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Trabajo Fin de Máster

**STRATEGIES IN THE
TEACHING OF ENGLISH AS A
FOREIGN LANGUAGE
IN SECONDARY EDUCATION**

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Abstract. After having studied the strategies used by the learners in the foreign language acquisition in my Degree Project, my Master's Thesis will concentrate on those strategies employed by foreign language teachers in the acquisition of English. Teachers have a wide variety of teaching strategies available to make their students develop communicative competence in the foreign language, adapting to the learners' needs. Strategies such as problem solving, the way of grouping students, and the diverse roles of the foreign language teachers will be analyzed through this Master's Thesis.

Key words: teaching strategies, strategic competence, communicative strategies, the role of the teacher.

Resumen. Una vez analizadas las estrategias usadas por los alumnos en el proceso de adquisición de inglés como lengua extranjera en mi Trabajo de Fin de Grado, mi Trabajo de Fin de Máster pretende estudiar las estrategias que usan los profesores en la enseñanza de inglés como lengua extranjera. El profesor cuenta con una amplia variedad de estrategias para hacer que los alumnos desarrollen la competencia comunicativa en lengua extranjera adaptándose a sus diferentes necesidades. Estrategias como la resolución de conflictos, las diversas maneras de agrupar a los estudiantes o los diferentes roles que el profesor asume en la clase de inglés como lengua extranjera, serán desarrolladas a lo largo de este proyecto.

Palabras clave: estrategias docentes, competencia estratégica, estrategias comunicativas, el papel del profesor.

1. INTRODUCTION

Teachers are regarded as models of behaviour for most of the students, thus their personality may influence the way learners acquire knowledge. Apart from skills and contents, teachers must guide and encourage learners to exploit their abilities and develop themselves as individual citizens of the world. In this sense, it can be said that the success of the learning process may depend on the teacher to a certain extent. Therefore, in the same way as students have a wide variety of learning strategies available, teachers also develop several teaching strategies to make their lessons successful.

In my Degree Project I analysed the different learning strategies in order to help my students in their English as a foreign language acquisition process. By contrast, in my Master's Thesis I will concentrate on the teaching strategies, so that I can cover both perspectives. During the Master I have had the opportunity of being a teacher during my practical training period. Thanks to that practical period I was able to put into practice most of the contents learned in some of the subjects of the *Master* such as *Aprendizaje y Enseñanza de las Materias en Lengua Extranjera*, *Complementos de Formación Disciplinar en Lengua Extranjera* or *Innovación Docente e Iniciación a la Investigación Educativa en Lengua Extranjera*, among others. Hence, I was totally aware of many teaching strategies that may help teachers during lessons such as the way of grouping students or problem solving.

Consequently, a succinct literature review together with a didactic unit will be developed through my Master's Thesis in order to provide a portrait of the main teaching strategies and their practical approach. Therefore, the combination of learning strategies (my Degree Project) and teaching strategies (my Master's Thesis) will make my lessons successful, taking into account both agents involved in the foreign language acquisition process.

Besides, the thesis is divided into five main chapters, beginning with this Introduction (chapter 1). Chapter 2 develops the theoretical framework, beginning with section 2.1, which offers a brief summary of learning and communicative strategies in the acquisition of English as a foreign language. By contrast, section 2.2 concentrates on the teacher's strategies. Section 2.3 analyzes the different roles the teacher plays nowadays and section 2.4 describes the features of the English classroom. In addition, section 2.5 explains classroom dynamics and section 2.6 studies classroom interactions. Then, section 2.7 develops classroom management. In addition, section 2.8 sums up the main concluding remarks of the theoretical framework. Chapter 3 contains the didactic unit, which is divided into several sections too (see section 3.1). Finally, chapter 4 sums up the main conclusions and chapter 5 lists the references used.

2. THEORETICAL FRAMEWORK

This chapter is aimed at offering a bibliographical review on the main teaching strategies that teachers can employ in the teaching of English as a foreign language in Secondary Education. Through the following sections techniques such as grouping, interaction, or problem solving will be analyzed in order to give an overview of the English classroom with communicative competence as the main goal.

2.1. Strategies in the learning of English as a foreign language

Students use many learning strategies in the learning of English as a foreign language in order to make the learning process faster and easier. Chomsky's (1957) concepts of *competence* and *performance* lead to communicative competence, as communication is the main aim of language learning (Savignon, 1997). The achievement of communicative competence is the result of the interaction of other competences such as *linguistic* (it helps students to master the three components of the language: grammar, vocabulary and pronunciation), *discursive* (the ability to produce a coherent and cohesive discourse in the foreign language), *strategic* (it makes the learning process faster and easier by means of the development of many techniques), *sociolinguistic* (it views the language as a social means to interact with other people by means of different speech acts), and *pragmatic competence* (it studies how sentences are used in context) (Méndez and Bueno (2005), Trujillo y Ortega (2005), Bueno (1996) and Pérez (1996)).

Regarding strategies from the learner's perspective two main types may be differentiated: *learning strategies* and *communicative strategies*. On the one hand, *learning strategies* are those techniques employed to acquire input items in the foreign language and they can affect learners either directly or indirectly. In *direct strategies* techniques such as memorization, practice, mental linguistic processes, use of synonyms or antonyms, among other things, are included. Conversely, strategies such as motivation, anxiety, self-evaluation or social interaction are in the group of *indirect strategies* (cf. Madrid (2000), Varcárcel and Verdú (1996), Oxford (1990) and Schmeck (1988)).

On the other hand, students use *communicative strategies* in order to communicate accurately and solve some communication problems. Hence, learners can avoid language structures they do not know, for instance, by means of reduction strategies; or using some *achievement strategies* such as paraphrasing. In this way, students can communicate

successfully in the target language without too many problems (cf. Roldán and Gómez (2005), Tejada and Nieto (1996) and Scarcella, Andersen and Krashen (1990)).

Fortunately, the use of learning strategies in the process of the acquisition of English as a foreign language is becoming more and more essential. Teachers are including more and more learning and communicative strategies in the different materials employed in their lessons to make students aware of them. These strategies help both students and teachers, since students will be motivated and interested if the learning process is faster and easier. As a consequence, it is important that teachers include them in their lessons and encourage learning techniques in order to train and improve their learners' competence in foreign language acquisition. Moreover, the sooner the better, in other words, teachers should teach learning strategies to children in order to make them aware of the metacognitive aspects of the language; so that they can put the strategies into practice when they are teenagers (Nisbet, 1991: 57).

2.2. Centring on teaching strategies

According to Alcaraz and Moody (1982: 5, in Madrid, 1996a: 118), a foreign language teacher has four main features: vocation, an open personality, humanistic interest and willingness to receive in-service training. Are teachers born or made? Although it seems that the most frequent answer is that teachers are born, they can also be made by learning professional practices combined with their own qualities and interests. Students immediately recognize whether teachers are vocational or not, as those teachers are more interested, passionate and enthusiastic than teachers who are made. Furthermore, as the main goal of foreign language acquisition is communication, foreign language teachers should be dynamic and easygoing, as lessons are very active and participative. In the same way, foreign language lessons involve many cultural references and exchanges, so that teachers should be interested in humanistic aspects. Finally, teachers never stop learning. They are in a continuous intellectual process after they finish their degree because education changes throughout the years and teachers must be flexible enough to adapt their lessons to the current learners' necessities. Additionally, Madrid (1996a: 118) points out some other qualities of foreign languages teachers such as speaking English, being honest and patient, showing kindness and rapport, having a sense of humour, creating a happy atmosphere, avoiding anxiety and tension or being well dressed, among others.

Teachers' personality and learning experience will influence their teaching. In this sense, on the one hand, if teachers liked the model they were educated with they will employ it in their lessons, running the risk that the model may be old-fashioned or not adequate to their students' needs. On the other hand, if teachers did not like the way they were taught, they will not use it because they know that model is not good for their students. Thus, their teaching model will be influenced by the way they were taught. In the same way, teacher's age is also important: older teachers are experienced and efficient, although they tend to be less motivated and innovative than new teachers. Regarding this, Madrid (1996a: 110) speculates about what is better, either an experienced teacher or a new one full of energy. The answer is not crystal clear, as sometimes experience is required and others energy and enthusiasm are more important than experience. In addition, Madrid (1996a: 109) claims that "a competent and effective foreign language teacher must offer challenging tasks, motivating activities and encouraging learning situations".

Besides, the environment and the features of the classroom influence the teaching process too (Madrid, 1996b: 131). The classroom equipment as well as its atmosphere and environment are key factors in classroom management in the sense that they can determine the implementation of one type of task or another, or the way students can be grouped or the role played by the teacher, for instance.

Therefore, bearing in mind all these issues, teachers make use of many teaching strategies to carry out their lessons in the best way by taking care of their students' necessities. Nowadays, teachers are considered as facilitators, they help and advise their students and, at the same time, they identify the different learning strategies, train them and make their students more independent (Oxford, 1990: 10-11). For this purpose, through the following sections, the different teaching strategies will be explained.

2.3. The new role of the teacher

According to Madrid (1996a: 124), learning a foreign language is "a personal and creative construction, global and cyclical not lineal, meaningful and connected with the students' interests, needs and schemata". In other terms, learning a foreign language is a subconscious process influenced by meaningful experiences, the input received in class and the particular needs of the learners. In this way, on the one hand, teachers may bear in mind that a language is nothing but a system of communication. In this sense, teachers should focus their teaching

on the development of communicative competence, rather than just concentrate on language words, forms and structures. On the other hand, the individual differences of the learners may be considered, as it is known that students go through several stages during the learning process and they develop them in different ways. Thus, individual attention must be provided according to the students' necessities in each stage (cf. Madrid, 1996a: 123-124).

Therefore, the role of the foreign language teacher is really important in the learning process, since the teacher will develop learners' communicative competence according to their needs and differences. Nevertheless, this conception of the teacher is quite recent. Traditionally, teachers were regarded as authority figures, in other words, they were instructors who told their students what they should do exactly. However, nowadays teachers are considered facilitators, they help and advise their students and, at the same time, they identify the different learning strategies, train them and make their students more independent (cf. Oxford, 1990: 10-11). In this vein, the current foreign language teacher should fulfil different roles in order to succeed in the teaching process.

The teacher must control both the class and the tasks carried out by the learners, as long as that control does not centre the whole attention on the teacher instead of on the students. Besides, teachers have to organize students by grouping them and timing the task, among other things. Students should be clearly organized in order to develop the tasks successfully and not to waste time. For this purpose, organized teachers should engage the learners in the task, give them the necessary instructions to do it, initiate the task and provide the students with some feedback at the end.

Furthermore, teachers must play the role of assessors too, in other words, they should give their students useful feedback and grade them. As learners want to know how their learning process is going, teachers must assess students. In this sense, teacher should make clear what they are going to assess during the course and which tools they will use to do it. In addition, teachers have to treat students objectively and be supportive when giving bad marks.

Sometimes, when students are lost in activities such as oral interaction, teachers can support them by giving them some hints about how they can continue the interaction. For example, they can suggest some questions to keep talking. Thus, they also play the role of prompters (Harmer, 2004: 60). Moreover, teachers can also participate in the activities carried out in class, although they should adapt their level to that of the students.

Teachers are also regarded as a source of information; nevertheless, we should bear in mind that teachers do not have to know everything. It might happen that students ask complex questions for their level of knowledge of the language or the meaning of a word that we do

not know. In this case we, teachers, should not panic, we can take a look at a dictionary or tell them we will consult the point in question and explain it in the next lesson, for instance.

Another role played by teachers is the one of tutor, guiding students individually or in small groups to succeed in the foreign language acquisition in this case. Nonetheless, this is not always possible because the groups tend to be large. Teachers sometimes are just simple observers when students are working individually or in groups. In this way, the teacher can assess and give them feedback, as well as evaluate his/her own material and the task proposed (cf. Harmer, 2004: 58-62).

Additionally, Canale (1983, in Madrid, 1996a: 124) demands teachers other roles such as developer of skills, generator of attitudes and values, and provider of linguistic and communicative activities. To those roles, O'Malley and Chamot (1993) add the role of developer of learning and communicative strategies so that students can be more autonomous in the learning process, the teacher acting as a facilitator to foster language acquisition.

Therefore, teachers play multiple roles during the lessons, but what is the best role? The best answer is to adopt an eclectic stance by combining as many roles as possible during the lessons to cover a wide variety of functions and help the learners as much as we can. The role will also depend on our students' profile, our own personality and the task carried out during the lesson.

2.4. The English classroom

As people from different ages learn in different ways, teachers may consider this to orient their teaching in one way or another. Consequently, three main groups of learners according to their age are established: young children, adolescents and adult learners (Harmer, 2004: 37).

Regarding young children first, teachers should bear in mind that children learn by means of meaningful experiences. They do not have to understand every single word but get the general meaning of the topic. Besides, although they need individual attention, they respond very well to group work and creative tasks where they must use their imagination or discover things. Teachers in these lessons should be creative and flexible enough to offer them a wide variety of tasks, as they may get bored easily. TPR, puzzle-like activities or songs are strongly recommended for these learners (cf. Harmer, 2004: 38).

By contrast, adolescents may seem less motivated, as they are searching for their own identity. That unsure identity is what causes disruptive behaviour in this type of learners.

Once these learners get involved in the tasks, they can be very creative and do their best in every lesson, though. Thus, teachers can introduce tasks to make them confident and integrated in the whole group. Besides, the teacher should act as a support, helping them instead of shouting. The creation of a comfortable atmosphere in the classroom where students have self-esteem and are supported will guarantee the success of foreign language acquisition. Here is the normal problem with this kind of students, teachers fail approaching students' needs (Harmer, 2004: 38-39).

Last but not least, adult learners count on lots of life experiences, so teachers can take advantage of them and propose a huge number of activities to foster the use of the foreign language. This sort of learners is more likely to use their intellect in a conscious way to learn and reflect more upon the language. This can be a disadvantage sometimes, since they already have their own learning styles and methods and do not approve of other ways of learning. They pay more attention to the way the language works and get anxious if they do not get it, rather than use the language in a communicative way. Teachers dealing with adult learners should try to present interesting topics to them about which they can talk and relate with their experiences in order to lower their anxiety and encourage communication (cf. Harmer, 2004: 40).

Additionally, students may have diverse aptitudes toward language acquisition, different levels, individual learning styles and characteristics, and they can be more or less motivated. Thus, teachers should pay attention to the multiple individual differences and try to satisfy them by doing their best to cover all their needs in foreign language teaching. Teachers may provide the students with a large variety of tasks and groupings because some students prefer working individually and others feel comfortable in groups. In the same way, some students like role plays and others love written production. Nonetheless, how do teachers know what their students want? A good way to find it out is to ask them, so that they can suggest different activities. Teachers can elaborate a survey about learning styles and students' necessities to adapt the lessons to their own students.

2.5. Classroom dynamics

A good teacher must keep the control of the classroom, managing it in a balanced way and making sure that every learner, individually and in groups, learns the foreign language at his/her own rhythm. Nevertheless, this is not easy and teachers should think of several

relevant factors to manage the class successfully. In this way, teachers' personality, their methods, their age and experience, among other factors, may be regarded (cf. Madrid, 1996b: 136).

Nonetheless, sometimes it is not easy to manage the class if the furniture and other tools are taken into account. The teaching method may be conditioned by certain physical limitations of the classroom. For example, the place of the desks and chairs in a class may affect the teaching. Thus, it is necessary to be flexible and able to adapt the teaching to the space available (McLaren and Madrid, 2005: 223).

In the planning of foreign language lessons, teachers should bear in mind factors such as the size of the classroom, its ventilation and lights, the number of plugs available, the possibility of using audiovisual materials and the acoustic of the room. Besides, the position of desks and chairs must be regarded too in order to make sure what type of interaction and task the students can carry out (cf. Madrid, 1996b: 137).

Depending on the type of task, teachers can arrange desks and chairs in different ways. One way of arrangement is the horseshoe or semi-circular arrangement, which is useful for explanations and brainstorming in small groups and, as teachers can see learners' faces, they receive plenty of feedback from the students. Another type of arrangement, and the most frequent, is grouping students because it is good for both team and pair group tasks, and it also works out for individual work. Besides, arranging the learners in groups allows teachers to control well what is going in the classroom and they can help and monitor students without disturbing the others. In addition, the arrangement in rows, that is, in a large table, permits pair work, although it obstructs team work (cf. Madrid, 1996b: 137-138).

Madrid (1996b: 138) defines *classroom interaction* as "the process of interpersonal communication between teacher and students and the efforts made by the two 'sides' to understand each other". Thus, interaction plays an important role in the acquisition of a foreign language, so that there exist different hypotheses relating interaction and foreign language acquisition. For instance, the frequency hypothesis claims students will learn faster those items in L2 they hear most frequently (Madrid, 1996b: 138). In addition, the interaction hypothesis suggested by Long (1983a, 1983b, in Madrid, 1996b: 138), states that learners understand the input they receive due to the modifications during communicative interaction. According to the input hypothesis by Krashen (1985: 2-8), "the learner's 'interlanguage' is developed as a direct result of the amount of 'comprehensible input' which he/she receives which is one step beyond the student's level in terms of difficulty". By contrast, Swain (1985, in Madrid, 1996b: 138) focuses on the output, maintaining that the more students practise the

foreign language, the faster they will progress. Besides, linked to Swain's hypothesis, Ellis (1986, in Madrid, 1996b: 138), proposes the hypothesis of topicalisation which gives significance to learners' interaction.

Students must have as many opportunities as possible to practise the foreign language and be the centre of a class where the teacher facilitates and monitors the learning process. However, it is true that in basic levels students need more guidance and support. Nevertheless, in both cases the teacher must provide the students with adequate feedback according to their levels (cf. Madrid, 1996b: 138).

Depending of the main objective, teachers can interact with students in many different ways. There may exist a one-way communication when the teacher wants to present new items to the classroom, although it is important to make sure that the teacher does not overuse this kind of interaction. If the teacher remains still in a front position and does not interact with students, the latter will not have any opportunity to practise the foreign language and they will lose interest in the lesson. Nowadays, teachers tend to move more around the class in order to help students. Besides, teachers receive little feedback with this interaction, maybe just some gestures done by students. Nevertheless, a two-way interaction, where different techniques are combined such as asking questions or group work, is more interesting for foreign language lessons (cf. Madrid, 1996b: 139).

Regarding students' participation, Madrid (1996b: 139) talks about an "action zone" in the classroom, i.e., the more interested students are, the more near the teacher they will be. Thus, less interested students are supposed to sit as far as the teacher as possible. According to this action zone, learners sitting on the first rows will participate and interact more during the English lessons. It is the duty of teacher to encourage the whole class participation in an equal way. In order to get this equal participation, teachers have many strategies available.

