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Trabajo Fin de Máster

IMPROVEMENT OF ORAL EXPRESSION IN THE EFL CLASSROOM. A DIDACTIC PROPOSAL

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1. Abstract:

The purpose of this Master's Dissertation is to design a didactic proposal carried out in an authentic way to be applied by English teachers of the Spanish Educational System, which aims to promote the use and development of oral expression and communicative competence of 4th year of Compulsory Secondary Education students. To do this, firstly, a bibliographic review will be made on the importance of oral skills in the development of communicative competence. Oral skills is usually one of the most challenging abilities when it comes to acquiring a foreign language, in this case English. There are different strategies that motivate learners to feel more confident and positive when speaking in public in a foreign language. One of the main objectives is to help students acquire the English language, creativity and critical thinking along with several oral communicative skills.

Besides that, from the theory collected in the first part of this document, the contents that are included in the programming of an English didactic unit to work on oral skills will be outlined. This proposal has seven sessions that will provide students the essential tools to achieve the proposed didactic objectives.

Keywords: communicative competence, role play, oral skills, interact, speak, students.

Resumen:

El propósito de este Trabajo de Fin de Máster es diseñar una propuesta didáctica realizada de manera auténtica para ser aplicada por profesores de inglés del sistema educativo español, que pretende potenciar el uso y el desarrollo de la expresión oral y la competencia comunicativa de los estudiantes de 4º curso de Educación Secundaria Obligatoria. Para ello, primero se va a hacer una revisión bibliográfica sobre la importancia de las destrezas orales en el desarrollo de la competencia comunicativa. La destreza oral suele ser una de las habilidades más retadoras cuando se habla de la adquisición de una lengua extranjera, en este caso del inglés. Existen diferentes estrategias que motivan a los estudiantes para que se sientan más seguros y confiados a la hora de hablar en público en un idioma extranjero. Uno de los objetivos principales es ayudar a que los estudiantes adquieran la lengua inglesa, la creatividad y el pensamiento crítico junto a varias habilidades comunicativas orales.

Por otro lado, a partir de la teoría obtenida en la primera parte del trabajo, se van a trazar los contenidos que se incluyen en la programación de una unidad didáctica de inglés para trabajar las habilidades orales. Esta propuesta consta de siete sesiones que van a proporcionar al alumnado las herramientas necesarias para conseguir los objetivos didácticos propuestos.

Palabras clave: competencia comunicativa, role play, interactuar, hablar, estudiantes.

2. Introduction

2.1. Justification

This Master's Dissertation arises from the need to find a way to improve one of the most widespread problems in the teaching of English as a foreign language in secondary school classrooms, which are oral expression and communicative competence, also taking into account linguistic, sociolinguistic and pragmatic competences.

It has always happened that in the classroom the learning development has been basically based on the teaching of grammatical structures in an abstract way and the acquisition of vocabulary in highly differentiated sections, of which no daily use is made anymore and in the long run, it is usually forgotten. Apart from all this, due to the little motivation that students have in order to acquire knowledge of a foreign language in such a way, it is also a reality that fundamental aspects such as the context and social use of a language, as well as the relationship between interlocutors and context and cultural aspects are left out. As teachers, we must ensure that students have a satisfactory understanding of the social context in which the use of the English language will take place, since there may appear misunderstandings with regard to culture, for example.

The aim of this didactic unit is to use role play and drama as a didactic tool for students to improve their communication skills in English in an oral way. It is intended for the 4th year of Compulsory Secondary Education (CSE). There has been an observation in which it is clear that students do not practice English in an oral way, and when the teacher asks them to participate in some kind of activities that involve using oral skills in another language that is not Spanish, students show great apathy in public speaking. Due to this difficulty found in English language learners, this dissertation is going to be carried out with the objective of analyzing the importance of practising orality through specific teaching methods of a foreign language, using several methodological resources to help students to use their oral skills in class.

When students learn a foreign language it is important that they develop their oral skills to practise all the competences they have acquired, for example grammar, phonetics, etc., since through the correct use of all this knowledge students will succeed in communication and interaction with their classmates, and thus with natives and speakers of the English language. The didactic unit is based on the communicative approach as we want to focus on oral skills which are the basis for a successful communication. We will use activities such as dialogues for role play and drama with the aim of developing in a spontaneous and entertaining way students' oral skills in the English language. These didactic tools will help learners to have a direct practice with

everyday situations and contexts, so as students improve the use of the language and reduce the fear that they have against English.

Students will have the opportunity to use the language outside the classroom as they will acquire the contents through a significant learning process. All the activities gather vocabulary of everyday expressions and are designed by English teachers. In the tasks students will work with topics already explained in class and they will deal with everyday contexts for them to be motivated in class and use their learning in situations that let them to get along while interacting with other people.

2.2. General and specific aims

In this section it will be explained what the purpose of this final dissertation is. The general and the principal objective of this final task is to improve the development of oral expression of English as a foreign language of students through role play and drama and to design and select materials for the communicative teaching of English. We want to develop a didactic proposal to enhance the communicative competence in the English as a foreign language classroom, especially focusing on the relation between the language and the orality and taking into account the linguistic, sociolinguistic and pragmatic subcompetences and the intercultural competence.

Furthermore, we pretend to achieve the following specific objectives:

- To acknowledge and apply the knowledge acquired during the Master's Degree to a specific need of students.
- To consider the problems of English learners in high school in terms of their oral skills and communicative competence.
- To know, from a theoretical point of view, the importance of oral skills in the EFL classroom.
- To score the initial development level of the students' oral expression in English.
- To establish criteria to the design and the application of the role play and drama situations activities.
- To define the applicability of the role play and drama tasks as a didactic strategy for the teaching-learning process of English as a foreign language.
- To propose a didactic unit that allows us to work in an integrated way the competences on which we have focused.
- To design the didactic unit in such a way as to provide a solution to the problems we have seen in students.

- To make students understand in an oral way through a variety of authentic resources and interact orally with other classmates
- To arouse awareness about different cultures and languages.

2.3. Structure

One of the two main parts of this final dissertation is the development of the theory in which the elaboration of our didactic unit is going to be based on. The theoretical framework begins in section 4. of this document and is mainly divided in six sections.

First of all, section 4.1., whose title is *Oral skills*, which depicts the reasons why the learning and knowledge of the speaking part of a foreign language is quite important when it is being studied in the field of education, particularly in CSE. Then, in section 4.2., which focuses on *Communicative competence in the foreign language classroom*, talks about the concept of *communicative competence* and the role and the objectives it has with regard to teaching and learning a foreign language. Also, this section is divided into three subsections (4.2.1., 4.2.2. and 4.2.3.) which are the linguistic, sociolinguistic and pragmatic sub-competences that take part in the communicative competence. Each sub-competence will be explained separately and their roles in the improvement of students' oral skills will be clarified as well. The next section will be devoted to the clarification of *Intercultural competence* (4.3.). In this part we are going to talk about the fact that not only do we learn a foreign language and just talk based on our own behaviour and attitude, but we have to consider people from other cultures with whom the English learners will have interactions and conversations. The section 4.4. that follows is titled as *The role of the student and the role of the teacher*. In this part it will describe the common roles that both the teacher and students usually choose in the different lessons and classrooms, and it will be exposed which is the one that best fits in a classroom like the one we want to carry out, taking into account the oral skills and communicative competence. The section 4.5., named *Communicative and interactive language teaching*, outlines the concept of communicative language teaching.

Finally, the last section (4.6.) of the theoretical framework is devoted to *The use of role play and drama as a helpful tool in the EFL classroom*. It will include the definition of this kind of activities as it will be the main ones in our didactic proposal to achieve the competences mentioned.

The second part of our document is the development of the didactic proposal, which begins in section 5., which is divided into 11 subsections. First, the justification of this didactic proposal will be explained (5.1.). Subsequently, the school centre to which the proposed activities would be directed will be contextualized, explaining its

characteristics and facilities (5.2.). Afterwards, the didactic unit (5.3.) and the methodology that we have followed for the development of the activities and their adaptation from the English textbook of the course to which it is intended (5.4.) will be presented. Section 5.5. is intended for the development of the explanation of the educational legislation, which are the objectives, contents, evaluation criteria and assessable learning standards, focusing on the first foreign language and on the 4th year of CSE. Furthermore, we will introduce the transversality and cross-curricular elements (5.6.) followed by the key competence (5.7.). In part 5.8. the sequencing of activities and timing are developed, attaching the appendices (section 8.) where necessary. In 5.9. it will explain the attention to diversity, later in 5.10. the materials and resources that we will need and in 5.11. the evaluation to be followed. Finally, we will present the conclusions (6.) and the references used will be reflected in section 7.

3. Methodology

Once the objectives that we intend to achieve have been established, in this section we will proceed to explain the guidelines that have been followed during the preparation of this dissertation.

First, an index to divide the parts of this Master's Dissertation according to the bibliography that was initially compiled has been prepared. Afterwards, an exhaustive search of the bibliography of the topic, both on paper and digitally, has been selected to write the theoretical framework of this document. Also, the materials that were not very relevant for the development of the dissertation have been removed. Besides, information and documents recommended during the progress of the Master's Degree lessons have been taken into account. Finally, after having developed the internships in a high school in the different levels of CSE, real experiences and teaching materials that are taught on a daily basis in an English classroom have been taken into consideration and also it has helped us to more easily elaborate the didactic proposal.

To elaborate the part of the didactic unit, a series of steps have also been followed. First, the type and the style of activities to implement in the classroom have been taken into consideration according to the theoretical basis that has been exposed in the first part of the dissertation. Afterwards, some activities in the textbook have been chosen and adapted according to the contents that students acquire during the school year along with other activities from other resources and from our own elaboration, choosing at the same time which evaluation is to be followed, in addition of the choice of materials and resources and establishing the curricular elements. After this, the educational legislation has been developed in accordance with the current laws plus the theoretical sections of this second part, ending with our authentic expected results and conclusion.

4. Theoretical framework

4.1. Oral skills

Oral skills, when acquiring a second language, are really important for students, as speaking is a complex cognitive process. We have to bear in mind that these skills are mostly achieved in social environments. Teaching to talk in a foreign language as English is viewed as one of the most difficult aspects for teachers. In an English as a foreign language classroom, the spoken language can not be overlooked. Teachers should make sure that students that they are teaching can speak fluently the language that is being taught for them to be able to have a successful communication on an easy topic of everyday life (McLaren & Madrid, 1996; Brown & Yule, 1983).

Among some challenges when teaching a foreign language, one of the main problems is to train students to use the language to communicate in an oral way. A great part of the English syllabus in an Spanish High School, for example, is focused on grammar and vocabulary as the objectives that students have to achieve primarily, but in speaking the language correctly there are other things involved. Students, with the acquaintance of grammar and vocabulary, will have that knowledge for sure, but there is a clear difference between the knowledge about a language and the skills when using it. We have to be able to distinguish one from the other and to encourage students to say something in the language they are learning and give them “speaking practice” which is useful to communicate rather than “oral exams”. Only with exams, students will acquire the knowledge through comprehension and memorization of all the contents teachers want to, but we want them to have the ability to apply what they learn to specific situations, and that is achieved through imitation, practice and input and output of the English oral speech. When students speak in English, they have to produce sentences and adapt them to the circumstances, apart from the knowledge of how to form sentences in the abstract. Teachers, regarding this skill, have the aim to improve the abilities of the learners in making decisions without slowing down the speech and adapting the talk if some problems appear when students are having a conversation, obviously adapted to their level. To learn properly how to produce an oral speech of the English language, needless to say that learners need to speak on their own and with someone who listens and responds to them (Bygate, 1987; Brown & Yule, 1983).

Furthermore, Bygate (1987) differentiates two skills connected with oral skills and interaction. On the one hand, there are motor-perceptual skills. These skills imply perceiving, recalling, and articulating correctly the sounds and structures of the language studied. Also, these skills are context-free, which means that it is not only the use of the exact or accurate sounds of rhythm and intonation of the English language, but also the choice of expressions and words correctly with an understandable meaning. Apart from that, it has to be taken into consideration the so-called “transfer of skills”.

Bygate (1987) points out that the author Wilkins (1975) details that in the classroom, teachers determine the language students are producing, so teachers are kind of stopping the learners from the extra burden of making their own choices. The skill we have to differentiate from the motor-perceptive ones is the one we call *interaction skill*. The learners of a language use both the motor-perception skill and the knowledge in order to reach an effective communication. Thus, interaction skills entail making decisions about communication: what to say, how to say it, and if to develop it. In essence, to use the language learned to fulfill specific demands. It depends on the intentions of the learner. This is intended for both speech and writing (Bygate, 1987).

According to Brown and Yule (1983), the aim of preparing learners to have a successful spoken English production is for them to express themselves in the language studied and to deal with basic communicative skills, for example thanks, apologies or needs. In the opinion of Pimentel Yong (2015,p.1), when students learn a foreign language, it is important to develop their oral skills to put into practice what they learnt about grammar, phonetics, vocabulary, etc. as through acquisitions students will have success in communication and interaction with their classmates and speakers of the foreign language.

Finally, in accordance with Agustín Llach (2007,p.162), the development of oral skills acquires a transcendental value in the foreign language teaching-learning processes considering the importance of communication for individual growth and socialization and the relevance of oral skills in interaction processes.

4.2. Communicative competence in the foreign language classroom

One of the main objectives when teaching a foreign language is the achievement of the communicative competence from the part of students. The notion of “competence” by Chomsky in an abstract system is principally grammatical. When learners achieve the communicative competence of a language, they are capable of producing statements grammatically following the patterns of such language. However, Hymes in 1971 adds that apart from that, students adapt to each situation and concrete context in communicative interactions. It is known that the knowledge of the rules is crucial, but another really important aspect is the language exchange of these rules in a social context. When you are learning a language it is necessary to know both the abstract system and the knowledge of what is socially appropriate and inappropriate in communication; to speak the language from a functional and social perspective. In general, communicative competence is the aim of learning a second language and this goal is best acquired if there is more attention to the language use as a system in communication (McLaren & Madrid, 2005; Consejo de Europa, 2002).

Hymes points out that the communicative competence makes possible the interpretation of messages and meanings within specific contexts of the target

language. From Hymes' point of view, if a person acquires communicative competence, also achieves knowledge for language use (McLaren & Madrid, 1996).

According to McLaren and Madrid (1996), there is a research in which in the 1700s it was made a distinction between communicative competence and linguistic competence, that is the knowledge that a person have to communicate in a functional and interactive manner and the knowledge of the rules and forms of the language use, respectively.

Following the previous definitions, Consejo de Europa (2002) adapts the term communicative competence as the objective of every language teaching-learning process, dividing the competence into three sub-competences: linguistic competence, sociolinguistic competence and pragmatic competence.

