. 12). This learner focus would result in the relegation of the teacher to a more peripheral position, serving as a guide for students throughout the process of learning and monitoring classroom activity without taking full control of it (Ting, 2016, p. 35; Van den Branden, 2006, p. 10). Nonetheless, this perspective does not imply the underestimation of the figure of the instructor. On the contrary, the mentoring role of teachers is of vital importance. They will be responsible not only for ensuring the correct development of the teaching-learning process, but also for setting an adequate example of attitude and behaviour for students to follow. However, certain conditions need to be met in order to transfer these theoretical premises to the context of the real classroom. In this regard, it is necessary to consider some aspects which will

influence the atmosphere of the classroom, such as student motivation and the affective filter hypothesis.

In order for meaningful learning to occur, a suitable atmosphere is required. It is important to create a relaxed and safe environment where students can experiment with language in non-threatening situations. The existence of these conditions would positively affect students' learning outcomes. This belief was elucidated in Stephen Krashen's affective filter hypothesis, which "describes the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition" (Richards, 2015, p. 74). Consequently, a low affective filter is desirable, as it would facilitate the passing and interiorization of information. This filter is determined by a series of affective factors, among which we may mention self-confidence, anxiety and motivation (Ni, 2012, p. 1508). Highly confident and motivated students who are exposed to lower levels of anxiety would have lower affective filters, making them more propitious for effective learning. As a consequence, praising students for their achievements and providing a feeling of security within a safe context in which language can be practised actively is essential for the success of the learning process. In addition, the importance of motivation in lowering learners' affective filter and promoting an adequate attitude towards learning should not be ignored. In this respect, the choice of content and the design of tasks which are appealing for students could represent a potential source of motivation. The teacher may also actively promote motivation by implementing cooperative work strategies. In fact, it has been acknowledged that "[c]ooperative learning leads to greater student collaboration, increases motivation for learning, develops more positive student attributions for learning and better attitudes toward school and learning, and promotes greater self-esteem" (Dueñas, 2004, p. 77). In addition, more motivated students have been found to be "more willing to take responsibility for the learning process in general" (Csizér, 2017, p. 425). The importance of motivation has also been legally recognised in the ORDEN EDU/363/2015,

which claims that “uno de los elementos clave en la enseñanza por competencias es despertar y mantener la motivación del alumnado, lo que implica un planteamiento del papel del alumno, activo y autónomo, consciente de ser el responsable de su aprendizaje” (p. 32525). As this statement corroborates, cooperative work will not only foster learner motivation, but it will also promote their learning autonomy and hence their life-long learning prospects, an objective which lies at the core of the education system.

In conclusion, language teaching should be conducted in a student-centred context in which the learner is the ultimate protagonist of the teaching and learning processes. The active participation of the learner is essential, as their use of language in interaction is indispensable in order to develop their full communicative competence. Students should be able to co-direct their own learning. For this reason, it is necessary to adopt an enabler teacher model in which the instructor accompanies the student throughout the learning process, serving as a mentor or guidance. In order for this process to be truly effective, teaching and learning activities should be developed in a safe and relaxed atmosphere which favours the lowering of students’ affective filter and increases their motivation. The use of appealing materials and tasks, along with the implementation of collaborative learning strategies have been found to be effective not only in fostering learner motivation and developing their communicative competence, but also in promoting learner autonomy and life-long learning possibilities, a paramount objective of the process of education.

3. CONTENTS

The contents to be taught at each educational level are established by the Spanish Government in the Real Decreto 1105/2014. In addition to this document, there is a series of regional directives which specify the application of these contents at an autonomic level. In the case of Castilla y León, these regulations and specifications are included in the ORDEN EDU/363/2015. Both of these documents identify four main aspects of language knowledge, namely the understanding and the production of both oral and written texts. Within each of these four blocks, a series of skills and contents to be mastered are specified. For this teaching programme, the contents established by the law and the different competences it contemplates will be developed throughout nine units.

Following the TBLT method and the Theme-based Language Instruction model of CBI, the nine units¹ presented here will be structured around a series of tasks which will have different famous personalities as their main focus. The use of a variety of characters and personalities which students may find familiar attempts to awaken their interest, thus fostering their motivation and the chances of learning. In short, this model aims to provide a meaningful and motivating context for students to develop their communicative competence while practising the four main language skills contemplated in the CEFRL: reading, writing, listening and speaking. The nine units which constitute this teaching programme will be organised and distributed throughout the different terms as follows:

¹ The units included in this teaching programme have been designed taking the Student's Book *Key to Bachillerato 1* as a reference

1st TERM

Unit 1. God save the Queen

This unit will have the British Royal Family as the central theme while learners review the grammatical aspects of present simple and present continuous. Students will watch a series of clips from the television series *The Crown*, as well as some interviews with the actors commenting on the peculiarities of interpreting each of the characters. After this listening activity, they will be required to discuss what they have listened to in small groups and decide which character each of them would like to interpret if they had the chance. Reading practice will consist on a newspaper article explaining different royal traditions. This unit will include vocabulary related to the description of people and relationships, as well as the comparative and superlative forms of adjectives. These aspects will be practised through a “Who is who” oral activity involving the different members of the British royalty. In terms of writing, students will be required to write a newspaper article about an invented story involving the British Royal Family. These articles will be later included in a class newspaper. This unit will also refer to the pronunciation of contractions and the use of /ə/ in weak forms.

Unit 2. Lights will guide you home

The British music band Coldplay will serve as the focus of this unit, in which students will learn present perfect and past tenses, as well as the different uses of ‘used to’ and ‘would’ by listening to the songs *Viva la Vida* and *Yellow*. For further listening practice, an interview with Chris Martin, the vocalist of the band, will be included. In this video, the singer explains how they have decided to stop concerts for environmental reasons. In small groups, students will then be asked to orally discuss other ways influential people can help raise environmental awareness, hence practising expressions used to exchange opinions and show agreement and disagreement. Subsequently, they will be required to find information about other celebrities

who have done something similar, reporting it in groups to the rest of the class. As a result, vocabulary related to the environment, nature and climate change will be practised. Another aspect of vocabulary which will be included is the expression of feelings using -ed and -ing adjectives. Students will read an article explaining how the band announced their next record through a letter to a fan. After reading this, they will be encouraged to write about how they would feel if they received a letter from their favourite singers or bands. From a phonetic point of view, this unit will include the different pronunciations of the -ed ending: /d/, /t/ and /ɪd/.

Unit 3. With great power comes great responsibility

Spiderman will be the protagonist of this unit, which will explain the use of different future tenses and a series of phrasal verbs. Various scenes from films in which this superhero appears will be partially played for students, who will have to predict how the story is going to unfold. Listening will be further exercised through a video which explains the evolution of Spiderman's suits. After this, students will be asked to arrange the information from the video in the form of a graphic organiser, to then discuss in pairs how a future design for a superhero suit could be. Their ideas will be later reported to the rest of the class in the form of an oral presentation. Regarding reading, students will be provided with a text about a man who travels around England dressed as Spiderman to cheer children up during the COVID-19 crisis. They will later be encouraged to discuss in small groups the potential benefits and dangers of this man's decision to subsequently write an individual report defending or condemning his actions including the ideas they have found more interesting. Regarding pronunciation, this unit will elaborate on the vowel sounds /ɑ:/, /æ/, /ʌ/, /ə/, /e/ and /ɜ:/ and their distinctive features.

2nd TERM**Unit 4. Offside**

The famous football player David Beckham will be the focus of this unit, which will include the grammatical content of relative clauses, as well as clauses of purpose and result. These grammatical aspects will be combined with the learning of sports vocabulary. Students will read a magazine article describing the football player's home gym. Regarding listening, they will watch an interview done for *The Ellen Show* in which he discusses his commitment to youth soccer. This video will be followed by an oral discussion in which students, divided into small groups, will think of ways in which sport could be promoted among younger generations, thus practising the expressions typically used for making suggestions. They will then be asked to create a small campaign trying to raise awareness about the importance of sport as part of a healthy lifestyle the benefits associated with it. Each group will elaborate a video for their campaign in which all members of the group need to appear and talk. This video will later be played in class for group discussion. For writing practice, a forum on Padlet will be made available for students to include short reports on how different personalities in the realm of sports have contributed to social improvement. In terms of phonetics, this unit will include the vowel sounds /i:/, /ɪ/, /u:/, /ʊ/, /ɔ:/ and /ɒ/.

Unit 5. Wingardium Leviosa

This unit will focus on the figure of Harry Potter. The fictional character created by J. K. Rowling and his stories will be used as a context to practise reported speech and a vocabulary related to free time activities, along with a series of prefixes and suffixes which may widen students' vocabulary knowledge. For reading practice, students will be organised in pairs and provided with a dialogue from the original books. However, the copy of each member of the couple will have the parts of the dialogue the other one lacks. Therefore, students will have to

report what characters say using reported speech structures for their partners to ‘fill the information gap’. For further training, learners will also read a literary article analysing the symbolic meaning of chocolate in the Harry Potter stories. Listening practice will be based on an excerpt from a *BBC* podcast about the publication of the famous books, as well as different scenes from the films. Additionally, students will watch a video about a Harry Potter café recently opened in New York. They will later be divided into small groups and provided with brochures and flyers advertising a variety of activities related to Harry Potter. Each group will have to create a travel blog including various individual reviews on the event they have been assigned. From these texts they will also be required to extract words including different prefixes and suffixes, classifying them in the form of a graphic organiser. For further writing practice, students will be organised in small groups. Each group will be assigned different characters, settings and magical elements appearing in the Harry Potter world. With these variables, they will have to share their most imaginative ideas and write a small theatre play, which will later be performed for the rest of the class. In terms of pronunciation, this unit will elaborate on the articulation of the initial /s/ sound, as well as on the difference between the phonemes /s/, /z/ and /ʃ/.

Unit 6. Thank U, Next

The pop star Ariana Grande will be the protagonist of this unit, which will focus on modal verbs of possibility, obligation and prohibition, as well as different idiomatic expressions. The song *One Last Time* will be used as a listening comprehension exercise to illustrate the different uses of modal verbs. In a later activity, parts of this song will be deleted, and students will be required to create new lyrics for the melody as writing practice. To exercise their reading skills, students will be given a magazine article explaining a recent lawsuit against the singer for copyright infringement. Finally, to practise oral production students will be divided into pairs to produce a podcast interviewing a singer of their choice. They will have to

write the script for the programme and record it in the form of a real podcast, with one student playing the role of the singer and the other acting as the interviewer. This unit will also practise the production of the initial /h/ sound and the distinction between the phonemes /j/ and /dʒ/.

