



Universidad de Jaén
Centro de Estudios de Postgrado

Trabajo Fin de Máster

DEVELOPING COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE TO SECONDARY STUDENTS BY USING A TASK-BASED APPROACH

Alumna: Hernández Melero, Laura

Tutor/a: Prof. D. Antonio Bueno González
Dpto: Filología Inglesa

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ABSTRACT

This MA Thesis is divided into two parts: theory and practice. The main aim of the practical section is to determine the required curricular contents in the development of the didactic unit 'Good Times', designed for the fourth year of Compulsory Secondary Education, following the regulations established by *Real Decreto 111/2016, de 14 Junio*. It is based on one of the most current methodologies in language teaching, explicitly Task-Based Learning.

For the theoretical framework a historical review of the main language teaching methods is presented, moving from the traditional ones up to those more innovative. Furthermore, special attention is paid to Communicative Language Teaching, Communicative Competence, and Task-Based Learning.

Throughout some research, I reach the conclusion that the ultimate goal of languages is communication. Consequently, it is a necessity to promote communicative language teaching so as students can acquire the required skills to face the real world.

Key words: communicative competence, communicative foreign language teaching, English as a foreign language, secondary Education, task-based learning.

RESUMEN

Este Trabajo de Fin de Máster está dividido en dos partes, teórica y práctica. El objetivo principal de la sección práctica es determinar los contenidos curriculares requeridos en el desarrollo de la unidad didáctica 'Good Times' diseñada para cuarto curso de Educación Secundaria Obligatoria, siguiendo la normativa establecida por el Real Decreto 111/2016, del 14 de junio. Está basada en una metodología innovadora, explícitamente el Aprendizaje Basado en Tareas.

En el marco teórico presento una revisión histórica de los principales métodos de enseñanza de lenguas, desde los tradicionales a los más innovadores. Además, se presta especial atención a la Enseñanza Comunicativa de Lenguas (ECL), Competencia Comunicativa y el Aprendizaje Basado en Tareas.

Finalmente, llego a la conclusión de que el principal objetivo de las lenguas es la comunicación. Por consiguiente, es una necesidad promover la ECL para que los estudiantes puedan adquirir las competencias necesarias para enfrentarse al mundo real.

Palabras clave: *aprendizaje basado en tareas, competencia comunicativa, Educación Secundaria Obligatoria, enseñanza comunicativa de lenguas extranjeras, inglés como lengua extranjera.*

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1. INTRODUCTION

1.1. Presentation of the topic

As I mentioned in my Degree's Final Project, globalization is becoming more and more important in our current society. The whole world is immersed in a multicultural community, and it is essential to learn different languages in order to be able to communicate among us. Therefore, educational institutions must participate in this situation for the sake of helping students as much as possible in their foreign language learning process. Thus, for the purpose of being able to cope with the new language and its use in real-life contexts, it is very important to acquire communicative competence.

This MA Thesis is based on creating a teaching programme from an innovative perspective, focused on task-based learning (TBL). The main aim is to teach the English language in an attractive way so that students can have fun and enjoy the lessons, as well as make them aware to contemplate the language as a necessary instrument for communication. In order to do that, some resources such technology, gamification, and creative topics are used in the practical proposal.

1.2. Justification

The choice of this topic was guided by several reasons. First of all, I discovered that languages were my passion when I was a teenager. I am fascinated by how sounds create words that express meaning, and how we are able to communicate with them. As well as sounds, we also use body language, rhythm, pitch, intonation, register... It is charming. I decided to study English Studies due to my passion, and I loved the degree. My desire to become a teacher was constantly reinforced, so I decided to take the Master's degree in Teacher Training.

I developed this topic in my Degree's Final Project, and I wanted to continue working on it since I consider communicative competence is essential in language learning. In this MA Thesis, some items such as the communicative method, communicative competence and task-based learning will be developed in depth, analysing their characteristics and general concepts. I consider that this topic is very important, since lots of English teachers still make the same mistakes.

Human beings acquire languages in order to use them to interact. So, I keep on asking myself the same questions. "Do non-native students of English know why they are learning English at school?" (Hernández Melero, 2020:6). At the end of the term, "would they be able to communicate with a foreigner using the English language?"

(op. cit. 2020:6). Unfortunately, despite the fact that students learn long lists of vocabulary and lots of grammar rules during the course, most of them are not able to interact with people using the foreign language. I consider that some teachers still focus on traditional methods, and they do not emphasize the importance of learners' needs and preferences.

I think that we learn English in order to expand our mind and our inner world. We can make new friends from different parts of the world; we can read lots of articles, books and magazines coming from different countries; we can watch films and series in the original version and see how some expressions are adapted into our mother tongue; we can visit different countries and learn from their traditions... I consider that languages feed our souls since it is the way we interact and learn.

That is why I believe that this topic is crucial. I truly assume that students need to be aware of the importance of grammar, lexicon and pronunciation for the purpose of using the language. Nevertheless, teachers must show them that those aspects are just mere tools for communication, not the final product. Teachers have the duty to go one step further and illustrate the actual use of language to them.

Thus, I want to concentrate on the importance of choosing the appropriate approach in teaching English as a foreign language and to propose some ways to carry this task out. As a possible contribution, I have designed and compiled a sort of innovative tasks as means of helping and motivating students in their learning process. My desire as a teacher is to show them that English is a very useful tool in their lives, not only for their job, but also for fun and entertainment.

1.3. Initial knowledge

It is important to mention that many subjects that have contributed to the development of this topic. For instance, some subjects I took during my degree: "Lingüística General", "Lingüística aplicada a la enseñanza del inglés", "Didáctica de las destrezas y de los componentes en inglés", "Materiales y recursos para la enseñanza del inglés", "Enseñanza del Español" and "Programación y evaluación del inglés". Indeed, some other subjects I took during my Master's Degree: "Lengua Extranjera", "Complementos de formación disciplinar en lengua extranjera", "Aprendizaje y enseñanza I de la materia de lengua extranjera", "Aprendizaje y enseñanza II de la materia de lengua extranjera" and "Innovación docente e iniciación a la investigación educativa en el área de filología".

I remember that, just at the beginning of my degree, in the subject "Lingüística General", I learnt the meaning of linguistics. This term can be defined as the science of language, identifying "language as the communicative faculty of human beings"

(Hernández Melero, 2020:7). Therefore, in this basic definition, it is clear that “language is directly concerned with communication” (op. cit. 2020:7).

I also learnt the importance of Pragmatics, since context contributes to meaning. In that way, we can say that “communication not only depends on linguistic knowledge, but also on the context in which the utterance is set” (op. cit. 2020:7) and the ability of the speaker to deal with the language (tone, register, intonation, etc.). Moreover, pragmatic competence enables us to use language effectively and appropriately depending on the socio-cultural situation in which the speaker is set.

Focusing on my Master’s Degree, some new concepts were introduced during the course. For example, in “Aprendizaje, Desarrollo y personalidad” and “Sociedad, familia y educación” I learnt about the different types of students and the way to deal with them. As an illustration, the differences between extrovert and introvert students. It is essential to bear in mind the fact that teachers cope with people, and we must take care of them. We are not only teaching one subject, but also teaching human values such as respect, self-confidence, love, forgiveness, etc. This field is very important, since instructors have the duty of guiding and shaping children in order to raise up adult and respectful individuals.

In “Aprendizaje y enseñanza II de la materia de lengua extranjera”, I also dealt with the different procedures to develop a didactic unit and the steps that must be followed. In conclusion, my English Studies Degree and my Master’s Degree in Teacher Training have been very useful and rewarding for me as a future teacher as well as a human being. There are some useful resources that have contributed in the development of this MA Thesis, for instance, Nunan (2004), Savignon (2018), Richards (2006), and Bueno González (2013).

Thank you all for this experience.

1.4. Objectives

- To make a brief compilation of the different methods and approaches in foreign language teaching.
- To analyse the communicative approach and communicative competence in detail.
- To promote student-centred teaching by examining and recognising students’ personal needs.
- To wager on communicative competence and its subcompetences.

- To make students aware of the importance of English as a useful tool for communication.
- To focus on authentic language by means of meaningful tasks using the foreign language.
- To advocate English teaching without reliance on textbooks, and providing students with additional materials and resources.
- To improve cooperation and teamwork.

The first two objectives are more general, focused on the theoretical framework. The last five objectives are more specific, since they consider students' needs and necessities.

1.5. Structure of the final Project

Lastly, it is essential to present the layout of this MA Thesis so as to clarify the order and the main issues. It consists of six different sections.

In the first place, the introduction is presented, where the justification, previous knowledge, objectives and the structure of the project are described.

The following part has to do with the delivery of the theoretical framework or state of the art. It is subdivided into minor sections: a historical review of approaches and methods in language teaching; deep research into the communicative method, communicative competence and subcompetences, and analysis of task-based learning and its main features.

Then, I concentrate on the practical part, in which the unit design is proposed, following the current rules and regulations: title or topic, introduction, contextualization, timing, key competences, objectives, contents, transversality or cross-curricular elements, methodology, step-by-step planning, materials and resources, attention to diversity and assessment.

Afterwards, the conclusions that I have obtained with the accomplishment of this Thesis are included, where important ideas and results are summed up.

Finally, the references I have used in this project and the appendixes are attached.

2. LITERATURE REVIEW

Learning foreign languages has always captivated people's interest, either for social or economic reasons. Following this worry, in the 18th century, there was a growing interest in modern languages, which were seen as helpful means for disseminating scientific and technological developments. As a result, English became more widely spoken, and the first ways of teaching it arose.

2.1. Language Teaching Methodology defined

It is essential to provide the definition of some basic concepts before starting this topic. According to Rodgers (2001:1), methodology in language teaching has been described in different manners. A traditional conceptualization claims that methodology is what combines theory and practice. Theoretical declarations would incorporate what language is and how it is learnt. Those hypotheses are connected to different pattern characteristics of language instruction. These pattern characteristics may comprise "stated objectives, syllabus specifications, types of tasks, teacher's and learners' roles, materials, etc. Design features are associated with existent teaching and learning practices "as observed in the environments where language teaching and learning take place" (op. cit:1). This entire group of components specify language teaching methodology. Within methodology, we need to distinguish between methods and approaches. On the one hand, methods are grasped to be rigid teaching systems with prescribed techniques and practices. On the other hand, approaches depict language teaching philosophies which could be understood and used in a big range of manners in the classroom. This differentiation is possibly most helpfully seen as characterizing a continuum of items going from exceptionally prescribed methods to vaguely described approaches.

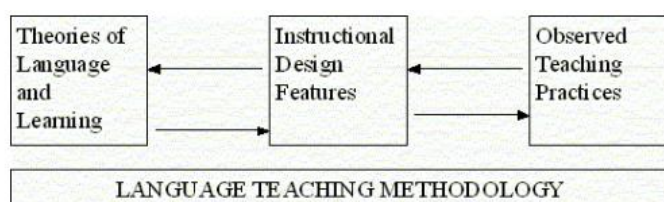


Figure 1. Language Teaching Methodology. (Rodgers, 2001:1)

Anthony (1963:63-7), cited in Gómez (2011: no page), claims that there are three different levels of organization in language teaching: approach, method, and technique. It is also cited in Hernández Melero (2020:11):

The term approach is defined as “a set of assumptions dealing with the nature of the language, learning and teaching”. It is axiomatic, which means that it does not require logical explanation, that is to say, it is not necessary to explain how and what to teach. Method is defined as “an overall plan for systematic presentation of language based upon selected approach”. Thus, it is procedural since it explains how something should be taught. Techniques are “specific activities manifested in the classroom that are consistent with a method and therefore in harmony with an approach as well”. They are particular for they are used to accomplish an immediate objective and they are implementational. Consequently, it is possible to say that they are organized hierarchically.

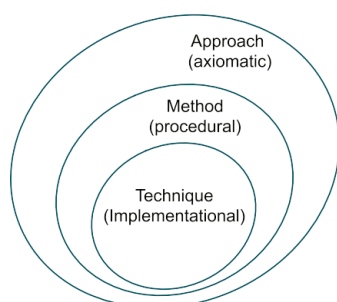


Figure 2. Techniques, methods and approaches. (Retrieved from: <https://www.newroutes.com.br/ingles/techniques-methods-and-approaches-much-ado-about-nothing/>).

This proposal seemed to be clear; nevertheless, it has been suggested that it was not concise enough. As a consequence, Richards and Rodgers (1982:154) provided a different analysis. They opted to contemplate the method as “an umbrella term for the specification and interrelation of theory and practice”. They propose a model to describe the different methods which revolves around three axes: approach, design and procedure. Approach is “a theory of the nature of language” (op. cit.:154) and its learning process. Design is “the specification of objectives and content in syllabuses and textbooks” (op. cit.:154). In other words, it is the selection and arrangement of the activities used for teaching and learning, students’ and teacher’s roles as well as the role of instructional materials. Finally, procedure has to do with “classroom techniques, practices, and teacher’s and students’ behaviours that can be observed when the method is used” (op. cit.:154) (Cited in Hernández Melero, 2020:11-2).

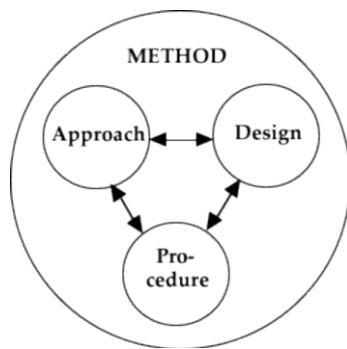


Figure 3. Method: Approach, Design, and Procedure (Richards & Rodgers, 1982). (Retrieved from: https://www.researchgate.net/figure/METHOD-APPROACH-DESIGN-AND-PROCEDURE-RICHARDS-RODGERS-1982_fig2_275019336).

2.2. Historical review of approaches and methods in language teaching

In this section, a review of the different approaches and methods in foreign language teaching is presented. Therefore, the transition from more traditional methods up to the more innovative ones is provided in this subheading.

2.2.1. The Grammar-Translation Method

One of the main traditional methods in language teaching is the so-called Grammar Translation Method. It was used to teach Greek and Latin during the XVIII century (Chang, 2011: no page). Then, it was used to teach other languages during the XIX and XX centuries. According to Oliva Parera (2018:33), it is possible to say that the main goal of this method was to teach modern languages as if they were classical. It entailed memorizing lots of grammatical rules and extensive lists of literary vocabulary. The success of the teaching process was guaranteed when the students could apply the rules already learnt by means of translation tasks from the mother tongue into the foreign language and vice versa. (Richards and Rodgers, 1986:3). In order to do this, texts were read aloud by the teacher, leaving very little place for the practice of oral and listening skills. The space for creativity on the part of the student was practically non-existent. (Oliva Parera, 2018:33). The main focus was writing and reading skills, since this method attempted to get access to the target language literature (inspired by Font, 1998:216). Nonetheless, because it was not the language used by native speakers, the outcome of this type of foreign language research was highly artificial. However, there are some people who defend this method, such as Duff (2012:411), who points out the fact that the native language shapes the way of thinking and it also influences the foreign language that is being learnt. He points out that translation helps reducing interference from L1 to L2 and it helps students to justify the use of the

language they are learning. Notwithstanding, this method was quite useless since students did not focus on the actual use of the language. Both listening and oral skills were neglected, even to the extent of not hearing or uttering a word in the language under study (Ruiz, 2018: 3-4).

2.2.2. The Direct Method

As a reaction towards the Grammar-translation Method, the entitled “Direct Method” arose in the 19th century. The main idea of this method is based on the presupposition that modern languages are different from Latin and Greek and, consequently, they need to be taught in a different way from classical languages (Bayley, 1998:39-57). Indeed, the importance of establishing oral competency above reading skill, grammar, or literary appreciation was considered. According to Richards and Rodgers (1986:9), the Direct Method was the methodology resulting from the observation of child L1 learning, so as to develop a methodology to teach the foreign language based on these studies. Thus, it aims at imitating the process of learning the language as close as possible to that of the individual’s mother tongue. As a consequence, this method implied a big change from the previous one because of the use of the foreign language as a tool of instruction and communication within the classroom context, and the use of the mother tongue was prohibited. In that way, the emphasis was placed on the actual use of the foreign language rather on analysing it. (Liu and Shi, 2007:70). Grammar was taught inductively, and vocabulary was based on everyday words (Richards and Rodgers, 1986:9-10, and Martín Sánchez, 2009:63). “It demanded inventiveness on the part of teachers and led to the development of new techniques of language [...] (dictation, imitation, demonstration of pictures and objects...)” (Liu and Shi, 2007:70). Despite that, some problems can arise: some difficulties with the avoidance of the mother tongue (due to possible misunderstandings and the necessity of the mother tongue for further explanation), the loss of effectiveness with large groups (due to its individualized character), and the theoretical banning of grammar (sometimes, clarifications were needed). Thus, it is possible to say that as a result of this method, foreign languages were taught more successfully, but there were still numerous scarcities that needed to be improved.

During the first years of the 20th century, the methodological panorama was still divided into these two groups: Grammar-Translation and Direct/Natural Method. On the one hand, the Grammar-Translation method attempted to present grammar in a more natural and logical way, and it incorporated some dialogues, but it remained artificial. On the other hand, the Direct Method encouraged many language instructors to live abroad because of their inadequate competence (particularly in pronunciation).

The following approaches were put into practice during the 20th century (1930s-1950s) and they attempted to include a more prominent insistence on the oral aspects of the language and to improve the faults of the previous methods. In this way, they would be ascribed more to the direct methodologies¹.

2.2.3. The Berlitz School

The Berlitz School was developed by Maximilian Berlitz in 1878 in the United States (Berlitz Corporation, 2020). “It was also based on the natural way in which a child learns her/his mother tongue” (Hernández Melero, 2020:15). Berlitz’s teachers were always native speakers of students’ target language with very little linguistic training. They were trained to avoid translations all times, to give priority to the use of oral language, to insist on student’s pronunciation, to hold up theoretical and grammatical explanations and to use the question-and-answer technique as much as possible. (Berlitz, 1928; and Richards and Rodgers, 1986:9-11).

2.2.4. Basic English

Another one was Basic English, which was born after the Great War. It was thought to be an alternative suggestion based on the idea of making English simple for international use. In that way, communication and understanding among different people will be easier avoiding possible conflicts. It consists in a simplified form of English which reduces both grammar and vocabulary to a remarkable extent: there are 850 basic vocabulary items, 18 verbs, 400 “general” nouns, 200 “picturable” nouns and 150 adjectives. (Britannica, 2016). “There are only a few rules concerned with formation of plurals, comparative degrees of adjectives, and use of such prefixes and suffixes as *un-*, *-er*, *-ing*, *-ed*, and *-ly*.” (Britannica, 2016). However, there were some criticisms to this approach. As for example, normal natives of English were obliged to learn this simplified form to be able to communicate with basic English speakers. Indeed, it was very difficult to express many ideas with the limited vocabulary and grammar rules. It has been suggested that Basic English is an imprecise and artificial language.

2.2.5. The Reading Method

The Reading Method also became popular. In his report *Equality of Educational Opportunity*, published in 1966, James Samuel Coleman claimed that it was easier to

¹ With the exception of the Reading Method, because reading skills and the teaching of grammar still retained their prominent roles like in the Grammar-Translation Method.

master the reading skill rather than the speaking one. Therefore, this method was created. Its main aim was to promote silent reading by the continuous reading of long texts. In that way, it is possible to say that it resembles the Grammar-Translation Method as the main focus are written skills. This method proposes the text as a referent unit, and grammar and vocabulary are based on texts. "Oral reading helps students associate printed language with spoken language, improves their reading rate and rhythm, and provides opportunities to experience the pleasure of reading with a real purpose" (Rasinki, 2003:16, cited in Cohen, 2011:21). Therefore, some techniques consisted in including footnotes to explain words, the preliminary questions-text-comprehension test structure, summarising texts, and home study.

Nevertheless, I consider this method is useless, for it focuses only on one part of the language. In that way, students could never be able to communicate using the foreign language since it is reduced to only one skill.

2.2.6. Structuralist Methodologies

During the 1940s and 1950s, Edward Sapir and Leonard Bloomfield, two American linguists, devised Structuralist Methodologies from different approaches. Whereas Sapir was interested in linguistics and anthropology², Bloomfield was concerned with language from a psychological point of view (Hamp; Ivić; Pavle and Lyons, 2020: no page). This method claims that all languages are made of a series of structures or components, and they interact among them to build up a set pattern and rules. That is to say, according to Linguistic Id: Linguistics, Literature, Education, Translation (2019), "the arrangement of words in such a way as to form a suitable pattern of sentence". According to Rhalmi, (2009: no page), this approach focuses on analysing the way in which the different parts of language are connected in the present. Therefore, they are synchronically connected rather than diachronically. Indeed, experts also discussed about the different part of words, focusing on two different parts: signifier (the sound pattern of a word) and signified (the meaning of the word). The study of language is intended on the description of the performance, called the parole. It is the only part of the language that can be observed.

This method involved a more systematic presentation of grammatical structures, moving from the simpler to the more complex ones. Indeed, classroom management included the famous PPP paradigm: presentation, practice and production.

² Especially, with the relationship between language and thought, with an emphasis on the social and the anthropological aspects of language.

In that way, “practitioners of this approach viewed that repeating phrases through controlled practice of common language patterns and language chunks would lead to mastery of the target language” (Richards & Rodgers, 2001:44-61, cited in Matamoros González et al. 2017:969). “Language learning is a process of habit formation. The more often something is repeated, the stronger the habit and the greater the learning” (Larsen Freeman, 2003:43). The practical stage comprises immense use of oral drills. Learners were expected to repeat pattern drills orally in order to establish habits and acquire the new language structures automatically. As mentioned above, it is based on the idea that if a pupil could memorise structures, he/she could learn a language. Furthermore, there were different types of drills: repetition, substitution, transformation, expansion, reduction, construction, reconstruction and making questions. Nevertheless, with this technique, students have no or very little option over what is said, so it is a very controlled practice.

According to Richards and Rodgers (2001:44-61) cited in Matamoros González et al. (2017:968), focusing on behavioural psychology, “there are three important elements in learning: stimuli that elicit behaviour, a response caused by a stimulus, and a reinforcement when the response is appropriate”. Structuralist methods often relied on the use of the language laboratory. Some new tools were introduced in foreign language teaching at the end of the 1950s, by way of illustration, the tape-recorder, the language laboratory and the film-strip projector. Thanks to that, some new types of teaching programmes were developed in which the printed book was no longer the main protagonist of the lesson.

The methods developed under the influence of structuralism were called Audio-lingual, Situational and Audio-visual. All of them are very similar and they share lots of features.

