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TITLE

THE ROLE OF DEBATE IN
ENHANCING ENGLISH LANGUAGE
SKILLS IN THE EDUCATION
SETTING

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Abstract.

The present study investigates how academic debate can enhance students' language skills in English as a foreign language. A comparison is made with other European countries to assess how we can improve the Spanish education system in terms of English language teaching. Furthermore, a bibliographical review has been conducted on active methodologies that enhance student performance and learning. The results obtained from this research can inform English teachers and instructors of English-taught subjects on how to enhance fluency, vocabulary, grammar, and, ultimately, the four language skills: reading, speaking, writing, and listening.

Keywords: active methodology, debate, communication.

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1. Introduction.

The English language is one of the most important languages worldwide. Its mastery opens up possibilities for the speaker because, thanks to undeniable globalisation, English is used as the first-world language due to its ease of use. If we focus on the case of Spain, a country in which a language spoken by more than 500 million inhabitants is used, and in which there are several bilingual regions (Catalonia, Basque Country, Galicia, Valencian Community, Illes Balears), we can see a rich linguistic and cultural diversity. However, this diversity doesn't always translate into a high level of English proficiency. English, while still mandatory in all educational stages except for university, is far from being proficient, although it is not the worst.

Specifically, the EF Epi (2022) shows that the level of English of Spaniards is "moderate proficiency". It is a ranking that evaluates the level of English of 111 countries and regions, placing Spain at number 33 in the table and in the 25th ranking among the European countries evaluated.

Although there are historical, cultural and social reasons that could justify why the level of Spaniards does not exceed the average of their European neighbours, it is worth asking whether the education system can solve this problem. The methodologies used in the Spanish educational system may be in the opposite direction, perhaps the level of Spanish English teachers is far from a reasonable level or, perhaps it is due to social, cultural and political arguments that determine the level of English of Spaniards.

Reimer(1973) states that, faced with the US government's proposal to educate the children, Native American tribes rejected such an offer with the following quote: "Different nations have different concepts of things (p.59)." Indeed, the culture, history, political and social context will always be different between European countries. Each region has experienced different historical contexts that determine how people who have a specific origin behave. However, there are great differences in the cultural traditions of neighbouring countries. For instance, Portuguese fado is a sad and melancholic song that is far from the joy of Andalusian folk songs. Therefore, each country orders its educational system in a certain way, adapted to the people who live in that country. Schedules, customs or subjects are different in European education systems.

Therefore, differences in the level of English will always be there. However, this fact does not imply giving up on the task of improving the level of English of Spaniards, starting from where they usually start learning it: the school.

1.1. Justification

While it is true that the economic and social factors of students largely determine their educational development and their performance in school, it is necessary to ask whether the teacher, the academic community and the rest of the educational actors can overcome the barrier of the family context to improve, in some cases, the educational performance of the student. To be able to do this, it is necessary to establish what percentage and to what extent the students' socioeconomic and family context determine their performance. It is even worth asking whether learning English as a second language is more difficult for students than other subjects, especially if the social context does not favour an adequate environment for learning a foreign language.

In this sense, Morales (2017) shows that all is not lost due to the growing interest shown by parents with primary studies in their children's acquisition of English. Although the fact that parents with university studies have a direct relationship with a high educational performance of English in school, this does not mean that students of parents with a lower level of education are condemned to not learn a foreign language. Therefore, it would be necessary to carry out a study of what happens in the classrooms where both types of students (those whose parents have university studies and those who do not) live together. Therefore, the figure of the teacher is crucial to adapt to each student and enhance the skills and talents that reside in them. The methodologies used in the classroom, in many cases, are boring and outdated in the teaching of a foreign language, therefore, active methodologies could solve and respond to the need for change and improvement in the academic performance of students in learning English as a foreign language.

1.2. Objectives.

1. Demonstrate that the role of teachers is crucial in the teaching of English as a foreign language, proving that the social, cultural and economic origin of the student's family can be substituted by the application of various methodological strategies that contribute to a better adaptation and understanding of the student himself. These methodological strategies are called active methodologies.
2. Demonstrate that the use of active methodologies improves students' academic results, promoting the acquisition of communicative competence.
3. Demonstrate that traditional methodologies, although they can sometimes be useful for learning, must be relegated to being used sporadically.

Therefore, the goal of this research is to demonstrate that the use of active methodologies in the teaching of English as a foreign language improves the academic results of students regardless of their origin.

2. Theoretical framework.

2.1. How do we learn?

Learning is part of a person's life. Newborns start learning from the very beginning and will not stop learning. Although in principle educational systems are constituted to teach students basic and advanced knowledge, a person can develop the knowledge taught in institutions autonomously.

Throughout history from the Greek philosophers, the Romans, the Middle Ages, the thinkers of the Renaissance through thinkers such as Descartes, Locke, Rousseau or Kant to the present day learning theorists have investigated how the human being learns.

However, learning a language is complicated and, in the Spanish educational system, English is one of the most complex subjects for students. In short, we learn through experience and error.

The truth is that there are as many ways to learn as there are people. Through individual experience and social and cultural context, the person acquires skills and different ways of learning that he has perfected throughout his life (Austin, Orcutt and Rosso, 2001). It is from teaching that the different ways in which people construct knowledge through experience are tested. Therefore, it is important that the methods applied are participatory and involve students in building their learning (Austin et al., 2001)

The question is, if each student has a way of learning and building their learning, how can teachers help students learn? Austin, Orcutt and Rosso (2001) carry out an analysis of some important points that explain how the teaching process can be improved.

1. It is essential to organize the classroom environment so that students can actively learn through homework, encouraging students to reflect on the learning process.
2. Roles and strategies must be created for students to organize a system of modelling. Using advance organizers is beneficial because students can organize their knowledge by structuring the activities and information provided.
3. Teachers can use students' diversity to help them make connections between school and home experiences with experiences to learn in the classroom.

2.1.1. How do we learn a foreign language?

Studying a foreign language is mandatory in most European education systems. However, few students manage to reach a sufficient level to be able to communicate effectively with a native speaker. Except in English-speaking countries, English is the first foreign language to be studied in European countries. When the student learns a foreign language, he creates an

internal learning system in which he builds the interlanguage (Alexopoulou, 2010). Interlanguage consists of a system influenced by the student's native language. Although it has been proven that it is necessary to create experiences to learn, there are several factors that influence the student's interlanguage:

a. Internal factors

-Age.

Age is an important psychological factor when learning a second language. Cazden (1988) states that, although children, teenagers and adults have the same time to learn a second language, there are differences. Specifically, children have advantages in such important areas as the acquisition of pronunciation and accent, while adults have a greater cognitive ability than children due to their age.