3rd TERM

Unit 7. A radioactive power

This unit will focus on the figure of the famous scientist Marie Curie, practising passive voice structures and vocabulary related to the realm of science and invention. Students will read a text about the life and discoveries of the Polish researcher, as well as the difficulties she had to face being a female scientist in a male-dominated field. Additionally, students will be provided with an informative article about women who are currently working in scientific research. These readings will be followed by a group debate on how the role of women in science has changed since Marie Curie discovered radioactivity and what things could still be improved for greater equality, hence trying to develop their social awareness and critical thinking skills. These ideas and other personal contributions should later be arranged in the form of an individual written report, thus practising likers of contrast. For listening practice, students will watch the trailer of the new film *Radioactive*, followed by an interview with the leading actress Rosamund Pike on taking the role of Marie Curie. Pronunciation content in this unit will consist of the distinction between the sounds /f/, /v/ and /b/.

Unit 8. If you can dream it, you can do it

In this unit, Walt Disney and the magical world he created will provide the context for students to learn conditional structures and vocabulary related to the realm of technology and social media. Reading practice will consist of a magazine article explaining the important role Walt Disney played in the development of Technicolor and Surround Sound. Learners will later be asked to discuss with the rest of the class how the film industry would be today if Walt

Disney had not introduced these innovations. Conditional sentences will be further practised by listening to the song *If I Never Knew You*, from the Walt Disney animated film *Pocahontas*. This listening will be followed by a video presenting some curious and maybe unknown facts about this film and its characters. Subsequently, students will be divided into small groups, each of them choosing a Disney film which will serve as the basis for their speaking and writing tasks. For speaking practice, they will have to research and later explain to the rest of the class some interesting facts about the film itself, its creative process or its characters, paying attention to expressions used to add and order information. In the same groups, they will also practise writing by designing a social media profile for one of the characters in the film, including examples of pictures and original content they would post. Regarding pronunciation, throughout this unit students will practise their intonation and stress patterns.

Unit 9. The Iron Lady

The historical figure of Margaret Thatcher will be the protagonist of this unit, which will refer to the use of infinitives and gerunds, along with compound nouns and adjectives. A clip from the film *The Iron Lady* will be used for listening practice. Regarding reading, students will be provided with two recent press articles, one defending Thatcher's role in setting the path for Brexit and another one explaining how she strengthened the relationship between the United Kingdom and Europe. Upon further research, students will have to write an individual opinion piece defending what stand they think she would take under current circumstances. For speaking practice students will participate in a debate. The class will be divided into two groups, one defending Brexit and Margaret Thatcher's affinity with the idea and the other one arguing against this position, using the data they have collected from their previous research. In this unit, the sounds /θ/ and /ð/ will also be practised.

4. ASSESSMENT

Assessment is an essential component of the teaching-learning process. The understanding of this concept has changed throughout the years, adapting to the various perspectives on language learning prevailing at different times. With the emergence of CLT, assessment practices moved from the evaluation of isolated language items to focus on the acquisition of communicative competence. Nowadays, assessment is conceived as a tool which goes beyond the evaluation of content acquisition or language proficiency. It represents a process which measures students' progress, enhances learning by providing meaningful feedback, allows the teacher to identify students' needs and provides information about the efficiency of teaching techniques and materials (Atta-Alla, 2013, p. 2; Richards, 2015, p. 666). Hence, assessment procedures determine teaching dynamics to a great extent. Teaching practice should be organised considering the way students will be later assessed, and the results obtained from that assessment provide valuable information for instructors to adapt their teaching to the demands of specific contexts and groups of learners. However, for the information derived from this process to be truly accurate, assessment tools need to comply with certain validity and reliability criteria. According to Richards (2015), an assessment procedure is valid when it "measures what it is supposed to measure and nothing else" (p. 669), and it is reliable if it "gives consistent results and if it gives the same results when given on different occasions under the same exam conditions or when given by different people" (p. 670). Validity and reliability of assessment materials are also a legal requirement, with the Orden ECD/65/2015 asserting the necessity to apply "procedimientos de evaluación e instrumentos de obtención de datos que ofrezcan validez y fiabilidad en la identificación de los aprendizajes adquiridos" (p. 6990). Once these conditions have been established, it is important to identify the goals learners are expected to achieve, as they will determine to a great extent the process of assessment.

As mentioned above, the main goal of language teaching in the context of CLT is the development of students' communicative competence. The different levels of competence and their implications are established in the CEFRL, a document which currently serves as an official reference for language assessment worldwide. In line with the considerations of the CEFRL, Spanish legislation emphasises the need to evaluate the learning of content alongside the acquisition of a series of competences. In this regard, the Orden ECD/65/2015 establishes seven competences, known as "competencias clave" (p. 6988), which should be promoted and exercised throughout all subject matters. These competences will be incorporated in this teaching programme as follows:

- **Comunicación lingüística:** this competence refers to the ability to successfully communicate with others. Being language a necessary tool for the successful completion of all the tasks proposed in this programme, communicative competence will be at the core of the process of language teaching.

- **Competencia matemática y competencias básicas en ciencia y tecnología:** these competences allude to scientific knowledge and mathematical reasoning abilities. In the context of this teaching programme, they will be specially exercised in Unit 7, dedicated to the figure of Marie Curie and her scientific discoveries.

- **Competencia digital:** in a world increasingly dominated by technology, being able to work with the ICTs is crucial. Hence, the use of digital resources will be incorporated into the development of different tasks. In order to reduce possible differences among students, tasks requiring access to specific technology will be preferably developed in class.

- **Aprender a aprender:** this competence refers to students' ability to reflect on their own learning, thus being able to monitor and direct their own learning processes. By providing meaningful feedback which rises students' self-awareness and encouraging

them to assess their own progress, this teaching programme and its assessment procedures aim at promoting students' life-long learning abilities.

- **Competencias sociales y cívicas:** these competences imply the knowledge of the world necessary to interact and behave appropriately in different social contexts. By recreating a series of real-life situations, students will be directly exposed to the social codes of different English-speaking cultures. Moreover, values like equality, respect and solidarity will also be promoted.

- **Sentido de la iniciativa y espíritu emprendedor:** this competence alludes to students' autonomy, creativity and problem-solving abilities. Throughout different tasks, learners will be encouraged to negotiate ideas and exercise their imagination while they monitor their own learning processes. Self-assessment techniques will also be incorporated in order to promote student proactivity and responsibility.

- **Conciencia y expresiones culturales:** this competence implies multicultural awareness and the understanding and respect of different cultures. By including a series of famous characters from various backgrounds, students will be familiarised with different cultural values and traditions. Moreover, throughout the different units, they will be exposed to elements as intrinsically connected to culture as songs, films or works of literature.

The development of these seven competences should be at the core of the teaching-learning process. Therefore, the creation of opportunities for learners to exercise this set of abilities should be considered in the process of designing appropriate assessment tools. The implementation of these tools to classroom dynamics may follow different patterns, making it possible to distinguish between summative and formative assessment.

Summative assessment refers to those forms of assessment used at the end of a period to measure what students know at that specific time. This type of assessment, also known as

assessment of learning, is product-oriented, as it evaluates the final learning outcomes without acknowledging the learning process itself (Hayatdavoudi & Ansari, 2011, p. 20; Richards, 2015, p. 682). On the contrary, formative assessment alludes to an ongoing process of evaluation which intends to monitor students' learning progress. Formative assessment techniques are incorporated into the process of instruction and aim to provide meaningful feedback which may enhance students' learning while determining the efficiency of instructional methods and materials. For this reason, it has also been referred to as assessment for learning (Richards, 2015, pp. 676-677). Formative assessment methods are process-oriented, valuing students' progress and considering not only the final result, but also the learning process undergone in the way. These two types of assessment are not mutually exclusive, but complementary. As each of them provides different valuable information, both summative and formative assessment techniques will be incorporated in this teaching programme for greater efficiency. Students will be assessed on their global knowledge of the content and their communicative competence through a final exam at the end of each term. However, the results of this test will not be considered in isolation, but alongside the information obtained from formative assessment procedures. This process will be organised around the application of different alternative assessment strategies.

Students' performance will be assessed using alternative assessment strategies. The term alternative assessment refers to a series of techniques and procedures which can be integrated as part of the process of instruction to provide an ongoing evaluation of learners' ability to actively use the target language in real-life contexts (Atta-Alla, 2013, p. 3; Coombe, Purmensky & Davidson, 2012, p. 147; Richards, 2015, p. 680). In other words, alternative assessment strategies monitor students' progress by using a variety of tools which provide opportunities for contextualised language use. Atta-Alla (2013) mentions an array of alternative assessment techniques, among which the following will be implemented in this teaching programme:

- Audio and video recordings of students' performance.
- A writing portfolio which includes the pieces of writing students have developed throughout the year providing an overview of their progress.
- Cooperative learning activities which require student collaboration.
- Checklists and inventories which verify the presence of certain skills and attitudes.
- Class, group and pair discussions which provide opportunities for students to exchange opinions and negotiate meaning.
- Graphic organisers which require learners to arrange information and develop their higher-order thinking skills.
- Teacher observation of students' performance throughout the development of a variety of tasks.
- Rating scales which assess students' quality of performance using numerical or descriptive scales.
- Rubrics which assess learners' performance according to different parameters and levels of achievement.
- Creation and delivery of oral presentations on a variety of topics.
- Self-assessment activities which will require students to judge their own performance and reflect on their own progress.
- Peer assessment techniques in which students will rate their classmates' performance.
- Senior projects which imply the use of different skills to create a product that students will later present to the rest of the class.
- Role plays which simulate different situations and provide a context for students to practise their oral skills.