4.2.1. Linguistic competence

Linguistic competence refers to the essential aspects to learn a language and use it communicatively, which are grammar, vocabulary and pronunciation (Bueno González, 2013, p.27-28). This competence allows us to encode and decode messages. It is divided into the following (Consejo de Europa, 2002):

- Lexical competence (vocabulary, lexical terms and grammatical elements)
- Grammatical competence (organization and structure of a language)
- Semantic competence (meanings)
- Phonological competence (perception and production of speech sounds)
- Orthographic competence (perception and production of written symbols)
- Orthoepic competence (pronunciation from the written form)

McLaren and Madrid (1996) offer a definition by Sandra Savignon (1972), who incorporates linguistic competence as a component of communicative competence. For her, "communicative competence may be defined as the ability to function in a truly communicative setting -that is in a dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic of one or more interlocutors". This quotation means that not only to communicate in the target language the expression of oneself is enough, learners also have to consider the use of the vocabulary and the structures of the foreign language to make sure they are being understood.

4.2.2. Sociolinguistic competence

There is a vision of sociolinguistic competence together with the concept of sociocultural competence (also referred as intercultural competence). The

sociolinguistic competence is seen as a social vehicle and is related with the functional analysis of speech acts. It examines the appropriate use of the grammatical forms of the language in several contexts to express particular communicative functions, for example persuading or narrating. The use of language allows the creation of social exchanges in which the learners use both the oral and written registers. Students achieve specific purposes by making use of their linguistic knowledge as a communication channel, that is to say the language as a vehicle of social interaction between participants. It is essential to create a communicative framework necessary to linguistic exchanges through purpose delimitation, establishing of the situational context, role assignment (*role play*), relationship between the learners and communicative functions that are practiced (Bueno, 2013; McLaren & Madrid, 1996).

Besides, sociocultural competence refers to the social and cultural aspects of people who speak a particular language and of the country or countries in which that language is spoken. To know the target language properly, we have to bear in mind its sociocultural information, since in the learning of a second language it is really important to acquire the culture of that foreign language. In the acquisition of a foreign language in the Spanish Educational System, the knowledge and the acceptance of different cultural patterns of our own language are fundamental. There is a need for the inclusion of the concept of culture in the teaching of a foreign language, both in the sense of culture as a formal culture of major events and historical, literary and political achievements and culture as being deep, daily and that has to do with habits and living arrangements frequently depicted as cliché in the textbooks. The achievement of sociocultural competence helps learners to know the sociocultural reality which is expressed through the language studied. Also, Bueno (2013) talks about the intercultural competence since in learning the culture of a foreign language learners may tend to compare their culture with the target culture and that could make them to revise and value the cultural aspects of their own culture. McLaren and Madrid (1996) comment on a research by Prodromou (1996) in which the author reaches a conclusion about a strong association between the achievement of a language and the achievement of knowing the people who speak that language in the learners' minds (Bueno, 2013; McLaren & Madrid, 1996).

These are the elements that are part of the sociolinguistic competence (Consejo de Europa, 2002):

- Linguistic markers of social relationships: speaking turns, greetings, farewells, etc.
- Rules of courtesy: apologies, evasions, demonstrations of interest, etc.
- Expressions of popular wisdom: sayings, idioms, expressions, etc.

- Registry differences: solemn, formal, neutral, informal, familiar and intimate.
- Dialect and accent according to social class, regional origin or national origin, etc.

With respect to the teaching of a foreign language, the classroom is the social environment in which communication occurs. If teachers plan activities with the aim of communication in the target language, it will be necessary for students to have sociolinguistic competence to perform the activity successfully. The foreign language studied in this case acts as the social vehicle making the exchange of information possible, and it is convenient to use the target language to interact as much as possible to carry out the communicative activities (McLaren & Madrid, 1996).

4.2.3. Pragmatic competence

Pragmatics is “the ability to act and interact by means of language, is a necessary and sometimes daunting learning task for second and foreign language learners”. This competence has to do with the functional use of linguistic resources (production of language functions) on the basis of communicative exchanges situations. It also has to do with discourse domain, cohesion and coherence, identification of text types and forms, irony and parody. When acquiring a foreign language, it has to be considered the pragmatic of the target language. Students will be capable of using constructed sentences with the words but also they have to know how to communicate with the concepts learned in specific situations, activities and social relationships. The concept of pragmatic competence is divided into sociopragmatic competence and pragmalinguistic competence (Kasper & Roever, 2005; Consejo de Europa, 2002):

- a. Sociopragmatic competence: It describes the interface between pragmatics and social organization and embodies the knowledge of the correlation between communicative action, social status, social distance, and the forcing which is associated with a past or a future event, knowledge of mutual rights and obligations, taboos, and conventional practices, or generally, the social conditions and consequences of answering questions such as who speaks what to whom, when, where, why and how the language is used by speakers and interpreted by hearers. Ultimately, it would be focused on the culture (Xu, 2009; Kasper & Roever, 2005).
- b. Pragmalinguistic competence: This competence contains the knowledge and ability for use of conventions of means, for example the strategies for realizing speech acts, and conventions of form, for example the linguistic forms implementing speech act strategies. This competence would be focused on the language and the grammatical features of pragmatics, such as its strategies or the routines (Xu, 2009; Kasper & Roever, 2005).

The aim of teachers for students to achieve the knowledge of the target language is to expand the communicative competence and really prepare them to interact in real life using the language studied (Beltrán-Planques & Querol-Julián, 2018). According to Yates (2009), focusing on teaching pragmatics could be one of the best ways to help students to be understood the way they mean and also to understand people who speak to them. To achieve these understandings, the use of speech acts and pragmatics take a very important role. The communication of humans is formed by collaborative and interactional talks, so if the learners of a foreign language want to have success when they talk in the target language, the control of the interpersonal elements of pragmatics and the interaction is key. Yates (2009) points out that if teachers give learners instruction in pragmatics of the foreign language studies in an explicit way, they do better than students who do not.

4.3. Intercultural competence

When learning a foreign language, we have to bear in mind that it may be that speakers of the target language have a completely different culture from ours. So we would be talking about cultural diversity, since each community of speakers share elements and values that unite and identify them, helping them to establish their own social and cultural identity.

Communicative competence and linguistic competence are not enough to acquire and achieve authentic and real communication and understanding. People who are maintaining a conversation in the same language, in this case English, but from different cultures may be expressing and understanding different meanings. So that does not happen, the intercultural competence is necessary in this field (McLaren, Madrid & Bueno, 2005).

According to McLaren, Madrid and Bueno (2005), intercultural competence is defined by Guilherme (2000,p.297-300) as the “ability to interact effectively with people from cultures that we recognise as different from our own”. Deardoff (2004) proposes the conceptualization by Bennett (1993) of intercultural competence as an advancing model in which people progress towards the aim of successful acquisition of the international perspective. Also, there is a suggestion by Byram (1997,p.57) in which the knowledge, skills and values are necessary for intercultural communication. Its components are linguistic, sociolinguistic, discourse and intercultural competence (McLaren, Madrid & Bueno, 2005). Finally, UNESCO (2013,p.16) explains the concept of intercultural competence as

having adequate relevant knowledge about particular cultures, as well as general knowledge about the sorts of issues arising when members of different cultures interact, holding receptive attitudes that encourage establishing and maintaining contact with diverse others, as well as having the skills required to draw upon both knowledge and attitudes when interacting with others from different cultures.

In addition, Deardorff (2004) adds an outline defined by Hanvey (1976) which is composed by five interdisciplinary dimensions of global education in “An Attainable Global Perspective”:

- Perspective consciousness: A recognition and valuing for other images of the world.
- State of the planet awareness: A thoroughly understanding of global issues and events.
- Cross-cultural awareness: A general comprehension of the defining characteristics of world cultures, giving importance to understanding similarities and variations.
- Systemic awareness: Knowledge of the nature of systems and an initiation to the complex international system in which state and non-state actors are linked in patterns of interdependence and dependence in a diversity of challenging areas.
- Options for participation: An evaluation of strategies for participating in issue areas in local, national, and international situations.

As well, UNESCO (2010) establishes that intercultural education is about the learning of the environment in which we live as a whole. There are four pillars of education identified by the International Commission on Education for the Twenty-First Century. These are the pillars in which education should be based on:

1. Learning to know: Combination of general knowledge to have the opportunity to work consciously on some projects. Besides, a general education makes possible the approach to other languages making communication possible.
2. Learning to do: Acquisition of an occupational skill and competence to deal with a lot of situations and work in teams; to be able as an individual in finding a place in society.
3. Learning to be together: Development of the understanding of other people and appreciation of interdependence. Acquisition of knowledge, skills and values that contribute to solidarity and co-operation among individuals and groups in society.
4. Learning to be: Development of personality and autonomous behaviour, judgement and personal responsibility. Strengthening of the sense of identity and personal meaning for students and benefit of their cognitive capacity.

When we talk about introducing the culture in the teaching field, we have to decide which culture to teach when talking about intercultural competence (Miquel & Sans, 1992):

- Culture with capital C: This culture represents the cultural manifestations of a society; art and literature.
- Culture (simply): This culture comprises what is shared by the citizens of a culture. It is the cultural standard that all the natives of a language have to orient themselves in specific situations and be effective in possible communication situations. When working on interculturality, it is referred to culture with a lowercase c.
- Kulture with k: This culture refers to the specificity of each subculture.

The aims related in acquiring an intercultural competence in the English classroom is to avoid discrimination, to encourage interest about the English culture, to defend tolerance and respect for members of the English culture, to have empathy, to promote curiosity, etc. All of this is key for students to understand the culture of the language studied.

4.4. The role of the student and the role of the teacher

In a classroom in which the communicative competence is going to take place, it is expected from students to be participative and to use the foreign language in various interactive activities. That means an active role from the part of the student. Bueno (2013) comments that Richards (1990,p.13-14) indicates that this kind of behaviour depends on each student, taking into account the learning style, the preferences, the degree of motivation and the willingness of each learner. But it is also really important the methodological approach adopted in the classroom, the interactive patterns promoted -assigned to teachers and students- and the responsibility assumed in the learning process. The role of the student to achieve communicative competence is fundamental, as the learner has the goal of using the English language in a flexible and natural way. The student must learn to develop linguistic strategies to communicate in an effective way, taking into account the pragmatics in every communicative situation and must be aware of meanings in contexts and adjust to the various social circumstances.

The main aim for the role of the foreign language teacher in this type of competence is to avoid giving a master class where students listen in a passive way and just take notes. As language is a system of communication, the teacher is expected to develop students' communicative competence. The teacher has to make sure not to be the one who always speaks or asks, and has to encourage the student to talk, avoiding

moments of silence. Different discussion activities facilitate the interaction between the teacher and students. Thankfully, the dynamics of the traditional classroom in which the teacher is the communicator of the knowledge and the student is the one who absorbs and receives that knowledge is no longer the only option to teach and learn. There is a more participative and communicative vision of the classroom in which students take part of the responsibility without neglecting the role of the teacher as such (Bueno, 2013; McLaren and Madrid, 1996):

- a. Teacher as a motivator: Motivation assumes a big role in the teaching area, as the teacher must be a “generator of positive attitudes” (Krashen, 1988). There are two types of motivation, the first one the “extrinsic motivation”, in which factors such as social prestige of learning a new language and the possibilities of finding a job or improving the position of a job take part. The other one is called “intrinsic motivation”, caused in the classroom by the teacher with an essential role.
- b. Teacher as a source of information: The teacher is the one who establishes the aims, the contents and the activities, providing a clear and serious scheme and assuming the responsibility of staying up to date without improvising. The teacher also explains the linguistic elements presented in the activities and teaches the cultural elements.
- c. Teacher as a learning and communication processes facilitator: The teacher facilitates the tasks and activities that are carried out in the classroom. There is a need for a previous and continuous preparation of the explanations. The student is the one who is going to be an active participant in the activities, but the teacher clarifies any doubts that may arise. Also, the teacher tells meaningful learning experiences.
- d. Teacher as an observer: The teacher observes the facts, situations and accomplished goals in the classroom, collecting the opportune data and including the changes that promote improvements in the teaching-learning process. From this point of view, the teacher can see different behaviours from students.
- e. Teacher as a planner: The teacher prepares beforehand the task and activities with the aim of promoting the success in their practical implementation. Also, the teacher must be capable of anticipating potential problems. This is a role that the teacher performs in the short, medium and long term programming.
- f. Teacher as a coach: The teacher responds to students’ necessities, facilitates the development of their autonomy and anticipates the possible orientations or solutions to issues arised, both in individual and group processes.
- g. Teacher as a participant: The teacher takes part in certain tasks with the aim to get effective data about what happens in the classroom. In that sense, the teacher becomes a participant in students’ group work.

- h. Teacher as a tutor: The time destined for tutorials is about to resolve specific questions that require a closer attention that is not possible in the classroom. In a lot of cases, the doubts that appear need an individual and personalized treatment. In these times it is possible to revise the tests and exams individually.
- i. Teacher as a provider of second-language acquisition situations (Krashen, 1988): The teacher uses the English foreign language as much as possible to communicate with students in the classroom giving instructions, routines, etc.; also, the teacher teaches *prefabricated languages* through songs, rhymes, slogans and *realia* and to perform dialogues, simulations and role plays.

For students to acquire a successful communicative competence, the teacher must avoid as much as possible unnecessary interventions. Students must be the ones who have to be involved in the tasks and activities, even if supervised by the teacher.

4.5. Communicative and interactive language teaching

As stated by Savignon (2008), communicative language teaching (CLT) alludes to both processes and goals in classroom learning. The central theoretical concept in communicative teaching is “communicative competence”, a notion introduced into discussions of language use and second foreign language learning in the 1970s. One of the main lines of thought of CLT was to step away from the thought of language as formed only by grammar, vocabulary, etc. and to focus on thinking about what language was used *for*, which is communication. Harmer (2016) mentions that Wilkins (1976) looked-in the 1970s at what communicative functions and notions language expressed and the purpose of language, emphasizing in the concern with spoken functions, written grammar and ideas of when and how it was suitable to say certain things. So communicative language teachers taught learners to invite and apologise, to agree and disagree and to make sure the tenses taught were appropriately used (Savignon, 2008; Harmer, 2006; McLaren, Madrid & Bueno, 2005).

Communicative language teaching centres around the belief that “language is communication”, so the learners, as being the focus, should be involved in meaning-focused communicative activities so that “language learning will take care of itself”. CLT tasks involve learners in real situations of communication, being the achievement of the task and the accuracy of the language use of similar importance. In this case, it can be named role play and simulation popular types of activities in CLT (Harmer, 2016).

Savignon (2008) indicates that through practice and experience in an increasingly wide range of communicative contexts and events, students expand their communicative competence in a gradual way, which comprises grammatical competence, discourse competence, sociocultural competence and strategic competence.