-Attitude.

We can differentiate between a positive attitude and a negative one. A positive attitude towards the difficulties of learning a foreign language will be a greater advantage when acquiring communication skills. The attitude is not hereditary and is related to the student's environment. Therefore, the student's family context determines the attitude and, therefore, the success or failure in learning a second language (Sun, 2019).

-Motivation.

Sun (2019) states that motivation is an internal process that helps the student, in our case, to be constant and make the necessary efforts to perform the objective task. Therefore, in terms of learning a foreign language, motivation involves a series of internal cognitive processes that support the student at certain times, enabling effective learning. Students who have an integrative motivation will achieve faster results. Likewise, those students who have the utilitarian need to learn a foreign language will achieve results faster. In short, motivation is personal and depends on each student.

-Personality

A cheerful and extroverted person is completely different from an introverted person who feels anxious about any unexpected event. A person's personality will have effects on learning a foreign language that can determine success or failure. Theoretically speaking, personal ones can be extroverted or introverted. In this sense, an apparently extroverted person will be more likely to perform better than an introverted person in learning a foreign language (Sun, 2019). Obviously, extroverts share characteristics related to adventure and not being afraid of failure, which makes them more likely to succeed in learning a foreign language

-First Language Proficiency

In the process of learning a foreign language or a second language, the phenomenon of language transfer occurs. In other words, by not knowing the grammatical or communicative structure of the target language, learners use the structures of the language they already know when they learn another language. In this sense, the proficiency of the mother tongue is of great importance (Sun, 2019). It can be divided into positive transfer and negative transfer. In the case of English, if the learner's mother tongue has a similar structure to English, the transfer will have a positive effect. Otherwise, the effect will be negative (Sun, 2019).

b.External Factors

Education plays a fundamental role in the social position in which a person will end up. An adult with primary education will not be able to access certain jobs and, in a global society that evolves day by day, that parameter is decisive. Therefore, the premise is clear: Social position is determined by educational success. A person who has not had educational success will find it difficult to achieve social success. Breen (2004) states that education is the main instrument to achieve a good social position.

The origins of students' parents are key to their children's academic outcomes (Treiman and Yip, 1989). That is, although education is a mandatory right according to the United Nations, the social, cultural and economic origin of the student's family determines the student's academic success. Moreover, if we consider the complexity of learning a foreign language and the difficulty it entails due to the cognitive processes it produces, the origin of the learner's family is even more important if we consider learning a foreign language.

However, we live in a world in which it is constantly affirmed that education is an indispensable tool that functions as a social elevator. Specifically, As Nelson Mandela famously said, " Education is the most powerful weapon which you can use to change the world " (Mandela). Therefore, we would be facing a fallacy because, even though free and compulsory basic education guarantees the acquisition of basic content and skills, in the performance of learners the contexts in which they find themselves are more important.

Equality of Opportunity (Coleman et al., 1966) was a report made in the United States that stated the following data: schools and teachers do not have sufficient impact on academic results. Families and their contexts broadly determine learners' academic outcomes.

However, Marqués(2016) concludes that it was a limited study and that there have been several advances regarding the importance of these agents: families, centres and teachers. Marqués (2016) states that schools are important and that, if the social origin of students is totally discounted, their significance increases. However, the results of the Coleman report are still present and, therefore, the centre, by itself, cannot end inequalities.

The significance of teachers lies in the use of educational resources. Nowadays, teachers have an extensive amount of resources that can be used in the classroom and in students' homes. Therefore, the role of teachers is fundamental since the appropriate use of educational resources influences the acquisition of content and skills of students.

Coleman (1966) demonstrated that family origin determines the school and, therefore, the social outcomes of their children. However, it is necessary to understand that the economic and socio-cultural origin of a family is not definitive. In fact, due to growing economic modernization, companies demand more highly qualified workers, which contributes to improving the quality of education and the public institutions that regulate such education (universities, and institutes, among others). Therefore, the relationship between social origin and social success is decreasing (Acemoglu, 2002). Marqués (2016) concludes that controlling job insecurity and temporality would have positive effects on students. More impact than investment in resources, as indicated by Coleman, can be achieved.

Academic results are determined not only by the effort and ability of the students, but the social, economic and cultural contexts have great relevance in the academic achievements they achieve. As the results of the students of an educational system become more independent of their socio-cultural and economic origin, the more equitable the educational system will be (Villar, 2018). Therefore, the work of teachers is essential to ensure that the educational system is as fair as possible. In other words, the less impact ISEC has on students, the more equitable the educational system is.

TIMSS(2019) is an international study in which the knowledge of students from four years (from fourth grade to eighth grade) in Mathematics and Science is evaluated. Although we are not going to compare academic results in these subjects, we are going to use this study to explain how social, economic and cultural origin affects the academic results of Spanish students. TIMSS(2019) uses a variable called ISEC that has been calculated using five parameters analyzed: the educational level of the student's parents, the type of work of the parents, resources available at home to help the student (computers, tablets, desks, internet, etc...), number of books at home and number of children's books at home. Thus, the result for Spain is 0.20 (the results can go between -1 and 1). Therefore, Spanish students have a slight advantage in terms of resources to be able to better develop their learning and achieve better academic results.

As we discussed earlier, the importance of external factors in the learning of any foreign language is essential to acquire it. Although the TIMSS report (2019) does not include the learning of English as a foreign language, it is relevant to conclude that, since it is easier to

learn a foreign language when the family context is favourable to this objective, Spanish students have more economic advantages than students from other countries.

Therefore, the question is the following: How to ensure equal opportunities in an unequal society? Even if it were possible to match the initial conditions of all students, the results would be different because each child is unique. However, the issue is about equal opportunities, that is, ensuring that each student can develop fully and autonomously by offering quality teaching that provides the same possibilities. Teachers of English as a foreign language are crucial to ensure the achievement of the educational objectives in this subject. Therefore, the work of the teacher is crucial to improve the academic results of their students and enable them to achieve high communicative competence. The question now is what methodologies the English teacher can use to get the best results. To do this, it is necessary to understand that the methodology used in the classroom is a key factor in achieving this objective.

2.2. Traditional methodologies in learning English.

There are several methodologies for learning languages in the classroom. Spanish (required citation) and European (required citation) regulated teaching encourage foreign language teachers to use active methodologies that influence students and build meaningful learning from experiences. However, there are still old methods that are still used in classes. This work will not judge the use of one methodology or another since, in practice, all have benefits that can justify their particular use in a lesson. However, this does not imply that it is systematically used as the only tool.