The implementation of alternative assessment techniques entails a series of advantages for both learners and instructors (Atta-Alla, 2013, pp. 3-5). Regarding students, these strategies provide them with opportunities to apply their knowledge and receive feedback on their performance, thus witnessing their improvement and becoming aware of what they already know, what they still need to learn and what expectations they will be required to fulfil. In addition, the application of these procedures may foster the development of students' critical and higher-order thinking skills. Moreover, the use of different tools to evaluate students' progress makes the learning process more dynamic and acknowledges learner diversity. This type of assessment may increase students' self-confidence and motivation, as they are given opportunities to display their different abilities. This is consistent with Howard Gardner's defence of multiple intelligences and allows students to develop their full potential (Zhu, 2011, p. 410). Additionally, teachers may also benefit from the application of alternative assessment methods, since the wide variety of strategies at their disposal allows for greater flexibility and enables them to assess a wide range of skills. These techniques also provide enough data about students' progress for instructors to diagnose potential problems, make informed decisions and provide them with meaningful feedback which may foster their learning.

In short, this teaching programme will combine summative and formative assessment techniques, hence valuing both the learning process itself and its final outcomes. Thus, students' results in the final test will be considered alongside the information obtained from formative assessment strategies for the purpose of assessing their overall performance. This constant monitoring of students' progress is expected to be a source of meaningful feedback, which should foster their learning and ensure better long-term results. In this context, different alternative assessment strategies will be applied. This will allow students to display their different abilities in more dynamic and varied contexts, hence acknowledging learner diversity and increasing their motivation and self-confidence.

5. TEACHING UNIT: WINGARDIUM LEVIOSA

5.1. INTRODUCTION

This teaching unit, entitled “Wingardium Leviosa”, will be structured around the figure and adventures of Harry Potter, the fictional character created by J. K. Rowling. This topic was chosen in an attempt to appeal to students’ interest. Given the popularity of the Harry Potter universe among younger generations, this content is expected to provide a motivating and familiar context for students to use language for meaningful communication. As a result, the wizard and his stories will provide the framework in which to develop different contents contemplated in the core curriculum, namely reported speech structures, a variety of prefixes and suffixes, or the pronunciation of /s/, /f/ and /z/ sounds. The study of these contents will be combined with the development of the basic competences established in the Spanish law.

This unit is aimed at a group of 1st Year Bachillerato students comprising 25 learners whose ages range between 16 and 17 years old. In general terms, this class is fairly homogenous. These students have been learning English for more than ten years, resulting in their current B1.1 level according to the CEFRL. As most of them enjoy language learning, they are generally willing to participate in class. In this regard, their motivation may be further ensured if their preferences are considered in the process. Given the interest students at this age generally show for mainstream characters, the use of material related to Harry Potter and the universe created by J. K. Rowling is expected to provide a meaningful and motivating context for learners to use language for communicative purposes.

5.2. AIMS AND CONTRIBUTIONS OF THE UNIT TO THE TEACHING PROGRAMME

- To report what other people said using reported speech structures.
- To use different reporting verbs.
- To learn how verb tenses change from direct to reported speech.
- To understand the meaning of different prefixes and suffixes.
- To build new words using different prefixes and suffixes.
- To apply the grammar and vocabulary learnt to writing and speaking.
- To create an online blog to share opinions.
- To write critical reviews of places and events.
- To collaborate in the creation and performance of a small original theatre play.
- To participate in communicative exchanges of ideas and information.
- To learn the correct pronunciation of the initial /s/ sound.
- To distinguish between the phonemes /s/, /ʃ/ and /z/.

5.3. CONTENTS

Throughout this unit, different contents contemplated in the Real Decreto 1105/2014 will be developed:

	Comprehension of oral texts (Listening)	Comprehension of written texts (Reading)	Production of oral texts (Speaking and interacting in communication)	Production of written texts (Writing and interacting in communication)
Comprehension strategies	<ul style="list-style-type: none"> - Application of previous knowledge. - Identification of the type of text. - Understanding of general and specific information. - Formulation of hypotheses about content and context. - Deduction of meaning from already known items. 			
Production strategies			<ul style="list-style-type: none"> - Organised and coherent expression of the message. - Adequate application of previous knowledge. 	
			<ul style="list-style-type: none"> - Clear planning of the message considering aspects like the receiver, channel, context, register or discourse genre. - Control of linguistic, paralinguistic and 	<ul style="list-style-type: none"> - Application of general and communicative competences for the correct development of the task.

			<p>paratextual resources such as paraphrasing, asking for help, adequate body language use, definitions or deictic references.</p>	<p>- Adequate use of linguistic and telematic resources.</p>
<p>Sociocultural and sociolinguistic aspects</p>	<p>- Interiorization of social conventions related to politeness strategies, registers, values, traditions, attitudes and non-verbal communication strategies.</p>			
<p>Communicative functions</p>	<ul style="list-style-type: none"> - Management of social relationships at different levels. - Description of physical and abstract qualities. - Narration of past, present and future events. - Exchange of information and opinions. - Expression of interest, agreement and disagreement, curiosity, willingness, suggestions, desires and conditions. - Communication management and discourse organization. 			
<p>Syntactic and discursive structures</p>	<ul style="list-style-type: none"> - Reported speech structures. - Prefixes and suffixes. - Introduction of different discourse genres: fictional narratives, scripts, literary articles, critical reviews, interviews and podcasts. - Practice of expressions used to organise and contrast information, share opinions, give reasons and formulate hypotheses. 			

Phonological aspects	<ul style="list-style-type: none"> - Initial /s/ sound - Distinction between /s/, /ʃ/ and /z/ phonemes. 		<ul style="list-style-type: none"> - Initial /s/ sound - Distinction between /s/, /ʃ/ and /z/ phonemes. 	
Orthography		<ul style="list-style-type: none"> - Knowledge and application of orthographic conventions. 		<ul style="list-style-type: none"> - Knowledge and application of orthographic conventions.

5.4. METHODOLOGY

For the development of this teaching unit, the approaches and methods discussed in the previous sections will be applied, always defending a student-centred perspective. As the main goal of language learning is the achievement of students' communicative competence, the Communicative Language Teaching (CLT) approach will function as the general framework within which to develop the contents of the unit. This approach aims to foster interaction and communication, valuing both fluency and accuracy in contexts which reproduce real-life situations. Additionally, given the essential role discourse plays in the process of communication, the teaching of this unit will also consider the tenets of the Discourse-based Approach. Students will be exposed to different discourse genres, including fictional narratives, scripts, interviews, literary articles, podcasts and critical reviews, among others. This will allow them to move beyond sentence boundaries, using language in context and familiarising with sociocultural aspects which transcend linguistic structures. All these considerations will be put into practice by applying the methodologies of Task-based Language Teaching (TBLT) and Content-based Instruction (CBI).

According to the TBLT method, classroom dynamics will be organised around different communicative tasks. These tasks will integrate the practice of the four main skills, thus replicating the interdependence of these skills in real-life communication. Moreover, they will pursue clear and meaningful objectives so as to engage and motivate students. In addition, the tasks proposed will frequently entail collaborative activities which aim to foster learners' group abilities while increasing their chances to actively use language. In order to unify the different tasks which will be developed throughout the unit, the Theme-based Language Instruction model of CBI will be applied. Hence, in this specific case, the world of Harry Potter will be the underlying theme joining all tasks together. The purpose of this content is to provide a motivating and appealing context in which students can engage in meaningful interaction. All

these teaching practices will be directed towards the promotion of students' learning autonomy, trying to develop their critical thinking abilities and enhancing their life-long learning prospects.

5.5. RESOURCES

For the purpose of achieving the goals and aims mentioned above, it is necessary to incorporate appropriate materials to support the teaching practice. In this regard, traditional didactic materials such as handouts, printed texts or photographs may be of use. However, these elements should not be used in isolation, but combined with a variety of other resources. In order to bring the real world into the classroom, authentic material and realia will be used for the development of different tasks. The implementation of these elements may awaken students' interest while including sociocultural references and illustrating how useful language can be in real-life situations. Students' engagement may be further enhanced through the incorporation of game-like elements into the teaching practice. These resources emphasise the most attractive side of learning, thus making the process more appealing for students. Additionally, considering the importance of technology in the modern world, and the need to develop learners' digital competence, the use of different electronic devices will also be incorporated into classroom dynamics. Furthermore, given the important role these resources play in students' lives, their implementation in the teaching-learning process may enhance their motivation. Considering all these premises, the following materials and resources will be used for the development of this teaching unit:

Physical resources:

- Handouts and photocopies including the instructions for the different tasks and additional material such as texts or photographs.

- Realia, including brochures, tickets, flyers or original English books, among others.

- Game-like elements such as cards or game spinners.

- Blackboard.

Electronic resources:

- Computer.

- PowerPoint presentations to display instructions and support explanations during the focus on form phase.

- Videos related to the topic of the unit.

- Podcasts to practise listening skills.

- *AnswerGarden* app for the creation of brainstorming activities.

- *Kahoot!* app to revise content.

- *Padlet* app to create online blogs.

- Tablets or mobile phones.

- Overhead projector.

- Speakers.

5.6. ASSESSMENT

As stated in previous sections, this teaching programme will combine formative and summative assessment techniques for further efficiency. In this regard, summative assessment will take the form of an end-of-term test including content from the three different units studied throughout the corresponding term. The results of this test will account for 25% of students' final grade. The remaining 75% of that grade will correspond to the information provided by the formative application of alternative assessment strategies throughout the course of the

different units. As each term will comprise a total of three teaching units, each of them will determine 25% of learners' final result. This system aims to give equal importance to students' work and progress as to the results obtained in the final test, thus valuing both the learning process and its final outcomes.

In accordance with the aforementioned system, the teaching unit being developed in this section will be formatively assessed throughout the course of six sessions, with the results of this assessment accounting for 25% of the end-of-term grade. This process will be undertaken through the application of different alternative assessment strategies which aim to provide an overview of learners' evolution. These techniques should allow students to identify their strengths and weaknesses, hence fostering their learning processes and promoting learner autonomy. For the purpose of simplifying the description of the process, the contribution of each of the variables to that 25% will be here expressed on a 100% scale. Hence, for the formative assessment of this unit, the following alternative assessment techniques will be implemented:

- Observation: students' work and progress will be constantly assessed through observation techniques, valuing their implication, involvement and active participation. These aspects will account for 20% of their grade in this unit.
- Successful completion of tasks: the students' development of both classroom tasks and possible homework will be taken into consideration, accounting for 20% of the grade of this unit.
- Blog writing: the contribution of each student to the classroom blog will be assessed using a rubric (Appendix 9). This activity, which aims to assess both their reading and their writing skills, will account for 30% of the grade for this unit.
- Role-play: students' oral performance will be assessed through a role play developed during the last session of the unit. The evaluation of this activity will consider

both the grade assigned by the teacher through the use of a rubric (Appendix 14) and students' evaluation of their classmates using a peer-assessment checklist (Appendix 13). The results of this activity will account for 30% of the grade for this unit, with 20% being determined by teacher evaluation and 10% corresponding to peer assessment results.