2.2.6.1. The Audio-lingual Method

Due to the increased focus paid to foreign language instruction in the United States towards the end of the 1950s, The Audio-lingual Method arose. It was developed and researched by Charles Fries in 1945. According to Richards and Rodgers (1986:44-5, cited in Hernández Melero, 2020:15) it was also called the “Army Method”, its psychological basis is behaviourism which figures out language learning in respect of stimulus and response, operant conditioning, and reinforcement with prominence on effective faultless learning. It presumes that learning a language involves controlling the components of the language and rules by which these components are integrated.

Furthermore, “the Audio-lingual Method was characterized by the division of the four language learning skills: listening, speaking, reading and writing, and the primacy of the audio-lingual (listening and speaking) over the graphic skills (reading and writing)” (Liu and Shi, 2007:70, cited in Hernández Melero, 2020:16). A typical audio-lingual lesson will follow the subsequent steps: dialogues based on daily situations were memorised; students repeated in chorus after the teacher or the tape, focusing on pronunciation and imitating it³... “Some examples of learning and evaluating techniques could be filling the gaps, dialogues, pattern drills, memory exercises, mimicry, etc”. (Hernández Melero, 2020:16). The pupils' books were always closed during the beginning of the session. Texts were only read once they had been mastered orally. Pupils were taught grammar by comparing structures in both the target language and their native language.

According to Hernández Melero (2020:16):

The use of the mother tongue in class was avoided, but it was not prohibited as in the Direct Method. Errors played an important role, and they were avoided since they can produce bad habit formation. So, in order not to make mistakes, students were not motivated enough to talk (Richards and Rodgers, 1986:48-9). Therefore, students' role was passive since they only had to answer to stimulus. The instructor was the one who controlled everything: he/she decided the lesson contents, the rhythm of the class, the teaching style, and so on. Nevertheless, as Liu and Shi (2007:70) state, pupils “were often found to be unable to transfer skills acquired to real communicative outside the classroom. Therefore, it ignores the communicative competence in teaching practice”.

Then, in 1954, the Audio-visual method was developed in France. As the previous method, it also focuses on oral language. Indeed, it also holds that language is acquired by habit formation.

2.2.6.2. The Audio-visual Method

Although the audio-visual method has the same origin as the audio-lingual (since both of them are based on linguistic structuralism), they are differentiated by various significant aspects. According to Alcalde Mato (2011:15-6), the most outstanding characteristics could be summarized as follows:

- Prominence on visual elements. It mainly introduces the oral language linked to pictures.

³ The chorus began with the whole class, then moved on to different groups, then to rows and then individually.

- The communicative circumstance must be grasped in a “global” way before the study of linguistic structures.
- Rigidly ordered lessons: (1) General introduction in the shape of conversation; (2) demonstration of individual aspects; (3) repetition of structures; and (4) practical utilization.
- “Structural” type activities (primarily to substitute and complete structures).

In other words, oral language is presented by means of a picture or image that represents it; and audio-visual supporters consider that the learning process of the second language is channelled through the hearing (listening to conversations) and the sight (observing the situation). In that way, this method combines the use of recorded dialogues and some filmed images so as to teach the target language. As mentioned above, it promotes the repetition and practice of the different structures in order to automatize their use; it focuses on oral language (pronunciation, intonation and rhythm); and grammatical structures are presented in a situational context. “The use of the mother tongue is not recommended, since it is considered that images provide students with enough contextualization and comprehension” (Instituto Cervantes, 2020; and Davidovich, 2004:1-3, cited in Hernández Melero, 2020:17).

On the one hand, it has been suggested that this method somewhat nullified the creative potential and cognitive performance of the student, which resulted in overly receptive and reproductive behaviour. On the contrary, the role of the teacher was so reduced in the learning process that practically he/she had the function of an “audio-visual technician”. As a result, there were sufficient reasons to unleash plenty of criticisms around the world, which prevented the introduction of this method in the classrooms. (Neuner, 1989: 150, cited in Alcalde Mato, 2011:15-6).

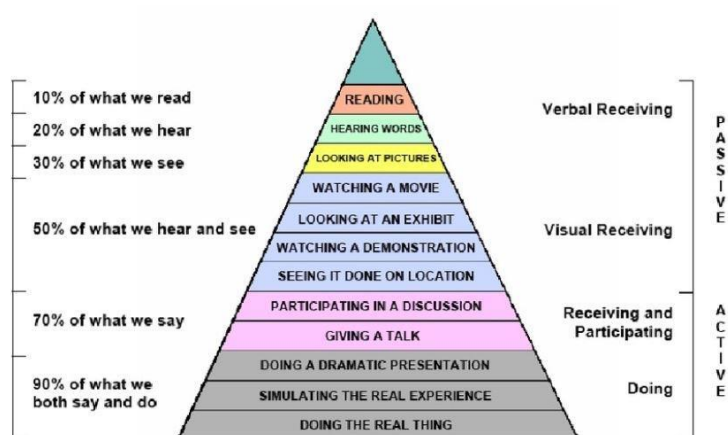


Figure 4 – Edgar Dale, Audio-Visual Methods in Teaching (3rd Edition), Holt, Rinehart, and Winston (1969).

2.2.6.3. The Situational Method

Between 1930 and 1960 in Great Britain, Palmer, Hornby and Pittman developed the so-called Situational Method, also known as the Oral Approach. As the previous methods, it was also based on a behaviourist method focused on imitation and reinforcement. "Speech was viewed as the basis of language and structure as being at the heart of speaking ability. [...] It focuses on the idea that structures must be presented in situations in which they could be used" (Al-Humaidi, 2017:1).

"This method attempted to correct previous mistakes and deficiencies from the precedent methods, and, for this purpose, lexical and grammatical contents were selected, graduated and sequenced" (Hernández Melero, 2020:16-7, summarized from Martín Sánchez, 2009:6-4). As stated by Al-Humaidi (2017:1-2):

Objectives of Situational Language Teaching include the following: (1) A practical command of the four basic skills of a language, through sentence. (2) Accuracy in both pronunciation and grammar. (3) Ability to respond quickly and accurately in speech situations. (4) Automatic control of basic structures and sentence patterns. [...] A typical procedure in Situational Language Teaching is as follows: (1) Procedures move from controlled to freer practice of structures. (2) Procedures move from oral use of sentence patterns to their automatic use in speech reading and writing.

Therefore, according to Pittman (1963:179), "our principal classroom activity in the teaching of English structure will be the oral practice of structures. This oral practice of controlled sentence patterns should be given in situations designed to give the greatest amount of practice to the pupil". Stated otherwise, the Situational Method focuses on oral procedures, and situational contexts are used to present the new vocabulary and structures. As stated by Martín Sánchez (2009:6-4), cited in Hernández Melero (2020:17), the major activity in class is devoted to practising speech skills in specific situations that are intended for this goal. This method asserts that knowing language structures is indispensable for speaking, and that spoken tasks are more important than written ones. As mentioned above, one of its major features is the close relation between language structure and the context and situations in which it is employed. Moreover, "the emphasis now is on the description of language activity as part of the whole complex of events which, together with the participants and relevant objects, make up actual situations" (Halliday et al., 1964:38, cited in Hernández Melero, 2020:17). So, on the authority of Richards and Rodgers (1986:35), cited in Hernández Melero (2020:17), "language is viewed as a purposeful activity related to goals and situations in the real world."

Nevertheless, some points of criticism have been suggested towards these three methods. For instance, an exclusion of semantics exists, for meaning is not concerned

in this classroom implementations. As mentioned above, drills activities were too mechanical, unrealistic and extremely boring, since no “real” answer was expected from students. Drilling tasks bear no resemblance to the interactive nature of language use, so students were not able to transfer knowledge.

2.2.7. The Notio-Functional Method

The so-called Notio-Functional Method emerged by the end of 1970s. It was proposed by D. A. Wilkins, a British linguist and one of the most influential theoreticians in the development of the Communicative Approach. According to Anisa and Ramadhani Dwi Ningsih (2011: no page), in 1972, he published a document that implied a big change. From describing the language using grammar and lexicon, he proposed the examination of the communicative significances which pupils would use so as to communicate and comprehend among them efficiently.

Therefore, this paper evidenced the fact that language could be categorized on the basis of notions such as quantity, location and time; and functions such as making requests, marking offers and apologising. This work was used in order to develop a communicative language syllabus, which could determine the meaning system that students may need in order to communicate. We can say that it focuses on the different purposes for which language is used.

In accordance with Anisa and Ramadhani Dwi Ningsih (2011: no page), notions are meaning elements that may be manifested by means of nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. They can be described as specific concepts or ideas (table, dog...) or general ones (time, size, emotion, place, frequency, movement...). “On the other hand, functions deal with the communicative act, that is to say, the use of language in order to achieve a purpose” (Hernández Melero, 2020:21), which usually involves interaction between two or more individuals. For example, complaining, promising, offering, ordering, rejecting, etc. (Demirbüken, 2013:6).

With the intention of understanding this method, it is vital to comprehend the concept of “context of situation” developed by John Firth, a professor of the University of Punjab (India) and the School of Oriental and African Studies. As mentioned in Chapman and Routledge (2005:2), utterances take place in real-life contexts, because their significance proceeds from the specific circumstance and setting in which they happened. Therefore, this idea mingles “language with the objects physically present during a conversation to ascertain the meaning involved” (op. cit.: 5).

Therefore, it is possible to suggest that, according to him, the meaning of an utterance is a function of the cultural and situational context in which it takes place. In

that way, functions are needed to be contextualized in situations (answering the phone, ask for doubt, etc.). Consequently, the variety of lexical items will be determined by the situation. The language utterances resulting from communication are called exponents, and they are used to express a message. Exponents are very personal, since they depend on our personalities, linguistic competence level, social class, register, dialects...

This method “combines ‘communicative grammar’ with cognitivism and humanism. The primary focus is the student and the function(s) of language” [...] that is to say, “the communicative purpose (s)he wishes to express and understand” (Demirbüken, 2013:20, cited in Hernández Melero, 2020:21). As a result, communicative behaviour is restricted by the situation. As stated by Demirbüken (2013:20), cited in Hernández Melero (2020:21),

It is possible to recognize three different principles, including: the communicative principle (activities which encourage communication and promote foreign language learning); the task principle (exercises which are concerned with real-life tasks that favour the process of target language learning); and the principle of significance (students need to be involved in a significant use of language in order to make the foreign language learning happen).

Some important features of this method are the following Anisa and Ramadhani Dwi Ningsih (2011: no page):

- (1) A functional view of language focusing on doing something through language.
- (2) A semantic base, as opposed to a grammatical or a situational base.
- (3) A learner-centred view of language learning.
- (4) A basis in the analysis of learner needs for using language that is reflected in goals, content selection and sequencing, methodology, and evaluation.
- (5) Learner-centred goals, objectives, and content organization reflecting authentic language behaviour and offering a spiralling development of content.
- (6) Learning activities involving authentic language use.
- (7) Testing focused on ability to use language to react to and operate on the environment.

In addition, there are some important components that must appear in this type of method, in particular, the situations⁴ in which the foreign language will be used, topics (and what is the learner able to do with them), language activities and language functions (op. cit. 2011: no page).

Regarding criticism, it has been suggested that “dividing language into different items is against the nature of language” (Demirbüken, 2013:34, cited in Hernández

⁴ A situation always comprises: participants, place and time.

Melero, 2020:21). Furthermore, “attention is focus on fixed expressions and formulas rather than in language as a whole. Some linguists considered that this method was the continuation of previous structural methods since the language learning process was also based on lists”. (Hernández Melero, 2020:21).

2.2.8. The Impact of the Transformational-Generative Grammar in Foreign/Second Language Teaching

In 1957, Chomsky, an American linguist, published *Syntactic Structures*, where he offered an absolutely new approach to linguistics based on a theory of Transformational-Generative Grammar (TG). As far as he was concerned, structuralists were to be criticized for they analysed linguistic utterances for corpus, but they failed to explain the rules by which an infinite number of grammatical utterances are thought to be generated by a native speaker. This is what he called “linguistic competence”. In addition, he also denounced the fact that structuralists only got involved in the analysis of the surface structure of a language, never its deep one, leaving away the speaker’s creativeness in all languages. Therefore, the main contribution of this method to modern language teaching was the emphasis on the learner’s creativeness in the use of the language.

Prior to Chomsky, methodologists felt that students should only be given grammatically perfect sentences, but, thanks to him, it is now acknowledged that non-grammatically correct examples might have methodological significance as well. Pupils are encouraged to make mistakes since it indicated that their learning is progressing. Instructions can also discuss grammar, which was nearly prohibited in structural techniques. Students are free to use their creativity, since communication is not damaged.

2.2.9. The Communicative Method

Commensurate with Alcalde Mato (2011:16), the obvious scarcities of all the methodologies described above highlighted one point: the fact that none of them were able to achieve by themselves the aim of the student who learns to communicate at all points. As a consequence, the solution must be found in a combination of all the elements of the previous methodologies, a method that covers, by means of exercises, texts, dialogues and varied and motivating tasks, every field in which communication occurs. That is how in the 1970s a new methodology appears, known as the

Communicative method, whose characteristics are summarized by Sánchez Pérez (1992:408-9) in the following way (my own translation):

- It presents, as a point of departure, thematic, functional, grammatical and lexical positions.
- It provides a lot of varied tasks: interactive, motivational, content-based, focused on the growth of communicative functions, gamified, etc.
- It tries to reveal a natural form of language, based on day-to-day interaction.
- It placed the right value on grammatical, lexical and phonological aspects, in which other methodologies take on special prominence, but, in this one, they are just integrated into the communicative process.

The late 70s witnessed the shift towards the Communicative Method. It was advocated in foreign language teaching due to the influence of British applied linguists (John Firth, and M. A. K. Halliday); sociolinguists (D. Hymes, and W. Labov) and philosophers (J. Austin, and J. Searle). Therefore, they were its main propagandists. This method could be described as a rejection towards the artificial aspect of pattern-practice, as well as the notion that intentionally learning a language syntax will lead to the capacity to use the language.

Not as previous methods did, the Communicative one “focuses both on form and the meaning and structure and function” (Dave Shastri, 2010:40). In addition, it is based on the idea that language functions (language in use) should be more emphasised than the forms of the language (structures, etc.). Thereby, it concentrates on communicative proficiency rather than on mastering grammar rules, vocabulary items and linguistic structures.

This method aims to make communicative competence the main goal of foreign language teaching; therefore, the four language skills (reading, listening, writing, and speaking) are integrated in the teaching process as the interdependence of language and communication is acknowledged (Liu and Shi, 2007:71, cited in Hernández Melero, 2020:19).

Furthermore, “the emphasis is on fluency than on accuracy”, (Dave Shastri, 2010:40). That is to say, more importance is given to being able to communicate articulately using the foreign language than to mastering its rules and grammatical structures. The main aim of languages is not precision, but eloquence⁵. In accordance with this affirmation, the author also suggests that “language learning is not getting mastery over isolated sentences but to develop an ability to participate in discourse or in writing” (Dave Shastri, 2010:40).

⁵ Notwithstanding, accuracy is also important in languages in order not to be misunderstood.

In fact, “errors are considered to be integral part of learning” (Dave Shastri, 2010:40). Hence, errors are tolerated in class since they denote the natural process of learning a language by means of learning, unlearning and relearning. At the same time, this method “saw the need of applying students’ mother tongue as a form of support for students” (Celce-Murcia, 1991:3-13, cited in Matamoros González et al., 2017:971). At that moment, the use of the native language was not prohibited, since sometimes students need to use it for clarifications, possible doubts, etc.

With the passing of time, the idea concerning the roles of teachers and students encountered substantial modifications. According to Luzón and Soria (1999), cited in Matamoros González et al. (2017:970), in CLT methodologies, instructors relinquished authority to train students and they progressed to a more autonomous and role. The teacher is not located in an observance status in an effort to give support and allow communication among pupils. Students, in their turn, interact vigorously for the sake of express themselves, resolve conflicts, or fulfil activities.

Thus, the Communicative Method moved to a learner-centred one, since learners’ needs are of extreme prominence. Hereafter, the learning process is open to negotiations and students are expected to ask what they need. Therefore, as cited by Richards and Rodgers (1986:120), their role in the classroom is active for they turn a brotherhood, and they have to learn how to communicate among them. They are supposed to listen thoughtfully to the speaker, to supply meanings they want to utter, to help their partners as much as possible, etc.

Moreover, focusing on classroom dynamics, as stated by Dave Shastri (2010:40), cited in Hernández Melero (2020:31), “it is essential to use different patterns of participation to promote communication”, for example: individual work, pair work or group work, role-play, discussion, etc. In that way, students will learn to cooperate, to discuss ideas, to tolerate different opinions, to help his/her mates, etc.

As mentioned above, the teacher’s “role is that of a guide and facilitator. The teacher should be extra resourceful to develop her own material according to the needs of the learners” (op. cit. 2010:40). Put differently, the role of the trainer is just an organizer, (s)he has to manage the class. In early stages, the instructor has a supportive role, providing translations and a model to imitate. Then, students may initiate interaction, and (s)he is expected to provide assistance and help if necessary. Moreover, the teacher “is responsible for providing a safe environment in which [...] learners can feel secure and free to direct their energies to the task of communication” (Richards and Rodgers, 1986:122, cited in Hernández Melero, 2020:19). As a result, the language is used to express meaning, and its main functions are interaction and communication. “Indeed, (s)he is expected to let students be creative with the language, and to avoid interruptions in order not to make them feel embarrassed”

(Hernández Melero, 2020:31). “Therefore, it is necessary to make students develop creativity as well as emphasise the element of personalisation, since every pupil learns in a different way (individualization)” (Richards, 2006:5, cited in Hernández Melero, 2020:31).

“In that way, language main units are not only grammar rules and structures, but also categories of functional and communicative meaning as they are expressed in the speech” (Richards and Rodgers, 1986:124, cited in Hernández Melero, 2020:19). In fact, this method incorporates inductive grammar teaching. According to Oxford University Press ELT (2015), it implies the learners discover different patterns and create their own rule before practising the language. In that way, they move from the more specific to the more general, so they can examine, observe, develop hypothesis and draw conclusions about the working of the language. Therefore, it is more learner-centred since the pupils are active entities rather than just being a passive receiver. Nevertheless, inductive learning could be more time-consuming for both the instructor and the pupil.

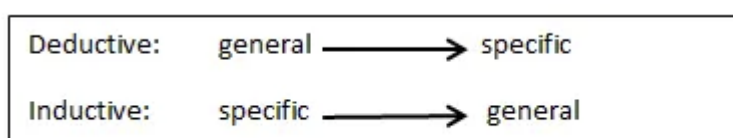


Figure 5. Deductive and inductive reasoning. (Oxford University Press ELT, 2015. Retrieved from: <https://oupeltglobalblog.com/2015/04/24/inductive-and-deductive-grammar-teaching/>).

As claimed by Dave Shastri (2010:40), another basic requirement for learning a language is contextualization. It is substantial to provide students with a situational context in which the activity/topic is going to take place. For example, if we want to present vocabulary related to animals, it is imperative to introduce them into this topic before starting the lesson so as to help pupils locate themselves. Thus, teachers will ensure proper learning and subsequent use of the foreign language. So, communicative situations are previously introduced during written and spoken activities, as well as the appropriateness of linguistic forms. In such a way, “it follows the cognitive theory of learning with emphasis on learning by doing. The tasks and the activities are problem solving in nature”. (op. cit. 2010:40) As a result, “total participation of the learners in these activities is ensured”. (op. cit. 2010:40).

Contrary to foregoing methods, the Communicative one attains its objective by means of different resources. For example, by applying psychological and pedagogical principles to the development of materials, achieving, at the same time, a harmonic balance of the different components that are necessary in this communicative process.

Indeed, orthographic, phonological, morphological, lexical, syntactic, semantic, pragmatic and sociolinguistic knowledge⁶ is exposed clearly and it is easy perceptible to students.

Focusing on learners again and on their relationship with this method, Berns (1990:104, cited in Savignon, 2008:6), provides a useful summary of eight principles of Communicative Language Teaching:

1. Language teaching is founded on a perspective of language as communication. In other words, language is observed as a social instrument that speakers use to convey meaning.
2. Diversity is acknowledged and approved as part of language development and use in second language learners and users (as it also happens with mother tongue speakers).
3. A learner's competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a feasible model for learning and teaching.
5. Culture is recognized as an instrument to shape speaker's communicative competence (as it also happens with the mother tongue).
6. No exclusive methodology or arranged group of techniques is prescribed.
7. Language use is identified as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is required that learners be involved in doing things with language. In other words, that they utilize language for a variety of goals in all the stages of the learning process.

The fact that students' assumptions and attitudes play an important role in facilitating or obstructing curricular change has become increasingly obvious. The BALLI (Beliefs About Language Learning Inventory) scale, developed by Horwitz (1998), cited in Savignon (2008:6), is one of the available scales for measuring learners' attitudes. It is intended to survey learner's views on aspects that influence language teaching and learning. For instance, according to the author (Horwitz, 1998, cited in Savignon, 2008:6):

The scale includes five parts: (1) difficulty of language learning, (2) foreign language aptitude, (3) the nature of language learning, (4) learning and

⁶ Necessary ingredients to achieve motivation on the part of both the teacher and the student.

communication strategies, and (5) motivations and expectations. [...] Classroom realities that contradict learners' expectations about learning may lead to disappointment and ultimately interfere with learning.

As a result, there are lots of different factors that teachers must take into account when entering a classroom, since every group is different and each student is different from the rest, with his/her own likes, dislikes, facilities and difficulties, etc. Instructors cannot implement the same lesson plan in all the groups, as well as one lesson plan could not be applied all the days in a course (because of students' motivation, students' fatigue due to some personal problems, students' mood and attitude, etc). Teachers must adapt the lesson plan to his/her students and modify it as necessary during the course. For example, the teacher planned that passive voice will be handled in unit 5. Then, in unit 6, modal verbs were expected to be explained. Nevertheless, by means of an evaluative tool (exam, tasks, etc.), (s)he finds out that students still have many doubts related to passive voice. Therefore, instead of going on with the planned syllabus, the teacher must go back and explain again (using different tools and resources) the contents. This example must be applicable to every single field in education.

In Communicative Language Teaching, objectives can be described as the generally vague purposes behind every task. They are usually combined in most activities. They are classified into four groups:

- Communicative objectives: interactions are established in order to exchange ideas, information, opinions, etc.
- Socio-cultural objectives: students receive information about different contexts in order to enrich his/her knowledge about the world.
- Learning to learn objectives: students learn how to plan their work and to set realistic objectives and the means to achieve them.
- Objectives that encourage linguistic consciousness: students become aware of the foreign language's structures and rules.