2.2.1. Grammar- translation method.

The grammar translation method is considered the traditional method of teaching a foreign language. In the West, until World War II ended, learning foreign languages meant learning Latin or Greek. Latin is learned by students through this method that is synthesized in grammatical rules, memorization of structures and vocabulary, translation of fragments and performing written exercises (Chang, 2011). The main disadvantage of this method is the absence of oral skills in foreign language teaching.

Mart (2013) concludes that the use of this method helps to use the foreign language correctly, encouraging the correct use of grammar and improving the accuracy of students. However, Mondal (2012) states that the drawback of this method is that teachers use the grammar of the target language as a basis and translation as the basic method for teaching, forgetting the objective of studying foreign languages: to use them to communicate with other people.

Therefore, Mondal (2012) and Chang (2013) conclude that the best recommendation when using this method is to combine it with other methods such as the Communicative Approach.

2.2.2. Direct method.

It arises as a response to the lack of effectiveness of the Grammar translation method in achieving students' oral skills in a foreign language. The direct method (also known as the natural method) is learned through the strict use of the target language of learning (Mart, 2013). Translation and word analysis are not used, but an attempt is made to teach the foreign language as children learn their native language.

Tamura (2006) states that English is taught orally, just as children learn their mother tongue, with all descriptions and narratives being easy and interesting. Word meanings are explained through intuition (as babies learn). This method seeks to make learning natural and intuitive, getting students to acquire grammar intuitively with oral English practice. In other words, the acquisition of grammar is a secondary objective while language acquisition is sought through correct pronunciation and visual association.

2.2.3. Audio-lingual/audiovisual method.

It was a popular method in the 1950s and 1960s. Its origin takes place in the need for the military to hold conversations with a high level of proficiency in foreign languages during World War II. It is a behavioural method that aims to acquire the correct pronunciation of the foreign language to be learned. Yang (2018) points out that it is interesting to apply this method in the early stages of learning, encouraging the use of images to improve language acquisition.

Mart (2013) states that the Audio-Lingual method is a method that considers the target language as a form of behaviour that must be learned through speech habits. That is, the objective is to transfer the linguistic habits of native speakers to students (Dendrinos, 1992). It is a method focused on achieving oral skills. Vocabulary and grammar are learned through dialogues, fostering students' ability to respond quickly (Mart, 2013). It is a method in which teachers model a dialogue so that students have the opportunity to practice and learn. Later, the students repeat the dialogue, fluidly using the target language. The more you repeat, the easier it will be for them to use the target language without having to think. Finally, some words or phrases are changed to increase learners' knowledge.

2.2.4. The natural approach.

Developed in 1977 by Tracy Terrell, a Spanish teacher in California, and Stephen Krashen, who was an applied linguist, it is a theory that argues that foreign language learning should be done without using the mother tongue and using natural techniques and methods to achieve

the acquisition of the target language. The importance of grammar is secondary and vocabulary takes on great importance in developing communication between learners. For this, the teacher must speak clearly and at a slow pace, fostering a relaxed atmosphere so that student participation is free and spontaneous.

Krashen (1973) states that at the beginning of classes, it is important to present comprehensible input. Being the first classes, it is convenient to use close vocabulary and use pictures. Once learners begin to speak the target language, the teacher will continue to speak slowly but provide opportunities for simple responses for students. This approach is developed in a sustained manner over time to achieve the acquisition of a foreign language by students.

2.3 Active methodologies

López(2005) states that active methodologies "are interactive processes that are based on student-teacher, student-student, student-teacher material and student-context communication, and that promote the responsible involvement of students, enriching themselves and the teaching staff". In this section, we will define active methodologies that contribute to the acquisition of foreign languages in the classroom.

Spanish legislation itself recommends since the issuance of Order ECD/65/2015 (Ministry of Culture, Education and Sport) the use of active methodologies due to their relevance in the learning process of students, being carried out in a specific context through learning between cooperative groups. Current legislation, in the same way, also recommends its use, especially to acquire linguistic competence in both the mother tongue and the foreign language according to RD 157/2022 (Ministry of Education and Vocational Training, 2022). That is, the Spanish government has long recognized the need to implement this type of methodology in classrooms to improve the academic performance of its students.

The use of the textbook does not imply that the methodology in the classroom is traditional. However, the textbook, to use an active methodology, should be used as a reference source or another educational resource, not as the main instrument. It is necessary to bear in mind that the textbook is a resource written by people outside the classroom who do not know the educational reality of it. Each class, each student and each teacher is different and the educational activities and resources that appear in each book can be perfect for one group of students and not very useful for another group of students. Fernández and Caballero (2017) argue that the continued use of the textbook prevents the development of skills related to the critical capacity of students because, when using this resource most of the time, the veracity

of it is not discussed in class, understanding as true everything that appears in it (Fernández and Caballero, 2017).

Muntaner Guasp, Pinya Medina and Mut Amengual (2020) found that the use of active methodologies in a foreign language improves students' academic results. Specifically, they conducted a study with two educational centres. In the first centre, the methodologies used promoted the use of individualized attention, active participation of students and active pedagogical methods. However, the second centre was a centre in which the main tool was the textbook, exposing the contents and using these manuals as the only learning resource. The conclusion, in Foreign Language, was a lower percentage of failures and a higher percentage of overachievers. That is, the use of active methodologies in learning English as a foreign language not only decreases the number of failed grades but also increases the number of outstanding grades of students.

The percentage of foreign language failures in the first school was 31.7%, while the second school was 36.3%. Likewise, the number of outstanding students in the first school was 13.7%, while in the second school it was 10.1%. In addition, the average of the foreign language course is higher when active methodologies are used. In particular, in the study conducted by Muntaner Guasp et al.(2020), the average in the first school was 5.54, while in the second school, it was 5.26. The study was carried out in centres of the Autonomous Community of the Balearic Islands and is representative data for the procedures carried out and the institutions that were behind it (IAQSE) (Muntaner Guasp et al, 2020).

2.3.1. The silent way.

Gattengo (1972) carried out his theoretical studies taking into account how children acquire their mother tongue. Therefore, the Silent Way is a theory in which learning is active. The teaching processes are simple: first sounds, second, words and third, sentences are taught through colours and shapes. Repetition is used to acquire pronunciation. The teacher has an indirect role because they must be silent for most of the duration of the class.

2.3.2 Communicative Language Teaching or Communicative Approach.

It is a method that uses the interaction of learners, understanding interaction as situations where two or more students participate, and develop communication skills and abilities in the target language (Gustiniani, 2012). Gustiniani (2012) states that it is the most effective method. The main features of this approach are as follows:

1. Syllabus. When a syllabus applies the Communicative approach, it grants a series of spaces and times to teachers to develop educational resources (technological and non-technological materials) to carry out a lesson on a target language.