In addition to these formative assessment strategies, as mentioned above, the contents of this unit will also be included in the final test at the end of the term.

5.7. SESSIONS

SESSION 1

Length: 55 minutes.

Level: B1.1

This session will serve as an introduction to the unit. Students will not be immediately informed of the content they will be working with, but they will be presented a series of objects for them to guess which character will be the protagonist of the following sessions. Among these objects, there may be a pair of glasses, a striped scarf, an envelope, a feather, a broom or a hat. The elements will be shown one by one, with students sharing their theories of who this character may be. Those objects which are more general, like the envelope or the feather, will be shown first in order to allow for a greater variety of theories. Conversely, those elements which are more representative of the Harry Potter world, such as the broom or the hat, will be kept for the end. Once students have correctly guessed the character, they will participate in a brainstorming activity using their mobile phones or tablets and submitting to the *AnswerGarden* app the words that first come to their mind when they think about this character. The words

they have proposed will be projected on the screen (Appendix 1). Subsequently, a small group discussion will be encouraged, with students sharing their previous knowledge on the topic. This discussion will be followed by the listening of an excerpt from a podcast in which J. K. Rowling talks about the experience of writing and publishing the book series (Appendix 2). Students will later comment on the content of this podcast, sharing their opinions on why these stories have become so famous.

SESSION 2

Length: 55 minutes

Level: B1.1

For this lesson, students will be provided with three pictures corresponding to three different scenes from the Harry Potter films. They will be given a few minutes to observe these photographs and comment on them, hypothesising what could be happening in those scenes. After this, the dialogues from the three scenes will be played in a random order and learners will be required to connect each of them with the corresponding picture. For this part of the task the videos of the scenes will not be shown so that, without the visual aid, learners have to focus on the meaning of what they hear. Once this has been done, students will be provided with a series of sentences including reported speech versions of some of the dialogues in the different scenes. Learners will watch the short clips and will be asked to identify which sentences correspond to each of the excerpts, organising them in order of appearance (Appendix 3). During the focus on form stage, attention will be paid to the pronunciation of /s/, /ʃ/ and /z/ sounds in different words appearing in the listening, with learners having to classify them according to the phoneme these words include. Finally, during this stage reported speech structures will also be introduced.

SESSION 3

The lesson plan for this session will be developed in detail in the following section.

SESSION 4

The lesson plan for this session will be developed in detail in the following section.

SESSION 5

Length: 55 minutes

Level: B1.1

At the beginning of this session, students will be organised in pairs to complete an information gap activity. Each of them will be provided with a copy of an original dialogue from the Harry Potter books with different missing lines (Appendix 12). They will be required to complete the dialogue by asking their partner for the missing information, thus practising reported speech structures. After this, learners will be asked to create a small theatre play. For this purpose, the teacher will divide the class into groups of 5 students, providing them with a series of cards and game spinners (Appendix 13). Each student will pick a random card, which will indicate the Harry Potter character they will be impersonating in the play. Then, one member of each group will spin the first spinner, which will indicate the setting in which the play is going to take place. Another student will do the same with the second spinner, which will determine an element they will have to add to their story. The remaining class time will be devoted to the preparation of a script considering these variables. Meanwhile, the teacher will be available to respond to students' possible doubts and questions. If this time is not enough to finish the activity, students will be encouraged to complete it at home, as the resulting plays will be performed in the following session.

SESSION 6

Length: 55 minutes

Level: B1.1

During this session, students will perform their scripts in the form of a role play. While one group presents their story, the rest of the students will be required to assess their performance using a checklist (Appendix 14). Meanwhile, the teacher will also assess these performances using a rubric (Appendix 15). After each of the performances, random students will be asked to report on what their classmates have done, thus further practising reported speech. Finally, the session will end with a *Kahoot!* activity reviewing the main content of the unit, namely reported speech structures, reporting verbs, prefixes, suffixes and the pronunciation of the phonemes /s/, /ʃ/ and /z/ (Appendix 16).

5.8. LESSON PLANS

5.8.1. LESSON PLAN 1: SESSION 3

LENGTH: 55 minutes

LEVEL: B1.1

MATERIALS: Computer, overhead projector, pictures of Harry potter scenes, reading handouts, PowerPoint presentation.

AIMS OF THE LESSON

Main aim:

- To contrast opinions and reach agreements in the process of connecting information logically and reasonably.

Subsidiary aims:

- To practise indirect speech structures to report information.
- To practise tense changes in reported speech.

Personal aim:

- To create a relaxed and comfortable environment in which students can use language actively and meaningfully.

ASSUMPTIONS: Students have certain control over reported speech structures.

ANTICIPATED LANGUAGE PROBLEMS: Some students may not control the grammatical structures needed to report the information in the text which supports their opinion.

POSSIBLE SOLUTIONS: A grammatical explanation will be included at the end of the class for those students still struggling with reported speech.

Time	Stage	Procedure	Stage aims
5 minutes	Warm-up speaking activity: Picture discussion. (Appendix 4)	Students are shown a variety of pictures taken from the different Harry Potter movies. In groups of 5 students organised by the teacher they will be required to discuss what they see in the photographs and try to find an element which connects all of them. This element	To raise students' interest on the topic and activate previous knowledge. To encourage speaking practice. To practise expressions used to contrast opinions and formulate hypotheses.

		will be food, more specifically chocolate.	
15 minutes	Focus on discourse. Reading activity: headline association. (Appendix 5)	Students will be provided with five separate excerpts and five different headlines corresponding to a text explaining the importance of chocolate in the Harry Potter series. They will be required to organise the excerpts logically, pairing each of them with their corresponding headline.	To practise reading comprehension skills. To practise oral discussion. To practise expressions used to contrast information and share opinions. To familiarise with the discourse genre of literary articles.
15 minutes	Focus on discourse. Speaking and listening activity: Results report and discussion.	The different groups will explain how they have structured the text, giving specific reasons to support their decisions. After each group presents their proposals, class discussion and opinion exchange will be encouraged.	To encourage speaking and listening practice. To provide opportunities to use reported speech structures. To practise expressions used to give reasons and explanations. To familiarise with the discourse genre of literary articles.
20 minutes	Focus on form: reported speech. (Appendix 6)	A brief explanation on tense changes in reported speech will be given. Students will then be asked to identify direct and reported speech structures in the text to subsequently transform each of them into the opposite style.	To learn the tense changes which characterise reported speech. To identify and distinguish reported and direct speech structures. To practise direct and reported speech.

TEACHER'S EVALUATION OF THE LESSON

What went well: Students found the topic of the text interesting, acknowledging that they had not thought about the symbolic meaning and importance of chocolate in the Harry Potter stories.

What went wrong: At the end of the activity some students still had difficulties understanding how tenses change from direct to reported speech and vice versa.

What I would do differently: Next time I would try to devote more time to the explanation of tense changes in direct and reported speech.

What I should concentrate on: Try to give more examples of reported speech sentences and provide more chances for students to practise these structures.

5.8.2. LESSON PLAN 2: SESSION 4

LENGTH: 55 minutes

LEVEL: B1.1

MATERIALS: Computer, overhead projector, speakers, Harry Potter themed café video, realia about activities related to Harry Potter (brochures, flyers...), PowerPoint presentation.

AIMS OF THE LESSON

Main aim:

- To express opinions and give advice about different leisure activities and places to visit.

Subsidiary aims:

- To practise indirect speech structures to report information.
- To learn vocabulary related to leisure and free time activities.
- To understand the meaning of different prefixes and suffixes.

Personal aim:

- To create a relaxed and comfortable environment in which students can use language actively and meaningfully.

ASSUMPTIONS: Students already know some vocabulary related to free time activities and they have mastered the basic elements of reported speech.

ANTICIPATED LANGUAGE PROBLEMS: The realia used may include some specific terminology which may difficult understanding. Students may not have enough time to finish writing their reviews in class.

POSSIBLE SOLUTIONS: Students will be allowed to ask the teacher for definitions of some unknown terms. If students do not finish their reviews in class, they will be encouraged to do it at home.

Time	Stage	Procedure	Stage aims
10 minutes	Warm-up listening activity: Video discussion. (Appendix 7)	Students will watch a video about a Harry Potter themed café which has been recently opened in New York. After watching the video learners will be encouraged to share their opinions with the rest of the class, discussing whether they would like to visit it or what other leisure activities related to the Harry Potter universe they can imagine.	To practise listening comprehension skills. To raise students' interest on the topic and activate previous knowledge. To encourage group discussion and oral practice. To practise expressions used to share opinions.
10 minutes	Focus on discourse. Reading activity: brochure reading. (Appendix 8)	The class will be divided into groups of 5 students. Each group will be given material related to a Harry Potter themed activity: exhibitions, film screenings, theme tours, theme parks... As a group, they will have to read the information about the activity,	To practise reading comprehension skills. To encourage oral discussion. To practise expressions used to contrast information and share opinions.

		sharing and discussing some ideas and opinions.	
15 minutes	Focus on discourse. Writing activity: a critical review. (Appendix 9)	Each student will have to write an individual critical review of the activity as if they had participated in it, narrating their experience and highlighting its positive and negative aspects. Each learner should include different aspects they have discussed for greater diversity. These reviews will be added to their portfolios and later included in a “Classroom Harry Potter blog” created in the <i>Padlet</i> platform. The evaluation of this activity will follow the assessment standards established in the rubric (Appendix 10).	To practise writing skills. To learn how to write a critical review. To practise expressions of agreement and disagreement and giving advice.
10 minutes	Focus on discourse. Speaking and listening activity: Opinion sharing	Students will explain the activities they have been assigned to the rest of the class, sharing the main ideas and opinions they have discussed in their reviews.	To encourage speaking and listening practice. To practise expressions of agreement, disagreement, sharing opinions and giving advice.
10 minutes	Focus on form: prefixes and suffixes. (Appendix 11)	During this stage students will be introduced to a series of prefixes and suffixes and their corresponding meanings and uses. Subsequently, maintaining the same group division, they will be asked	To learn the meaning and use of different prefixes and suffixes. To identify and classify different prefixes and suffixes.