Students can be grouped in pairs to do a particular task. This type of grouping lowers learners' anxiety and fear, so they are more relaxed and motivated. Besides, it promotes oral interaction and trains them towards communicative competence. However, students may use their mother tongue sometimes. In this case, the teacher must call their attention or give them some hints by asking questions, for example, to encourage them to use the target language (cf. Madrid, 1996b: 140).

Another way of grouping students is group or team work; in this case the teacher must monitor the formation of the groups. There are several ways to create a group such as giving numbers to students, grouping them in the same way they are sitting or leaving the students to choose the group, for instance. Nonetheless, the teacher needs to make sure that the group is

balanced, in other words, there must be both strong and weak students. In this sense they all learn from each other (cf. Madrid, 1996b: 140-141). The same as pair work, group work has some advantages such as cooperative work, interaction and peer support. In the same way, it can be time-consuming on some occasions or students can make use of their mother tongue. The teacher should supervise learners' work as well and control the time, if needed (Barnett, 1989 and Nunan 1992, in Madrid, 1996b: 141).

Finally, students can work individually, which encourages learning autonomy. In this way, they have not any pressure and can work at their own speed utilizing their own learning strategies and style. Therefore, individual work is a good opportunity for the teacher to cover students' diversity, even though students do not train oral interaction here (Madrid, 1996b: 141-142).

2.6. Classroom interaction

There exist many strategies in order to optimise the teaching of English as a foreign language. The teacher can interact with students in different ways as I will show in this section.

By means of eye-contact both teacher and students receive a lot of information. Teachers can control the classroom by using eye-contact while they get some feedback about whether the students follow the explanation or how the activity is going (McLaren and Madrid, 2005: 220). Eye-contact establishes a closer relationship with the students, that is, there is a rapport between the teacher and students catching the learners' attention and encouraging them to listen to the teacher.

Besides, teachers know what is going on in the class, they can know whether students are focussed on the activity or if somebody wants to intervene, so that teachers receive useful feedback due to learners' reaction. By contrast, eye contact must be avoided when a task does not require teachers' control or teachers want to ignore what is going on in the class (Madrid, 1996b: 132). However, according to Madrid (1996b: 131), a common error that beginner teachers make is that they tend to focus on the same group of students, those sitting on the front row, so that they do not receive feedback from the rest of the class.

In addition, it is necessary to pay attention to the movement of teachers around the class because if they remain still, students will lose interest. Depending on the aim, teachers may change their position and attitude towards the classroom in order to make students' attention shift. For instance, it is good to stand in front of the class, if teachers want to give instructions

to the whole class. By contrast, sometimes teachers should either move around the classroom assisting the learners when they ask for help or sit at the back of the room to observe students' activity. Therefore, foreign language teachers may change their position and attitude in a dynamic way during the lesson by doing different activities, for example. Teachers may adopt different positions in order to interact with their students, supervise them, attend learners' requirements, and they should forget about the static position while presenting input because this is boring for learners and, thus, no efficient (cf. McLaren and Madrid, 2005: 220). Nevertheless, it is good sometimes to adopt a static position in order to not to distract learners and be visible from all angles of the class.

Furthermore, when writing on the blackboard, teachers should bear in mind that they must make clear handwriting and not block the view. Besides, teacher should keep talking, turn around and ask some questions and make sure everybody can see well. Another strategy is to answer the questions students pose aloud because the rest of the class may have the same question (Madrid, 1996b: 133).

Apart from verbal communication, non-verbal communication, also known as para-language, is quite helpful to develop communicative competence in a foreign language. In this sense, mime and gesture play an important role in classroom, especially in the second language classroom, since they may help both, teachers and students, in communication. As the main purpose of learning a new language should be communication, or at least it should be, mime and gesture are essential to fill the gaps if communication fails (Madrid, 1996b: 132).

Thus, teachers can communicate with students without using spoken or written words, but just by using gestures or body language, which they may use alone or together with verbal communication. Therefore, one of the main reasons to use gestures on purpose is to convey meaning, that is, to help students to understand the message that teachers want to transmit (Harmer, 2004: 64-65). For example, if a student asks for the meaning of "hide", the teacher, instead of translating it into the L1, paraphrases its meaning in English at the same time that he hides himself/herself under the table. In fact, it is better if mimes and gestures are performed in an exaggerated way, although exaggeration may be over excessive for adults.

In addition, teachers can give instructions to the learners by using certain gestures. For example, teachers may command students to listen just by placing their hand cupped behind their ear. Moreover, teachers can ask their students to be quiet just by putting their index finger in their lips (McLaren and Madrid, 2005: 220). Hence, hand gestures are also used for other aims apart from conveying meaning. Nonetheless, teachers must be careful when using

gestures to convey meaning because they are not always universally homogeneous. For example, the “come here gesture” which is used in Australia, USA, UK, and Canada to motion somebody to come over, is considered offensive in Philippines because it is a gesture reserved for dogs.

Related to the above-mentioned examples, it is important to mention that fingers may also be used for pointing things when we do not know how they are called. Particularly, teachers point to students to call their attention; however, teachers must be cautious when using them. Whereas the act of pointing at one student might be helpful to ask him/her to answer, some learners may interpret this gesture as rude because it shows that teachers do not know their names or address to them in an offensive way (McLaren and Madrid, 2005: 220 and Harmer, 2004: 65).

Non-verbal communication is also useful to organize students, to indicate the answer is right by nodding or showing thumbs up and to express doubtful facial expressions or wrong answer by frowning, for instance (McLaren and Madrid, 2005: 220). Thus, it may be said that non-verbal communication enriches students’ reception and production of the language skills (Madrid, 1996b: 132).

Another aspect that teachers may pay attention to is their relation with the learners because a good relationship between teachers and students is an important point in language learning. As Madrid (1996b: 136) states, “one of the factors which most contributes to the success -or failure- of language learning and teaching is the personal, and indeed affective, relationship established between teacher and student”. Students expect their teachers to create a good atmosphere in class by being cheerful, empathetic, friendly, optimistic and easy to approach. Following Gower and Walters (1985: 29, in McLaren and Madrid, 2005: 221), teachers should fulfil some particular features in order to create a positive atmosphere in class. They must learn students’ names, be interested in their students and respect their opinions and reactions as well as take learners’ suggestions seriously. Besides, teachers should follow students’ progress, recommend them specific tasks to train their skills and ask for feedback to modify those things learners do not like about the foreign language classroom.

Participation is another key factor during foreign language lessons and there exist different strategies to engage all the learners and make them participate in class. Asking questions is a good technique in order to catch the attention of the whole class, particularly if teachers ask first and then select who answers so that everybody will think about the answer and will have time to do it (McLaren and Madrid, 2005: 221). Conversely, a common error made by teachers is to ignore the learners who are unwilling to participate, concentrating just

on those who participate most. Thus, the teacher should encourage the whole class to adopt an active role in the learning process. A good idea to do it is to give students certain responsibilities or specific tasks that they may carry out easily (Madrid, 1996b: 133-134). In addition, graded activities will encourage students' participation, since they will feel comfortable.

When talking to the class, teachers should project their voices because, as Madrid (1996b: 134) claims, "the first principle is that when the teacher talks to the whole class he/she should be clearly heard from any seat". Nevertheless, they must not shout because there are several techniques to make the students quiet as explained above. For example, gestures such as clapping their hands or lowering the voice to make them quiet (McLaren and Madrid, 2005: 222). In this way, by means of mimes and gestures teachers can control the class without having to talk loudly, but simply by clapping their hands.

Furthermore, teachers have to control the time they speak during lessons. Apart from giving explanations, teachers talk to students when they want them to be quiet, ask question to them or talk to a particular group of students. Therefore, Harmer (2004: 66) makes a distinction between Student Talking Time (STT) and Teacher Talking Time (TTT). Considering what Harmer asserts, the ideal situation seems to be one in which STT occurs more frequently than TTT because students are likely to improve their language competence when they produce output. Nevertheless, teachers normally talk too much in the classroom and make students become bored, lose the track of the lesson and they do not have chance to produce in the L2.

By contrast, in modern approaches based on communicative language learning, TTT is reduced and students use the language most of the time. They need time to produce language in real time conversations, learn from their own mistakes and improve their communicative competence. Nonetheless, it also has some disadvantages as at lower levels students tend to make more use of the L1 than L2. Besides, students may teach each other incorrect expressions or grammatical structures if they deal with too much input (cf. Harmer, 2004: 66).

Notwithstanding, students really need exposure to the language they are learning. In this sense, Krashen (1985: 2) uses the term *comprehensible input* to refer to the kind of language input that learners can understand and which is slightly higher than their level. Despite the fact that they may not understand all the words and structures in it, students will get the meaning of the conversation. As Krashen's *Input Hypothesis* states "humans acquire language in only one way – by understanding messages or by receiving comprehensive input" (cf. Krashen, 1985: 1-8). Hence, teachers must avoid the use of L1 during the foreign language

lessons because, as Madrid (1996b: 134) claims, the main aim of foreign language teaching is to make students use the foreign language.

Moreover, teachers may be able to modify their speech; in other words, they should make the language more accessible for their students, thus producing comprehensible input. For this purpose, they must either adapt grammar and vocabulary to the learners' level and needs or slow down the speed of the discourse or speak clearly, for instance. According to Chaudron (1988: 25, in McLaren and Madrid, 2005: 222), teachers may try to speak less and make more pauses, use basic vocabulary and less subordination, repeat the basic ideas more, and simplify the pronunciation. Above all, teachers must always bear in mind that they have to provide authentic input to the learners (cf. McLaren and Madrid, 2005: 222 and Madrid, 1996b: 135). Audiotapes or books can be adapted to the learners' levels, but since each and every student is different, teachers are the most suitable and adapted source of input for the learners.

Besides, teachers can be considered models of language just as any type of material used in class such as textbooks, videotapes, or reading materials. They are figures of knowledge which can be a powerful resource to benefit from (Harmer, 2004: 65-66). One of the ways to take advantage of the teacher's understanding is by means of modeling dialogues. The teacher is expected to act actively and to adapt the rhythm and the speed of his/her voice to the dialogue that he/she is representing (Harmer, 2004: 65-66).

2.7. Classroom management

It is important that teachers manage the foreign language classroom properly to make the foreign language acquisition process more effective. By classroom management we understand the capacity of teachers of controlling the organization and pacing of the English classroom as well as solving the different problems that can emerge (cf. Hall, 2011: 22).

It is impossible to control beforehand what is going to happen during the English lessons. Although teachers should plan their lessons, they should be flexible enough to adapt themselves to the actual situation of the foreign language classroom and change the planning if it is necessary. Students can already know a particular item of the language, so that the teacher can move on to another one faster; or, by contrast, learners may have difficulties with a particular topic and the teacher has to devote more time to work with it. It may also be the

case that students have an opportunity to use the foreign language and teachers change their plans in order to make students practise the language. For example, if the topic is “Difficult situations” and students start talking about the kind of difficult situations they have experienced, the teacher must let them keep on speaking rather than interrupting them and continuing the lesson as he/she had planned. In this sense, it would be ideal to let students sometimes decide about topics or tasks in the English lessons, for instance; as teachers often do not engage students because the task is not meaningful for them (cf. Hall, 2011: 22-26).

Besides, Harmer (2010) considers several classroom problems that teachers may face during the English lessons such as students with different levels, large groups, the use of the mother tongue, uncooperative students, or students who finish faster, for instance.

If students in the same group have different levels, the teacher can either plan different tasks and prepare different materials, or use peer help, which can be very useful, as students can learn from the mistakes of the others and be more autonomous and responsible. Furthermore, there is also the idea that students will find their own level and pace in the language acquisition process. In the same way that teachers use peer help to solve the problem of learners’ differences, they can also employ grouping techniques to deal with large groups.

Nonetheless, what happens if students keep using their mother tongue? The first step is to create an English atmosphere, that is, the teacher is the first one that must use the foreign language as much as possible and make the students aware of the fact that they are in an English lesson. Thus, a good technique that teachers should use is to remind students they have to use the foreign language during the lessons and to answer just when the learners speak in English. Moreover, teachers should also encourage students to use the foreign language, for example, by teaching them some communicative strategies and lowering their anxiety; so that learners will not panic during the foreign language lessons.

Although teachers encourage the students to participate, some of them may not want to cooperate or speak during the lessons. A great strategy to make students talk and cooperate is pairing them or using role plays. By means of these tasks, students will be more relaxed and will not have the feeling that everybody is listening to them and will spot all their mistakes and make fun of them (cf. Harmer, 2010: 176-185).

Nevertheless, there might be students with a disruptive behavior and these strategies are not enough. There are many factors that may influence in a disruptive behavior, the family environment, the student’s education and self-esteem, or the student’s lack of interest are some of them. It is important that the teacher establishes a code of conduct from the very first day, so that students know the “rules” of the English classroom. This code must be elaborated

by the teacher together with the students, so that both the students and the teacher know what is expected from them in the foreign language classroom.

As teachers are regarded as a model of behavior, it is important that they behave professionally, i.e., practising what they preach. For example, if it is supposed to use English during the English lessons, the teacher is the first one that must speak in English as much as possible. Teachers should also establish a rapport with their students and have an interest in their needs and hobbies. Therefore, a comfortable atmosphere will be created in the English classroom.

When a disruptive behavior takes place, teachers must act immediately. For example, they should stop talking if one or more learners keep talking while the teacher is explaining something. Teachers should focus on the behavior, not just in the students who is misbehaving, as that behavior may be repeated by other learners later. Besides, the disruptive student may feel humiliated if the teacher concentrates just on him/her. For this reason, it is better to reprimand in private and talk with the disruptive student or students in order to reach an agreement about their behavior. Moreover, it is important to keep calm always and if the problems continue, teachers can ask their colleges or the institution for help (cf. Harmer, 2004: 126-130).

2.8. Concluding remarks

Therefore, once the different strategies learners use in the acquisition of English as a foreign language have been analyzed, we can say that teachers have a huge variety of strategies available to succeed in the teaching of the foreign language. First, teachers may also know the learning strategies and teach them to their students to make them learn in an easier, faster and funnier way. At the same time, they should adapt their teaching to the current society and employ different techniques to optimize their teaching.

Although some years ago teachers controlled the class and used to give students a master class, nowadays they must adapt themselves to the actual needs of their students and play many roles during the lessons. Depending on the needs, teachers should be prompters, controllers, tutors, organizers, assessors, participants and, particularly, facilitators. In other words, teachers should facilitate students the foreign language learning acquisition process, by offering them as many opportunities as possible to practise the language during the lesson.

Additionally, teachers must develop different patterns of classroom dynamics by grouping the students in different ways, for example; and encouraging different classroom types of interaction. Teachers must bear in mind that the main purpose of language learning is communication, thus they should orient their lessons to the achievement of this goal. For this reason, teachers have to carry out different tasks with different groupings and use the materials and aids available to do it, always keeping in mind that student must use the foreign language, i.e., “learning by doing”.

Besides, teachers should be able to manage the English lessons properly by being flexible enough to change their plans, if it is required, or to solve problems. There may exist behaviour problems during the lessons and teachers should deal with disruptive students. However, using the right techniques, such as creating a code of conduct from the very first day or talking in private with disruptive learners, teachers can manage the foreign language classroom without many problems.

Consequently, the study of the teaching strategies in the teaching of English as a foreign language has allowed me to widen my knowledge in this topic. Thanks to this Master’s Thesis, I have learnt some teaching strategies that I did not know before starting this study and I have analyzed deeply those strategies I already knew. Moreover, as an English teacher, I will be able to put all of them into practice in order to succeed in foreign language teaching and, therefore, I will help my students in their language learning process.

The following chapter contains the didactic unit elaborated in order to illustrate the main theoretical aspects of this Master’s Thesis. Therefore, the unit will deal with strategies, particularly those employed by the teachers in the teaching of English as a foreign language in Secondary Education. At the same time, students will be trained to use learning strategies as well.

3. DIDACTIC UNIT

3.1. Introduction

This didactic unit is aimed at developing English as a foreign language in a communicative way. Students from three different levels (First year of Compulsory Secondary Education, Third year of Compulsory Secondary Education and First year of Non-Compulsory Secondary Education) will collaborate to invent a new world or country and will elaborate a leaflet and a tourist website as a final project. Students from the First year of Compulsory Secondary Education will create the world, its geography, its symbols, its inhabitants and its animals, among other things. The language, the food, the rules and the inventions of the country will be made up by Third year of Compulsory Secondary Education learners. Finally, First year of Non-Compulsory Secondary Education classroom will be in charge of urban legends, leisure activities, festival and festivities, monuments and famous people.

The unit will complement the contents of the textbook used by the learners and one hour per week during the second term will be devoted to its development. Here, just the creation of the world is proposed. It will be in the third term when learners make the leaflet and the website collecting all the information they have prepared in the previous term. Furthermore, several teaching strategies are employed in the unit as well as a wide variety of learning strategies for students to learn the foreign language.

I have decided to design this unit because I think it covers a huge variety of topics and, as it has a real aim, students will be motivated and proud of their jobs. It will make foreign language learners aware that English is useful and funny at the same time. Moreover, as it explores different cultures around the world, students will also reflect about their own culture and their language. At the end of the unit, students will have a real product which they can show to other people.

The entire unit has been designed by myself (the topics, all the tasks, the adaptation or translation of the oral and written text, and so on). Besides, I had the opportunity of implementing the whole unit during my practice training teaching period.

The didactic unit is divided into different sections. First of all, its implementation in English lessons will be justified by means of the Spanish Education Law and Andalusia Education Law in section 3.2. Besides, in section 3.3 the high school where the unit has been carried out is presented as well as the learners' profile. Moreover, sections 3.4, 3.5 and 3.6 explain the different key competences that students will develop, the main

objectives of the unit and its contents. In section 3.7 attention to diversity will be regarded, sections 3.8 and 3.9 list the material and resources needed and the time of performance of the unit. Additionally, cross-curricular issues and interdisciplinary relationships will be covered in sections 3.10 and 3.11. Section 3.12 offers a step by step planning containing the different tasks that will be done. In section 3.13 evaluation tools and evaluation criteria will be presented. In addition, section 3.14 collects a survey carried out at the end of the didactic unit concerning both learning and teaching strategies. Finally, section 3.15 will sum up the main concluding comments of the implementation of the unit.

3.2. Justification

The didactic unit proposed for my Master's Thesis has three main aims: the training and development of learners' knowledge of English as a foreign language, the consolidation of students' previous knowledge, and communicative competence acquisition.

Learners will work with the foreign language skills and components by using a communicative approach, which will make them more self-confident and motivated toward the target language. Furthermore, as the unit covers many topics and has a clear and real aim, students will realize that their work is worthy and they are able to do it. Through the unit students will get involved in the realization of a realistic task such as the design of a leaflet and the creation of a tourist website, as it may be interesting and attractive for teenagers. Thus, it offers the learners the opportunity to work with ICTs, which are really important in our current society. What is more, the unit promotes students' creativity, autonomy and cooperation with others.