Another important aspect that needs to be covered is the term "Input". It refers to the information that is provided to students before starting a task or activity. For example, drawings, recipes, graphics, city maps, flashcards... According to this methodology, this material should always be authentic, for they will prepare students for real life. Nevertheless, it is recommended to adapt it to students' levels (especially in early stages) so that they can practise the language in the classroom and at the same time they can achieve confidence before putting this knowledge outside. For instance, in order to prepare students for the real world, this material should include

noises, pauses, laughs, silence fillers, hesitations, self-correction, idiomatic expressions, etc. (Akbari, 2015:105-116). In that way, students will deal with factors that appear in daily-life speeches, and not artificial ones.

In conclusion, revising the main principles of Communicative Language Teaching, according to Richards (2006:13), cited in Hernández Melero (2020:30-1) teachers must:

- Make real communication the focus on language learning (op. cit. 2006:13). In order to do that, use any possible way to deal with the real-life situations (videos, etc.)
- Supply chances for students to test what they know (op. cit. 2006:13). Practice makes perfect.
- Be permissive with students' errors as they show that the student is constructing his/her communicative competence. That is to say, let students explain themselves.
- Offer occasions for students to develop both accuracy and fluency (op. cit. 2006:13). It is very important not to focus only on one, but on both.
- Link the four different skills [...], since they usually occur together in the real world. In our daily life, we do not divide listening, speaking, writing and reading, for they happen together at the same time.
- Let students induce or discover the grammar rules (op. cit. 2006:13). That is to say, focus on an inductive method to teach linguistic structures.

Despite of that, this method has received some criticisms. For instance, according to Alcalde Mato (2011:16), it has been suggested that the Communicative Method does not take into account the four necessary skills in communication because it supports that the communicative act only happens in colloquial language, without taking into account different elements such as social and cultural issues, context, theme, interlocutors, objectives, etc. (op. cit. 2011:16, my own translation). Indeed, people are worried about problems that can arise from prioritizing the use of language for communication purposes, consequently underestimating the grammatical content, and some doubts among professionals have arisen of teaching. (op. cit. 2011:16, my own translation). As stated by Melero Abadía (2000:104-105, cited in Alcalde Mato, 2011:16), experts are worried about whether this approach is suitable to all levels of teaching and pupils of all ages; whether this approach can be followed by teachers

whose native language is not what they teach; if communicative competence can be evaluated, etc.

2.2.9.1. Communicative Competence

One of the most outstanding features of human beings is our ability to communicate. A person is said to know a language when (s)he has achieved communicative competence in that language. Throughout time, this term has suffered a general evolution as well as the elements that make it up. Therefore, in this subsection, a brief explanation of this concept is presented.

The introduction of the term Communicative Competence related to foreign/second language proficiency dates from the 1970s. As cited by Savignon (2018:1), despite the fact that this term could be new, the fundamental idea it depicted was simple: if the main aim of language study is language use, the growth of language competence should be conducted and assessed using the learner's ability to interact.

The term Communicative Competence consists of two words, and it means the competence to communicate. Competence is one of the most contentious terms in linguistics. Its introduction in linguistics has been associated with Chomsky.

2.2.9.1.1. Chomsky's theory of competence and performance

In 1965, Chomsky, an American linguist (sometimes called "the father of modern linguistics"), while combining the term competence with linguistics, made a distinction between competence and performance. He considered that competence makes reference to the knowledge about the language; while performance has to do with "the actual use of language in concrete situations" (Chomsky, 1965:3, cited in Nordquist, 2020: Section 1, and cited in Hernández Melero, 2020:25). In Chomsky (1965:3, cited in Hernández Melero, 2020:25), he writes claims that linguistic theory is interested in a perfect speaker-listener, in an entirely homologous speech community, who masters its language thoroughly and is untouched by such grammatically insignificant conditions as memory constraints, distractions, errors, etc. in implementing "his/her knowledge on the language in actual performance" (op. cit. 1965:3).

Chomsky claimed that "the term linguistic competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language"

(Nordquist, 2020: Section 1), that is to say, “it refers to the innate linguistic knowledge that allows a person to match sounds and meanings.” (Nordquist, 2020: Section 1, cited in Hernández Melero, 2020:25).

As stated by this idea, it does not take into consideration “factors that might cause even an eloquent native speaker to make or fail to notice grammatical mistakes” (Nordquist, 2020: Section 1, cited in Hernández Melero, 2020:25). In consequence, it is possible to suggest that his conception is very close to the idea of generative grammar, “which argues that all native speakers of a language have an unconscious understanding of the ‘rules’ governing the language” (Nordquist, 2020: Section 1, cited in Hernández Melero, 2020:25). Linguistic competence “concerns that knowledge of the language system which underlies any actual instance of its use. It refers to the mechanical aspects of language, necessarily implicit in what the (ideal) speaker–listener can say” (MELC S. A., 2020:2, cited in Hernández Melero 2020:25). On the other hand, linguistic performance makes reference to “the actual use of language in concrete situations, most explicitly understood to do with encoding and decoding” (MELC S. A., 2020:2, cited in Hernández Melero, 2020:25).

However, Chomsky’s theory collapses in a crucial aspect. It does not concern sociolinguistic features. “Human life seems divided between grammatical competence and performance for he associates his views of competence and performance with the Saussurian conceptions of ‘langue’ and ‘parole’.” (MELC S. A., 2020:2, cited in Hernández Melero, 2020:25).

According to Chomsky (1957), cited in MELC S. A., (2020:3), language can be defined “as a set of sentences, each finite in length and constructed out of a finite set of elements. An able speaker has a subconscious knowledge of the grammar rules of his language which allows him to make sentences in that language” (cited in Hernández Melero, 2020:25).

Notwithstanding, “it was considered by Hymes that Chomsky had omitted some important issues regarding language rules of use” (Hernández Melero, 2020:25). “When a native speaks, he does not only utter grammatically correct forms, he also knows where and when to use these sentences and to whom” (MELC S. A., 2020:3, cited in Hernández Melero, 2020:25). Therefore, accordingly to Bagarić and Mihaljević Djigunović (2007:95), linguists “expressed their strong disapproval at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages”. As a consequence, “they found the alternative to Chomsky’s concept of competence in Hymes’s communicative competence which they believed to be a broader and more realistic notion of competence”. (Bagarić and Mihaljević Djigunović, 2007:95)

2.2.9.1.2. Hymes's communicative competence theory

In 1972, Hymes, a sociolinguist concerned with language use in social interactions, was the one who used the term Communicative Competence (CC) for the first time to provide a much broader view of language use. "Speakers need know not only grammatical structures but also norms of usage and appropriacy in a given social context". (Savignon, 2018:2). Stated differently, Hymes (1972) described communicative competence not just as innate grammatical competence just as well the skill to use grammatical competence in a diversity of communicative circumstances, thereby bearing the sociolinguistic viewpoint into Chomsky's linguistic perspective of competence (Bagarić and Mihaljević Djigunović, 2007:95).

Hymes (1972), cited in Cook (2003:101), and cited in Hernández Melero (2020:26), suggested the following:

The image is that of a child, born with the ability to master any language with almost miraculous ease and speed; a child who is not merely moulded by conditioning and reinforcement, but who actively proceeds with the unconscious theoretical interpretation of the speech that comes its way, so that in a few years and with a finite experience, it is master of an infinite ability, that of producing and understanding in principle any and all grammatical sentences of language. The image (or theoretical perspective) expresses the essential equality in children just as human beings. It is noble in that it can inspire one with the belief that even the most dispiriting conditions can be transformed; it is an indispensable weapon against views that would explain the communicative differences among groups of children as inherent, perhaps racial.

Subsequently, "it is necessary to account that a normal child acquires knowledge from speech, but not only grammatical knowledge" (Hernández Melero, 2020:26). He/she learns "when to talk, when not, what to talk about with who, when, where and in what manner" (Hymes, 1972:277, cited in Hernández Melero, 2020:26). To sum up, "a child becomes able to accomplish a repertoire of speech acts, to part in speech events and to evaluate their accomplishment by others". (Hymes 1972:277, cited in Hernández Melero, 2020:26). Put differently, language users need to employ the language not only correctly (as regards linguistic competence), but also appropriately (as regards communicative competence).

Therefore, "Hymes proposes that linguistic competence is just a subdivision of a big whole, the so-called communicative competence" (Hernández Melero, 2020:26). "Language is but one mode of communication among others, and full communication involves mastery of all the codes (gesture, position, non-verbal vocalization, use of visual aids and so on)" (MELC S. A., 2020:4, cited in Hernández Melero, 2020:26).

“Language itself can vary according to the situation, for instance, the change of code or register, the use of specific vocabulary, the way in which silence is used, etc.” (Hernández Melero, 2020:26). According to Hymes (1972:60), the acquisition of such competency is obviously supplied by social encounters. In that way, the model that limits the design of language is broken, for we focus on the one that emphasises referential meaning, a model of language that concentrates on communicative conduct and social life.

Because of that, “Hymes insists on the necessity to understand the language as a tool that people use so as to perform tasks. He points out four aspects of the communicative competence: systematic potential, appropriacy, occurrence and feasibility” (MELC S. A., 2020:5-6, cited in Hernández Melero, 2020:27):

a) Systematic potential: it means that the native speaker owns a system that has a potential for producing a lot of language (MELC S. A., 2020:5).

b) Appropriacy: it signifies that the native speaker knows what language is appropriate in a specific situation.

c) Occurrence: it means that the native speaker is aware of how often something is stated in the language and act correspondingly (MELC S. A., 2020:6).

d) Feasibility: it means that the native speaker knows whether something is possible in the language (MELC S. A., 2020:6). That is to say, even if there is no grammatical rule for one aspect of the language, the speaker is aware of it.

For this reason, it is possible to suggest “that Hymes refuses to accept a model of language that defines its organization as a simple set of rules for linking meaning and form” (MELC S. A., 2020:6, cited in Hernández Melero, 2020:27).

“To conclude, linguistic competence is only one of the four concepts that build up Communicative Competence, while Chomsky considered it as the final product. In the next section, the definition of CC is described, since it is more complex” (Hernández Melero, 2020:27).

2.2.9.1.3. Canale and Swain’s concept of communicative competence

Canale and Swain (1980) and Canale (1983) got their head round communicative competence as a synthesis of an underlying system of knowledge and skill required for communication. As stated by Bagarić and Mihaljević Djigunović (2007:96), in their conception of communicative competence, knowledge is concerned

with a person's consciousness about language and its subsequent use. In accordance to Canale and Swain, there exist three different types of knowledge: knowledge of fundamental grammatical precepts, knowledge of how to use language in a social context so as to accomplish communicative functions, and knowledge of how link statements in accordance to discourse rules. Furthermore, this theory of capacity relates to the way in which people can use the knowledge in authentic interaction.

In that way, they considered that "the nature of communicative competence is not static but dynamic, it is more interpersonal than intrapersonal and relative rather than absolute. It is also largely defined by context". (Bagarić and Mihaljević Djigunović, 2007:96). Therefore, they propose that communicative competence is made up of four different competences: linguistic, sociolinguistic, discursive and strategic.

(a) Linguistic competence can be defined as "using grammar, vocabulary, and pronunciation to promote fluent communication in English". (Bueno González, 2013:7-22, cited in Hernández Melero, 2020:28). In other words, it is the knowledge of the language code. It includes vocabulary and grammar. Within grammar, it is possible to find phonetics (knowledge of the sounds and their pronunciation), script and orthography (conventions of the written representation), phonology (rules that govern sound interactions and patterns), morphology (formation of words), syntax (rules that govern the combination of words and phrases to structure sentences) and semantics (the way that meaning is conveyed through language) (summarized from Armostis, 2013: no page).

As claimed by Bueno González (2013:28), these items are essential in order to know a language and be able to deal with it. Following Bueno González (2013:28), grammar should be presented in terms of function, taking into account individual and instructive variations. Regarding vocabulary, the teacher needs to use different presentation techniques in order to encourage students' acquisition and retention strategies. Therefore, they would be able to acquire lexical elements in a contextualized, meaningful and experiential way. Pronunciation should be approached in a realistic and feasible way (cited in Hernández Melero, 2020:28).

(b) Secondly, sociolinguistic competence is defined as the knowledge of sociocultural rules. So, "it concerns the appropriateness of language use according to the context or situation. It has to do with the social and cultural aspects of people talking a certain language and the country(ies) which use(s) that language" (cited in Hernández Melero, 2020:28). Commensurate with Armostis (2013: no page), we must take into account three different elements during a conversation: "the setting of the communication, the topic, the relationships among the people communicating". In

fact, to adequate, it is crucial to know some aspects of other cultures, for instance, taboos, politically correct terms, attitudes, distance, gestures, body language, etc. (Armostis, 2013: no page)

On that account, it is imperative “to be aware of this kind of information while learning a foreign language” (Bueno González, 2013:30-1, cited in Hernández Melero, 2020:28). “For instance, distance between people while talking, tone, vulgarisms and taboos, etc.” (Hernández Melero, 2020:28).

(c) Following, discursive competence, described as “the knowledge of how to produce and comprehend oral and written texts in the modes of speaking/writing and listening/reading respectively” (Armostis, 2013: no page). In other words, it concerns coherence and cohesion in language production. It “deals with organising words, phrases and sentences in order to create conversations, speeches, poetry, email messages, newspaper articles etc.” (Armostis, 2013: no page). “Hence, the discursive component is essential within communicative competence, and it is necessary to distinguish between the oral register and the written one for each of them has its own characteristics” (Halliday, 1989²: 92-101, cited in Hernández Melero, 2020:28).

Oral speech is more universal, direct, spontaneous and, therefore, informal. Body language plays an important role in oral communication, for instance, gestures, facial expression, intonation, accent, and so on. On the other hand, written speech is more planned and elaborated since it takes more time. Thus, it is more formal and denser since it is permanent (in contrast to oral speech that is temporal). Hence, it is necessary to pay attention to the channel of communication in order to establish some norms to follow (cf. Bueno González, 2013:29-30, cited in Hernández Melero, 2020:28).

(d) Finally, strategic competence, according to Hernández Melero (2020:28):

Is the ability to self-repair, that is to say, to solve communication failures due to lack of competence or problems with the communicative channel. For example, the use of synonyms if the person speaking is not understood, self-repair when the speaker is aware of his/her mistakes.

Also, when “the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language”. (Armostis, 2013: no page). Therefore, it is crucial for the speaker to be able to solve communication problems, for instance, background noises (that may obstruct interaction), interruptions, misunderstandings, etc. Thus, (s)he could use some tactics such as demands for repetition, clarifications, calmer discourse, body gestures, and so forth.

As Znanetska (2016:21) claims, “communicative competence is a kind of competence that is determined as an integral personality resource that provides the success of communicative activity”. The requirement of foreign communicative competence forming is essential in many fields of our society. Furthermore, as Znanetska (2016:22) states, “in the materials on the key competences presented by the CE, the ability to communicate more than in one language was included into the list of five main competences recognized the most essential for all young Europeans”. Indeed, this emphasis on the study of a foreign has to do with the necessity to master communication in the mother tongue as well as in a second language for professional and social success of every person. (Hernández Melero, 2020:28-9).

“Nevertheless, they only provided description of these four components” (Hernández Melero, 2020:29), but neither a model nor a relationship. Savignon (1983) was the first one who proposed a possible connection among the four competences, and she called them “subcompetences”.

CANALE (1983)
1. Grammatical competence
2. Sociolinguistic competence
3. Discourse competence
4. Strategic competence

Figure 6. Subcompetences (Canale, 1983).

2.2.9.1.4. Savignon’s theory

During the 1960s, a young language teacher was disappointed by students’ constant failure while dealing with opportunities for spontaneous interaction. She started a comparative study of three different groups of beginner college French learners at the University of Illinois. Therefore, she discerned that “time devoted to practice in spontaneous communication, with all the grammatical and pronunciation errors that such communication inevitably implies, was essential to develop what she termed communicative competence” (Savignon, 2018:2).

Thus, “communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It makes sense, then, to speak of degrees of communicative competence” (Savignon, 1983: 9, cited in Hernández Melero, 2020:29). According to Savignon (1976:4), communicative competence is not a method, but a means to describe what allows a native speaker to communicate efficaciously. This is a spontaneous process and it demands much more than knowing the linguistic code. The native speaker is not only aware of how to say something but

also what and when to say it. The linguistic characteristics of interaction are rooted in a cultural context which comprises the role of the speaker in a specific context, the roles of different “participants and a host of non-verbal communication cues such as distance, posture, gestures, facial expressions” (op. cit. 1976:4).

Therefore, communication competence needs to be measured not only focusing on the knowledge about the language, but also in the “ability to use language effectively in an exchange with a native speaker” Savignon (1976:5).

“As far as this term is concerned, it seems to mean ‘the ability to perform’ or ‘ability to communicate’ in the foreign language” (Hernández Melero, 2020:29). So, she considered previous analysis, and she examined Canale and Swain’s model. Thereafter she “used this framework to elaborate an approach to classroom practice consistent with the underlying construct of communicative competence” (Savignon, 2018:2). “Hence, she proposes a relationship between Canale’s four subdivisions. The following diagram tries to show how they interact” (Hernández Melero, 2020:29):

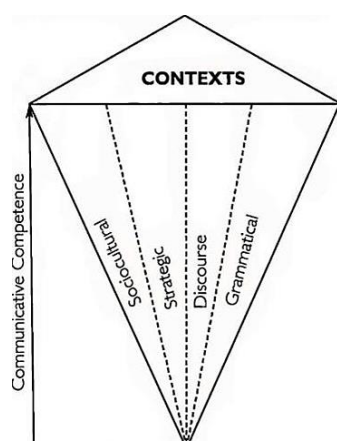


Figure 7. Savignon’s Communicative Competence (1983). Retrieved from: <https://www.timetoast.com/timelines/windell-m1-timeline>.

She proposed a model in which the four subcompetences were included and interrelated. This inverted pyramid shape highlights the fact that an increase in only one component produces an increase in the overall level of communicative competence. To sum up, the main difference between Canale and Swain’s proposal and Savignon’s one is that she focuses on the connection among these four components, while the previous proposal did not connect but defined them.

2.3. The future of methodologies in language teaching

Rodgers (2001:2-4), when referring to the future direction that the teaching and learning of foreign languages will take, comments on the uncertainty that we can find in the path. However, Rodgers outlines ten scenarios that will affect teaching and learning in the new millennium. It is convenient to mention these scenarios since the integration of language and content seems to adapt perfectly to them. Here is a brief summary:

1. “Teacher/Learner Collaborates”

In order to link learners and teachers with similar styles in language learning/teaching, some pairing techniques will be developed. In that way, “one can anticipate development of a system in which the preferential ways in which teachers teach and learners learn can be matched in instructional settings, perhaps via on-line computer networks or other technological resources” (op. cit.:2).

2. “Method Synergistics”

It refers to the different elements or parts that will make up a program of instruction in an appropriate way so as to promote effective learning. “Methods and approaches have usually been proposed as idiosyncratic and unique, yet it appears reasonable to combine practices from different approaches where the philosophical foundations are similar”. (op. cit.:3)

3. “Curriculum Developmentalism”

According to the authors, “the curriculum perspective comes from general education” and it considers that every instruction, in order to be successful, needs to be based on a combination “of knowledge, instructional, learner and administrative considerations” (op. cit.:3)

4. “Content-Basics”

In relation to the author’s opinion (op. cit.:3), content-based teaching presumes that language learning is based on two main aspects: the acquisition of specific topical content, and that content topics that assist language teaching need to be selected in order to match learners’ needs as much as possible so as to foster ideal progress of second language competence. The vital point for language teachers is “what content” and “how much content” best helps language teaching.

5. “Multintelligencia”

This term is adjusted from the Multiple Intelligences view of human beings intended by Gardner (1983). This model is one type of learning prototype proposed by in general instruction. “The challenge here is to identify these intelligences in

individual learners and then to determine appropriate and realistic instructional tasks in response”. (op. cit.:3). In the following chart, the eight native intelligences proposed by Gardner are shown as well as some tasks that could be useful to perform.

INTELLIGENCE TYPES AND APPROPRIATE EDUCATIONAL ACTIVITIES	
Intelligence Type	Educational Activities
Linguistic	lectures, worksheets, word games, journals, debates
Logical	puzzles, estimations, problem solving
Spatial	charts, diagrams, graphic organizers, drawing, films
Bodily	hands-on, mime, craft, demonstrations
Musical	singing, poetry, Jazz Chants, mood music
Interpersonal	group work, peer tutoring, class projects
Intrapersonal	reflection, interest centers, personal values tasks
Naturalist	field trips, show and tell, plant and animal projects

Figure 8. Intelligence types and appropriate educational activities. (Rodgers, 2001:3, adapted from Christison, 1998).

6. “Total Functional Response”

In conformity with the creator (2001:3), Communicative Language Teaching was based on previous notio-functional propositions for language description. Nowadays, new conducts in pragmatics, systemic/functional grammar are renewing an attraction towards functionally based approaches to language teaching.

7. “Strategopedia”

Rodgers (2001:3) established that “Learning to Learn” is the critical subject on language teaching procedures. Such procedures incorporate, at primary grade, memory tricks, and at higher grades, cognitive and metacognitive strategies for learning, thinking, planning, etc. Some researchers claim that these strategies could be implemented in language learning, so as they can use them in the tasks, for such implementation could generate substantial benefits in the field.

8. “Lexical Phraseology”

It claims that only “a minority of spoken clauses are entirely novel creations” and that “memorized clauses and clause-sequences form a high proportion of the fluent stretches of speech heard in every day conversation.” One estimate is that “the number of memorized complete clauses and sentences known to the mature English speaker probably amounts, at least, to several hundreds of thousands” (Pawley & Syder, 1983, cited in Rodgers, 2001:3). By means of computer studies of language corpora, comprehension of the use of lexical phrases was hugely supported, since they “provided hard data to support the speculative inquiries into lexical phraseology of second language acquisition researchers”. (Rodgers, 2001:3-4). The findings of such research have led language instructors to the conclusion that language education should focus on these memorized lexical patterns and how they are chunked together, as well as how they fluctuate and the settings in which they appear.

9. "O-zone Whole Language"

Recent second language acquisition research has greatly benefited from renewed attention towards some sort of "Focus on Form". Pupils will learn just what they are aware of, according to "Focus on Form" suggestions, which are described as "consciousness-raising, noticing, attending and enhancing input" (op. cit.:4). Whole Language proponents have claimed that a course of study that includes greater involvement with language, such as "literary study, process writing, authentic content, and learner collaboration" (op. cit.:4), is one way to raise learner knowledge of how language works.