2. Classroom activities. Although many activities could be applied through this approach, the most important are those in which interaction is the protagonist in the class. Therefore, group discussions and role-play stand out.

3. Tasks and Materials.

Richard and Rogers (1986) state that there are three types of materials: authentic materials, task-based materials to use the target language through certain roles and text-based materials given a topic, analyze a text or put the target language into practice among students of the language.

4. The roles of teachers and learners.

In the Communicative approach, students are at the centre of learning. Therefore, their role is active while the teacher is a facilitator who provides opportunities to use the target language in an environment intended for communication.

2.3.3. Task-based language learning.

It is an approach where students must perform different activities in a group. To carry out these activities, they must use the target language as a means of communication. Once the activities are finished, the groups will use the dialogue to talk to the teacher about the language used. Ellis (2003) states that there is a correlation between the importance of Focused and unfocused activities. The use of L2 as a medium favours the acquisition of a foreign language by the student. Therefore, we are faced with an important active methodology that points out the importance of the use of communication between students to acquire the foreign language successfully, with them as the protagonists and the teacher as a guide in learning.

2.3.4 Multiple Intelligence Theory.

It is a theory known by its creator: Howard Gardner. He developed the Multiple Intelligence Theory defending that there are diverse intelligences and that all students can stand out in some of them (Arnold and Fonseca, 2004). In this sense, a professional footballer might not stand out in the logical-mathematical, but he does stand out notoriously in the visual-spatial. Howard Gardner's 8 types of intelligence are as follows: musical-rhythmic, visual-spatial, logical-mathematical, interpersonal, verbal-linguistic, bodily-kinesthetic, intrapersonal, and naturalistic. Concerning learning foreign languages, those people who have developed verbal-linguistic intelligence are more likely to understand words and, therefore, be able to communicate through another language. Other authors such as Nolen (2003) or Christison and Kennedy (1999) conclude that these students are able to communicate more effectively orally and in writing.

2.3.5. TPR. Total physical response.

It is a method used in education with positive results in students due to their high involvement in the classroom (Canga, 2012). The teacher acts by exaggerating gestures, expressions or dances so that students acquire the expression or vocabulary of the action represented playfully and attractively, enabling them to participate in a participatory activity. Canga(2012) states that there is an association between language and movement, so TPR is a natural method that introduces the learning of English as a foreign language in a fun way, increasing students' motivation and attitude.

2.3.6. CLIL.

It is a method that consists of teaching basic subjects (science, mathematics, art education, etc....) in a foreign language. It involves the creation of scaffolding to help students acquire the basics of English. It is based on four principles: cognition, communication, culture and content. Therefore, learning is linked to the performance of tasks and the acquisition of language as an instrument, and not as an objective. The use of auditory and visual input provides the necessary tools to facilitate the understanding of the contents in class. Therefore, acquiring fluency is more important than acquiring grammatical content.

Banegas (2012) states that CLIL education is a methodology in which teachers must use useful educational resources. Therefore, teachers must be trained so that they are aware of the value that this methodology can offer students in terms of their academic results. This is because, when teachers lack adequate knowledge of the foreign language, teachers can neglect both the contents to be taught and use the target language little. CLIL could be a methodology with better results in Spain if attention were paid to two fundamental elements: content and the form of language. However, it is a methodology that has good results and improves students' self-esteem since it improves their speech, making fewer grammatical errors. (Del Puerto and Adrian, 2013)

2.4. How is English taught in other countries?

Ef EPI (2022) analyses the level of English in 111 countries around the world, including 35 European countries. In the same way, English as a language is associated with greater economic productivity, better economic stability and, therefore, economic growth of a country. English is increasingly in demand in companies and, therefore, requires greater qualification on the part of workers. Similarly, English is the written or oral medium used in international laboratories, universities and large global organisations. Hence, an adequate knowledge of the language is essential to ensure good economic health. In other words, a

good command of English by society improves the quality of services and, therefore, improves people's quality of life.

If we look at the EF EPI classification for 2022, large differences can be observed between European countries. Scores follow the following thresholds:

C2:700-800

C1:600-699

B2:500-599

B1:400-499

A2:300-399

A1:200-299

PRE-A1: 1-199

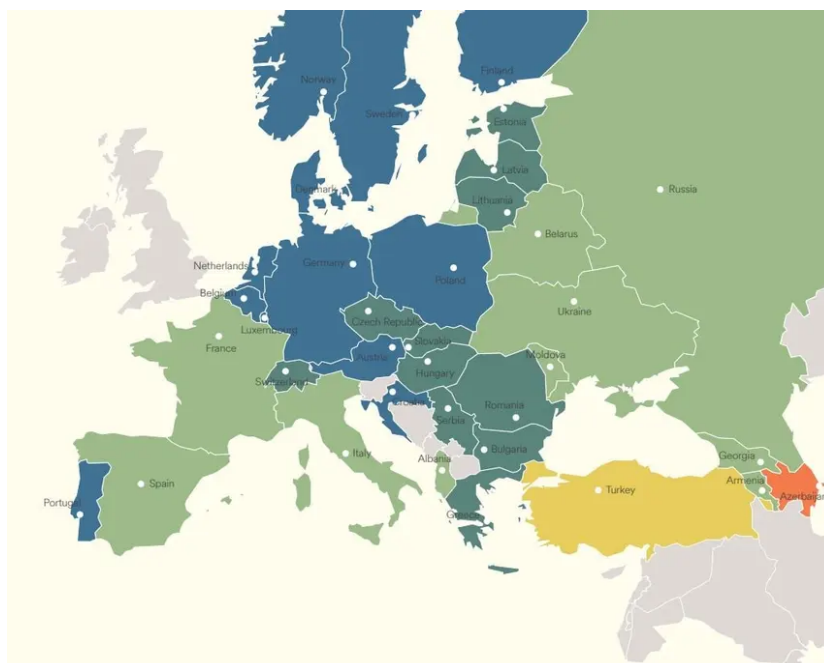


Figure 1. European Map.. Source: EF EPI (2022).