All the contents, objectives, competences and evaluation criteria of the didactic unit are based on the Spanish Education Law named *LOE* (2/2006, 3rd May), Royal Decrees 1631/2006 and 1467/2007, and Regional Decrees 321/2007 and 416/2008. Those decrees will be named below in section 3.5.

In addition, its design is based on the *Common European Framework of Reference for Languages*' philosophy too. Students will reflect upon their linguistic competence and will be able to assess their own progress by means of *can do* statements. As a consequence, learners will be more autonomous and aware of their own learning process and, as a result,

motivated and self-confident. Moreover, the *CEFR* encourages students' communicative competence and plurilingualism.

3.3. Background information

This didactic unit has been designed to be implemented in *Miguel Sánchez López* high school. The center is located in Torredelcampo, a village of 15.000 inhabitants, 11 km from Jaén (Spain). Most of the inhabitants belong to the middle-upper class and they work mainly in the first sector of the economy and the service sector.

Miguel Sánchez López high school teaches the four years of Compulsory Secondary Education and the two years of Non-Compulsory Secondary Education. There are 750 students and 57 teachers. Teachers belong to 14 different departments and the English department is composed by six teachers. It is an ICT (Information and Communication Technology) and bilingual centre and is not a problematic high school at all.

The high school is equipped with one classroom per group, a special classroom for Computer Science and another for Music lessons, two Science laboratories, one gymnasium, two outdoors courts, a library, an auditorium and a cafeteria. There are two cameras, 3 over-head projectors and 40 laptops that teachers can borrow for their lessons. Additionally, the centre has Internet connection.

In the First year of Compulsory Secondary Education classroom there are 24 students who are between 12 and 13 years old, 11 boys and 13 girls. This is a bilingual classroom. Learners are sat one by one and there is a planning on the teacher's desk with their names, so the teacher makes sure they do not change positions. They are motivated and participate a lot during the lessons. Although there are some students who often ask for translation into Spanish, they use English during the entire lesson. Concerning the classroom materials, they have a blackboard, an interactive board, a computer on the teacher's desk, a data projector and speakers.

The third year of Compulsory Secondary Education group is composed by 30 learners, 6 boys and 24 girls. They are between 14 and 15 years old and there are three students who did not pass the subject last year and are doing it again. They are sat in pairs and each week they move back a seat, so they all can have the opportunity to be placed in the first row. As in the First year of Compulsory Secondary Education classroom, they have a blackboard, an interactive board, a computer on the teacher's desk, a data projector

and speakers. They are less participative than students from the First year, maybe because all the English lessons are at 8.00 in the morning and they are still a bit asleep. Besides, regarding the use of English during lessons, they tend to ask in Spanish and they use English less than learners from the First year. Nevertheless, they get involved in the task proposed and do their best.

Finally, there are 33 students in the First year of Non-Compulsory Secondary Education classroom, 21 boys and 12 girls. They are between 16 and 18 years old and there are three learners who did not pass the subject last year and are doing it again. Learners choose the organization of their desks; some students are sat in pairs and some others in rows of five or six people. In addition, sometimes they change the distribution and change their places. These students are the least participative and it is hard for them to use English sometimes, especially during group work. Nonetheless, once they get involved in the tasks, they work well and carry out the activities proposed successfully. Except for the interactive board, the classroom has the same materials as those of the students from Compulsory Secondary Education.

3.4. Key competences

Royal Decree 1631/2006, 29th November gathers eight different competences that learners must foster during their learning process. They are obligatory just for Compulsory Secondary Education levels. The eight competences are the following:

- *Linguistic communication* (C1), that is, the capacity of communicating in both oral and written form using the foreign language.
- *Mathematical competence* (C2) refers to the ability to use numbers and figures in order to solve everyday life problems.
- *Digital competence* (C3) is the use of technology as a tool and a source to acquire knowledge.
- *Learning to learn competence* (C4) makes reference to the different strategies students develop in order to learn faster and autonomously.
- *Social and civic competence* (C5) develops the ability to understand and interact with the society learners live in.

- *Initiative and entrepreneurship competence* (C6) works with personal values and attitudes of the learners (respect, responsibility, self-confidence and so on).
- *Cultural and artistic expression competence* (C7) makes students aware of their own culture and the cultures of the different countries around the world.
- *Knowledge and interaction with the physical and natural world competence* (C8) is the capacity learners have to interact with their environment and solve different daily problems.

3.5. Objectives

This section contains the main objectives of the didactic unit according to the learner's level. They are divided into stage objectives, that is, the objectives students are supposed to reach according to their level; and foreign language objectives, in other words, the objectives students should foster in the foreign language classroom. At the same time, stage objectives are split into those which appear in the Royal Decree (RD) at a national level and the objectives listed in the Decree (D) belonging to Andalusia.

On the one hand, stage objectives from the two levels of Compulsory Education have been taken from the Spanish Education Law *LOE 2/2006* 3rd May, the Royal Decree 1631/06 29th December and the Andalusia Decree 231/07 31st July. Besides, foreign language objectives appear in the Royal Decree 1631/06, and the Decree 231/07.

On the other hand, the Spanish Education Law *LOE 2/2006* 3rd May, the Royal Decree 1467/07 2nd November and the Andalusia Decree 416/08 22nd July collect the stage objectives from Non-Compulsory Education. Meanwhile, foreign language objectives are listed in the Royal Decree 1467/07 2nd November, and the Decree 416/08 22nd July.

Table 1 establishes the relationship between the objectives required in the didactic unit proposed and those scheduled in the Education Law. Moreover, it also contains the key competences which are just compulsory for the two levels of Compulsory Education.

	OBJECTIVES	STAGE OBJECTIVES		FL OBJECTIVES	KEY COMPETENCES
		RD	D		
FIRST YEAR OF COMPULSORY SECONDARY EDUCATION	a) To express an opinion and talk about an experience.	a, b, c, d, h, i, l.	a.	2, 5, 7, 10.	C1, C5, C6, C7, C8.
	b) To identify the main ideas of an oral and written text.	b, e, g, h.	b.	1, 3, 7.	C3, C4.
	c) To narrate or produce a story.	b, e, h, i.	b.	4, 5, 7.	C1.
	d) To describe people, animals and objects.	b, e, h, i.	a, b.	2, 4, 5.	C1.
	e) To ask and answer general questions.	a, b, c, d, e, g, h, i.	a.	1, 2, 4, 5, 6, 7, 10.	C1, C4, C5, C8.
THIRD YEAR OF COMPULSORY SECONDARY EDUCATION	a) To identify languages from different countries and their symbols.	b, h, j.	f.	2, 3, 7, 9.	C3, C7.
	b) To ask and answer general questions.	a, b, c, d, e, g, h, i.	a.	1, 2, 4, 5, 6, 7, 10.	C1, C4, C5, C8.
	c) To identify the main ideas of an oral and written text.	b, e, g, h.	b.	1, 3, 7.	C3, C4.
	d) To express an opinion and talk about an experience.	a, b, c, d, h, i, l.	a.	2, 5, 7, 10.	C1, C5, C6, C7, C8.
	e) To give advice and ask for it.	b, e, h, i,	b.	2, 4, 5, 7.	C1, C8.
	f) To produce a letter.	b, e, h, i.	b.	4, 5, 7.	C1, C3.
	g) To describe	b, e, h,	a, b.	2, 4, 5.	C1.

	people, animals and objects using.	i.			
FIRST YEAR OF NON- COMPULSORY SECONDARY EDUCATION	a) To identify the main ideas of an oral and written text.	b, d, f.	a, b.	2, 5, 6, 7, 8.	
	b) To describe people, animals and objects.	b, f, k.	b.	1, 3, 6, 7.	
	c) To ask and answer general questions.	a, b, c, f.	a, b.	1, 2, 3, 5, 6, 7, 8, 10.	
	d) To express an opinion and talk about an experience.	a, b, c, f.	a.	1, 6, 7, 8.	
	e) To produce a piece of news.	f, k.	b.	1, 3, 6, 7.	
	f) To narrate a story.	f, k.	b.	1, 3, 6.	
	g) To carry out an oral presentation.	f, g, k.	b.	1, 2, 6, 7.	

Table 1. Main objectives and key competences.

3.6. Contents

ORAL AND WRITTEN FUNCTIONS

- Describing people, animals and objects using the past and the present tense (*it's tall, she has blue eyes, I was a lion, they were big and square...*).
- Guessing the ending of a story (*I guess they..., I think she..., I believe that...*).
- Inventing the use of an object (*it is used to eat, to jump, to write...*).
- Giving advice (*you should visit your granny, you shouldn't run in the corridor*).
- Writing a piece of news answering what, who, where, when, how and why.
- Narrating a story (*Once upon a time, it is believed that, and they lived happy ever after, at the end they knew the secret...*).

- Talking about student's experiences (*my favourite food is, at home I must wash the dishes everyday, in my free time, I...*).
- Expressing their own opinion (*in my opinion, from my point of view, I agree with you, I think so, I disagree, I don't think so...*).

READING AND LISTENING FUNCTIONS

- Watching an excerpt from a *Phineas and Ferb* chapter.
- Reading an excerpt from *Alice in Wonderland* by Lewis Carroll.
- Listening to a dictation from other classmates.
- Reading other students' written productions.
- Listening to different kids talking about food.
- Reading letters written by their classmates.
- Reading a text about signs and hand gestures.
- Listening to other classmates opinions.
- Reading headlines from a newspaper.
- Reading an urban legend.
- Reading information about a monument.
- Listening to a person talking about the leisure activities in the United Kingdom.
- Reading a leaflet from festival.
- Listening to classmates' oral presentations.

GRAMMAR

- Yes/ No questions (*Is it big? do you believe in UFOs?...*)
- Wh- questions (*What is the story about? Why do you like practising sports?...*).
- "To be" in the present.
- "To be" in the past.
- Present tense (*I'm playing tennis, she speaks three languages...*).
- Past tense (*I have invented a new watch, he copied in the exam...*).
- Future (*I will buy the flight tickets, we are going to visit Japan...*).
- First conditional (*If you do it, you will...*).
- Modals (*can/ cannot, could/couldn't, must/mustn't, should, shouldn't*).
- Passive (*she was hanged, it is said, it is believed...*).
- Would (*I would like to visit France, I would have eaten it...*).
- Imperatives (*do and don't*).

VOCABULARY

- Alien life (*alien, UFOs, planet, spacecraft...*).
- Geography (*lake, rivers, mountains...*).
- Weather (*sun, cloud, rain, snow...*).
- Symbols of a country (*anthem, flag...*).
- Colors (*blue, red...*), size (*big, small...*) and shape (*round, square...*).
- Parts of the body (*head, legs, arms...*).
- Animals (*cat, lion, dog, parrot...*).
- Flowers and plants (*pine, rose, daisy...*).
- Idioms related to flowers and plants (*beat around the bush, knock on wood...*).
- Languages and countries (*English, Japanese, France, Turkey...*).
- Hand gestures (*hand shaking, cross your fingers...*).
- Rules and punishments.
- Food (*ingredients, cooking verbs, tools...*).
- Inventions and inventors (*scissors with laser, stirring mug...*).
- Monuments and countries (*Chain Bridge, Taj Mahal, Brandenburg Gate...*).
- Leisure and free time (*read, listen to music, practicing sports, watch TV...*).
- Festivals and festivities (*air guitar world, Coachella, Rock in Rio...*).
- Gossips and urban legends (*Do you know what?, Maggie Dickson's legend*).

PRONUNCIATION

- Past regular verbs –ed /ɪd/, /d/, /t/.
- Edinburgh /'ɛdɪnbərə/.

CULTURE

- *Alice in Wonderland* by Lewis Carroll.
- Leisure activities in the United Kingdom.
- Hand gestures and signs from other cultures.
- Food from different countries.
- USA currency, dollars.
- Legends from Edinburgh.
- Monuments around the world.
- Festivities and festivals over the world.

LEARNING TO LEARN STRATEGIES

- Memorizing.

- Practising by sending and receiving messages.
- Asking questions and cooperating with others.
- Guessing the meaning.
- Skimming and scanning.
- Analyzing and reasoning.
- Paraphrasing, use of synonyms and hand gestures.
- Centering attention.
- Lowering anxiety.

3.7. Attention to diversity

Although learners in the same classroom are supposed to belong to the same level, it is known that there are normally some students with a higher level and some others with a lower one. Thus, taking this into account, teachers should consider attention to diversity when they plan their lessons.

On the one hand, there might be students who finish tasks faster than others. In this case, the teacher may give them more activities to do related to the previous one. Besides, when working in pairs or groups, faster learners can help the slower ones. In this sense, the teacher can make the groups in a balanced way by pairing or grouping faster and slower students together.

On the other hand, there may also exist strong and weak students. This aspect must also be borne in mind, as weak students will take more time to understand or carry out a particular explanation or task. Teacher should be prepared for this and certain tasks need to be elaborated in order to reinforce the taught item to the weak students. In the same way as faster students can help the slower ones in both pair and group work, strong students may aid their peers too.

The way of grouping students is up to the teacher's criteria because he/she may want to group faster students together and slower students with slower ones or weak students together and join all the strongest ones. It can benefit the class in the sense that weak or slower students can take their time to assimilate the contents without too much pressure, while stronger and faster learners can widen their knowledge and do more tasks. However, it may damage learners in the sense that weak and slower students might feel a bit discriminated due to their belonging to the "weak" group.

In the implementation of this unit, when possible, pairs and groups will be formed in a balanced way, since this may benefit either weak learners or the strong ones. As weak students will be supported by the strongest ones, they will feel part of the group. Meanwhile, the strong learners will acquire a sense of responsibility. Therefore, they both learn from each other. Nevertheless, students will have the opportunity to group themselves in almost all the tasks and the teacher will supervise them, trying not to have the same groups in all the tasks and have the balance among them.

Furthermore, the teacher has created a blog for the acquisition of foreign languages where students will find several links to practise both the four skills and the three components of the languages. They can work on their own at home and ask for doubts in class. What is more, students can share their favourite websites to learn English with the teacher and their links will be added to the blog for the rest of the class. The teacher's blog, *Notes of a Wanderer*, is available at <<http://thenotesofawanderer.blogspot.com.es/>>.

3.8. Materials and resources

The different materials needed in order to carry out this didactic unit successfully are the following:

- ✓ Printed handouts, worksheets and flashcards.
- ✓ Blackboard and whiteboard.
- ✓ Computer.
- ✓ Data projector.
- ✓ Speakers.
- ✓ Mobile phones.
- ✓ Audio files recorded by the teacher where native people from China, Italy, Turkey and Germany pronounce the words students learn in Session 6.
- ✓ Teacher's blog. *Notes of a Wanderer*. Available at <<http://thenotesofawanderer.blogspot.com.es/>>.
- ✓ Other electronic sources included in chapter 5 (References).

3.9. Timing

This didactic unit is made up of fifteen sessions of fifty minutes (five sessions per level). The didactic unit will be carried out every two Fridays during the second term from January to March. It is oriented to improve both the five skills of the language (listening, speaking, reading, writing, and interaction) and the three components (grammar, vocabulary and pronunciation). All the lessons are aimed at the creation of a new world/country. In addition, learners will elaborate a leaflet and an online tourist guide of the country during the third term from April to June.

SCHEDULE					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.00 - 9.00	3 rd CSE	1 st CSE	1 st NCSE	3 rd CSE	3 rd CSE
9.00 - 10.00					1 st CSE
10.00-10.00	1 st CSE	3 rd CSE			
11.00-11.30	BREAK				
11.30-12.30		1 st NCSE			
12.30-13.30					1 st NCSE
13.30-14.30				1 st CSE	

Table 2. Teacher and school timetable.

Students from the First year of Compulsory Secondary Education will develop sessions 1,2,3,4 and 5. Learners from the Third year of Compulsory Secondary Education, sessions 6,7,8,9 and 10. Finally, students from the First year of Non-Compulsory Secondary Education will work on sessions 11, 12, 13, 14 and 15. Table 3 displays the timetable of implementation of the didactic unit.

Friday 9 th January, 2015.	The teacher explains the project to the three levels and asks for suggestions.
Friday 16 th January, 2015.	1 st CSE → Session 1. An Alien has Come to the Earth.
	3 rd CSE → Session 6. Plurilingualism.
	1 st NCSE → Session 11. Famous People and Monuments.
	1 st CSE → Session 2. Creation of a New World.

Friday 13 th February, 2015.	3 rd CSE → Session 7. Language Signs and Gestures.
	1 st NCSE → Session 12. Leisure.
Friday 27 th February, 2015.	1 st CSE → Session 3. The Inhabitants of our World.
	3 rd CSE → Session 8. Rules.
	1 st NCSE Session 13. Festivals and Festivities.
Friday 13 th March, 2015.	1 st CSE → Session 4. Animals.
	3 rd CSE → Session 9. Food.
	1 st NCSE → Session 14. Urban Legends.
Friday 27 th March, 2015.	1 st CSE → Session 5. Flowers and Plants.
	3 rd CSE → Session 10. An Inventors' Convention.
	1 st NCSE → Session 15. Students' Presentations.

Table 3. Implementation timetable.

It is important to make it clear that the time devoted to each task and session is a mere guidance, as it can vary depending on how fast students work, assimilate the contents or their possible suggestions, questions or doubts.

3. 10. Cross-curricular issues

The didactic unit proposed contains certain cross-curricular issues which develop learners' personal attitude towards social issues. Due to the diverse topics that the unit covers, students will explore other cultures and ways of living around the world. It makes learners aware of civic and moral education. Students will learn the way they must behave in our society and the rules they have to follow, in contrast with those from other cultures. Learners will also learn more about healthy live and the environment around them.

In addition, team work favours respect and tolerance among the students and they get to know each other better; thus, empathy is also encouraged. Cooperation is also regarded, as students must cooperate with each other in order to get the final product.

3. 11. Interdisciplinarity

Dealing with interdisciplinary issues, this didactic unit interacts with almost all of the subjects taught in the high school. To begin with the Sciences department, it cooperates in the creation and description of the world and its inhabitants. Learners will have to use their knowledge of biology and geography, for instance, to develop their own world.

In addition, the History department, the Philosophy department, the Music department and the Physical Education department deal with the cultural part of the didactic unit. Students will work with urban legends, festivals and festivities, sports and leisure activities, rules and cultures from other countries, among other topics.

Besides, the Computer Science department is also involved, since learners need to have some knowledge of different software and tools in order to elaborate the tourist website and design the leaflet. In the same sense, the Language department is also integrated in the sense that students can translate the leaflet as well as the website into both languages, Spanish and French. What is more, students will learn some vocabulary from other languages during the plurilingual session.