Communicative language teaching puts the focus on the learners. Their communicative needs provide a framework for elaborating program goals with regard to functional competence. In communicative activities the language exponents, which are communicative notions and functions, have to be integrated and practised. To be called “communicative” may present the following features (Savignon, 2008; McLaren, Madrid & Bueno, 2005):

- a. Interaction between the speaker and the listener.
- b. Unpredictability in communicative activities, as the everyday exchanges are unpredictable.
- c. Context: The task must be contextualised situationally and linguistically.
- d. Purpose: Students must have goals when doing communicative activities, as in speech acts.
- e. Performance, which is evidenced in speaking and writing in the foreign language.
- f. Authenticity: The use of authentic or simulated-authentic language.
- g. Behaviour-based: In communicative activities there should be patterns of behaviour as in real speech acts.

Besides, these activities should fulfil these principles or most of them (Harmer, 2016; McLaren, Madrid & Bueno, 2005; McLaren and Madrid, 1996):

- a. Information transfer principle: The information obtained from listening or reading is transferred to oral speech or to a written text.
- b. Information gap principle, where two students have differing information about the same thing and have to communicate with each other to “close the gap” in their knowledge.
- c. Jigsaw principle: Each participant contributes with part of the information.
- d. Task dependency: A task depends on the previous one(s).
- e. Correction for content: Content and fluency are more important than form and accuracy.

In CLT, meaning dominates structure and form; teaching a language with this design of classroom procedures makes an increase in the concern of the meaning of language, the notion of communication goes beyond the sentence to texts and conversations, provides realistic and motivating language practice, the concept of *communicative* is applied to all four language skills (listening, speaking, reading and writing), students’ knowledge and experience of their mother tongue is used and there is a potential high level of language reflection and awareness (Savignon, 2008; McLaren & Madrid, 1996).

4.6. The use of role play and drama as a helpful tool in the EFL classroom

One of the main focus of this didactic proposal is the accomplishment of role playing games and drama, intended for students to successfully achieve the intercultural, sociolinguistic and pragmatic competences.

According to Pérez and Leyva (2018), the definition of role playing or dramatic game is a type of activity that relies on group dynamics and is conceived as a theatrical representation of an imaginary situation that may have points in common with real or fictional life situations. Students must accept the role assigned to them and participate assuming the instructions determined to establish communication. An example of a role playing game applied to the English classroom could be a telephone conversation between two friends who want to make plans together to go out. It can be considered a good option to teach and to learn a foreign language, as it is a kind of activity which is brief, flexible and entertaining for students and, most importantly, it is a task that makes students acquire the contents in a meaningful way.

The aim of role playing games is to prioritize communication without focusing on linguistic forms (grammar, vocabulary, etc.). Activities that reduce the fixation of the morphosyntactic aspects, that minimize the purely linguistic objectives and that are more oriented towards the extralinguistic ones are suggested by the communicative approach. To acquire oral skills in a foreign language the interaction between individuals is essential, in this case the interaction of typical situations that happen to us in real life (Pérez & Leyva, 2018).

Tompkins (1998) points out in the authority of Richards (1985) a recommendation of a procedure which involves a six step-by-step guide to the activity to be prepared:

1. Preliminary activity.
2. Showing a model dialogue.
3. Learning to perform the role play with the help of role cards.
4. Listening to recordings of native speakers performing the role play with role cards.
5. Follow-up the example.
6. Repeating the sequence.

However, according to some researchers as Kaplan (1997), this is a procedure that does not have to cover all role playing activities, since not all of them have to follow

restrictive guidelines. Some steps can be followed and others not, depending on the different types of groups and levels of students (Tompkins, 1998).

The characteristics and advantages of role playing games in the English classroom are the following (Pérez & Leyva, 2018):

- a. To expand opportunities for exposure to the English language.
- b. To contribute to develop communicative competence, which includes oral skills, listening comprehension, pronunciation, cohesion and coherence, etc.
- c. To serve to drill and learn to participate in an organized way in communicative situations.
- d. To constitute an excellent means of incorporating new lexicon, sentences and typical structures of English.
- e. To contribute to acquiring a communicative repertoire that includes a wide variety of communicative strategies to initiate, maintain, redirect, repair and end a conversation.

All the advantages mentioned above are the ones that help students to achieve the communicative competence, in addition to the linguistic, sociolinguistic and pragmatic competences. Role playing activities will lay the foundations of this didactic proposal.

5. Didactic proposal

5.1. Justification

The following section presents the programming of a didactic unit designed for a regular course of English as a foreign language of 4th year of CSE of the High School *I.E.S. "Ciudad de Arjona"* from Arjona, a town in the province of Jaén. The didactic unit has been designed to be applied to a group of 25 students. By this way, the didactic unit will respond to any necessity of the learners with the purpose of providing them with adequate communicative competence and satisfactory oral skills to learn English successfully. During the preparation of the didactic unit, students will acquire and improve the previously mentioned competences, which are linked to the content that is taught.

The use of orality in a foreign language is a challenge for the language teacher and students' learning. With this proposal we suggest to improve their communicative competence by working on oral skills and also by enhancing and taking into account intercultural competence.

Throughout the sessions we will use examples from the observation of several everyday communicative situations and we will analyze in these situations the cultural references and the most significant linguistic, sociolinguistic and pragmatic features. For this purpose, a series of activities will be presented to students that will allow them to get used to the aspects analyzed and to get along in the oral communicative exchanges.

5.2. Contextualization

First of all, in terms of the contextualization of the school centre, it refers to the High School *I.E.S. "Ciudad de Arjona"*. The high school is located in Arjona, a town in the province of Jaén. Its current population is 5,696 inhabitants. The institute is located in an area known as "Paseo Nuevo", in the south of the town. Since the high school has a regional nature, it is constituted not only by students from Arjona, but also from some neighbouring towns, known as Escañuela, Lahiguera, Arjonilla, Porcuna and Lopera.

Although there is still some lack of material resources, technological resources have improved in recent years, and even more in the last two years due to the health situation. Some classrooms have been adapted with projectors and Internet connection that they did not have before to be able to give on-site and online lessons at the same time. Also, concerning the study of languages, in the school centre it is possible to study two languages, English and French.

With regard to the economic situation, Arjona has an active population of 3,223 people. Of these, 1,144 are dedicated to the primary sector, just over 35%; in the secondary sector construction, furniture factories stand out, which occupy the majority of the young working people, and in the tertiary sector the administrative branch stands out. The active population represents a rate of 21.25%, below the average of Jaén. The number of unemployed people without academic qualifications, with the exception of the compulsory ones, is very significant. From the people who demand employment, 90% do not have academic qualifications, while those who have a degree represent only 9%.

With respect to the cultural situation, 7.6% of the population is illiterate, and 76.4% only has primary education. Besides, 12% of the inhabitants have average studies, while 5% have university education.

The classes given at the school centre are the four courses of Compulsory Secondary Education, the two courses of Baccalaureate and the Education Cycles of the Medium Degree in Administrative Management, the Medium Degree of Electrical and Automatic Installations and the Medium Degree of Training in Working Centres. Regarding the educational offer of post-compulsory education, the modalities of science, scientific-technical itineraries, and social sciences-humanities are offered, with the social sciences itinerary and the humanities itinerary.

The school days take place from Monday to Friday, from 08:05 a.m. to 2:25 p.m., consisting of six 55-minute lessons and a 30-minute break.

Due to the actions that have been taken regarding the pandemic, the fact that the coexistence group coincides with the class-group is the condition for the establishment of school coexistence groups in this centre. In the case of optional subjects and reinforcements ones, the coexistence group will be the students who are enrolled in the optional subject and/or reinforcement one.

The General Objectives of the High School *I.E.S. "Ciudad de Arjona"* have been established by current legislation: Law 17/2007, of December 10th, on Education in Andalusia (LEA), in its article 5, which includes:

- To promote school success of students, depending on their abilities, interests and expectations as well;
- To promote that the population reaches a post-compulsory secondary education training or equivalent; increasing the number of young people and adults with degrees in these instructions.

In this line, the Agreement of May 3rd, 2016, of the Governing Council states that the educational model will be based on quality and equity and inclusion. The key will lie in offering real opportunities for success to all students, regardless of their personal, social or economic conditions, adapting it to the various circumstances that occur in the educational process, both on the part of students, as well as teachers or the sociocultural contexts in which the centres are located.

Finally, in relation to plans and projects, the school centre is assigned to projects such as *Plan for Equality between Women and Men*, in which women are mainly made visible throughout history in different disciplines, correcting the imbalance, among other objectives. In addition, another program that the centre carries out is the *Educational Innovation Program "Youth Training in the Education Sector"* which is part of the Department of Education, the Department of Health and the Institutes for Youth and Women, among others. One of its general objectives is to recognize health as a fundamental right and to understand that health is a shared responsibility (IES Ciudad de Arjona, 2020).

5.3. Didactic unit

In this didactic unit, each session is designed to be presented to students once they have acquired the knowledge of each unit of the textbook they are using in this course. In our case, the textbook that the English teachers from the school centre have chosen and of which the concepts are explained in the classroom where this didactic proposal is to be taught is *Macmillan 4th CSE level Student's Book*. Since our proposal aims to improve oral expression and communicative competence among more skills,

and we want students to be able to be competent in the English language with respect to day-to-day situations, we have chosen some pertinent grammar and vocabulary contents from the textbook. The rest of the topics of the sessions have been of our choice, taking into account the grammar corresponding to this level and the vocabulary that responds to the chosen topics. For each lesson to be developed successfully, it is recommended that these extra classes are taught at the end of each week or just when all the concepts have been explained, at the choice of the teacher in charge of teaching the English subject for the course to which the didactic proposal is intended.

Although the textbook that we have at our disposal contains nine units, we have decided that we are going to focus on seven sessions, the first five sessions chosen to apply the improvement of oral skills and communicative competence teaching different topics and techniques, and the last two being intended to develop the final project, in which students will demonstrate the oral skills they have acquired throughout the sessions with a role play.

5.4. Methodology for the design of the didactic unit

In the first part of this document, which is the theoretical framework, it has been explained that we are going to follow the acquisition of oral skills and communicative competence through role play and drama. The didactic proposal is formed by thirteen activities designed to be covered in five sessions of 55 minutes each. This didactic unit has two more sessions for the development of the final project by the students.

The first session of this didactic proposal has several activities to express oral abilities in a more informal way. It will begin with a kind of game to break the ice that the students will surely know, in which they will work on the past perfect in terms of grammar, corresponding to the second unit of the textbook. Then, we are going to introduce a preliminary dialogue activity in pairs in which they will also work on the use of the "follow-up" questions that will be discussed with the whole class once done the activity. Finally, in this first session we will proceed to explain what the final project is about.

The second session is designed to work on future tenses and future plans (third unit of the textbook). First, the teacher will show a video that contains questions throughout it that they will have to answer in pairs and comment on. Afterwards, the teacher will give them a model dialogue about plans for the future that they will have to perform in groups of three and comment on its expressions. And finally, the final activity is about commenting on their favorite expressions from the session or any that they know that may be useful for them in the future.

In the third session, we will proceed to work on the modal verbs (sixth unit of the textbook). First of all, we are going to introduce an activity that students will be

interested in, which is a video of one of the first scenes of the first *Harry Potter* film and they will have to work in pairs on the theme of the video using the modal verbs, also following the activities of the worksheet that will be given to them. Afterwards, the teacher will choose two texts belonging to unit 6 of the textbook as well. This main activity will be based on the *information gap principle* and students will have to complete the texts with the help of each other. Finally, the activity that will close this session will be an activity with the whole class. A student will choose an image from the worksheet and use the modal verbs or any other clue so that the rest of the classmates can guess what the student is talking about.

For the fourth session, interculturality will be worked on. At the beginning, the students will have a series of pictures with which they will have small talks with their partner. Then, as the main activity, they will have to role play with role cards. In the third activity, as it is a more advanced session, we will use a resource to see students' feedback on the session. To end the lesson, they will watch a video on intercultural communication and answer questions related to it and their thoughts about that.

In the fifth session we are going to focus on preparing students for the final project. We are aware that preparing a role play or drama can take time. In addition, students need time to prepare the script, practice and correct their dialogues and make the corresponding representations. So, we cannot forget that students have to develop the ability to act and express themselves with mimicry through physical movement. For this, teachers must work on certain “drama techniques” (Martínez, 2013,p.5). In the fifth session we are going to focus on the concentration, the projection of the voice and the pronunciation that has to be worked through activities in which the voice is modulated and the dialogues are practiced expressing different states of mind, the corporal expression together with rhythmic and musical elements and finally, techniques that encourage social interaction and focus on boosting intervention and interaction (Martínez, 2013,p.5).

To conclude the didactic unit, the final two sessions will include five role plays by groups that students have been working on for the past five weeks on their own with materials and help provided by the teacher both in and out of the classroom by email.

5.5. Educational legislation

5.5.1. Objectives

According to Royal Decree 1105/20141, December 26th which establishes the basic Curriculum for the Compulsory Secondary Education (CSE) and Non-CSE (BOE) in article 2 the objectives are those “referred to the achievements that students must accomplish at the end of each stage, as a result of the teaching-learning experiences intentionally planned to such aim”. Students must be able to develop several skills

through activities aimed at working on oral and written production, comprehension and interaction with other speakers of the English language, among other objectives, that allow them to achieve certain objectives.

a. Didactic objectives

The didactic objectives proposed for our didactic unit are the following:

- To use the *present perfect* in the context of a dialogue activity.
- To be able to maintain a conversation with questions given and “follow-up” questions.
- To be able to talk about themselves and other colleagues.
- To understand conversations of other people and be able to explain what they listen.
- To be able to perform a model dialogue.
- To understand and use useful expressions in every-day situations.
- To adapt the use of modal verbs in spoken English dialogue.
- To understand and identify information to complete gaps through oral interaction.
- To interpret a character through role play cards and be able to empathize with people from other cultures.
- To understand and respect the existence of cultural differences in activities of daily life, such as meeting other people.
- To make students aware of the importance of intercultural competence to avoid possible misunderstandings.
- To stimulate students’ participation in communicative activities through tongue twisters and songs.
- To learn how to use different materials and search for them in order to create an original and authentic dialogue for role play.
- To create an original and authentic dialogue for role play and drama.
- To encourage team work activities and develop communicative skills.
- To develop creativity and imagination and keep students motivated.
- To have the chance of having their own feedback and introspection by themselves, talking with each other and the teacher.

b. General area objectives

According to the Order of January 15th, 2021 which develops the Curriculum in Compulsory Secondary Education, teaching this subject will help students to achieve a number of objectives in a more specific way, both due to the delimited geographical concretion to the Autonomous Community of Andalusia, as well as due to the concretion to the subject of English as a First Foreign Language concerning all the education cycles. The established objectives that students must achieve in this didactic proposal are the following:

1. To listen and understand specific information in oral texts in different communicative situations, adopting a respectful, tolerant and cooperative attitude.
2. To express oneself and interact orally in typical communicative situations in a comprehensible, appropriate manner, becoming familiar with the use of dialogues as a means to resolve conflicts peacefully.
3. To read and understand diverse texts at an appropriate level to the abilities and interests of students, in order to extract general and specific information, complementing this information with other sources to acquire new knowledge with critical sense.
4. To use reading in different media as a source of pleasure and personal enrichment.
5. To write simple texts with different purposes on different topics using adequate cohesion and coherence resources.
6. To use with correction the basic phonetic, lexical, syntactic-discursive and functional components of the foreign language in real communication contexts.
7. To develop an autonomous learning, discipline, study and work habits, reflection on the learning process itself and transfer knowledge and communication strategies acquired in other languages to the foreign language.
8. To develop the ability to work in a team, reject sex discrimination or any discrimination for any other personal or social condition or circumstance, strengthening social skills and affective capacities required to resolve conflicts peacefully, and rejecting stereotypes and prejudices of any type.
9. To properly use learning strategies and all the means at their disposal, including information and communication technologies and audiovisual media, in order to obtain, select and present information orally and written in the foreign language.
10. To value and appreciate the foreign language as a means of communication, cooperation and understanding between people of diverse backgrounds and

cultures, promoting solidarity and respect for human rights, within the democratic governance of citizenship.

