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Master's Dissertation/
Trabajo Fin de Máster

THE USE OF FLIPPED CLASSROOM IN OFFICIAL SCHOOLS OF LANGUAGES: A DIDACTIC PROPOSAL

Student: Muñoz Tristell, Sara

Tutor: Dr. Encarnación Almazán Ruiz
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Abstract: This Master's Dissertation is mainly aimed at developing a didactic proposal of the Flipped Classroom model for an English as a Second Language class in Official Schools of Languages. Firstly, a theoretical framework of the model has been elaborated to lay the foundations of the didactic unit design, as well as a list of useful tools to help its implementation. Secondly, a complete didactic unit has been presented, including a specific context, legislation, timing, development of a variety of activities to work on each communicative language activity, the definition of the objectives to be achieved, contents developed in the unit and an assessment section. Besides, it includes all the necessary materials and links for its implementation and evaluation, which are appended at the end of this document. Finally, this dissertation shows certain limitations of the study and develops future research lines, as well as a final conclusion and a list of references.

Keywords: *Flipped Classroom Model, Student-centred Approach, English as a Second Language, Official School of Languages, Didactic Proposal.*

Resumen: Este Trabajo Fin de Máster tiene como principal objetivo desarrollar una propuesta didáctica del modelo de Clase Invertida para una clase de inglés como segundo idioma en Escuelas Oficiales de Idiomas. En primer lugar, se ha elaborado un marco teórico del modelo que permitiera sentar las bases del diseño de la unidad didáctica, así como una lista de útiles herramientas digitales para ayudar a su implementación. En segundo lugar, se ha presentado una unidad didáctica completa que incluye una contextualización específica, legislación, temporalización, desarrollo de una variedad de actividades para trabajar cada una de las actividades comunicativas de la lengua, definición de objetivos a conseguir, contenidos trabajados en la unidad y una sección de evaluación. Asimismo, se incluyen anexados al final todos los materiales y enlaces necesarios para su puesta en práctica y evaluación. Por último, el presente trabajo plantea ciertas limitaciones de estudio y propuestas de mejora, así como una conclusión final y lista de referencias.

Palabras clave: *Modelo de Clase Invertida, Enfoque Centrado en el Alumno, Inglés como Segundo Idioma, Escuelas Oficiales de Idiomas, Propuesta Didáctica.*

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1. INTRODUCTION

New technologies and the hectic pace of living have facilitated the rising of innovative teaching methods, transforming the traditional way of studying or teaching in language schools. This new digital era has contributed to the intersection of learning places -home and school- which determine the achievement of learning goals.

When it comes to teaching adults, some positive research has been found on the use of ICT. As Livingstone (2012, p. 4) states, most of the studies concerned adults as learners presented a significantly positive effect for undergraduate and older students.

Although the use of ICT in education is and was regarded as useful and advantageous, the outbreak of the Covid-19 pandemic turned it into essential in order to continue learning and teaching at uncertain times. As an English teacher at that time, I pushed myself and decided to adapt my classes during the lockdown so as to keep my students' eager to learn English and prevent absenteeism, especially in that context when everybody was dealing with insecurity and hopelessness and continuing learning a non-compulsory subject was the least of their concerns. That was when my lessons were recorded and those videos were shared with my students to ease their learning pace by watching them whenever and rewatching them as many as times as needed. Besides, meetings via videoconference were quite convenient for practicing the contents learnt by videos. Fortunately, my main pedagogical objectives succeeded, and the vast majority of my students continued learning differently, keeping their motivation and being delighted with those unplanned recordings. So much time and effort were spent on changing my methodology to what I later realized was a use of the Flipped Classroom model, in spite of the circumstances being uncommon and not an epitome of a perfect Flipped Classroom.

As an in-service teacher, who is passionate about ICT and seeking to meet my students' needs, I decided to work on the Flipped Classroom for this dissertation, particularly on a practical didactic unit using this method. Since that positive experience during the lockdown, enriching my knowledge of this methodology and improving "flipped lessons" are some of my goals as a professional educator.