Thus, the unit integrates almost all the subjects the students learn at the high school and, what is more important, helps them to put all their knowledge into practice thanks to the final project.

3.12. Step by step planning

This section offers a detailed step by step planning of the fifteen sessions that will be carried out in this didactic unit. It collects both the handouts the teacher will give to the students and the teaching strategies employed.

3.12.1. Session one. An Alien has Come to the Earth

SESSION 1. AN ALIEN HAS COME TO THE EARTH				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. Do you believe in UFOs? Discuss with your	Pairs.		5 m.

	partner.			
2	Listening. Watch <i>Phineas and Ferb</i> 's video.	Teacher + whole class.	Computer, data projector, speakers.	15 m.
3	Post-listening. Guess the end of the video.	Pairs.		5 m.
4	Watch the real ending.	Teacher + whole class.	Computer, data projector, speakers.	10 m.
5	Imagine the use of...	Groups of five or six people.	Picture given by teacher.	20 m.



1. Warm-up. Discuss with your partner the following questions.

- a. Do you believe in aliens and UFOs?
- b. Have you ever seen one?
- c. What would you do if you saw an UFO?



2. Listening. You are going to watch an excerpt from “The Chronicles of Meap” by *Phineas and Ferb*. The video is available at <<https://goo.gl/SFbRLL>>. (Transcript 1, page 77).

- a. Do you know Phineas and Ferb?
- b. Have you ever watched one of their videos?
- c. Do you like it?

Before playing the video, the teacher writes on the blackboard some words and expressions which appear on the video and that students may not know.

Expressions such as:

- I know what we are going to do today
- Run for our lives
- Cute
- Busted!

3. Post-listening. What do you think is going to happen next? Before continuing watching the end of the video, discuss with your partner what is going to happen next.

Some of the student's stories will be told aloud in class. After that, the teacher will play the rest of the video and the students will discover the real ending.

4. Answer the following questions about the video
- What was Candance's first impression when she saw Meap?
 - Describe what would you think if you were Meap.
5. In groups of five or six people, describe the object highlighted as if you were Meap. Write about 50 words.



<https://goo.gl/SFbRLL>

3.12.2. Session two. Creation of a New World

SESSION 2. CREATION OF A NEW WORLD				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Icebreaker. Imagine that you visit another planet.	Teacher + whole class.		5 m.
2	First round: description of the world.	Groups of five people.	Sheet of paper given by the teacher.	10 m.

3	Second round: questions about the world.	Groups of five people.	Sheet of paper given by the teacher.	10 m.
4	Third round: drawing the world.	Groups of five people.	Sheet of paper given by the teacher.	10 m.
5	Read the information written by each group.	Groups of five or six people	Sheet of papers from activities 2 and 4.	5 m.
6	Trivial pursuit game.	Teacher + 5 groups.	Questions written by the students in activity 3.	15 m.

-  1. Icebreaker. Did you remember Meap? Imagine that you visit another planet, can you describe it?

Speak about session 1 (Meap and how he felt in our planet) to introduce session 2 (the creation of a new world).

-  2. Divide yourselves into five groups. Each group will create a particular area of our new world.

- ✓ Group 1: the world (shape, size, location).
- ✓ Group 2: the landscape (rivers, mountains, seas...).
- ✓ Group 3: the weather (seasons, temperature, rain, snow...).
- ✓ Group 4: the symbols (flag, anthem, typical costume).
- ✓ Group 5: the name of the country (name of the country and inhabitants and why).

-  3. First round: description. The teacher will give a handout to group 1 and the members of the group will write down a paragraph describing the world. When group 1 finishes, they will hand the sheet of paper to group 2, which will portray the landscape. The same with the rest of the groups. Be careful! You must adapt yourselves to what the previous group has written.

-  4. Second round: questions. When group 1 finishes their description of the world, the teacher will give them another sheet of paper where they will note down 5 questions related to what they have written. As in the first round, the sheet of paper will go through the five groups.



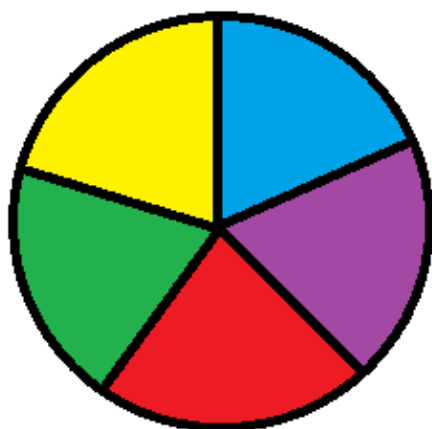
5. Third round: drawing. Once group 1 has described the world and noted down the 5 questions, the teacher will give them the last sheet of paper where they will draw the world they have created. They will pass the sheet of paper to the other groups, which will draw their areas too.



6. The three sheets of paper will go through all the groups again. Each group will have a minute to look at them and get as much information as possible.



7. It's Trivial Pursuit time! The five areas of our world will be the five categories of our trivial game. You have to complete the different areas by answering the questions. The rules are the same as in Trivial.

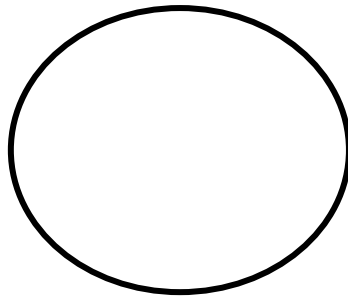


	WORLD
	LANDSCAPE
	WEATHER
	SYMBOLS
	NAME

3.12.3. Session three. The Inhabitants of our World

SESSION 3. THE INHABITANTS OF OUR WORLD				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. What is this?	Teacher + whole class.	Blackboard and chalk.	5 m.
2	Alien design.	Pairs.	Paper and pen.	10 m.
3	Descriptions collection.	The whole class.	Paper and pen.	20 m.
4	Who are you?	Two teams.	Boards with characters.	20 m.

 1. Warm-up. What is this?



- Is it a boy or a girl?
- What is its name?
- How old is it?
- How does it look like?
- Is it happy or sad?
- What is its job?

The teacher draws a circle on the board and asks the students several questions to create a character.

 2. Alien design. In pairs, you will describe a particular feature of the inhabitants from our world. The teacher will assign a part of the body to each couple (hair, head, eyes, nose, mouth, hands, legs, etc).

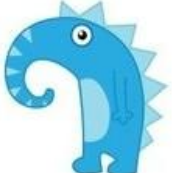
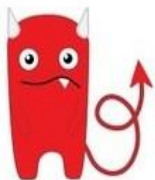
- a. Each member of the couple should write an individual description in two lines.
- b. Play “Rock, paper, scissors” with your partner to see which description will be the winner.

 3. Now, two volunteers will collect all the descriptions. One student will write down the different descriptions dictated by their classmates, while the other will draw what he hears.

 4. Who are you? Divide the class into two teams and choose one of the characters from the board that the teacher has given to you. You must guess which monster the other team has chosen by asking yes/no questions.

SOME VOCABULARY YOU MAY NOT KNOW...

- Horns
- Cresh
- Tentacles
- Antenna (Sg) / Antennae (Pl)

				
MIKE	ROSE	GEORGE	JOHN	DAISY
				
HELEN	JAKE	EMILY	MARGARET	ANNE
				
MARY	JACK	LILY	LEO	PAUL

("monsters" in google.es)

3.12.4. Session four. Animals

SESSION 4. ANIMALS				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Pre-reading. Which animals were you in other lives?	Teacher + whole class.		5 m.
2	Reading. Chapter III. Looking-Glass Insects.	Individual. Teacher + whole class.	Text given by the teacher.	20 m.
3	Post-reading activities.	Individual.	Activities given by	10 m.

			the teacher.	
4	Invent an animal.	Pairs.	Paper and pen.	10 m.
5	Read the description to the rest of the class.	Pairs + whole class.		5 m.
6	Vote the three best animals.	Teacher + whole class.		5 m.

 1. Pre-reading. Imagine that you had other lives in your past. Which animal were you?

 2. Reading. Read the following text taken from *Alice Through the Looking-Glass*.

Adapted by the teacher. Difficult vocabulary in the glossary box. Before reading the teacher will explain the pun:

- Horse fly = tábano
- Dragon fly = libélula
- Butter fly = mariposa

ALICE IN WONDERLAND AND THROUGH THE LOOKING-GLASS

CHAPTER 3. LOOKING-GLASS INSECTS

- “There is the Horse-fly” said Alice.
- “All right”, said the Gnat. “If you look at that bush, you’ll see a Rocking-horse-fly. It’s made entirely of wood and moves by swinging itself from branch to branch”.
- Alice looked at the Rocking-horse-fly with great interest. What does it eat?” Alice asked, with great curiosity.
- “Sap¹ and sawdust²,” said the Gnat. “Continue with the list”.

.....

- “And there’s the Dragon-fly”.

- “Look on the branch above your head,” said the Gnat, “and there you’ll find a Snap-dragon-fly. Its body is made of plum³-pudding, its wings of holly-leaves⁴, and its head is a raisin⁵ burning in brandy.”
- “What does it eat?” Alice asked, as before.
- “Frumenty⁶ and mince-pie⁷,” the Gnat replied; “and it makes its nest in a Christmas-box.”

.....

- “And then there’s the Butterfly.” Alice continued.
- “Crawling at your feet,” said the Gnat, “you may observe a Bread-and-butter-fly. Its wings are thin slices of bread-and-butter, its body is a crust⁸, and its head is a lump of sugar.”
- “And what does it eat?”
- “Weak tea with cream in it.”

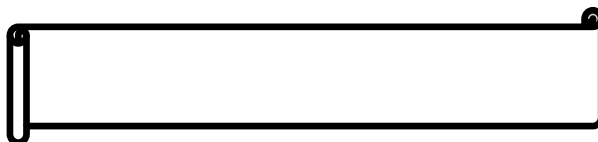
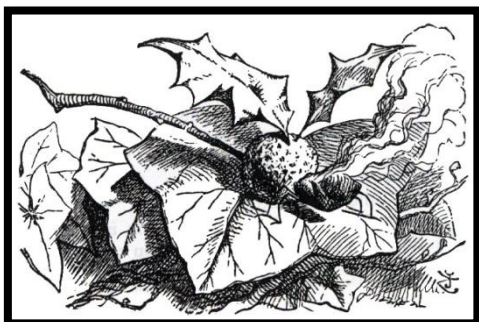
GLOSSARY

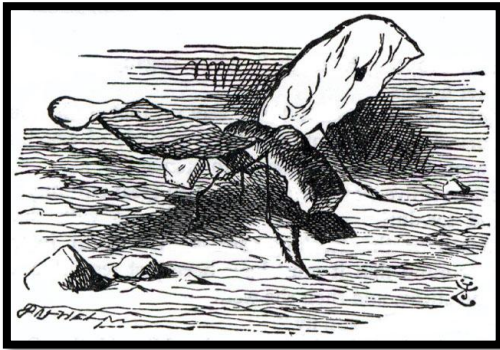
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|--|--|
| 1. Sap → savia | 5. Raisin → pasa |
| 2. Sawdust → serrín | 6. Frumenty → papilla de cereales |
| 3. Plum → ciruela | 7. Mince-pie → pastel de carne |
| 4. Holly-leaves → un tipo de hoja de una planta | 8. Crust → corteza |



3. Post-reading. Complete the following activities.

a) Label the animals





(Images from Carroll, L. (2012). “Chapter III: Looking-Glass Insects” in *Alice’s Adventures in Wonderland and Through the Looking-Glass*. New York: Signet Classics, pp. 141-143)

b) Complete the chart with the correct insect.

1	Eats mince-pie	
2	It’s made of Wood	
3	Its body is plum-pudding	
4	Eats weak tea with cream	
5	Swings from branch to branch	
6	Makes its nest in a Christmas-box	
7	Its body is a crust	



4. Now it is your turn. Following the descriptions in *Alice in Wonderland* invent your own animal in pairs.

- Name:
- Description:
- What does it eat?



5. Read the description of your animal to the rest of the class and write its name on the board.



6. Once all animals have been described, vote the three best animals.

3.12.5. Session five. Flowers and Plants

SESSION 5. FLOWERS AND PLANTS				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Brainstorming. How much do you know about plants and flowers?	Teacher + whole class.		5 m.
2	Idioms. Complete the table and form your group.	Individual + whole class.	Idioms definitions, table with idioms.	15 m.
3	Describe a flower or plant and its uses and properties.	Groups of five people.	Paper and pen.	20 m.
4	Taboo game-like activity.	Two teams.	Taboo flashcards.	10 m.



1. Brainstorming. What do you know about flowers and plants?

Students will tell the teacher all the vocabulary they know related to flowers and plants.

The teacher will write it on the board to create a mind map.



2. Idioms. Complete the table and form your group. The teacher has given you a random definition of an idiom from the table. You must complete the table by asking their definitions to the rest of your classmates. When you find a new definition, stay together because you will form a five people group.

BEAT AROUND THE BUSH

To speak in an indirect way and not going straight to the point.

GREEN FINGERS

To be good at gardening.

KNOCK ON WOOD

To express a wish that something will or will not occur.

FRESH AS A DAISY

To be lively and attractive, in a clean and fresh way.

SHAKE LIKE A LEAF

To tremble with fear and nervousness.

(Definitions from <<http://goo.gl/Q9Djyh>>)

TIP QUESTION → DO YOU KNOW THE MEANING OF...?

	IDIOM	MEANING	SENTENCE
1	Beat around the bush		
2	Green fingers		
3	Knock on wood		
4	Fresh as a daisy		
5	Shake like a leaf		

Before beginning the activity, the teacher will explain what an idiom is.

Once the students have all the definitions and a group, the teacher will comment on all the idioms in the table.



3. Each group created in activity 2 must now choose a type of flower or plant. You can invent one if you want. Describe your flower or plant, their uses and properties.



4. Taboo game-like activity. The class is divided into two groups. One member of each group will offer him/herself as a volunteer to tell the definitions. Each group has two minutes to guess as many words as possible. After the two minutes, another student will define the taboo words. All the words are related to flowers and plants.

ROSE	FOREST	PALM TREE
Valentine's day	Trees	Coconut
Lovers	Fairytale	Tropical
Thorns	Wolf	Island

3.12.6. Session six. Plurinlingualism

SESSION 6. PLURILINGUALISM				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. Languages around the world.	Teacher + whole class.		5 m.
2	Find your country.	Individual. Teacher + whole class.	Flashcard given by the teacher.	15 m.
3	Talk about your country.	Group of four or five people.		10 m.
4	Present your country to the rest of the class.	Groups + whole class.	Audio files from native speakers recorded by the teacher.	10 m.

5	Taboo game-like activity.	Individual + whole class.	Flashcard handed in by the teacher.	15 m.
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 1. Warm-up. Answer the following questions.

- Have you ever being abroad? What countries would you like to visit?
- Do you speak any language apart from Spanish, English and French?
- What other languages would you like to learn?

The ideal situation would be to learn two languages from two different language families. Thus, before carrying out the activity, the teacher will ask the students which languages they would like to learn in order to focus on those languages chosen by the students during the lesson. In this case, the four languages chosen by the learners were Chinese (Tibetan language), Italian (Romance language), Turkish (Turkic language) and German (Germanic language).

 2. Find your country. The teacher will hand in to you a flashcard from one of the countries we are going to travel to during the lesson. You must find your group by looking for people from your same country.

					
					
					
我的名 wo chiao Peter	MERHABA	LÜTFEN	TESEKKÜRLER / SAGOL	BUON GIORNO/ CIAO	
你好吗? nin hao ma	GRAZIE MILLE	PER FAVORE	DANKE SCHÖN/ VIELEN DANKE	AUF WIEDERSEHEN/ TSCHÜSS	
ICH HÄTTE GERNE EINE CURRYWURST	Bir döner alabir miyim, lütfen?	再见 zàijiàn	IO VORREI UNA PIZZA	HALLO	
BITTE			GÖRÜSÜRÜZ	ARRIVEDERCI/ CIAO	

(“flags”, “monuments” and “typical food” in google.es)

Tip: Where are you from?

There will be four flashcards which do not correspond to any of the countries, so the learners with those flashcards will not belong to any group and will feel lost.

While the learners are looking for their groups, the teacher will still remain observing the behavior of the students. Once the learners have created the groups, the teacher will explain to the class that there are four people who do not belong to any country. The teacher will ask the following questions:

- How did you feel when you found your group?
- How did you feel when you could not find any group?
- Have you ever experienced that feeling?

After discussing these questions, the teacher will compare the activity carried out with the fact of moving to a different country where you feel that you do not belong to with a different language, culture, and so on.



3. Talk about the country. Talk about your new country. Try to figure out the meaning of the sentences and words and its main important symbols.



4. Present your new country to the rest of the class.

The teacher will play some audio files that she herself has recorded from native speaker from the four countries pronouncing the words from the flashcards.



5. Game-like activity. The four learners who have different nationalities need something, but they do not know how to say it in English. They will use English to describe what they need and the rest of the groups may guess.

TÉRKEP = MAP

- I'm from Hungary
- I need a TÉRKÉP
- I'm lost
- I want to visit the city
- Where can I get a TÉRKÉP?

TOALETA = TOILET

- I'm from Czech Republic
- I need a TOALETA
- I've drunk a lot of water
- Where can I find a TOALETA?

PENGE = MONEY • I'm from Denmark • I need a PENGE • A thief has stolen my wallet • Can you lend me some PENGE?	Велосипед (velosiped)= bicycle • I'm from Russia • I need a Велосипед to go to school everyday • I don't like public transport • Where can I get a Велосипед? • I want to do some exercise too!
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This activity will make students realize that they are able to communicate in other languages without knowing all the words. In this sent, the learner will put into practice some communicative strategies such as mime, gestures and paraphrasing.