		<p>to search for words with prefixes and suffixes in their brochures, classifying them in the form of a graphic organiser. They will also be encouraged to think of words they know including these elements.</p>	<p>To build words including prefixes and suffixes. To foster students' higher-order thinking skills.</p>
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TEACHER'S EVALUATION OF THE LESSON

What went well: Students seemed to be interested in the topic and some of them had even visited some of the places we have talked about. Therefore, they were able to share their personal experiences, thus enriching the development of the class.

What went wrong: Some students were not sure about the information included in some of the brochures because they had never visited a similar place. This made students resort to Spanish sometimes.

What I would do differently: Next time I would try to bring brochures about places and activities which may be more familiar to them.

What I should concentrate on: Pay more attention to students' group interaction in order to reduce the use of Spanish during class time.

6. GENERAL CONCLUSION

This Final Master's Thesis has presented a proposal for a teaching programme aimed at 1st Year Bachillerato students. Firstly, it has provided an overview of the different methodological principles which have characterised the history of English language teaching. Subsequently, it has conducted a thorough analysis of the four approaches and methods to be applied in this specific case, namely the Communicative Language Teaching approach, the Discourse-based Approach, the Task-based Language Teaching method and the Content-based Instruction method. After this methodological review, the importance of adopting a student-centred model has been established, emphasising its relevance in the enhancement of students' learning, the improvement of their communicative competence and the promotion of learner autonomy. Additionally, the contents established by the Spanish legislation have been taken into consideration, along with the different assessment techniques to be applied in an attempt to value both the learning process and its outcomes. Finally, all these aspects have been practically implemented in the form of a teaching unit, which has aimed to exemplify the practical application of the initial theoretical considerations.

The development of this teaching programme has illustrated the importance of the application of appropriate methodologies in the promotion of students' learning. Notwithstanding, the process of its creation has been challenging at different levels. On the one hand, it has revealed the difficulties implied in the adaptation of the contents established by the legislation to the requirements of specific methodologies. In this regard, it has been especially complicated to find content which may be interesting and engaging for students while remaining appropriate for their level and the legally required contents and objectives. Another challenging aspect worth mentioning has been the process of predicting the problems students may encounter when completing a task, as well as their possible solutions. These difficulties have nevertheless foregrounded the importance of flexibility in the teaching process. Not only

should the content chosen adapt to students' interests and concerns, but it should also allow for any possible necessary changes resulting from specific circumstances. A variety of unforeseeable events, ranging from contextual factors limiting our access to specific resources to special circumstances affecting our students, may require modifications in our teaching practice, and our teaching programmes should be flexible enough so as to enact these changes. In this respect, it is essential to remark the importance of adopting a student-centred perspective to language teaching.

The conception and creation of the teaching programme presented in this Final Master's Thesis have revealed the importance of clearly defining the roles teachers and students should play in the teaching-learning process. Students are the ultimate protagonists of their own learning, and as such their needs and individual characteristics should determine every decision made in the context of the classroom. Only by taking active control of their own learning will they be able to develop the autonomy and responsibility necessary to increase their life-long learning prospects. In this regard, the role of the instructor should not be overlooked, as they will be responsible for directing students' learning. As teachers, we should set an adequate example for our learners, encouraging them throughout the learning process, trying to foster their learning and adapting our practice to their personal requirements. It is essential to remark that teaching does not only imply the instruction of content, but also the training of human beings and future citizens. Therefore, the role teachers play both in the classroom and in society is crucial, and we should always make the best use of our authority and our example. Ultimately, the influence of a good teacher may not only determine their students' academic performance, but also their personal and professional future.

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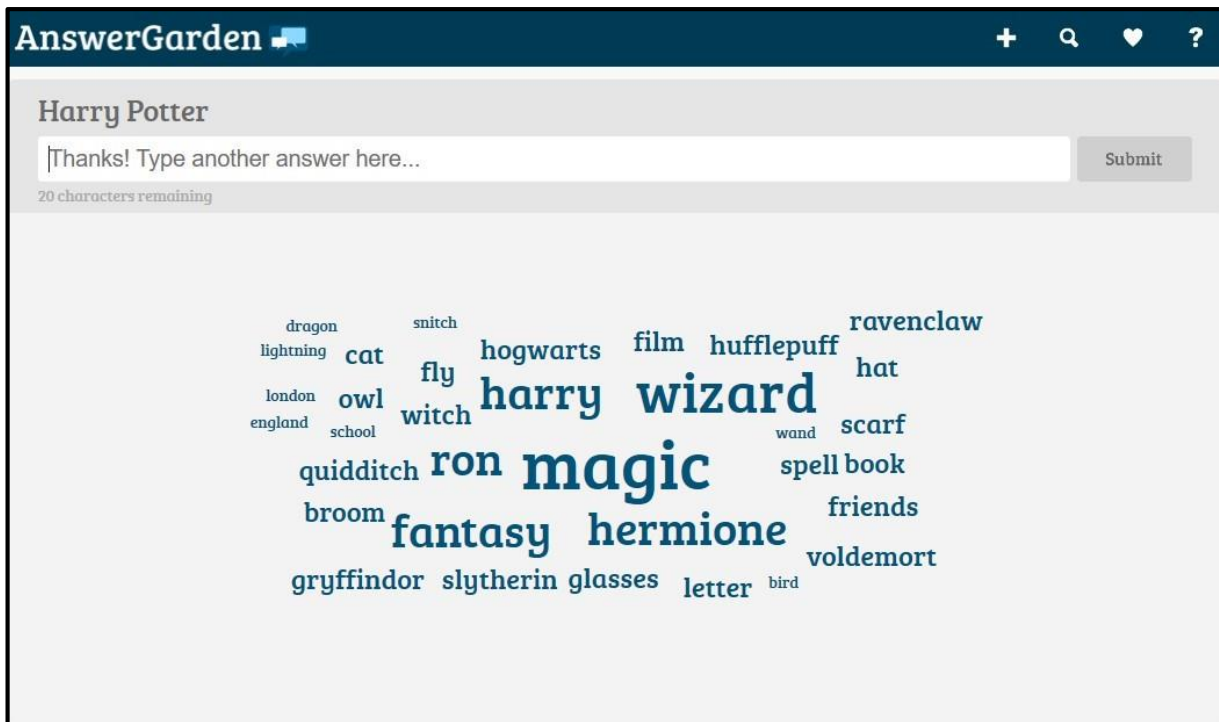
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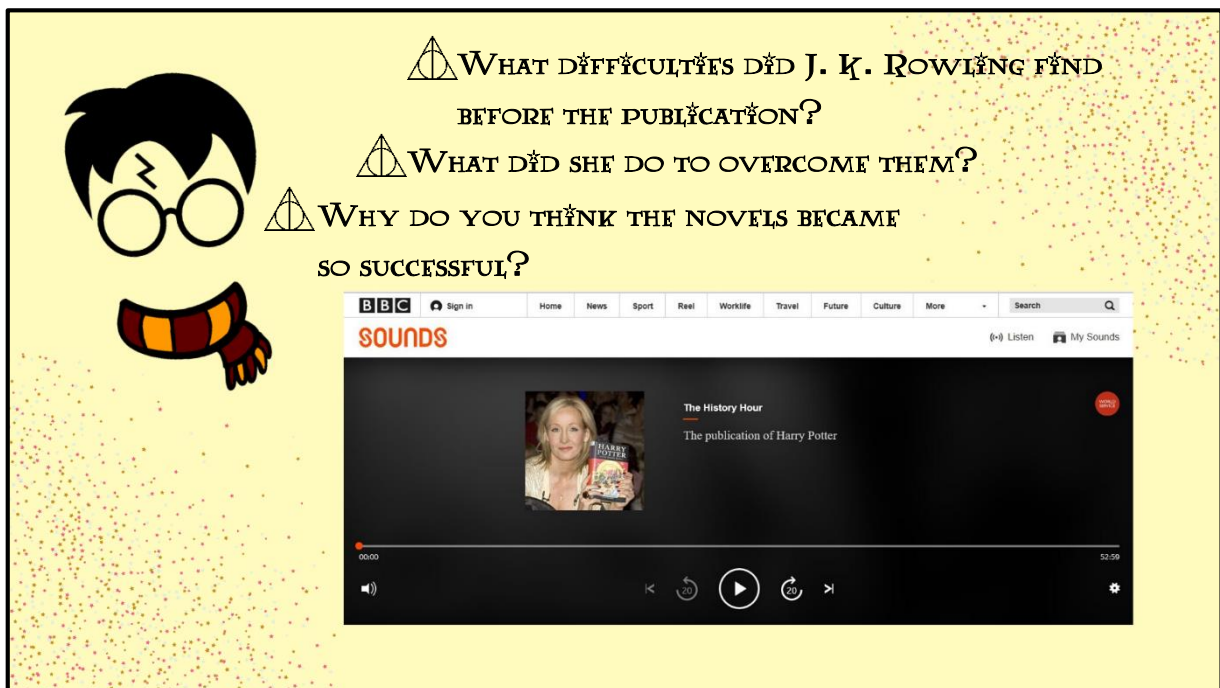
APPENDIX

Appendix 1



Own creation. Retrieved from <https://answergarden.ch/1198879>

Appendix 2



Own creation. Podcast retrieved from <https://www.bbc.co.uk/sounds/play/w3csypzy>

Images retrieved from <https://www.google.es/imghp?hl=en&tab=wi&ogbl>

Appendix 3

Lights, camera... action!

Look at these images taken from the Harry Potter films. Listen to the different dialogues and try to identify the picture which corresponds to each of them.



Now read the following sentences. Associate each of them with the scene in which they are said and organise them in order of appearance.

- Harry asked Ron to go lower because they needed to find the train.
- Hermione asked if anyone had seen a toad.
- Ron supposed that they were getting close to the train.
- Harry said that he had never talked to a snake before.
- Hermione advised Ron and Harry to change into ropes.
- Harry told Ron that most muggles weren't accustomed to seeing a flying car.
- Hermione asked Ron if he was sure that was a real spell.
- Harry screamed that the snake was asleep.
- Harry asked the snake if it talked to people often.