11. To appreciate the foreign language as an instrument of access to information and a learning tool of diverse contents, as a means of artistic expression and for the development of the ability to learn to learn.
12. To express a receptive and self-confident attitude in the ability to learn and use the foreign language in a creative way, take initiative and participate in communication situations in that foreign language with critical sense.

c. General stage objectives

In accordance with Royal Decree 1105/2014, December 26th which establishes the basic Curriculum for CSE and Non-CSE, CSE will contribute to help students to develop the skills that allow them:

- a) To acquire a responsible civic attitude, know and carry out their rights with respect to others, show tolerance and engage in cooperation and solidarity with individuals and groups, promote dialogue based on human rights, equal opportunities and treatment between men and women and the common values of a plural society in order to prepare students for democratic citizenship.
- b) To develop and establish discipline, study and individual work habits as well as teamwork as a condition for the successful completion of learning tasks and as a means to personal development.
- c) To value and respect the difference between sexes and equal rights and opportunities among them. To reject sex discrimination or any discrimination for any other personal or social condition or circumstance. To reject stereotypes that involve discrimination between men and women as well as any other manifestation of violence against women.
- d) To strengthen their affective capacities in all personality areas and in their relationships with others, as well as rejecting violence, prejudices of any kind and sexist behaviours and solve conflicts peacefully.
- e) To develop basic skills in using information sources critically to acquire new knowledge. To acquire a basic preparation in the area of technologies, particularly in information and communication technology and make progress in its functioning and use.
- f) To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as knowing and applying methods to identify the problems in the different fields of knowledge and experience.

- g) To consolidate entrepreneurship and self-esteem, participation, critical thinking, personal initiative and learning to learn, planning, decision-making and taking on responsibility.
- h) To understand and express, both orally and written, in the Spanish language and, if any, in the co-official language of the Autonomous Community, texts and complex messages correctly, and start in the knowledge, reading and study of literature.
- i) To understand and express oneself correctly in one or more foreign languages.
- j) To know, value and show respect for basic cultural aspects and history, as well as one's artistic and cultural heritage.
- l) To appreciate artistic creation and understand the language of different artistic manifestations, using various means of expression and representation.

5.5.2. Contents

The contents are the knowledge and the skills with which we want our students to acquire or develop through this didactic unit. In the English language, the contents proposed are focused on the acquisition of the communicative competence by means of improving students' oral skills through role play and drama which emphasizes language skills. These contents have been designed according to the Order of January 15th, 2021 and are related to the didactic objectives. The four blocks are:

1. Understanding of oral texts (listening)
2. Production of oral texts: Expression and interaction (speaking)
3. Understanding of written texts (reading)
4. Production of written texts: Expression and interaction (writing)

Each block is further divided into four sections:

Comprehension and production strategies:

- Answering questions about themselves according to a context given.
- Understanding conversations of other people.
- Recognizing and identifying information to complete tasks.
- Listening to get specific information in order to complete a task.
- Reading and understanding the main ideas and detailed information of written texts in order to produce spoken English.
- Applying already acquired knowledge.

- Ordering and matching concepts and deducing information following the teacher's prompts.

Communication functions:

- Performing a model dialogue.
- Asking and answering questions related to the topic given.
- Maintaining informal conversations.
- Interpreting characters with role play cards.
- Talking about daily situations.
- Recognizing the foreign language as a means of communication with people.
- Communicating information related to the topic.
- Producing authentic dialogues for role play and drama.

Sociocultural and sociolinguistic aspects:

- Working in pairs and in groups and respecting others' opinions and points of view.
- Identifying differences about individuals' opinions in relation to culturally-related topics.
- Respecting people, independently of their origin.

Linguistic-discursive structures:

- Learning and acquiring useful expressions and vocabulary related to daily situations.
- Practising the third column of the irregular verbs.
- Reviewing some grammatical items: the *present perfect*, the future and using of modal verbs.

5.5.3. Evaluation criteria

The evaluation criteria are the standards of reference upon which the degree of achievement of educational objectives is measured. Students are required to fulfil the minimum objectives for the level of 4th year of CSE to be able to be promoted. The whole class will have to show these abilities as they are established in the Royal Decree 1105/2014, December 26th. The evaluation criteria in this didactic unit are:

- If the student knows how to use the *present perfect* in the context of a dialogue activity.

- Whether or not the student maintains a conversation with questions given and “follow-up” questions.
- If the student talks about himself/herself and other people.
- Whether or not the student comprehends other people’s conversations and describes them orally.
- If the student is able to perform a model dialogue.
- Whether or not the student comprehends and uses every-day expressions.
- If the student accomplishes the use of modal verbs in oral English.
- Whether or not the student produces written texts orally and fills the gaps with the correct information.
- If the student gets to perform an improvised character with given characteristics.
- Whether or not the student is aware of the existence of different cultures around the world.
- If the student achieves intercultural competence.
- Whether or not the student participates in communicative activities and develops oral skills in the preparation of the final role play.
- If the student uses materials and resources on their own to accomplish the final project.
- Whether or not the student creates an authentic and original role play.
- If the student develops creativity and imagination and keeps himself/herself motivated.
- Whether or not the student assesses himself/herself and expresses his/her view giving feedback about his/her learning.

5.5.4. Assessable learning standards

By the end of the didactic unit, students should be able to achieve the following requirements, with which the teacher designs the teaching learning process, according to the Royal Decree 1105/2014, December 26th:

Oral comprehension

- The student comprehends explanations and conversations from other people about different points of view as well as descriptions such as the activities throughout the sessions and the explanation of the final project.
- The student differentiates the main ideas in videos or teacher’s presentations with visual and/or written support.

Oral production and interaction

- The student produces informal speeches and he/she is able to answer questions from other people.
- The student is able to take part in oral interactions and he/she is able to narrate past events or stories.
- The student is able to explain and justify his/her feelings about the context in which he/she is involved.
- The student is able to learn by heart authentic dialogues and perform them in groups.

Written comprehension

- The student understands written texts from the textbook about adverts or personal identities where there is detailed information about feelings, experiences and opinions.
- The student comprehends written instructions to perform the activities of each lesson and to interpret the role play.

Written production and interaction

- The student is able to talk about past experiences and/or situations with cohesive structures and he/she is able to justify his/her opinions.
- The student is able to create a coherent dialogue in order to perform it.

5.6. Transversality and cross-curricular elements

In the English as a foreign language classroom, as in other subjects, it provides itself to dealing with different realities within the classroom. In relation to cross-curricular elements, students are expected to acquire social values during the progress of this didactic unit and the entire academic year as well.

What is more, this didactic unit has clearly defined objectives that can be revised in section 5.5.1. along with the acquisition of a series of competences, but any other topic of social nature that students find interesting and suggestive can be worked on in the English classroom, for example peace education, the environment or any kind of discrimination that helps their sense of empathy both with their classmates and with other people outside the classroom.

5.7. Key competences

In the educational frame of the LOMCE the concept of *competences* is included. In the Order of January 15th, 2021 which develops the basic Curriculum in Compulsory Secondary Education, it includes the definition of *competence* by DeSeCo (2003) as “the

ability to respond to complex requests and carry out diverse tasks properly". The competence "implies a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions and other social and behavioral components that are mobilized together to achieve an effective action".

Order ECD/65/2015 of January 21st emphasizes "the need for the acquisition of key competences by citizens as an essential condition to manage that individuals achieve full personal, social and professional development that come to terms with the demands of a globalized world and make economic development possible, linked to knowledge". It is also highlighted that this methodological approach must involve an organizational variation to support learning based on competences, which are to know, to know how to do and to know how to be, understood "as a combination of knowledge, abilities or skills and attitudes appropriate to the context". In this lesson plan, the focus will be on:

- Communication in foreign languages (CFLC): This competence includes the skills of understanding, expression and interpretation of concepts, thoughts, feelings, facts and opinions in an oral and written way; this means listening, speaking, reading and writing within selected social and cultural contexts. When talking about communication through foreign languages, intercultural understanding and mediation take part in it. To establish the level of competence of an individual, the four dimensions (listening, speaking, reading and writing) are differentiated, as well as languages, social and cultural background, environment, needs and interests of each person (Gordon *et al.*, 2009,p.44).
- Competence in linguistic communication (LCC): According to the Order of January 15th, 2021 which develops the Curriculum in CSE, this competence embraces communicative action within specific social practices in which the individual acts with other interlocutors in diverse modalities of communication. It is a fundamental instrument for socialization as it is a privileged means of access to knowledge in many areas. The interaction of the linguistic, pragmatic-discursive, sociocultural, strategic and personal components is highlighted.
- Learning to learn (LLC): As Gordon *et al.* (2009,p.45) state, this competence is "the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups" and also establish that this competence is "the ability to overcome obstacles in order to learn successfully".
- Social and civic competence (SCC): This competence includes personal, interpersonal and intercultural competences. It teaches students to participate in social and work life and to understand the social reality of the world in which they live, which is increasingly diverse. Also, civic competence is based on an

understanding of social and political concepts and structures and a commitment to active and democratic participation (Gordon *et al.*, 2009,p.45).

- Sense of initiative and entrepreneurship (SIEC): In line with Gordon *et al.* (2009,p.45), this competence is about the possibility of individuals to turn their ideas into actions, that is to say, the enterprising ability to devise, plan, develop and evaluate a project. They acquire the skill to choose from a personal point of view (creativity, innovation and risk-taking) to manage projects and achieve objectives. This helps learners to be part of society and also to be aware of their responsibilities in the workplace context.
- Cultural awareness and expression (CAEC): This competence involves the respect of the great value of the creative expression of ideas, experiences and emotion within music, performing arts, literature and visual arts (Gordon *et al.*, 2009,p.46). As defined in the Order of January 15th, 2021 which develops the Curriculum in CSE, it implies the knowledge, understanding, appreciation and value of these cultural and artistic manifestations, using them as a source of personal enrichment and enjoyment.

The development of these key competences by students is intended through a series of activities and a final project that will be developed throughout the didactic unit, which will encourage their initiative, creativity and imagination.

5.8. Sequencing of activities and timing

As previously mentioned, the development of this didactic proposal is intended to be taught once the contents of the first three topics from the textbook that students at this level have are taught. The sequencing of activities is the following:

SESSION 1: NEVER HAVE I EVER... (May 7th)

Activity 1. Warm-up activity: Presentation of the topic

TITLE: *HOW IS THAT POSSIBLE?!*

Material and resources: A blackboard

Whole-class activity

Timing: 10 minutes

Enjoyable and uncomplicated first exercise to start the first session. This activity is an adaptation of the famous group game that all young people know that begins with the phrase “Never have I ever...” plus something they have done. In this case, the teacher will choose five sentences that she will write on the blackboard and say them

orally one by one. Students will have to stand up if they have done what the teacher has said at some point in their life. Students will not sit down until they confess where, when and how they have done it in English. It will help them to review one of the grammar contents that they first acquired at the beginning of the course. This type of exercise makes the student less shy when speaking in front of their classmates and helps to get to know each other better. The sentences that the teacher will write down on the blackboard will be:

1. Never have I ever cheated on an exam.
2. Never have I ever played an instrument.
3. Never have I ever been abroad.
4. Never have I ever broken a bone in my body.
5. Never have I ever taken something from my siblings without them knowing.

Activity 2. Main activity: Preliminary dialogue activity

TITLE: *LET'S TALK!*

Material and resources: Worksheets (APPENDIX I)

In pairs and whole class activity

Timing: 30 minutes

Part A (20'): In this first part of the activity, students have to be seated in pairs. The teacher will assign to each pair member the roles of "Student A" and "Student B". Then, the teacher will give each member a different worksheet. Student A mustn't look at Student B's paper and vice versa. They have different questions. They will have to answer the questions on the paper in an oral way and maintain an oral conversation about if they have done or not some of those things in the past. Once they are answering the questions on the worksheet, they should use "follow-up" questions as well, such as:

- "When did you ride a horse?"
- "What was the weird thing you ate?"
- "In what subject did you get an 'F'?"
- "What movie were you watching?"

In the worksheet will appear these examples.

When they finish they may switch papers and repeat the process.

Part B (10'): Whole class activity: Once they have finished, the teacher will ask at least 5 students questions about what they were talking about in pairs in an oral way. Each student may be talking about his/her partner for about 2 minutes. The main questions are the following ones:

1. Who did you talk to?
2. What interesting things did you find out about your partner?

Activity 3. Closing activity: Preview, explanation and clarification of the final project (sessions 6 and 7)

Material and resources: A digital blackboard (APPENDIX II)

Whole class activity

Timing: 15 minutes

The teacher will ask students which they think they have done in this session, and if they think that is a good way to learn English and practice orality. They may have different experiences learning foreign languages, so they can share their experiences with the whole class if they want.

Students and the teacher will discuss:

1. What have we done today?
2. So what? Relevancy, importance, usefulness.
3. Now what?
 - How does this fit into what we are going to do in the next sessions?
 - Does it affect the way lessons are taught normally?

Then, after more or less 5 minutes, the teacher will show students a document¹ in which they will have unlimited access along the following sessions in the digital blackboard about the final project that is going to take place in sessions 6 and 7. The teacher will divide them into groups of 5 (there are 25 students, so there will be 5 groups of 5 students each). The teacher will use a random group generator² to make the groups fairly.

Any clarification they need will be explained in these 10 minutes orally in the classroom, and in the next sessions the teacher will leave the final 10 minutes of each class to help students with the elaboration of their dialogues.