Similarly, the colours follow the following patterns:

Blue: Very high proficiency

Turquoise blue: High Proficiency

Green: Moderate Proficiency

Yellow: Low Proficiency

Red: Very Low Proficiency

Below are the ratings obtained by the European countries evaluated with the very high proficiency rating:

1. Netherlands 661 points
2. Austria 628 points

3. Norway 627 points
4. Denmark 625 points
5. Belgium 620 points
6. Sweden 618 points
7. Finland 615 points
8. Portugal 614 points
9. Germany 613 points
10. Croatia 612 points
11. Poland 600 points

The European countries with a high proficiency level are the following:

12. Greece 598 points
13. Slovakia 597 points
14. Luxembourg 596 points
15. Romania 595 points
16. Hungary 590 points
17. Lithuania 589 points
18. Bulgaria 581 points
19. Czech Republic 575 points
20. Latvia 571 points
21. Estonia 570 points
22. Serbia 567 points
23. Switzerland 563 points

The European countries with the moderate proficiency rating are the following:

24. Italy: 548
25. Spain: 545
26. France: 541
27. Ukraine: 539
28. Belarus: 533
29. Russia: 530
30. Moldova: 528
31. Georgia: 524
32. Albania: 523
33. Armenia: 506

Finally, there is only one country with a low proficiency level and one country with a very low proficiency rating:

34. Turkey: 495

35. Azerbaijan: 440

Language Issues (2019) analyses how English is taught and the role of the teacher from 20 countries mentioned above: Albania, Belgium, Bulgaria, Czech Republic, Denmark, France, Finland, Germany, Greece, Hungary, Italy, Latvia, Macedonia, Malta, the Netherlands, Norway, Poland, Portugal, Serbia, Spain, Sweden and Turkey. Language Issues (2019) points out that the main problem of the Spanish educational system lies in several elements. This is because, although the contents of the English curriculum are developed in such a way that the four skills are developed, in reality this fact is not transferred to Spanish classes. In reality, in most Spanish schools, teachers emphasize their classes in the acquisition of grammar through reading comprehension activities and writing. That is, we are facing an educational system with a grammatical approach (Language Issues, 2019).

Language Issues (2019) concludes that, due to the aforementioned reason, most parents pay extraordinary fees outside the educational system for their children to learn English.

European Commission (2023) states that students, by the end of their secondary education, must reach level B2 (MECRL), with countries such as Greece or Iceland requiring a C1 level. There is a concern of the political class about the level of English in European countries. In particular, the growing demand for foreign language teachers has provided a 14.6% increase in stays abroad for work reasons by teachers. (to be expanded, figure D6). European Commission (2023) states that the first foreign language is taught before students become 6 years old in six countries: Belgium (German-speaking community), Luxembourg and Poland when students are three years old. In Greece, they start at the age of 4 and in Cyprus and Malta at the age of 5.

Estonia, Sweden and Iceland grant freedom of choice by introducing the first foreign language as a subject, establishing course intervals between 6 and 9 years of age.

In particular, regarding the first foreign language, as a compulsory subject, we find the following data at the European level:

At the age of 3, it is mandatory in the Germanic areas of Belgium, Luxembourg and Poland.

At the age of 4, it is compulsory in Greece, while at the age of 5, it is compulsory in Malta and Cyprus.

At the age of 6, it becomes mandatory in a large group of countries: Spain, France, Italy, Austria, Romania, Albania, Liechtenstein, Montenegro, North Macedonia, Norway and Serbia.

At the age of 7, it becomes mandatory in the following territories: Denmark, Croatia, Latvia, Slovenia, Finland, Sweden and Turkey.

At the age of 8, it is mandatory in Bulgaria, Czech Republic, Germany, Lithuania, Portugal, Slovakia, Bosnia and Herzegovina and Switzerland.

At the age of 9, it is compulsory in Estonia, Hungary and Iceland.

Finally, at the age of 10, it becomes compulsory in the Netherlands and in French-speaking and Dutch-speaking Belgium.

Regarding the second foreign language, the first country in which it appears as a compulsory subject is Luxembourg, at 6 years of age.

We would have to go to the age of 10 to find the next section where a second foreign language appears as a compulsory subject. This is the case of Greece, Latvia, Switzerland and Serbia.

At the age of 11, it becomes compulsory in Denmark, Italy, Malta, Romania, Bosnia and Herzegovina, Montenegro and North Macedonia.

At the age of 12, it is compulsory in Flemish Belgium, Estonia, France, Cyprus, Lithuania, the Netherlands, Portugal, Finland and Iceland.

At the age of 13, it is compulsory in German-speaking Belgium, the Czech Republic and Poland.

At the age of 14, it is mandatory in Hungary, Austria and Turkey. At the age of 15, it is compulsory in Bulgaria, Slovenia, Slovakia and Lithuania. Finally, at age 16 it is mandatory in Norway.

In the last 20 years, two-thirds of European countries have increased the number of hours of foreign language learning, extending, in some countries, more than 4 years (Cyprus) or even 7 in Poland. The importance of English in education lies in the fact that it is compulsory to study it in most countries except Finland. In addition, in 15 European education systems, it is the only compulsory foreign language of study.

86% of primary school students study at least one foreign language, except for Irish. Of these foreign languages, English is the predominant language, although there are countries such as Belgium (French or German) and Luxembourg (French) where English is not the first foreign language (Eurodyce, 2023). Eurodyce(2023) shows a curious fact: In the Netherlands, the country with the best level of English in Europe and the world according to the EF EPI report (2022), 44.6% of students learn English as a foreign language. However, more than 90% of

students study English in secondary or primary education, so almost all students in Europe receive a minimum of foreign language training.

After understanding general data on English as a subject in European education systems, the focus shifts to the analysis of the role of teachers.

Specifically, in the vast majority of countries surveyed, the foreign language most studied in both stages (primary education, first stage of secondary education and second stage of secondary education) is English. The only countries in which the most studied foreign language is not English are the following: French-speaking Belgium in primary education (Dutch is studied), Flemish Belgium in the three educational stages (French predominates), Ireland (it is the only country in which its first language is the English of the study) and Luxembourg (German is the most studied language).

Traditionally, foreign language teachers have different profiles in their academic training. There are teachers with the necessary qualifications to teach all or most of the subjects in the curricula, or there are teachers specialized in a small number of subjects. The first type, as described in Eurodyce (2023), is the generalist professor, while the second type is the specialist professor. The level of English of the students has nothing to do with the type of teacher. Countries such as Spain have specialist teachers teaching foreign languages, while, for example, in the Netherlands, it is taught by generalist teachers. In the secondary stage, especially in the second stage, foreign languages are taught only by specialists except for a few cases (Croatia, Latvia and Norway). Therefore, the fact that the English teacher is a specialist teacher does not imply an improvement in results, since there are countries where the subject is taught by generalist teachers who have better results. Therefore, it is not the teacher's profile, but rather the teaching methods that can improve academic results and, in our case, the learning of English as a foreign language. This example can also be seen in the Eurodyce report (2023) which states that most countries in Europe require additional qualifications to teach bilingualism, that is, the CLIL methodology in the classroom. The levels vary between level B2 and C1, which would imply a great knowledge of the language by the teachers.