Own creation. Images and videos retrieved from:
<https://www.youtube.com/watch?v=t5TZ2HPaILQ>
<https://www.youtube.com/watch?v=u5H1DIjAq0I>
<https://www.youtube.com/watch?v=p2oIXSgqUjk>

Appendix 4



Own creation. Images retrieved from <https://www.google.es/imghp?hl=en&tab=wi&ogbl>

Appendix 5

Harry Potter

and the importance of chocolate

Read these fragments and try to order the text, assigning each section the corresponding headline.

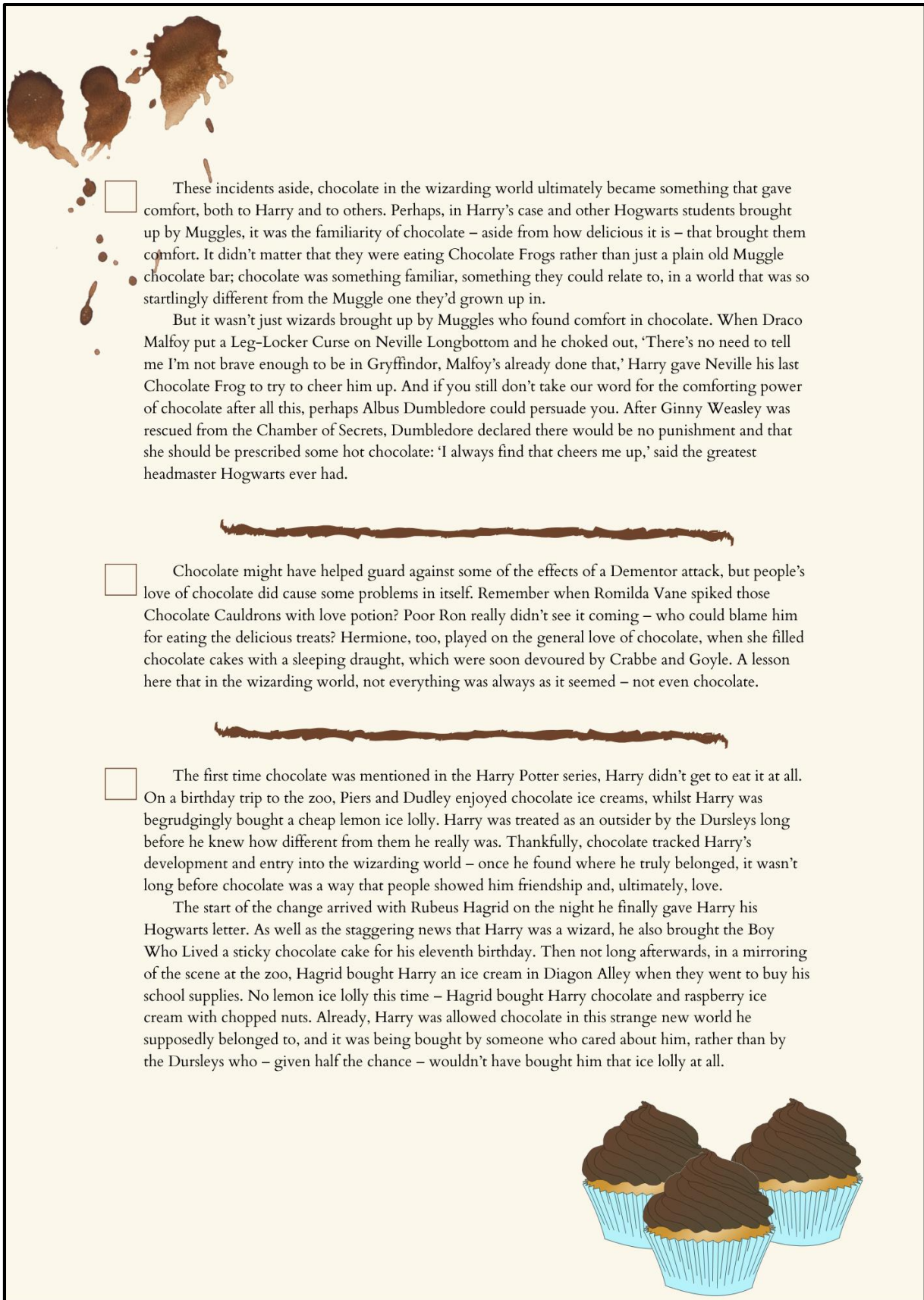
- STARTING AT HOGWARTS
- CHOCOLATE AND COMFORT
- CHOCOLATE AND TROUBLE
- EARLY CHILDHOOD
- CHOCOLATE AS A REMEDY

Aside from a way to show love and friendship, chocolate was also used as a remedy in the wizarding world: a remedy against some of the gravest creatures ever to darken the pages of the Harry Potter books – the Dementors. J.K. Rowling told us, 'the mood-enhancing properties of chocolate are well known in both the Muggle and wizard worlds. Chocolate is the perfect antidote for anyone who has been overcome in the presence of Dementors, which suck hope and happiness out of their surroundings.' We saw the remedy in action when Dementors entered the Hogwarts Express in Harry Potter and the Prisoner of Azkaban: 'A loud snap made them all jump. Professor Lupin was breaking an enormous slab of chocolate into pieces.' Madam Pomfrey was very impressed by the new addition to the Hogwarts teaching staff – 'So we've finally got a Defence Against the Dark Arts teacher who knows his remedies' – and once we got to know him, we were too!

Then Harry boarded the Hogwarts Express to his new wizarding life and chocolate appeared again. Harry shared his purchases from the trolley witch with Ron, but arguably it wasn't until sharing the Chocolate Frogs that they really bonded. Ron relaxed as he explained all about Chocolate Frog cards and marvelled over Harry revealing that in Muggle photos the subjects stayed put. By the time Draco Malfoy turned up in their compartment and announced, 'You'll soon find out some wizarding families are much better than others, Potter. You don't want to go making friends with the wrong sort. I can help you there', Harry and Ron were already united against him.

As the years went by, chocolate was a gift given and received by Harry in friendship and love on many occasions. During Christmas of his first year, Harry received Chocolate Frogs as a gift from Hermione – a representation, perhaps, of the fact that Hermione was now Harry's friend too, alongside Ron (who had shared his Chocolate Frogs when the boys first met). One poignant moment was when Mrs Weasley sent Harry a 'handsome chocolate egg decorated with small, iced Snitches', including him amongst her own family members..





These incidents aside, chocolate in the wizarding world ultimately became something that gave comfort, both to Harry and to others. Perhaps, in Harry's case and other Hogwarts students brought up by Muggles, it was the familiarity of chocolate – aside from how delicious it is – that brought them comfort. It didn't matter that they were eating Chocolate Frogs rather than just a plain old Muggle chocolate bar; chocolate was something familiar, something they could relate to, in a world that was so startlingly different from the Muggle one they'd grown up in.

But it wasn't just wizards brought up by Muggles who found comfort in chocolate. When Draco Malfoy put a Leg-Locker Curse on Neville Longbottom and he choked out, 'There's no need to tell me I'm not brave enough to be in Gryffindor, Malfoy's already done that,' Harry gave Neville his last Chocolate Frog to try to cheer him up. And if you still don't take our word for the comforting power of chocolate after all this, perhaps Albus Dumbledore could persuade you. After Ginny Weasley was rescued from the Chamber of Secrets, Dumbledore declared there would be no punishment and that she should be prescribed some hot chocolate: 'I always find that cheers me up,' said the greatest headmaster Hogwarts ever had.

Chocolate might have helped guard against some of the effects of a Dementor attack, but people's love of chocolate did cause some problems in itself. Remember when Romilda Vane spiked those Chocolate Cauldrons with love potion? Poor Ron really didn't see it coming – who could blame him for eating the delicious treats? Hermione, too, played on the general love of chocolate, when she filled chocolate cakes with a sleeping draught, which were soon devoured by Crabbe and Goyle. A lesson here that in the wizarding world, not everything was always as it seemed – not even chocolate.

The first time chocolate was mentioned in the Harry Potter series, Harry didn't get to eat it at all. On a birthday trip to the zoo, Piers and Dudley enjoyed chocolate ice creams, whilst Harry was begrudgingly bought a cheap lemon ice lolly. Harry was treated as an outsider by the Dursleys long before he knew how different from them he really was. Thankfully, chocolate tracked Harry's development and entry into the wizarding world – once he found where he truly belonged, it wasn't long before chocolate was a way that people showed him friendship and, ultimately, love.

The start of the change arrived with Rubeus Hagrid on the night he finally gave Harry his Hogwarts letter. As well as the staggering news that Harry was a wizard, he also brought the Boy Who Lived a sticky chocolate cake for his eleventh birthday. Then not long afterwards, in a mirroring of the scene at the zoo, Hagrid bought Harry an ice cream in Diagon Alley when they went to buy his school supplies. No lemon ice lolly this time – Hagrid bought Harry chocolate and raspberry ice cream with chopped nuts. Already, Harry was allowed chocolate in this strange new world he supposedly belonged to, and it was being bought by someone who cared about him, rather than by the Dursleys who – given half the chance – wouldn't have bought him that ice lolly at all.



Appendix 6

REPORTED SPEECH CHANGES



We use reported speech to tell what other people say. When we use reported speech, we have to make some changes in verb tenses:

DIRECT SPEECH	REPORTED SPEECH
Present simple "I <u>am</u> in Hogwarts" said Harry	Past simple Harry said he <u>was</u> in Hogwarts
Present continuous "I <u>am preparing</u> a potion!" screamed Hermione.	Past continuous Hermione screamed that she <u>was preparing</u> a potion.
Present perfect "I <u>haven't been</u> in the Forbidden Forest" promised Ron.	Past perfect Ron promised that he <u>hadn't been</u> in the Forbidden Forest.
Past simple "I <u>went</u> to Mr. Dumbledore's office" said Hagrid.	Past perfect Hagrid said that he <u>had gone</u> to Mr. Dumbledore's office.
Will "I <u>will</u> find the right spell!" said Hermione.	Would Hermione said that she <u>would</u> find the right spell.
Am/is/are going to "I <u>am going to</u> wear a hat to the party" decided Harry.	Was/were going to Harry decided that he <u>was going to</u> wear a hat to the party.
Can "I <u>can</u> turn a frog into a prince" said Ron.	Could Ron said that he <u>could</u> turn a frog into a prince.