¹<https://docs.google.com/document/d/1v2rHENN648rkzGrisJln0QzG12YSHM6OSSmVgbEGIMk/edit?usp=sharing>

²<https://echaloasuerte.com/groups>

SESSION 2: LITTLE TALKS ABOUT THE FUTURE (May 14th)

Activity 1. Warm-up activity: Understanding conversations about future plans

TITLE: *TALKING ABOUT FUTURE PLANS WITH "FRIENDS"*

Material and resources: A digital blackboard, a piece of paper and a pencil

In pairs and whole class activity

Timing: 15 minutes

Part A (10'): The teacher will show students a video³ of a scene from the popular tv-show *Friends* from the YouTube platform on the digital blackboard. At the beginning of the video there appear three questions, at 1:25 minute appear two more questions and finally at 3:08 minute there are the last three questions about the video that students will have to write down in order to answer once they have watched it. Although the video has subtitles and the questions are according to the level they are studying, the teacher will show the scene twice to understand the context properly, as they have to be aware of the questions the first time they watch the scene.

Part B (5'): Once students have watched the video, they will interact and collaborate in pairs to respond to the questions orally and comment on what was happening in the scene. Moreover, a few minutes will be allowed to talk about any questions or doubts that may have arisen about the scene.

Activity 2. Main activity: Model dialogue

TITLE: *A CONVERSATION BETWEEN 3 FRIENDS*

Material and resources: Worksheets (APPENDIX III)

Group activity (three students)

Timing: 20 minutes

In this activity, firstly, the teacher will divide the students into groups of three. Once they are divided, the teacher will proceed to give them the worksheets to each student individually with the instructions they have to follow plus the dialogue they have to play. Each group will decide which of the speakers they want to be. When they have done the dialogue, they will answer the question that appears at the end of it. Finally, at the end of the worksheet, there will be the expressions that appear in the dialogue that can be more difficult to understand. Between them, students will suppose and look for the meaning of each expression. The teacher will let them know before they do this exercise to ask any questions before, during and when they are reviewing the expressions.

³ <https://www.youtube.com/watch?v=9ELgISwEON8>

Activity 3. Closing activity

TITLE: *FAVOURITE WORD OR EXPRESSION*

Material and resources: A blackboard, a piece of paper and a pencil

Whole class activity

Timing: 10 minutes

The teacher writes on the board one of her favourite words or expressions that appears in the dialogue from the previous main activity. The teacher must explain why it sounds nice and useful to her. The students should now write down some of their favourite words (from the dialogue or not) and then have to give their reason for choosing them orally.

LAST 10 MINUTES: Final project time to resolve doubts and questions that may have arisen or to move forward with it.

SESSION 3: *PERSONAL IDENTITIES* (May 21st)

Activity 1. Warm up activity

TITLE: *HARRY POTTER AND MODAL VERBS*

Material and resources: Worksheets, a digital board, speakers and Internet connection (APPENDIX IV)

In pairs activity

Timing: 15 minutes

In this first activity, the teacher separates the class into pairs. Then, she gives each pair a worksheet which contains two activities. For the first one, students have to watch twice a video⁴ from YouTube that the teacher shows on the digital board. The video is a scene from *Harry Potter and the Philosopher's Stone*. Then, they have to answer in pairs the two activities from the worksheet.

Activity 2. Main activity

TITLE: *MIND THE GAP*

Material and resources: Worksheets and a pencil (APPENDIX V)

In pairs activity

⁴ https://www.youtube.com/watch?v=Og_pAy-N9tM

Timing: 20 minutes

In this activity, the teacher divides again students into pairs. Then, each member of the pair gets the role of “Student A” and “Student B”. Once they know which role they have, the teacher hands them to each one a different worksheet intended for each role. Student A’s worksheet has an incomplete text, so the student must read it aloud to Student B who has the clues to the answers of Student A's text. Once they have filled the gaps, Student B must read aloud his/her text to Student A who also has the clues to fill in the gaps of Student B's text. When both texts are completed, the two of them have to discuss together if the answers are completed correctly.

Activity 3. Closing activity

TITLE: *GUESS WHO I AM?*

Material and resources: Worksheets (APPENDIX VI)

Whole class activity

Timing: 10 minutes

The teacher gives a worksheet to each student, which has the instructions and the images that will be followed during this first activity. This worksheet is placed on the table of each of the students. Each student chooses one of the images that they are going to talk about in secret. In order, each student is going to say three sentences about the image he/she has chosen to see if the others can guess it. If it is not clear, the rest of the class can ask questions, based on the information about their abilities or characteristics that the image provides. This strategy allows students to interact with their classmates by asking specific questions according to a specific context.

LAST 10 MINUTES: Final project time to resolve doubts and questions that may have arisen or to move forward with it.

SESSION 4. GLOBAL CULTURE (May 28th)

Activity 1. Warm-up activity: Small talks

TITLE: *SMALL TALKS*

Material and resources: Worksheets (APPENDIX VII)

In pairs activity

Timing: 10 minutes

At the beginning of the fourth session, the teacher reminds students of the concept of *small talk* with this introductory activity. Different topics of conversation are presented to them in a worksheet and students have to select in pairs what they want to talk about. It will be presented through pictures and not words, so the discussion topics are open to anything the images suggest to them and they can ask each other everything that comes to their mind related to the pictures.

Activity 2. Main activity: Role play with role cards

TITLE: *ROLE PLAY*

Material and resources: A digital board, speakers, Internet connection and worksheets (APPENDIX VIII)

Whole class activity

Timing: 20 minutes

In the main activity of this session, the teacher explains that they are going to do a role playing game, an activity with which students are already familiar. At the beginning, the description of the activity is presented on the digital board and read aloud by a student that the teacher picks up to contextualize what they are going to perform. Then, the teacher hands out to each student a worksheet with a description of an authentic character. Everyone is going to participate in the role playing game, even if some students have repeated descriptions. There are only fifteen roles, but the teacher will make the necessary photocopies. Each one will know what character they have themselves, but not the character of the other classmates. During this activity, the teacher can even play background music in English to recreate the atmosphere of a party in an authentic English pub. Through this activity, students will be aware of the cultural differences that interactions may have when interacting in the same language and with people who come from different cultures. Students will have to interact with each other until they talk with everyone individually or when the teacher tells them that the activity time is over.

Activity 3. Closing activity: Mentimeter

TITLE: *TIME FOR YOUR FEEDBACK*

Material and resources: A digital board, Internet connection and computers or mobile devices for each student (APPENDIX IX)

Individual and whole class activity

Timing: 5 minutes

After the role play, the teacher will explain how the Mentimeter app works so that students write how they felt while doing the activity. In this way, the use of ICT is integrated in class and this helps students feel more motivated to carry out the activity in order to express their impressions and thoughts and take a break from working on orality. Also, with this kind of exercise, the teacher can have feedback from students that will allow her/him to improve or maintain the activity in the future. They will do so using mobile phones or a computer. In order to use this tool, the teacher must have previously created two specific category with two different questions for this activity in the Mentimeter program⁵.

Activity 4. Closing-activity: Video and questions

TITLE: *INTERCULTURAL COMMUNICATION ADVENTURE WITH LITTLE PILOT*

Material and resources: A digital board and Internet connection (APPENDIX X)

Whole class activity

Timing: 10 minutes

Finally, to end the session, a video⁶ will be shown to students in the digital board that summarizes the importance of being aware that there are different cultures and that it is possible to adapt to intercultural environments and get out of them without a problem. The video will be shown to the students twice and, after that, they will comment on any curiosity that arises from the video, the main activity or even their minds. Moreover, they will answer together with the whole class the two questions that the teacher will show on the screen.

LAST 10 MINUTES: Final project time to resolve doubts and questions that may have arisen or to move forward with it.

HOMEWORK: For the next lesson, as easy homework, the teacher asks students to get familiarized if not with two popular songs, *drivers license* by Olivia Rodrigo and *I'm a Believer* by Smash Mouth, which they may already know thanks to social media and the *Shrek* movie for the closing activity of session 5.

⁵ <https://www.menti.com/uf4bhthub4> / <https://www.menti.com/cbex2re8r3>

⁶ https://www.youtube.com/watch?v=PSt_op3fQck&t=1s

SESSION 5. *DRAMA TECHNIQUES* (June 4th)

Activity 1. Warm-up activity: Concentration activity

TITLE: *TONGUE TWISTERS!*

Material and resources: Worksheets and Internet connection (APPENDIX XI)

In pairs and whole class activity

Timing: 15 minutes

In this introductory activity, the teacher will proceed to introduce the concept of *tongue twisters* for those who do not know it in order to become familiar with this concept. It will be explained to them that this activity is designed to improve pronunciation when speaking in English. The instructions are that they should repeat the sentences as fast as possible trying to pronounce it the best they are able to.

To make the exercise more dynamic and fun, the teacher will propose to have a competition to see who is the student who does it the best.

Before proceeding to read the texts aloud, the audio of at least two tongue twisters of people from *Youtube*⁷ trying to say similar tongue twisters out loud will be played so that the students know how to do it and make it an enjoyable and fun activity.

Also, being some of the tongue twisters of this activity of a slightly more advanced level, the teacher is going to clarify any meaning doubt that may arise for students orally.

Activity 2. Main activity: Voice projection and pronunciation activity

TITLE: *SHOUTING DICTATION*

Material and resources: Worksheets, a piece of paper and a pencil (Appendix XII)

In pairs activity

Timing: 20 minutes

This main dictation activity helps students with their communication and comprehension skills. First, the teacher divides students into pairs; Student A and Student B. The chairs of the classroom will be rearranged so there are two rows of seats facing each other. The space between the two rows has to be quite big. Then, the pairs sit opposite each other. After this, the teacher hands out a different part of a text to each row. Student A starts by reading the first part of the text to Student B, who has to write down everything she/he hears. After finishing reading, each pair switches roles to complete the activity, so that Student A writes down what Student B dictates to her/him.

⁷ <https://www.youtube.com/watch?v=vd8a5LEZyz0>

The text that has been chosen for them to read is taken from the textbook of unit 8 on *Advertising* and appears on page 51.

Many people are talking at the same time, so students have to listen carefully to their partners to understand them properly. Also, each pair may be working at different paces.

Once the activity is finished, each pair sit together to check spelling mistakes or misunderstanding words.

Activity 3. Closing activity: Linguistic and body expression activity with songs

TITLE: *LET'S GET EMOTIONAL*

Material and resources: A digital board, speakers and Internet connection (an example in APPENDIX XIII)

Whole class activity

Timing: 10 minutes

In this activity, students will be sitting or standing, whichever is more comfortable for them. The teacher will project two songs (the ones that the teacher asked students to listen to at home if they were not familiar with them) on the digital board and with the speakers. The lyrics of both songs will appear on the screen for everyone to be able to see them. The two songs are very different from each other. The first to be screened will be *drivers licence* by Olivia Rodrigo⁸, which deals with a heartbreak love story suffered by the singer. The teacher will ask the students to sing it with the sensations that it produces them, expressing any body emotion that they feel. In this case, this first song is supposed to make them feel sad and melancholic.

Once they have finished with the first song, the teacher will proceed with the second one. This song has a drastic mood change, since the one that is going to be played for them to sing is *I'm a Believer* by Smash Mouth⁹, well-known for the famous movie *Shrek*. This song is about a person who did not believe that ideal love existed until now, that he is in love with the perfect person for him. This activity ends with this song purposely to end the session with positivity.

LAST 10 MINUTES: Final project time to resolve doubts and questions that may have arisen or to move forward with it.

⁸ <https://www.youtube.com/watch?v=Bjf-iExroI>

⁹ <https://www.youtube.com/watch?v=EaKDOYTzBlg>

SESSIONS 6 & 7. FINAL PROJECT

Established final project groups. Five groups in total of a class of 25 students: 5 groups of 5 students each.

Timing: 110 minutes (55 minutes each session).

Time for each group: 13 minutes for the performance and 5 minutes to set the stage if necessary. In total: 18 minutes each.

SESSION 6 (June 10th)

The students of this English class were presented with the vocabulary related to their topic and its preparation through materials that they were given by the teacher in the first session of the didactic proposal (see APPENDIX II). All of the materials can be reused to recreate the scenario they want to.

Students can use everything they want to research as a guide, although they are also encouraged to recreate the role play with their own words and ideas. The different groups are the following ones:

First group: Cooking show

This group can recreate a television cooking show, a contest type or also a chef preparing a recipe with some helpers or people involved in a program, it's up to the agreement of the group that has to do this role play.

Moreover, in this type of programs, all kinds of invented and creative situations can appear, such as someone who cooks very badly, an argument, someone cheating, etc.

This is an English activity for exploring the language used to talk about food, cooking or restaurants. It also practices general conversation and grammar skills.

Second group: Creation of a programme news bulletin

The creation of a programme news bulletin is very interesting, since students can mix many types of news, recreate live videos, introduce unexpected elements and also use different usages and registers of the English language.

They familiarize themselves with vocabulary related to television or any notions of names of past or current crimes in English. They can research as well for some video examples to watch on the different English-language television networks that can be very beneficial for them, since everything can be integrated into the task.

They also revise and use structures such as the passive voice and past tenses that they already studied throughout the academic year.

Third group: At the doctor or hospital

Students in this group can get familiarized and study vocabulary related to diseases, parts, and organs of the body by the teacher. This is a surprisingly and interesting creative stage to recreate.

Students have to use structures related to advice and commands, so it is convenient to know, revise and use the modal verbs.

SESSION 7 (June 11th)

Fourth group: Creation of an ad

It is convenient, as for recreating the role play *At the doctor or hospital*, to have studied the materials, forms and structures that include modal verbs.

This topic can also be approached from an environmental point of view, for example talking about consumerism.

Fifth group: Tv-show dramatization

In this type of role play, students can create interesting stories with very little. In this case, the teacher knows the current admiration that today's students and youth have for some famous tv-shows, or can create their own dialogue based on themes or topics about crime stories, robberies, murders or even funny anecdotes, letting their imagination fly.

This group is recommended to use at least structures related to the ones they have studied through the academic year.

Closing activity. Students' feedback and rubric

Material and resources: A digital board and Internet connection (APPENDIX XIV)

Whole class activity

Timing: 19 minutes

In this final activity, the teacher asks students to use their mobile devices in order to complete this final task. As in session 4, the teacher uses the resource of Mentimeter. The teacher elaborates a series of questions that will help the teacher to have feedback from students and at the same time that students complete their own rubric, in such a way that they will remain motivated and participative when using ICT again at the end of the didactic unit.

Part A: The teacher shows in the digital board a link to Mentimeter¹⁰ in which students have to access and introduce the code that will appear on the screen. Then, they will be able to see two slides, one in which they will have to write the cons of what they have done throughout the sessions and the other in which they will have to write the pros. They can submit multiple times, and the answer will pop out on the screen anonymously. The teacher or the students will read aloud and comment on their opinions.