1.1. Objectives

The main goals of this project are the following:

- To compile a fundamental theoretical basis on the Flipped Classroom model and Flipped Learning.
- To plan and design a complete and useful didactic unit using the Flipped Classroom approach as the primary method.
- To create resources and materials following the Flipped Classroom and Learning main tenets.
- To focus on adult students within the context of the Official Schools of Languages (henceforth OSL) or *Escuelas Oficiales de Idiomas*, as it is named in Spanish, when learning English as a Second Language (ESL).
- To provide a basis for future research on teaching in OSLs in relation to the Flipped Classroom approach.

1.2. Justification and Relevance

Educational technology and learning are in the limelight. Many experts extol the benefits of the Flipped Classroom, especially to gain time for practising in class and for students to excel and master the subjects. As a teacher at an OSL, constantly looking for improving time management and making the most of new technologies applied for education, an innovative model, as the Flipped Classroom is considered, truly caught my attention.

Nevertheless, we find little research on using the Flipped Classroom approach in OSL or teaching English as a second language to adults. Furthermore, there is a lack of practical lessons or resources specifically designed to be developed taking into account this approach, going beyond mere theory to face the reality of teaching.

This dissertation will provide a complete didactic proposal which can be implemented in any B1 course at any EOI, bearing in mind the innovative Flipped Classroom method together with its main tenets, and the learning of the communicative language activities in the EFL classroom.

1.3. Sections

The sections of this dissertation are:

- In chapter one of the research, an introduction together with the objectives, justification and relevance have been established.
- Chapter two is a literature review section considering educational technology and Computer Mediated Communication (CMC); the definition of the Flipped Classroom and its origin, its pillars, as well as the advantages, challenges and its main tools used.
- Chapter three develops the main content of this dissertation: the didactic unit. This section contains a complete contextualization, a subsection for educational methodology, models and techniques, contents and objectives of the didactic unit, the teaching plan and scheme of work, and finally a section for assessment.
- Chapter four consists of the limitations of the project and potential research lines.
- Finally, a chapter for a conclusion and a list of references is included. Annexes are also appended at the end of the document.

2. LITERATURE REVIEW

As aforementioned, this second section will try to lay the foundations for the Flipped Classroom model in a comprehensive way.

2.1. Educational Technology and Computer Mediated Communication

Before digging any deeper into the Flipped Classroom approach, it is essential to expound on the relationship between education and technology, given the importance of technology for the implementation of the Flipped Classroom, henceforth FC.

When it comes down to educational technology, one can find numerous tools which help teachers find countless resources for learning and teaching. It emerged as a recognised discipline in the last 50 years due to its main features such as dynamism, complexity and interdisciplinary nature as a consequence of the rapid changes in technology, as stated by Huang et al. (2019, p.14).

It seems obvious the interrelation between technologies and changes in what people do and, therefore, how people learn. As stated by Livingstone (2012, p.4), no one can question that the main reason society wants students to use digital technology is because its excellent potential as a learning tool. Information and

communication technologies (ICT) merge traditionally separated educational technologies – written materials, telephone, television, photography, databases and games, among others. Thus, they connect ways of information and literacy, and they converge home, school, work and community, in other words, places of learning.

Harking back to historical landmarks which greatly impacted education (as shown in detail in *Chart 1*), when the printing press was invented, it implied a substantive change in education, given that before the use of printed books, schooling was limited to an elite. Nevertheless, information to the masses was brought by books, benefiting larger groups because extra learning with materials could be revised wherever (Huang et al., 2019, p.12).

Like the revolution the printing press underwent, changes in technology applied to education became feasible to store data in a variety of formats, such as images, graphics and films. Moreover, several communication methods have also appeared, such as one-to-one and one-to-many face-to-face communication modalities. One can find different ways of digital communication, such as Internet chat rooms, videoconferencing, discussion forums and social networks, among others (Huang et al., 2019, p.12).

