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**TEACHING INNOVATION
PROJECTS. BOOSTING
ERASMUS+ AMONG
STUDENTS IN RURAL
AREAS.**

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ABSTRACT AND KEYWORDS / RESUMEN Y PALABRAS CLAVE

ABSTRACT

Erasmus+ has endless positive effects on a professional, academic, personal and social level. This paper aims to demonstrate the great potential behind this programme which has brought nothing but joy to the European Union since its inception, but which unfortunately is not well known in rural areas in Europe. Its main purpose is to promote the programme among students through the creation of a didactic unit in which Project Based Learning (PBL) will be the key. This piece of work aims to make students see the benefits Erasmus+ brings, as well as making them realise the importance of the English language in order for these projects to be carried out correctly since, as a *lingua franca*, English will be the means of communication used.

KEYWORDS: Erasmus+, Project Based Learning (PBL), intermobility, eTwinning

RESUMEN

Erasmus+ tiene un sin fin de efectos positivos a nivel profesional, académico, personal y social. Este trabajo tiene como finalidad demostrar el gran potencial que hay detrás de este programa que no ha traído más que alegrías a la Unión Europea desde su creación, pero que, por desgracia, no es muy conocido en zonas rurales de Europa. El principal objetivo es promover el programa entre los estudiantes a través de la creación de una unidad didáctica en la que el Aprendizaje Basado en Proyectos (ABP) será crucial. Con este trabajo se pretende hacer ver a los alumnos los beneficios que aporta Erasmus+, así como hacerles entender la importancia de la lengua inglesa para la correcta realización de estos proyectos ya que, como lengua franca, el inglés será el medio de comunicación utilizado.

PALABRAS CLAVE: Erasmus+, Aprendizaje Basado en Proyectos (ABP), movilidad internacional, eTwinning

1. INTRODUCTION

‘Own only what you can always carry with you: know languages, know countries, know people. Let your memory be your travel bag.’

Aleksandr Solzhenitsyn.¹

To begin with this piece of work, this quote has been chosen since it reveals the importance that travelling has in learning. The cultural progress that humanity has undergone throughout history, as it is well known, is due to the interest of mankind in expansion, conquering and exploring other territories. If there had been no migratory movement and no interest in finding out what was beyond our borders, culture would not have expanded. In this globalised world, being in contact with other cultures, travelling and learning from those trips has become an essential part of our daily lives. But travelling has not only become a crucial part of our daily lives for vital wellbeing, but also because the skills acquired when travelling are essential to survive in today’s world. Furthermore, in the face of a worldwide epidemic, it is more important than ever to recognize ‘interconnectedness’ (seeing us as a whole) and global citizenship (Deardorff, 2020).

Much of this interest in finding out what was happening in other parts of the world intensified with the advent of the internet. This world is globalised, and current affairs are within our reach almost without us realising it. This globalised world has been created by the tidal waves of migration that we have experienced in recent decades. These migrations have led to multicultural territories, where different cultures and languages coexist. Having the opportunity to live and experience life in a foreign country is becoming less and less difficult due to programmes whose aim is to give those who are our future the opportunity to travel and be introduced to the culture of another country, for instance, Erasmus+, the most successful one of recent times. Furthermore, Tejada (2000:1) identifies some of the elements of today's society that can have an impact on educational institutions and necessitate responses, which can be summarized as globalization, multiculturalism, and the technology revolution.

Producing lifelong learners is the key of today’s education system, for that reason experiencing Erasmus+ will be an excellent opportunity for students to acquire or, perhaps, strengthen those skills and knowledge they already have. Erasmus+ KA (key actions of the strategic partnerships for innovation and exchange of good practice between European schools) together with eTwinning (a platform which enables European schools and students to work together) allow international projects designed to develop and share innovative practices and promote collaboration, peer-to-peer learning and exchanges in education. eTwinning is a pedagogical and incredible method to promote and getting started with Project Based Learning (PBL) to provide cooperation with classrooms across Europe.

In a constantly changing world, travelling makes us acquire the abilities which are basic and crucial for a student. Students must be prepared for the real word and having

¹ <https://www.i-diom.at/15-inspirational-quotes-about-learning-languages/>

them mastered in the traditional subjects is not enough. English as a foreign language has become a vital subject to master in the actual curriculum since it implies social and cognitive growth, competitiveness and, obviously, it allows people to communicate with people from different cultures as it has reached the status of Lingua franca. Many of the jobs they will be working on in the near future are probably not invented or created yet, meaning we, as teachers, must be aware that they acquire different skills and different points of view of the real and constantly changing world. According to Tony Wagner (Wagner, 2010) in his book 'The Global Achievement Gap' we must prepare students for the future.

If we analyse Erasmus+ major aim we will discover it covers, mainly, all those skills explained by Wagner, which will empower and will prepare European students for quality jobs and social cohesion by bringing innovation, creativity, inclusion and identity to our classrooms (European Union Youth Strategy, 2019). Apart from those skills that may seem essential for students to cope with the real world, English is key in those skills. English will provide students with some of the tools to succeed in a more and more competitive and changing society. Learning different languages, English, for instance, and, of course, and Erasmus+ experience will lend a hand to students to deal with everyday life in another country, and to help foreigners staying in their own country to do so. (Companion volume, 2021).

With regard to the structure, this piece of work will be divided in two parts: one which will be the theoretical framework and the second one in which we will implement that theory into practice. In the first part, we will analyse the circumstances that made it possible to arrive at the current situation: a globalised and multicultural world. Those circumstances were possible, somehow, thanks also to a desire for a peaceful and respectful continent, so the European Union was born. After the birth of this organisation, in order to fight for equality, respect and fraternity in the old continent, different means were proposed to make all these needs a reality. Through all of these proposals the international mobility programme Erasmus+ was born. After discovering what the aims and objectives of this programme are, we will explain how this programme influences Teaching English as a Foreign Language (henceforth, TEFL). In addition, we will discuss how ICT is vital for the smooth running of such mobility programmes, as the online platform eTwinning is often used to support the development of those programmes. In particular, we will analyse the case of a public secondary school in the province of Jaén where, luckily, I studied and where I did my master's internship: IES La Pandera.

After the theoretical review, a practical application of the theory will be developed by creating a didactic unit focusing on its main points.

2. THEORETICAL FRAMEWORK

2.1 Multiculturalism and globalisation

Are we conscious enough about what globalisation means? We are already immersed in a globalised world and we may not know what it really means. Globalisation became bigger and bigger thanks to the technological revolution: the Internet, which enables

people around the world to be connected and to be aware of what is happening in every part of the globe just at the click of a button.

Globalisation is a recent term since it was in 1990 when, according to Hunter (2004) the term global competence was used for the very first time referring to a report written by the Council on International Education Exchange of the United States of America. Several definitions have been written and proposed along the years in order to obtain a proper description of this massive phenomenon. Globalization (...) 'is as a concept referred both to the compression of the world and the intensification of consciousness of the world as a whole' (R. Robertson, Globalization, 1992: 8). Global competence has been related to the improvement of second languages and intercultural sensitivity.

Globalisation has brought many wonderful opportunities to society, due to the fact that similarities across the world make us more participative and creative. There are many influences in such important fields as culture, services and, of course, education. All the effects that globalisation has had on education are not clear yet, although from Carnoy (1999) and McGinn (1997) we can infer that there was a decentralisation of education and a reduction of public spending. A weakening of public education and an increase in privatization have been noticed. There could be an emphasis on mathematics, science, English language and computer science due to global economic objectives.

Globalisation led the world and, concretely, Europe to a multicultural territory in which we share common values and beliefs. Multiculturalism is the adaptation to the new reality. Spain was conceived as a homogenous society and for a long time its population had to face different problems such as racism or ethnocentrism. Those problems were reflected in Spanish classrooms and little by little students learnt that globalisation is on and our culture is now everybody's culture. Respect is the key for multiculturalism to survive. (Spinthourakis, Lalor, & Berg, 2012)

According to Spinthourakis (2012; 150), the very first Spanish policy about education was not very specific and careful with cultural diversity, but during the years it has been improved as the European Union ordered. Spanish education has faced a lot of challenges during the years, but the main one is language. Linguistic policy in Spain was a problem as it was strictly centralised, although over the years the government aimed at integration and 'normalisation'. This normalisation was not enough as students were not used to interacting with foreign people and globalisation made people all over the globe come to Spain looking for a better life: even Latin American people, who shared the same languages, noticed those prejudices in the Spanish population. Little by little those prejudices were disappearing thanks to the educational community whose work led to a more tolerant, diverse and respectful atmosphere at schools. EFL teachers have a difficult role as they have to foster interculturalism and multiculturalism and they must create students capable of dealing with tolerance and respect for interculturality.

Vygotsky's theory Zone of Proximal Development², students feel more self-confident and more capable of finishing a task with the assistance of more prepared or capable people around them: teachers. Vygotsky defended the idea that social learning and social interaction were crucial in the learning process, whereas students would be supported and encouraged by experienced people. Social interaction is a strong tool to foster brain and intellect stimulation. Vygotsky's theory explained that although we as teachers explain concepts and foster student's autonomous performance, we must correct them if they commit a mistake, so that we will make sure that they will follow the right path. Interacting with them, giving them feedback and helping them out when they get lost along the way is crucial: that is known as scaffolding interactions and scaffolding strategies. Those strategies are highly recommended when dealing with multicultural differences in class. Teachers will know which difficulties may arise among students who are not native speakers and which ones native students may face when dealing with foreign students. EFL teachers are the key to these mobilities to carry out without many linguistic difficulties, but these strategies may ease the path and make us feel more self-confidence when coping with difficulties. (Dinan, 2014)

2.2 European Union: the change

In 1950, five years after the end of World War II, European nations were still struggling to overcome their ravages and the lack of resources. European governments, determined to avoid another terrible conflict, concluded that by pooling coal and steel production, war between France and Germany, historic rivals, would be, 'not only unthinkable, but materially impossible'. This conversation took the form of a one-page document presented by the French government to the German government offering a union to prevent Europe from another unfair and destructive war. It was rightly thought that the merger of economic interests would help to raise living standards and would be the first step towards a more united Europe: it was called the European Community of Steel and Coal (ECSC). Membership to apply for the ECSC was open to other countries. The idea of cooperation between partners was born in the economic sphere from a proposal made by Jean Monnet to Robert Schuman. This declaration was presented on 9 May 1950: this is known as 'the Schuman Declaration'. (European parliament. Dinan, 2014)

After several treaties, finally came the Treaty on European Union (TEU): 1992, Maastricht. This is the moment when it is considered foundational, going from EEC, European Economic Community, to European Union (EU). It introduced new collaboration policies, Common Foreign and Security Policy (CFSP) and Justice and Home Affairs (JHA). There was no sovereignty of the states in foreign policy, there was collaboration in specific areas, but there was no common agreement on which all were in agreement. In the Justice and Home Affairs (JHA), more progress was made, with common databases between the partners on criminal offences and other issues. The idea was to open a new folder and fill it with new points and commitments in order to create a common policy and implement it in the future, although today this idea is increasingly distant. In economic terms, that treaty was vital as it consolidated the Economic Union and prepared for the European Monetary Union.

² <https://www.sciencedirect.com/topics/psychology/zone-of-proximal-development>

In 2004 there was a massive entrance of new countries, from 15 to 25. At first, the six founding members voted unanimously, but, little by little, new countries of different sizes, populations and wealth began to join, making it necessary to change the voting system: they switched to the agreement of broad majorities, where the vote of countries with larger populations had more weight than others.

More and more countries were willing to join the European Union regarding the benefits it gave and the principles and objectives it aimed and, nowadays, still aims.

- A) Objectives and principles of EU:
- To promote peace, its values and the well-being of its citizens;
 - to provide freedom, security and justice without internal borders;
 - to promote sustainable development based on a balanced economic growth and price stability;
 - To promote sustainable environment;
 - to combat social exclusion and discrimination;
 - to promote scientific and technological progress;
 - to reform economic, social and territorial cohesion and solidarity between Member States;
 - to combat social exclusion and discrimination Member States;
 - to respect the richness of their cultural and linguistic diversity;
 - to establish an economic and monetary union with the euro as its currency.

The EU is based on these main principles:

- a) Human dignity
- b) Freedom
- c) Democracy
- d) Equality
- e) State of rights
- f) Human rights

These objectives and values form the basis of the European Union and are set out in the Treaty of Lisbon signed in Lisbon 13th December 2007. Lisbon has sought to grow the common policy by ceding some intergovernmental policies to the supranational policy exchange. Schengen is one of the examples of communication of policies: free movement of people through this area. Schengen contributed to Europe becoming more easily reachable for Europeans, since there are no frontiers for those who belong to a country linked to Schengen.

2.3.1 The Green Paper on the European dimension in Education

Europe has to face demographic problems such as an ageing skilled population and young people with insufficient skills and studies to reach good job positions which has led to youth unemployment.

In an increasingly competitive international environment, Europe needed to invest heavily in education and training, taking into account the needs of the younger generations. Schengen opened the door and gave European citizens opportunities to live, study and work in other countries, which encouraged the personal, economic growth and fulfilment of citizens. The current situation can be exclusively saved by commitment, innovation and solutions for all Europeans. If we want to share a common European identity, it is crucial to establish different social policies and an adequate attitude to be transmitted to European citizens, but also the education system needs more changes by introducing a 'European dimension'.

To do so, organizations have created the European Dimension in Education (EDE). EDE could be the first step to the critical and participative citizenship in Europe and it has some targets derived from it that are the following ones (Diestro y Valle, 2015: 111).

- It aims to improve young generations' sense of European identity and to clarify the importance of civilization and European citizenship in two dimensions: political (being a citizen) and psychological (feeling a European citizen).
- Its goal is to equip future generations to participate in the economic, social, and cultural development of Europe.
- It is also important to instil in young generations an understanding of the benefits, problems, and hurdles that this may entail.
- It is crucial to expand their understanding, promote Europe's image, and instil the significance and importance of the cooperation undertaken.
- It is important to provide opportunity to increase educational quality and to promote common ideals and values, as well as individual liberty and democracy.

The overall aims of schools include contributing to Europeans equal opportunities for Europeans and giving all young people a sense of responsibility in an interdependent society. This independence may be obtained through developing autonomy in students, giving them the freedom to judge and make them develop critical thinking. Young people are our future, so we must ensure that they will receive a high-quality education by enabling them to reach farther in their careers. Lifelong learning will be vital in their lives, so we must ensure they are willing to keep on learning along the way. We, as teachers, must ease students their way to their future working life by giving them the tools and the skills needed in today's world and we must ensure they master the technological field as it is constantly changing. (The European Dimension of Education, 5: 1993).

2.3.2 Students' International mobility

Goethe once said that the best education for a clever person is found when travelling³ meaning that travelling has been known as a wonderful way of improving our knowledge since long ago. In the words of Sakhieva, some objectives applied to academic mobility are providing the students with an opportunity to test themselves in a different system of higher education and enhancing the prestige of the education they receive. Mobility can also foster the students' new skills and competencies and, of course, it can expand social and cultural horizons of the students. As well as it will improve foreign language proficiency and intercultural communication skills at the same time. The availability of education at all levels throughout life can be also improved (Sakhieva et al, 2015: 337).

Mobility in Europe is not strictly recent since after the Second World War mobility was seen as an advance in European society and as a start towards peace and prosperity on the continent. Even some philosophers thought that mobility meant the union of a fragmented world. The idea behind this mobility was always the same: education. An example of this was the European Voluntary Service, which allowed young people to spend some time in foreign countries. One of the main reasons why international mobility in Europe was born was for the inclusion of young people with fewer opportunities. Since the birth of the European Union, many documents have been written in relation to international youth mobility such as the Green Paper on 'Promoting the learning of young people' (2009). All these documents paved the way for young people to have the opportunity to get to know and explore EU countries.

Nowadays, international student mobility is allowing young people to learn from other cultures, removing barriers and overcoming past mistakes by joining forces for a fairer, intercultural, multicultural and more respectful world. International experiences are essential for the life-course of students, who are in the middle of their training stage and everything they experience will be of vital importance for the development of their future, both in work and in life. Is mobility a synonym of learning? It has been proven during the years that in a more and more competitive and globalised world where young people are surrounded by technology and can learn and search for information easily, it is important to make a difference in their life for their best future. (Friesenhahn & Plantz, 2013) That difference is not easy to achieve since there are many people in the high education system and the rate of competence between youngsters is truly high nowadays, but in the following chart we may infer the key terms of international mobility in Europe, which allow students to make the difference they need in their career:

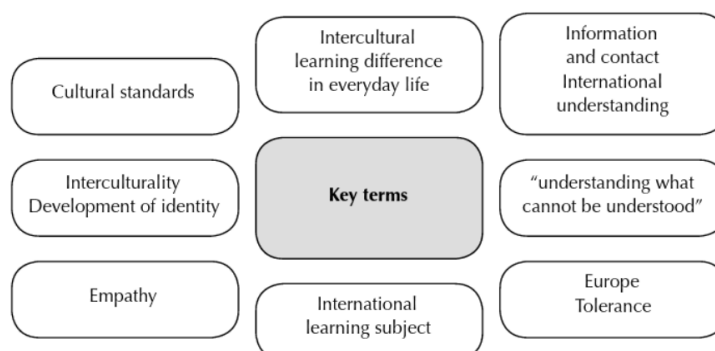


Figure 1. The theoretical discourse and concepts of international youth mobility.

³ Die beste Bildung findet ein gescheiter Mensch auf Reisen.

Learning mobility and non-formal learning in European contexts: Policies, approaches and examples. Council of Europe. (2012).

From that chart it can be inferred that the main purpose of European objectives is achieved through students' mobility throughout the old continent.