Part B: Once they have done this part of the activity, the teacher will give them access to a Google Forms document¹¹ for them to complete with several questions that correspond to their own rubric.

5.9. Attention to diversity

According to the Order of January 15th, 2021, the teacher, as a counsellor, advocate and facilitator of competence development in students, must apply the methods from that perspective. In addition, the teacher must focus on carrying out tasks or problem situations, presented with a specific objective that students must solve by making appropriate use of the different types of knowledge, skills, attitudes and values. Therefore, it is necessary to take into account the attention to diversity and respect for the different rhythms and learning styles through individual and cooperative work practices, for which it is advisable to draw on flexible groupings.

Any of the methodologies selected by teachers to contribute to the development of students' skills must be adjusted to their initial skills level. It should start from simpler learning to gradually move towards more complex ones. In the case of English as a foreign language, this progression is easy to see and follow, but it is essential that students are in contact with the language studied, especially in its oral aspect from an

¹⁰ <https://www.menti.com/2dbbgar5w1>

¹¹ <https://forms.gle/LrqehJ6KRzxGpz4a9>

early stage. The language of communication in the classroom should be primarily the foreign language subject of study.

In relation with the legal framework that affects this section, which is the Instructions of March 8th, 2017, it can be found that it is essential that orientation professionals include the aim of attention to diversity in their programs and work plans, so that each counsellor, in coordination with the management team, and in this case at the beginning of a didactic proposal, plans together with the tutors preventive actions to be developed. The actions to be carried out on a preventive basis in the stages of compulsory secondary education are characterized by (Instructions of March 8th, 2017):

- a. Taking into account the characteristics of the stage, to offer an inclusive educational response taking advantage of the curricular and organizational resources of it.
- b. Anticipating the organization of general or specific actions of attention to diversity, if necessary.
- c. Involving families as it is a key factor in the educational prevention and response process.

In any case, it will be necessary to implement development stimulation programs, as well as actions that enable the better development of students and that fulfil a double objective (Instructions of March 8th, 2017):

- a. To stimulate in students the areas of development or aspects that are considered basic depending on the stage and educational level in which the areas are carried out, with the aim of achieving the maximum possible development of their personal capacities and/or prevent possible learning problems.
- b. To early detect students with specific educational support needs, in order to provide a response adjusted to their needs as soon as possible.

According to the levels established in the *Common European Framework of Reference* (Council of Europe, 2001) and the *Companion Volume with New Descriptors* (Council of Europe, 2018), the English level of the 4th year of CSE students is the average level intermediate B1. However, some students have a lower English level and others a higher one. Throughout the lesson plan, different types of activities are proposed in order to have a wide variety of activities available for students. Moreover, the groups established will be heterogeneous to foster cooperation among peers and to involve different types of students in varying groups.

Attention to diversity activities

Reinforcement activity:

Material and resources: Worksheets (APPENDIX XV)

In pairs or groups activity

This activity is in pairs or groups. The teacher will hand a worksheet with questions and students will take turns asking and answering them, as the first part of the activity.

The second part of the activity involves two pictures. They will have to follow the instructions to talk about the photos and also will have attached to the worksheet several speaking structures that will help them to be able to describe and compare pictures properly.

Extra activity for highly-gifted students:

TITLE: *THINKING ROUTINE*

Material and resources: Worksheets (APPENDIX XVI)

In pairs or groups activity

Students are given a montage of four pictures with a design corresponding to each of the topics studied throughout the school year. With these photos they have to discuss among themselves, in pairs or in groups, the question of "What are these things?" And they will have to describe the photos. Afterwards, they must argue their answers and match the photos with the topics they have learnt.

They can also create a short story of 80 words where the elements corresponding to the photos they have worked on appear and read it aloud to the rest of the class. All members of the group must participate as characters or narrators of the story.

5.10. Materials and resources

The materials and resources that are needed for the implementation of this didactic proposal are the following:

- A blackboard.
- A digital board so that students can read and watch the presentations, videos and documents that the teacher shows in the classroom.
- Photocopies of the activities that the teacher has previously prepared and adapted to students so that they can carry out the tasks.
- Internet connection for the teacher's computer.

- Speakers to listen to the videos throughout the sessions.
- Students will be able to access their mobile devices during session 4 to carry out an activity and will need Internet connection as well.

5.11. Evaluation

As evaluation is a consubstantial part of teaching and the teacher's work, evaluation criteria have been established around the development of the final project and its preparation and the continuous evaluation and the use of this teaching unit on the part of students. Students are expected to achieve minimum objectives of the activities they have been working on throughout the didactic unit so that it is possible for them to apply what they have acquired in real contexts.

The use of different tools in order to carry out students' evaluation is fundamental. In our didactic unit we will use the following instruments:

- Observation scale by the teacher during class over the sessions.
- Checklist of students' work.

	Very good attempt 10-8	Adequate attempt 7-5	Poor attempt 4-0
The student has improved communicative competence through oral skills.	The student has successfull improved communicative competence through oral skills.	The student has slightly improved communicative competence through oral skills.	The student has not improved communicative competence through oral skills.
The student shows to have acquired knowledge of sociocultural reality.	The student clearly shows to have acquired knowledge of sociocultural reality.	The student slightly shows to have acquired knowledge of sociocultural reality.	The student does not show to have acquired knowledge of sociocultural reality.
The student has been actively involved in classroom interaction.	The student has always been actively involved in classroom interaction.	The student has been sometimes actively involved in classroom interaction.	The student has not been actively involved in classroom interaction.
The student knows how to use the grammatical structures studied and applied in the	The student knows how to use the grammatical	The student knows how to use the grammatical	The student does not know how to use the

didactic unit in the colloquial English language.	structures studied and applied in the didactic unit in the colloquial English language in a successful manner.	structures studied and applied in the didactic unit in the colloquial English language properly.	grammatical structures studied and applied in the didactic unit in the colloquial English language.
The student controls specific uses of various verb tenses and forms.	The student always controls specific uses of various verb tenses and forms.	The student sometimes controls specific uses of various verb tenses and forms.	The student does not control specific uses of various verb tenses and forms.
The student demonstrates conversation tracking.	The student always demonstrates conversation tracking.	The student sometimes demonstrates conversation tracking.	The student does not demonstrate conversation tracking.
The student dominates proper intonation.	The student always dominates proper intonation.	The student sometimes dominates proper intonation.	The student does not dominate proper intonation.
The student performs the dialogue organizing the ideas with clarity and cohesion.	The student always performs the dialogue organizing the ideas with clarity and cohesion.	The student sometimes performs the dialogue organizing the ideas with clarity and cohesion.	The student does not perform the dialogue organizing the ideas with clarity and cohesion.
The student uses an appropriate register to a given context.	The student always uses an appropriate register to a given context.	The student sometimes uses an appropriate register to a given context.	The student does not use an appropriate register to a given context.
The student avoids using forms and structures that challenge communication.	The student always avoids using forms and structures that challenge communication.	The student sometimes avoids using forms and structures that challenge communication.	The student does not avoid using forms and structures that challenge communication.

Table 1. Evaluation table with assessment criteria as regards oral production and final project (observation scale). Author's own work.

The final mark will consist on the combination and the result of the following parts:

- Final project: 50%
- Observation scale: 30%
- Participation through cooperative and individual work: 20%

Apart from this, the teacher in charge of this didactic unit is able to identify any specific educational problem and find a solution. Therefore, the teacher will have the possibility of self-evaluation through any annotation throughout the sessions on his/her part in which he/she can express any proposal that has not worked for students, proposals for improvement or emphasize that it is what has given students good results, both in a writing diary. Moreover, the teacher will be ready and open for any intervention by students that has to do with what has been said in relation to the improvement of the lessons.

And finally, in the last session, when the final project has been completed, students will have access to a form through the Google Forms application (<https://forms.gle/LrgehJ6KRzxGpz4a9>).

6. Expected results and conclusion

The expected results that are sought with the realisation of this didactic proposal are that students are able to learn and practice English through a didactic unit based on the use of the English oral skills within a context and the performance of a role play, with the help and advantage of their grammar and vocabulary skills that they have acquired over their academic year. Besides, students will be exposed to a communicative and interactive learning methodology, since, for instance, they will have to work together on the completion of the activities throughout the sessions and the elaboration of the role play as the final project of the didactic unit. As a result, students would be learning and speaking English while they are having a good time and, consequently, their motivation level would be higher than with other types of activities.

If the application of this didactic proposal in the school centre were successful, numerous future projects could be conducted in the field of Teaching English as a Foreign Language in Compulsory Secondary Education. For example, the duration of the didactic proposal could be enlarged by adding more and new sessions, in which different grammatical structures and vocabulary items are taught to improve the oral skills in any context. Another possibility could be the creation of new didactic units based on and implemented in higher and lower educational levels. Furthermore, to finish, this very

same didactic unit could be applied in other regions of Spain or in any country where English is taught as a foreign language in classrooms where students' English level is similar to the one that this didactic proposal is addressed to.

To conclude it is believed that this is a really good and applicable learning strategy and, by using it from time to time, teachers will be more successful at their teaching to future students, for them to have a more proficiency level in the spoken English language in the context of a public high school. It is crucial to break the routine and to maintain students' motivation and excitement about learning and be capable of using their oral skills in a foreign language, since being in that disposition makes them more prone to achieve permanent knowledge whereas abstract exercises only provide them with superficial knowledge and mechanical language skills. Additionally, it can be considered that by teaching English learners how to communicate and work in groups or with a partner, and teaching them the different intercultural perspectives, we will build a better society for the future.

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8. Appendices

APPENDIX I

GRAMMAR DISCUSSION **PRESENT PERFECT**

Student 'A'

- Discuss the questions below with your partner.

1. **Have you ever ridden** a horse?
2. **Have you ever slept** for more than 12 hours?
3. **Have you ever seen** a ghost?
4. **Have you ever swum** in an ocean?
5. **Have you ever had** a headache?
6. **Have you ever eaten** something really strange?
7. **Have you ever gotten** an 'A+' on a test?
8. **Have you ever bought** something very expensive?
9. **Have you ever cried** at a sad movie?
10. Finish this sentence: "I **have** ... because"



GRAMMAR DISCUSSION **PRESENT PERFECT**

Student 'B'

- Discuss the questions below with your partner.

1. **Have you ever ridden** a camel or an elephant?
2. **Have you ever stayed** awake for more than 24 hours?
3. **Have you ever seen** a famous person?
4. **Have you ever swum** in a lake?
5. **Have you ever had** a stomachache?
6. **Have you ever drunk** something really strange?
7. **Have you ever gotten** an 'F' on a test?
8. **Have you ever bought** something very unusual?
9. **Have you ever fallen** asleep at a boring movie?
10. Finish this sentence: "I **have never** ... because"

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Figure 1. Worksheet retrieved from https://www.allthingsgrammar.com/present-perfect-simple.html?fbclid=IwAR3DI5WSZ09hE_R9hogSRBjbkaU79BkSnAqpzO3Z4eHyhfBRAmyZ5d1iz8Y

APPENDIX II

FINAL PROJECT:

ROLE-PLAY TIME!

INSTRUCTIONS:

1. Before creating the dialogues throughout the next 5 weeks, the teacher will divide you in groups of five. There are 25 students, so you will be split into 5 groups of 5 people.
2. The teacher will flip a coin to see which dialogue each group has to prepare.
3. You have to do a dialogue that lasts between 10 and 13 minutes, with help, if you need it, of the materials that you will see in this document.
4. You can/should dress up and create a scene setting or stage!
5. You will have to perform it between days:
Groups 1, 2 and 3: **June 10th**
Groups 4 and 5: **June 11th**

2. PROGRAMME NEWS BULLETIN GROUP:



a. Videos you can watch to use vocabulary and structures related with the topic:

<https://www.youtube.com/watch?v=ltATPld-zg>
<https://www.youtube.com/watch?v=4uE3LJKdRc>
<https://www.youtube.com/watch?v=gzPA-YKJmV7>

b. IDEAS (be creative with the characters that appear, as there are 5 people in your group!):

1. Talk about a crime as in a programme news bulletin group and recreate the tuning with the journalist and some interviewees.
2. Someone talking about the weather and lead to the first idea
3. Any idea you find more interesting!

c. Materials:

<https://drive.google.com/file/d/1kKTSJbucFYgeTucrMxeOgr13117nrGR/view?usp=sharing>

LET'S CHECK IT OUT!

1. COOKING SHOW GROUP:



a. Videos you can watch to use vocabulary and structures related with the topic:

<https://www.youtube.com/watch?v=4xiR5U4XIR0>
<https://www.youtube.com/watch?v=WiwESJ512yk>

b. IDEAS (be creative with the characters that appear, as there are 5 people in your group!):

1. Cooking show (e.g.: Gordon Ramsay or our Spanish Arguiñano, special guests, more than one chef, etc.)
2. Cooking contest (e.g.: Master Chef)
3. Inside the kitchen of a restaurant (e.g.: chef, kitchen helpers, manager, waiters, etc.)
4. Any idea you find more interesting!

c. Materials:

https://drive.google.com/file/d/13_Pc7UpjSLKfy-5Rdd0v0f3PeP8Xux02/view?usp=sharing

<https://drive.google.com/file/d/1DGIcoDt6v6SfEhpxdLko1ZeM90TUUGPu/view?usp=sharing>

3. AT THE DOCTOR OR HOSPITAL GROUP:



a. Videos you can watch to use vocabulary and structures related with the topic:

<https://www.youtube.com/watch?v=2Nqw39orpy8>
https://www.youtube.com/watch?v=f2awG56l_Bsk

b. IDEAS (be creative with the characters that appear, as there are 5 people in your group!):

1. Waiting room of a medical center (e.g.: several people waiting to be attended, the doctor, nurses, person at reception, etc.)
2. Attention to a delivery.
3. Talk about surgeries.
4. Any idea you find more interesting!

c. Materials:

<https://drive.google.com/file/d/10H4Zb1pzsDC4pV31dixnu9DzshfSMv/view?usp=sharing>

<https://drive.google.com/file/d/1zixqn7qDrQDMn7f0WKiQMSJaP5UAb8Qx/view?usp=sharing>

4. CREATION OF AN AD GROUP:



a. Videos you can watch to use vocabulary and structures related with the topic (also materials):

<https://www.youtube.com/watch?v=veok1JAi7XU>
<https://www.youtube.com/watch?v=dEgy-Pgn1gk&t=156s>
<https://www.youtube.com/watch?v=eO9kVUVddkQ>

b. IDEAS (be creative with the characters that appear, as there are 5 people in your group!):

1. Microwave Cooler (home shopping network)
2. Sleeved Blanket
3. Sponge-microphone
4. Any idea you find more interesting!