10. "Full-Frontal Communicativity"

It is known "that the linguistic part of human communication represents only a small fraction of total meaning" (op. cit.:4). At least, Rodgers went so far as to claim that "We communicate so much information non-verbally in conversations that often the verbal aspect of the conversation is negligible" (op. cit.:4). Even though the method is labeled Communicative, it was decided that language training will be focused on the linguistic component of human communication regardless these warnings. The methodological idea is to place emphasis on non-linguistic aspects of communication, such as "rhythm, speed, pitch, intonation, tone, and hesitation phenomena in speech and gesture, facial expression, posture, and distance in non-verbal messaging" (op. cit.:4).

2.4. Alternative methodologies

It is vital to mention that there are some recent methods of foreign language teaching based on the humanistic approach. For instance, Total Physical Response Method (TPR), The Silent Method, Suggestopedia, Neuro-Linguistic Programming (NLP), and The Theory of Multiple Intelligences. They are grouped within the Humanistic Approach, and, according to Wong (2016: no page), it started as a movement in opposition to psychoanalysis and behaviourism. Alternatively, it stresses the study of the whole individual, particularly each individual's potentials. It suggests that people have the liberty and bravery to exceed biological and environmental influence so as to develop their own future. Assuming this approach, it focuses on the certainty of the person who experiences in context.

Therefore, this approach considers the figure of the students the focal point for the entire teaching and learning process. It contemplates students' abilities, requirements, interests, expectations and motivations. As a result, "it promotes the main goal of achieving their involvement in the learning process as well as encouraging autonomy

development” (McLeod, 2015: no page, cited in Hernández Melero, 2020:22). Thereafter, a brief explanation is going to be provided.

Total Physical Response, or TPR, was created by American psychologist Dr. James Asher in 1969. It is founded on the experience of how humans learn their mother tongue. In fact, it is also based upon the fact that physical movement is very useful in order to react to verbal input. In other words, it affirms the coordination of language and action, that is to say, to learn a language by means of physical tasks. This method imitates the way in which children learn their mother tongue, and it decreases student restrictions and reduces stress. The main aim of TPR is to join speech and action in order to encourage language learning (The Teacher Toolkit, 2020: no page).

Focusing on the Silent Method, also called the Silent Way, it was invented by the Egyptian mathematician Caleb Gattegno in 1972. It encourages students to speak and participate as a consequence of the teacher’s silence so that (s)he could not interfere with their learning process. According to Gardner (2020: no page), the focus is on students’ learning rather than the instructors’ teaching. It is very common for the teacher to stay quiet for parts of the lesson. In that way, students take an active role in the learning process, and their input conducts the learning process. The teacher has to assist and correct them, when necessary, but (s)he must concede students higher autonomy and promote autonomous problem-solving abilities.

Suggestopedia was developed by the Bulgarin psychiatrist Georgi Lozanov in 1978 after some methods of relaxation and yoga. As mentioned by TELF.net (2020: no page), cited in Hernández Melero (2020:22):

The name blends the terms "suggestion" and "pedagogy", the main idea being that accelerated learning can take place when accompanied by de-suggestion of psychological barriers and positive suggestion. To this end lessons take place against a background of soothing music in an emotionally comforting environment, with the teacher actively planting and implanting thoughts in and from the learners' minds.

Thus, the teacher takes a “mystic” role, decorates the classroom, uses music to create an atmosphere... It that way, pupils feel completely relaxed. In fact, new identities are given to the students, so they use different names, personalities and attitudes in class.

Next, Neuro-Linguistic Programming (NLP) comes. It was developed by Richard Bandler and John Grinder in the 1970s. It is not considered to be a language teaching method at all, but a humanistic philosophy designed to make people better learners by means of encouraging them to feel better about themselves. In consonance with Sturt, Ali, Robertson, Metcalfe, Grove, Bourne and Bridle (2012:e757), Neurolinguistic programming (NLP) is a communication framework that uses techniques for the purpose of understanding and facilitating switch in thinking and behaviour. Particularly, NLP contemplates that our internal depictions of the world display a prejudice for a specific sensory modality (visual, auditory, kinaesthetic, olfactory or gustatory), and that an individual's predominant modality is indicated by diverse behavioural exponents, remarkably verbal expression and eye movement. The main idea of NLP is that communication will be more efficient if it is customised to agree with that individual's predominant modality.

The Theory of Multiple Intelligences was proposed by Howard Gardner, a Harvard professor in 1983. He claimed that all people have different kinds of "intelligences" and he suggested the idea that there exist eight intelligences. Therefore, as cited in Cherry (2021: no page), with the intention of capturing all the types of skills and talents that individuals hold, Gardner speculates that people do not have just one intellectual skill, but many kinds of intelligence. While an individual may be especially powerful in a particular field, (s)he is most likely to possess a variety of abilities.

In that way, he proposes eight different intelligences:

(1) Visual-spatial: "able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information, and reading" (Bakić-mirić, 2010, cited in Cherry, 2021: no page).

(2) Linguistic-verbal: "able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information, and reading" (Bakić-mirić, 2010, cited in Cherry, 2021: no page).

(3) Logical-mathematical: "good at reasoning, recognizing patterns, and logically analyzing problems. These individuals tend to think conceptually about numbers, relationships, and patterns" (Singh et al., 2017, cited in Cherry, 2021: no page).

(4) Bodily-Kinaesthetic: "good at body movement, performing actions, and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity" (Singh et al., 2017, cited in Cherry, 2021: no page).

(5) Musical: "good at thinking in patterns, rhythms, and sounds. They have a strong appreciation for music and are often good at musical composition and performance" (Sternberg, 2012, cited in Cherry, 2021: no page).

(6) Interpersonal: “good at understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires, and intentions of those around them” (Sternberg, 2012, cited in Cherry, 2021: no page).

(7) Intrapersonal: “good at being aware of their own emotional states, feelings, and motivations. They tend to enjoy self-reflection and analysis, including daydreaming, exploring relationships with others, and assessing their personal strengths” (Sternberg, 2012, cited in Cherry, 2021: no page).

(8) Naturalistic: “more in tune with nature and are often interested in nurturing, exploring the environment, and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments” (Bakić-mirić, 2010, cited in Cherry, 2021: no page).

Therefore, this method tries to adapt classroom activities to cater for the different intelligence types.



Figure 9. The Theory of Multiple Intelligences. Illustration by JR Bee, Verywell. (Information available at: <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>).

Lastly, Community Language Learning was created by an American psychologist and priest called Charles A. Curran, in 1972. He based language teaching on counselling. In other terms, the teacher was the counsellor who aids his/her client in her/her linguistic needs. Thus, (s)he is responsible for establishing a comfortable atmosphere for students. According to British Council (2021: no page): “the intention was that it would integrate translation so that the students would disassociate language learning with risk taking. It is a method that is based on English for communication and is extremely learner-focused”.

2.5. Communicative Language Teaching in the 21st century

The so-called "procedural paradigm" is the dominating model in the first decade of the 21st century (task-based approaches). Therefore, it is possible to distinguish

between some different alternatives to teach a foreign language through a communicative method in our current world.

So, in this section a brief explanation of these new methods/approaches to teach the foreign language will be provided. By way of example: Cooperative Learning, Content and Language Integrated Learning (CLIL), the Flipped Classroom (FC), Gamification, the Lexical Approach and Task-Based Learning (TBL).

2.5.1. Cooperative Learning

Cooperative Learning is described as an instructional method in which students work in small groups in order to achieve a common learning objective under the teacher's supervision. According to Kagan and Kagan (2009: no page), cited in Teacher Academy (2020: no page), Cooperative learning strategies provide pupils the chance to learn by means of employing knowledge in an environment equivalent to the one they will face in their future job. Teachers achieve the possibility to work on central competencies and skills, which are advantageous for students' success in their lives, incorporating them in school curricula. Cooperative learning strategies do not deal with contents; therefore, it can be utilized in different school contexts.

To sum up, this methodology advocates for cooperative activities since it will help them accomplish common goals at the same time they get closer to the real world.

2.5.2. Content and Language Integrated Learning (CLIL)

The term Content and Language Integrated Learning (CLIL) was adopted in 1994 in Europe in order to describe and design good activities based on some places where teaching and learning take place in a different language. In fact, this way of enriching the learning process was considered a completely success. Consistent with Coyle et al. (2010:3), CLIL is a teaching approach that uses different language methodologies so as both the language and the content are considered. Accomplishing this double aim demands the development of an approach in which the non-language subject is taught within a foreign language. (Eurydice, 2006:8; cited in Coyle et al., 2010:3).

Likewise, this approach is neither language learning nor subject learning, but a combination of both. Previously, the two of them were separated, but now, they are overlapped. "This is where CLIL breaks new ground" Coyle et al. (2010:4). For example, a way to implement this methodology is teaching history using the English language. In that way, contents will be related.

2.5.3. The Flipped Classroom (FC)

The Flipped Classroom is a “blended” learning method, which lets students learn theoretical contents outside the classroom. In that way, during lessons, they can practise those contents, and the learning experience can be more motivating.

As stated by Bishop and Verleger (2013), the Flipped Classroom can be defined “as an educational technique that consists of two parts: interactive group learning activities inside the classroom, and direct computer-based individual instruction outside the classroom”.

Therefore, during face-to-face lessons, students deal with practice activities. Contents are introduced at home by means of explanatory videos, such as online lectures, some readings, etc. In that way, students learn by means of performing tasks, not by memorizing contents.

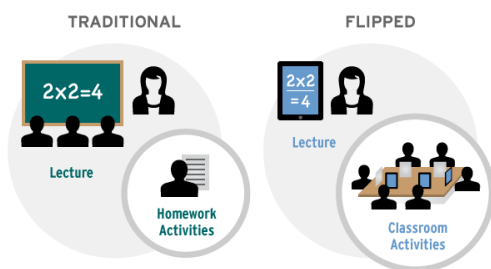


Figure 10. Flipped Classroom. Blog de Wordpress.com. Information available at: <https://humanidades.blog/2017/03/19/flipped-classroom/>.

2.5.4. Gamification

The term Gamification is practically new, and as stated by Werbach and Hunter (2012), cited in Figueroa Flores (2015:38):

Is the use of game elements and game design techniques in non-game contexts. It is based in the success of the gaming industry, social media, and decades of research in human psychology. Basically, any task, assignment, process or theoretical context can be gamified. The main objectives focus on increasing the participation of a person, which most of the time is called or mentioned as an “user”, and motivate him/her by incorporating game elements and techniques, like leader boards and immediate feedback. This creates in the users a sense of empowerment and engagement in the way they work thru processes and achieve tasks.

As mentioned above, this new idea can be very useful regarding language teaching, since it is a funny resource to engage students in the lesson.

2.5.5. The Lexical Approach

The Lexical Approach was developed by Michael Lewis in 1993. He believed that language is composed of lexical items (individual words, multi-words items, fixed expressions, collocations, idioms, etc.) that create chunks. As stated by Nemoianu (1994:1-3), based on Lewis' ideas (1993), this approach claims that lexis requires much more attention so as to assist students develop communicative competence. Therefore, in this method, receptive skills are given a greater priority. Students are expected to follow the pursuing pattern: Observing, hypothesizing, experimenting. To put it another way, the learner is constantly learning, reflecting on language, and processing data. Indeed, students also deal with lots of dictionary-based activities, for example, identifying chunks, matching, completing, categorizing, sequencing, deleting, etc.

2.5.6. Task-Based Learning (TBL)

Before starting, it is indispensable to define the term 'task'. So, in accordance with OED (2019), 'task' can be defined as "an activity that is designed to help achieve a particular learning goal, especially in language teaching".

Focusing on the teaching field, and in agreement with Nunan (2004:2), it is possible to distinguish two different types of tasks. For instance, what he calls 'real-world or target tasks', which "refer to uses of language in the world beyond the classroom; [...] and pedagogical tasks, those that occur in the classroom".

Long (1985:89), cited in Nunan (2004:2), defines target task as a part of labour initiated for oneself or for others, voluntarily or for some recompense. By way of illustration, cooking a meal, calling a friend, painting your car, buying a T-shirt, borrowing a book, etc. To sum up, by 'task' is intended the million things individuals do in everyday life in all contexts.

As a result, we can notice that this definition is non-technical and non-linguistic. It describes the different activities a normal person carries out during his/her day. When these activities are transferred from the real world to the classroom context, tasks become pedagogical in nature. Here is a definition of a pedagogical task:

[...] an activity or action which is carried out as the result of processing or understanding language (i.e., as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A

task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kind of tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake (Richards et al. 1986:289, cited in Nunan, 2004:2).

In this second definition, we can notice that the authors take a pedagogical perspective. “Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom” (Nunan, 2004:2-3).

Skehan (1998), cited in Nunan (2004:3), lists five key features of a task:

- (a) Meaning is primary. (b) Learners are not given other people’s meaning to regurgitate. (c) There is some sort of relationship to comparable real-world activities. (d) Task completion has some priority. (e) The assessment of the task in terms of the outcome.

Therefore, as has been stated above, the concept of task has become very important in the teaching field. According to Nunan (2004:1):

Pedagogically, task-based language teaching has strengthened the following principles and practices:

- (a) A needs-based approach to content selection. (b) An emphasis on learning to communicate through interaction in the target language. (c) The introduction of authentic texts into the learning situation. (d) The provision of opportunities for learners to focus not only on language but also on the learning process itself. (e) An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning. (f) The linking of classroom language learning with language outside the classroom.

According to those characteristics, it is essential to mention the fact that “learning is no longer seen simply as a process of habit formation. Learners and the cognitive processes they engage in as they learn are seen as fundamentally important to the learning process” (Nunan, 2004:7).

Some linguists consider that Communicative Language Teaching and Task-Based Language Teaching are very similar, and there is a relationship among them. As claimed by Nunan (2004:11), “CLT is a broad, philosophical approach to the language curriculum that draws on theory and research in linguistics, anthropology and sociology”. On the other hand, “TBLT represents a realization of this philosophy at the levels of syllabus design and methodology” (Nunan, 2004:11).

As reported by Nunan (2004:12), “an important conceptual basis for task-based language teaching is experiential learning. This approach takes the learner’s immediate personal experience as the point of departure for the learning experience”. Therefore, “the active involvement of the learner is central to the approach” (Nunan, 2004:12).

Subsequently, it is possible to claim that students' growth in the language occurs when "they engage in and reflect on sequences of tasks" (Nunan, 2004:12). This process is called 'learning by doing', since students focus on an active and experimental role rather than on a 'transmission' role, "in which the learner acquires knowledge passively from the teacher" (Nunan, 2004:12). In Task-Based Language Teaching (an idea retrieved from Kolb, 1984 and rewritten by Nunan, 2004:12), "learners move from what they already know and can do to the incorporation of new knowledge and skills. They do this by making sense of some immediate experience through a process of reflection and transformation".

On the authority of Nunan (2004:31-2), there are some steps that need to be covered when developing units of work in TBLT:

Step 1: Warming-up or schema building: "a number of schema-building exercises that will serve to introduce the topic, [...] introduction of the key vocabulary and expressions" (Nunan, 2004:31),

Step 2: Controlled practice: "provide students with controlled practice in using the target language vocabulary, structures and functions. [...] In this way, early in the instructional cycle, they would get to see, hear and practise the target language for the unit of work" (Nunan, 2004:31-3).

Step 3: Authentic listening practice: "it involves learners in intensive listening practice. [...] This step would expose them to authentic or simulated conversation, which could incorporate but extend the language from the model conversation in step 2" (Nunan, 2004:32).

Step 4: Focus on linguistic elements: the pupils now are involved in a series of tasks in which the focal point is on one or more linguistic elements. Before examining elements of the linguistic system, they have already observed, listened to and uttered the foreign language within a communicative context. Expectedly, this will make it simpler for the pupil to notice the correlation between communicative meaning and linguistic form than when linguistic elements are separated and provided out of context (like in more traditional methods) (Nunan, 2004:32).

Step 5: Provide freer practice: heretofore, pupils have been engaged in what he calls 'reproductive' language work, stated differently, they have been working through the limitations of language models supplied by the instruction and the materials. Now, it is time for them to be involved in freer practice, where they can move over basic management. Pupils should be stimulated to improvise, using no matter what language they have at their disposition. (Nunan, 2004:32-3).

Step 6: Introduce the pedagogical task:

“The final step in the instruction sequence is the introduction of the pedagogical task itself. [...] Generally speaking, students find it highly motivating, having worked through the sequence, to arrive at step 6 and find that they are able to complete the task more or less successfully” (Nunan, 2004:33).

Following these six steps, students can move from easier to more complex elements and tasks in the foreign language. That is to say, they build their knowledge little by little, by means of getting engaged in different activities.

In fact, as specified by Nunan (2004:35-8), there are seven principles that were drawn on in developing instructional sequences:

Principle 1: Scaffolding: “lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly” (Nunan, 2004:35). Therefore, the teacher’s role should be supportive. As stated by the author (Nunan, 2004:35), “if the scaffolding is removed prematurely, the learning process will ‘collapse’. If it is maintained too long, the learners will not develop the independence required for autonomous language use”. Thus, it is crucial to know when to remove it.

Principle 2: Task dependency: “it shows how each task exploits and builds on the one that has gone before. In a sense, the sequence tells a ‘pedagogical’ story, as learners are led step by step to the point where they are able to carry out the final pedagogical task in the sequence” (Nunan, 2004:36). In addition, within the task-dependency structure, other principles take place. In particular, the so-called receptive-to-productive principle. “Here, at the beginning of the instructional cycle, learners spend a greater proportion of time engaged in receptive (listening and reading) tasks than in productive (speaking and writing) tasks. Later, the proportion changes, and learners spend more time in productive work” (Nunan, 2004:36).

Principle 3: Recycling: “recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle” (Nunan, 2004:36). In other words, if it is recognized that pupils will not accomplish one hundred per cent proficiency when they face a specific linguistic item, then it accompanies that they require to be presented to that element again. This recycling enables pupils to meet foreign language elements in an extent of diverse contexts. Thus, they can see how a certain element works along with other thoroughly linked elements in the linguistic code (Nunan, 2004:36).

Principle 4: Active learning: “learners learn best by actively using the language they are learning” (Nunan, 2004:36). That is to say, learners are expected to learn by doing, “through actively constructing their own knowledge rather than having it transmitted to them by the teacher. When applied to language teaching, this suggests that most class time should be devoted to opportunities for learners to use the

language” (Nunan, 2004:36). Therefore, the main figure is the learner, not the teacher. However, there is still place for teacher input (explanations, etc), but this input should not dominate class time.

Principle 5: Integration: “learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning” (Nunan, 2004:37). In other words:

Until recently, linguistic elements [...] were taught separately. More recently, applied linguists [...] have argued that the challenge for pedagogy is to ‘reintegrate’ formal and functional aspects of language, and what is needed is a pedagogy that makes explicit to learners the systematic relationships between form, function and meaning (Nunan, 2004:37).

Principle 6: Reproduction to creation: “learners should be encouraged to move from reproductive to creative language use” (Nunan, 2004:37). Focusing on reproductive tasks, students “reproduce language models provided by the teacher, the textbook or the tape. These tasks are designed to give learners mastery of form, meaning and function, and are intended to provide a basis for creative tasks” (Nunan, 2004:37). On the other hand, “in creative tasks, learners are combining familiar elements in novel ways” (Nunan, 2004:37).

Principle 7: Reflection: “learners should be given opportunities to reflect on what they have learned and how well they are doing” (Nunan, 2004:37). In that way, students move from language content to learning processes. This is called “learning-how-to-learn. [...] Research suggests that learners who are aware of the strategies driving their learning will be better learners” (Nunan, 2004:38).

Furthermore, it is important to say that there are some different types of tasks according to its function, including: pre-task, enabling task and final task.

In the pre-task, the teacher suggests what is expected from students. It is a brief introduction. For example, the teacher presents key vocabulary and grammatical structures. In addition, the teacher may illustrate this type of task by means of a model (Hernández Melero, 2020:32).

Secondly, the enabling tasks are used in order to train students to perform the final task. “The final task is the actual performance of the real-life issue the teacher wants to deal with” (Hernández Melero, 2020:32). By way of illustration, if the final task consists in asking for a meal, students “need to master the vocabulary, pronunciation, register, structures, resources to solve problems and to maintain the communication, etc.” (Hernández Melero, 2020:32). Thus, by means of the enabling activities students are able to acquire all these elements (Instituto Cervantes, 2020: no page).

As claimed by Hernández Melero (2020: 32-3):

Before getting involved in communicative/target-like tasks, students must be aware of some elements involved in the use of the language. These elements are called meta-communicative tasks. They are focused on the language system and how it works. For instance, we can find some transformation activities, structures, vocabulary, etc. Once the student already knows all these items, it is possible to go further and they can be involved in the communicative/target-like tasks. They are focused on providing meaning with a particular purpose of using the language. That is to say, students will be involved in real-life communicative tasks. Some examples of both types of tasks will be provided in the next section of the project.

Having mentioned that, it is necessary to include the role of the teacher and the learner in TBLT. According to Nunan (2004:66), “the term ‘role’ refers to the part that learners and teachers are expected to play in carrying out learning tasks as well as the social and interpersonal relationships between the participants”. Moreover, Nunan (2004:66-7), proposes some students’ and teacher’s roles. To sum up, teachers must help students as much as possible, permit them to use the language and to make mistakes (since they denote progress), help them discover the ways that suit them better, encourage creativity and spontaneous language, etc. On the other hand, good language learners are expected to find their own way, to be able to arrange information, to be creative, to make errors and to learn from them, use context appropriately, etc.

Therefore, as observed in the previous chart, and based on Breen and Candlin’s idea (1980:89-112), rewritten by Nunan (2004:67), “the teacher has three main roles in the communicative classroom. The first is to act as a facilitator in the communicative process, the second is to act as a participant, and the third is to act as an observer and learner”.

As summarized by Hernández Melero (2020:34):

This type of syllabus is learner-centred, since it is inner directed. Indeed, it is open to negotiations between the teacher and the students, for the focus is on learners’ interests and necessities. Thus, the selection of the contents is guided by pupils’ wants, so objectives are described afterwards due to possible modifications of the contents. The assessment is in relation to scholars’ criteria of success, and not by the instructor.