2.3.3 Erasmus programme: history and aim

Erasmus programme has become the most successful programme in EU history. Since it started 35 years ago many young people around Europe and around the globe have participated and enjoyed the benefits of this fantastic programme. (European Union Youth Strategy, 2019).

The European Commission (EC) is ultimately responsible for the development of the Erasmus+ programme and its implementation is carried out with:

- The direct management of the centralised Actions by the EC or the European Education and Culture Executive Agency (EACEA).
- The indirect management of the decentralised Actions by the National Agencies established in the countries of the Erasmus+ program.

The 'Erasmus+ Sport' action is managed directly by the European Commission through its European Education and Culture Executive Agency (EACEA).

In Spain there are two organizations designated as National Agencies for the coordinated management of the Erasmus+ program:

- The Spanish Service for the Internationalization of Education (SEPIE), for the field of education and training.
- The Spanish National Agency (ANE), integrated into the Instituto de la Juventud (INJUVE) for the youth field.

At the very beginning, it was called Erasmus which is an acronym that derives from European Region Action Scheme for the Mobility of University Students⁴, meaning it was created just for university students and, at the same time, this programme was named after the great philosopher and writer Erasmus of Rotterdam. At first, few countries were given the opportunity to take part in that innovative idea (Belgium, Denmark, Germany, Greece, France, Ireland, Italy, Netherlands, Portugal, Spain and the United Kingdom), allowing around 3000 young people to study abroad. Along this long way, this programme has improved and become bigger.

From 2007 until 2013 Erasmus programme exist side-by-side together with Lifelong Learning Programme which worked with four similar subprogrammes:

- a) Comenius for school
- b) Erasmus for higher education
- c) Leonardo da Vinci for vocational education and training
- d) Grundtvig for adult education

Nowadays, not only university students are allowed to take part, since it is now available in higher education, vocational education and training, school education, adult

⁴ <https://www.europeana.eu/en/blog/erasmus-and-the-historical-roots-of-studying-abroad>

education, youth and sport. Erasmus programme has been evolving in such incredible ways, going farther than expected: it enabled young people to spend international internship periods, which automatically makes them more likely to get a better job position. Surveys show that people who have participated in Erasmus programme are much better prepared for the job market and for participation in civic life. It has become one of the most inclusive programmes around the globe, whereas it enables people facing obstacles related to their economic situation, people with disabilities, social status, rural areas or facing other difficulties to participate, making them feel part of society and the European Union.

The European Union decided to change the name of the Erasmus programme and since 2014 it is known as Erasmus+. It includes different types of opportunities for different realities in society. The new programme approved, which runs from 2021 to 2027, will fund mobility and cross-border cooperation projects related to learning in the areas of education, training, youth and sport. Erasmus+ is a continuation of the previous programme (2014-2020), which has almost doubled in budget, and presents as some of its priorities:

- Inclusion and diversity; more opportunities are promoted with the aim of removing barriers and opening up to all people. It incorporates a more international dimension in cooperation with third countries, beyond the EU.
- Digital transformation. It supports the development of digital competences, and stimulates the use of information and communication technologies for learning.
- Environment. The programme will offer financial incentives to participants using sustainable means of transport, and support projects promoting awareness and combating climate change.

There are several types of programmes available according to different necessities and priorities:

- Key Action 1: Learning Mobility Projects

- Youth Exchanges allow young people from at least two countries to come together around different activities to develop competences, share and learn.
- Youth Worker Mobility aims to contribute to their professional development, helping to create a community that generates good practices and favouring the quality of the projects.
- Youth Participation Projects encourage the participation of young people in the democratic life of Europe at local, regional, national and European level.

One of the new highlights is the Erasmus+ accreditation. This will allow organisations to develop mobility projects and submit grant applications in a simplified way.

- Key Action 2: Cooperation for innovation and exchange of good practices

- Cooperation Partnerships enable organisations to increase the quality and relevance of their activities, strengthen their networks of partners, and increase their capacity to act jointly at international level.
 - Small Scale Partnerships are designed to extend access to Erasmus+ to actors operating at local level and to the most difficult to reach people in the different sectors.
 - Capacity Building projects aim to enhance international cooperation and policy dialogue as a driver for socio-economic and sustainable development of organisations and young people.
- Key Action 3: Support policy reform
- It promotes cooperation and modernisation in the policy framework at European level. The United European Youth Action targets youth organisations at grassroots level that want to build partnerships across borders and add a European dimension to their activities.

As it can be inferred, this piece of work will be focused on K1 which is devoted to young students' mobility.

Over the years, a large number of countries have joined this program, facilitating mobility to a wider range of students

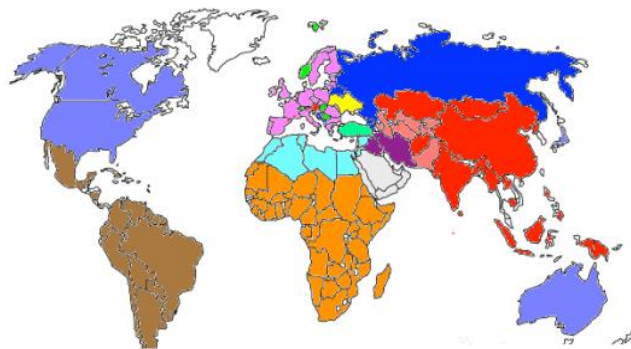


Figure 2. Belén Andrés Segovia, Universitat de València. (2016).

As shown in the figure above, the current possibilities for Erasmus+ mobility are limitless, as practically every country has agreements that allow them to host applicants. However, due to political, linguistic, socioeconomic, and other factors, the characteristics of each territory must be taken into account while applying.

The possibilities for current mobility in the Erasmus+ programme are limitless, as the visual portrayal above illustrates. The Erasmus+ Programme present mobility opportunities are limitless, as almost every country has an agreement that allows them to host researchers. When applying, however, the features of each territory should be taken into account, as each country's political, linguistic, socioeconomic, and other circumstances will influence the country's eligibility for the reference project being provided.

Participants in the project must carry out an inclusive collaboration of their roles and responsibilities, as well as they must act honestly. In other words, the partners must act

with honesty and security in terms of financial components of their operations. Despite the coordinator's dominance, this focus remains interwoven.

The project is developed by a group of individuals who, despite their backgrounds, collaborate to attain a shared aim. As a result, it will be required to pay attention to each of their unique qualities in order to achieve their goals by leveraging the synergies formed by their different profiles.

The general objective of the programme is to support, through lifelong learning, the educational, vocational and personal development of individuals in the fields of education, training, youth and sport, in Europe and beyond, thereby contributing to sustainable growth, quality employment and social cohesion, as well as promoting innovation and strengthening European identity and active citizenship. Lifelong learning is a complex term to be defined, but according to Cambridge Dictionary it is 'the process of gaining knowledge and skills throughout your life, often to help you do your job properly'. Lifelong learning is an incredible method to keep the brain trained and shaped to societal and professional changes (Eggelmeyer, S., 2010). As such, the programme is a key instrument for the construction of a European education area, supporting the implementation of European strategic cooperation in the field of education and training, with its sectoral agendas. It is also crucial for promoting youth policy cooperation in the framework of the EU Youth Strategy 2019-2027 and for developing the European dimension in sport. (European Union Youth Strategy, 2019).

Within the Erasmus+, a wide range of collaborative activities are possible to develop. Workshops and other knowledge-sharing activities can be organized, developed and implemented as well as new working methods, tools or resources. Among all the opportunities for schools offered are strengthening cooperation and networking between schools by using eTwinning (a whole explanation will be given afterwards about this platform), but it mainly promotes an innovative educational practice by recognising and validating knowledge, skills and competences through online tools.

2.3.4 Effects of Erasmus+ on Teaching English as a Foreign Language (TEFL)

English is considered a *lingua franca* and this status has been obtained throughout the years, since the main global organizations started using this language as their main means of communication, leaving aside another very well-known language: French. Before continuing to explain the power behind the English language, we should explain the meaning of *lingua franca*, as it comes from Latin not everybody knows: it may seem complex, but, indeed, it is a very easy term to understand. A *lingua franca*, according to Crystal (2003:9), is a language used to communicate amongst individuals who speak distinct mother tongues or first languages. In this approach, the goal of a *lingua franca* is to suit the communication demands of people from many countries in today's world. McArthur broadens the concept of *lingua franca* to include a language used as an international tool by many cultures and societies at any or all social and educational levels (2002:2). European citizens need to know languages in order to participate in society, thus, this knowledge is considered a basic competence which must be undoubtedly acquired. Cultural and linguistic diversity is what makes Europe such a unique continent, but this diversity may block communication among the population. Sharing a vehicle language, which is synonym of *lingua franca*, facilitates mobility,

cooperation and the exchange of ideas between European citizens. The mastery of languages is one of the most important competences that a citizen must have. (Meno, 2002: 257).

Mastering a language has a lot to do with attitude. The problem comes when we cannot distinguish between the linguistic attitude that students have towards their target language and culture and language aptitude towards the learning of English as a foreign language. Linguistic attitude is defined as the psychological constructions that individuals have towards languages in general (Crystal, 1992), whereas according to the British Council language aptitude ‘...refers to the potential that a person has for learning languages. This potential is often evaluated using formal aptitude tests, which predict the degree of success the candidate will have with a new language. Aptitude tests vary but many include evaluation of ability to manage sounds, grammatical structures, infer rules, and memory.’ Firstly, we should be able to distinguish between attitude and aptitude.

‘Aptitude’ is defined by Oxford dictionary as ‘a natural ability or skill at doing something’, meanwhile ‘attitude’ can be defined as ‘the way that you think and feel about somebody/something’. Meaning that your natural aptitude may be incredibly excellent, but if your attitude is not the correct one, your aptitude will be useless. Attitude is vital when learning a new language, but it is something that can be improved and we can engage students.

Clearly, the development of positive attitudes towards the foreign language and foreign culture is one of the most important factors in achieving successful learning. According to Hermann (1980) the attitude that students have towards language learning would determine the way the language and culture are learnt and taught.

Erasmus+ might definitely change the attitude of many students who feel English is useless. Research carried out in Turkey showed that Erasmus Programme highly improved student’s attitude and this change in their attitude could have been produced by the real contact with a foreign environment which helped them break with prejudices. Students who had the opportunity of experiencing an international exchange have shown a more positive thought about English as a crucial tool in their career and future, meaning that, although their natural aptitude was not the best one, with the right behaviour and with extrinsic motivation, attitude towards EFL can be truly improved (Gürlek, 2016).

2.3.5 Motivation in TEFL – Erasmus+

‘Motivation is, without question, the most complex and challenging issue facing teachers today.’

(Scheidecker and Freeman 1999:116)

By definition, and according to Cambridge dictionary, motivation is the ‘enthusiasm for doing something.’ We must differentiate between extrinsic and intrinsic motivation. Intrinsic motivation is the desire to do something only for the sake of doing it, for the mere pleasure of doing it. Extrinsic motivation is the desire to accomplish something in order to achieve a goal or meet a limitation imposed by others.

Motivation is a very difficult and abstract concept to be defined. Why is the term motivation still used if its meaning is so complex? However, teachers make use of it because of its simplicity when explaining a student's behaviour in class: meaning that a motivated student seems enthusiastic and implicated in the tasks and the contents, someone who find reasons to continue learning and improving, while describing unmotivated students may be harder since this amotivation is difficult to be tackled. Motivation is deeply linked to the brain and it causes the achievements both in professional and personal challenges in life.

Motivation can be based on two main sub concepts:

- Decision to carry out a particular task.
- Effort dedicated to develop that task and the determination to finish it.

Motivation helps us understand why a person wants to do something and for how long this person is willing to develop that task constantly. Human behaviour is a very complex concept since it involves human necessities or beliefs and values. The question is, which kind of motivation do teachers need to foster among students? It is a difficult question: motivating students is not a simple process.

‘There is no question that learning a foreign language is different to learning other subjects. This is mainly because of the social nature of such a venture. Language, after all, belongs to a person's whole social being: it is part of one's identity, and is used to convey this identity to other people. The learning of a foreign language involves far more than simply learning skills, or a system of rules, or a grammar; it involves an alteration in self-image, the adoption of new social and cultural behaviours and ways of being, and therefore has a significant impact on the social nature of the learner.’

(Marion Williams 1994:77)

Learning a new language involves a wide range of elements, not only learning grammar points and linguistic points, culture is also as important as grammar. There are many different ways of motivating students, according to Wlodkowski's (1986: 42) there are twenty items that can be used to motivate, but, specifically, we will focus on this one:

12. ‘To prepare students for what they will be doing next.’

Preparing students to deal with future issues is crucial in improving their motivation, because they will feel more confident and relaxed when coping with the real situation. This is the case of Erasmus+: many people would love to live that experience, but apart from having an excellent knowledge of the L2, they must be prepared to tolerate different cultures, manners and customs. Through a preparation which involves cultural and non-prejudices topics, and encouraging them to speak and communicate in the L2, they will feel way more motivated to live that experience. The other way round, knowing they will have to speak and live in a different country or with foreign people will make them want to improve their skills in L2, English in this case. Whether we want our

students to feel motivated, there must be motivational conditions in the classroom that are indispensable according to Cambridge Language Teaching Library (Cambridge University Press, 2001):

- appropriate teacher behaviours and a good relationship with the students;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group with appropriate group norms.

Rewards are also a very good method to boost motivation among students. There are so many different kinds of rewards: materials, opportunities, recognition or special attention. Although rewards must not be overused, in this specific case, Erasmus+ works as a reward, since they will be able to live that experience and to live that incredible opportunity if they keep on improving their English skills. In the words of Covington and Teel (1996:98): 'Fortunately, even small changes initiated early on can make substantial changes down the line in terms of student motivation and achievement, as well as teacher morale.'

2.3.6 Using information and communication Technology (ICT) in Erasmus+

Societal necessity of students to become more independent and capable of dealing with technology is a reality. As it has been already said in this piece of work, in a constantly changing world where jobs are more and more innovative, students must master the use of ICT, not exclusively for their education progress, but for their personal one too. Skills to be mastered in today's education have completely changed in the recent years, according to Wagner (Wagner, 2010) there are some skills to be mastered by students if they pretend to be competitive and make a difference, those skills are:

1. To analyse and to access information.
2. To have curiosity and imagination
3. Initiative and entrepreneurship.
4. Adaptability
5. Effective oral and written communication.
6. Critical Thinking and problem solving.
7. Collaboration across networks. (Wagner, 2010)

According to Wagner (Wagner, 2010:170), many educators complain about the lack of motivation students have nowadays. To barely understand this lack of motivation we, as teachers, must bear in mind that they have been born in a digital environment and those former methods we used in the past are now obsolete: empathy must be our guide if we want them to be focused on the content. The way we, as society, communicate has totally changed without us realizing about the huge change it means for our future generations. Researchers are trying to demonstrate that those who were born in a digitalised environment are completely different from their parent's generation.

'Our students have changed radically. Today's students are no longer the people our educational system was designed to teach. [...]' (Prensky, 2001: 1)

Moreover, COVID has demonstrated that ICT are crucial in today's education, although some students are, sadly, excluded as they cannot afford technological tools such as smartphones, laptops or tablets, the vast majority are interconnected and use their phone for almost everything. ICT incorporation in the education system is not as fast as it should be, due to the lack of resources and support from governments, since it is very expensive to invest in both technological tools and, of course, teacher training (Floris 2014: 141).

Regarding TEFL, almost all the content youngsters consume in their spare time is in English. Social Networks such as Tik Tok, which is, undoubtedly, the most used by teenagers, help them, without even noticing, in their oral and written skills. We cannot deny that using ITC in TEFL has both advantages and disadvantages, but in words of Mujtaba and Mabarak (2013) there can be found more advantages than disadvantages: students' commitment with the content and the class when using ICT is higher and they perfectly perform the tasks that they were asked to complete. Prensky (2004: 2) additionally identifies one-of-a-kind regions wherein the digital natives are advanced in a one-of-a-kind manner. The applicable maxims are as follows:

1. Different in sharing. Digital natives have advanced unique mechanisms to do it in a synchronous manner: For example, the blog. These web sites permit virtual natives to proportion their non-public and emotional lifestyles' information and everyone can get admission to the archived entries permanently.
2. Different in creation. They are creators of technology. One of the defining traits of the Digital Native is the choice to create. Digital Natives are adept at constructing Web sites, Flash movies, and different on-line creations.
3. Different in communicating. Meeting was once taken into consideration merely a face-to-face activity. Obviously, human beings nonetheless do meet face-to-face, however on-line meeting, and arranging conferences on-line has come to be an essential hallmark of this generation.
4. Different in coordinating. They are capable of coordinating on-line, concerning loads of human beings, and adopting roles to reap a not unusual place goal.
5. Different in analysing. Knowledge is now no longer a teacher's belongings which is transferred to the pupil. Knowledge is likewise on the Internet; thus, the pupil has the possibility to analyse autonomously.
6. Different in socializing. Socialization has constantly happened attributable to the interplay withinside the organization of peers, which takes vicinity in regular lifestyles outdoor the school or paintings setting. However, digital natives are each socializing on-line and 'being socialised,' because the social scientists say. Their on-line contacts are as real to them as their face-to-face ones, albeit one of a kind in style.
7. Different evolution. One of the most exciting matters about the Digital Natives e-lifestyles is that it's constantly evolving, and the children are constantly developing new behaviours that facilitate their lives. In this manner, they use language as a manner of evolution and play with it if you want to create quicker codes to jot down on their mobile phones.