In particular, the countries where the teaching of foreign languages in primary education is taught by general teachers are the following: France, the Netherlands, Germany, Switzerland, Austria, Italy, Malta, Lithuania, Luxembourg, Cyprus and Norway.

The countries where foreign languages are taught by specialist teachers are the following: Portugal, Spain, German-speaking Belgium, Denmark, Hungary, Slovakia, Slovenia, Croatia, Bosnia and Herzegovina, Serbia, Turkey and Lithuania.

In the rest of the countries there are either no obligations on the specialization of teachers to teach a foreign language (this is the case of Ireland, Iceland and Estonia) or the foreign language can be taught by generalist teachers and specialists.

In addition, there are no recommendations (Eurodyce, 2023) from governments to future teachers to stay abroad for some time to improve the level of foreign language. Although you can learn a foreign language without ever going to a country where that language is spoken, it is advisable to visit the country to be familiar with the expressions, and ways of living and, therefore, to use the language and culture of that territory.

Of course, as the same report states, there are more and more exchange and mobility programs for teachers and future teachers. In the case of the government of Spain, we have the Conversation Assistant program abroad, visiting professors in several countries (USA, Canada, Germany, etc...), training courses abroad and other types of stays. Eurodyce(2023) confirms that, for foreign language teachers, going to the country of the foreign language that the teacher is going to teach is a professional necessity. Interestingly, although Spain has a moderate level of proficiency according to the EPI report (2022), its teachers in the early stages of secondary education are the ones who spend the most time abroad (OECD, 2019).

If we focus on the Spanish educational system, The Talis report (2018) is a report designed for teachers and school and institute directors. The objective is to understand what happens in educational systems: methodologies, student behaviour, teacher perceptions, what the principals think about the teachers in charge, etc... In Spain, 7,246 primary school teachers, 7,407 secondary school teachers, 436 directors of primary schools and 396 directors of secondary schools participated in this report (Talis, 2018).

Although Eurodyce (2023) shows that teachers in Spain are one of the most educated in terms of teaching foreign languages, it is important to point out that the methodology used in the classroom, despite having a high level of the language to be taught, is fundamental to achieve significant results in learning English. In this sense, Talis (2018) points out that only 32% of teachers assign students projects of at least one week. In other words, about 7 out of 10 teachers do not assign projects that are essential instruments in any active methodology. Therefore, Spanish teachers do not use, for the most part, the active methodologies that we have shown to work and give superior academic results to more traditional methodologies. 58% of Spanish teachers do not allow the use of ICT resources for in-class projects, so they do not work on digital competence in school. In fact, Talis (2018) confirms that 94% of teachers can choose the methodology they apply in their classrooms in primary education,

while in secondary education the percentage rises to 95%, that is, teachers do not apply, due to ignorance or convenience, the active methodologies in their classes.

3. Use of active methodologies in learning English as a foreign language

3.1. Academic debate. An active methodology that improves the level of English.

Laal & Ghodsi (2012) state that collaborative learning has the following benefits:

- Social benefits. These benefits are justified because collaborative learning contributes to the development of a social support system among students, allowing them to help each other in achieving the objectives proposed by the teacher. In addition, collaborative learning fosters a diverse classroom climate where diversity plays a critical role because all students learn differently. Finally, build a community where students learn the content differently.

- Psychological benefits. Collaborative learning allows students to stay in a more real and relaxed context in class, contributing to the reduction of anxiety and increasing students' self-esteem. Another important aspect would be, in addition to those mentioned above, the development by students of positive attitudes towards teachers, allowing an improvement in educational quality and also reducing the stress and anxiety to which teachers are exposed.

- Academic benefits. Students, by participating in groups with their peers, learn the contents in a participatory way and, therefore, are active during the learning process. This fact contributes to students' results being much more positive than applying traditional methodologies.

Torrelles et al (2011) point out in a complete bibliographic review that teamwork is key in companies and that they are already the main way of working in public and private organizations since there is no single type of group or team, but there are different sub-organizations within each working group (public or private). The academic debate, therefore, also manages to develop this competence that will be useful for students, not only because they will be better adapted to working life, but because teamwork fosters respect for the plurality of opinions, tolerance and respect.

Having demonstrated that collaborative learning and active methodologies improve student learning, we will illustrate with an example of an active methodology that has good results in the learning of English as a foreign language, we will use academic debate.

A debate is an argumentative dispute in which, generally, two positions exchange arguments and ideas to demonstrate that one position is right about another. It is important not to confuse debate with discussion since, in a debate, the aim is to convince another person by using the word. The debate increases the ability to communicate orally and, transversally, critical thinking. In addition, it improves expression and written comprehension since, when having to prepare a question to discuss, a long and exhaustive search for information is necessary to

be able to defend the best ideas and the best arguments to convince the jury.(Perandones et al., 2018). In the academic debate, the two opposing positions should not simply exchange opinions and points of view, but should try to make their opinions and ideas (their arguments) exceed those of the other team. (Cattani & Linares, 2003). Arguments are as important as forms in a debate. The forms would be those resources that a speaker uses to make his speech more attractive. The substance, on the other hand, consists of demonstrating a specific point of view with arguments. An argument is the concatenation of ideas that lead to demonstrating a point of view.

Although there are several debate formats (British Parliament, simulations, historical), we will focus on the academic format because its application is easier and produces better results in the classroom.

Academic debate is a type of debate in which two teams are faced: one team in favour of the question, and another in disagreement. Positions are chosen by chance. In each team, 4 participants perform a specific role: Introduction, Refutation 1, Refutation 2 and Conclusion. Introduction. The Introduction role lasts 3-4 minutes. The introduction presents the main arguments and ideas of the argumentative line.

Refutation 1. The Refutation 1 role lasts 4-5 minutes. This role is dedicated to refuting the opposing team's arguments and explaining the team's arguments in detail. In both rebuttals, the opposing team may ask questions.

Refutation 2. It has the same duration as Refutation 1. This role has the greatest refutation burden of the debate. You must refute the remaining arguments of the opposing team and reconstruct the arguments of the team that have been refuted.

Conclusion. The Introduction role lasts 3-4 minutes. This role is dedicated to collecting the information of the debate, in other words, collecting the refutations of both teams and their arguments to explain, in detail, what the debate consisted of and why your team won.