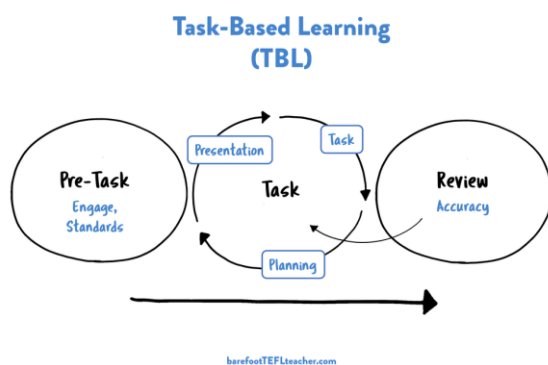


Figure 11. Task-Based Learning. (2013). Barefoot TEFL Teacher. Information available at: <https://www.barefooteflteacher.com/teaching-theories>.

3. PRACTICAL PROPOSAL: “GOOD TIMES”

3.1. Introduction

The title I have chosen for my didactic unit is “Good Times” since in this practical proposal, students will deal with structures, expressions and vocabulary related to different forms of entertainment as well as giving and asking for points of view. The selection of this topic was guided by the importance that entertainment has worldwide as well as the importance of English as the global language. It is aimed at encouraging students to become aware of the world and people around them and at providing them with sufficient language in order to talk about it.

3.2. Justification

This lesson plan has been designed following the applicable legislation in Organic Law on Education, 2/2006, 3 May. Indeed, it follows the provisions of Royal Decree 1631/2006, 29 December, which establishes the basic curriculum for Compulsory Secondary Education. Ultimately, Decree 231/2007, 31 July, which regulates Compulsory Secondary Education in Andalusia. It will contribute to students’ development of the Key Competences by means of productive skills (speaking, discussing and writing) and receptive skills (listening, understanding and reading). Therefore, it follows the official regulations.

During this unit, students are expected to showcase their ability to interact with people using English as a foreign language in a real-life context. That is to say, they must manage to talk about their hobbies, favourite places worldwide, etc. In short, it

incorporates skills to functions properly, with autonomy and personal initiative in different fields of the current world and society.

3.3. Contextualization

In this section a complete view of the context in which this lesson plan is thought to be implemented is provided. In the first place, the high school chosen needs to be determined, which is called IES San Felipe Neri. It is situated in Martos, a little city within Jaén. In this centre, students are immersed in the very first year of Secondary Education in a bilingual programme. I consider this is very helpful. Its great demographic expansion is due to its strategic socioeconomic dynamics primarily based on production of olive oil and its industrial park among other sectors. In fact, it was there where I studied Secondary Education when I was a teenager, so I am aware of all its characteristics and advantages.

As far as the background information is concerned, the didactic unit is aimed at students of 4th Grade of Compulsory Secondary Education. Therefore, I will deal with learners among 15 and 16 years old (we can also find some older or younger students due to specific situations). As to the number of students found in the classroom, there are 26 EFL learners (14 girls and 12 boys) in the group, which is homogeneous. One of the students has attention deficit hyperactivity disorder (ADHD), however, he does not need relevant educational support. This part will be developed in deep in section 3.10.

Focusing on the level, it is important to mention the fact that this group has been immersed in a bilingual program since the very first year of Secondary Education. On the whole, the level of the class is a B1 level, as far as the *Common European Framework of References for Languages* (CEFRL) (Council of Europe, 2001) is concerned. However, there are students with a higher and lower level. According to the CEFRL (2001:24), B1 students of English are independent users that:

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

On average, learners are highly participative and motivated and they do not present many discipline problems so classroom management is guaranteed. Nevertheless, I have included some activities for early-finishers, students who are very interested in the subject, and students who find the contents more difficult and need to practice them again.

Dealing with the socio-cultural context, it is very important to mention that in this group all the students are native speakers of Spanish and all of them were born in Spain. Therefore, their mother tongue is the same. This point is very important since the mother tongue is essential for clarifications and possible doubts.

As to the EFL classroom, it is spacious and well-equipped, which really helps the implementation of cooperative learning. The materials available at the classroom are: a whiteboard, a digital board, a notice board, a projector, a computer for the teacher, one laptop available per each student and speakers. These materials are very useful for they can look for information on the Internet to carry out some specific activities.

Regarding the classroom context or space, students are organized in pairs according to their level, necessities and relationships. That is to say, each pair is made up by one student who excels in some areas while the other has to reinforce. As a result, they can assist one another they face to difficulties with an activity or theoretical explanation.

Moreover, during specific lessons, they are structured in a u-shaped classroom. With this organization, students can face and see one another and work in community, something that is more difficult when sitting at tables. Indeed, this type of distribution opens up a great deal of space to work in. It is crucial for them to know how to cooperate and exchange their opinions with others so as to develop a task. The activities contemplated in this lesson plan promote the improvement of their relationship since they foster group work and pair work. By way of illustration, the final task, where they have to plan their perfect plan for one day.

3.4. Key competences

DeSeCo (2003), as the Order ECD/65/2015, January 21st (p.1) states, defines the term competence as:

The capacity to respond to complex demands and carry out diverse tasks in an appropriate way involving a combination of practical skills, knowledge, motivation, ethical values, attitudes, emotions, and other social and behavioural components that are mobilized together to achieve effective action.

According to Royal Decree 1105/2014, there exist seven key competences (henceforth, KC) in the curriculum (Royal Decree, 2014: 172). They are listed in the following table:

KC1	Linguistic communication (CLC)
KC2	Mathematical competence and key competences in science and technology (CMST)
KC3	Digital competence (DC)
KC4	Learning to learn competence (L2L)
KC5	Social and civic competences (SCC)
KC6	Initiative and entrepreneurship (SIE)
KC7	Cultural awareness and expression competence (CAE)

Table 1: Key competences (Royal Decree 1105/2014: 172).

Notwithstanding, in this didactic unit, I am going to contribute to the acquisition of five of these competences, such as:

- Linguistic Communication (CLC) KC1: this competence occupies the most important place as the subject developed is a foreign language. Therefore, the four communicative skills are expected to be developed throughout the plan.
- Digital Competence (DC) KC3: this competence is crucial since, in our current world, digital resources are a must and they need to be introduced in the lessons.
- Social and civic competences (SCC) KC5: for students will be working in groups during many activities. Thus, they will have to learn how to cooperate. In fact, they also have to discuss different ideas and points of view.
- Cultural awareness and expression competence (CAE) KC7: the students are expected to learn about the world, as well as different cultures, places, music, etc.

3.5. Objectives

The diverse tasks presented in this didactic unit encourage the fulfilment of diverse objectives. The subsequent chart depicts the relation established between the didactic objectives suggested by myself, the stage objectives established by Royal

Decree 1105/2014 and Decree 111/2016, and the foreign language objectives mentioned in the Order of July 14th, 2016.

DIDACTIC AIMS	STAGE OBJECTIVES	FL OBJECTIVES
To learn and use vocabulary and expressions related to entertainment.	From Real Decreto 1105/2014: a, b, e, f, g, and i.	From Orden 14 de Julio 2016: 1, 2, 5, 7, 8, 9, 10, 11, and 12.
To comprehend written and oral texts and to use that information for doing specific tasks.		
To know how to use new technologies as a source for information, discriminating unreliable information.		
To learn how to work in groups, cooperating and respecting different opinions.		
To learn from reported speech structures with the purpose of writing coherent and cohesive texts about the topic.		
To make a brief performance in front of the class by using the information they have acquired.		
To use English as a tool for communication.		

Table 2. Objectives. (Didactic Aims: my own proposal. Objectives of Stage: Royal Decree 1105/2014. FL Objectives: Order of July 14th, 2016).

3.6. Contents

In order to accomplish the above-mentioned objectives, it is necessary to establish a series of contents in relation to them. The Organic Law for the Improvement of Quality on Education provides a definition for contents. They are defined as:

a set of knowledge, abilities, skills, and attitudes that contribute to the achievement of the objectives of each teaching and educational stage and the acquisition of skills. The contents are arranged in subjects, which are classified into subjects, areas, areas, and modules depending on the teachings, the educational stages, or the programs in which the students participate.

CONTENTS	
Listening	Comprehension and Production strategies
Speaking	Communicative functions
Reading	Syntactic-discursive structures
Writing	Sociocultural and Sociolinguistic aspects
Interaction	

Table 3. Contents.

CONTENTS	
Comprehension and Production strategies	Communicative functions
1. Listening to and understanding oral texts related to entertainment (Comprehension)	1. Initiation and maintenance of personal and social relationships
2. Distinction between different text types and also between different kinds of information (general, essential, details, etc.) (Comprehension)	2. Description of activities, trips, etc.
3. Describing your hobbies (Production)	3. Participating in class discussions (asking for and giving personal opinion)
	4. Formulation of suggestions, desires, asking for something

Syntactic-Discursive structures	Sociocultural and Sociolinguistic aspects
1. Reported speech: reporting verbs, suggestions, offers, requests... 2. Vocabulary related to entertainment: films, music, sports, places...	1. Social conventions, courtesy rules and registers 2. Customs, values, beliefs and attitudes; nonverbal language

Table 4. Lesson plan contents.

3.7. Cross-curricular elements

The inclusion of cross-curricular elements in foreign language teaching is imperative at the present time. Our role as teacher is not only to teach English contents, but also to educate people. In that way, it is crucial to deal with human values, including empathy, tolerance, and other values. In this unit, we focus on different cultures and languages since we all live in the same world. By way of illustration, Citizenship, Education for peace and solidarity, Entrepreneurship, Environmental education, Health and sex education, and Sociocultural awareness are established in Royal Decree 1105/2014, as well as in the Order of July 14th, 2016, Decree 111/2016.

In addition, Sociocultural awareness and Civic education, since students are expected to learn to work in pairs and groups so as to collect information from diverse places. Respectful and culturally diverse education is critical for the development of various competences in the classroom setting. Students can benefit from learning to respect others' perspectives, speaking time, and culture, since it strengthens their connections as friends and classmates. Students have the chance to deal with these aspects during the design of the final project.

3.8. Interdisciplinarity

With the development of this lesson plan, certain aspects outside the teaching of the foreign language will also be covered. As an example, the promotion of the values commented on above (section 3.7.). Indeed, I also refer to other fields, such as the use of technologies. As I mention in section 3.11., some electronic materials are included in this teaching unit (for example, videos). In our current world, it is obligatory for all

students to master technologies, that is why it is critical that all areas of instruction promote their use, by giving the student enough skills for their proper use. Knowledge related to geography, music and cinema is also implemented.

3.9. Timing

For the elaboration of this didactic unit, the distribution of the different subjects in Secondary Education has been taken into account⁷, that is, the number of hours per week that students are expected to work in each subject. In this case, students of the 4th year of Secondary Education have 4 hours of English per week. Thus, students will be dealing with the English subject on Tuesday, Wednesday, Thursday and Friday. The first lessons will take place on Wednesday, 9th March 2022 until Wednesday, 23rd March 2022.

For this reason, this lesson plan is structured in 9 different sessions of 55 minutes each one. It is divided into diverse tasks in which the teacher works with the pupils during that time. The last 5 minutes are devoted to exchanging ideas, asking doubts and questions, making conclusions, etc.

3.10. Attention to diversity

As already mentioned above, there is one ADHD student in class who does not require any relevant educational assistance. Hence, the procedures that will be taken are the following: to provide that student with more time to do the activities, to prepare shorter activities, to give him the activities one by one and not all of them at the same time (once he has finished the first one, the teacher gives him the second one and so on), to focus on oral activities since it is easier for him, etc.

Indeed, as I mentioned above, this lesson plan also considers fast finishers and learners who need reinforcement. Therefore, consolidation and extension work will be provided in section 6, as well as some tips for both types of students. (See 6.1. and 6.2.)

3.11. Materials

In our current society, the apparition of technology is indispensable in every field of our lives because of the significance of getting and recovering new information quickly. In this high school there are plenty of useful materials for students to work with, including libraries, computer rooms, etc., which are available to all students and

⁷ Retrieved from:

<https://www.juntadeandalucia.es/educacion/portals/abacoportlet/content/ec0161a1736d-46b9-a715-cfeeb143e421>

teachers. As I have mentioned above, there are some laptops within students' grasp with access to the Internet as well as digital boards and projectors.

Apart from this, students will be using some other materials such as flashcards, Power Point Presentations (in order to introduce new content) and worksheets. In addition, students will use a textbook entitled *Mosaic 4* that will be used so as to introduce some new contents. Although I do not want to focus my lessons on working with the textbook, it is crucial to mention that this book is very useful and innovative. It incorporates lots of resources available for students, for instance, access to warming-up videos which provide brief introductions to the topic, interactive videos, cultural videos, grammar animations, pronunciation practices, speaking projects, collaborative tasks, quizzes at the end of the unit, etc. It makes the learning process funnier and more motivating since it includes the use of technologies and games. Contents are presented in a more attractive way so they can enjoy the lesson.

Likewise, I decided to use this textbook since I believe that this digital book could be very useful. The contents are divided into 9 units which deal with different aspects of the English language, as well as some cross-curricular elements (technology, biology, literature, art, etc.). It incorporates some key competences such as learning to learn, linguistic, social and civic, cultural, initiative and entrepreneurship, maths, science and technology. Specifically, unit 6 deals with six of them. Indeed, this textbook includes many resources, like warming-up videos, cultural videos, vocabulary practice, grammar animations, grammar practice, reading extensions, language summaries, listening preparations, reading preparations, language in action activities, speaking preparation, language practice, interactive videos, dialogue practice, writing extension, speaking projects, etc. To sum up, it has got lots of useful resources and materials that help students develop step by step their skills so as to be able to face the real world.

3.12. Methodology

This sequencing has been tailored with a Task-Based Language Teaching (TBLT) syllabus within the so-called Communicative Method. Therefore, the sessions will follow the following pattern: pre-task, task and post-task activities. This approach is based on cooperative learning and the communicative approach. Innovative strategies (gamification and technologies) are also present in the methodology, since I want students to have fun and enjoy the lessons and the contents. A combination of these tools will be observable throughout the unit.

Therefore, this practical proposal aims at making a proper use of the teaching of English. In that way, students will be asked to use the language both in the

classroom and outside the school context. In order to achieve this, the way of teaching is presented through an original methodology, Task-Based Learning, in which learners are required to complete a final task connected to a real-life situation. Thanks to this methodology, students will be taught not only the language itself, but also how to work in groups, cooperate, interact and appreciate different ideas and learn from them.

Focusing on classroom management, I would like to implement the so-called 'Model ideal behaviour'. That is to say, to make a habit of demonstrating behaviour you want to see, for it has been proved that modelling effectively teaches students how to act in different situations. For instance, using polite language, keep eye contact, keep phones in pockets and take them only when you are told to do so, avoid interruptions, talk about your mates' opinions respectfully.

3.13. Lesson plan: Step-by-step account

3.13.1. Session 1: Introduction and vocabulary

Activity 1: Warming-up		
Contents and Focus: vocabulary	Objectives:	
	- To let students discover by themselves the new topic.	
Timing: 12 minutes	Skills: reading and speaking	Materials: projector
Type of task: pre-task	Evaluation: within the participation mark	
Students' organization: pairs and whole class		
Description: a) Look at the following photographs. What do you think is the topic behind them? Talk about that in pairs or threes. Then, share your opinion with the rest of the class. You can use the expression below to help you. With this activity, students will discover by their own the new topic. b) Once they have guessed the topic, they are expected to do a brainstorming task, that is to say, to create a list of all the ideas they can associate to the unit. The teacher will write the ideas on the blackboard.		

Table 5. Session 1, Activity 1. (My own design)



1.

Figure 12. Video games.



2.

Figure 13. Meeting your friends.

(12: <https://www.understood.org/articles/en/4-surprising-benefits-of-video-games>)

(13: <https://www.weddingbee.com/dating/meeting-your-partners-friends-for-the-first-time/>)



3.

Figure 14. Travelling



4.

Figure 15. Playing sports.

(14: <https://greencrestcapital.com/benefits-of-travelling-you-should-know/>)

(15: <https://www.dreamstime.com/photos-images/teenagers-playing-sport.html>)

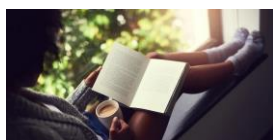
Some expressions you can use:

- I think this topic is about...
- In the photograph, there is/are...
- I can see...
- In my opinion, ...
- In the left/right corner... // In the background... // At the top/bottom of the photograph, ...

Activity 2: Warming-up		
Contents and Focus: vocabulary and grammar	Objectives: - To introduce new vocabulary as well as some grammatical structures	
Timing: 7 minutes	Skills: speaking and reading	Materials: projector, notebook and pencils
Type of task: pre-task	Evaluation: within the participation mark	

Students' organization: individual and whole class
Description: Match the conversations 1-4 to photos A-D. What are they talking about? You can use the expressions above from activity 1. Do it individually, and then, share it with your class. (Idea retrieved from Kelly and Gormley, 2017: 71)

Table 6. Session 1, Activity 2. (My own design)



A

Figure 16. Reading.



B

Figure 17. Funfair.



C

Figure 18. Cinema.



D

Figure 19. Concert.

16: <https://www.nbcnews.com/better/pop-culture/why-getting-lost-book-so-good-you-according-science-ncna893256>

17: <https://parquesalegres.org/biblioteca/blog/los-parques-de-atracciones/>

18: <https://www.elsoldetoluca.com.mx/cultura/el-cine-de-nuevos-gustos-y-viejas-formas-4657473.html>

19: <https://www.goodfon.com/wallpaper/music-muzyka-the-bloody-1873.html>

(Conversations retrieved from Kelly and Gormley, 2017: 71)

1. 'Tim is going to be too scared to go on the new ride!' **said** Tom.

Amy **denied** it strongly and **stated**, 'I'm not scared of that thing!'

2. 'Their music doesn't sound anything like it does on their album', **mentioned** Alisha.

'Yes, they sound amazing live' **admitted** Amy.

3. 'This author's last novel was a bestseller', **pointed out** Mark.

'I know, and her new one is already at number 10 on the bestseller list,' Andy **confirmed**.

4. 'The plot is a little dull at times, but the acting is excellent. I'd definitely tell others to go and see it', **recommended** Harry.

'True, the acting is good', **agreed** Chloe.

Activity 3: Warming-up		
Contents and Focus: vocabulary	Objectives: - To reinforce the new vocabulary	
Timing: 7 minutes	Skills: speaking	Materials: paper and pencil

Type of task: pre-task	Evaluation: within the participation mark
Students' organization: in pairs or threes	
Description: What recommendations have you been given recently by friends and family about the following things? Were their recommendations good? Share ideas with the rest of the class. A book / A film / A singer or pop group / A TV programme (Idea retrieved from Kelly and Gormley, 2017: 71)	

Table 7. Session 1, Activity 3. (My own design)

Activity 4: Warming-up		
Contents and Focus: grammar	Objectives: - To make students induce the use of reporting verbs.	
	Timing: 8 minutes	Skills: writing Materials: pencil and notebook
Type of task: pre-task	Evaluation: within the participation mark	
Students' organization: individual and whole group		
Description: What recommendations have you given about the things in exercise 3? Did people agree with you? Write short conversations using the bold verbs in conversations 1-4 in activity 2. Then, share them with group class. (Idea retrieved from Kelly and Gormley, 2017: 71)		

Table 8. Session 1, Activity 4. (My own design)

Activity 5: Video		
Contents and Focus: grammar and vocabulary	Objectives: - To introduce the topic by means of a short video. Structures, vocabulary and grammar are presented inductively so students can infer them.	
Timing: 15 minutes	Skills: listening and	Materials: projector,

	speaking	computer, notebook and pencils
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: individual and whole class		
Description: a) Watch the video about entertainment. It will be played twice. During the second time, note the main ideas. They will be discussed after the video.		
		

Figure 20. Entertainment in English. (New Model for Learning English, Speak About Entertainment in English, 2020).

Available at: <https://www.youtube.com/watch?v=wZJdaTk6dVg>.

Table 9. Session 1, Activity 5. (My own design)

Homework: Online activities		
Contents and Focus: grammar and vocabulary	Objectives:	
	- To reinforce the new contents	
Timing: no time	Skills: writing	Materials: computer
Type of task: enabling task	Evaluation: within the online activities' part	
Students' organization: individually		
Description: At home, revise the ideas you wrote during the lesson, and write a short summary. Include the activities you liked the most and why. (80-100 words approximately). Send it to my email address.		

Table 10. Session 1, Homework. (My own design)

3.13.2.Session 2: Vocabulary and Reading:

Activity 1: Reading	
Contents and Focus: vocabulary	Objectives: - To let students infer the meaning of the new vocabulary.

	- To make students deal with synonyms and antonyms.	
Timing: 17 minutes	Skills: reading and speaking	Materials: a printed handout, notebook and pencils
Type of task: pre-task (a) and enabling task (b, c, d)	Evaluation: within the participation mark	
Students' organization: individual, small groups and whole class.		
Description: a) You are provided with a printed text full of new vocabulary, and you are told to read it individually, without help or understanding any part of the text. You are expected to complete the reading of the text and then, to mark the difficult words. (See the text in section 6.3.). b) Once the words were selected, form small groups (3-4 pupils), and make a collection of words which were selected in a way similar to 'tough'. c) Once the list is prepared, discuss on the possible meaning that they could relate, and then jot it down. Once you finish, check your answers with the help of an online dictionary, so the meaning will be identified. In fact, you also have to look for some synonyms and antonyms for further study. d) At the end of the activity, you will be expected to be able to compile a glossary of words, other than those discussed at the end of the text, and also a collection of synonyms and antonyms will be ready within a short period of time.		

Table 11. Session 2, Activity 1. (My own design)

Activity 2: Matching words with illustrations		
Contents and Focus: vocabulary	Objectives: - To revise vocabulary in a funny way	
Timing: 15 minutes	Skills: speaking and reading	Materials: pieces of paper with photographs and definitions.
Type of task: enabling task	Evaluation: within the participation mark.	
Students' organization: pairs		
Description: after the presentation of some new vocabulary, it is time to work with and reinforce it. In pairs, you will be given two groups of flashcards. One of them		

corresponds to photographs and the other to words' definition. In pairs, you need to match photographs with definitions, to remember and guess which is the correct term for those flashcards. Definitions are extracted from the *Macmillan Dictionary* (Macmillan, 2021). It is possible to find the pieces of paper in section 6.4.

Table 12. Session 2, Activity 2. (My own design)

Activity 3: Vocabulary and Reading		
Contents and Focus: vocabulary and grammar	Objectives: - To introduce reporting speech by means of a text	
Timing: 18 minutes	Skills: reading	Materials: textbook
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: individual		
Description: a) Look at the highlighted verbs in the review. Which verbs have a negative meaning? Which make facts clear? Which add extra information? Make a list. Then, add any verbs from dialogues in the previous lesson which fit these categories. In that way, you are taught the grammar tenses inductively. b) Read and listen to the reviews. Which trip would be the best for the following people? a. Matt wants to find out about working with creatures. b. Ola and her best friend want to do something adventurous together. c. Sam is very interested in machinery. c) Read the reviews again. Answer the questions with the correct place. Then write the sentences from the reviews which support your answer. Which day out...? 1. was shared with a family member 2. was not expected by the reviewer 3. included a competition 4. involved working with species from that area		

5. was as good as someone said

6. finished very quickly

d) In your notebook, complete the definitions with the correct words.