Digital natives are generally associated with new technologies; in this manner, the Erasmus+ programme desires to utilize ICT if you want to entice students' attention. Subsequently, since, currently, students are related to ICT and are 'digital natives', the use of ICT in Erasmus+ must be mandatory to appeal their attention to the programme. Using technology not only will make them more comfortable as it is a familiar field to them, but it will also ease the execution of the project. Students will have the opportunity of, previously, getting in touch with their future classmates by sending emails, videocalls or doing online projects together. Doing all of these activities is possible thanks to eTwinning, which we will analyse later on. For that reason, the use of ICT is a must in this type of exchanges.

2.4 eTwinning Virtual Platform

eTwinning is a virtual platform that allows schools and high schools along Europe to cooperate. This platform belongs to the Lifelong Learning Programme of the European Commission. It started working in 2005 thanks to the eLearning programme and it has been growing in recent years. It luckily provides students and teachers with specific tools, resources and technical support to properly carry out twinning activities across Europe. The name 'eTwinning' was chosen to ease the spread of the platform among European citizens, since in all the countries participating a different language is spoken, that way promotion of multiculturalism and multilingualism is possible.

Its main purpose is the virtual twinning of European schools and high schools by developing a common online project in which both teachers and students share their ideas and their experiences to end up creating a final work. Mixing cultural and educational views around Europe is one of the key points of this platform which makes it possible for students and teachers to interact and learn from other cultures and ways of teaching around Europe.

To ease the twinning, a huge number of school centres are already registered in the platform and they are the ones who are in charge of looking for partnerships to their projects. Different tools are available to ease communication between participants. It also offers pedagogical and technical advice if necessary to its users, as well as resource kits and ideas on different possibilities for carrying out the project. (Ruiz Pérez & Nafría López, 2011).

This project started as an innovative way of ease the learning of foreign languages promoted by 'the European Commission within the (...) plan 2004-2006 Action Plan to Promote Language Learning and Linguistic Diversity with the purpose of giving schools in Europe the possibility of informal twinning and giving teachers the opportunity to work together, without having to commit to long-term projects, as was the case with other European programs.' (Ruiz Pérez & Nafría López, 2011). This Action Plan had very interesting purposes, but the most interesting one would be easing the path for students and teachers to exchange experiences and projects between several European countries and their educational communities using ICTs.

To join this platform schools must, firstly, register by following the four next steps:

- Personal data. Meaning that the person in charge of registering must write personal information about him/her.
- Preferences in eTwinning platform. The main languages and projects to be involved must be previously selected.
- School centre information. There it is proven if the person in charge of registering is an official teacher and other different data must be registered as the headmaster's name who will be the one accepting projects.
- School centre profile. The exact number of students, departments, teachers, where it is located and ICTs tools available are mandatory to register.

At that point, the teacher in charge can start looking for partnerships in the platform by writing messages in the forum or searching for school centres with similar objectives. eTwinning not only facilitates communication among European students, but also makes it easier for teachers to get in touch with several centres in order to apply for Erasmus+ projects. Students who will take part in Erasmus+ exchange will have the chance to already get in touch with their future classmates, get to know them and make a previous contact, so the real exchange would not be that hard.

Although, nowadays, this platform is getting more and more successful among teachers around Europe, it is still not as well-known as previously expected due to the lack of promotion by the European Union. Teachers taking part of this platform knew about it from hearing other classmates talking about it. Moreover, centres complain about the lack of official information they receive about the platform, which should be better promoted due to all the benefits it brings to both students' communication and writing skills in English as a foreign language.

As aforementioned, projects are the final task to be carried out from eTwinning partnership. This is an incredible way of promoting Project Based Learning, a very effective and well-known method in TEFL.

2.4.1 Project Based Learning

Project Based Learning (PBL) is an educational innovation strategy that seeks to respond to real problems in education by developing classroom projects based on the main standards (challenge, inquiry, authenticity, student voice, reflection, critique and revision, and dissemination). This educational innovation involves students actively in their learning by asking them to research the answer to a real-world question or problem and then create a concrete solution. It is a completely different way of teaching, leaving behind the former method in which students sit and listen passively to their teacher's explanation.

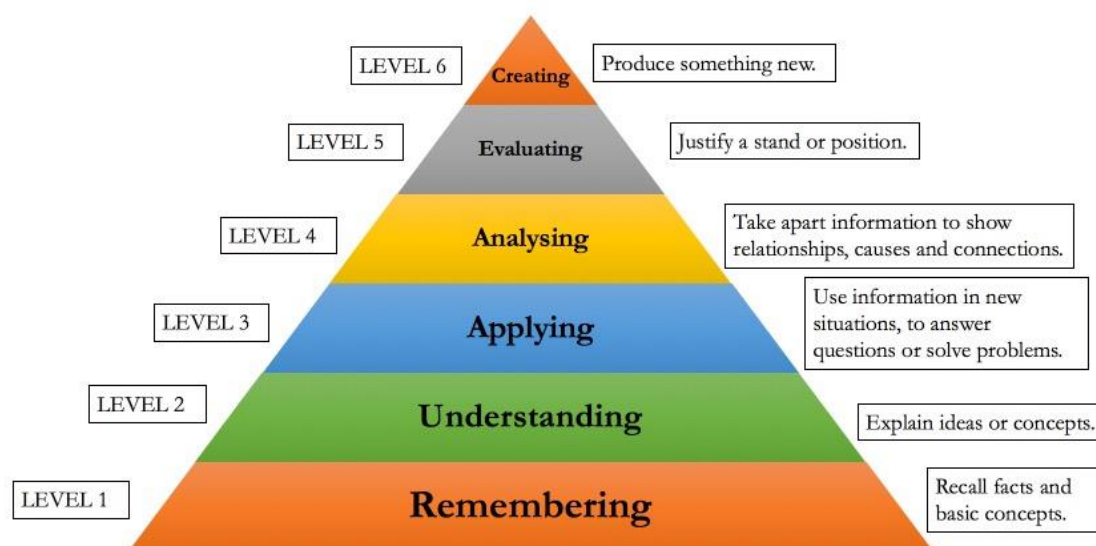
According to Tricia Hedge, who gave one of the first definitions about the topic, it could be defined as '(...) a project is an extended task which usually integrates language skills through a number of activities. These activities combine in working towards an agreed goal and may include planning, the gathering of information through reading, listening, interviewing, etc., discussion of the information, problem solving, oral or written reporting, and display.' (Hedge, 1993, p. 276). Definitions change from time to

time because this methodology has no universal model to follow and many different definitions have arisen due to the differentiation in methods.

Perkins D. (2009), referring to PBL, uses the metaphor of playing a match, in which the training session could be traditional learning scenarios, in which contents and abilities are learned and assessed in order to develop competences; and the match could be project-based learning, in which all competences developed are put into practice together in a highly motivating real-world learning context. In learning settings, a whole game is generally some kind of inquiry or performance in a broad sense (that means the project itself); it involves problem solving, explanation, argument, evidence, strategy, skill or craft (that means all the different tasks and activities included in the project); and often something gets created -an image, a story, an essay, or a model, according to Perkins (2009). Furthermore, project-based learning allows the natural integration of linguistic skills (Stoller, 2006).

PBL is deeply connected to Communicative Learning Teaching (hence force, CLT) as both require the integration of language skills, so that all aspects of the language are taught. Projects are often hands-on and collaborative, requiring learners to negotiate meaning with their instructors, peers and even external participants, depending on the task. In PBL, the teacher creates a learner-centred learning environment and supports or guides learners in carrying out their projects. For example, a teacher has students read a passage from a textbook and answer comprehension questions. The students read and complete the task, but the teacher realises that the students are only completing the task. They do not exchange ideas with their classmates and do not discuss what they have read outside class.

This methodology is the major example of a good application of Bloom's Taxonomy.



Bloom's Taxonomy. 1 Anderson, L. W & Krathwohl, D. R., eds. 2001. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Allyn and Bacon.

Bloom developed a hierarchy of educational objectives to be achieved with students, dividing them into three domains: cognitive, affective and psychomotor. It is from the first domain that the table of Bloom's taxonomy emerges. This hierarchy shows

how PBL works, since students firstly must understand and remember the basic concepts in order to apply and analyse them by creating or producing a final project. Using eTwinning would be perfect to make them follow every step, since they will be proposed a topic to work about which they may not know anything. For instance, they are proposed a project about environmental issues in Europe and their final task or project is to write an essay explaining what the final conclusions are and all the activities carried out along the process. To do so, they will follow, instinctively or with their teacher's help, Bloom's taxonomy.

Even though, it is necessary to know that PBL also tackles with difficulties that the teacher must bear in mind before-hand to prevent them.

Some of the advantages that we can found are:

- It increases deeper learning.
- More flexibility.
- Students work slowly.
- Critical thinking skills.
- Promotes cooperative learning and teaches life skills.
- Multi-faceted outcomes.
- Learning in context.

The disadvantages we can face are:

- Complex and time taking
- More elaborated
- Sometimes is out of time
- Creating balanced groups can be hard.
- It can be tricky as not all the components of the groups work at the same level.
- More preparation time for teacher and evaluation issues.
- Contact with other teachers

Students, on the other hand, are responsible for directing their own learning, making decisions, and participating in their own evaluation. If this method has never been used previously, pupils may need to be taught how to engage in a group and how to resolve disputes within the group. There is a chance that some pupils will be less engaged in group work (Grant, 2002). When compared to typical learning scenarios, PBL is more difficult but also significantly more rewarding for both teachers and students.

2.5 Erasmus+ programme and eTwinning at IES La Pandera

Having the opportunity of doing my master's internship in a school which is working with Erasmus+ allowed me to explore in further depth about this fantastic programme and all the benefits it provides to both teachers and students. The school where I did my internship is La Pandera High School located in Los Villares, my hometown.



Figure 3. The Erasmus+ logo at IES La Pandera.

Los Villares is a very small village near Jaen, in the South of the province. During my internship I had the great opportunity to know for myself how this programme works, since a group of French students spent a whole week in this high school learning more about Spain by doing a total immersion. They stayed at some Spanish students' houses and were given the opportunity to travel to some touristic places as well. Nevertheless, I needed more information about how this programme works, how to apply and for how long they have been working with Erasmus+, so I was helped and explained by my supervisor and another teacher what Erasmus+ involves and how it works. They explained that, at the very beginning, it was difficult to start as they did not have partnership with any European high school, but eTwinning was the window that led them to more twinning and more projects. Steps to apply for an Erasmus+ project are:

1. Writing a proposal. This proposal must follow European Union aims regarding Erasmus+. Those objectives are: employability, equality, inclusion and equity. This proposal must be properly written as it must be coherent and follow a determined structure. As aforementioned, many different types of projects are available and each school or teacher must apply for the one which better fits their needs.

2. Once the project is written, the European Union will have the last word in this process. If the project is approved, now you can start working.

3. According to the project proposal, the high school will be given a determined amount of money which will be destined to:

- School management. To pay for insurances, publicity, covid tests or any other necessity.
- Individual support. Mainly for teachers, depending on the country you will travel, the centre receives more or less money.
- Travel allowance. Means of transport that will be used to get to the country where the project will be developed.

This high school has become bilingual in the current year, meaning that many teachers had to receive accurate courses about how bilingualism works, and of course, English courses. Physical Education and Arts are the first subjects to be part of the bilingual-programme in the first year of compulsory secondary education, although the following year more subjects will be included in this programme in the second year of compulsory secondary education. To facilitate this task, the high school has been assigned a conversation assistant 6 hours per week. The usefulness of a second language is not all about the linguistic aspect, as there are other aspects such as cultural enrichment, greater respect, tolerance, etc. which are mentioned in the CEFR. Moreover, the Ministry of Education of the Andalusian Government is supporting these aspects through the implementation of a multilingualism plan. From this point of view, the Plan for the Promotion of Multilingualism in Andalusia (Junta de Andalucía: 2004) is devoted to answer the societal needs of Andalucía by facing the challenge of technological, social and economic changes associated with globalisation. Within this plan, the idea of knowing foreign languages is an essential tool to achieve a complete and successful adaptation to this global environment. The proposals of this plan are:

A. Promoting the mastery of foreign languages by the Andalusian population with a communicative objective;

B. Educating Andalusian students through linguistic and cultural multilingualism so that they can integrate into a constantly changing and globalised environment;

C. Bringing a multi-ethnic, pluri-cultural and multilingual Andalusia to new languages and cultures. Andalusian universities, together with other educational institutions, will play an important role in achieving the proposed objectives. (University of Seville Language Policy Plan, 2009: 3).

In 2019, La Pandera high school started a project called 'KA101 Modernization is coming' together with other European educational institutions, which looks to modernise and internationalise the school. Improving linguistic competence in English to prepare the centre to become fully bilingual and improve digitalization and innovative education. Another point is to improve school dropout rates. Last year, they called for a new project which is now working since it started in December 2021 and will finish in February 2023. This project is called 'KA122 Modernization is here' and its main objectives are:

- To internationalise the school by participating in European projects and create a network of partners to work together
- To improve linguistic competence in view of the future bilingual program.
- To learn new digital and pedagogical methodologies to avoid school failure and dropout.
- To digitalise the teaching-learning process.
- To exchange good practices with teachers in Europe.

During this academic year many mobilities have been carried out with partner countries such as France, Italy or Greece. Some of the mobilities are destined to teachers, to make them able to achieve the objectives this centre has regarding modernization, bilingualism and internalization.

There are also three eTwinning projects in progress from different levels. For example, the main one is called 'How gender-oriented can human rights be?'. This project started in December 2021 and is still working. This is destined for the 1st year of Bachillerato and it will be carried out completely in English. The partner countries are Italy, Spain, Germany and Portugal, that is why the lesson plan that will follow this theoretical part will benefit students, as they will learn how to communicate and how to leave prejudices behind and, at the same time, they will learn some facts about the countries taking part.

3. DIDACTIC UNIT: 'He who reads much and walks much, sees much and knows much'.

3.1 Justification

Under the title 'He who reads much and walks much, sees much and knows much' we want to make it clear for students that learning is not restricted simply to studying in a formal way. Cervantes wanted, with this quote, to clarify that traveling and long-life learning are crucial to be open-minded and to grow personally and professionally. It teaches that the instruction acquired through reading and traveling is solid. This didactic unit is intended for students to understand the importance of respecting and learning to enjoy pluriculturalism and multilingualism to obtain new insights with a sense of critical thinking and, at the same time, to develop work habits both individually and collectively for a successful completion of the tasks (RD 1105/2014: Objectives a, b, d, g, k, j).

To accomplish this, students will carry out different activities individually, in pairs and in groups, by making use of ICT which are crucial in today's world. At the same time, inclusion is taken into account since, although not students are able to take part in Erasmus+ they will experience, somehow, this pluricultural experience with the activities carried out in the high school, for example, eTwinning projects. That's why they must also be prepared.

3.2 Legal Frame

This lesson plan has been developed taking into account the following Spanish legislation:

- a) Royal Decree 1105/2014, (BOE number 3, of Jan 3rd) whereby the core curriculum corresponding to Statutory Secondary Education is established.
- b) Order of Jan 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, regulates attention to diversity and arranges the evaluation of the learning process.
- c) Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education

It is important not to forget that FLT is necessarily regulated by the Common European Framework of Reference (CEFR, Council of Europe, Companion Volume, 2021). The CERF pursues ideas such as the recognition of pluriculturalism and plurilingualism. As the CEFR states:

‘... the plurilingual approach emphasises the fact that as an individual person’s experience of language in its cultural contexts expands, from the language of the home to that of society at large and then to the languages of other peoples (whether learnt at school or college, or by direct experience), he or she does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact’. (CEFR Section 1.3) (Companion Volume, 2021)

The stated aims of the CEFR that will be taken into account in this lesson plan are:

- a) To promote co-operation among educational institutions in different countries.
- b) To provide a sound basis for the mutual recognition of language qualifications.
- c) To assist learners, teachers, course designers, examining bodies and educational administrators to situate and co-ordinate their efforts (CEFR: Section 1.4)

Moreover, teaching a foreign language in Secondary Education will determine the development of the linguistic capacity and the acquisition of communicative competence in this language. The overall aim of this approach is that students attain communicative competence in the foreign language.

3.3 Contextualization

This Lesson Plan has been developed for students in the 1st year of Bachillerato in the state secondary school La Pandera. It is a small high school located in a very small town with around 6000 inhabitants in the South of the province and which is near Jaén. The socio-economic situation here is mainly based on agriculture and a water processing plant, so, concerning their socio-economic status, most students belong to the middle class and the economic incomes of their families respond to that status. La Pandera High School offers the two cycles of Compulsory Secondary Education (ESO); regarding the modalities of Bachillerato, Science and Technology in the 1st and 2nd year of Bachillerato, as well as Humanities. It is possible to attend Bachillerato in the official schedule. The facilities of the high school are the typical ones for a high school which is relatively old. The vast majority of students who attend this high school live in the neighbouring areas of the high school. As aforementioned, this unit of work is designed for a group of 1st year of Bachillerato of the Science and Technological modality. This group is made up of 17 students, 9 being girls and 8 being boys. It is important to mention that it is a multilevel classroom, so, while there are students with a very good level of English, other students might need extra help or extra support, although the average level is B1 according to the CEFRL. Nevertheless, even though it is true that there are some differences between students, it could be said that all of them can follow the rhythm of the class (although, as it is natural, they can sometimes get lost). We distinguish between medium-level and above-level students. Of course, we should also take into account the learning style of every student, but that is something that every teacher should know after observing their students for a certain period of time.

Regarding attention to diversity, I believe that this aspect should be dealt with and carefully explained in the appropriate section, thus I will not mention anything about diversity in this section. The classroom of the students is equipped with a digital blackboard. In addition to that, students can use both their tablets and their mobile phones if the teacher gives them permission or if it is necessary for the lesson.