3.12.7. Session seven. Language Signs and Gestures

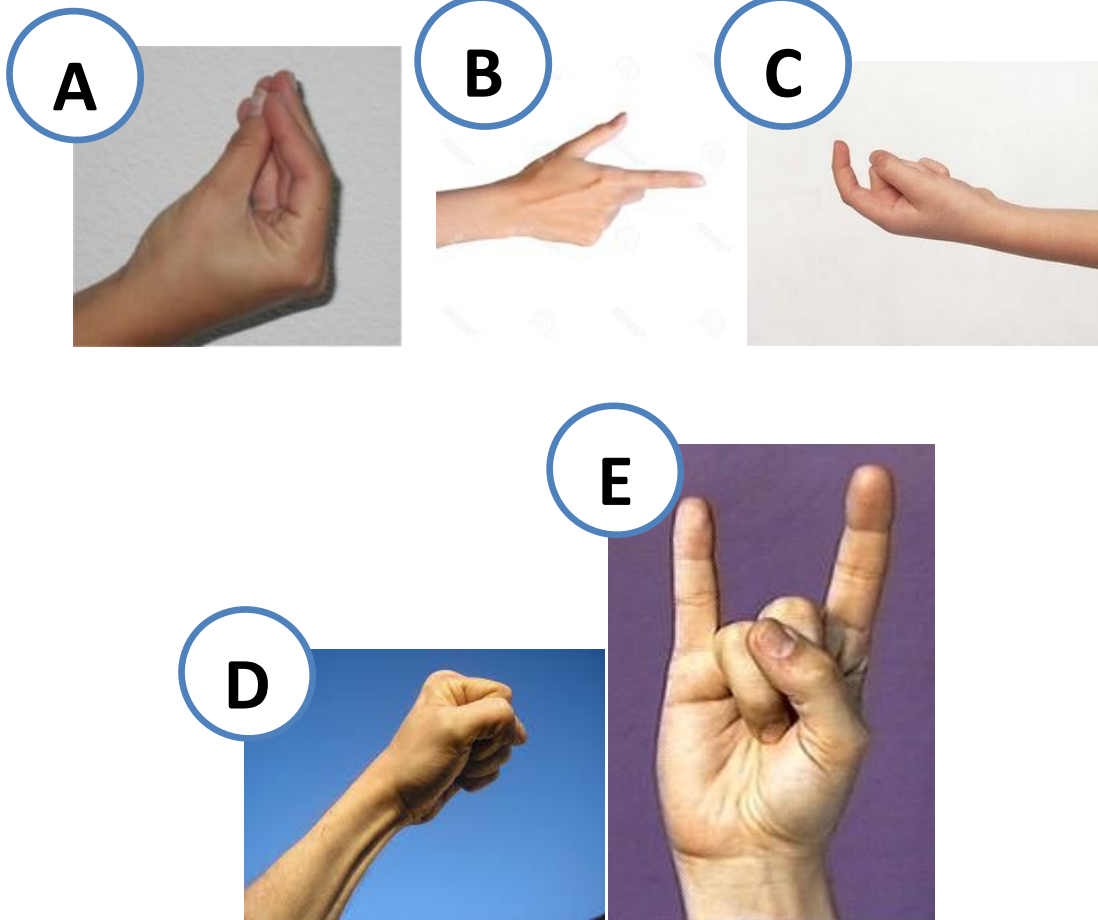
SESSION 7. LANGUAGE SIGNS AND GESTURES				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. What do you remember from Session 6?	Teacher + whole class.		5 m.
2	Pre-reading. Do you recognize those hand gestures?	Individual.	Activities given by the teacher.	10 m.
3	Reading. Read the text and complete the activities.	Individual.	Text and activities given by the teacher.	20 m.
4	Post-reading. Create your own language.	Groups of four or five people.		20 m.

 1. Warm-up. What do you remember about the languages we learnt in Session 6?

 2. Pre-reading. Complete the following activities. Look at the pictures and discuss the following questions with your partner:

- What is the meaning of these hand gestures?
- Are they used in your country?

c) Do you know any other gestures?



("hand gestures" in google.es)



3. Reading. Read the text taken from *The Global Guide to Hand Gestures* and complete activities a and b.



a. Fill in the gaps with the following words.

ROCKERS BEAUTIFUL DOGS AMOUNT GOOD
MOTION EXTENDS NUMBER 8 CHEATING BRAIN

THE POINT



In Belgium, The Netherlands, Germany and Austria it is a gesture for number 2 and, in China, a gesture for (1) _____. Nonetheless, in Italy it indicates that something is not (2)_____.

THE FIST AND ELBOW



In many Latin American countries such as Mexico, this gesture illustrates that the person rarely (3)_____ his/her arm to pay the bills. Although in Austria and Germany it indicates that the recipient is an idiot, and his/her (4)_____ is in their elbow.

THE COME HERE



It is a gesture to (5)_____ somebody to come over in Australia, USA, UK and Canada. Nevertheless, in Philippines it is considered highly offensive when motioned to another person, as this gesture is reserved for (6)_____.

THE HORN FINGERS



In USA, it was adopted by (7)_____ as a sign of approval, and in essence, to “rock on”. However, making this sign at someone is to tell that his wife/her husband is (8)_____ on him/her in other parts of the world as in Italy, Brazil, Colombia, Portugal and Spain.

THE FINGERS ALL TOGETHER



This gesture has different meanings depending on the country you are. In Italy, it means “what is this?” or “what do you want?”. If you are in Turkey and you make this sign, you indicate that something is (9)_____ or well. But, it designates a small (10)_____ of something in Democratic Republic of the Congo

(Huffintong Post. “The Guide To Hand Gestures Around The World”.

<<https://goo.gl/dvSoCS>>)



b. Match the hand gestures in exercise 2 with the texts in exercise 3.



4. Post-reading. Language creation. Now it is your turn to create your own language in groups of four or five people.

Before creating the groups, the whole class will decide which 6 words are essential to create a language. Once the 6 words have been decided, the students will form groups of four students. Two members of the group will invent a new word for that item and the other two will make up a hand gesture for it.

3.12.8. Session eight. Rules

SESSION 8. RULES				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Icebreaker. Talk about the rules at home.	Teacher + whole class.		5 m.
2	Read the advice column.	Individual.	Text given by the teacher.	10 m.
3	Write a letter asking for advice.	Individual.	Flashcard given by the teacher.	10 m.
4	Give a piece of advice for your partner's problem.	Individual.	Flashcard given by the teacher.	15 m.
5	Write the do's and don'ts for our country.	Two groups.	Paper and pen.	15 m.



1. Icebreaker. Discuss with your partner the rules you must follow at home and what their correspondent punishment and prizes are. Use the following verbs:



2. Read the advice column "Ask Molly Ringwald" from the newspaper *The Guardian*.

<i>Allow</i>	<i>Ban</i>	<i>Forbid</i>
<i>Permit</i>		<i>Prohibit</i>

Ask Molly Ringwald: my teacher wants me to delete an atheist picture from social media. Should I?

‘Just think about what you want to share about yourself, and who in your life you deem worthy to have access’

Ask Molly Ringwald: my family are cutting me out of their lives – do I let them?

‘They’ve made it clear they don’t value you in their lives and the lack of respect they show you is palpable’

Ask Molly Ringwald: my parents smoke so I don’t want my children to stay with them. Am I wrong?

‘It’s a powerful urge we parents have, to save our own kids from suffering the same things we did’

Ask Molly Ringwald: my boyfriend’s mum wants to split us up. Do I let her?

‘Clearly she isn’t the real problem: it’s your boyfriend’

(The Guardian. “Ask Molly Ringwald”. <<http://goo.gl/WQVxIW>>)

-  3. Now it is your turn! Following the structure of “Ask Molly Ringwald”, write your problem on a piece of paper according to the flashcard the teacher handed in to you.

Steal things

Swear at someone

Copy in an exam

Skip the line

Kiss in public

Do not say “thanks” and “please”

Greet people with two kisses

Be late

Eat using your hands

Leave some tip

Chew gum

4. Exchange your piece of paper with your problem with another classmate. Give a piece of advice to your partner regarding the sign the teacher gave you.



("funny signs" in google.es)

Key structure → If you do it, you will...



5. Divide the class into two groups. One group will write down 5 do's for our imaginary country and their prizes. Meanwhile, the other group will decide 5 don'ts of the country and their punishment. Remember to use modal verbs (can, must, should).

3.12.9. Session nine. Food

SESSION 9. FOOD				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. What is your favourite food?	Pairs.		5 m.
2	Pre-listening. Read the text and guess the content of the listening.	Individual.	Worksheet given by the teacher.	5 m.
3	Listening. Listen and complete the activities.	Individual + whole class.	Worksheet given by the teacher.	20 m.
4	Post- listening. What would you do in that situation?	Pairs.		5 m.
5	Make your own menu.	Groups of five or six people.		20 m.



1. Warm-up. Discuss the following questions with your partner.

- What is your favourite food? How do you prepare it?
- What food do you really hate?



2. Pre-listening. Read the title of the listening. What do you think it is about?



3. Listening. Watch the video “Kids Taste Test: Gourmet Food” available at <https://goo.gl/mXYLca>. (Transcript 2, page 78). Complete activities A and B.

Students read the questions, listen to and watch the video and complete the activities. The teacher corrects the activities. They listen to the video again and check the answers.

KIDS TASTE TESTING: GOURMET FOOD

A) Complete the charts.

COURSE ONE

- a) Name:
- b) What is it?
- c) How much does an ounce cost?
- d) Do the kids like it?

COURSE TWO

- e) Name:
- f) What is it?
- g) Where was the ink imported from?
- h) Do the kids like it?

COURSE THREE

- i) Name:
- j) Where is it popular?
- k) How is it usually served?
- l) Do the kids like it?

B) Find a synonym from the video for each of the following words.

- Dish =
- Very =
- Salty =

 4. Post-listening. What would you do if you were invited to a gourmet dinner and you did not like the food? Discuss with your partner.

 5. Elaborate your own menu. Form four groups to make a menu for breakfast, lunch, tea time and dinner.

The teacher explains that tea time is typical from England. Here in Spain we have “merienda”.

3.12.10. Session ten. An Inventors' Convention

SESSION 10. AN INVENTORS' CONVENTION				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Icebreaker. List as many uses of a pen as possible.	Pairs.		5 m.
2a	Role play: An Inventors' Convention. Part I. Explain your invention.	Groups of five people.	Flashcard given by the teacher.	15 m.
2b	Role play: An Inventors' Convention. Part II. Catch the fake inventor.	Groups of five people.	Flashcard given by the teacher.	15 m.
3	Invent a new item.	Groups of five people.	Two words given by another group.	20 m.

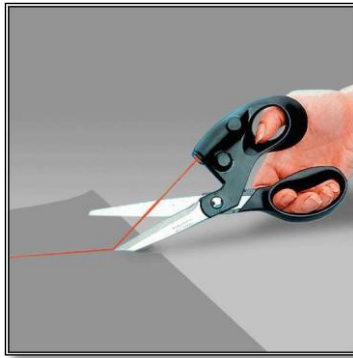


1. Icebreaker. In pairs, list as many uses of a pen as possible. Be creative!



2. Role play: An Inventors' Convention. In groups of five people you are going to perform a role play dealing with inventions.
 - a. Part I. Each member of the group will receive a flashcard with an invention and will describe it the rest of the group.





("funny inventions" in google.es)



- b. Part II. Be careful! There is fake inventor in the group and one police officer who must discover him/her. The teacher will give you a flashcard with your new role. Do not show it to the rest of your partners. Perform your role as well as you can.

- YOU ARE A POLICEMAN/WOMAN
- YOU MUST PRETEND TO BE ANOTHER INVENTOR, THEY MUSTN'T KNOW YOU ARE A POLICE MAN/WOMAN
- YOUR SECRET MISSION IS TO DISCOVER THE FAKE INVENTOR
- BE CAREFUL! INVENTORS ARE STRANGE PEOPLE AND THEY ARE CRAZY

- YOU ARE A FAKE INVENTOR .
- YOU STOLE THE IDEA FROM YOUR BEST FRIEND AND YOU WANT TO EARN A LOT OF MONEY WITH THE INVENTION.
- TRY TO GUESS WHO IS THE POLICEMAN AND PRETEND TO HELP HIM.
- BE CAREFUL! THERE IS A POLICEMAN IN THE GROUP, DON'T LET HIM DISCOVER YOU.

- YOU ARE AN INVENTOR.
- YOUR INVENTION IS GOOD, BUT IT IS NOT LEGAL IN YOUR COUNTRY.
- YOU KNOW THERE IS A FAKE INVENTOR IN THE GROUP AND A POLICEMAN, BUT YOU DO NOT KNOW WHO THEY ARE.
- TRY TO HELP THE POLICEMAN TO CATCH THE FAKE INVENTOR AND YOUR INVENTION WILL BE LEGAL.

- YOU ARE AN INVENTOR.
- YOUR INVENTION IS NOT SO GOOD, SO YOU WON'T EARN SO MUCH MONEY WITH IT.
- YOU KNOW THERE IS A FAKE INVENTOR IN THE GROUP AND A POLICEMAN, BUT YOU DO NOT KNOW WHO THEY ARE.
- TRY TO HELP THE FAKE INVENTOR BY CONFUSING THE POLICEMAN.
- IF THE POLICE MAN DOES NOT DISCOVER HIM, YOU WILL EARN A LOT OF MONEY.

- YOU ARE AN INVENTOR.
- YOUR INVENTION IS GREAT! YOU EARN A LOT OF MONEY.
- THE OTHER INVENTORS ARE JEALOUS OF YOUR IDEA AND THEY THINK YOU DID NOT INVENT THAT.
- YOU DO NOT CARE ABOUT THEM, IT IS NOT YOUR PROBLEM.



3. You are the inventors now. In the same groups as in exercise 2 you should invent something. First, each team will write down two random words and give them to the next team near them. The two words you will receive will be the key part of your inventions.

3.12.11. Session eleven. Famous People and Monuments

SESSION 11. FAMOUS PEOPLE AND MONUMENTS				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. Hurry up and complete the table.	Groups of six people.	Table with categories.	10 m.
2	Monuments around the world. Find information about the monument chosen and write 5 questions about it.	Groups of four people.	Image of the monument chosen. Mobile phone.	10 m.
3	Form new groups and tell the rest of your partner the information about your monument.	Groups of seven people.	Information jotted down in activity 2.	20 m.
4	Game-like activity. Questions written in activity 2.	The same groups of activity 2.		15 m.

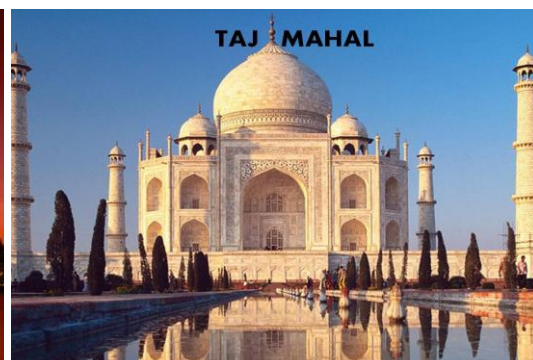
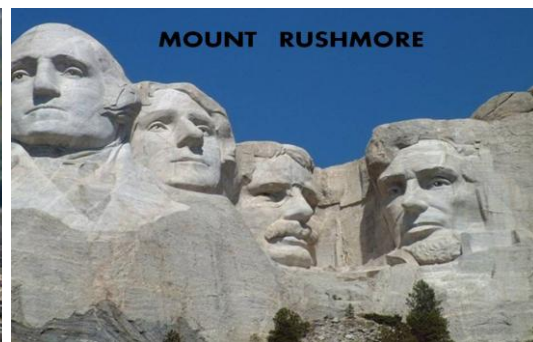
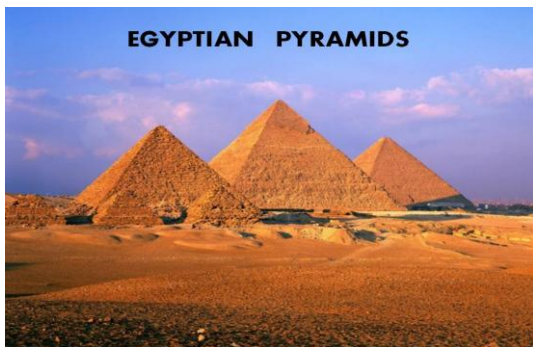
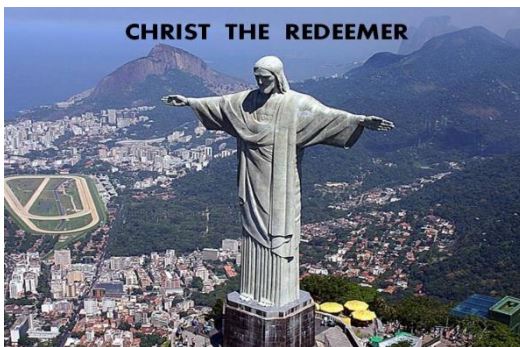


1. Warm-up. Each row is a team. You must fill in the table below by writing the name of a famous person starting by the letter given. Each student will fill in one category and pass the sheet of paper to the next person. As soon as you complete the table raise your hand. The team that finishes first will get a point.

LETTER	SINGER	ACTOR	SPORTMAN	WRITER	OTHERS
J	John Lennon	Johnny Depp	LeBron James	James Joyce	Jane Eyre



2. Make up groups of four people and choose one of the monuments the teacher will show to you. Once all the groups have a flashcard with a monument, you all will have 5 minutes to look for information about the monument given. You must answer the wh-questions (what, when, where, why, who, how). Use you mobile phones, tables and laptops to look for the information. Moreover, write five questions about your monument and hand in them to the teacher.



("famous monuments" in google.es)



3. Form new groups. Now you know something about the monument you chose, it's time to know about other monuments around the world. Each member of the group has a number from 1 to 4. Now, all numbers one must form a new group, as well as all numbers two, three and four. In this way, there must be eight members in each group representing the different monuments.



4. Time to speak. Each member of the group will have 1.30 minutes to tell the rest students about his/her monument. Make sure you pay attention to all the information your partner tell you.

The teacher will control the time.



5. Game-like activity. Come back to the groups you made up in exercise 2 and get ready to play. The teacher will read aloud one of the questions you wrote in exercise 2 and will choose a group to answer it. The group chosen can either answer it or send the question to another group.

3.12.12. Session twelve. Leisure

SESSION 12. LEISURE				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Icebreaker. What did you do last weekend? True or false.	Pairs.	Paper and pen.	5 m.
2	Pre-listening. How do you spend your free time?	Teacher + whole class.		5 m.
3	Listening. Listen and complete the activities.	Individual + whole class.	Worksheet given by the teacher.	20 m.
4	Post- listening. Have you ever done the activities that appear in the video?	Pairs.		5 m.
5	Writing. A piece of news about leisure.	Individual.	Paper and pen.	20

 1. Icebreaker. Write down 3 sentences about what you did last weekend. Read them to your partner who will decide whether they are true or false.

 2. Pre-listening. How do you spend your free time?

 3. Listening. Watch a video about leisure activities in Britain available at <https://goo.gl/W3mrNC> > and complete activities A, B and C. (Transcript 3, page 79).

 A. Write at least 7 activities mentioned in the video that teens do in their free time in Britain.

 B. Decide whether the following statements are true (T) or false (F).

- a. Nowadays you can eat in most of the pubs in Britain.
- b. The number of fast food restaurants has decreased about ten times.
- c. Going to the library is more popular than going to the cinema.
- d. British people seldom visit monuments.
- e. People in Britain like to spend time with friends and family.

 C. Complete the chart.

First most popular activity (two answers)	
Second most popular activity	
Third most popular activity	
3 things you can do in a pub	
Favourite sports include	

 4. Post-listening. Have you ever practised any of the activities mentioned in the video? Which activity have you never done? Discuss with your partner.