As *Chart 1* shows, the rapid expansion of educational technologies throughout the years increased significantly from the printing press. In 1800 CE, the invention of cameras meant a slight rise which rocked steeply by means of television, computers, social networks or wearable devices through two centuries.

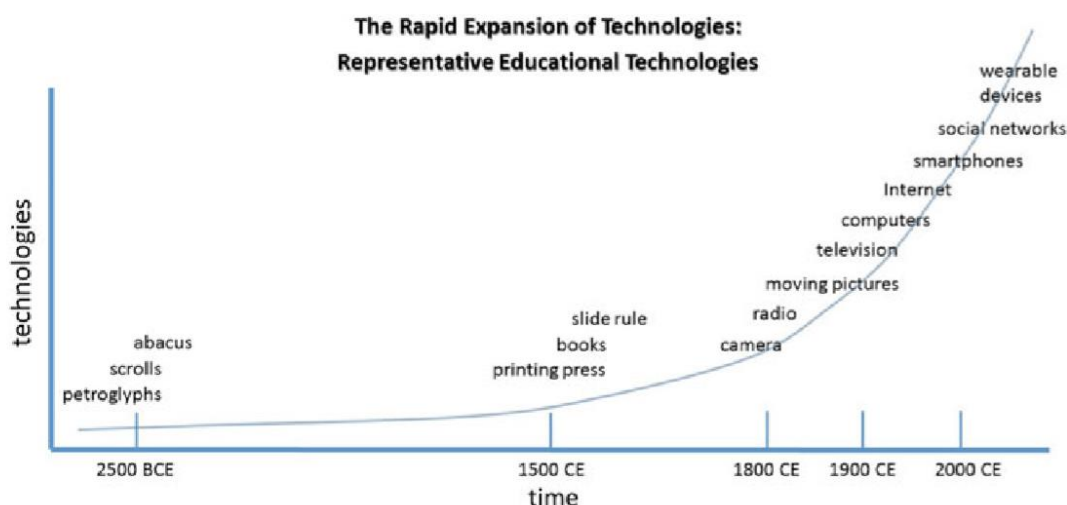


Chart 1. Rapid expansion of educational technology. (Huang et al., 2019, p.12).

In line with technology, computer-mediated communication (CMC) is a term described by Wolz et al. (1997, p.51) as any form of interpersonal communication which makes use of computer technology to convey, retain, collate or show information that one or more members have created.

Different modes of CMC are found, according to the classification by Warschauer (2001), as cited in Hosseini and Branch (2015, p.2):

- a) **Synchronous computer-mediated communication.** Communication occurs instantly by means of chats or discussion software, being used by the computers simultaneously.
- b) **Asynchronous computer-mediated communication.** In this case, communication is delayed by computer (e.g., email).
- c) **The reading and writing of online documents via the Internet.**

Nguyen (2008) categorizes CMC modes based on whether they are presented orally, textually, or visually, as seen in *Figure 1*. According to the author, educational settings continue to be the most common for text-based computer-mediated communication (CMC). However, Paulus (2007) highlights that bandwidth and two-way audio and video hardware are now readily accessible and becoming more and more popular. Nevertheless, language research is significantly impacted by the textual nature of CMC, which makes language more “persistent, visual, and archivable” (O’Rourke, 2008, p. 232; Murray, 2000; Warschauer, 1997).