3.4 Timing

This Lesson Plan will be developed in January, after the Christmas holidays, right at the very beginning of the second term of the scholar year. It has been decided that this is the best time to carry it out, as it is a general review of the grammar they have previously learnt, and all the activities will help to reinforce the knowledge and skills in every competence. Moreover, we have to take into account that most of the Erasmus+ Projects will be carried out from the second term onwards. This Lesson Plan will help them to get a clearer idea of what Erasmus+ is about and to get to know a bit about the culture of those countries. This lesson plan integrates 8 sessions of 55 minutes each and a previous questionnaire to know the previous knowledge that students have regarding the topic.

Table 1: *Timing and sequencing*

January				
Monday	Tuesday	Wednesday	Thursday	Friday
10	11	12	13	14
	X 1 st Session	X 2 nd Session		X 3 rd Session
17	18	19	20	21
	X 4 th Session	X 5 th Session		X 6 th Session
24	25	26	27	28
	X 7 th Session	X Final Session		

3.5 Objectives and Key Competences

This section will be dedicated to explaining and exposing objectives, including the didactic, stage and FL ones and, obviously, the key competences. As for the key competences, complying with the Royal Decree 1105/2014 of January, relations among competences, contents and evaluation criteria will be established. This didactic unit contributes to the development of the following key competences which will be mentioned below:

A) Competence in Linguistic Communication (CLC): students will communicate orally and through written texts using the four linguistic skills. The main purpose of this didactic unit is to enable students to communicate fluently and with fluency without being a passive object in a real conversation: providing them with

mechanism and self-confidence. At the same time, it is crucial for them to develop their written and comprehension skills, as they will have to maintain written conversations with their Erasmus peers.

C) Digital Competence (DC): technology and some digital resources will be employed as means for learning. The Internet has become the centre of everything, and education cannot be less. Using ICT in TEFL is a very good way of creating a good atmosphere and keeping students paying attention for a longer period of time. ICT will be used during this lesson plan in every session. Furthermore, the final project will be the creation of an online product: a video.

E) Social and Civic Competence (SCC): students will be taught how to behave in the present-day society and to respect and deal with all types of personalities and cultures. The EU's major aim by creating Erasmus+ was for young people to become more respectful and tolerant with their neighbours that is why this topic will be covered in a whole session during this didactic unit.

F) Initiative and Entrepreneurship (IE): students are encouraged to search for the necessary information and plan their work, developing, hence, their critical thinking, sense of initiative and decision making. The creation of the final video will provide them with all the skills aforementioned, as they will have to make their own decisions and decide what ~~it~~ will be worth mentioning, explaining and highlighting.

G) Cultural Expressions & Artistic Awareness (CEAA): students will be encouraged to understand, appreciate and value different cultural and artistic manifestations throughout the ability of having critical thinking, being open-minded and respectful. It will contribute to their personal enrichment and enjoyment. Throughout this didactic unit, students will be provided with cultural data and captivating facts about some partner countries participating in Erasmus+ with La Pandera HS, which will enhance them to value other cultures and otherness.

Additionally, as stated in the CEFR, all competences that humans have developed throughout their lives contribute to the communicative ability of users and learners. When dealing with these competences, there is a distinction between those purely linguistic and the so-called general competences. Among those general competences, in this unit, the intercultural awareness defined as the 'knowledge, awareness and understanding of the relation between the 'world of origin' and the 'world of the target community' is fostered.

Language learning goes hand in hand with learning the culture of the community where that language is spoken; otherwise, the language learning process would be meaningless. In addition, intercultural awareness does not only cover the understanding of the target culture but also the capacity to reflect upon other different cultures. With this lesson plan, students are offered the opportunity to ponder the value of travelling as a way to discover other countries and cultures, and to participate in conversations with people from a foreign country. In doing so, this didactic unit intends to raise intercultural awareness and to offer a richer cultural knowledge.

The general stage objectives of Non-Compulsory Secondary Education (NCSE) for this didactic unit have been adapted from those appearing in the Royal Decree 1105/2014 and in the Decree 111/2016, the latter being modified in the Decree 182/2020:

- a) To acquire a responsible civic conscience that encourages responsibility in the construction of a fair and equitable society.
- b) To develop critical spirit in order to resolve personal and social conflicts.
- d) To consolidate reading, study and discipline habits as necessary conditions for effective learning and as a means of personal development.
- f) To express fluently and correctly in one or more foreign languages.
- g) To use information and communication technologies (ICT) in a competent and responsible manner.
- k) To strengthen the entrepreneurial spirit using creativity, flexibility, initiative, teamwork, self-confidence and critical sense.

Similarly, the following foreign language objectives of the first foreign language in Compulsory Secondary Education have been taken from the Order of January 15th, 2021 which develops the curriculum in CSE:

- 1) To listen carefully to oral texts in English from a variety of topics, genres and register. They can be emitted by a human voice or reproduced by audio or any other media.
- 2) To produce oral productions in English with grammatical correction, textual coherence and topics adequate to social registers, genres, themes using one's own voice or storage resources.
- 3) To read and understand written texts in English on different topics, genres and registers on paper or digital media.
- 4) To write a variety of written texts with grammatical correctness, textual coherence and social adequacy on different topics, genres and registers on paper or digital media.
- 8) To exactly know the location, main cities, geographical features, units of currency and other measurements, historical facts and figures and cultural events in countries where the foreign language is spoken.
- 11) To enjoy in a passive or active way the foreign language by interacting personally in settings where it is used by native speakers and, as far as possible, participating in events, excursions or visits to the local community.
- 12) To make use of English with the intention of meeting speakers of the foreign language, making the historical heritage of Andalusia known, making friends, opening horizons, contributing ideas and behaviours that promote peace and happiness among people.
- 13) To value people linked to foreign language learning: native speakers, language students, authors and teachers.

The didactic objectives that this lesson plan aims to fulfil, therefore, are:

- 1) To understand general and specific information out of an oral and written text dealing with travelling and future events or plans.
- 2) To take part in oral conversations to talk about future plans when arranging a trip or making promises and predictions.
- 3) To produce oral and written texts related to future plans and events when arranging travels.
- 4) To value the role of travelling in coming into contact with different cultures.
- 5) To produce speech acts in a coherent and cohesive manner through questions, dialogues and collaborative tasks.
- 6) To develop cooperative and autonomous strategies.

Table 2: *Didactic objectives, stage objectives, FL objectives and key competences*

Didactic objectives	Stage Objectives	FL Objectives	Key Competences
1) To understand general and specific information out of an oral and written text dealing with travelling and future events or plans.	(RD 1105/14)	Order 15 th January, 2021	RD 1105/14 and Order 15 th January, 2021
2) To take part in oral conversations to talk about future plans when arranging a trip or making promises and predictions.	a, b, d, f, g, k	1, 2,3,4,8,11, 12,14	CLC
3) To produce oral and written texts related to future plans and events when arranging travels.			DC
4) To value the role of travelling in coming into contact with different cultures.			SCC
5) To produce speech acts in a coherent and cohesive manner through questions, dialogues and collaborative tasks.			IE
6) To develop cooperative and autonomous strategies.			CEAA

3.6 Contents

The contents to be developed in this lesson plan have been taken and adapted from the Order of January 15th, 2021 and have been distributed into the four main areas according to the law in the following table:

Table 3: *Contents of the didactic unit*

COMPREHENSION AND PRODUCTION STRATEGIES	COMMUNICATIVE FUNCTIONS
Block 1: Oral texts comprehension • Differentiating types of understanding (general sense, essential information, main points, relevant details, implications) Block 2: Oral texts production: expression and interaction • Conceiving the message clearly, distinguishing the idea or main ideas of a text and the also basic structure of it. • Expressing the message clearly and consistently, structuring it properly and adjusting it, if necessary, to the models and formulas of each type of text. Block 3: Written texts comprehension • Mobilizing and coordinating their general and communicative skills in order to effectively perform the task (review what is known about the subject, what can be said or what you mean, etc.). • Identifying the communicative purpose of the texts in digital form • Localizing and properly use linguistic resources or thematic (use of a dictionary or grammar, obtaining help, etc.). Block 4: Written texts production expression and interaction • Expressing the message clearly in accordance with the	• Managing social relations in the personal, public, academic and professional spheres • Describing physical and abstract characteristics of people, objects, places, activities, procedures and processes • Describing some past and usual events. Describing present situations and making predictions about short-, medium- and long-term events. • Exchanging information, indications, opinions, beliefs and views, advice, warnings and clues

models and formulas for each type of text. • Readjusting the task or the message, after assessing the difficulties and available resources.	
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SYNTACTIVE-DISCURSIVE STRUCTURE	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS
• Common and more specialised oral vocabulary within their areas of interest in personal, public, academic and occupational, relating it also to the description of people and objects, time and space, states, events and happenings, activities, procedures and processes; personal, social and professional relations; education and study; work and entrepreneurship; goods and services; language and communication intercultural; science and technology; history and culture. • Sound, accent, rhythmic and intonation patterns. • Expression of time: past (past simple and continuous; present perfect simple and continuous; past perfect simple and continuous); present (simple and continuous present); future (present simple and continuous + Adv.; will be –ing). • Time expressions (points (e. g. this time tomorrow; in ten days), divisions (e. g. semester), and indications (e. g. earlier; later) of time; duration (e. g. all day long; the whole summer); anteriority (already; (not) yet); posteriority (e. g. afterwards; later (on); sequence (firstly, secondly, finally); simultaneousness (just	• Realising that the FL is a means of communication with people from other countries • Learning how to make Andalusian culture known to people from other countries • Getting to know cultural manifestations about the countries where the official language is English.

then/as); frequency (e. g. quite often; frequently; day in day out).	
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3.7 Cross curricular elements

According to the third article of the Order 14th of July of 2016 and also taking into account what is said on the Decree 110/2016, these are the adapted and summarised cross-curricular issues needed to take into account to properly develop this lesson plan:

- Moral and Civic education
 - Development of personal competences and social skills for the practice of values such as freedom, justice, equality, political pluralism and democracy.
 - Education to achieve coexistence and respect in interpersonal relationships. Education for peace. The promotion of tolerance and the acknowledgement of cultural diversity and intercultural coexistence; rejection of any kind of violence, racism or xenophobia.
 - Perfection of self-abilities for interpersonal communication, active listening, sympathy, rationality and understanding through dialogue.
- Information and Communications Technology (ICT)

Digital resources and ICT are an integral part of this didactic unit, interdisciplinarity with the subject of Informatics is inevitably present.

- Audio-visual communication

Moreover, as the Final Project will be the production of a promotional video in English of Spanish language and culture, students will develop audio-visual skills.

3.8 Interdisciplinarity

Similarly, in this lesson plan some topics of the field of History might appear when dealing with texts that include names of different countries and their capitals in English, some countries' geographical location, as well as other issues such as typical foods or currencies. Moreover, as the final project is a promotional video of Andalusia, it is deeply linked to Spanish Language, so we will be working hand-in-hand with this department to make student aware enough of the cultural and linguistic aspects that must be remarkable in their final project.

3.9 Methodology

Young people are repeatedly told how important English is for their future, but rarely told why. According to the Order of January 15th 2021, in today's globalised world, learning a foreign language is essential, especially in some European countries. In the case of Spain, it is clear that this is particularly important in some autonomous communities, such as Andalusia, because of the development of the tourism sector and

the number of people from other countries who make this community their new home. The methodology followed is active and inclusive.

The following activities were designed with the intention of enabling students to communicate in English with their peers. In addition, the tasks involve real communication making them understand that the language is meaningful, because most of them involve aspects of the students' daily lives. In addition, the four skills are integrated into a variety of exercises. Moreover, these activities were created bearing in mind that they will have real contact with English native and non- native speakers during their future Erasmus+ experience.

Within the Communicative Language Teaching, students work in a cooperative way. This lesson plan gives much attention to interaction between students, that is why they are going to work cooperatively throughout different activities. The main purpose of this lesson plan is for students to be able to communicate in an active way and learn how to do an active listening for them to be fully prepared to interact properly with Erasmus+ students all over the world. As aforementioned, Project Based Learning will be the key method. This lesson plan has been thought to develop a final project that students will be able to carry out along the sessions to end up showing it in class during the last session. That project will be evaluated by the teacher and by their classmates in class. Lessons will be destined to solve problems and doubts that may unquestionably appear during the process of creating the project.

Before starting, we will carry out an initial assessment to find out where we can start from with the contents we are going to develop. These will be basic yes/no questions in some of them they will be asked their own opinion or feelings. This will be done through a Google form: students will be provided with the link to fill it in before the first session takes part, so the teacher will be able to see the results and the answers given to have an idea of their previous knowledge about the topic. The link is as follows:

https://docs.google.com/forms/d/e/1FAIpQLSfA-SVSYG_gJVhwQx30H8kJyGVca_K-mF9Tg_u-CsFmJn3j6w/viewform⁵

Although it is available on this platform you can also check the questionnaire in Appendix 4.

Regarding the titles chosen for each session I must say that I decided to use quotes, since from my point of view, quotes are, somehow, huge and easy to remember, and, at the same time, they will make students reflect on the topic that will be assessed in that session. I wanted every session to be memorable and remarkable.

3.10 Diversity Outreach

- Slow-learners
 - For the listening parts, they will be given the transcript or there will be subtitles available if it is a video.
 - To review future tenses: <https://www.english-hilfen.de/en/exercises/tenses/future.htm>

⁵ Google form originally created by María Delgado Mena

- To review past tenses:
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Past_simple_and_past_continuous/Past_simple_vs_past_continuous_mq1242439qn](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Past_simple_and_past_continuous/Past_simple_vs_past_continuous_mq1242439qn)
- Listening about Ireland to fill in the gaps:
[https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Listening_comprehension/Listening_about_Ireland_us24205er](https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Listening_comprehension/Listening_about_Ireland_us24205er)

- Fast learners or fast finishers

- Students will be given the opportunity to read an article written for The Guardian. In this article under the title 'A local's guide to Jaén, Spain: sunsets and sundowners in Andalucía', we can read some of the reasons why it is a must to visit Jaén. They will have to make a summary of about 60 words and send it to the teacher by email. They will need their phone or tablet to do so.
- Listening about Bias: <https://learnenglishteens.britishcouncil.org/study-break/video-zone/break-bias>

3.11 Outline of sessions

Table 4: *Abbreviation for ELT interaction patterns*

ELT interaction patterns (IP)			
Whole Class (WC)	Individual Work (IW)	Groups Work (GW)	Pair Work (PW)

Table 5: *Outline of the sessions*

LESSON PLAN: 'He who reads much and walks much, sees much and knows much.'				
Previous questionnaire in Google form about the topic: https://docs.google.com/forms/d/1DwrXNq8VrdiGXwSaoJJO9pB5cyIO6gpYe7g7KRjWrg/prefill				
SESSION 1: 'The main hope of a nation lies in the proper education of its youth'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Warming-up. What does Erasmus mean?	10'	WC	Reading	Whiteboard, Phone or tablet

Activity 2. Introducing Erasmus+ to Students.	5'	WC	Listening	Whiteboard, Nearpod, phone or tablet
Activity 3. Let's learn some vocabulary.	10'	IW	Reading	Phone or tablet
Activity 4. 10 Reasons Why You Should Go on Erasmus	25'	IW + PW	Reading	Phone or tablet
Activity 5. Share your feelings.	5'	WC	Writing	Mentimeter, phone or tablet, Whiteboard
SESSION 2: 'The most beautiful thing in the world is, of course, the world itself'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Warming-up. Travel personality test.	10'	IW + WC	Reading and speaking	Phone or tablet
Activity 2. Moving to a new country!	10'	PW	Speaking	Whiteboard
Activity 3. What are you travelling for?	10'	PW	Speaking	Whiteboard
Activity 4. Travelling can be tricky.	25'	IW+PW	Reading + Speaking	Worksheet, Whiteboard
SESSION 3: 'Don't judge a book by its cover'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Warming-up. Stereotypes and discrimination.	5'	WC	Speaking	Whiteboard
Activity 2. Bias, stereotypes and prejudices.	10'	WC +PW	Speaking	Canva, Whiteboard
Activity 3. This is me.	20'	IW	Listening + Writing	Youtube, worksheet

Activity 4. Spaniards are lazy!	10'	GW	Speaking + Reading	Phone, Huffington Post website
Homework explanation: The perfect European should be...		IW	Writing	Google classroom
SESSION 4: 'You can't buy happiness but you can go to Spain and that's the same thing!'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Warming-up. Are you really from Spain? Show me!	5'	WC	Reading	Bamboozle, Phone or tablet
Activity 2. I thought everything was clear about stereotypes in Spain!	15'	IW	Listening	Worksheet, Whiteboard
Activity 3. Spanish people are good speakers!	10'	PW	Speaking	Pen, paper
Activity 4. Andalusia is out of this world!	55'	WC + GW	Speaking, Reading, Writing	Whiteboard, YouTube, phone or tablets.
SESSION 5: 'Ireland is a small island between the UK and America, the centre of the universe basically.'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Tea is not only English!	10'	WC	Listening	Youtube, Whiteboard, Mentimeter
Activity 2. The Folklore of Ireland.	20'	GW + IW	Speaking+ Reading	Whiteboard, Online Wheel, Phone or tablet
Activity 3. Final project – Keep on working!	35'	GW	Listening + Reading + Speaking	Whiteboard, Youtube. Phone or tablet
SESSION 6: 'Italy is a dream that keeps returning for the rest of your life.'				

Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Genius is eternal patience.	5'	WC	Reading + Writing	Nearpod, Youtube, White board, Phone or tablet
Activity 2. Let's mediate, guys!	20'	PW	Speaking	Fake Whatsapp Conversation, Google Classroom
Activity 3. Art, this is Italy, pure art.	30'	IW	Reading	Worksheet
SESSION 7: 'Greece is a good place to look at the moon, isn't it?'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Warming-up. What about flags? It's game time!	5'	IW	Reading	Kahoot, phone or tablet. whiteboard
Activity 2. The sky speaks to you...	15'	IW	Reading	Whiteboard, phone, Google classroom, paper, pencil
Activity 3. Greece is just around the corner!	10'	IW	Writing	Whiteboard, pencil, paper
Activity 4. Final project – Come on, guys!	25'	GW	Writing + Speaking + Reading + Listening	Whiteboard, Youtube
SESSION 8: 'Change your thoughts and you change your world.'				
Activities	Timing	IP	Skill developed	Resources and material
Activity 1. Andalusia, what a beautiful place to be born.	50'	GW	Listening + Speaking	Whiteboard, Canva
Activity 2. Peer evaluation.	5'	IW	Reading	Worksheet, pen

3.12 Activities step by step

SESSION 1:

'The main hope of a nation lies in the proper education of its youth'

Activity 1. Warming-up. What does Erasmus mean? (WC) 10'

Students will be shown this picture on the whiteboard and will be explained that Erasmus programme was named after the Dutch Philosopher and writer Erasmo of Rotterdam who is known for being the first editor of the New Testament. He also has very modern thoughts, for instance the quote which was used for the title of this session:

'The main hope of a nation lies in the proper education of its youth'.



Figure 4. Logo of Erasmus Programme. European Union.

After that, they will be asked to turn on their electronical devices (phone or tablet). They will be asked the following question:

- a) Do you know where does Erasmus+ name come from? The teacher will explain it is an acronym and they will have to enter a [link](#) that will be provided via Google Classroom. In this website, they will have to do a wordsearch in order to find the words that conform the acronym.



Figure 5. Screenshot of the wordsearch as it would appear in their phones.

Activity 2. Introducing Erasmus+ to students. (WC) 5'

Most of them probably know about this programme or how it works, but others may not. They will be shown a short [film](#) created by The European Parliament explaining briefly the main aspects about it. To watch this video, students will have to access Nearpod, as it will be interactive and some questions will appear from time to time to check if they are understanding. There can be found yes/no questions and questions in which they will have to formulate a reasonable answer according to the content they are watching.



Figure 6. Screenshot taken to the interactive video in Nearpod.

Activity 3. Let's learn some vocabulary. (IW) 10'

After watching the video, students will be asked to look for the meaning of those words they did not understand. They will be allowed to watch it again to search for the words that may have been more difficult for them to understand. To do so, they will make use of online dictionaries such as Collins Dictionary or Cambridge Dictionary. Afterwards, they will create a list of vocabulary in their notebook including the meaning of all those words.

Activity 4. 10 Reasons Why You Should Go on Erasmus (IW + PW) 25'

In this activity, pupils will have to read an [article](#) in which it is explained the 10 most important reasons why everyone should go on Erasmus. They all have to read the text again to look up the vocabulary they did not understand in online dictionaries. They will add those words to the list they created in class. After that, in pairs, one of them has to read the text and explain to her/his partner the most important aspects about it. Right after it, the person who has been explained the main points must share with the whole class what she/he has understood.

This text has been extracted from the Erasmus Student Network (ESN) which (..) 'is a non-profit international student organisation. Our mission is to represent international students, thus providing opportunities for cultural understanding and self-development under the principle of Students Helping Students.'

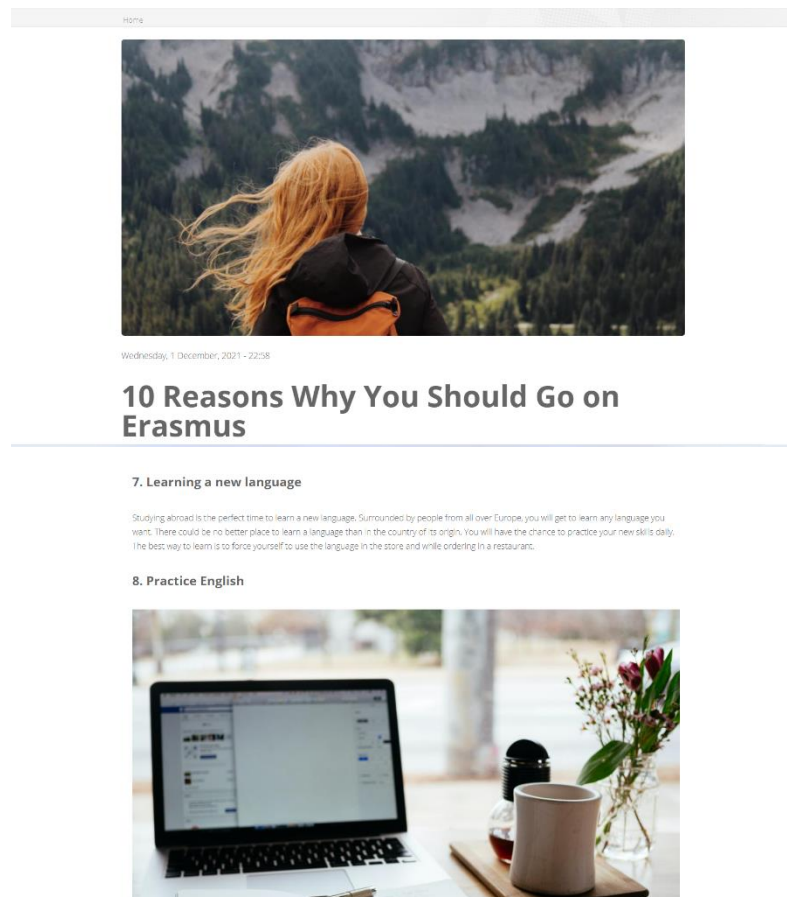


Figure 7. Screenshots retrieved from the ESN Blog.

Activity 5. Share your feelings. (WC) 5'

The teacher will introduce *Mentimeter* to the students. They will have to share their feelings about Erasmus+ (if they would like to participate, if they think it is important for their future, etc.). To enter [menti.com](https://www.menti.com), students will have to enter a code that will be shared with them. The code that appears in the following screenshot is not available anymore, since codes in *Mentimeter* expire every two days.



Figure 8. Screenshot taken from *Mentimeter*.

SESSION 2:
‘The most beautiful thing in the world is, of course, the world itself’

Activity 1. Warming-up. Travel personality test. (IW + WC) 10’

Part I. The teacher will ask students to turn on their mobile phones or their tablets and they will have access to a [link](#) in Google Classroom. This link contains a travel personality test. This test will help them to know which kind of traveller they are. After answering a few and short questions they will be given a result that may be one out of the following ones:

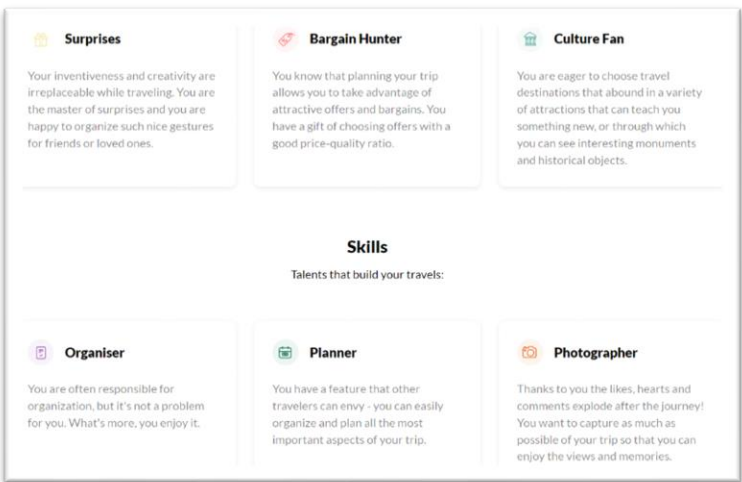


Figure 9. Screenshot taken from Travel Personality Test.

Part II. After finishing the test, they will have to discuss in groups and try to find out what their peers have obtained as a result.

Activity 2. Moving to a new country! (PW) 10’

Students will be asked to think about the pros and cons of moving to a new country. Then, they will have to read these statements shown on the screen and in pairs, choose where they better fit in the table. The main aim of this exercise is to make them understand that travelling is usually a leisure activity, although there are many other reasons why people travel or move to a new country and, at the same time, they will learn some vocabulary.

- a better climate

better education for your children

discovering a new culture

escaping war

learning a foreign language

a lower cost of living

better job opportunities

escaping a bad political situation

getting away from natural disasters

being with a partner

better services

escaping poverty

improving your quality of life

New experiences	
Financial	
Family and relationships	
Weather	

Safety	
Health and well-being	

Activity retrieved from *Linguahouse*.

Activity 3. Why are you travelling for? (PW) 10'

Part I. In pairs, students will discuss the following questions that will be shown on the whiteboard.

- What's the best place you've ever visited?
- How often do you travel?
- Do you have any trips planned for the near future?

Part II. They will have to share with the whole classroom what they have privately spoken trying to summarise and choose the main points.

Activity 4. Travelling can be tricky (IW & PW) 25'

Part I. They will be given a piece of paper containing a reading where they will have to infer or search for the meaning of some idioms.



Nick

This summer I went on a cruise around the Caribbean. I've got expensive tastes so I always live it up, 5-star hotels, casinos and limousines. It's important for me to catch some rays when I'm on holiday, I like to come home with a nice suntan. I don't really like having everything planned out on holiday, I prefer to see how the mood takes me and make decisions as I go.



Anna and Jon

We don't like going to really touristy places so we always choose somewhere which is off the beaten track. Some places have been a bit of a culture shock and in others we really had to watch our backs, but we're very adventurous. We normally go backpacking or hitchhiking so we have to travel light, we only pack the essentials. We don't have much money so we always travel on a shoestring; we normally stay in hostels or sleep on peoples' sofas. We've definitely got the travel bug; if we're not travelling then we're planning the next trip.



Matt

I'm a real culture vulture; I feel right at home in a museum, gallery or historical building. When I go on holiday I like to get up at the crack of dawn and really make the most of the time by going to as many places as possible. I always find time to savour the local delicacies or sit and watch the world go by in a fancy café with a good coffee and a guide book.

Language Focus

Match the underlined expressions to their definitions:

1. Be addicted to travelling	6. Enjoy local food	12. Have a strict plan
2. Spend lots of money, travel in luxury	7. Relax, not do anything	13. Not spend much money while travelling
3. Sunbathe	8. Feel very comfortable	14. Make decisions depending on how you're feeling
4. Travel without much stuff	9. Feel uncomfortable in a new place	15. A place without many tourists
5. Early in the morning	10. Be careful	
	11. Someone who likes museum, art galleries	

Part II. Once they have finished reading and matching the idioms with their correct meaning appearing in the table. Afterwards, doubts will be sorted out, and, in pairs, they should be able to answer correctly and confidently to four of the following questions.

1. Do you travel light? If so, how do you decide what to pack?
2. You have to watch your back when you're travelling alone; there are a lot of dangerous people out there. Do you agree?
3. Which place that you've visited was the biggest culture shock? Where did you feel right at home? Why?
4. Do you usually have to get up at the crack of dawn to catch a flight when you go on holiday? How does that make you feel?
5. Do you normally travel on a shoestring or live it up? How can you save money while travelling?
6. Have you got the travel bug? Where do you want to visit next?
7. Do you like to have everything planned out or see how the mood takes you when you're travelling?
8. What's the perfect place to sit and watch the world go by for you?
9. How important is it for you to catch some rays when you're on holiday?
10. How do you choose a holiday destination? Are you a culture vulture?

Activity retrieved from www.freeenglishlessonplans.com

SESSION 3:
'Don't judge a book by its cover'

Activity 1. Warming-up. Stereotypes and discrimination. (WC) 5'

Europe is such a huge, multicultural and diverse continent that it is impossible that societal stereotypes and discrimination come around. The European Union is determined to battle that social stigma. Students will be shown a [video](#) about stereotypes and discrimination. Some of them, which the teacher will choose arbitrarily, will have to summarise in a sentence the meaning of that video and explain to the whole class.

Activity 2. Bias, stereotypes and prejudices. (WC + PW) 10'

In this activity, students will watch a presentation [video](#) I created explaining the definition of these terms: bias, stereotypes and prejudices. They will have to read them and try to understand the difference between them. Then, in pairs, they will try to be honest and explain to their partners if they have prejudices or think that stereotypes are true.



Figure 10. Screenshot from Bias, stereotypes and prejudices video.

Activity 3. This is me. (IW) 20'

The main points of this activity are to review the main verb tenses in English grammar and to reflect on stereotypes and on embracing differences. To do so, they will listen to a song called [This is me](#) from the film The Greatest Showman.

Part I. Be careful! Before listening to the song, they will be given time to spot difficult words that may appear in the lyrics. They will have the opportunity to look them up.

Part II. They have now a clear idea of the lyrics, the first listening can start. This song speaks about valuing yourself, self-esteem and embracing yourself, leaving prejudices and stereotypes behind. Students will be handed a worksheet with the lyrics and some activities to carry out. In the first listening, they must try to identify all the verb tenses that appear in the song and write down how they are named.

Part III. After watching the lyrics video, students must do the following tasks:

1. Could you determine the central idea of the song? Provide an objective summary of the song in one sentence without including personal opinions or judgements.

- 1.1 To whom does the singer refer when she speaks about 'we'?

2. Have you ever heard someone talk about 'butterflies in their stomach'? This is figurative language. It is commonly used to create comparisons by linking the senses and the concrete to abstract ideas; for example, when we want to explain a complicated idea or we want to add creative flourish to written or spoken language. Find a figurative figure of speech in the song and give it an explanation.

Worksheet can be found in Appendix 3.

Activity 4. Spaniards are lazy! (GW) 15

Students will be asked to turn on their phones and enter this [webpage](#) to read an article called '12 Stereotypes About the Spanish That Are Totally Not True' in which some stereotypes about Spanish people are refused. Students must form groups. There must be three groups of four people and one of five people.

They have to read the article and discuss which of those stereotypes they think are true and which ones are totally false. After discussing with their groups, students will change groups and discuss their final decision again.

1. We all know how to dance the Flamenco.

No, we don't. This dance is native to the south of Spain, and it's not like everyone in this area even knows how to dance it. Moreover, *flamenco* is hardly the only dance native to Spain. There are other regional dances: In Madrid, it's the *chotis*; in Galicia, the *muiñeira*; the *jota* in Aragón and the *sardana* in Catalonia, just to give a few examples.

2. Bullfighting is universally loved.

Actually, bullfighting is quite controversial in Spain. There are anti-bullfighting associations throughout the country, and in regions like Catalonia and the Canaries bullfights are prohibited.

Figure 11. Screenshot of Huffington Post article.

Homework explanation: The perfect European should be... (IW) 5'

There are many stereotypes among Europeans and many times we get influenced by all those popular thoughts. Europe is determined to eradicate prejudices, stereotypes and discriminatory mentalities among its members, as they are endangering or even corroding democracy: that is one of the main purposes of Erasmus+. At home, students will have to write an essay of about 130 words explaining how they feel about bias, prejudices and stereotypes and, concretely, about the stereotypes in the picture. This piece of writing will be assessed. To do so, students must take a look at a picture available in Google Classroom which shows some of the most popular stereotypes about European people. Once they have analysed this picture, they will be ready to write that essay. It must be uploaded to Google Classroom in Word format, so the teacher can make corrections.

I decided them to do this writing at home due to the fact it is a controversial topic and I want them to have enough time to reflect on the topic and to clarify their minds. Time is something we, teachers, sometimes lack in class.

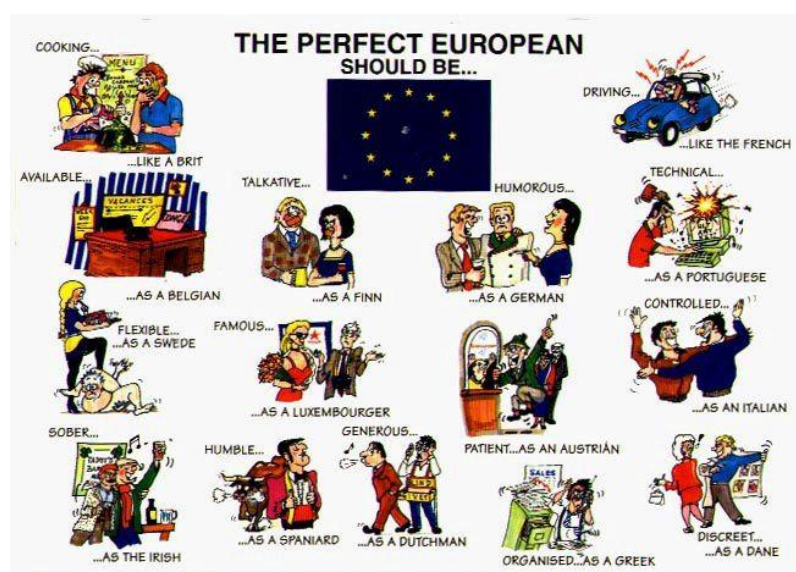


Figure 12. Unknown.

SESSION 4:

'You can't buy happiness but you can go to Spain and that's the same thing!'

Activity 1. Warming-up. Are you really from Spain? Show me! (WC) 5'

In this activity it's time to play! The students will be gathered in groups and they are going to play an online game from the webpage [Baamboozle](https://www.baamboozle.com/). This is a cultural game about their own country: the main point is for them to have fun and warm their minds about the topic, and, who knows? Perhaps they get to learn some interesting facts about Spain.