Annual / Exhausting / Extreme / Unforgettable

1. If something is (...), it is very tiring.
2. If something is (...), it is not ordinary.
3. If something is (...), you will always remember it.
4. If something is (...), it happens every year.

(Activities retrieved from Kelly and Gormley, 2017:72-3)

Table 13. Session 2, Activity 3. (My own design)

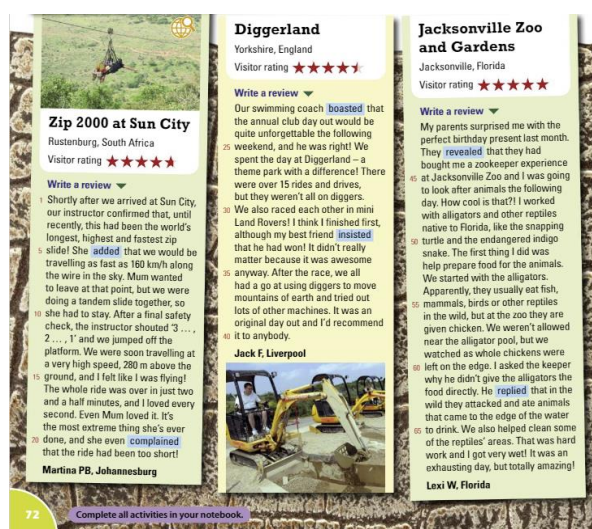


Figure 21. Text. (Retrieved from Kelly and Gormley, 2017:72)

3.13.3.Session 3: Grammar presentation

Activity 1: Reported Speech	
Contents and Focus: grammar	Objectives: - To introduce grammar contents in such a way students discover the rule

Timing: 25 minutes	Skills: reading and listening	Materials: piece of paper, pencil, notebook, textbook.
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: individual		

Description: It is time to present grammar. Although I focused on a communicative method, grammar needs to be explained in order to give students the chance to deal with the target language.

a) You are expected to read two pieces of conversation. Then, highlight the verbs and pay attention to the structure in both dialogues: look for differences. You can discuss the main divergences in small groups (2-3), and then, share your conclusions with the rest of the class. The teacher can solve any problem if necessary. Then, do the following activity:

 **Grammar** Reported speech
 Grammar animation

6 Read the direct and reported speech. Then, in your notebook, complete the sentences with the correct words.

'We have bought you a zookeeper experience and you are going to look after animals tomorrow,' my parents revealed.
My parents revealed that they had bought me a zookeeper experience and I was going to look after animals the following day.

- 1 The tenses change from (...) and (...) in direct speech to (...) and (...) in reported speech.
- 2 The subject pronouns change from (...) and (...) to (...) and (...).
- 3 The adverb of time changes from (...) to (...).

Figure 22. Activity 6 page 73.

(Activity retrieved from Kelly and Gormley, 2017:73)

b) The activity is checked, and further explanation of reported speech is covered. Once you have already noticed the grammatical structure, the teacher explains it in more detail.

c) Then, do activities 7 and 8.

7 Write the correct option in your notebook.

- 1 'I forgot my ticket.' → Rebecca admitted she *forgot* / *had forgotten* her ticket.
- 2 'Tom has been on a day trip.' → Andy mentioned that Tom *has been* / *had been* on a day trip.
- 3 'We went to the theme park yesterday.' → They replied that they had been to the theme park *the following* / *the previous* day.
- 4 'My present is great.' → Nathan said that your / his present was great.

Figure 23. Activity 7 page 73.

8 Read the note. Then, in your notebook, complete the text in reported speech.

A little job for you this morning! See if you can find a good day trip for the weekend. But remember

- We went to a safari park last month.
- Your sister hated the rollercoaster at the theme park!
- Your dad read a good book about famous historic buildings last week.
- We've spent a lot of money decorating the house.

Love, Mum xxx

'My mum left me a note this morning. She asked me to find a good day trip for the weekend. She pointed out that ⁽¹⁾ to a safari park ⁽²⁾. She stated that ⁽³⁾ the rollercoaster at the theme park. She mentioned that ⁽⁴⁾ a book about famous historic sites ⁽⁵⁾, and she admitted that ⁽⁶⁾ a lot of money decorating the house. It's quite difficult to think of a good place to go!'

 Grammar practice

Figure 24. Activity 8 page 73.

(Activities retrieved from Kelly and Gormley, 2017:73)

Table 14. Session 3, Activity 1. (My own design)

Activity 2: Language in action		
Contents and Focus: grammar usage	Objectives: - To reinforce the new structure	
	Timing: 10 minutes	Skills: speaking
		Materials: notebook and pencils
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: in pairs and whole class		
Description: a) Once you have finished the activities and you are aware of the use of reporting structures, we move to interaction. Now, in pairs, you have to interview your mate about his/her last trip. You can use the following structures: - Where did you go? - Who did you go with? - What happened? - Did you enjoy it? b) After some minutes, it is time to share the ideas with the rest of the class. This time, you are expected to use reported speech to tell the rest of the class what the other student said. You can use some expressions such as: - (S)he said/claimed/told that (s)he had visited...		
(Activities retrieved from Kelly and Gormley, 2017:73)		

Table 15. Session 3, Activity 2. (My own design)

Activity 3: Role play		
Contents and Focus: grammar and vocabulary	Objectives: - To represent a real-life situation using the reporting structure.	
	Timing: 15 minutes	Skills: speaking
		Materials: notebook and pencils
Type of task: enabling-task	Evaluation: within the participation mark	
Students' organization: small groups (3-4)		

Description: The class is divided into small groups, and you are told to prepare a short dialogue using reporting verbs. You have to role-play and represent a real-life situation related to the unit (going to the cinema, going to the funfair, visiting a museum, etc.). Here is an illustrative example: Ana: We could go to the cinema tonight! Carlos: Yes, of course! But Marta said that she didn't have much money. Marta: That's true. But my grandmother told me yesterday that she would give me 10 euros for my birthday. Grandmother: I told you that I would give you ten kisses for your birthday... But ok, here you are... (Funny face).

Table 16. Session 3, Activity 3. (My own design)

Homework: Online activities		
Contents and Focus: grammar and vocabulary	Objectives:	
	- To reinforce the new contents	
Timing: no time	Skills: writing	Materials: computer
Type of task: enabling task	Evaluation: within the online activities' part (10% of the final mark)	
Students' organization: individually		
Description: At home, write a brief dialogue using reported speech like the one you created in class. Send it to my email address. This task will be evaluated within the online activities percentage.		

Table 17. Session 3, Homework. (My own design)

3.13.4. Session 4: Vocabulary and Listening

Activity 1: Listening: A funny night out		
Contents and Focus: listening and cooperation	Objectives: - To use co-operative learning	
Timing: 25 minutes	Skills: listening and speaking	Materials: laptop, headphones, pencils and notebook

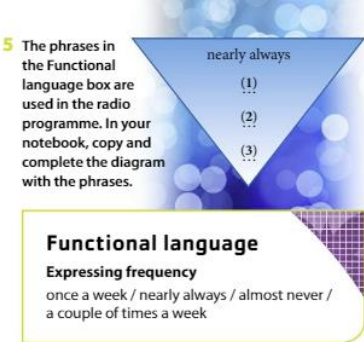
Type of task: enabling task	Evaluation: within the participation mark
Students' organization: pair work and individual work	
Description: a) Read the following posters. What are they advertising? b) In your notebook, write the highlighted words at match them with one of the following ideas: People // Places/Equipment // Performance types c) Now, students are grouped in pairs. In this activity, they are expected to listen and pass over the information. That is to say, since there are two different audios, one of the students is going to hear the first one, while the other student listens to the second. When student 1 finishes listening, (s)tells the other what it was about. The same process occurs with student 2. d) Once your ideas have been already considered, it is time for all the class to listen to both conversations. Meanwhile, do activity number 4. Once you finish, do activity number 5.	
 4 2.12 Listen again and correct the mistakes in your notebook.  5 The phrases in the Functional language box are used in the radio programme. In your notebook, copy and complete the diagram with the phrases.	
Figure 25. Activity 4 page 74. Figure 26. Activity 5 page 75. (Activities 4-5 retrieved from Kelly and Gormley, 2017:74-5)	
e) Now, it is time to go back to the previous pairs. Using reported speech (you told me that...), they have to discuss what his/her partner told him/her about the audio.	

Table 18. Session 4, Activity 1. (My own design)



Figure 27. Texts about music and cinema. (Retrieved from Kelly and Gormley, 2017:74)

Activity 2: Grammar: reported questions, requests and commands		
Contents and Focus: grammar	Objectives: - To make students induce grammatical structures	
Timing: 15 minutes	Skills: reading	Materials: textbook, pencils and notebook
Type of task: enabling task.	Evaluation: within the participation mark.	
Students' organization: individual		
Description: a) Now, it is time to introduce reported questions, requests and commands. So, in order to do that, you are going to read activity six, in which a set of sentences appears. By means of this activity, you are going to guess and induce the rule by yourselves.		
 Grammar Reported questions, requests and commands  Grammar animation 6 Read the reported questions. In your notebook, write the correct option to complete the rules. A A student asked me what the most important skill was. B They asked if that meant not making jokes about yourself. C I asked Chris Hancock whether he could give us a few tips. In reported questions ... 1 we use / don't use the words do or did. 2 we use / don't use question marks. 3 we use if or whether when we report short questions / long questions. 4 the changes to tense, subject pronouns and time words are / are not the same as for reported statements.		
(Activity retrieved from Kelly and Gormley, 2017:75)		

Figure 28. Activity 6 page 75.

(Activity retrieved from Kelly and Gormley, 2017:75)

Figure 28. Activity 6 page 75.

b) Once you have finished and practised the different structures with the teacher's guidance, it is time to reinforce those contents. Therefore, do activities 7, 8, 9 and 10.

7 Read the reported request and command. Then answer the questions in your notebook.

A I asked them to give me another chance.
B A friend told me not to be an impressionist.

- 1 Which example is a request and which is a command?
- 2 What would each example be in direct speech?
- 3 Does the tense change in reported requests and commands?
- 4 Which verb do we use in reported requests?
- 5 Which verb do we use in reported commands?
- 6 What comes after the verb in both?
- 7 Where do we use *not* in a negative request / command?

Figure 29. Activity 7 page 75.

8 In your notebook, rewrite the jokes with reported questions. Use *He* or *She* to report them. You don't need to report the answers.

- 1 Why is the letter 'I' like an island? Because it is in the middle of water!
- 2 What starts with 'P', ends with 'E', and has millions of letters? The post office!
- 3 Which bus crossed the ocean? Columbus!
- 4 Have you heard what the 0 said to the 8? Nice belt!

Figure 30. Activity 8 page 75.

9 In your notebook, rewrite the requests and commands in reported speech. Use the verbs *ask* and *tell*.

A hotel has revealed some of the strange requests made by their guests. Here are a few unbelievable examples:

- 0 Could you stop the snow, please?
- 1 Can you do my son's Maths homework, please?
- 2 Don't let the birds sing in the morning.
- 3 Stop the sea from making a noise.
- 4 Don't allow people to walk on the hotel beach.
- 5 Can you close the curtains in my room, please?

0 A guest asked the hotel to stop the snow.

Figure 31. Activity 9 page 75.

10 In your notebook, rewrite the questions, requests and commands in brackets in reported speech.

Amy (1 How did your act go at the open-mic night?)
Did you enjoy being in the spotlight?

Sam No! It was terrible! (2 Don't remind me about it!)

Amy (3 Did you prepare your own script?)

Sam Yes, I did. I stood at the microphone and did some impressions. I had some props to help and thought it was going well, but the audience started to leave after ten minutes! (4 I even said, 'Please don't walk out until I've finished!') But they went anyway!

i Grammar practice

Figure 32. Activity 10 page 75.

(Activities retrieved from Kelly and Gormley, 2017:75)

Table 19. Session 4, Activity 2. (My own design)

Activity 3: Language in action		
Contents and Focus: grammar usage	Objectives: - To reinforce the new structures.	
	Timing: 10 minutes	Skills: speaking
		Materials: notebook and pencils
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: in pairs and whole class		
Description: Once you have been presented and you have trained the new structures, it is time to practise them orally.		

a) Make notes about an experience of performing in public: telling jokes to friends or family, taking part in a school play, etc. Who asked you to perform? How did people react? Did it go well? b) Later, you have to use reported speech to explain your experience to other students. Mention questions, requests and commands. - The teacher asked me to perform on stage in... (Idea retrieved from Kelly and Gormley, 2017:75)
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Table 20. Session 4, Activity 3. (My own design)

Homework: Listening task			
Contents and Focus: listening task	Objectives: - To evaluate individually the listening skill. - To check student's ability to listen to main and secondary ideas; as well as general and specific information.		
	Timing: the audio can be listened to twice	Skills: listening	Materials: computer
Type of task:	Evaluation: listening task (15% of the final mark)		
Students' organization: individually			
Description: at home, you have to do a different listening task, and to complete some activities online. The answers are sent automatically to the teacher, and this task will be evaluated as a part of the final mark (15%). You can listen to the audio twice. When you finish the activities, you will get your mark.			

Theme parks

Listen to the radio interview about theme parks and do the exercises to practise and improve your listening skills.

► Instructions

► Preparation



► 0:00 / 4:22

Figure 33. Theme parks.

Theme parks

Are the sentences true or false?

8 items remaining

- Andy Wells has written a guide to theme parks around the world.
☐ True ☐ False
- Andy says his job doesn't feel like hard work.
☐ True ☐ False
- Cedar Point in Ohio has life-sized moving dinosaurs.
☐ True ☐ False
- On a wingcoaster the track is next to you, not under you.
☐ True ☐ False
- At the Islands of Adventure in Florida you can meet Harry Potter.
☐ True ☐ False

Theme parks

Choose the correct option to complete the sentences.

6 items remaining

Magic Kingdom at Disney World in Florida _____.

- ☐ has the largest area
- ☐ has the most rides
- ☐ has the biggest number of visitors

◀ ▶

Finish

Figure 34. Activities I

Figure 35. Activities II

(Audio and activities retrieved from <https://learnenglishteens.britishcouncil.org/skills/listening/intermediate-b1-listening/theme-parks>).

Table 21. Session 4, Homework. (My own design)

3.13.5.Session 5: Reading and Grammar

Activity 1: Reading: Malta: the film-maker’s island	
Contents and Focus: reading skill, vocabulary and structures	Objectives: - To read and comprehend texts

	according to their level, capacities and interests so as to grasp general and specific information, together with using reading as a source of enjoyment and personal enrichment.	
Timing: 32 minutes	Skills: reading and speaking	Materials: printed text, whiteboard, pencils, notebook, computer (for the teacher to search some information, if necessary)
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: individual, group work and whole group		
Description: this activity is divided into five different parts: warming-up, brainstorming, scanning, complete reading, and activities. - Warming-up: - Look at the text and the photo, choose the best title and justify your choice: (2 minutes) - Making Swept Away - Fantasy City - The movie star of the Mediterranean - Brainstorming: - First, the whole class is expected to make a list of all the ideas they can associate to Malta (2 minutes) - In the shortest possible time, individually, skim the text to identify if the ideas on the whiteboard are present in the text. (2 minutes) - Then, share what you have found with the rest of the class. Then, erase from the whiteboard all the ideas that are not introduced in the text. (2 minutes) - Scanning - Find the following words in the text: cosmopolitan, sparkling, frame, hosts, honey-coloured. (2 minutes) - In small groups (3-4 students), try to write a definition of each of the		

words and associate them with other ideas. (5 minutes)

- Share your ideas with the rest of the class. (2 minutes)
- Read the whole text
- Now, individually, read the whole text and discover whether or not the following topics appear in the text: culture, cinema, music. (3 minutes)
- Share your ideas with the rest of the class. (5 minutes)
- Do activities 2-3: (10 minutes)

2 Read the travelogue again. In your notebook, complete gaps A-E with sentences 1-6. There is one extra sentence.

- 1 Today, its beautiful turquoise waters make this tiny beach an obvious choice for directors.
- 2 Getting there can, however, be difficult.
- 3 The stately home provides the perfect location for films and TV programmes.
- 4 In fact, more than 70 films and over 50 TV programmes have been shot on location in Malta.
- 5 MFS is a director's dream set.
- 6 History is everywhere in this city, with its old fortress.

3 Match the highlighted words to their definitions.

- 1 A successful film.
- 2 Where films are shot.
- 3 People who are big cinema fans.
- 4 A single image used in a film.
- 5 When the camera shows the scene from further away.

Figure 36. Activity 2 page 76.

Figure 37. Activity 3 page 76.

(Activities 2-3 retrieved from Kelly and Gormley, 2017:76)

Table 22. Session 5, Activity 1. (My own design)

Malta: the film-maker's island

Right in the heart of the Mediterranean lies a tiny island with 7,000 years of history: Malta. Walking through the medieval streets of Valletta, the island's cosmopolitan capital, you'll sense a fascinating mix of ancient and modern-day cultures. (A) You'll almost feel as if you're on a film set. But hold on, maybe you are!

Since the early 1960s, Malta has been a popular location for film-makers. (B) Its sparkling blue waters and honey-coloured historic buildings in the background make it a director's paradise. Think *World War Z*, *Captain Phillips*, *Agora* ... to name a few. All had scenes shot on this wonderful island. (C) Frame by frame, here are the must-go-to places we suggest that film-buffs visit on Malta.

Palazzo Parisio, Naxxar: Travelling north-west from Valletta towards the middle of the island, visitors discover the noble-looking Palazzo Parisio in Naxxar. (C) Its impressive classical buildings and attractive gardens also made the Palazzo Parisio the ideal home for the prince and Grand Master of the island, who had the palace built in 1733. The palace's present owners offered to be hosts for the filming of *The Count of Monte Cristo* and the BBC biographical series *Byron*.

Blue Lagoon, Comino: The Blue Lagoon on Comino has seen a lot of drama in its long history. Inhabited in the Roman period, then used as a watchtower to prevent invasion by the Ottoman Turks, the island even formed a base for pirates in the Mediterranean at one point. (D) It was here that the blockbuster *Troy*, starring Brad Pitt, was filmed.

Mediterranean Film Studios, Rinella: Rinella is the home of Mediterranean Film Studios. (E) When the camera angle is just right, the two specially-made water tanks at the studio blend into the sea and create the illusion of a far-off horizon. The camera zooms out, and viewers think the actors are far out to sea. In fact, they are actually in the safe, controlled environment of the studio water tanks! It was here that *Pinochio* and *Swept Away*, starring Madonna, were filmed.

There's so much to see and do on these sunny islands, so it's a huge bonus that getting from one location to another is relatively easy. With a little bit of careful planning, your visit to Malta is sure to be unforgettable. Who knows, you might even walk onto a film set and get a preview of the next big thing to hit the screens.

Figure 38. Text: pages 76-7. (Text retrieved from Kelly and Gormley, 2017:76-7).

Activity 2: Grammar: reported suggestions and offers		
Contents and Focus: grammar		Objectives: - To make students induce the new structures by means of examples.
Timing: 10 minutes	Skills: reading	Materials: textbook, pencils and notebook
Type of task: enabling task		Evaluation: within the participation mark
Students' organization: individual		
Description: you are presented the new grammar rules by means of examples. Do activities 4, 5, 7, 8.		

Figure 39. Activity 4 page 77.

Vocabulary practice

4 Read the Language point. Copy and complete the rules in your notebook.

Language point

Reported suggestions and offers

Here are the must-go-to places they suggested that film-buffs visit on Malta.

The palace's present owners offered to be hosts.

To report suggestions, we use **suggest** + (1) + subject + infinitive.

To report offers, we use **offer** + (2) + infinitive.

Figure 40. Activity 6 page 77.

5 Rewrite the sentences using reported suggestions and offers.

1 'I can carry your luggage,' James offered.

2 'You could take a boat round the coast,' Carrie suggested.

3 'Let's go to Popeye's village,' Lulu suggested.

4 'I'll take you to the Palazzo for dinner,' Henry offered.

Language practice

Figure 41. Activity 7 page 77.

7 In your notebook, complete the text with the correct prepositional phrase from exercise 6. Sometimes there is more than one correct answer.

Vocabulary practice

DID YOU KNOW THAT ... ?

the film *World War Z* was made (1) in Malta, Glasgow and Budapest. (2) some (...) in the film up to 500 ordinary people from Glasgow appeared as extras. Leading actor Brad Pitt is no stranger to the screen as he has starred (3) over 50 (...).

Figure 42. Activity 8 page 77.

Listening

8 2.14 Listen to the conversation and complete the report in your notebook. Change or add words to make your answers grammatically correct.

Alvi asked Bea if she would like to appear as an extra (1) of a film. Bea replied that she'd love to and Alvi told her (2) an advert for extras for a film which would be shot (3) in their town. Bea suggested that (4) to the audition, but Alvi said that he didn't want to be in the film. However, he offered (5) with her for support.

(Activities retrieved from Kelly and Gormley, 2017:77)

Table 23. Session 5, Activity 2. (My own design)

Activity 3: Language in action	
Contents and Focus: grammar and vocabulary	Objectives: - To make students reinforce their previous knowledge by means of active learning in real-life conversations.

Timing: 8 minutes	Skills: listening and speaking	Materials: textbook, pencils, notebook and audio
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: pair group and individually		
Description: Have a conversation with other students about being an extra in a film. Use exercise 8 as a model. Give answers which are true for you. Then report your conversation to the class.		
You: Would you like to be an extra in the scene of a film?		
Video   Culture video: <i>Iconic film locations</i>		

Figure 43. Culture video page 77.

(Activity retrieved from Kelly and Gormley, 2017:77)

Table 24. Session 5, Activity 3. (My own design)

Homework: Online activities		
Contents and Focus: grammar and vocabulary	Objectives:	
	- To ask students to give their own opinion	
Timing: no time	Skills: writing	Materials: computer
Type of task: enabling task	Evaluation: within the online activities mark	
Students' organization: individually		
Description: at home, add a short comment in the classroom forum giving your own opinion of the text (if you liked/didn't like it and why). Try to write, at least, one sentence using reported speech. (For example: The girl in the text suggested...)		