We also have to make other changes:

DIRECT SPEECH	REPORTED SPEECH
I/you/we "I don't trust Voldemort" said Harry	He/she/it/they Harry said <u>he</u> didn't trust Voldemort.
My/your/our "Harry took <u>my</u> wand!" screamed Ron.	His/her/its/their Ron screamed that Harry had taken <u>his</u> wand.
This/these/here " <u>These</u> are Hermione's books" said Ron.	That/those/there Ron said that <u>those</u> were Hermione's books.
Yesterday/today/tomorrow "I haven't seen Harry <u>today</u> " said Hermione.	The day before/that day/ the day after Hermione said that she hadn't seen Harry <u>that day</u> .
Next week/month/year "I will visit Hagrid <u>next week</u> " decided Harry.	The following week/month/year Harry decided that he would visit Hagrid <u>the following week</u> .
Last week/month/year "I learnt that spell <u>last year</u> " said Ron.	The previous week/month/year Ron said he had learnt that spell <u>the previous year</u> .

Appendix 7

WHAT IS THIS PLACE?
WHAT DO YOU THINK ABOUT IT?

HAVE YOU EVER BEEN SOMEWHERE SIMILAR?

Own creation. Video retrieved from <https://www.youtube.com/watch?v=CJ9MxqpkHIM>

Images retrieved from <https://www.google.es/imghp?hl=en&tab=wi&ogbl>

Appendix 8

Sample set 1

Warner Bros. Studio Tour London with Return Transportation

Tour Code	ADULT	CHILD (5-15)	INFANT (0-4)	FAMILY (2 AD, 2 & UNDER)
Tour WB	£57.00	£52.00	£17.00	£197.00

HIGHLIGHTS

- Behind-the-scenes walking tour
- Step on the sets for the first time ever
- See the actual props, costumes and effects from the Harry Potter film series
- Return transportation from Central London
- Trunked Pathways with Warner Bros. Studio Tour London

TOUR DETAILS

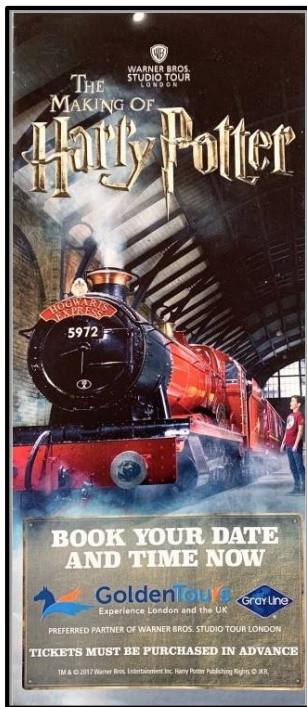
Tour Code	Departure (GVIC-Victoria)	Departure (Baker Street)	Studio Entrance	Departure (Studio)	Arrival (Victoria)
WB10	8:00am	8:10am	10:00am	1:30pm	3:00pm
WB12	10:00am	10:10am	12:00pm	3:30pm	5:00pm
WB13	11:00am	11:10am	1:00pm	4:30pm	6:00pm
WB14	2:00pm	2:10pm	4:00pm	7:30pm	9:00pm

HOW TO BOOK 020 7630 2042

- At your Hotel – Hotel Concierges can make the booking for you.
- In London – visit any of our 3 centrally located offices in London.
- OR simply call – 020 7630 2042 24 hours a day, 7 days a week.
- OR visit – www.goldentours.com for a more up to date and comprehensive selection of tours and services.
- OR email us – reservations@goldentours.com

Discover more secrets by entering your ticket number at wbstudiotour.co.uk/secrets to access exclusive extras, win fantastic prizes and much more.

Sample set 2



Warner Bros. Studio Tour London
With Return Transportation from King's Cross

Tour Code	Adult	Child (5-11)	Infant (3-4)	Family (2, 2, 2 & Under)
Tour WVKX	£65.00	£64.00	£20.00	£256.00 FREE

Highlights

- Experience film-making magic at Warner Bros. Studio Tour London – The Making of Harry Potter
- Step into the Great Hall, walk down Diagon Alley and visit Dumbledore's office
- See actual costumes and props from all eight Harry Potter films
- Visit Platform 9¾ and step on to the Hogwarts Express
- Return transportation from King's Cross Station
- Enjoy an air-conditioned coach with free Wi-Fi
- Extended time at the studios

Tour departures from Paddington and King's Cross

Tour Code	Departure GIVC Paddington	Departure St Pancras International	Studio Entrance	Departure St Pancras International	Arrival St Pancras International
WVKX	9:00am	9:30am	11:30am	3:30pm	5:00pm

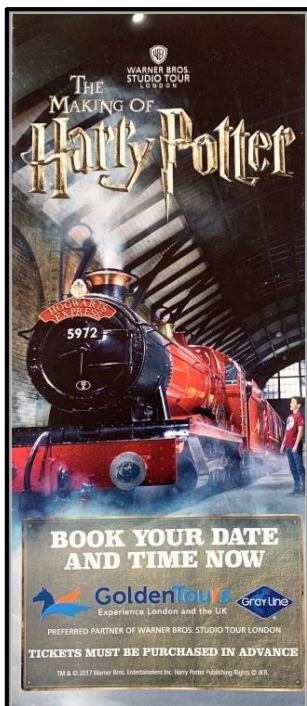
Meeting Points

Warner Bros. Studio Tour London with Return Transportation from King's Cross

Step on to authentic sets, discover the magic behind spellbinding special effects and explore the behind-the-scenes secrets of the Harry Potter film series. Tread the original stone floor of the iconic Hogwarts Great Hall, encounter animatronic creatures and wander down Diagon Alley. Located at the Studios where all 8 films were produced, the Studio Tour showcases the incredible British talent, imagination and artistry that went into making the impossible a reality on screen. Visitors will relive the magic through the eyes of the filmmakers who brought the Harry Potter film series to life.

www.goldentours.com Reservations call 020 7630 2042

Sample set 3



Warner Bros. Studio Tour London
Return Transportation only from Victoria and Baker Street

Tour Code	Adult	Child (5-11)	Infant (3-4)	Family (2, 2, 2 & Under)
Tour WBT	£31.00	£28.00	£19.00	£108.00 FREE

Highlights

- Return transportation from Central London on a branded bus
- Hourly departures
- Begin your experience with an official introductory video
- Free Wi-Fi available

Warner Bros. Studio Tour London
Private Return Transportation from your Central Hotel

Tour Code	1 Pax	2 Pax	3 Pax
Tour WBS Saloon	£164.00	£201.00	£238.00
Tour WBE Executive	£199.00	£236.00	£273.00

Highlights

- Experience film-making magic at Warner Bros. Studio Tour London – The Making of Harry Potter
- Step into the Great Hall, walk down Diagon Alley and visit Dumbledore's office
- See actual costumes and props from all eight Harry Potter films
- Visit Platform 9¾ and step on to the Hogwarts Express
- Private return transportation from your hotel
- Choose from 3 different vehicles, Saloon, Executive or People Carrier

This package option provides you with private return transportation from a choice of Saloon, Executive or People Carrier with entry tickets to the Warner Bros. Studio Tour London.

www.goldentours.com Reservations call 020 7630 2042

Golden Tours. (2013). *The making of Harry Potter. "A magical world"* [Brochure]. Warner Bros. Entertainment Inc.

Golden Tours. (2013). *The making of Harry Potter. More secrets will be revealed...* [Brochure]. Warner Bros. Entertainment Inc.

Golden Tours. (2017). *The making of Harry Potter* [Brochure]. Warner Bros. Entertainment Inc.

Appendix 9

padlet

mcruzmg
• 1m

Harry Potter activities

Opinion blog

mcruzmg
• 1m

Harry Potter tour from King's Cross

I was very excited when my parents told me that for my birthday we were going to travel to London and visit the Harry Potter studio. We began the visit at King's Cross station, where we took a bus to the studio. I couldn't imagine a better place to start a Harry Potter tour than the station where Harry took the magic train in the first film! The bus was on time and the bus driver and the tour guides were very nice. The studio is amazing! We could visit a lot of the places where the actors filmed the scenes of the films. We had to walk a little bit and it was very hot, so when we finished I was very tired. I would recommend visiting it when the weather is less hot, but it was a magical experience! I want to visit it again next year with my friends!

mcruzmg
• 4m

The making of Harry Potter tour

I have been a fan of Harry Potter since I was a child, and I was very excited to visit this park. It was a great experience! It is a walking tour, so we had to walk a lot, but we had a lot of fun. The tour guide explains a lot of interesting things about the film and tells many anecdotes! At the beginning I thought that it was a little bit expensive, but after experiencing it I would highly recommend it!

★ ★ ★ ★ ★ (1) RATE

Add comment

mcruzmg
• 13m

Warner Bros. Studio Tour London (Victoria and Baker Street)

Last month I visited the Warner Bros. Studio Tour in London and I took a bus from Victoria station. The tour was great. The settings were fantastic and I enjoyed trying all the Harry Potter rides. However, the trip wasn't what I expected. The brochure I read said that there was free WiFi in the bus, but it didn't work. Moreover, the return bus was late, and I missed the theatre play I wanted to watch after my visit to the studio. I would recommend visiting the park, but don't take this bus!

★ ★ ★ ★ ★ (1) RATE

1 comment

mcruzmg
• 15m

I had the same experience! If you go, you should take a different bus!

Add comment

★ ★ ★ ★ ★ (1) RATE

1 comment

mcruzmg
• 15m

This sounds very nice! I would love to visit it! When did you visit it? When do you think is the best time to do it? Do you have any other recommendations?