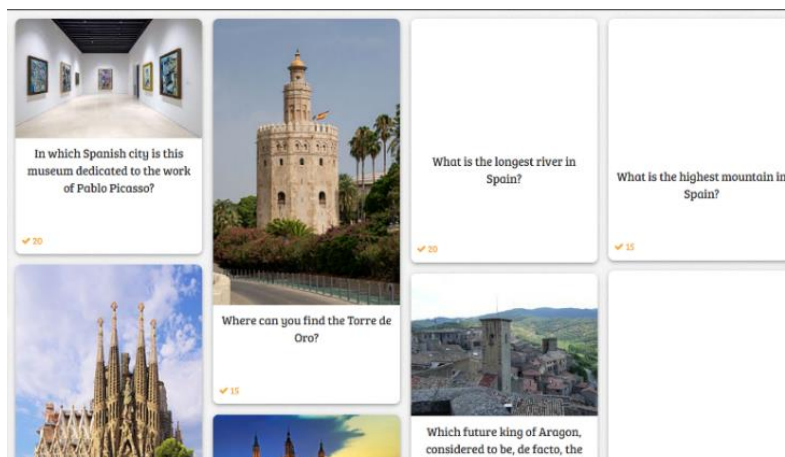


Figure 13. Screenshot taken from Bamboozle.

Activity 2. I thought everything was clear about stereotypes in Spain! (IW) 15'

This activity consists of a listening part where students will discover different people in Spain talking about stereotypes that annoy them. This activity will be evaluated. Students will be handed a worksheet containing questions related to the listening. The questions are the following ones. Slow-learners will be given the transcript to ease the task.

1) Listen again and choose the correct sentence.

1. a. Speaker 1 says that the majority of Spanish people are for bullfighting.
b. Speaker 1 says that the majority of Spanish people are against bullfighting.
2. a. Speaker 2 thinks that all Spanish people leave everything for tomorrow.
b. Speaker 2 thinks that some Spanish people leave everything for tomorrow.
3. a. Speaker 3's family thinks it's very hot in Spain in the winter.
b. Speaker 3's family thinks it's very cold in Spain in the winter.
4. a. Speaker 4 says Spanish people work hard from Monday to Friday and sometimes even Saturday.
b. Speaker 4 says Spanish people work hard from Monday to Saturday.
5. a. Speaker 5 believes that the Spanish do not have a good work-life balance.
b. Speaker 5 believes that the Spanish have a good work-life balance.

6. a. Speaker 6 says that people think the Spanish never have a good time.
b. Speaker 6 says that people think the Spanish always have a good time.

2) Do any of them mention one of the stereotypes you read in the article in Huffington Post.

Listening transcription for slow-learners can be found in Appendix 5.

Activity 3. Spanish people are good speakers! (PW) 10'

Part I. Right after listening to some of the stereotypes about Spanish people, students, in pairs, will have to think of stereotypes about people from Andalusia. They must write, at least, three stereotypes. Next to each statement, they must write the numbers 1 to 5.

e.g., Andalusian people love dancing Sevillanas. 1 2 3 4 5.

Part II. Once they have finished, they will work with another pair and will exchange their statements. On their own, they must decide how much they agree with each statement.

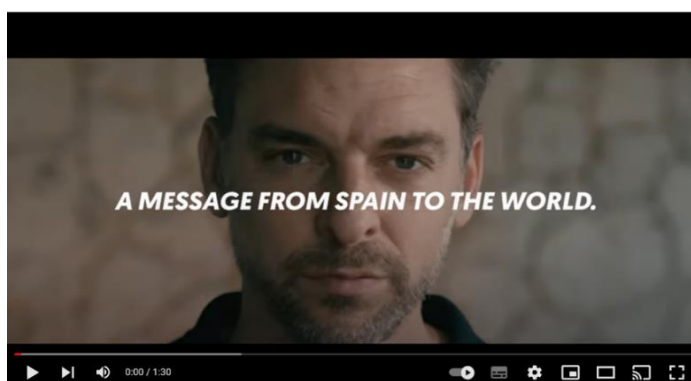
1 = I don't agree at all; 3 = it depends; 5 = I agree completely. Finally, they will compare their answers in their original pair.

Activity retrieved from [Macmillan: www.onestopenenglish.com](http://www.onestopenenglish.com)

Activity 4. Andalusia is out of this world! (WC) (25')

Pupils will be explained the final project they have to elaborate in the following sessions and to present in the last one. Before giving an explanation, they will be shown a video to contextualise and introduce the topic.

Part I. A [video](#) named Spain for Sure about the reasons why to visit Spain will be presented to them. This video was created during the very first months of COVID, when everything seemed to be more relaxed, to encourage tourists to visit Spain again. In it we can see famous Spanish people as chefs, footballers, tennis players as Rafa Nadal, scientists and other important people. Although some parts are spoken in Spanish, the majority of the video is in English, and when Spanish appears, subtitles can be found.



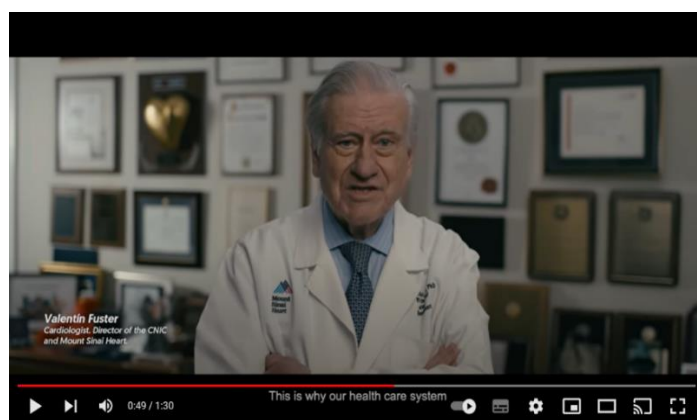
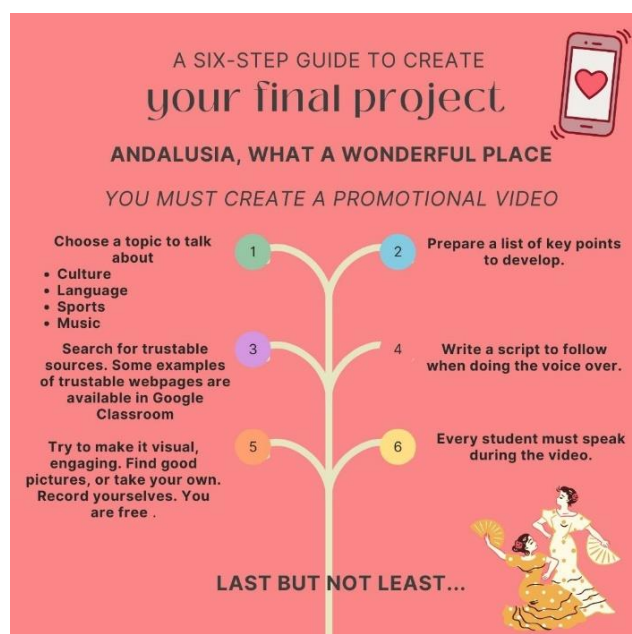


Figure 14. Screenshots from the video Spain for Sure.

Part II. After the visualization of the video, they are ready to know what they have to do. The teacher will explain in detail that they have to create a similar video in English, but instead of promoting Spain as a whole, they must focus on Andalusia. To do this video they will have to make use of Canva which is a website where people can let their imagination fly and create several things such as: Instagram posts, videos, flyers, invitations or presentations. They must look for the information, the music, and the images to be included: it is all up to them. They have to create a narrative that will be told in voiceover, to do so, they will choose a spoke-person in the group. To help them to know how to create a video in Canva, a short [video tutorial](#) will be provided in Google Classroom. As they have to do voice-over, a [video](#) explaining how to do this will be also available for them. They will also have some instructions to guide them in Google Classroom. They will be shown these instructions also in class while the project is being explained.



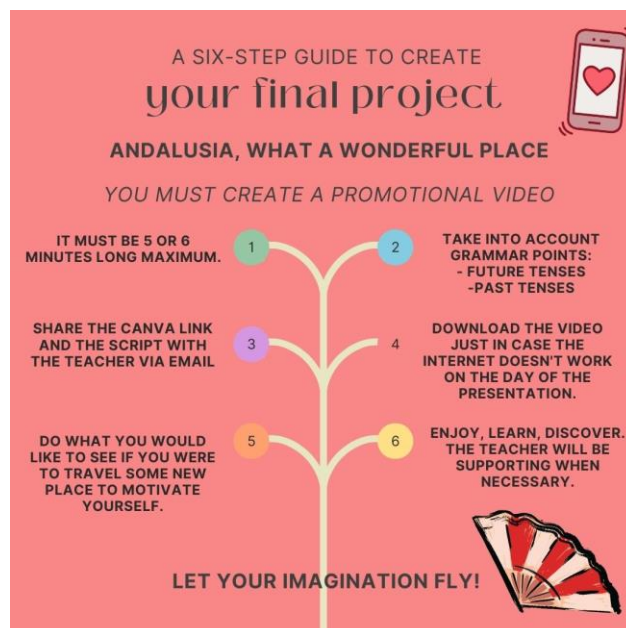


Figure 15. Project instructions created with Canva.

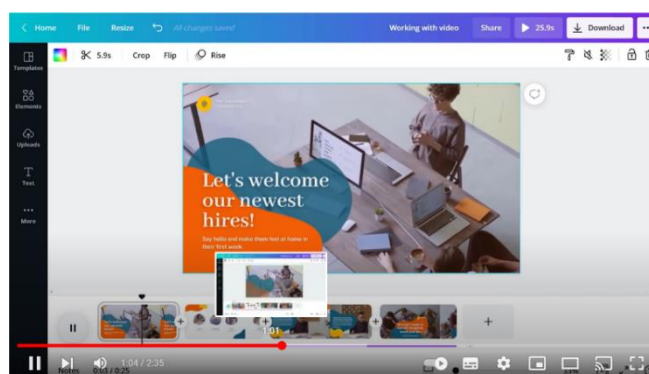


Figure 16. Video tutorial on how to create a video in Canva.

Part III. Now, they can start organizing their ideas, brainstorming and letting their imagination fly. They will have until the end of this lesson to ask for doubts as they appear. Some fun-facts and some interesting [information](#) about Andalusia will be available in Google Classroom in case they need help or feel lost. In the following sessions, pupils will be given time to work on this project.

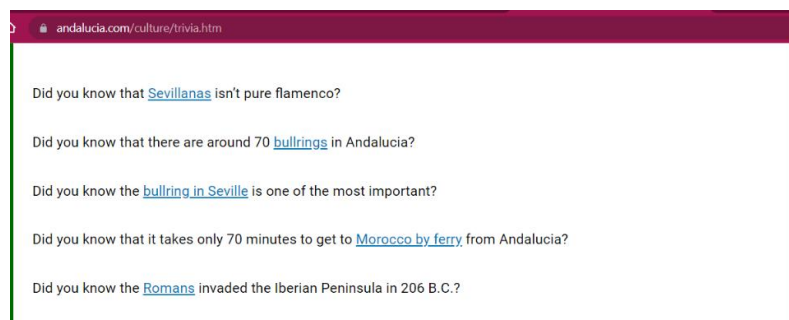


Figure 17. Screenshot taken from www.andalucia.com.

SESSION 5:

'Ireland is a small island between the UK and America, the centre of the universe basically.'

Activity 1. Tea is not only English! (WC) 10'

Part I. Students will watch a [video](#) about a famous Irish actress teaching Americans how to make a proper cup of tea. They will discover tea is not only popular in England, but also in Ireland.

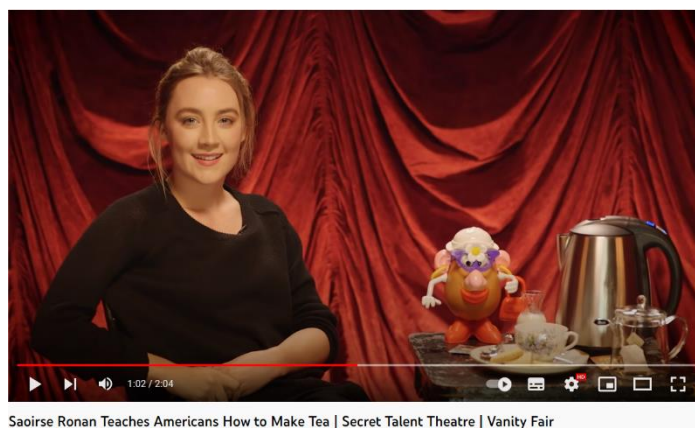


Figure 18. Screenshot from the video.

Part II. Throughout the video she tells a little bit about Ireland, students will have to enter *Mentimeter* and write something she said. To enter [menti.com](https://www.menti.com), students will have to enter a code that will be shared with them. As aforementioned, the code that appears in the following screenshot is not available anymore, since codes in *Mentimeter* expire every two days.

Part III. Students will be asked if they noticed any difference between her accent and standard English. After letting them think, they will watch another video explaining the two main differences in pronunciation. They have to repeat after the man who is speaking, so the teacher will pause the video.

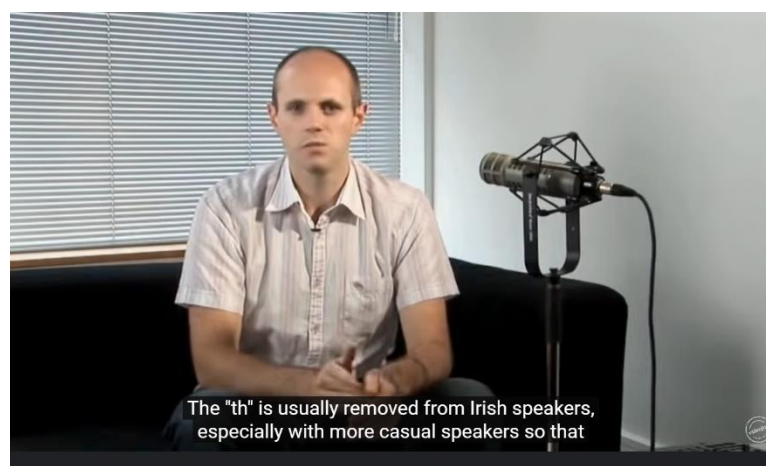


Figure 19. Screenshot retrieved from the video about pronunciation.

Activity 2. The Folklore of Ireland. (WG + IW) 20'

Part I. Pupils will be told about Ireland. They will be shown on the screen this map with Mythical Beast along the island. They will be explained that Ireland is as old as the world itself. This island is famous for its oral stories which have been passed down from generation to generation with different versions of each. These stories are often linked to landscapes or creatures. Afterwards, students, in groups of four, will choose one of these creatures on the map and will look for the story behind it using their phones.



Figure 20. Unknown.

Part II. After reading about it, they will be asked to prepare a thirty-word-long summary about it using their own words.

Part III. They will have to choose a colour out of red, green, yellow and blue. A spokesperson will be chosen using this [online fortune wheel](#) to explain their myth in front of the whole class mimicking an Irish accent. This website is quite useful, since more teenagers feel embarrassed when they have to make public presentations and they find it hard to choose a spokesperson, so fortune will be the one who decides.

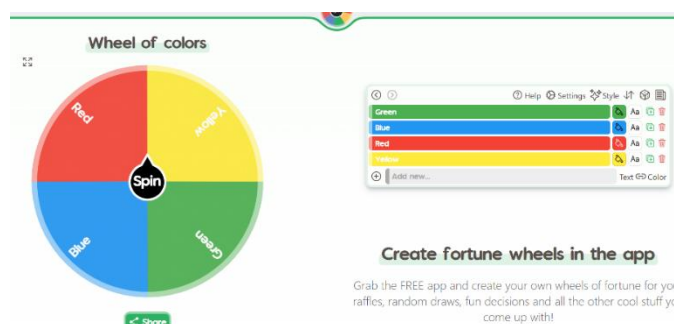


Figure 21. Screenshot of the wheel of colours.

Activity 3. Final project – Keep on working! 35'

Students will be allowed to continue doing their final projects. To do so, they will be previously shown another example of what they should do. This time they will watch a [video](#) about Ireland.



Figure 22. Screenshot of the video.

SESSION 6: 'Italy is a dream that keeps returning for the rest of your life.'

Activity 1. 'Genius is eternal patience.' (WC) 5'

Part I. The teacher will ask students to enter [Nearpod](#), to do so they will use a code that the teacher will provide. In this [activity](#) they will watch a video about fun-facts in Italy.



Figure 23. Screenshot of the code to enter Nearpod.

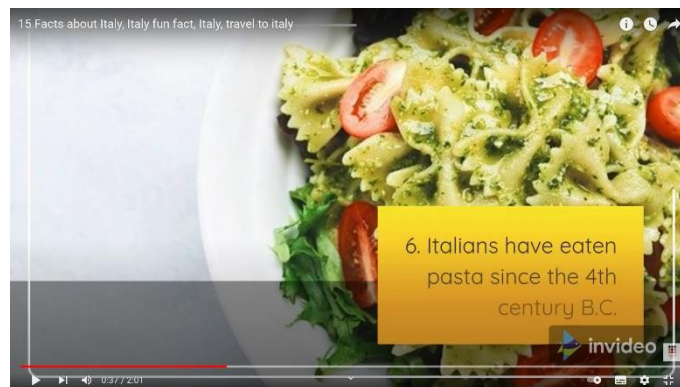
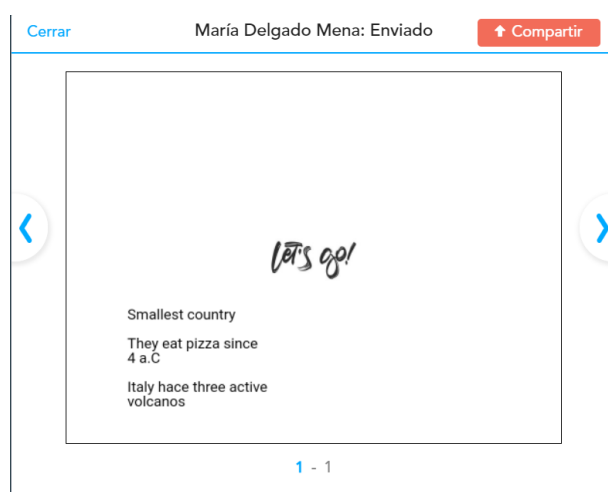


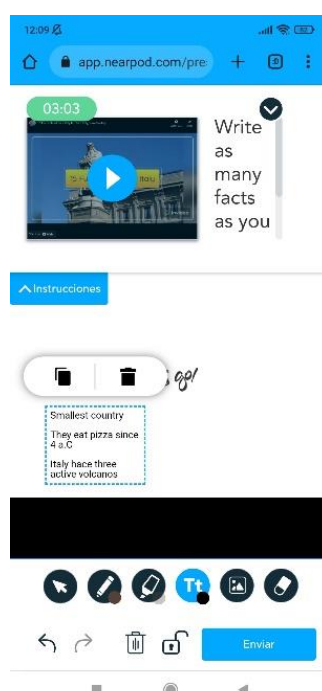
Figure 24. Screenshot of the video.