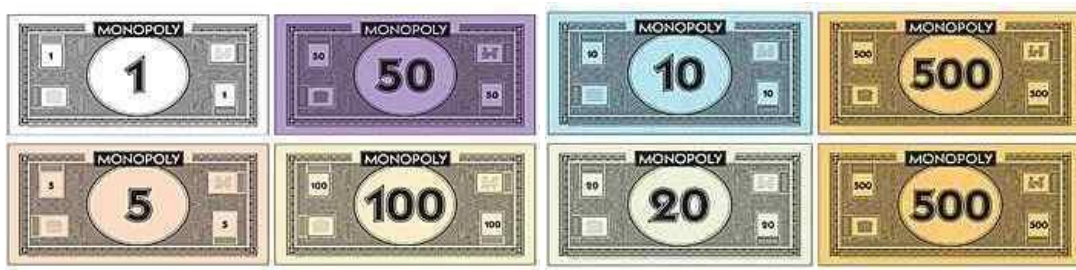
-  5. Writing. Imagine that you are a journalist and you have asked people from your town what they do in their free time. Write a piece of news about your research (100-120 words).

3.12.13. Session thirteen. Festivals and Festivities

SESSION 13. FESTIVALS AND FESTIVITIES				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Warm-up. Have you ever been to a festival?	Teacher + whole class.		5 m.
2	Festivities gamble. Decide whether these festivities are true or false.	Teacher + groups of six people.	Paper money, computer, data projector.	30 m.
3	Organize your festival.	Groups of six people.	Leaflet from a festival.	20 m.

-  1. Warm-up. Answer the following questions:
- Have you ever been to a festival?
 - What festivals do you know?
 - Which one(s) would you like to visit?

-  2. Festivities gamble. Are these festivities true or false? Form groups of six people. Each group will receive 10.000\$. An image of a festivity will appear on the screen and your group must decide whether it is true or false. You should gamble an amount of money (minimum 400\$). Be careful and do not lose all your money!



("monopoly dollars" in google.es)

Cooper's Hill Cheese-Rolling and Wake



Monkey Buffet Festival



Baby Jumping Festival



Annual elephant racing



Air Guitar World Championship



Ecologic harvest festival



(Images from <http://goo.gl/nV23Gs> and <http://goo.gl/kPHtnJ>)



3. Organize a festival. In the same groups of activity 2, the teacher will give you a leaflet of a particular festival. Look at the information and with the money left from activity 2. Plan your festival.



("Coachella" in google.es)

Where? Indio, California, USA	
When? For 3 days at the end of April	
TRANSPORT Flight	Madrid – California 525\$ / California – Madrid 450 \$ Luggage 20 kg = 20\$ Luggage 15 kg = 15 \$
ACCOMMODATION	- Youth hostel 12\$ per night (private room) - Youth hostel 9\$ per night (sharing room 10 people) - Camping 5\$ per night (bring your own tent)
CONCERTS	- AC/DC 70\$ - DRAKE 50\$ - ALESSO 45\$ - RYAN ADAMS 40\$
ACTIVITIES	- Campground resident dj 20\$ - Silent dance party 15 \$ - Epic pool party 18\$ - Ferris Wheel 5\$



(“Glastonbury” in google.es)

Where? Near Pilton, UK When? For 3 days at the end of June	
TRANSPORT Flight	- Malaga– London 105\$ / London – Malaga 80 \$ - Luggage 20 kg = 20\$ - Luggage 15 kg = 15 \$
ACCOMMODATION	- Youth hostel 12\$ per night (private room) - Youth hostel 9\$ per night (sharing room 10 people) - Camping 5\$ per night (bring your own tent)
CONCERTS	- BEYONCE 70\$ - KINGS OF LEON 60\$ - ARCTIC MONKEYS 65\$ - U2 75\$
ACTIVITIES	- Dress up party 18\$ - Parachuting 30\$ - Old school hip-hip master class 25 \$



(“Tomorrowland” in google.es)

Where? Belgium	
When? For 3 days at the end of July	
TRANSPORT Flight	- Barcelona– Belgium 54\$ / Belgium – Barcelona 85 \$ - Luggage 20 kg = 20\$ - Luggage 15 kg = 15 \$
ACCOMMODATION	- Youth hostel 12\$ per night (private room) - Youth hostel 9\$ per night (sharing room 10 people) - Camping 5\$ per night (bring your own tent)
CONCERTS	- DIMITRI VEGAS 70\$ - AVICII 60\$ - GUETTA 65\$ - SKRILLEX 75\$
ACTIVITIES	- All you can dance party 18\$ - Coller coaster 6 \$ - DJ master class 25 \$



(“Viña Rock” in google.es)

Where? Albacete, Spain	
When? From 30 April to 2 May	
TRANSPORT Train	- Jaén– Albacete 30\$ / Jaén – Albacete 30 \$
ACCOMMODATION	- Youth hostel 12\$ per night (private room) - Youth hostel 9\$ per night (sharing room 10 people) - Camping 5\$ per night (bring your own tent)
CONCERTS	- EXTREMODURO 70\$ - SÔBER 60\$ - SUITE SOPRANO 50\$ - CHICOS DEL MAIZ 60 \$
ACTIVITIES	- Rock party 20 \$ - Batucada party 15 \$ - Quiz night contest + drinks 18 \$



(“Rock in Rio” in google.es)

Where? Brazil	
When? For 5 days between May and June	
TRANSPORT Flight	- Madrid– Rio de Janeiro 470\$ / Rio de Janeiro – Madrid 390 \$ - Luggage 20 kg = 20\$ - Luggage 15 kg = 15 \$
ACCOMMODATION	- Youth hostel 12\$ per night (private room) - Youth hostel 9\$ per night (sharing room 10 people) - Camping 5\$ per night (bring your own tent)
CONCERTS	- FOO FIGHTERS 70\$ - STING 60\$ - IRON MAIDEN 65\$ - RED HOT CHILI PAPERS 75\$
ACTIVITIES	- Samba party 20\$ - Karaoke party 15\$ - Amusement park 25 \$

3.12.14. Session fourteen. Urban Legends

SESSION 14. URBAN LEGENDS				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Write a random word on a piece of paper and put it into the bag.	Individual	Paper and pen.	5 m.
2	Icebreaker: there's a rumor. Pass the message to your partner.	Teacher + whole class.	Headlines.	10 m.
3	Pre-reading. Do you know any urban legend?	Teacher + whole class.		5 m.
4	Reading. Order the urban legend and read it.	Individual.	Text given by the teacher.	15 m.
5	Post-reading. Write down three questions about the text and give them to your partner.	Pairs.	Paper and pen.	10 m.
6	Pick one word you wrote at the beginning of the lesson and create a story.	Teacher + whole class.	Random words	10 m.



1. Write a random word on a piece of paper, blend it and put it into the bag the teacher will pass. We will use them at the end of the session.



2. Icebreaker: there's a rumor. The teacher will show a sentence to one student. That student will have 30 seconds to memorize it. Then, he/she will whisper the message to the person next to him/her and that person to the following student. The final student will say the message aloud. Start the message by "Do you know what?"

The headlines have been taken from the satiric Spanish newspaper *El Mundo Today* and translated by the teacher.

“A two kilometers long Kit Kat allows civil servants to take a three years break.”

“It is said that onions whisper disgusting things to make people cry.”

“Old man triggers an argument with his wife just to break horrible crockery.”

 3. Pre-reading. Do you know any urban legends?

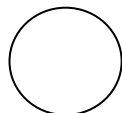
Students will talk about the legends they know. Then, the teacher will talk about the city of Edinburgh, a city full of legends. The teacher will pay attention to the pronunciation of Edinburgh as most of the people tend to pronounce it wrongly.

 4. Reading. Put in the correct order this well-known urban legend in Edinburgh.

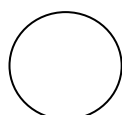
The following text has been translated and adapted by the teacher from
<<http://goo.gl/kBtK9h>>.

Once the students read the text, they will comment on the legend with the teacher, who will tell them more details about it.

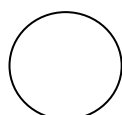
MAGGIE DICKSON, THE 'HALF-HANGED'



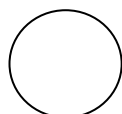
Nevertheless, it was even more unbelievable when authorities found that, according to Scottish law, the girl had already received her sentence. Therefore, they could not hang her again.



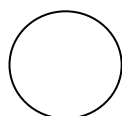
Suddenly, they started to hear screams and laments from the coffin. Surprisingly, when the coffin was opened Maggie Dickson was still alive!



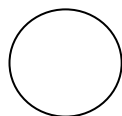
After her husband left her, in 1723, the young Maggie Dickson started a new life in the village of Kelso. Soon, while working at an inn, she got pregnant.



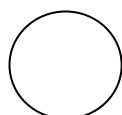
That's how Maggie became a famous person in the history of Scotland and lived a long life after being "executed". She is known to all by the nickname Half Hangit Maggie. Today, in Grassmarket you can drink at the legendary pub that bears her name.



Maggie was hanged publicly on the gallows located in Grassmarket. After her death certificate, they proceeded to move the body to the cemetery.



In order to avoid a scandal and lose her job (technically she was still married), she decided to hide her pregnancy. After giving birth in secrecy, the baby did not survive and Maggie tried to dispose of the body of the baby in the river.



However, they discovered the dead baby. Maggie was arrested and she was taken to Edinburgh. Her crime was adultery, but to hide her pregnancy, something punishable under Scottish law at the time because of the Concealment of Pregnancy Act. Thus, Maggie Dickinson was sentenced to death.



5. Post-reading. In pairs, write down three questions about the text and give them to your partner to answer them.



6. The teacher will pass the bag with the words you wrote and the beginning of the lesson. Each student will take a word and start narrating a story with that word. Students will add information to the story depending on their words.

3.12.15. Session fifteen. Students' presentations

SESSION 15. STUDENTS' PRESENTATION				
	ACTIVITY	GROUPING	MATERIALS/AIDS	TIME
1	Group 1 presentation. Monuments and famous people.	A group of seven or eight people.	Students can use whatever they want: PowerPoint presentations, images, pictures, realia, audio files, leaflets, and so on.	15 m.
2	Group 2 presentation. Leisure.	A group of seven or eight people.		15 m.
3	Group 3 presentation. Festivals and festivities.	A group of seven or eight people.		15 m.
4	Group 4 presentation. Urban legends.	A group of seven or eight people.		15 m.

Students will present their topics assigned in the presentation session carried out on Friday 9th January, 2015.

1. 4 groups of seven or eight students (within the group, you can divide the task in such a way that everybody participates).
2. You have 10 minutes to present your topic to the rest of the class.
3. Every member of the group must speak.
4. On the same day of the presentation, you should hand a written summary of your presentation (maximum 2 pages). It will be evaluated too.

5. The average grade of the group will be the final mark for all the members of the team.

FESTIVALS AND FESTIVITIES						
	FLUENCY	PRONUNCIATION	GRAMMAR	VOCAB.	MARK	OBS.

Table 4. This rubric will be used in order to evaluate the students' performances.

Students were divided into four groups of 7-8 people each group when the project was presented. So, they have developed their topics and create their own world.

In this session, students will have 10 minutes to carry out their presentations. They will be evaluated both orally and written; however, the oral part will have more value. 25% for the oral part and 15% for the written part out of the final mark. Thus, they will have to hand in a summary about their topics.

Table 4 will be a guide for the teacher to evaluate learners, although the most important thing will be whether students are able to communicate themselves in the L2. Therefore, grammatical and lexical mistakes will not be so important, they are just to correct some mistakes students make.

3.12.16. Transcripts

Transcript 1. Session one. An Alien has Come to the Earth. Activity 2, page 33. “The Chronicles of Meap”

Source: Phineas and Ferb “Chronicles of Meap”. Available at <<https://goo.gl/SFbRLL>>. Accessed on 10th April, 2015. Minutes 00.00-01.47 and 03.15-03.44.

Phineas: O.K. Ferb, let’s see what this bad boy can do! Come on! Hot ball! Cool! Oh, here comes. Umm, hey Ferb, I know what we are gonna do today... RUN FOR OUR LIVES! Wow, I think we may have just stopped and start a new invention. I hope it is not to angry... or hungry.

Meap: Meap!

Phineas: Wow! That is cute. Hey, are you o.k? We are really sorry about your ship

Meap: Meap!

Phineas: What’s your name?

Meap: Meap!

Phineas: Hi Meap! I’m Phineas and this is Ferb

Meap: Meap!

Phineas: What you got there? Hey, this must be his father. Don’t worry Meap! We’ll fix your ship and you will be with your dad in no time.

Candance: Hey Ferb! I know what we’re gonna do today. Let’s get ourselves totally busted by crashing a stupid toy on the backyard.

Phineas: Oh! Hi Candance! It isn’t a toy. It’s a real life alien spaceship.

Candance: Oh, good! Because this is a cell phone. It’s an intergalactic little brothers busteraizer which I’ll use on you if you don’t clean up this mess. What’s on the spaceship anyway?

Phineas: We weren’t planned going to space, but if we did I’m sure this all technical stuff left to do.

Candance: yeah! I’m all done out of space. Never again. I’ll stay with Earth where I’m the one in charge of buster people who do stuff that are not supposed to do. Oh! That’s the most adorable thing that I’ve ever seen in my life.

Phineas: That’s Meap.

Meap: Meap!

Candance: He talks!

Phineas: Well... more than Ferb, but Meap is pretty much the thing it says.

.....

Stacy: Bangaroo!

Candance: Bangaroo!

Stacy: Oh Candance, look at it! It's so cute I could die!

Candance: Well, oh no...

Meap: Meap!

Stacy: and it make little voices. How did you do that?

Candance: Oh! Well... Phineas and Ferb, you know?

Stacy: Oh! They did it for you. Cool! Come on, let's go to the convention.

Candance: Right behind you! Uh, your reign has come to end senior Frog.

Transcript 2. Session nine. Food. Activity 3, page 54. *Kids Taste Test Gourmet Food.*

Source: "Kids Taste Test Gourmet Food". Available at <<https://goo.gl/mXYLca>>.
Accessed on 30th April, 2015.

Narrator: Welcome to kids taste tasting gourmet food. Today's meal begins with the delicacy so divine that its name has come to mean the best in its class: caviar. These salt cured fish eggs are extremely difficult to procure in large quantities and can sell for up to three hundred dollars per ounce.

Child 1: I don't know what it is.

Narrator: Our next course on today's menu is squid ink pasta a dish known for its distinct briny flavor. This particular pasta was made with ink imported from Italy widely considered to be the best money can buy.

Child 2: It looks like warms.

Child 3: I like it.

Child 4: It's pretty good but it looks as bad.

Child 5: Taste like mac and cheese.

Narrator: Nothing says I'm wealthy like having so much gold you are literally eating it. Since at least the 16th century, eating gold has been a tradition among the wealthy in both Europe and Japan. It is usually served as either flakes or a dust. We decided to try both.

Child 6: I like it.

Child 7: It takes like paper.

Child 8: No, it's no food.

Child 9: I think everything you have was yucky, throw away.

Transcript 3. Session twelve. Leisure. Activity 3, page 62. *Leisure in Britain.*

Source: Leisure in Britain. Available at <<https://goo.gl/W3mrNC>>. Accessed on 23rd April, 2015. Minutes 00.00-3.57 and 6.15-6.42.

Narrator: British people spend their free time in a lot of different ways. They do sports, they watch sports, they love visiting interesting places and they have hobbies. Have you tried any of this? What do you do in your free time?

Speaker 1: Am... I like to watch television and listen to music a lot, but I do go on the Internet as well.

Speaker 2: I like to skateboard during my free time.

Speaker 3: Play rugby. Am... In my free time I go to the rugby club and I also play tennis.

Speaker 4: In my free time I usually play sport which is usually tennis, if the weather is nice, or swimming.

Speaker 5: I like playing rugby. I'm a member of the rugby team. I like swimming, playing tennis and football.

Speaker 6: Playing football for a football team. Playing a lot of tennis as well.

Speaker 7: I play rugby or cricket or going sailing.

Speaker 8: Am... playing sport. Am... going to town, see my friends...

Speaker 9: In my free time, I go to a drama group and a dance group.

Narrator: So, what are the top ten leisure activities in Britain? The most popular activity for British people outside their own home is going to the pub. Over the last ten or twenty years pubs've changed a lot. People don't just go to the pub for drink. Almost all pubs serve meals nowadays and many pubs have live music, karaoke competitions and quiz nights. The second most popular activity is going to a restaurant and the third...

Young people specially love going out for fast food. The number of fast food restaurants in Britain has increased about ten times since 1982, and after fast food?

The fourth most popular activity is going to the library. Surprisingly this is most popular than going to the cinema, although the number of people going to the cinema has almost doubled since 1980 and the number of cinemas has more than doubled too.

Many people visit history buildings. This is Kingston Lacy, a beautiful 17th century house with lovely gardens. Nearby it's Corfe Castle. It's over one thousand years old and full of history. Short break holidays in Britain are very popular.

A lot of young people go to the discos and nightclubs. And of course, watching sports is a big free time activity. Favourite sports include football, horse racing and cricket, a traditional English sport.

But what do the British do at home in their free time? Well, listening to the radio or to CDs is popular. So is reading and people spend a lot of time visiting or entertaining their friends and family. But the most popular activity... you've guessed it, is watching TV.

3.13. Students' evaluation

This section contains the different criteria the teacher will follow to assess the students as well as the tools used to evaluate them.

13.1. Evaluation criteria

Students will be evaluated according to several evaluation criteria which are linked to the main objectives established in section 3.5. In this sense, the evaluation criteria are also divided in to the three different levels.