Add comment


Own creation. Retrieved from <https://padlet.com/mcruzmg/kjvg7xud6o806jir>

Images retrieved from <https://www.google.es/imghp?hl=en&tab=wi&ogbl>

Appendix 10

	1-4 Weak	5-6 Good	7-8 Very good	9-10 Excellent
Content	The student does not seem to have understood the purpose of the activity, as the composition does not address the required topic.	The composition does not fully comply with the purpose of the activity, but it addresses the required topic.	The composition complies with the general purpose of the activity and addresses the required topic, but sometimes there is missing information.	The composition fully complies with the purpose of the activity and always addresses the topic in a meaningful way.
Structure	The ideas are not structured or divided into paragraphs, thus making the composition very difficult to understand.	The ideas are generally structured in paragraphs, but they frequently lack logical organisation, thus making the composition difficult to understand.	The ideas are structured in generally well-organised paragraphs. Occasional lack of organization does not impede understanding.	The ideas are perfectly structured in well-organised paragraphs which follow a logical pattern, thus making it easy to understand the entirety of the composition.
Grammar use	The student does not control basic grammatical structures and completely fails to construct correct reported speech sentences.	The student controls most of the basic grammatical structures, but there are some mistakes in the use of reported speech structures.	The student controls the basic grammatical structures and there are only a few mistakes in the use of reported speech structures.	The student shows great grammatical control, sometimes even including complex constructions and proficiently using reported speech structures.
Vocabulary range	The student's vocabulary is very limited and not related to the topic of the composition.	The student's vocabulary range is slightly limited, with constant repetition of the same lexical items.	The student's vocabulary range is quite rich, using a variety of terms related to the topic.	The student shows great control of a wide variety of vocabulary related to the topic, making frequent use of specific terminology.
Creativity and originality	The student has not included creative or original ideas in the development of the activity.	The student has included some creative ideas, but the structure and the content of the composition is overall basic and predictable.	The student has included creative and original ideas, making the proposal appealing.	The student has included a lot of creative and original ideas which make the proposal especially appealing and engaging.

Appendix 11




Prefixes are letters or groups of letters we add before a word.

Suffixes are letters or groups of letters we add after a word.

We use prefixes and suffixes to create new words with different meanings. It's like magic!

PREFIX	MEANING	EXAMPLE
Dis- / im- / in- / il- / ir- / un-	Not, without	Invisible
Inter-	Between	International
Re-	Again	Reappear
Sub-	Under	Submarine
Pre-	Before	Prehistoric

SUFFIX	MEANING	EXAMPLE
-er / -or	Someone who does somethin	Teacher
-ment	State or action	Disappointment
-ful	With, full of	Useful
-less	Without	Useless
-ness	State of, quality of	Happiness
-ly	In a manner, quality	Quickly



Appendix 12

INVISIBLE WORDS

Student A

This is a dialogue from *Harry Potter and the Order of the Phoenix*, but a spell from Voldemort made some words invisible. Ask your partner to complete the missing parts:

‘What d’you reckon it is?’ said Harry.

‘_____,’ said Fred.

‘But there can’t be anything worse than the Avada Kedavra Curse, can there?’ said Ron. ‘What’s worse than death?’

‘Maybe it’s something that can kill loads of people at once,’ suggested George.

‘_____,’ said Ron fearfully.

‘He’s got the Cruciatus Curse for causing pain,’ said Harry, ‘he doesn’t need anything more efficient than that.’

There was a pause and Harry knew that the others, like him, were wondering what horrors this weapon could perpetrate.

‘So who d’you think’s got it now?’ asked George.

‘_____,’ said Ron, sounding slightly nervous.

‘If it is, Dumbledore’s probably keeping it,’ said Fred.

‘_____’ said Ron quickly. ‘Hogwarts?’

‘Bet it is!’ said George. ‘That’s where he hid the Philosopher’s Stone.’

‘A weapon’s going to be a lot bigger than the Stone, though!’ said Ron.

‘_____,’ said Fred.

‘Yeah, size is no guarantee of power,’ said George.

Some magic help:

d’you: short version for "do you"

reckon: think

INVISIBLE WORDS

Student B

This is a dialogue from *Harry Potter and the Order of the Phoenix*, but a spell from Voldemort made some words invisible. Ask your partner to complete the missing parts:

‘_____’ said Harry.

‘Could be anything,’ said Fred.

‘But there can’t be anything worse than the Avada Kedavra Curse, can there?’ said Ron. ‘What’s worse than death?’

‘_____’,
suggested George.

‘Maybe it’s some particularly painful way of killing people,’ said Ron fearfully.

‘He’s got the Cruciatus Curse for causing pain,’ said Harry,
‘_____’.

There was a pause and Harry knew that the others, like him, were wondering what horrors this weapon could perpetrate.

‘_____’ asked George.

‘I hope it’s our side,’ said Ron, sounding slightly nervous.

‘If it is, Dumbledore’s probably keeping it,’ said Fred.

‘Where?’ said Ron quickly. ‘Hogwarts?’

‘Bet it is!’ said George. ‘That’s where he hid the Philosopher’s Stone.’

‘A weapon’s going to be a lot bigger than the Stone, though!’ said Ron.

‘Not necessarily,’ said Fred.

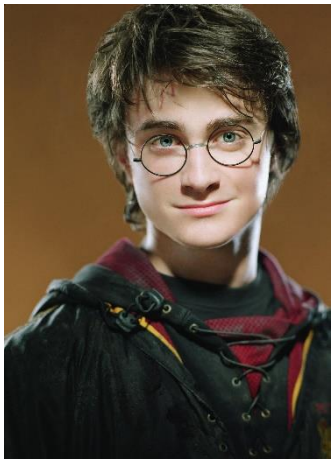
‘_____’ said George.

Some magic help:

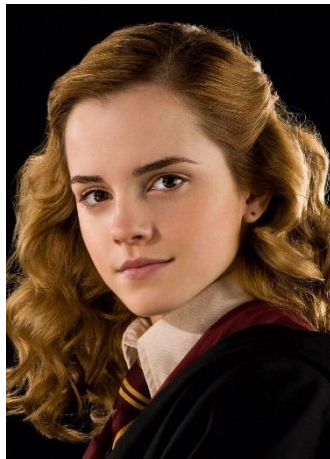
d’you: short version for "do you"

reckon: think

Appendix 13



HARRY POTTER



HERMIONE GRANGER



RON WEASLEY



PROFESSOR MINERVA
MCGONAGALL



PROFESSOR ALBUS
DUMBLEDORE



PROFESSOR SEVERUS
SNAPE



HAGRID



DRACO MALFOY



GINNY WEASLEY



Appendix 14



ASSESS YOUR CLASSMATES' MAGICAL SPEAKING ABILITIES

GROUP NUMBER

- THE PLAY INCLUDES ALL THE MAGICAL ELEMENTS.
- THE STUDENTS SPEAK FLUENTLY.
- THE STUDENTS PRONOUNCE WORDS CORRECTLY.
- THE STUDENTS FOLLOW THE INTONATION PATTERNS.
- THE STUDENTS RESPECT THEIR TURNS WHEN THEY TALK.
- THE STUDENTS USE ADEQUATE BODY LANGUAGE.
- THE STUDENTS DON'T MAKE GRAMMATICAL MISTAKES AND
USE REPORTED SPEECH STRUCTURES CORRECTLY.
- THE STUDENTS USE VARIED AND SPECIFIC VOCABULARY.
- THE IDEA IS CREATIVE AND ORIGINAL.



Appendix 15

	1-4 Weak	5-6 Good	7-8 Very good	9-10 Excellent
Structure and content	The dialogue does not comply with the guidelines and it does not include the required elements. The lack of structure of the presentation makes it very difficult to understand.	The dialogue does not fully comply with the guidelines, but it includes most of the required elements. It follows a more or less comprehensible structure, but sometimes it is difficult to understand.	The dialogue mostly complies with the guidelines, including all the required elements. Its sensible structure makes it easy to follow most of the time.	The dialogue perfectly complies with the guidelines and meets all the requirements of the activity. Its organised and logical structure makes it very easy to follow the whole conversation.
Fluency	The student's constant hesitation hinders communication and evidences a significant lack of control of the necessary vocabulary and grammatical structures.	The student sometimes hesitates, and when this happens, they stop trying and change the topic.	The student seldom hesitates, and when this happens, they try to express the same information using different words.	The student expresses information effectively, naturally and without hesitation, thus evidencing a great control of the language.
Pronunciation and intonation	The constant mispronunciation of words and the lack of intonation patterns makes it almost impossible to understand the dialogue.	The student mispronounces some words and sometimes ignores intonation patterns, making the process of communication difficult but not impossible.	A few words are mispronounced and intonation patterns are generally present, making it possible to understand most of the ideas presented.	Pronunciation mistakes are almost non-existent and intonation patterns are always present, thus facilitating the process of communication.
Interaction, communication and body language.	The student does not follow interaction patterns and fails to communicate with the rest of the members of the group or with the audience through body language.	The student presents difficulties interacting with the other members of the group and with the audience. Despite the poor use of body language, they	The student generally respects interaction patterns and presents minor difficulties in the use of body language, managing to transmit main	The student perfectly follows interaction patterns and makes very effective use of body language to successfully engage the audience, managing to

		manage to convey most of the main ideas.	ideas and occasionally some details.	transmit both main ideas and details.
Grammar use	The lack of control of grammatical structures impedes communication. Reported speech structures are never included.	Some basic grammatical mistakes make communication difficult, but the student manages to express most of the main ideas. Reported speech structures are seldom used, and they sometimes include mistakes.	Some grammatical mistakes do not impede communication. Reported speech structures are often used, but they sometimes include mistakes.	Correct use of a wide variety of grammatical structures allows successful communication. Frequent and proficient use of reported speech structures.
Vocabulary range	Very limited use of vocabulary and frequent lack of words to express general ideas.	Slightly limited vocabulary range, with some struggles to convey meaning and constant repetition of certain lexical items.	Quite rich vocabulary range and generally successful conveyance of information.	Wide variety of vocabulary which enriches communications including specific terminology.
Creativity and originality	No creative or original ideas have been included.	A few creative ideas have been implemented, but the structure is overall basic and predictable.	Some creative decisions have been made, making the proposal more appealing.	Very creative and original proposal which engages and surprises the audience, including frequent personal touches.

Appendix 16

"That place looks very scary" said Ron.

56



Skip

0 Answers

Ron said that place looks very scary

Ron said that place looked very scary

Ron said that place had looked very scary

Ron said that place was looking very scary

kahoot.it Game PIN: 3908622

This situation looks very...

27



Skip

0 Answers

Stressment

Stressless

Stresser

Stressful

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