Nguyen (2008) summarises his classification as this figure shows:

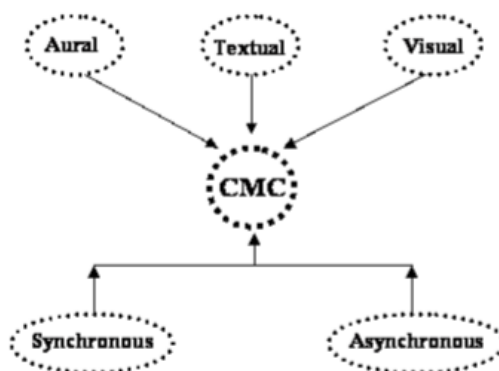


Figure 1. Nguyen’s (2008) modes of CMC

The FC approach is related to CMC, given that an asynchronous type of CMC is required since the teacher and students communicate asynchronously outside the

classroom. In general, CMC includes the use of email, groupware, chats, apps for creating videos, wikis and Internet-based applications. However, neither collaborative learning nor computer-mediated communication (CMC) are the ultimate objectives of education, but both can aid both teachers and students in achieving essential objectives. These objectives are more effective and complete learning by students, working effectively by means of emphasising group activities rather than lecturing, and being the focus for work mainly on students, being the instructor a guide or a mentor.

Some people may confuse Blended Learning with the FC model. As Hamdan et al. (2013, p.4) state, Flipped Learning is often contrasted with online, blended, and distance learning due to the video components. However, there are marked distinctions. According to Oblinger and Oblinger (2005), there is no face-to-face interaction between the teacher and students during online education. Typically, but not always, asynchronously, online class assignments and lectures are organized through a course management website.

Allen et al. (2007) argue an online component is present in blended classes, but it normally happens during class hours with direct student-teacher interaction. The experiences that students have during face-to-face sessions vary and are not always dissimilar from those that take place in a traditional classroom.

2.2. Flipped Classroom: Origin

In a conference presentation in 2000, Professor Wesley Baker neologised the term “classroom flip”. He observed significant changes in the undergraduate college classroom by means of two tendencies. The first one was a new educational appraisal, considering that students are active discoverers of knowledge. The second tendency was the emerging technologies, distinct from the old ones. State-of-the-art technologies are no longer passive, analogue or linear but interactive, digital and non-linear. According to Baker, “the shift from an instructor to a learner model has been summed up in the well-worn description: from the sage on the stage to the guide by the side” (Baker, 2000, p.1). Undoubtedly, this new context has contributed to revolutionising education.

Baker also developed a description of the “classroom flip”. Among its main online components for out-of-class work, we can find lectures since it is a crucial online element for the flipped class, [...] lecture material out of the classroom through

online delivery. Threaded discussion groups and quizzes are also essential so as to generate motivation and an incentive for learners to prepare and reflect on the content given (Baker, 2000, pp. 4-5).

It is also worth adding that Sam Khan, a hedge fund analyst, created math tutorials for his relatives so successfully that he decided to create *The Khan Academy* in 2006. This webpage offers a carefully planned collection of educational videos covering complete curricula in math and other subjects. (Khan, 2011). It is conceived as one of the foundation elements of the Flipped model, not only in relation to teachers' and students' direct access to the Academy's videos, but also in classrooms which collaborate with the Academy to get the learning goals of their curricula (Mohan, 2018, p. 1).

Around the time that *The Khan Academy* was launched, two educators from Colorado, Jonathan Bergmann and Aaron Sams, laid the foundations of the FC and coined the term in 2007. These two colleagues were working in a rural area and had to overcome an enormous obstacle: lots of their students had to miss their classes due to few and inefficient public transport connections to the school and the difficulties in combining classes with sports and activities.

As these authors explain (Bergmann & Sams, 2012, pp.3-4), Aaron Sams found an interesting new tool in a magazine: a *PowerPoint* slide could include voice and any annotations, and this file could be easily distributed as an online video. Maybe, this could help them reach those absent students. Hence, the two teachers spent many hours recording themselves to post their lectures online so that their students could easily catch up. With the incorporation of this resource, Jonathan Bergmann and Aaron Sams began the implementation of the FC.