5. TV-SHOW DRAMATIZATION GROUP:



a. Videos you can watch to use vocabulary and structures related with the topic:

<https://www.youtube.com/watch?v=H4XCJWoWlGE>
<https://www.youtube.com/watch?v=Azw2Z6TQB9o>
<https://www.youtube.com/watch?v=xHcPhdZBngw>

b. IDEAS (be creative with the characters that appear, as there are 5 people in your group!):

1. A scene from *Money Heist*
2. A scene from *Peaky Blinders*
3. A scene from *Friends*
4. Any idea you find more interesting! Also, you can change everything you want if you want to make a more authentic performance!

c. Materials:

Pick up the tv-show you choose from the broadcast platform it is on. Create the dialogue or a similar one with the subtitles in English.

- Netflix
- HBO
- Amazon Prime
- Etc.

Figures 2, 3, 4, 5, 6 and 7. Instructions retrieved from
<https://docs.google.com/document/d/1v2rHENN648rkzGrisJIn0QzG12YSHM6OSSmVgbEGIMk/edit?usp=sharing> (author's own elaboration)

A MODEL DIALOGUE BETWEEN THREE FRIENDS MAKING PLANS FOR THE WEEKEND

Laurie, Christie and Sarah are friends and are having a conversation about what to do at the weekend. They plan to go to the movies have something to eat and then go shopping.

Activity 3.

- a. Make groups of three to recreate the dialogue and get into character as much as you can as if you were the friend who is speaking.
- b. Once you have done the dialogue, answer the question at the end of it with your group.
- c. Read *the expressions used in the conversation* and try to guess the meaning of them with your group. If you have any doubt, ask your teacher.
- d. If you have time left, try again to do the dialogue switching roles.

Laurie: So, what are your plans for this weekend?

Christie: I don't know. Do you want to get together or something?

Sarah: How about going to see a movie? Cinemax 26 on Carson Boulevard is showing *Enchanted*.

Laurie: That sounds like a good idea. Maybe we should go out to eat beforehand.

Sarah: It is fine with me. Where do you want to meet?

Christie: Let's meet at Summer Pizza House. I have not gone there for a long time.

Laurie: Good idea again. I heard they just came up with a new pizza. It should be good because Summer Pizza House always has the best pizza in town.

Sarah: When should we meet?

Christie: Well, the movie is shown at 2:00PM, 4:00PM, 6:00PM and 8:00PM.

Laurie: Why don't we go to the 2:00PM show? We can meet at Summer Pizza House at noon. That will give us plenty of time to enjoy our pizza.

Sarah: My cousin Karen is in town. Can I bring her along? I hate to leave her home alone.

Christie: Karen is in town? Yes, bring her along. Laurie, you remember Karen? We met her at Sara's high school graduation party two years ago.

Laurie: I do not quite remember her. What does she look like?

Sarah: She has blond hair, she is kind of slender, and she is about your height.

Laurie: She wears eyeglasses, right?

Sarah: Yes, and she was playing the piano off and on during the party.

Laurie: I remember her now. Yes, do bring her along Sara. She is such a nice person, and funny too.

Sarah: She will be happy to meet both of you again.

Christie: What is she doing these days?

Sarah: She graduated last June, and she will start her teaching career next week when the new school term begins.

Laurie: What grade is she going to teach?

Sarah: She will teach kindergarten. She loves working with kids, and she always has such a good rapport with them.

Christie: Kindergarten? She must be a very patient person. I always think kindergarten is the most difficult class to teach. Most of the kids have never been to school, and they have never been away from mommy for long.

Sarah: I think Karen will do fine. She knows how to handle young children.

Laurie: I think the first few weeks will be tough. However, once the routine is set, it should not be too difficult to teach kindergarten.

Christie: You are right. The kids might even look forward to going to school since they have so many friends to play with.

Sarah: There are so many new things for them to do at school too. They do a lot of crafts in kindergarten. I am always amazed by the things kindergarten teachers do.

Laurie: Yes, I have seen my niece come home with so many neat stuff.

Christie: Maybe we can ask Karen to show us some of the things that we can do for this Halloween.

Laurie: Maybe we can stop by the craft store after the movie. What do you think, Sara?

Sarah: I will talk to her. I think she will like that. It will help her with school projects when Halloween comes.

Christie: Michael's is a good store for crafts. It always carries a variety of things, and you can find almost anything there.

Laurie: There is a Michaels store not far away from Cinemax 26. I believe it is just around the corner, on Pioneer Avenue. We can even walk over there.

Sarah: So, we plan to meet for pizza at noon, go to the movies at two, and shop at Michael's afterward. Right?

Laurie and Christie: Yes.



What is the conversation of this group of friends making plans about?

Expressions used in the conversation

Get together

Bring someone along

Have a good rapport with

It sounds like a good idea

Off and on

Once the routine is set

Beforehand

What is she doing these days?

Look forward to

Come up with

Teaching career

Craft

She is in town

School term

School project

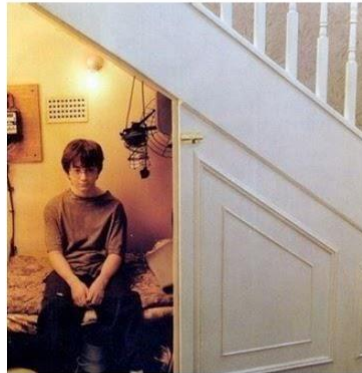
Kindergarten

A variety of things

It is around the corner

Figures 8, 9 and 10. Retrieved and adapted from <https://www.easypacelearning.com/all-lessons/english-lessons-level-3/1190-conversation-between-2-friends-making-plans>

APPENDIX IV



1. Do you remember the scenes from Harry Potter where Harry lives with his aunt's family? He has a special room and isn't allowed to do many things.

Watch the video on YouTube and write and discuss with your partner:

- a. What Harry has to do (3)
- b. What Harry mustn't do (2)
- c. What Harry is able to do (1)
- d. What Harry can do (1)

2. Now imagine that you are Dudley:



Talk with your partner about your last birthday. What presents did you get? Where did you go with your family? And what did your silly cousin Harry do?

Use the past simple forms and modal verbs.

Figure 11. Retrieved and adapted from <https://en.islcollective.com/english-esl-worksheets/material-type/fun-activities-and-games/harry-potter-and-modal-verbs/119943>

APPENDIX V

STUDENT A

a) Read this text to your partner and he/she will help you to fill in the gaps:

Nick Vujicic is from (1) _____ in
(2) _____. Due to a
(3) _____ disability, he has no arms
or legs and relies on two small feet. Despite
his condition, Nick is (4) _____ and
always stays positive. He taught himself many
incredible things like writing, swimming and
throwing tennis balls.
Nick was bullied at school and suffered from
depression at a young age. However, he realized
that his story inspired other people, so he
decided to help people. At the age of 17, he
started an organization called
(5) _____.
Nick still runs this non-profit organization for
(6) _____ people today. He is also a
(7) _____ and has travelled to many
countries. He has inspired people with his story.
Nick believes that we should have
(8) _____ and never give up.

b) You will help your partner to fill in the gaps:

Nationality: American
Residence: Camden, New Jersey, USA
Occupation: founder and teacher at Camden
Sophisticated Sisters

- Tawanda wants to make young women's lives better.
- The organization has over 4,000 members today.
- Tawanda has changed many people lives.

STUDENT B

a) You will help your partner to fill in the gaps:

Nationality:	Australian
Residence:	Melbourne
Appearance:	physical disability (no arms or legs)
Personality:	determined, positive
Occupation:	director of Life Without Limbs (a non-profit organization for the physically disabled), motivational speaker
Beliefs:	Always have big dreams and never give up.



b) Read this text to your partner and he/she will help you to fill in the gaps:

Tawanda Jones is from [] one of the poorest cities in the []. She started an organization called [] to teach discipline and self-confidence to vulnerable young people. She also helps young women to do well at school and to get involved in the community. She does this because she believes it will make Camden a better place to live. Tawanda's key values include a commitment to [] of young women, pride in her community and a strong work ethic. Because of this, the organization has grown from the original 80 members to []. Tawanda has made a [] of many young people and she is a role model to many. It can't be easy working in tough conditions, but she has certainly succeeded.

Figure 12 and 13. Retrieved and adapted from *Macmillan 4th CSE level Student's Book*.

GUESS WHO I AM?

RULES:

- Remember to raise your hand if you want to talk.
- Respect the order.
- Listen to your classmates when they are talking.

INSTRUCTIONS:

STEP 1: Think of one of the images that appear on this worksheet.

STEP 2: Think about three sentences using modals and actions and adjectives of personality and appearance that describe the job.

STEP 3: Share with the classroom what you have thought and let them guess the job.

EXTRA: If they don't guess it, they can ask questions.

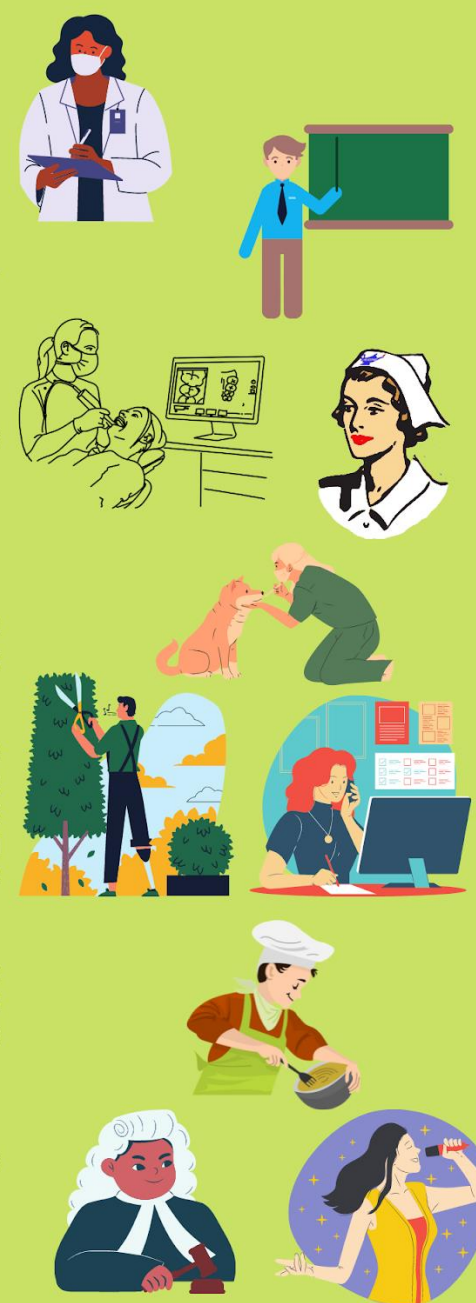


Figure 14. Author's own elaboration.

APPENDIX VII



ROLE-PLAY

You are students from different nationalities. You are in Cambridge studying English in a summer course. It's the first day and you are in a pub in a welcome party so you want to meet as much people as possible.



Figures 15 and 16. Author's own work designed in <https://www.canva.com/> and retrieved and adapted from <https://eaingles.wordpress.com/2014/01/11/a-role-play-in-the-english-class/>



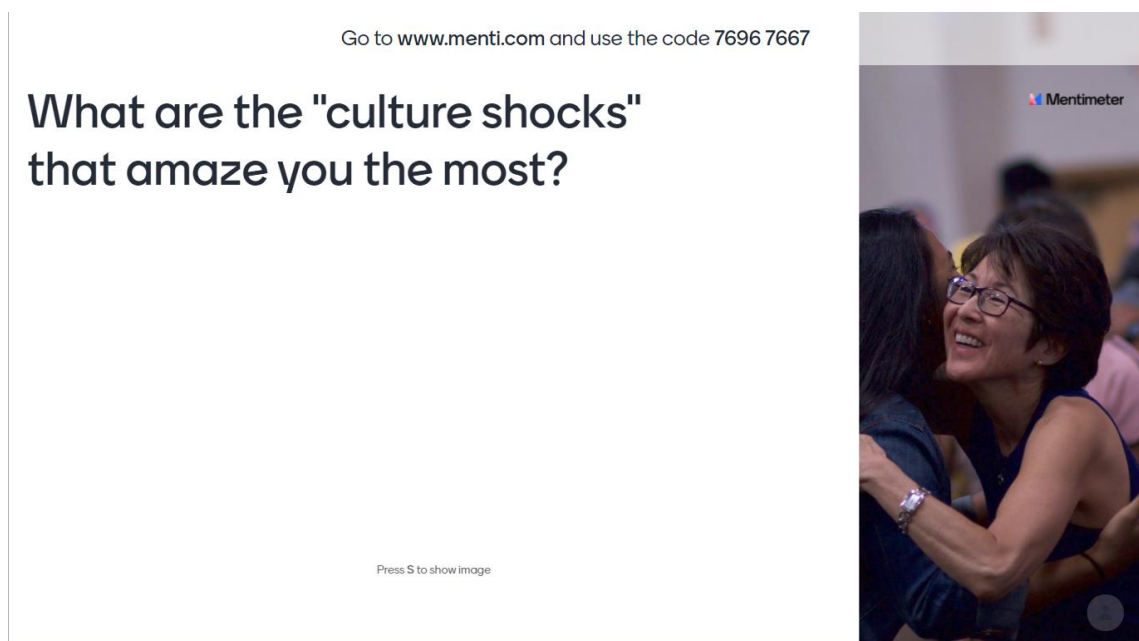
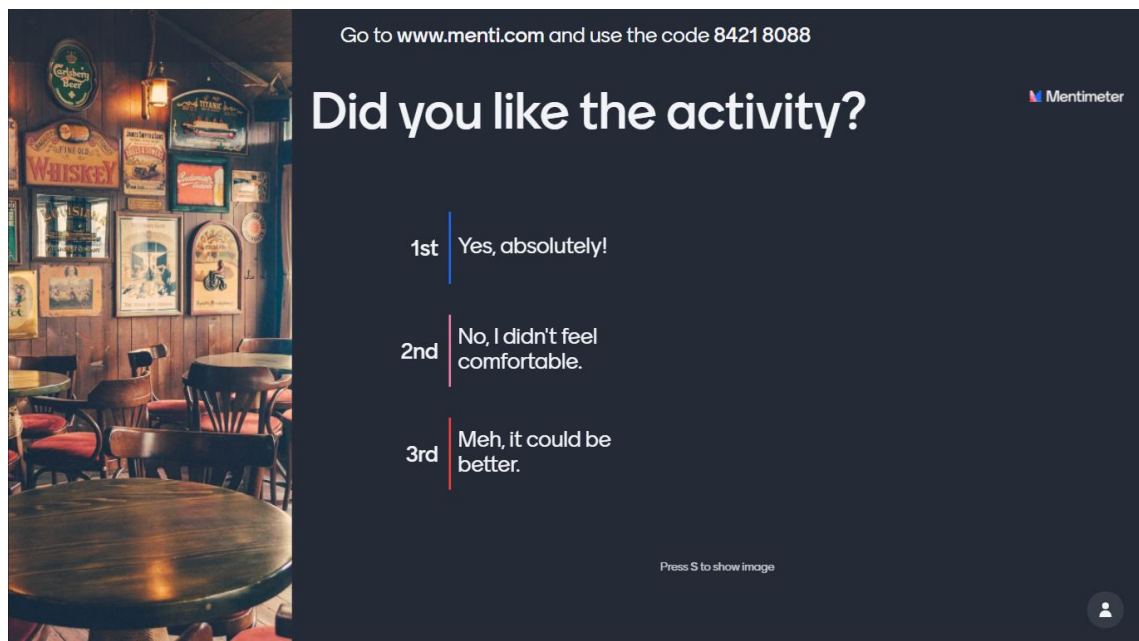
Figure 17. Retrieved from <https://images.app.goo.gl/5XdoYSaKFcDGWbCK9>

APPENDIX VIII



Figure 18. Author's own work designed in <https://www.canva.com/> and retrieved and adapted from <https://eaingles.wordpress.com/2014/01/11/a-role-play-in-the-english-class/>

APPENDIX IX



Figures 19 and 20. Screenshots from <https://www.menti.com/uf4bhthub4/> / <https://www.menti.com/cbex2re8r3>

APPENDIX X



Figure 21. Screenshot from https://www.youtube.com/watch?v=PSt_op3fQck

LET'S DISCUSS:

1. How would you deal with cultural misunderstandings?
2. Have you ever experienced a similar situation?

The complex block features a yellow background with a blue grid pattern. On the right, there is an illustration of a woman with long brown hair, wearing a red long-sleeved shirt, shrugging her shoulders with her hands outstretched. Below this illustration is a small photograph of two women in blue tank tops. One woman is making a hand gesture with her fingers spread, and the other is looking at her with a questioning expression. The text "LET'S DISCUSS:" is in bold blue capital letters. Below it are two numbered questions in blue text.