Perandones (2018) conducts research by several authors who have dedicated themselves to collecting information on academic debate and its benefits in foreign language learning. Thus, Zohar and Nemet (2001), Musselman (2004) and Rao (2010) affirm that this active methodology improves academic results and achieves greater content acquisition. In addition, debate improves communication skills in the foreign language, obtaining better results in the four language skills since, in the need to carry out research to answer (according to or not) the question to be discussed, information is collected, increasing vocabulary and improving fluency in both comprehension and oral expression. Bartlett and Maloney (2010) state that group activities are fundamental to working on emotional and social aspects in a transversal

way, allowing students to express themselves and communicate with their peers in a more relaxed environment, using the appropriate vocabulary. Debate allows to work on group work skills, fostering team spirit and allowing, thanks to the competition between teams, an improvement in the social and oral skills of students, using English (the foreign language) as a means and not as an end. Aziz (2015) states that motivation is increased in learning English since there is a tangible need for communication outside the classroom. That is, students understand that they will use the foreign language as a resource in their lives, and not as just a subject that they must pass to obtain an academic certificate. González (2016) explains that the implementation of the academic debate methodology in the school modified the students' approach to it. Students were able to learn the research phases using digital tools, improving their oral expression considerably and losing their fear of public speaking.

Lirola (2017) states that debate can be an active methodology that improves students' learning process. In addition, cooperation and the obligation, when researching the debate question, to use real texts, make students improve their ability to work cooperatively while learning English as a foreign language. Furthermore, Lirola (2017) points out that by working on texts that deal with real social problems (inequalities, injustices, consequences of current laws, social changes, etc.), debate contributes not only to active English language acquisition but also helps to improve student's critical capacity, using dialogue.

3.2. Debate in a classroom.

It would be interesting to explain what an academic debate consists of and what the tangible advantages would be in learning English as a foreign language. To do this, we will use the following discussion question and explain how the investigations are carried out, how the groups work and how each student's shifts are developed. Although oratory can be applied in all school years, debate as an activity should be applied from 10-11 years old to be a well-developed activity. In addition, the topics to be discussed should be, at the beginning, topics familiar and close to the students.

For our example, we will assume that we are facing a class of, at least, 14 years old. Thus, the question to be discussed is the following: Are recent actions against important works of art to claim a more socially just world justified?

As explained above, Bermúdez & Lucena (2019) explain that academic debate is about debating a question that can be answered favourably or not. In this sense, two teams made up of 4 students face each other dialectically. One team makes the stance in favour, and the other, against. Obviously, in a class of many students, it would be convenient to have heterogeneous groups that allow groups to be flexible. Between all the groups, they would face each other

defending one of the two positions that they should prepare for since defending one position or another is done by lot a few moments before the aforementioned debate.

The students, when listening to the question to be discussed, work as a group in the following way. Next, we will present the phases to prepare the arguments to be defended during the debate.

- A comprehensive reading of the question. To defend a position on the question, it is necessary to interpret and understand it. Therefore, it would be necessary for team members to discuss what they have understood and ask the teacher for information about the context.

- Brainstorming. When having to defend both positions, the members of the team must give their opinions on the question. If they agree or disagree and the reasons for that position. In the same way, launch possible ideas that serve as arguments in both positions and, of course, look for information on the internet to have more ideas and opinions.

- Search for information from reliable sources. The search for information, in principle, can be carried out individually or collectively. However, students need to be reminded that not all sources are reliable or valid. Sources must be official, academic studies, articles, verified news, real images, etc...

- Pool of ideas. Once the sources of information have been selected, the members of each team will share ideas and relate them to each other to write the arguments to be defended. It is important to note that, in this process, the positions that the members previously had may be modified.

Before carrying out step number 5, which would be the wording of the arguments, we will explain how an argument is made with an example of the previous question. An argument is composed of a statement, reasoning, and evidence (Lucena & Bermúdez, 2019). In our example, therefore, the affirmation of the argument would be as follows: it is not fair to destroy works of art because they are a public good, since it is a public good it is not the property of the activists and, therefore, we are facing vandalism acts that detract from the credibility of the cause. The reasoning would be as expressed above while the evidence would be the sources of information (news, academic studies, etc.) on which we support our argument.

Next, the arguments made after the steps previously performed by the students will be presented. The class consists of 15 students at the 4th level of ESO. They worked on the question for 5 weeks and dedicated time and effort to achieve the best results. The role of the teacher was to guide the process and resolve doubts. The student's English proficiency was at

a standard level, meaning they all had the expected level for a 15-year-old Spanish student. The learning outcomes were satisfactory in the following aspects:

- Students improved their fluency.
- Students expanded their vocabulary and reinforced grammar.
- Students developed competencies related to teamwork.
- Students' oral expression and gesticulation improved as well.

For the position against the question, one of the students' ideas could be the following:

These acts have not had any kind of effective repercussion and therefore apart from not being fair it is not useful, most people do not agree with these actions since nobody wants works of art to be destroyed, as an example we have the director of the Reina Sofía National Art Center museum, who states the following words: "There are much smarter ways to defend noble causes and doing things in this way achieves just the opposite".

Activists need to implement actions that have much more impact and make much more noise. This could set a clear dangerous precedent that notoriously affects our society since this particular problem needs the cooperation of everyone to mark an improvement. Although it is indeed necessary to reverse the effects of climate change, we understand that the means used by the opposing team set a dangerous precedent in the world. Logically, damaging paintings do not affect any person (beyond the workers and managers of the museum). However, let's imagine that, as the opposing team says, it is necessary to act now. In that case, climate activists could start committing more violent acts, since, remember, for the opposing team, the end justifies this means. They would start with violent marches, later with attacks on leaders of companies and world governments and, why not, according to the opposing team, attacks and wars over the climate. In short, there are other peaceful means without damaging works of art to fight the effects of climate change. For example, members of Futuro Vegetal, a civil disobedience collective created a year ago, cut the M-30 and raised more protests for spring, according to them non-violent civil disobedience allows deep social transformations but it cannot be considered non-violent to break gas station pumps as we can see that activists belonging to the JUST-STOP-OIL group are doing. In any case, they say that they would not mind going to jail for defending climate change, which gives us to understanding that they will not stop until they get what they want.

Similarly, an argument in favour of the question posed by the same team could be related to raising awareness in society. The argument would follow the same pattern: affirmation, reasoning, and evidence.

In this awareness argument, we are going to prove that these actions against important works of art are justified because they imply that people become aware of climate change and awareness is the first step to achieve change. Much of society is still not aware since, as we can see, the objectives to stop climate change are not being met and that is why activists have decided to take part in actions that have repercussions but are not harmful to our society or to the works since the activists are only damaging the protective plastic of the paintings. But it is not only necessary to raise awareness among people but it is more important to raise awareness among multinational companies or even governments that are the ones that can truly make a significant change. As an example of non-awareness, we have the term Greenwashing which is a green marketing practice aimed at creating an illusory image of ecological responsibility. An example is the large company IKEA, which is the largest consumer of wood in the world. An Earthsight investigation found that IKEA has been making wooden chairs out of illegally sourced wood from forests in Ukraine's Carpathian region, an area home to endangered animals such as bears, lynx, wolves and bison. Perhaps the most shocking thing about this case is that the illegal timber was certified, which cast doubt on these types of stamps.