Part II. Students will have to add as many facts as they can remember. They can draw and write; it is advisable to write instead of drawing.

That is how it would appear in teacher's screen:



And this is what students would see on their phones:



Activity 2. Let's mediate, guys! (PW) 20'

Part II. Students will be split up in pairs, each member will be Student A or Student B and each student has a different conversation. They will have to skim the following WhatsApp texts to answer his/her partner questions and ask for information to answer his/her own ones. The aim of this activity is to bring languages and multicultural manifestations closer to the student in the EFL classroom. There would be two situations available. The teacher will give each pair a different one.

This activity was created by using [Whatsapp Fake Chat](#) which is a webpage where fake Whatsapp conversations can be created. There you can choose your nickname, phone clock, profile picture, operator, chats, message, etc.

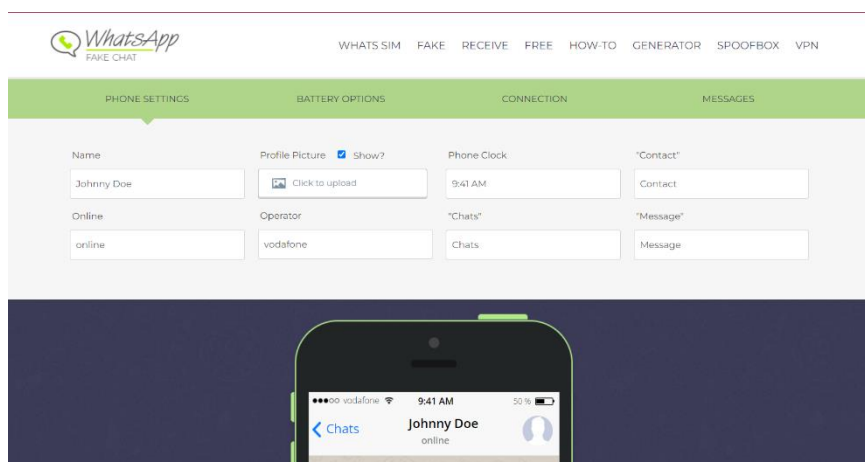
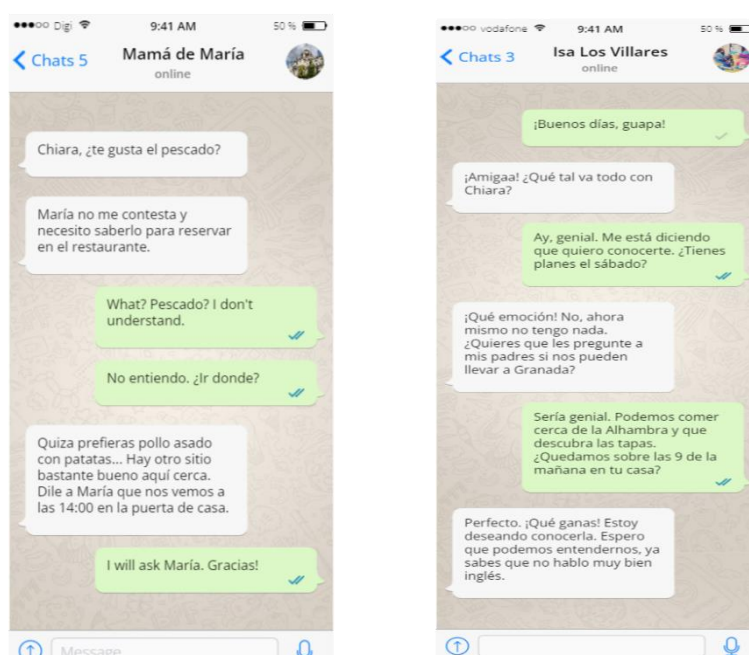


Figure 25. Screenshot of Fake Whatsapp Genetaror.

The activity will be presented the following way:



Situation 1) Chiara, the Italian girl who is staying in your house during her Erasmus+ exchange in Los Villares, wants to meet a friend of yours next weekend. She can't speak any Spanish, but you want her to meet your friend. You decide you take her with you. You show your Italian friend a conversation you had with your friend, but she did not understand anything at all, could you explain in English? Answers the following questions:

- a) Which places are you going to visit?

- b) When are you planning to go?
- c) What are you going to eat?
- d) How will you get to the city?

Situation 2) Your mum is texting Chiara, the Italian girl who is staying in your house during her Erasmus+ exchange in Los Villares, to ask her about her food preferences, but Chiara does not understand and asks you to explain what she wants. Ask your partner what she wants, but, remember, use only English. Look at the following questions to guide yourself:

- a) What does she want?
- b) Why is she writing to Chiara?
- c) Where are we going?
- d) What time have we met?

Part III. Then, every pair will have to explain to the whole class the main points of the WhatsApp conversation.

Activity 3. Art, this is Italy, pure art. (IW) 30'

Part I. Students will be shown on some pieces of art on the whiteboard and will be given names of famous artists. They must match both pictures and artist and reflect about the following question. What do all these pieces of art have in common? They will have to deduce that they all were made during the Renaissance.

Michelangelo	Sandro Boticelli	Leonardo da Vinci
--------------	------------------	-------------------



Mona Lisa.



David.



The birth of Venus.

Part II. The teacher will ask students to do a [reading](#). They will be handed a worksheet containing the texts and the questions. This reading talks about Michelangelo, one of the biggest artists in the whole history. Students will have to read it carefully and answer some questions about it. This activity will be evaluated. The text is as follows:

Michelangelo was a famous Renaissance artist, sculptor, poet, and architect. He is regarded as one of the finest painters of the Renaissance period. He was born in Abrezzo in the Tuscany region of Italy in 1475. He was raised in Florence. Although his father disapproved of his interest in art, Michelangelo became an apprentice of the Italian painter Domenico Ghirlandaio. Ghirlandaio was so impressed with the work of his apprentice, that he recommended him to the ruler of Florence, Lorenzo de'

Medici. Michelangelo studied in Medici's workshop for three years. During these years, Michelangelo gained new perspectives on art and met many prominent figures in art and literature. He also created his first important works, *Madonna della scala* (1490–1492) and *Battaglia dei centauri* (1491–1492).

In 1494, the Medici family was driven away from Florence. As a result, Michelangelo left the city for Venice, Bologna, and then Rome. In 1497, he sculpted *Bacchus*, the Roman God of Wine. *Bacchus* would prove one of Michelangelo's only works involving a pagan, rather than Christian subject. He was next commissioned by the French cardinal Jean de Billheres to sculpt a marble depiction of Jesus resting in Mary's arms after the Crucifixion. It was called *Pieta* and was made for the Cardinal's funeral monument. *Pieta* can be viewed today in St. Peter's Basilica in Vatican City. That same year, Michelangelo moved back to Florence. He was then commissioned to complete a marble statue of *David* started by Agostino di Duccio. The statue was to be a symbol of the Florentine Republic. Michelangelo finished the colossal statue in 1504. It stood over 14 feet tall. The statue was immediately recognised as a masterpiece, and is considered one of Michelangelo's two greatest sculptures. In 1508, commissioned by Pope Julius II, Michelangelo began the work for which he became most famous for, the ceiling of the Sistine Chapel. The elaborate ceiling took four years to complete. Working on scaffolding high above the chapel floor, Michelangelo painted over 400 life-sized figures on the ceiling by 1512. The ceiling features nine scenes from the Book of Genesis, seven Old Testament prophets, and five sibyls (characters from Greek mythology). Of the Old Testament scenes, the *Creation of Adam* is the most renowned.

In the 1520's and 1530's, Michelangelo worked on several major projects including the grand Medici Chapels in the Basilica of San Lorenzo, fortifications of the city of Florence, the Laurentian Library in Florence, and the fresco of *The Last Judgment* on the alter wall of the Sistine Chapel. *The Last Judgment* took seven years to complete and was the largest fresco (painting) of the Renaissance period. As he worked on the massive fresco, Michelangelo met Vittoria Colonna, a female poet who became a close friend and inspired his own poetry.

In 1546, at the age of 71, Michelangelo was commissioned as architect of St. Peter's Basilica and designed its dome. Michelangelo never married and remained in a relative state of solitude for most of his life. As he grew older, he cherished this solitude more and more. In 1564, Michelangelo died of a 'slow fever'. He was buried in front of a large crowd in Santa Croce (a church) in Florence.

- 1) Michelangelo's father...
 - a) helped his son get work as an apprentice.
 - b) supported his son's interest in painting.
 - c) did not support his son's interest in painting.
 - d) was a famous painter.

- 2) How did Michelangelo grow as an artist as an apprentice for Lorenzo de Medici?

- a) He was hired to paint the ceiling of the Sistine Chapel
- b) He painted Madonna on the Steps
- c) He met many important people in the art world
- d) He sculpted Bacchus

3) What made Michelangelo's sculpture of Bacchus different from his other works?

- a) It was made after the Medici's were driven from Florence
- b) It was a sculpture
- c) It did not involve a Christian subject
- d) It was not built in Florence

4) Which of the following best describes the ceiling of the Sistine Chapel?

- a) It includes 400 life-sized figures and other characters from the Bible and mythology
- b) It includes seven scenes from the Book of Genesis, nine Old Testament prophets, and five sibyls
- c) It took Michelangelo over four years to complete and features elaborate figure drawings of a variety of things.
- d) It includes over 400 life-sized figures, scenes from the Book of Genesis, prophets from the Old Testament, and characters from Greek Mythology

5) What does the word 'renowned' mean in the following sentence?

Of the Old Testament scenes, the Creation of Adam is the most renowned.

- a) Questioned
- b) Famous
- c) Studied
- d) Beautiful

6) In which paragraph does the reader learn about the work of art that took Michelangelo the longest to complete?

- a) First body
- b) Second body
- c) Concluding
- d) Introductory

7) Michelangelo did not...

- a) enjoy being with lots of people.
- b) work on the fortifications of Florence.
- c) write poetry.

d) paint frescos.

This reading part has been retrieved from www.mrnussbaum.com

SESSION 7:
'Greece is a good place to look at the moon, isn't it?'

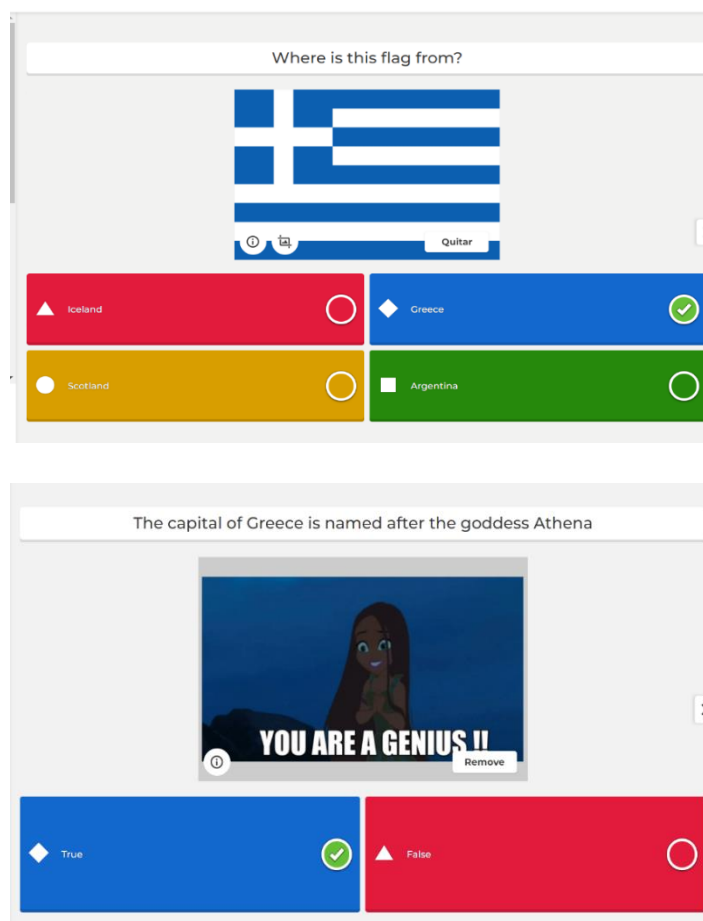
Activity 1. Warming-up. What about flags? It is game time! (IW) 5'

The teacher asks the students to turn on their mobile phones. A code to enter <https://kahoot.it/> will be provided by showing it on the screen. They will play a [Kahoot](#), which I created, for them to reflect on the symbology and the meaning behind flags of the world, and concretely, about the Greek flag, as this session is destined to learn about this country. Some fun facts about Greeks will be asked too.

To enter the Kahoot the teacher will share the following code:



Here are some screenshots taken from the actual Kahoot.



Activity 2. The sky speaks to you. (IW) 15'

Part I. The teacher will reproduce a [video](#) to put students in context with the following activity. I made this video using Canva. The people of ancient Greece were always fascinated by the stars and the other celestial bodies in the night sky, so this activity has been created for them to know more about that ancestral work and to review future tenses.

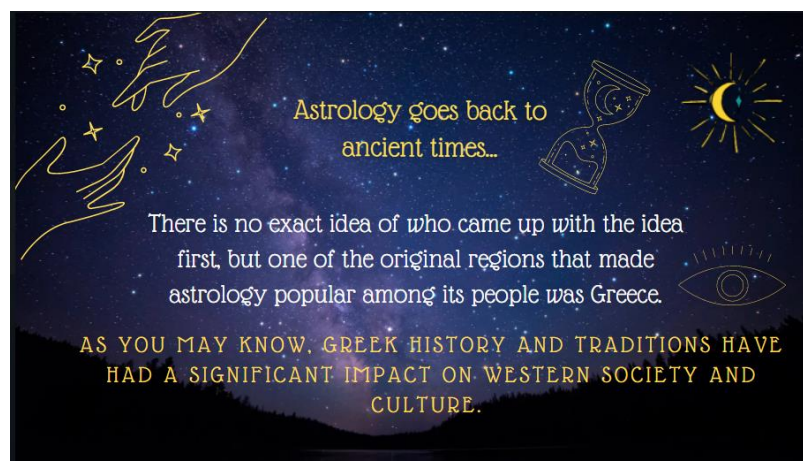


Figure 26. Screenshot taken from the video about astrology.

Part II. The teacher will hand the students a worksheet containing a table with the 12 zodiac signs of the horoscope. They must discover the predictions and what will happen to each of them next year, so they will be able to know about their future classmates and have more things to talk about.

ARIES	TAURUS	GEMINI
Try to be more considerate with others. Otherwise, you will quarrel with someone you love on the 5 th of April. After this event you will be more careful. We all need a lesson!	As you are a very reliable person, someone very special will tell you a secret on the 7 th of May. Of course, you will swear not to tell anyone.	The 10 th of June there will be a solar eclipse. This event can affect you in an optimistic way. An old friend will invite you to a trip.
CANCER	LEO	VIRGO
You always complain about having a boring life. On the 15 th of August you will experience a very exciting extreme sport. Everyone knows you are more than ready.	You are always stressed out because you are a perfectionist. The 2 nd of September you will have a surprise that will change you forever.	Maybe you think you can't stop being so suspicious. But on the 10 th of November you will meet a new person who will help you think in a different way.
LIBRA	SCORPIO	SAGITTARIUS

Your life is quite balanced. However, on the 1st of October, you will meet a person that will mess things up a little bit. Are you curious?	Maybe you don't know at this moment, but one of your family members has a problem. On the 27 th of June you will receive a letter from a stranger. S/he will tell you what to do.	The 25 th of November you will encounter a big problem. But don't be anxious, you are very optimistic and you will get over it.
CAPRICORN	AQUARIUS	PISCES
The 10 th of January you will randomly pick a book from the bookstore that will teach you the biggest lesson of your life. Try to choose judging by the cover!	You are a bit worried about money lately. Don't worry! The 9 th of February you will win the lottery! After some months you will spend all your money.	Everyone knows you are always very hesitant. But the 23 rd of February you will have to take a very important decision. Reflect on your possibilities as it will affect others!

Part III. The teacher will ask the students to complete the following table. They must remember they have twelve dates corresponding to one zodiac sign, but they can have one or more predictions for each of them.

Date	Sign	Prediction
9 th of February		
1 st of October		
2 nd of September		
7 th of May		
15 th of August		
5 th of April		
10 th of January		
10 th of June		
25 th of November		
27 th of June		
23 rd of February		
10 th of November		

Activity 3. Greece is just around the corner! (IW) 10'

The teacher will show a fictional travel itinerary on the whiteboard including the activities and the plans they are doing when travelling to Greece. This is a five-days-travel. They must write sentences with the information given in the itinerary using be going to or present continuous. Then, every student will read one of the sentences.