Figure 22. Author's own work designed in <https://www.canva.com/> and retrieved and adapted from <https://eaingles.wordpress.com/2014/01/11/a-role-play-in-the-english-class/>

Second picture retrieved from <https://images.app.goo.gl/5H4Li5azXNRXHMER8>

APPENDIX XI

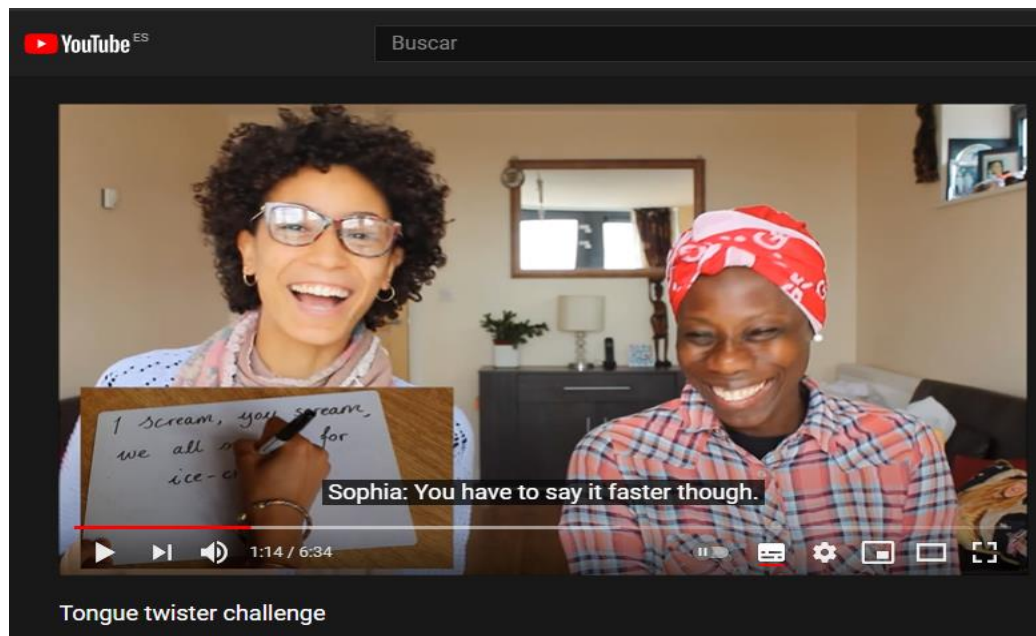


Figure 23. Screenshot from <https://www.youtube.com/watch?v=vd8a5LEZyz0&t=74s>

TONGUE TWISTERS!

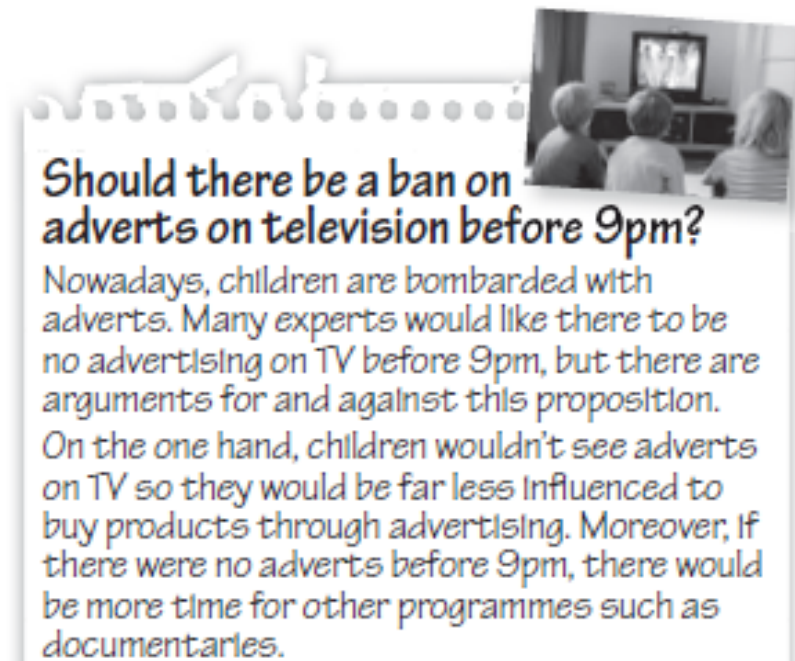


1. **How much wood would a woodchuck chuck if a woodchuck could chuck wood?**
2. **Red lorry, yellow lorry. Red lorry, yellow lorry. Red lorry, yellow lorry.**
3. **Peter Piper picked a peck of pickled peppers**
4. **She sells sea shells on the sea shore. The shells that she sells are sea shells I'm sure. So if she sells sea shells on the sea shore, then I'm sure she sells sea shore shells!**
5. **Two toads totally tired trying to trot to Tetbury**
6. **Toy boat, toy boat, toy boat, toy boat**
7. **Top cop, top cop, top cop, top cop**
8. **Sixth sick sheik's sixth sheep's sick**
9. **Pad kid poured curd pulled cod**

Figure 24. Adapted and retrieved from

<https://learnenglishteens.britishcouncil.org/magazine/entertainment/tongue-twisters>

STUDENT A:



Should there be a ban on adverts on television before 9pm?

Nowadays, children are bombarded with adverts. Many experts would like there to be no advertising on TV before 9pm, but there are arguments for and against this proposition.

On the one hand, children wouldn't see adverts on TV so they would be far less influenced to buy products through advertising. Moreover, if there were no adverts before 9pm, there would be more time for other programmes such as documentaries.

Figure 25. Retrieved from *Macmillan 4th CSE level Student's Book*.

STUDENT B:

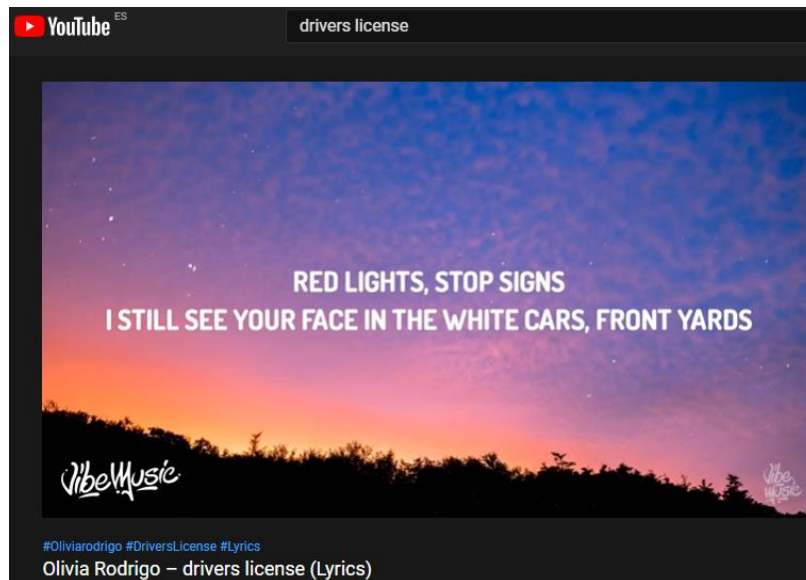
On the other hand, adverts might become more attractive to children because they couldn't see them. So they might try to find them on the Internet. In addition, companies should be able to advertise their products.

To sum up, I am in favour of banning all advertising on TV before 9pm. However, I believe that although this is a good idea, the most important thing is to educate children to think critically.

Figure 26. Retrieved from *Macmillan 4th CSE level Student's Book*.

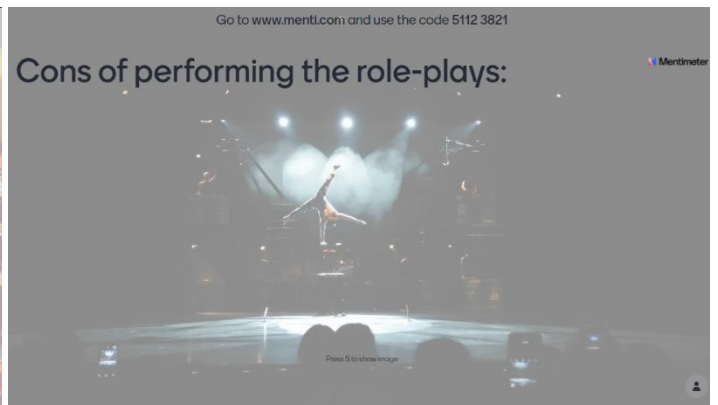
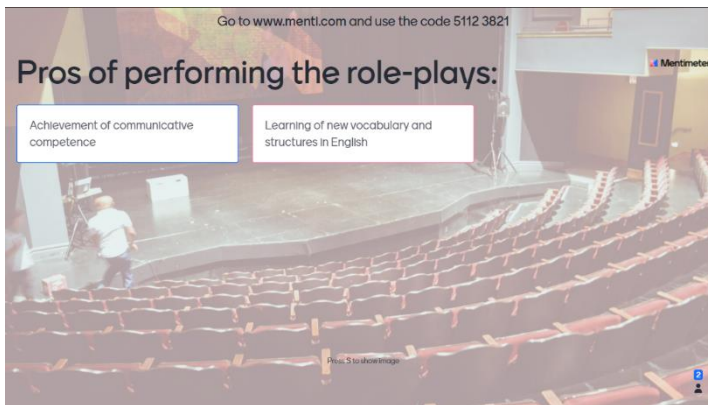
APPENDIX XIII

A video-example in https://drive.google.com/file/d/1ZCV4RV6WdNAo6oi-6Qlf-qM_po35oSH1/view?usp=sharing



Figures 27 and 28. Screenshots from [https://www.youtube.com/watch?v= Bjf-iExroI](https://www.youtube.com/watch?v=Bjf-iExroI) and <https://www.youtube.com/watch?v=EaKDOYTZbJg>

APPENDIX XIV



Figures 29 and 30. Screenshots from <https://www.menti.com/2dbbqar5w1>

My approach to English! 4° of CSE *Obligatorio	What do you like most about speaking English? Tu respuesta
Correo * Tu dirección de correo electrónico	I think I learn best when I... * ☐ listen to the videos ☐ talk to my teacher ☐ talk to other students ☐ listen to songs ☐ use the textbook ☐ study grammar ☐ remember vocabulary ☐ learn useful expressions ☐ practice role-plays
Name: * Tu respuesta	
Do you like speaking English? Tu respuesta	

Figures 31 and 32. Examples of the questions of the Google Forms document. Retrieved from <https://forms.gle/LrqehJ6KRzxGpz4a9> (author's own work).

APPENDIX XV

PART 1

Take turns asking and answering the questions:

- What's your name?
- How old are you?
- Where do you live? (Do you live in *name of town, city* or *region*?)
- Who do you live with? (Do you live with your family?)
- What kind of clothes do you like? (Do you prefer casual or elegant clothing?)
- Where do you like to go clothes shopping? (Do you prefer traditional shops or online shops?)
- What's important to you when you buy clothes? (Do you first check the price or the brand name?)
- When do you usually buy clothes? (Do you buy clothes when they're on sale or when you need something in particular?)
- Do you have a pet? Why?
- What are you like?
- What clothes are you wearing at the moment?
- Tell me about your family.

PART 2

1. AT THE CAFÉ

Look at the photograph. It shows people in a café. Take turns and tell your classmates what you can see in the photograph.

Back-up prompts:

- Talk about the people.
- Talk about the place.
- Talk about other things in the photograph.



2. IN PARIS

Look at the photograph. It shows people in Paris, France. Take turns and tell your classmates what you can see in the photograph.

Back-up prompts:

- Talk about the people.
- Talk about the place.
- Talk about other things in the photograph.



USEFUL STRUCTURES FOR BOTH PICTURES:

This photo was taken...

It is possible to see...

There are...

At the foreground/background there are... which tells me it must be...

They're wearing... That's the reason why I assume...

They must be...

If I were in that situation...

It brings me memories of the time I used to...

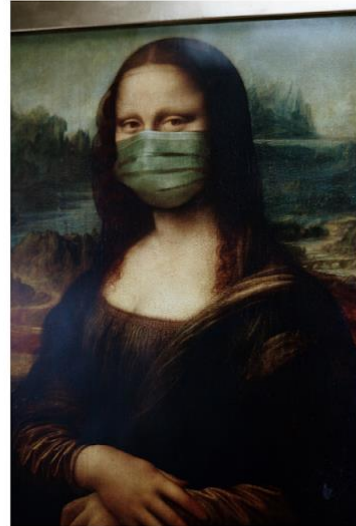
It was great!

Figures 33 and 34. Retrieved from an B1 English Cambridge exam printed in the authority of the author.

Structures are author's own elaboration. Pictures retrieved from

<https://images.app.goo.gl/XZb7PrYMQuXGjnLq7> and <https://images.app.goo.gl/FwdAMyxw2Nk5vXQS6>

WHAT ARE THESE THINGS?



- a. Describe the picture.**
- b. Argue with your classmates.**
- c. Create a short story of 80 words.**
- d. Read aloud your story.**

Figure 35. Author's own ellaboration designed in <https://www.canva.com/>