They are also attracting the attention of museum visitors, who at the same time can be considered tourists, affecting the economy and thus capturing the attention of governments.

There are several examples of how social pressure and vindictive actions have led large companies and political bodies to take more ambitious measures to fight climate change. For example, after years of protests and awareness campaigns about the use of fossil fuels, many companies have started to adopt renewable energy and improve their energy efficiency. In addition, the growing demand for more sustainable products and services is driving companies to innovate and improve their practices. There has also been an increase in political ambition to address climate change, partly driven by advocacy and public opinion.

Bermúdez et al (2019) and Fabregat et al (2020) explain that the introduction consists of a role that is prepared before the debate with a duration of between 3 and 4 minutes, depending on the tournament or the planned rules (Bermúdez et al, 2019). It is a role that can be used for those students who have more difficulties or those who start because, being the first role, questions are not allowed to the person who makes the introduction. The introduction begins with an exordium that aims to attract the attention of the jury. There are many types of exordia: quotes, reflections, stories, storytelling, magic tricks, rhetorical questions, etc... The most important thing (Bermúdez et al, 2019) is to get it related to the arguments.

Therefore, the examples for the previous question would be the following:

- "As Machiavelli said, in his work "The Prince", "The end can never justify the means" for the simple and obvious reason that the means employed determine the nature of the ends produced".

-(Showing a picture of planet Earth.) "As a child, I was fascinated by images of planet Earth. I think it's the most beautiful painting ever made."

Bermúdez et al (2019) and Fabregat et al (2020) insist that, after the exordium, the presentation of the introduction should continue with the presentation of the members of the team, thanking the opposing team, the jury and the public for making the debate possible. Next, (Bermúdez et al, 2019) the question to be discussed is affirmed or denied, some terms of the question are defined and, finally, the arguments brought by the team are developed in summary form.

Bermúdez et al (2019) and Fabregat et al (2020) argue that the function of rebutters is twofold: First, to destroy the arguments that the opposing team brings to the debate. Second, build the team's arguments. The two rebuttals (rebuttal 1 and rebuttal 2) are the roles that last the longest (between 4 and 5 minutes). Generally, in these roles, it is decided who wins or loses the debate. Therefore, Bermúdez et al (2019) state that the first refuter must use between 30-40% of his time to refute the arguments brought by the opposing team, devoting the rest of his time to building his plot line. On the contrary, the second rebutter must spend most of his time attacking the arguments and evidence brought by the opposing team, trying, in the same way, to reconstruct the arguments that his team had brought (because they will have been refuted by the rebutters of the other team). Refutations can receive questions from the other team, so team preparation is essential for them to be answered appropriately (Fabregat et al, 2020).

Explaining the team's arguments consists of replicating the arguments previously developed. However, refuting or counter-argument is more complicated because, although in the preparation of the debate the members can assume the arguments they bring in the other position, the evidence and reasoning can be novel.

To refute this, (Fabregat et al, 2020), indicate several strategies.

-Attack the premises of the opposing team's argument. The premises are the ideas that are the basis of it. To do this, the rebutter should ask the following questions: What are the premises? Are they valid and truthful? (Fabregat et al, 2020).

-Attack the links used between the premises and the conclusion of the argument. That is, it is a question of criticizing the sufficiency of the argument and the connection between the premises used by the opposing team (Fabregat et al, 2020).

-Attack the conclusions of the argument. It involves criticizing the success of the opposite team's conclusion and offering alternatives.

-Attack the relevance of the argument. Occasionally, the arguments brought by the other team will be truthful and valid. Therefore, in the latter case, it is advisable to criticize the relevance and impact that the conclusion of the argument has, minimizing the positive /negative effects of it. (Fabregat et al, 2020).

Bermúdez et al (2019) and Fabregat et al (2020) state that the person in charge of carrying out the conclusion must carry out an analysis of the debate that occurred, that is, it is a completely new role that cannot be prepared previously. During the conclusion Bermúdez et al (2019) indicate that the most important thing is not to make a summary of what happened, but to analytically explain why the team of the person in charge of concluding has won the debate. It is one of the most complicated parts of the debate to carry out, especially when the debate has been confusing (Bermúdez et al, 2019).

Fabregat et al (2020) indicate that to conclude, it is necessary to select the most important information that has been transmitted (by both teams) in the debate. Therefore, Fabregat et al (2020) point out that the person in charge of concluding must maintain active listening during the discussion. Later, you should make a comparison between the arguments and rebuttals brought by both teams and explain why the ones your teammates have executed are more important and relevant. That is, the goal is to explain why the team wins the debate (Fabregat et al, 2020). It is a shift with a duration of between 3 and 4 minutes and the structure recommended by Bermúdez et al (2019) and Fabregat et al (2020) is as follows:

-Gratitudes. After the rebuttals, it is important that the attitude with which the conclusion speaks would be different, and friendlier. Therefore, it is advisable to introduce yourself and thank the opposing team for the dialectical confrontation.

-Explain the arguments that the team itself brought. It consists of summarizing the arguments brought by the refuters of the team.

-Briefly explain the arguments of the opposing team and the refutations made by colleagues. It is important to explain why (Fabregat et al, 2020) the refutations are true, valid and relevant.

-Close the speech with an exordium related to the exordium previously used.

4. Conclusions.

The level of English of Spaniards is not the most appropriate if compared to the countries around them. There are social, economic and cultural factors that determine the academic results of an educational system, but that does not mean that the figure of the teacher cannot

solve that problem. Throughout this TFM, we have reviewed how children learn and what factors (internal and external) influence foreign language learning. External factors are fundamental. However, the methodology applied by teachers can be decisive in the academic results of students, especially in the acquisition of English as a foreign language. The use of traditional methodologies must be punctual and, therefore, it is necessary to apply active methodologies that improve student outcomes.

We have studied how European educational systems teach foreign languages to verify that there is no direct correlation between hours of the weekly course and results in language acquisition, being the crucial methodology to have satisfactory results. Therefore, the academic debate has been proposed as an active methodology that favours the learning of English as a foreign language, improving oral expression and grammatical content through fluency and meaningful education. The use of academic debate as an educational tool and resource is motivating for students and allows for changing the educational approach, encouraging the learning of content more naturally and allowing the acquisition of English as a foreign language through a real and close context for students.

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