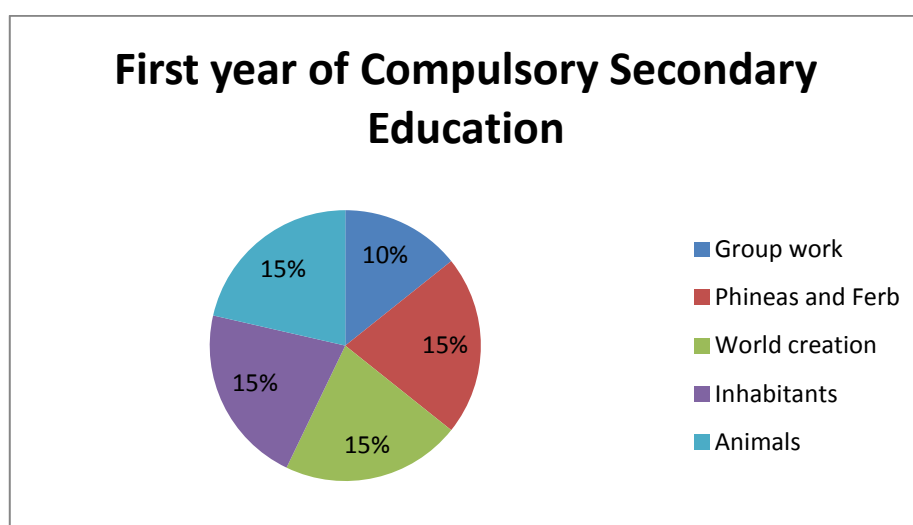
- First year of Compulsory Secondary Education: students can
 - a) express their opinion and talk about their own experiences.
 - b) understand the main ideas of an oral or written text.
 - c) narrate or produce a story.
 - d) describe people, animals and objects.
 - e) ask and answer general questions.
- Third year of Compulsory Secondary Education: students can
 - a) identify languages from different countries and their symbols.
 - b) ask and answer general questions.
 - c) understand the main ideas of an oral or written text.
 - d) express their opinion and talk about their own experiences.
 - e) give advice and ask for it.
 - f) produce a letter.
 - g) describe people, animals and objects.
- First year of Non-Compulsory Secondary Education: students can
 - a) understand the main ideas of an oral or written text.
 - b) describe people, animals and objects.
 - c) ask and answer general questions.

- d) express their opinion and talk about their own experiences.
- e) produce a piece of news.
- f) narrate a story.
- g) carry out an oral presentation.

3.13.2. Evaluation tools

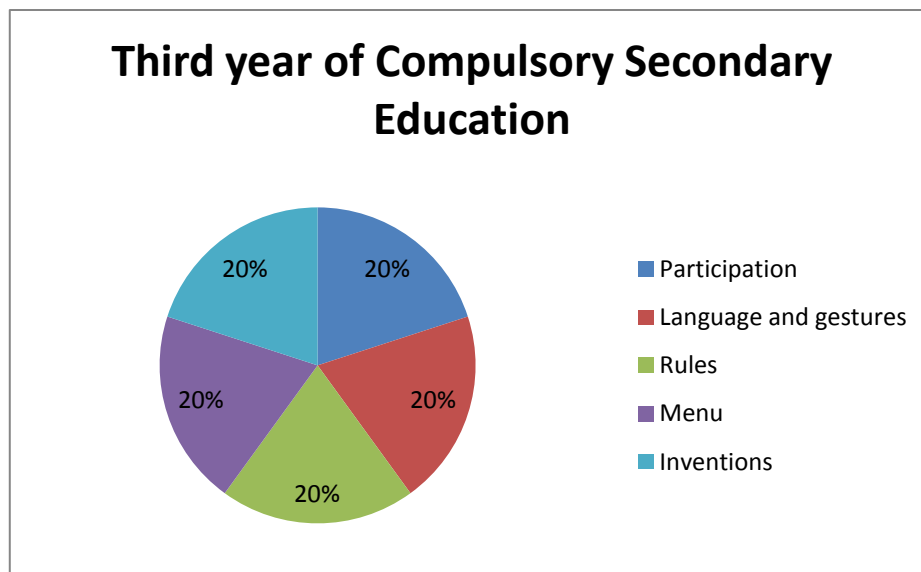
In the same way as students will be evaluated following certain evaluation criteria according to their levels, learners will also be assessed by means of different evaluation tools in accordance with the tasks carried out in class. The project will constitute a 40% of the final mark of the subject.

The First year of Compulsory Secondary Education will be assessed regarding the final task of each lesson, the individual participation and group work. In order to make all learners work and participate, the individual mark of the students will be the average mark of all the members of the group. The marks will follow the scale *poor*, *good*, *very good*, and *excellent* from the worst to the best. Graphic 1 shows the tasks assessed and their value.



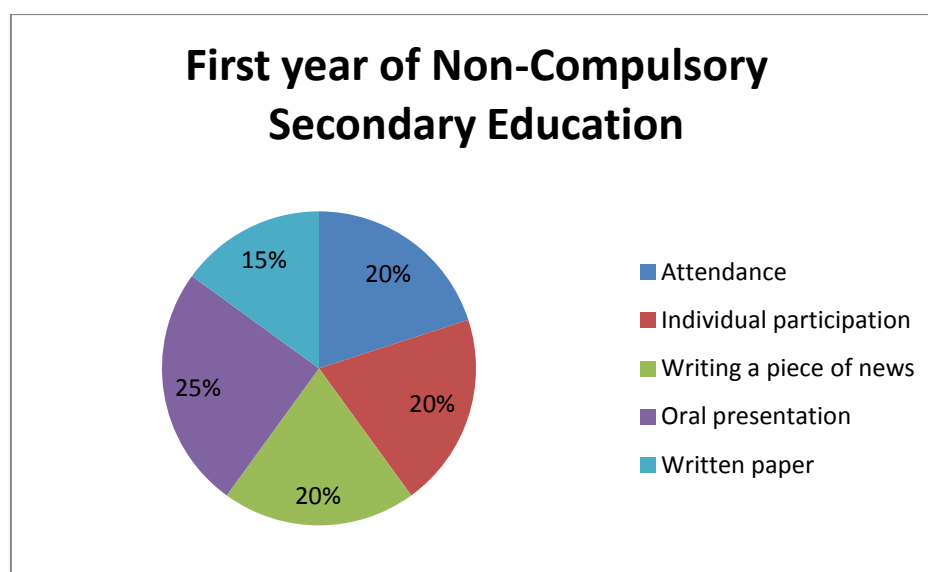
Graphic 1. First year of Compulsory Secondary Education evaluation tools.

The assessment of the Third year of Compulsory Secondary Education will be similar to the one of First year of Compulsory Secondary Education in the sense the learners will be evaluated according to the final task, participation and group work, as Graphic 2 indicates. Additionally, it will follow the same scale from *poor* to *excellent*.



Graphic 2. Third year of Compulsory Secondary Education evaluation tools.

Students from the First year of Non-Compulsory Secondary Education will be assessed individually by means of their attendance, participation and written production in Session 12, on the one hand. On the other hand, the oral presentation and the written paper will be evaluated, the oral performance being more important. Graphic 3 portrays the different tasks and their percentages. In the presentation task, the individual mark will be the average grade of all the members of the group. In this case, the scale used to assess, from the worst to the best, is *D*, *C*, *B* and *A*.



Graphic 3. First year of Non-Compulsory Secondary Education evaluation tools.

Besides, learners assess their own learning process in the foreign language by means of the *European Language Portfolio*. All the students are registered in the *e-PEL*, in this way they can appraise their progress in the foreign language acquisition. This tool is based on *can do* statements considering the five language skills (reading, listening, writing, speaking and interaction). Therefore, learners will train their autonomous learning and will gain self-confidence in language acquisition. Moreover, it allows students to reflect upon the language, not only English but others foreign languages and their mother tongue. What is more, through the academic year, some minutes during the lessons on Friday are devoted to comment on students' progress based on their own portfolios.

3.14. Survey

Once the unit was finished, I carried out a survey among my students. The survey is anonymous and 83 students from the three levels have been asked to fill it in. It has three parts. The first part, questions 1 to 4, collects information about the way students learn the foreign language and the strategies they use during their language acquisition process. In this part, learners can choose more than one option, as many as they agree with.

In the second part, questions 5 to 8, it is time for students to assess the teacher's lessons. They will state what they like and do not like about the lessons, as well as what they have learnt and what they would suggest for future lessons. Finally, they will explain why they learn English as a foreign language.

The survey carried out is the following:

➤ **ASSESSING MY LEARNING (cross the option(s) you agree with)**

1. I think grammar:
 - a. is important to be able to speak English.
 - b. is important but communication should be more important.
 - c. is not important at all.
2. I study vocabulary...
 - a. using word lists (translation).
 - b. in a context (sentence, story...).
 - c. using drawings.
 - d. using mind maps.

3. When I read or listen to a text...
 - a. I like to know the meaning of all the words.
 - b. I can understand the general meaning without understanding all the words.
 - c. if I do not understand a word I get anxious and I do not understand the text.
 - d. if I do not understand a word I try to guess its meaning by the context.
4. When I produce a written or an oral text...
 - a. I try to communicate the message by using the words and structures I know.
 - b. I think in Spanish what I want to say and then I translate it into English.
 - c. if I do not know a word I use the Spanish language.
 - d. if I do not know a word I try to explain myself in other words.
 - e. if I do not know a word I use gestures in oral communication

➤ **ASSESSING THE TEACHER AND LESSONS**

5. Something I've enjoyed:
6. Something I've learnt:
7. Something I didn't like:
8. Something I would suggest:

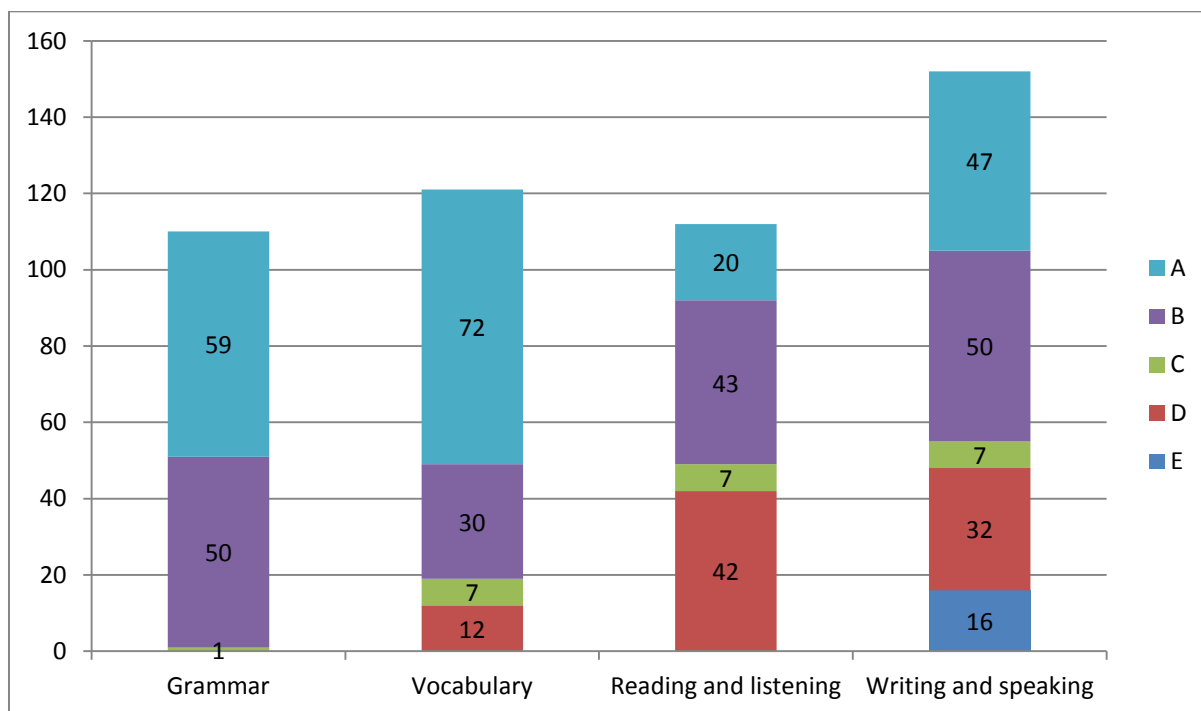
➤ **WHY DO I LEARN ENGLISH?**

Regarding first how students learn English and the strategies they use, it can be said that the grammatical approach toward the foreign language that is still present in English lessons influences the way students learn. Unfortunately, learners keep focusing on grammar and vocabulary as a means to foster the learning of the target language, forgetting communication. Most of the learners state that grammar is important to speak English and just one student considers that grammar is not important at all. Moreover, 72 out of 83 students learn vocabulary by doing word lists in both languages, and few students use strategies such as mind maps, drawings or the context.

When our learners face an oral or a written text they tend to understand the general meaning of the text without knowing all the words; if they do not the meaning of a particular word they try to guess it by looking at the context. Just 20 students want to know the meaning of every single word and 7 learners get anxious if they do not know the meaning.

In oral and written production, although most of the learners admit that they think first in Spanish and translate into English, students also develop some communicative strategies such as the use of structures they know in the target language and paraphrasing. Just a few of them use the mother tongue and gestures to communicate the message.

Graphic 4 collects all the information above.



Graphic 4. How do I learn English?

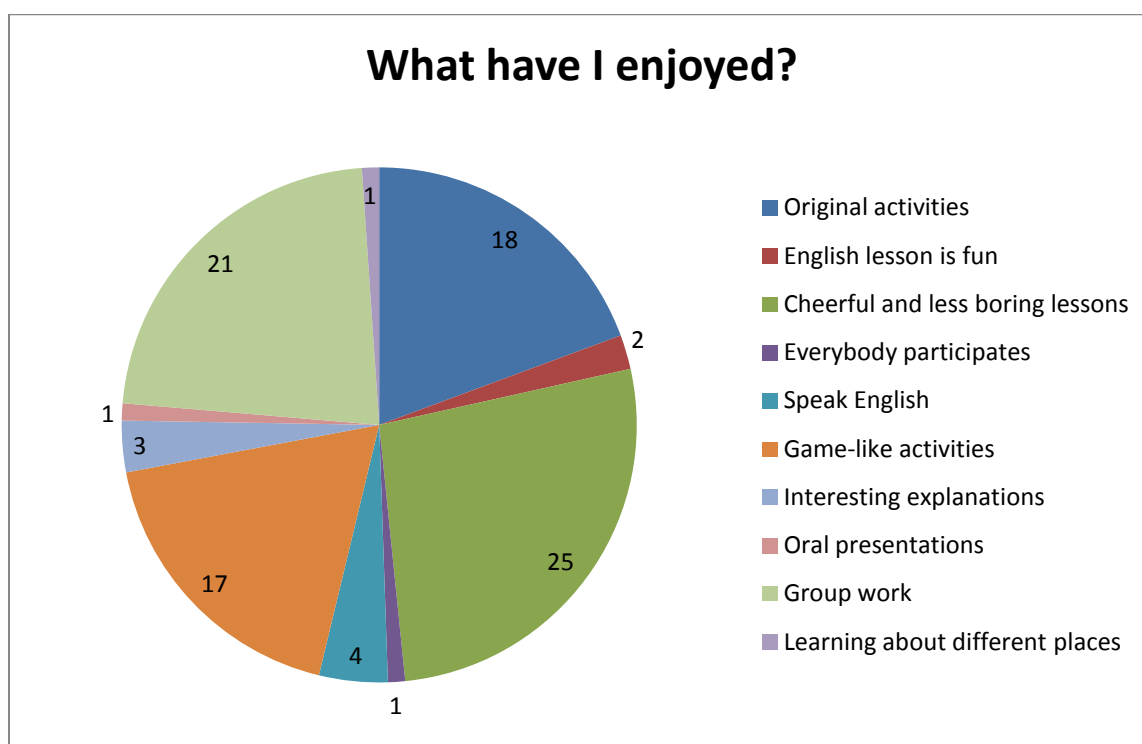
By contrast, graphics 5, 6, 7 and 8 gather the assessment to the teacher's lessons. What the students have enjoyed most has been the "cheerful and less boring" lessons, group work, the original tasks and the game-like activities (cf. Graphic 5). Besides, they have learnt vocabulary and information from other cultures around the world (cf. Graphic 6). However, although there were 39 learners who liked everything, Graphic 7 shows that some activities and the oral presentation were not interesting for the students in the English lessons. Furthermore, some other students complain about the amount of English used in class and the lower tone of the teacher speech.

Question 8 from the survey, illustrated by Graphic 8, is really helpful for the teacher. This question, particularly, shows the teacher what he/she should include, train or improve in future lessons, thus he/she will evolve as a teacher. In this case, 17 students suggest the teacher should not change the way of teaching because those lessons are more interesting for them. Additionally, they ask for more communication strategies and exercises to train

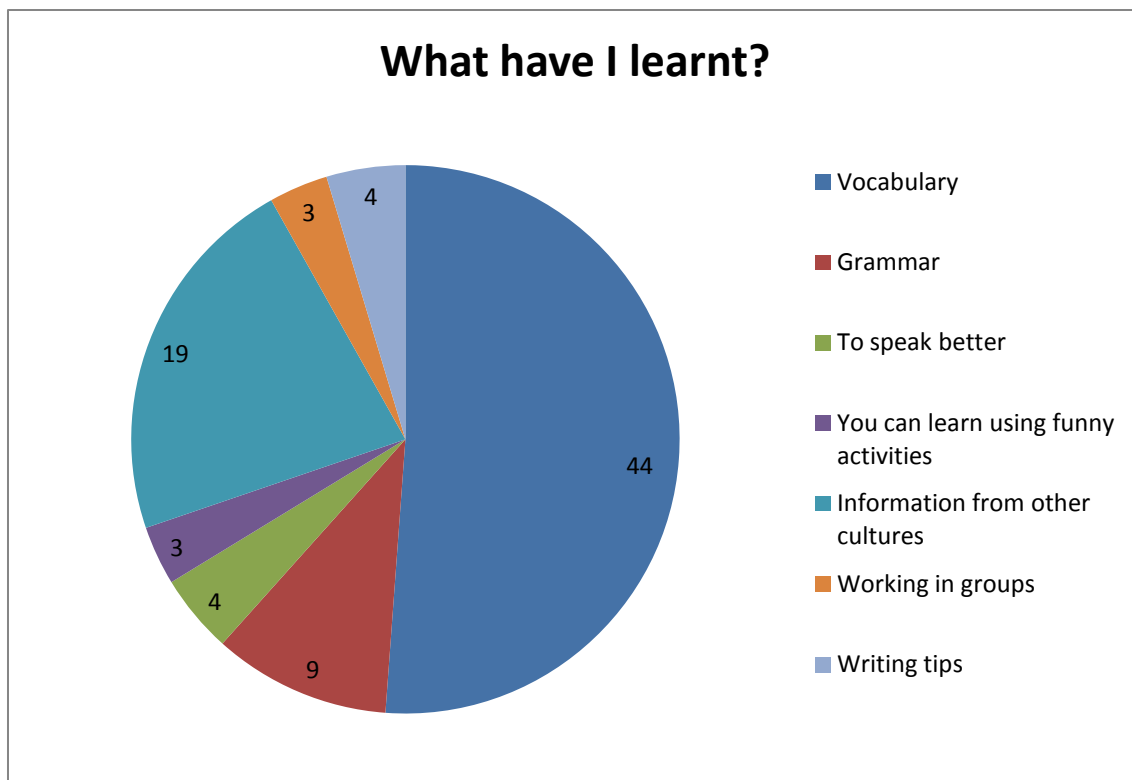
both the language skills and components. They also suggest the teacher to improve her handwriting on the board, among other things.