Table 25. Session 5, Homework. (My own design)

3.13.6.Session 6: Grammar practice

Activity 1: Grammar Game		
Contents and Focus: grammar and vocabulary	Objectives: - To revise grammar contents in a funny way	
Timing: 15 minutes	Skills: speaking, interaction	Materials: notebook, pencils and blackboard
Type of task: enabling task	Evaluation: within the participation mark	
Students’ organization: group work – all the class organized in U-shape		
Description: in order to practise grammar in class, we will use a group game. You will be divided into four groups (six students per group). Each team has to choose: - A Speaker: communicator for the team - A Recorder: writes down the team’s response on a piece of paper - A Writer: writes down the team’s final answer on the board Four teams will compete to get as many points as possible by taking turns. The teacher shows them a sentence in the projector, and you must choose the appropriate verb tense or word (we will deal with grammar and vocabulary). If you write the appropriate term/tense, you will get one point. The team that gets more points, wins.		

Table 26. Session 6, Activity 1. (My own design)

Activity 2: Writing task I: Music habits		
Contents and Focus: grammar, vocabulary, coherence, cohesion, use of synonyms, etc.	Objectives: - To write simple texts for a variety of purposes on different topics. - To encourage students to produce a piece of written work in groups by means of negotiation and self-repair.	
Timing: 35 minutes	Skills: writing	Materials: pencils, pens, piece of paper.
Type of task: enabling task	Evaluation: writing task (10% of the final mark).	

	The other 5% of the writing task mark has to do with homework.
Students' organization: small groups – all the class organized in U-shape	
Description: this task consists in two different sections: - Brainstorming: - The whole class is expected to create a list of all the ideas they can associate with music. (2 minutes) - For instance, music genres, festivals, concerts, headphones, speakers, etc. - Students are divided into six groups, so there are four students per group. Each student is expected to write one part of the writing task (introduction, where, how, and conclusions). - You must take into account some aspects such as cohesion, coherence, use of synonyms, etc., for you have to continue the writing task where your mate stopped writing. (7 minutes per student). - You have 5 minutes to organize themselves. - You can use some words the teacher wrote on the blackboard during the brainstorming. - You have to write 200 words approximately, 50 words per student. - Once the fourth student has finished writing, the group is provided with 5 minutes to check possible mistakes.	
Correction: A proposal of evaluation criteria for composition appears in section 6.5.1., taken from Scribd, Thu Duong (2020). Information available at: https://es.scribd.com/document/396993320/Writing-Rubric-Pet.	

Table 27. Session 6, Activity 2. (My own design)

Homework: Online activities: Writing task II	
Contents and Focus: grammar and vocabulary	Objectives: - To give students a chance to express their opinions and feedback. - To check the writing skill one by one, not only as a group.

Timing: no time	Skills: writing	Materials: computer
Type of task: enabling task	Evaluation: within the written task (5% of the final mark).	
Students' organization: individually		
Description: add a comment in the classroom forum: opinion about your favourite writing and why (70-80 words approximately).		

Table 28. Session 6, Homework. (My own design)

3.13.7. Session 7: Using English

Activity 1: Practical English		
Contents and Focus: grammar and vocabulary	Objectives: - To teach students how to give and ask for points of view	
Timing: 25 minutes	Skills: listening, reading and speaking	Materials: textbook, pencils, notebook.
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: individually, pairs, small groups, and whole class.		
Description: a) in order to introduce how to give and ask for points of view, do activities 1, 2 and 3.		



2 **2.15** Listen to the book club meeting. In your notebook, complete the sentences with the words.

chilling dull so-so unoriginal well-written

1 Krissie thinks (...) is the best word to describe *Night School Resistance*.
2 George thinks that *Resistance* is (...) as it's the fourth book in a series.
3 George thinks *If I Stay* is (...) and much better than most young adult books.
4 Krissie wants to give *If I Stay* a three as, in her opinion, it's (...).
5 Elliot says he found *Soft Mendoza's Guide to Getting Lost in Mexico* (...).



3 **2.15** Listen to the meeting again. In your notebook, replace the underlined words with the words the speakers use.

1 So, what's your opinion about *Night School Resistance*?
2 I totally agree with you. For me, it's one of the best teen novels.
3 It seems to me that the *Night School* series has gone as far as it can go.
4 I've enjoyed reading the books, but to my mind this should be the last in the series.
5 I don't completely disagree with you, but remember when we're reviewing, we should treat each book separately.
6 My view is that this is the best of the lot.
7 In my opinion, it should get a three and a half.

Figure 44. Activity 1 page 78.

Figure 45. Activity 2 page 78.

Figure 46. Activity 3 page 78.

Figure 44. Activity 1 page 78.

Figure 45. Activity 2 page 78.

Figure 46. Activity 3 page 78.

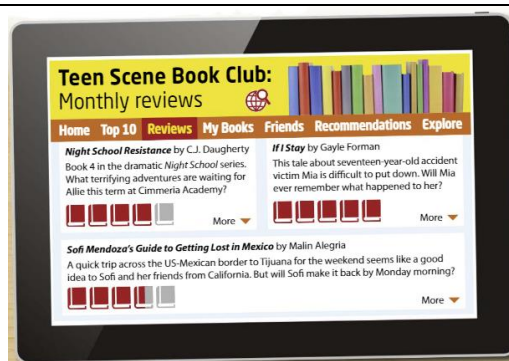


Figure 47. Text page 78.

(Activities and text retrieved from Kelly and Gormley, 2017:78)

b) Once you have finished, it is time to practise orally. You have to think of a popular book, film, TV programme or game you have enjoyed recently. Find out who else in the class likes the same as you. Then, use the language box to ask for and give points of view on them.

Functional language

Asking for points of view
 What did you all / both think about ... ?
 What's your opinion?

Giving your own point of view
 In my view, ...
 As far as I'm concerned, ...
 My view is that ...
 To my mind, ...
 In my opinion, ...
 From my point of view, ...

Talking about other people's points of view
 According to ...
 For Sofi, ...

Agreeing with others
 I couldn't agree more.
 I agree with you entirely / in the main / up to a point.

Figure 48. Functional language page 79.

(Text retrieved from Kelly and Gormley, 2017:79)

Table 29. Session 7, Activity 1. (My own design)

Activity 2: Speaking activity	
Contents and Focus: grammar and vocabulary	Objectives: - To make students use the language in a real-life situation. - To be creative with the language - To avoid interruptions

Timing: 25 minutes	Skills: speaking	Materials: pieces of paper, notebook, pencils, whiteboard.
Type of task: enabling task	Evaluation: within the participation mark	
Students' organization: whole class		
Description: this activity focuses on co-operative learning. Each student has one part of the whole project, and they need cooperation in order to build it up. If one of them fails, the project cannot be completed. Each student is given a piece of paper in which some information appears. Every piece of paper is different. By means of communication, you have to interchange the different pieces of information in order to complete the whole chart. Once you have collected all pieces of information, you have to build four different sentences in reported speech. You must use the different verbs and choose the appropriate structure in reported speech. See the table in section 6.6.		

Table 30. Session 7, Activity 2. (My own design)

Homework: Finishing touch for the oral presentation		
Contents and Focus: grammar and vocabulary	Objectives: - To let students finish their oral exposition	
	Skills: speaking	Materials: whatever they need
Timing: Friday, Saturday, Sunday, and Monday	Evaluation: final mark (40%)	
Type of task: final task preparation	Students' organization: group work	
Description: from Friday 18 th March (last session), you have some days to finish the oral presentation. At the beginning of the unit, you were already given the instructions and you were told about the final task and the different steps you need to follow. Oral presentations will be carried out on: Tuesday 22 nd (4 groups) and Wednesday 23 rd . (2 groups).		

Table 31. Session 7, Homework. (My own design)

3.13.8. Sessions 8 and 9: Final task

In this project I wanted to focus on the functional aspect of language, so I have designed a communicative final task. I wanted to provide students with opportunities for communication, that is, using the language to interpret and express real-life messages.

Therefore, it is very important to pay attention to students' needs and necessities in order to help them as much as possible. As a teacher, I am expected to let them be creative with the language, and to avoid interruptions in order not to make them feel embarrassed. Thus, it is essential to show students that language is not only a group of structures but an instrument used for communication. I am going to focus on fluency rather on accuracy, for I want students to be able to communicate using the English language.

Final task: Oral presentation: A school exchange	
Contents and Focus: communicative competence as a whole	Objectives: - To encourage students to appreciate the foreign language as an instrument for getting access to information, learning contents and communicating. - To motivate students to use the foreign language in real-life situations. - To promote a more practical and useful learning process. - To make students aware of their improvement in their learning process. - To focus on authentic language by means of meaningful tasks. - To encourage the uses of different resources and materials different from the textbook. - To focus on students' preferences and hobbies.

Timing: 12-14 minutes per group	Skills: speaking and listening	Materials: flashcards, posters, PowerPoint presentation, videos, images... (as much material as the students want for their presentation).
Type of task: final task	Evaluation: final task (40% of the final mark) - As a group: 20% (contents, etc). - Individually: 20% (individual oral performance)	
Students' organization: groups of four (twenty-six students, six groups)		
Description: at the beginning of the unit, students are told to prepare an itinerary for a foreign student that comes from a school exchange. They have to work in groups of 4 people. They have to plan a one-day-trip in which they invite the new student to visit/do whatever they want. In order to use reported speech⁸, they have to narrate their adventure. That is to say, they have to describe what they did in their trip, using the past tense. In that what, they can use reported structures. (For example: She said that she didn't like swimming pools but she had a good time!) <u>Task 1: Some examples</u> Surf the Internet and look for some itineraries you can use as an example. Note important aspects. <u>Task 2: Choose your activities</u> Therefore, look for ideas for your adventure. Choose the most interesting activities related to the topic for your itinerary; for instance: after-school activities, local food, nightlife, school subjects, shopping, sights, timetables, transport... <u>Task 3: Research and plan your itinerary</u> Find out the activities you chose to include. Also, focus on timetables, for example:		

⁸ Reported Speech: the main grammar structure of the unit.

- What time does the place open?
- How much does it cost?
- How long will it take to get there?
- How long can you spend there?

Make sure you include important information and suggestions about free time activities.

Include practical tips.

Make sure all of you are happy with your itinerary.

Task 4. Plan your presentation

Agree how you are going to present your itinerary.

- Photos, videos, flashcards...

Decide how you are to deliver your script

- How will you do the introduction?
- ...

Task 5. Prepare your scripts

Work alone and make notes on what you want to say for your sections.

Ask the teacher if you need help

Task 6. Prepare your presentation

Make sure you have everything you need.

Practise giving the presentation together.

Solve any possible problem.

Task 7. Give your presentation

Give your presentation in class. Good luck!

Task 8. Project evaluation

Get feedback from the teacher.

Which presentation do you like best? Why?

Which one was the most original? Why?

At home, write a comment in the forum about your experience.

(Steps 1-8 retrieved from Kelly and Gormley, 2017:82-3)

In this final task you are expected to use the contents explained throughout the unit. Indeed, you must show the competences you have acquired and how you managed to use them. You are expected to use reported speech and vocabulary related to entertainment. Likewise, you are demanded to interact with your mates during the oral presentation. At the end of the performance, both the teacher and mates can ask some questions to their partners.

It is very important not to memorize, since the teacher will notice it.

Also, you must use, at least, one reported speech structure in your sentences. One structure per student.

Corrective feedback:

Once all the students have finished all the oral presentations, the teacher provides them with feedback. He/she uses delayed correction (a correction technique used some time after students have made an error in order not to interrupt them and make them feel uncomfortable and more anxious (British Council, 2020) and within it, self-correction (a correction technique used to make students aware of their own error, so they can correct it themselves) as well as the help of the other mates. Indeed, the teacher also uses positive correction (a correction technique that values positive aspects in order to motivate and encourage students). At the end of the class, students share ideas of their projects and comment on positive and negative aspects. (Retrieved from Hernández Melero, 2020:39-40).

Therefore, in session 8 the teacher does not provide feedback because not all students have finished the task. So, in order not to beneficiate some groups, feedback is provided in session 9.

First, the teacher writes on the whiteboard the more general mistakes among all the groups. Then, one by one, (s)he explains in detail some problems (s)he noticed.

Correction: A proposal of evaluation criteria for speaking tasks appears in part 6.5.2., taken from Scribd, Nickitcha (2020). Information available at: <https://es.scribd.com/document/394998876/PET-Speaking-Assessment-Scale>.

Student's co-operative correction: as cooperative work is essential, you have to fulfil the co-operative rubric, in which you are expected to evaluate your mates' contribution to the development of the final task. It is included in section 6.5.3.
Teacher: at the end of the oral presentations and feedback, students are told to fulfil an evaluative rubric about the teacher implication during the lesson. In that way, (s)he is also evaluated, since teachers are also involved in a learning process. It is included in subheading 6.5.4.

Table 32. Sessions 8-9, Final task (My own design)

3.14. Evaluation

To ensure proper foreign language teaching, continuous and formative evaluation must be used. The following section will be divided into three parts: evaluation criteria and assessment learning standards (which are selected from the legal documents), grading criteria, and evaluation tools.

3.14.1. Evaluation criteria and assessable learning standards

In that way, the evaluation criteria and assessment learning standards are going to be introduced, selected from Royal Decree 1105/2014, *Boletín Oficial del Estado* (N.3, Sec. I., pp. 424-427), and are closely connected with the contents mentioned previously:

EVALUATION CRITERIA		ASSESSABLE LEARNING STANDARDS
Listening (25%)	To be able to understand and identify essential and specific information from oral texts about entertainment (2, 18, 19) (CLC).	Understands statements in a formal register, assimilating the central aspects that deal with entertainment.
	To be aware of the use of discursive and syntactic knowledge in oral communication and to associate its meaning.	Grasps how to distinguish between the formulation of direct or indirect speech in conversations, on issues of entertainment.
	To distinguish lexicon related to entertainment, together with reported speech in oral conversations.	Appreciates when interlocutors are using reported speech or direct speech.

Speaking (25%)	To appreciate how to engage in face-to-face conversations, in both formal and formal registers, in which an exchange of information is made on matters related to entertainment.	Is able to perform properly in aspects of entertainment, following the rules of courtesy. Takes part in discusses where (s)he uses reported speech adequately and includes vocabulary related to entertainment.
	To make a correct use of grammar, vocabulary, pronunciation, intonation and fluency.	Manages in a simple but adequate and clear manner in everyday situations, making a correct use of reported speech structures.
	To be conscious of how to make a good adjustment to the language when talking, by means of making it clear and simple.	Acknowledges how to manage competently in a conversation in which topics related to entertainment are being discussed.
Reading (25%)	To recognize and withdraw the most relevant information from written texts in formal and informal language, in digital or paper format, on topics that deal with entertainment.	Comprehends information coming from textbooks, articles, news, etc. related to entertainment.
	To be aware of the main spelling rules, abbreviations, punctuation, in digital and paper format.	Understands formal texts, emails, summaries, posters and removes the relevant information from them.
	To identify written lexicon on matters related to entertainment.	Is capable of grasping the main ideas from different texts (letters, emails, news, etc.) in digital and written format. Gathers the vocabulary related to entertainment.
Writing (25%)	To write clear, coherent and cohesive short texts on subjects related to entertainment including reported speech and proper use of verb tenses.	Writes short, simple reports on the topic of entertainment in a straightforward way.
	To be acquainted with selecting and applying the most relevant information, proper lexicon and	Composes notes and short messages providing information or opinions on topics related to entertainment.

	grammar, such as the use of reported speech.	
	To produce short but correct texts, making proper use of grammatical structures and diverse and suitable lexicon, related to entertainment.	Writes short texts related to entertainment, through digital tools or in written formats.

Table 33. Evaluation criteria and indicators. (My own translation)

3.14.2. Grading criteria

This didactic implementation is one part of the annual planning of the academic year. Therefore, it will only constitute a percentage of the final grade. It is essential for students to acquire most of the annual contents, both the previous and the subsequent ones. This unit is going to be evaluated by following the following criteria:

GRADING CRITERIA		
Active participation in class	Daily work, motivation, participation, etc.	20%
Online activities	Homework	10%
Written task	Cooperative writing	10%
	Comments in the forum	10%
Listening task	Listening task at home	15%
Final task	Group work	20%
	Individual performance	20%

Table 34. Grading criteria (My own design)

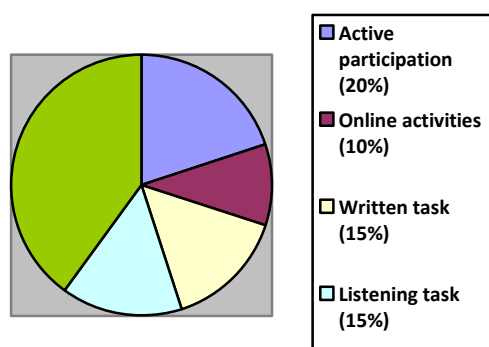


Figure 49. Evaluation percentages (My own design).

Finally, focusing on the assessment tools, the following ones are going to be used in my lesson plan:

- Tasks: to check daily work.
- Classroom observation: to verify that students contribute in class and in group work.
- Rubrics: used to test their writings and oral presentations.

3.14.3. Evaluation tools

3.14.3.1. Writing rubric

It is used to evaluate the writing task. See 6.5.1.

3.14.3.2. Speaking rubric

It is used to evaluate the oral performance. See 6.5.2.

3.14.3.3. Co-operative rubric

It is used to evaluate mates' work. See 6.5.3.

3.14.3.4. Rubric for the evaluation of the teaching practice

It is used to evaluate the teacher's work by students. See 6.5.4.

4. CONCLUSIONS

As has been observed throughout this MA Dissertation, it is possible to notice how, through teaching and learning, the method has been affected by the different prevailing trends. "Each of the different methods and approaches provided above has contributed new elements to foreign language teaching" (Hernández Melero, 2020:40), for they were developed in different historical contexts. There is still no single and completely effective approach and / or methodology and, for this reason, foreign language teachers resort to take whatever is useful from each method and / or approach.

Therefore, it is crucial to follow guidelines such as the correct selection of objectives in the syllabus, activities in accordance with those objectives and these, in turn, with the ultimate goal of the instruction. It is vital for teachers to take into consideration “who the learners are, what their foreign language level of proficiency is, what type of communicative needs they have, their personal interests, and the circumstances in which they will be using English in the future”. (Hernández Melero, 2020:40). Improving the quality of the teaching process is indispensable, and using new technologies and enjoyable resources could be a good option.

For that reason, I have chosen Task-Based Learning and the development of Communicative Competence as the theoretical basis of this MA Thesis. In this sense, I have done some research on the main methodologies that have been / are used in foreign language teaching. Thus, more classic and innovative methodologies that have existed / still exist have been analysed. To conclude, I have performed in-depth research on TBL to see its main features and how it can be implemented in the classroom.

Moreover, within this MA Thesis a didactic unit has been designed for the fourth year of Compulsory Secondary Education. The importance of using the Task-Based Learning methodology in the teaching process is emphasized. Due to my research on the topic, I have realized that this type of methodology facilitates students’ development of skills and capacities entirely. They are engaged in real-life situations, where they need to use the language as an instrument for communication. In that way, it trains and encourages them to speak the language outside the classroom context. I consider that implementing new methodologies in the classroom is essential to prepare students from the current world. In addition, I have presented all the contents of the course, focusing on the objectives and key competences that appear in Real Decreto 1105/ 2014, together with the textbook on which I have based my lesson plan, *Mosaic 4*, from Oxford University Press. This lesson plan has been designed with one purpose: I want to evidence the way in which new methodologies can be applied in the classroom so as to use the language in real contexts. Students can learn the language by means of fun and motivating tasks which will encourage them. Likewise, teachers must be close and they must help pupils as much as possible.

Notwithstanding, new learning methodologies may have some drawbacks. In our current society, most students have access to the Internet and Information and Communication Tools (mobile phones, tablets, computers...), but there are still some of them who are not so lucky. In that way, it is not possible for them to carry out online activities, to look for information easily, etc. This is a big disadvantage because they cannot follow the rhythm of the rest. Another obstacle I want to focus on is the lack of time. Regarding Task-Based Learning, we as teachers need more than just 55

minutes per lesson to develop different projects. In the same way, it is tough to implement new methodologies in the classroom, since the state obliges teachers to cover some compulsory contents, and the organization of time is problematic because tasks preparation and design is very laborious and time-consuming. Also, the high number of students per class is very demanding, for we need to take into account on all their preferences and difficulties at the same time.

Subsequently, in order to implement this MA Thesis in a classroom, certain limitations are encountered, most of which I have just mentioned above. For instance, the lack of time, the obligation to cover certain contents, the preparation of tasks is very time-consuming as we have to bear in mind students' desires, troubles when working in groups, etc.

Hence, as further research, I will propose that it is necessary to solve these problems, and some issues must be changed so as to implement new methodologies effectively. I consider that teachers need to be trained in order to be competent enough to work with these methodologies and to ensure effective teaching and learning process. We must bear in mind the idea that language is a tool for communication, extensive analysis and study of the language is just one part of the outcome, not the final one.

Focusing on future lines of research, I would like to concentrate on innovative methodologies and their exploitation within the classroom context. I would like to carry out research on most of them, since not all students have the same likes and preferences, so, many of them would prefer different methodologies. I would also like to emphasize the main advantages and disadvantages and to look for the methods that better suit my future students depending on their own characteristics. Students are not only the ones who are learning, teachers also continue their learning process day by day! The main role of teachers is to help and encourage students as much as possible so as to face the real world.

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6. ANNEXES

6.1. Activities for early finishers and students who need reinforcement

Unit 6

Gramática

Reported speech

Al contar lo que alguien ha dicho, podemos hacerlo en estilo directo, repitiendo sus palabras:

'The book **is** really chilling,' said Ben.

O podemos utilizar el estilo indirecto:

Ben said the book **was** really chilling.

Al pasar de estilo directo a indirecto, el tiempo verbal da un paso atrás hacia el pasado.

Estilo directo	Estilo indirecto
present simple	past simple
present continuous	past continuous
past simple	past perfect simple
present perfect simple	past perfect simple
can	could
will	would
am / is / are going to	was / were going to

También cambian las referencias al tiempo, el espacio y la gente, para reflejar el punto de vista de la persona que cuenta las cosas.

'We'll arrive **tomorrow**,' they confirmed. →

They confirmed **that they would arrive the following day**.

Estilo indirecto	Estilo indirecto
Tiempo	
yesterday	the previous day
tomorrow	the following day
next week	the following week
Lugar	
here	there
this, these	that, those
Gente	
I, me, mine, myself	he / she, him / her, his / her(s), himself / herself
we, us, our, ours, ourselves	they, them, their, theirs, themselves

Reported questions, requests and commands

Al pasar una **pregunta** al estilo indirecto, cambiamos el orden, que refleja la misma estructura que la forma afirmativa. En estas preguntas no se incluyen los auxiliares *do / did*, pero sí cambian las referencias al tiempo, el lugar y la gente, igual que en la forma afirmativa.