Example: The plane is leaving from Málaga airport at 12:00



Figure 27. Itinerary created with Canva.

Activity 4. Final project – Come on, guys! (GW) 25'

Students will be allowed to continue doing their final projects. They will be previously shown another example, a video, in order to give them more inspiration and ideas. This [video](#) is a very original example of how to promote tourism in Greece.

Final doubts, problems and other issues will be solved during this last session. Students will use their phones to keep on doing it. They must have everything almost finished, just to correct a few mistakes. The teacher will call every group to supervise how are they doing, in order to control if they will be able to finish the project on time.

The teacher will also explain the visualization order, which will be chosen randomly.



Figure 28. Screenshot of the promotional video about Greece.

SESSION 8:
'Change your thoughts and you'll change your world.'

Activity 1. Andalusia, what a beautiful place to be born. (WC + IW)

Part I. Students will have the opportunity of watching their final project with the rest of the class. Each video should be a maximum of five minutes long according to instructions. Once all the work has been accomplished, the members of each group have to fill in a peer evaluation form so that the students can assess the work done by their peers. They have to evaluate their group work as well.

Quick Peer Evaluation Form

Name _____ Class Period _____ Date _____

Write the names of your group members in the numbered boxes. Then, assign yourself a value listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1.	2.	3.	4.
Participated in group discussions.					
Helped keep the group on task.					
Contributed useful ideas.					
How much work was done.					
Quality of completed work					
Totals					

Figure 29. Peer evaluation form from Pinterest.

Part II. Teaching process evaluation.

Students will be asked to do two different questionnaires available in Google Classroom. In the first one, they will evaluate the teacher's attitude and work. In the second one, they will evaluate activities in general.

3.13 Evaluation

- EVALUATION CRITERIA**

- 1) To understand general and specific information out of an oral and written text dealing with travelling and future events or plans. **(1.3 + 3.3) (CLC, DC, IE)**
- 2) To take part in oral conversations to talk about future plans when arranging a trip or making promises and predictions. **(2.3) (CLC, DC, IE)**
- 3) To produce oral and written texts related to future plans and events when arranging travels. **(2.1 + 4.1) (CLC, DC, IE)**
- 4) To value the role of travelling in coming into contact with different cultures. **(4.3 + 2.3) (CLC, CEAA, DC, IE)**
- 5) To produce speech acts in a coherent and cohesive manner through questions, dialogues and collaborative tasks. **(2.1) (CLC, DC, IE)**

6) To develop cooperative and autonomous strategies. **(2.3 + 1.3) (CLC, DC, IE)**

- **ASSESSABLE LEARNING STANDARDS (Order of Jan 15th 2021)**

3. To identify the main points and relevant details of a formal or informal conversation of some duration between two or more speakers taking place around him/her, provided the acoustic conditions are good, the discourse is structured and the use of language is not too idiomatic.

4. To give well-structured presentations of some length on an academic topic (e.g., the design of an appliance or device, or on a work of art or literature), sufficiently clear to be followed without difficulty for most of the time, the main ideas of which are explained with reasonable accuracy, and respond to supplementary questions from the audience clearly and at normal speed.

5. To take part appropriately, even if sometimes having to ask for repetition or clarification, in formal conversations, interviews and meetings of an academic or occupational nature, exchanging relevant information on both abstract and concrete aspects of everyday and less familiar topics in these contexts, asking for and giving instructions or solutions to practical problems, presenting his/her views clearly, and justifying in some detail and coherently his/her opinions, plans and suggestions for future action.

6. To understand the general gist, main points and salient details of well-structured news and feature articles of some length, taking a concrete viewpoint on a topical issue or a subject of interest to him/her, written in a standard variant of the language.

7. To write, in a conventional format, short reports giving relevant information on an academic, occupational, or less usual topic (e.g., a problem encountered while travelling), describing in sufficient detail situations, people, objects and places; narrating events in a coherent sequence; explaining the reasons for certain actions, and giving brief, justified opinions and suggestions on the subject and on future courses of action.

- **INSTRUMENTS OF EVALUATION AND MARKING CRITERIA**

Table 6: *Instruments of evaluation and marking criteria*

Evaluation criteria (Order of Jan 15th 2021 -CSE-)	Instruments	Weighing
1.3 To know in sufficient detail and know how to apply appropriately to the understanding of the text the sociocultural and sociolinguistic aspects relating to everyday and less common situations in the personal, public, academic and occupational/work environment, on, among others, the socio-economic structure, interpersonal, hierarchical and hierarchical and	Class work	15%

own opinions on general, or more specific, topics, using elements of cohesion and coherence and a commonly used lexicon, or a more specific one according to the context of communication with accuracy.		
4.3 To be aware of the salient socio-cultural and sociolinguistic features of the communities in which the target language is used, and of their differences with respect to one's own culture, in terms of customs, usages, attitudes, values and taboos, and act accordingly, adapting appropriately to the characteristics of the interlocutors and the communicative situation in the production of the written text.	Class work – Homework - Rubric	10%

Observation Scale and Rubric can be found in Appendix.

- TEACHING PROCESS EVALUATION

At the end of the last session of this lesson plan, the teacher will ask students to fill in two short questionnaires. The [first](#) one will evaluate the teacher's work and attitude according to them along the way. They will have to evaluate from one to five, how satisfied they are with each item.

Table 7: *Teaching process evaluation – Teacher's work and attitude*

	1	2	3	4	5
The teacher has up-to-date information and knowledge.					
The teacher guides and gives indications to complement the contents of the activities.					
The teacher encourages students to participate and shows interest in our motivation.					
The teacher takes our ideas and suggestions into account.					
The teacher is involved in our learning process.					

1: Very dissatisfied. 2: Dissatisfied. 3: OK 4: Satisfied. 5: Very satisfied.

The other [aspect](#) that the students will evaluate will be the activities they have done during the sessions in a general way. On a scale of one to five they will say how satisfied they are with each item. These questionnaires will be available in Google Forms. They will be able to access it through Google Classroom.

Table 8: *Teaching process evaluation - Activities*

	1	2	3	4	5
Activities were easy to understand.					
Activities were easy to do.					
I had a good time in every session.					
Activities we carried out were varied.					
I felt motivated most of the time.					

Some activities were difficult. I didn't know how to do them.					
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1: Very dissatisfied. 2: Dissatisfied. 3: OK 4: Satisfied. 5: Very satisfied.

4. CONCLUSION

The Erasmus+ programme provides a new opportunity to advance in the world of academic research and teaching innovation. Nonetheless, we were able to conclude that this programme has both benefits and drawbacks. As such, from a positive standpoint, the increased number of countries participating in the Programme serves as an incentive for project owners, as it removes previously imposed barriers. On the other hand, call for proposals invites members of project teams to submit proposals if they see a potential benefit in their content that is not only personal but also universal. Despite this, there is a negative point of view that pertains to the difficulty of managing the proposal: the following two main aspects if we want it to be approved. To begin with, the project that is submitted to the Erasmus+ call for proposals should focus on improving educators through new pedagogical techniques that suggest educational innovation and the introduction of new educational models. Secondly, it is critical to note that the proposal to be presented has the goal of sustaining education and training at the highest level of efficiency. In a globalised world where the crisis is increasingly exacerbated, Erasmus+ strives a more competitive citizenship. In short, the Erasmus+ Program's acceptance is meant to be a motivator not only for instructional innovation but also for educational development and citizen social inclusion.

Moreover, engaging students through extrinsic motivation would make them focus more on learning English as a means of communication so as not to lose the opportunity of living this incredible adventure. As mentioned in the theoretical part, some research has shown that Erasmus+ helps students to feel more motivated about the English language, since they see this subject as a useful one which will help them in their near future, both professionally and personally.

With respect to TEFL, as aforementioned, Erasmus+ does more than motivate students both in an extrinsic and intrinsic way. They feel motivated to improve their English skills to facilitate communication with their peers, but also because if they do not get the level required, they will not be able to live this lifechanging and unique experience.

Finally, a didactic unit has been developed to show students that Erasmus+ is an incredible way of learning. They will be able to learn about prejudices and stereotypes and will learn to leave that behind when meeting new people, specifically, foreigners. Moreover, they will learn some cultural points and fun facts about those countries they will have contact with, ending up with a Final Project which consists in making Andalusia more attractive to their future peers. It has also been demonstrated that using ICT in TEFL will ease and make lessons more engaging and attractive to students. Mobile phones can be a powerful tool for TEFL if used correctly.

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6. APPENDIX

Table 9: *Rubric for the writing tasks. Homework and script of the promotional video*

	Insufficient	Sufficient	Good	Excelent
Content	Incomplete content and/or instructions not followed. Insufficient production.	Only a few points are addressed. Production still incomplete.	All points are respected.	All the points are covered and some have been well developed. It is quite complete and accurate.
Vocabulary	Poor vocabulary, numerous errors and/or presence of Spanish words/inventions.	Limited vocabulary and/or presence of errors.	Fairly good reinvestment of vocabulary seen in class. Few errors.	Relevant, varied and precise vocabulary. Occasional errors.
Cultural aspects	Cultural elements studied in class do not appear and/or are incorrect.	Still very limited cultural knowledge. Very few references to cultural elements studied in class.	Cultural knowledge is fairly well selected, although still incomplete.	Cultural knowledge is well selected for the task.
Spelling	There are a lot of major spelling mistakes	There are some major spelling mistakes	There are some spelling mistakes but not major ones	There are none or very few spelling mistakes
Grammar aspects	Difficult to understand. Incorrect syntax.	Understandable but still a lot of linguistic errors.	Not many errors. Correct syntax.	No or very few language errors.
MARK				

Table 10: *Observation scale (promotional video)*

	Insufficient	Sufficient	Good	Excelent
Content				
Knowledge about the content				
Preparation of the content				
Grammar, vocabulary & expressions				
Wide range of vocabulary				
Grammatical points (future, past tenses)				
Expression, idioms				
Speaking				
Correct pronunciation				
Intonation				
Fluency				
Use of ICT				
Originality				
Creativity				
Follow the instructions				
Appropriate title				

This is me

THE GREATEST SHOWMAN



THE GREATEST SHOWMAN TELLS THE
STORY OF A VISIONARY WHO ROSE FROM
NOTHING TO CREATE A MESMERIZING
SPECTACLE THAT BECAME A WORLDWIDE
SENSATION.

1º BACHILLERATO



THIS IS ME

https://www.youtube.com/watch?v=CjxugyZCfuw&ab_channel=AtlanticRecords

1. In the first listening, try to identify all the verb tenses that appear in the song and write down what they are named. For example:

I am not a stranger to the dark – present simple – verb to be

Hide away, they say

'Cause we don't want your broken parts

I've learned to be ashamed of all my scars

Run away, they say

No one'll love you as you are

But I won't let them break me down to dust

I know that there's a place for us

For we are glorious

When the sharpest words wanna cut me down

I'm gonna send a flood, gonna drown 'em out

I am brave, I am bruised

I am who I'm meant to be, this is me

Look out 'cause here I come

And I'm marching on to the beat I drum

I'm not scared to be seen

I make no apologies, this is me

Oh-oh-oh-oh

Oh-oh-oh-oh

Oh-oh-oh-oh

Oh-oh-oh-oh

Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh

Another round of bullets hits my skin

Well, fire away 'cause today, I won't let the shame sink in

We are bursting through the barricades and

Reaching for the sun (we are warriors)

Yeah, that's what we've become (yeah, that's what we've become)

I won't let them break me down to dust

I know that there's a place for us

For we are glorious

When the sharpest words wanna cut me down

I'm gonna send a flood, gonna drown 'em out
 I am brave, I am bruised
 I am who I'm meant to be, this is me
 Look out 'cause here I come
 And I'm marching on to the beat I drum
 I'm not scared to be seen
 I make no apologies, this is me
 Oh-oh-oh-oh
 Oh-oh-oh-oh
 Oh-oh-oh-oh
 Oh-oh-oh-oh
 Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh This is
 me
 And I know that I deserve your love
 There's nothing I'm not worthy of
 When the sharpest words wanna cut me down
 I'm gonna send a flood, gonna drown 'em out
 This is brave, this is bruised
 This is who I'm meant to be, this is me
 Look out 'cause here I come
 And I'm marching on to the beat I drum
 I'm not scared to be seen
 I make no apologies, this is me
 When the sharpest words wanna cut me down
 I'm gonna send a flood, gonna drown 'em out
 I'm gonna send a flood
 Gonna drown 'em out
 Oh, This is me

2. Could you determine the central idea of the song? Provide an objective summary of the song in one sentence without including personal opinions or judgements.
 - 2.1 To whom does the singer refer when she speaks about 'we'?
3. Have you ever heard someone talk about '[butterflies in their stomach](#)'? This is figurative language. It is commonly used to create comparisons by linking the senses and the concrete to abstract ideas. For example, when we want to explain a complicated idea or we want to add creative flourish to written or spoken language. Find a figurative figure of speech in the song and give it an explanation.

Appendix 4. Previous Google Form.

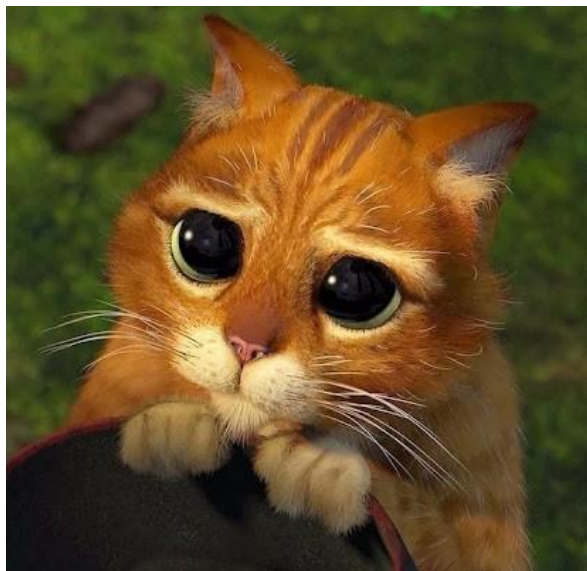
‘The most beautiful thing in the world is, of course, the world itself’

***Obligatorio**

1. **Could you explain the meaning behind this image? ***



2. **Dou you know what multiculturalism means? Could you try to explain it in your own words? ***



3. **Have you ever been to a foreign country? ***

**Travel is more than bums on seats,
it's hearts that are engaged**



Marca solo un óvalo.

- ☐ Yes, I have
- ☐ No, I haven't
- ☐ No, but I am willing to do it.

4. **Have you ever been living abroad? ***



Marca solo un óvalo.

- ☐ Yes, I have
- ☐ No, but I would love to
- ☐ No, I don't feel like doing it

5. What do you exactly know about Erasmus+ programme? *



Erasmus+

6. Have you ever had prejudices when meeting foreign people? *



Spanish stereotypes

Live from Andalucía podcasts

one stop english
Solutions for English Teaching

LISTENING SKILLS TRANSCRIPT

Transcript

Introduction

Welcome to onestopenglish's live from Andalucía podcasts. The onestopenglish reporters travelled to Córdoba and Seville in Andalucía, Spain, and asked people the question, "What stereotypes about Spain and Spanish people annoy you?"



Speaker 1 (female):

I think the stereotype that most annoys me about Spain is about Spanish people, or that people have about Spanish people, is that they're all into bullfighting and erm that they're, that they're all very, very interested in bullfighting. The majority of Spanish people are actually opposed to bullfighting so think it's something that's changing and it's not necessarily what all Spanish people like.

Speaker 2 (male):

One thing that really annoys me when people talk about Spanish people and they say that we always leave everything for tomorrow, that, you know, erm and I don't think it's true, some people might do, some Spanish people might do, but I know a lot of people and myself, that, you know, we like to do things here and now. And I just find it a bit annoying.

Speaker 3 (male):

Erm, yeah, I think the stereotypes are very often erm, very interesting when I ... I get, family or friends coming over. Especially when they come over in-in the winter. And it can get really cold here. I mean it's snowed here in Córdoba before. There-there's a town near Córdoba that's supposed to be the hottest city in Spain, erm, in August. So the idea of ... I've had family saying, erm, 'Oh yeah, I'm going to bring over me swimming costume in December, erm, and have a dip in your pool'. ... 'Fine but I'm not gonna be joining you!' So that-that idea, that it's always hot and sunny.

Speaker 4 (female):

People think that Spanish people are very lazy at work and we are ev-every day, erm, having beers and having fun, and it's not so. We work hard, every day, from Monday to, even, in some cases, to Saturday. This is a stereotype that I ... that I hate it.

Speaker 5 (female):

The stereotype about maybe Spanish people that I got used to hearing before I came over to Spain to live was the whole idea that Spanish people have this *mañana* attitude of ..., maybe even a bit of laziness that they're-they're not into work, they're more into fiestas and celebrating and having a good time. Erm, but having lived here for a few years, I've realized that that is ... that isn't true. Erm, as far as work goes, I know Spanish people are hard workers. They're ... they're serious about what they do but I would say that ...rather than living to work I would say they-they work to live, that they know how to work hard, they now how to do things well but they know how to, erm, relax and ... and switch off at the end of the day, and umm, have a drink maybe in the evenings and-and spend time with family. Er, I think the fact that work isn't the be-all and end-all of life here erm- I love that.

Speaker 6 (male):

Maybe, erm, people think of Spanish people that we are, that this is a-a country where we are having fun the whole time but I think this is wrong. We have ... we have to work but we have to ... we like to-to enjoy our spare time on having parties or going out, talking with people, the beach, the mountain, maybe the weather. It's good for that and-and we try to benefit it ... of-of this.