Nevertheless, I would also like to mention that there are some students who suggest using less English or translating more into Spanish during the English lessons. I am not going to consider this issue as I think that the overuse of the mother tongue in foreign language lessons is not good for students. If they are always waiting for the teacher to translate or speak in the mother tongue, they will not pay attention to the target language.

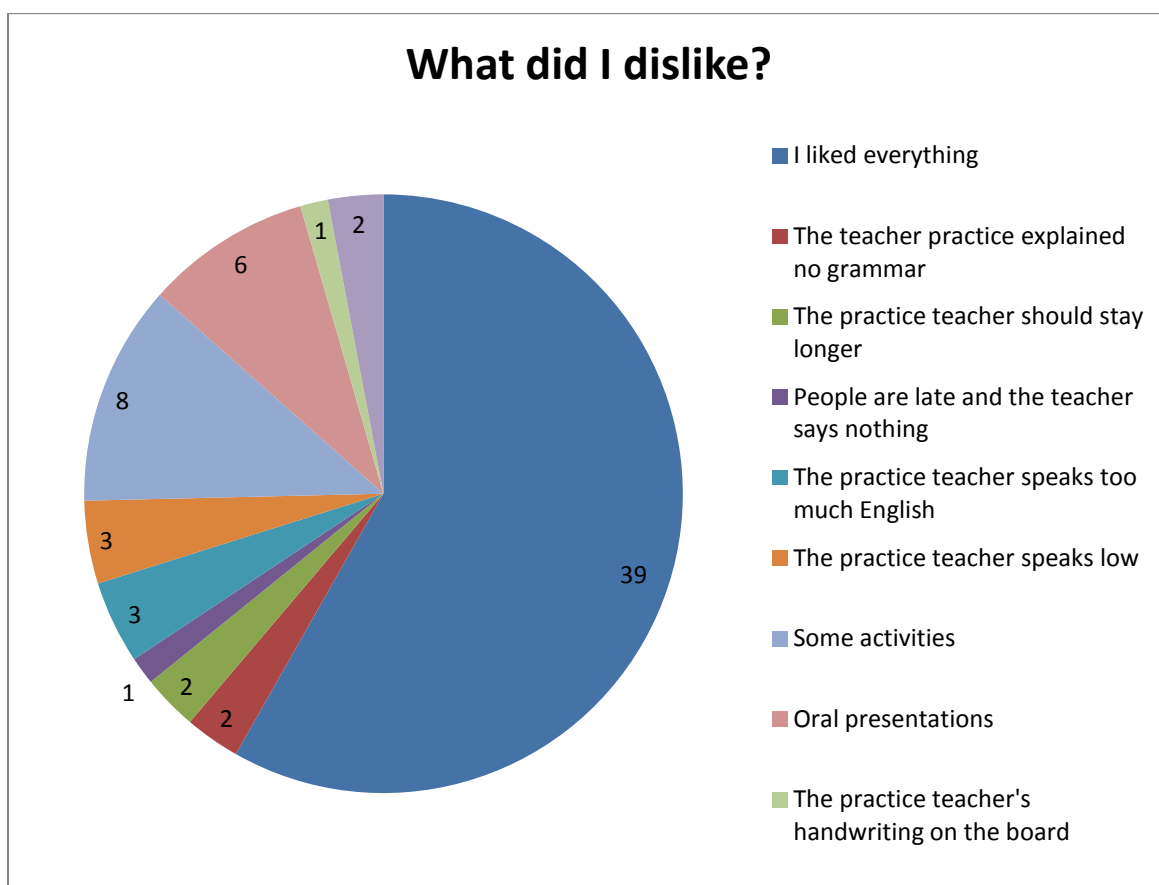
All these suggestions will be borne in mind in the development of future English lessons. Although, as mentioned above, English lessons in high schools nowadays keep following a grammatical approach, it is also true that things are starting to change and learners are more and more aware that communication is what matters in language acquisition. It does not mean that we must leave grammar apart in our lessons, but we must make them as communicative as possible. Therefore, all suggestions are welcome.



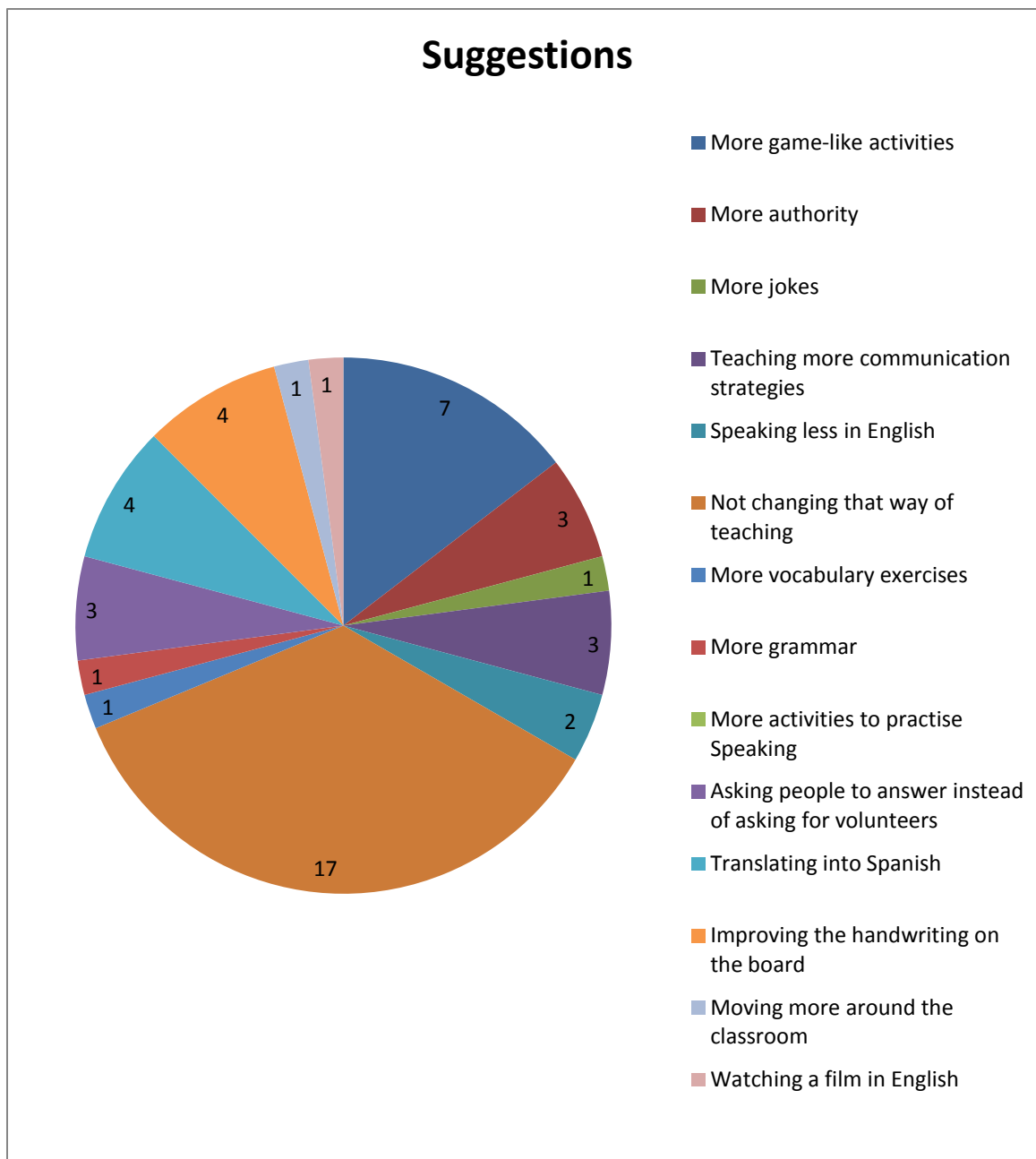
Graphic 5. What students have enjoyed in the English lessons.



Graphic 6. What students have learnt during the English lessons.

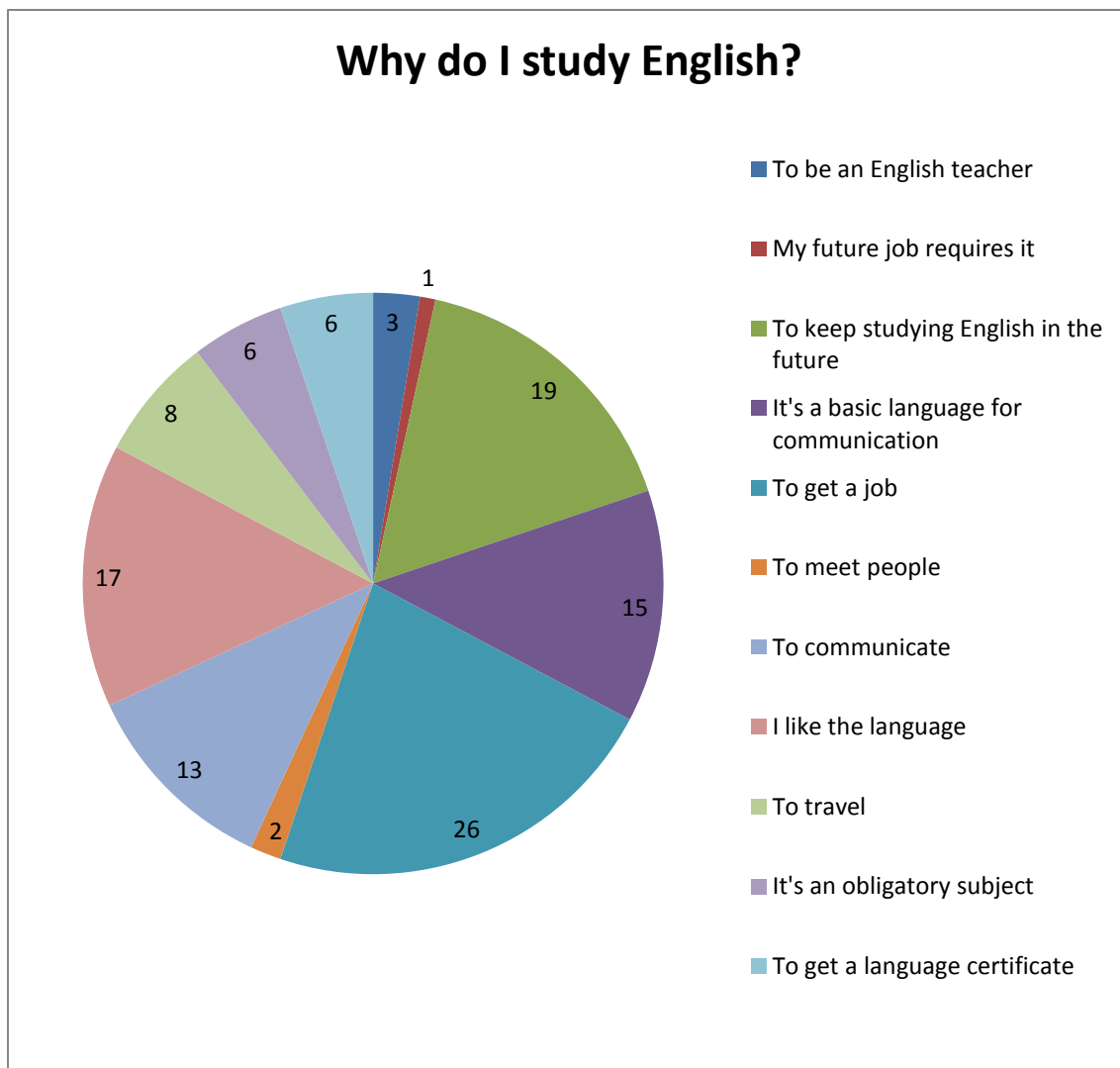


Graphic 7. What students have not liked of the English lessons.



Graphic 8. Students' suggestions for future English lessons.

Finally, the reasons why the students learn English are really different as Graphic 9 portrays. In most of the cases, they study English to get a job in the future, to communicate or because they want to keep learning the language because they like it. Some others learn English as a foreign language to get a language certificate, to travel and to meet people. Besides, 6 of the students state that they just learn English because it is an obligatory subject in the high school.



Graphic 9. Why students learn English as a foreign language.

3.15. Concluding comments

The didactic unit proposed is justified in both the Spanish and the Andalusian Education Law. In addition, it follows the objectives, evaluation criteria and key competences reflected in the Education Law. It covers a wide variety of topics and students can approach the foreign language in a more communicative way, at the same time that students from three different levels cooperate in the project. The unit also covers most of the subjects taught in the high school. It teaches learners about other cultures, ways of behaving, respect and tolerance, among other things. Moreover, students' diversity is considered, as not everybody learns in the same way.

Since the unit has been elaborated on my own, I have tried to make it as communicative as possible, as I believe this aspect is disregarded in the foreign language classroom. In fact, I noticed this during the first session, where it was hard for students to communicate in English, although they were familiar with grammar and vocabulary. Thus, I wanted to make them aware that the main aim of languages is communication and that they are able to communicate in a foreign language without knowing every single word.

It also helped me to put into practice and train most of the teaching strategies. At the same time, learners practised learning strategies too, particularly the communicative ones and those aimed at lowering their anxiety during the foreign language lessons and the reflection upon the language.

Furthermore, as the unit was implemented in a real high school with real students, it gave me the opportunity to realize that it worked out. Students got involved during the English classroom and they learnt by doing. Almost all the learners who participated in the implementation of the unit agreed that this is a good way to learn English and they would like to keep learning in this way. Besides, with the help of the survey I made, I am aware of what needs to be improved, what types of activities the students enjoy, what learning strategies students know and what teaching strategies must be enhanced.

4. CONCLUSIONS

The role of the teacher in the foreign language classroom has changed. Nowadays teachers should be able to adapt their teaching to their students' needs. The teacher is not any more an authority figure and the centre of the English classroom, but a facilitator to make learners acquire communicative competence in the foreign language.

It can be said that a good teacher is the one that establishes a close rapport with their students and pays attention to their needs by adapting himself/herself to the different situations that may take place in the classroom. It is known that not all learners are the same so that teachers have to consider that diversity and carry out a variety of tasks to cover all the students' needs. For this purpose, the teacher must employ the different teaching strategies they have available in order to optimize their teaching and succeed in their task, always keeping in mind that the main goal of foreign language acquisition is communication. Additionally, teachers should encourage students to use learning strategies in their lessons, as most learners are not aware of them.

Therefore, the study carried out in this Master's Thesis has been very useful for me, as a teacher, because I know now most of the teaching strategies that can be employed in the foreign language classroom and I will put them into practice. In this way, I believe that the combination of these teaching strategies and the learning strategies analyzed in my Degree Project will contribute to my training as an English teacher.

In fact, thanks to the real implementation of the didactic unit here proposed I have had the opportunity to prove that this teaching approach works out and students like this kind of English lessons, rather than the lessons dealing only with grammar and vocabulary they are used to. Hence, both teaching and learning strategies are very important in foreign language acquisition and we, teachers, should consider them more and more.

Likewise, this Master's Thesis leads to other lines of research such as the comparison between both learning and teaching strategies, the real application of these strategies by means of a survey among teachers and students, or how effective they really are in foreign language acquisition by means of a study with teachers and students who use them and those who do not.

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6. ANNEXES CONCERNING THE MASTER'S THESIS

6.1. Informe del Tutor/a del Trabajo de Fin de Máster

Informe del Tutor/a del Trabajo Fin de Grado/Máster

Autor (Apellido1-Apellido2, Nombre)			
Alcántara López, María Dolores			
Título del Trabajo			
Strategies in the Teaching of English as a Foreign Language in Secondary Education			
Titulación	Máster en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas	Especialidad/Mención	Lingüística aplicada a la enseñanza del inglés
Centro	Universidad de Jaén	Departamento	Filología Inglesa
Tutor/a del TFG/TFM			Universidad/Institución
Antonio Bueno González			Universidad de Jaén
Resumen Castellano (máx. 150 palabras)			
Una vez analizadas las estrategias usadas por los alumnos en el proceso de adquisición de inglés como lengua extranjera en mi Trabajo de Fin de Grado, mi Trabajo de Fin de Máster pretende estudiar las estrategias que usan los profesores en la enseñanza de inglés como lengua extranjera. El profesor cuenta con una amplia variedad de estrategias para hacer que los alumnos desarrollen la competencia comunicativa en lengua extranjera adaptándose a sus diferentes necesidades. Estrategias como la resolución de conflictos, las diversas maneras de agrupar a los estudiantes o los diferentes roles que el profesor asume en la clase de inglés como lengua extranjera, serán desarrolladas a lo largo de este proyecto.			
Resumen Inglés (máx. 150 palabras)			
After having studied the strategies used by the learners in the foreign language acquisition in my Degree Project, my Master's Thesis will concentrate on those strategies employed by foreign language teachers in the acquisition of English. Teachers have a wide variety of teaching strategies available to make their students develop communicative competence in the foreign language, adapting to the learners' needs. Strategies such as problem solving, the way of grouping students, and the diverse roles of the foreign language teachers will be analyzed through this Master's Thesis.			

Nomenclatura Internacional de Unesco para la Ciencia y Tecnología

<http://skos.um.es/unesco6/>

Códigos UNESCO	Descriptor castellano	Descriptor Inglés
5701	Lingüística aplicada	Applied Linguistics
5701.11	Enseñanza de lenguas	Language Teaching

Los/as Tutores/as dan el Visto Bueno para entregar y defender su Trabajo Fin de Grado/Máster

Jaén, a 9 de Octubre de 2015



Fdo.: Antonio Bueno González

SR. PRESIDENTE DEL TRIBUNAL EVALUADOR

Observaciones y Comentarios:

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6.2. Autorización para la publicación del Trabajo de Fin de Máster en TAUJA



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Máster en Profesorado de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas			
Centro	Universidad de Jaén		
Título del trabajo			
Strategies in the Teaching of English as a Foreign Language in Secondary Education			
Tutor/a del TFG/TFM			Universidad/Institución
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Se contempla como **circunstancia excepcional** la no autorización de acceso abierto a los trabajos depositados en TAUJA, como puede ser, la existencia de convenios de confidencialidad con empresas o la posibilidad de generación de patentes que recaigan sobre el contenido del trabajo, o cualquier otro motivo estimado, se establece el siguiente procedimiento para asegurar la no publicidad de estos trabajos:

- **Informe motivado.** Se adjuntará un Informe motivado del director/a del TFG/TFM, exponiendo la razón por la cual no considera oportuno la difusión en abierto de dicho trabajo.
- **Fecha fin de embargo.** En este informe se indicará la fecha a partir de la cual, vencen los motivos del embargo. A partir de la fecha indicada se podrá visualizar el documento a texto completo.

Motivación de la **NO aceptación de publicación en abierto del TFG/TFM en TAUJA**

Fecha de embargo (en su caso): _____