'Which comedians **do you like**?' he asked her. → He asked her which comedians **she liked**.

'Who **wrote** the sketch?' he asked. → He asked who **had written** the sketch.

En preguntas de tipo **yes / no**, se utilizan *if* y *whether*.

'Did you enjoy the act?' He asked me? → He asked me **if I'd enjoyed** the act.

Para **órdenes y peticiones**, utilizamos el infinitivo con *to*.

'Please stand under the spotlight.' → He asked me **to stand** under the spotlight.

'Don't worry,' she told me. → She told me **not to worry**.

Reported suggestions and offers

Se utilizan distintas estructuras dependiendo del verbo introductorio:

suggest + (that) + sujeto + infinitivo sin *to*.

He **suggested (that) I use** a microphone.

offer + *to* + infinitivo

She **offered to help** me with my act.

Prepositions

Lugar	Movimiento	Distancia	Origen
below	away from	away	of
on top of	towards	near	from
at	across		

Uso

Las preposiciones expresan distintas relaciones entre las palabras de una frase, p. ej.

Lugar: The cat was **on top of** the bookcase.

Movimiento: She started walking **towards** me.

Distancia: There's a big town about 10 km **away**.

Origen: Our teacher is **from** Scotland.

Adverb phrases

Las expresiones adverbiales están formadas por dos o más palabras, a menudo una preposición y un sustantivo, que se unen para funcionar como un adverbio.

Tiempo	Lugar	Modo
after a while	at home	in secret
as soon as	in bed	in silence
every night		in a hurry

Uso

Utilizamos adverbios y expresiones adverbiales para indicar cuándo, dónde y cómo ocurrió algo.

He goes out **every night**. She studies **at home**.

They met **in secret**.

Figure 50. Grammar unit 6. (Retrieved from: Kelly and Gormley, 2017:121).

Reported speech

- 1 Read Jessica's review. Then complete the sentences using reported speech.



Visitor feedback

I visited Hampton Court Palace yesterday with my family. I haven't written a review before, but I really want to say how much we enjoyed ourselves!

Hampton Court was the home of Henry VIII. He was the King of England from 1509 to 1547 and he had six wives. There are lots of interactive features so visitors can imagine what life was like in the 1500s.

It's great for a winter's day, but we're going to go again in the summer. Then we'll be able to explore the gardens.

Jessica, Brighton ★★★★★

- Jessica said that _____ Hampton Court Palace _____ with _____ family.
- She explained that Hampton Court Palace _____ the home of King Henry VIII, who _____ six wives.
- She said that visitors _____ what life _____ like in the 1500s thanks to lots of interactive features.
- She mentioned that she and her family _____ again in the summer so they _____ be able to explore the gardens.

Reported questions, requests and commands

- 2 Rewrite the questions, requests and commands in direct speech. Write one word in each gap.

- She asked me to call her the following day.
'Please _____.'
- They asked me what subjects I studied.
'What subjects _____?'
- He told me to write a sketch for his new show.
'Write _____ new show.'

- 4 They asked me who had designed that set.

'Who _____ set?'

- 5 He asked if I'd seen their act the previous day.

'_____?'

Reported suggestions and offers

- 3 Decide if the sentences are suggestions or offers and rewrite them in reported speech using the reporting verbs *suggest* or *offer*.

- 1 'Why don't we have a day out?' Lu said to me.

- 2 'I'll drive you to school,' Dad said to me.

- 3 'I can help you with your bags,' Ali said to Amy.

- 4 'Let's watch something funny,' Sam said to Jane.

Prepositions

- 4 Complete the sentences with the prepositions. Say if they refer to location (L), movement (M), distance (D) or origin (O).

across below from near

- There's a great ice cream shop _____ here. _____
- I don't recognize his accent. Where is he _____? _____
- Please sign your name _____ the line. _____
- Let's walk _____ the bridge. _____

Adverb phrases

- 5 Complete the second sentence with an adverb phrase so that it means the same as the first.

- 1 They didn't talk at all during the meal.

They ate their meal _____.

- 2 I always walk to school.

I always go to school _____.

- 3 Suzy hasn't got up yet.

Suzy's still _____.

- 4 When you get this message, call me immediately.

Call me _____ you get this message.

Figure 51. Grammar practice unit 6. (Retrieved from: Kelly and Gormley, 2017:122).

Unit 6

Vocabulario

6.1 Verbs: reporting

add (v) / æd /	.....
admit (v) / əd'mɪt /	.....
agree (v) / ə'griː /	.....
boast (v) / bəʊst /	.....
complain (v) / kəm'pleɪn /	.....
confirm (v) / kən'fɜːm /	.....
deny (v) / dɪ'naɪ /	.....
insist (v) / ɪn'sɪst /	.....
mention (v) / 'menʃn /	.....
point out (v) / pɔɪnt 'aʊt /	.....
recommend (v) / ,rekə'mend /	.....
reply (v) / rɪ'plai /	.....
reveal (v) / rɪ'viːl /	.....
state (v) / steɪt /	.....

6.1 Extra vocabulary

annual (adj) / 'ænjʊəl /	.....
exhausting (adj) / ɪg'zɔːstɪŋ /	.....
extreme (adj) / ɪk'striːm /	.....
unforgettable (adj) / ,ʌnfə'getəbl /	.....

6.2 Nouns: entertainment

act (n) / ækt /	.....
amateur (n) / 'æmətə(r) /	.....
microphone (n) / 'maɪkrəfəʊn /	.....
monologue (n) / 'mɒnəlɒg /	.....
newcomer (n) / 'njuːkʌmə(r) /	.....
professional (n) / prə'feʃənəl /	.....
prop (n) / prɒp /	.....
scriptwriter (n) / 'skɪptwaɪtə(r) /	.....
sketch (n) / sketʃ /	.....
spotlight (n) / 'spɒtlaɪt /	.....
stage (n) / steɪdʒ /	.....
venue (n) / 'venjuː /	.....

6.2 Functional language

Expressing frequency

a couple of times a week	nearly always
almost never	once a week

6.3 Extra vocabulary

blockbuster (n) / 'blɒkbʌstə(r) /	.....
film-buff (n) / 'fɪlm bʌf /	.....
frame (n) / freɪm /	.....
set (n) / set /	.....
zoom out (v) / ,zuːm 'aʊt /	.....

6.3 Word builder

in a film / ɪn ə 'fɪlm /	.....
in a scene / in scenes / ɪn ə 'siːn /, / ɪn 'siːnz /	.....
in the background / ɪn ðə 'bækgraʊnd /	.....
in the studio / ɪn ðə 'stjuːdiəʊ /	.....
on location / ɒn ləʊ'keɪʃn /	.....
on screen / ɒn 'skriːn /	.....
on set / ɒn 'set /	.....
on stage / ɒn 'steɪdʒ /	.....

6.4 Functional language

Asking for points of view

What did you all / both think about ... ?
What's your opinion?

Giving points of view

In my view, ...
As far as I'm concerned ...
My view is that ...
To my mind, ...
In my opinion ...
From my point of view, ...

Talking about other people's points of view

According to ...
For (name), ...

Agreeing with others

I couldn't agree more.
I agree with you entirely / in the main / up to a point.

Figure 52. Vocabulary unit 6. (Retrieved from: Kelly and Gormley, 2017:123).

Unit 6

Vocabulary practice

- 1 Find seven words in the grid to complete the poster. Words can be horizontal, vertical or diagonal.

P	E	J	K	S	P	I	H	U	N	I	W
T	R	E	E	S	K	E	T	C	H	O	B
I	E	O	G	B	H	C	T	S	R	S	A
L	R	P	F	N	X	H	Z	D	E	N	Y
I	O	I	E	E	D	A	H	H	C	G	O
F	A	P	E	W	S	T	E	N	O	O	A
T	H	R	G	C	U	S	R	Y	M	F	D
D	O	O	D	O	V	B	I	H	M	K	R
G	A	P	L	M	P	T	R	O	E	C	B
D	C	S	A	E	C	P	J	Y	N	U	A
I	T	A	G	R	J	I	E	F	D	A	O
E	N	T	H	L	U	I	E	S	S	H	L

THE NEW THEATRE PRESENTS

Lars Jorgensen Live!

'If you only see one live stand-up (1) _____ this year, I (2) _____ that you see Jorgensen.' *EVENING MERCURY*

'This year's best (3) _____ to the comedy scene. Only 22 and already a true (4) _____' *THE ECHO*

'Love him or hate him, you can't (5) _____ that Jorgensen is a comic genius.' *HAHA MAGAZINE*

'A spectacular show! The brilliant (6) _____ make it visually impressive as well as hilarious.' *FUNNY.COM*

'Jorgensen's chicken (7) _____ is possibly the funniest thing I've ever seen.'

THE MANCHESTER TIMES

NT

- 2 Complete the sentences with the words.

amateur confirm frame
unforgettable venues zoom

- Help! I've made this photo really big. How do I _____ out?
- Please could you _____ that you'd like two tickets for the 8.30 showing of *Star Wars*?
- Some stand-up comedians are so popular that they can fill huge _____ like football stadiums.
- For an _____, he takes incredible photos.
- Animation is time-consuming because every _____ is filmed separately.
- Going on a zip slide is an _____ experience.

- 3 Choose the correct option to complete the text.

How far is too far?

As the popularity of stand-up comedy has grown, so has the number of people (1) **boasting** / **complaining** that jokes and (2) **sketches** / **venues** are too offensive. So should comedians and (3) **scriptwriters** / **professionals** be allowed to say or write anything they like?

YES

'I don't like cruel jokes, but I believe in freedom of speech,' (4) **states** / **adds** the comedian Andy Kemp. Sociologist Dr Colin McGee (5) **agrees** / **replies** with Kemp. He (6) **denies** / **points out** that comedy allows people to explore what is socially acceptable. 'If people don't like a particular comedian's (7) **act** / **prop**, I (8) **admit** / **recommend** that they stop watching it.'

NO

'Last week, I was shocked to see a 'funny' (9) **monologue** / **venue** about immigrants on TV,' says writer Kay Ashworth. 'Of course, the comedian (10) **denied** / **revealed** that he was racist, but to my mind, when broadcasters put someone under a (11) **spotlight** / **stage** and give them a (12) **microphone** / **sketch**, they give them the power to influence people,' she says. 'TV stations should make sure that those influences aren't (13) **extreme** / **exhausting** or hateful,' she (14) **adds** / **admits**.

- 4 Translate the sentences.

- She boasted that she had worked as a scriptwriter on an American drama series.

- To my mind, it's the best comedy venue in the city.

- He recommended that I practised using the microphone before going on stage.

- You can't deny that he has some extreme opinions.

- He admitted that being a comedian was exhausting.

Figure 53. Vocabulary practice unit 6. (Retrieved from: Kelly and Gormley, 2017:124).

6.2. Tips for reinforcement activities and follow-up activities for fast finishers

Block	Reinforcement activities	Follow-up activities for fast finishers
Listening	- Pre-teach vocabulary, use visual prompts when appropriate. - Give students time to discuss answers before feeding back to the class. - Give students the tape script on second listening. - If it is a gap fill, supply the words with a few extras.	- Give out the tape script and nominate a 'vocabulary master' to look up tricky words or expressions in a dictionary to then explain to the group. - Focus on the accents or intonation of the speakers and get students to copy chunks. - If it is a true/false activity, follow on by asking 'why/why not?'
Speaking	- Give students time to rehearse and gather their ideas before a role play or discussion. - Pair weak and strong together. - Let students make notes before the speaking activity begins. Allow for 'thinking time'. - Grade students on the effort they make rather than their ability. - With a whole class mingle like a class survey or a 'find somebody who...' practise the questions as a group beforehand. - Give weaker students more listening and thinking time before calling on them to answer questions.	- Ask students to justify / defend their opinions. - Ban easy words like 'nice' to push their vocab to a higher level. - Get students to record themselves and self-correct. - Pair students of higher level together so they really go for it.
Reading	- Pre-teach difficult vocabulary	- Ask early finishers to write new

	and leave it written on the board for students to refer to. Use visuals if possible. - If there are gaps, give students the answers in a jumbled order, with a few extras. - Draw attention to the title, pictures etc., and set the scene beforehand so their mind is on track for the topic. - Break the text into chunks and give the option of only reading some of the text.	vocabulary up on the board with definitions. - Rewrite a part of the text in a different tense / person. - Write their personal opinion / a short summary of the text. Write questions about the text
Writing	- Correct the draft together before students copy up neatly. - Reduce the word limit. - Encourage use of dictionaries / vocab books. - Give an example piece of writing as a model before they begin writing. - Pair or group weaker students with stronger students.	- Give creative tasks that students can do at their own level. - Indicate mistakes using correction code to give students a chance to self-correct. - Increase the word limit. - Indicate where they could use more interesting ways of saying something.

Table 35. Activities for Attention to Diversity. (Pinilla, J. 2020. Information available at: <https://sites.google.com/site/resourcesjuanapinilla/attention-to-diversity>).

6.3. Reading text



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Topic: ENTERTAINMENT

READING COMPREHENSION: SOAP OPERAS

Read and listen to the following text about soap operas.

Watching TV is a very popular pastime in the UK. But what kind of programmes do British people like to watch? Well, the most-watched TV programmes every week are very popular dramas that are usually on at least four times every week. They are dramas based in one neighbourhood that try to depict ordinary life in the UK - we call these dramas 'soap operas' or 'soaps'.

In the early days of TV, there were often dramas on during the day. Back in those days, it was traditional for the husband to go out to work and for the wife to stay at home and look after the house and the children. Most of these daytime dramas were aimed at entertaining the housewives who would traditionally be at home, probably doing the washing. Companies selling washing powder would advertise their products at times when these dramas were on, and sometimes those companies would even sponsor the drama. Hence the word 'soap'.

So, what about the word opera? Well, that's because these dramas are often an exaggeration of real life. They are supposed to represent ordinary lives but, to make them entertaining, lots of dramatic events, like murders, divorces, affairs etc., all happen probably much more regularly than they would in a normal neighbourhood.

Most soap operas these days are shown in the evening. Each show will have several different storylines happening at once that continue over several shows. The same cast members will appear in every show, too.

There are lots of different soaps on in the UK on different channels but there are three main popular ones. 'Coronation Street' has been on since 1960. It is set in a suburb of Manchester and it's supposed to represent working class life in the north of England. Then there's 'Eastenders' which started in 1985, set in the East End of London, and 'Emmerdale', which is set on a farm in Yorkshire, in the north of England.

(adapted from www.bbc.co.uk)

Figure 54. Reading comprehension: soap operas (IES San Clemente, information available at: <https://www.edu.xunta.gal/espazoAbalar/sites/espazoAbalar/files/datos/1372927627/contido/arquivos/actividades.pdf>.)

6.4. Matching pictures with definitions

	"A film or television programme, especially for children, that is made by photographing a series of drawings so that people and things in them seem to move".
	"A competition in which you answer questions".
	"A television programme that deals with animals in nature".
	"A programme on TV that does not use professional actors but shows real events and situations involving ordinary people".
	"A book, play, or film that tells an exciting story, especially about something dangerous like a crime".

Table 36. EngWorksheets.com. Films movies. (2020). (Photographs retrieved from: <https://www.engworksheets.com/resim/gif/films-movies-esl-printable-picture-dictionary-worksheet-for-kids-9559.gif>)

	"A type of loud rock music that developed in the 1970s, played on drums and electric guitars".
	"Music written according to standard European forms or structures by people such as Mozart and Beethoven".

	"A type of music in which the words are not sung but are spoken in a rapid, rhythmic way".
	"Music that developed in the 1970s from rock and roll, consisting of simple tunes played quickly and loudly on electronic instruments and words that often express anger against society".
	"A type of music that developed from rock 'n' roll and uses a heavy regular beat, electric guitars, singing, and a tune that is easy to remember".

Table 37. Music genres and vocabulary. ISLCollective.com. (2015). (Photographs retrieved from: https://en.islcollective.com/preview/201502/f/music-genres-and-vocabulary-conversation-topics-dialogs-flashcards-icebreakers_77569_2.jpg.)

	"A park with water slides, swimming pools and rides with flowing water".
	"An event held outside at which people go on rides (=large machines that you ride on for pleasure), and play games to win prizes. A funfair is often simply called a fair. The American word is carnival.".
	"A building where people can go to look at fish and other water animals".

	"A building where people go to see paintings and other art".
	"A large building, usually without a roof, where people watch sports events such as football matches or races".

Table 38. Places to visit. LiveWorksheets.com. (Photographs retrieved from: <https://es.liveworksheets.com/ji455295mk>).

	"Travelling in a small covered canoe (=narrow boat with a point at each end) that you move with a single paddle that has two flat ends".
	"Adventure sport in which several people descend down a wild river in a boat without engine".
	"A sport in which you stand on skis and ride on the surface of water while being pulled behind a boat".
	"A sport in which people ride over waves on surfboards".
	"The sport of jumping into water with your head first and your arms stretched out in front of you".

Table 39. Water sports. Liveworksheets.com (2020). (Photographs retrieved from: [https://es.liveworksheets.com/worksheets/en/English as a Second Language \(ESL\)/Water sports/Water Sports ly1320116he](https://es.liveworksheets.com/worksheets/en/English%20as%20a%20Second%20Language%20(ESL)/Water%20sports/Water%20Sports%20ly1320116he)).

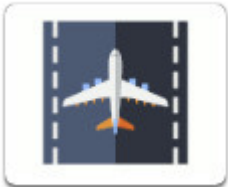
	"The place you go to when you arrive at an airport or hotel".
	"A journey on a ship for pleasure, especially one that involves visiting a series of places".
	"To buy tickets to take a flight".
	"If an aircraft takes off, it leaves the ground and starts flying".
	"To arrive at a place by plane or boat".

Table 40. Travel vocabulary. English-learn-online. (Photographs retrieved from: <https://www.english-learn-online.com/vocabulary/travel/learn-travel-vocabulary-in-english/>).

6.5. Rubrics

6.5.1. Writing rubric

It is used to evaluate the writing task.

WRITING RUBRIC					
LEVEL : PET					
CONTENT	5 Main ideas directly address the topic and are stated clearly & succinctly	4 Main ideas are related to the topic and are reasonably clear	3 The work indicates main ideas related to the topic, but in ways that could be clearer and more explicit	2 Main ideas are only marginally related to the topic or is difficult to identify	1 The writing does not address the topic or lacks main ideas
GRAMMAR	Grammar errors are minor and infrequent	There may be minor grammatical errors that do not interfere with the main idea	May contain major grammatical errors that compromise its comprehensibility	Grammatical errors may be numerous and major, to the extent that the text cannot be easily read and understood	Major errors abound, causing the readers major comprehension difficulties
VOCABULARY	Choice of vocab is excellent, effective word choice and usage	Adequate range, occasional errors of word form / choice / usage but meaning not obscured	Limited range, frequent errors of word choice/form/usage, meaning confused and obscured	Essential translation, little knowledge of English vocab	Mostly translation, very weak, not enough to evaluate
SPELLING & PUNCTUATION	Generally accurate	Occasional errors of spelling, punctuation, paragraphing but meaning not obscured	Frequent errors of spelling, punctuation, paragraphing, may distract the readers	Errors consistently distract readers	Errors cause serious comprehension problems

Figure 55. Writing Rubric PET. (<https://es.scribd.com/document/396993320/Writing-Rubric-Pet>)

6.5.2. Speaking rubric

It is used to evaluate the oral presentation.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	- Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. - Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	- Produces extended stretches of language despite some hesitation. - Contributions are relevant despite some repetition. - Uses a range of cohesive devices.	- Is intelligible. - Intonation is generally appropriate. - Sentence and word stress is generally accurately placed. - Individual sounds are generally articulated clearly.	- Initiates and responds appropriately. - Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	- Shows a good degree of control of simple grammatical forms. - Uses a range of appropriate vocabulary when talking about familiar topics.	- Produces responses which are extended beyond short phrases, despite hesitation. - Contributions are mostly relevant, but there may be some repetition. - Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	- Initiates and responds appropriately. - Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	- Shows sufficient control of simple grammatical forms. - Uses a limited range of appropriate vocabulary to talk about familiar topics.	- Produces responses which are characterised by short phrases and frequent hesitation. - Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	- Maintains simple exchanges, despite some difficulty. - Requires prompting and support.
0	Performance below Band 1.			

Figure 56. Speaking Rubric PET. (<https://es.scribd.com/document/394998876/PET-Speaking-Assessment-Scale>).

6.5.3. Co-operative tasks

It is used to evaluate your mates' work.

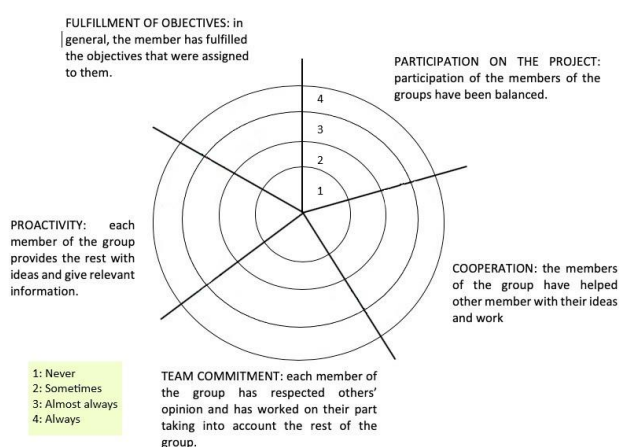


Figure 57. Co-evaluation (My own design).

6.5.4. Rubric for the evaluation of the teaching practice

Ranking / Criteria	Unsatisfactory	Moderately satisfactory	Satisfactory	Excellent
Uses didactic strategies to promote a favourable environment for leaning.				
Promotes a safe climate in the classroom that allows the development of knowledge, skills, attitudes and values.				
Favours students' autonomy				

development in learning situations.				
Established efficient communication considering the school group's characteristics.				
Adapts the physical conditions in the classroom according to the context and students' characteristics.				

Table 41. Rubric for the evaluation of the teaching practice (My own design).

6.6. Speaking activity

	FIRST	SECOND	THIRD	FOURTH
Relationship	My aunt	My teacher's cousin	My friends' grandfather	My little sister
Name	Mary	Tom	James	Lilly
Age	34	11	76	3
Reporting verb	Say	Tell	Suggest	Ask
Indirect Object	No person (x)	Lucas	The classroom	His mother
Action	Doesn't like pizza	Liked the film	Goes to the cinema	Can drink water

Table 42. Speaking activity (My own design).