Those students with irregular attendance could watch the recorded lectures, and those learners who attended classes could rewatch the videos in order to review for exams. Those online sessions made it possible to spend more time practising and solving doubts in class. Having reflected upon this, the two teachers realised that their students needed them to answer questions or help when they got stuck on an assignment, their learners did not need them present when listening to a lecture. Thereby, class time was used to complete students' assignments and tests with their teacher available.

As pinpointed by Hamdan et al. (2013, p.3), the contents created by Jonathan Bergmann and Aaron Sams were made available for students to download and use whenever and wherever on the then-nascent YouTube. [...] While advanced students continued to advance thanks to the more flexible use of time, children who were falling behind received more specialized attention.

The two teachers (Bergmann & Sams, 2012, pp.3-4) perceived that their students understood the contents more deeply. Not only did Bergmann and Sams take notice of this educational revolution in a small rural area in the United States, but also teachers worldwide who had accessed to the online videos and started to use them in order to learn and teach. The use of the FC had come to the fore.

2.3. Fundamental Features of the Flipped Classroom Approach

As previously discussed, technology has transformed education, and the FC is the interrelation between a new pedagogy and the use of technology. The two pioneers of the FC, Bergmann, and Sams (2012, p. 13), defined it as basically “what traditionally is done in class is now done at home, and that which is traditionally done as homework is revised in class”. Nevertheless, there is more to a FC than this.

Another definition of FC is set forth by Irulappan (2014, pp. 2-3). A common misunderstanding about this approach can be summarised as the replacement of teachers for online videos, or students working in isolation and without structure, or just an online course. Nevertheless, the FC model is an excellent way of communication between students and teachers since contact is personalised and content is permanently achieved by means of reviewing or remediation. Students’ role is more active, given that they are engaged in a more personalised learning and are aware of their responsibility to their own learning. Thereby, teachers become “the guide on the side” and not “the sage on the stage” (King, 1993).

As revised by Woon Chun and Sathappan (2018) following the ideas of Dove and Dove (2015), traditional classes can epitomise a teacher-directed lecture, where students listen and take notes. By means of homework activities done outside the class and individually, students have the chance to practice and assimilate contents. However, in the FC, lectures are provided beforehand using videos and other resources which have to be watched or read at home. Once in class, instructional

practices are developed so that learners actively complete activities with partners or in small groups.

According to Andrade and Chacón (2018, p. 253), the FC is pedagogically based on Bloom's Taxonomy, which comprises a theoretical cognitive model that attempts to describe, schematise and organise the mental operations that underlie all learning processes. Nevertheless, a different order is applied when implementing the FC approach.

As stated in Lopes and Soares (2018, p. 3847), Bloom's classification contains three sections of learning: cognitive, affective and psychomotor. There are six main divisions ranging from the easiest and most concrete skills to the most demanding and abstract: knowledge, comprehension, application, analysis, synthesis and evaluation. Concrete thinking is represented by the first three levels, whereas the top three epitomise creativity and abstract thoughts.

Anderson and Krathwohl (2001), who were Bloom's students, revised his original Taxonomy using verbs rather than nouns for each category: *remember*, *understand*, *apply*, *analyze*, *evaluate* and *create*. They thought that verbs would better indicate the dynamic nature of the learning process. Their Revised Bloom's Taxonomy is known as RBT. A concise definition of each section is detailed as follows:

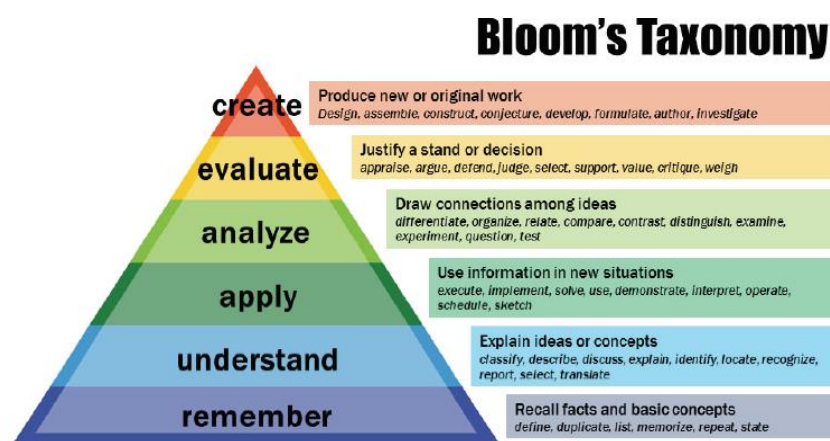


Figure 2. Revised Bloom's Taxonomy (RBT), including a basic definition of each category. Source: Hartyányi et al. (2018, p. 114).

It is fair to point out an essential distinction between the traditional class and the FC, analysed through RBT. Along these lines, one can find a more comprehensive way of the main features of the FC. Andrade and Chacón (2018, pp. 254-255) state that traditionally, most of the time was spent on face-to-face meetings

to stimulate students' understanding and memorising (lower-order thinking skills). At home, students had to develop higher-order thinking skills without the teacher's help. The converse occurs in the FC, students, with the help of the teacher, can apply, analyse, evaluate and create content around a given topic (higher-order thinking skills). In conclusion, teachers spend more time on the aforementioned higher-order thinking skills by using the FC approach, as *Figure 3* summarises:

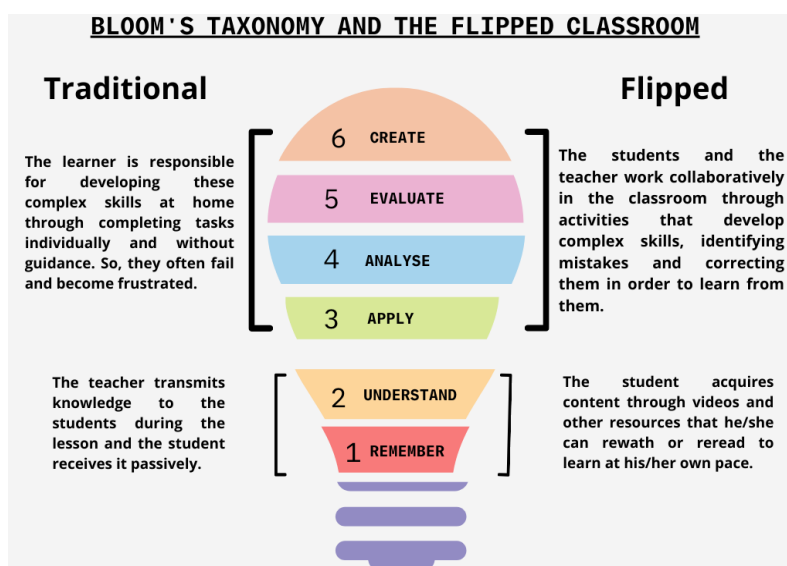


Figure 3. Bloom's taxonomy and the Flipped Classroom: differences between traditional and Flipped Classroom. (Own creation adapted from Andrade & Chacón, 2018)

Lopes and Soares (2018, p. 3847) underscore that more complex levels can be approached in class when using the FC. Therefore, the teacher acts as a guide while the learner participates actively, becoming the centre of his/her own learning.

Taking an active role is paramount in order to thrive in learning achievement. As Herout (2016, p. 3880) develops, Edgar Dale introduced his renowned Cone of Experience in 1946, representing the relationship between teaching methods and their efficiency. As observed in *Figure 4*, different percentages represent the level of memorization for each method. One tends to remember 10 % of what is read, 20 % of what is heard, 30 % of what is seen, and 50 % of what is heard and seen. The second part of the cone shows the methods which help learn actively. Thereby, the tendency is to remember 70 % of what is said or written and 90 % of what is said and done. Considering this, the FC model would contribute to better learning achievement because it develops higher-order thinking skills (create, evaluate, analyse or apply).

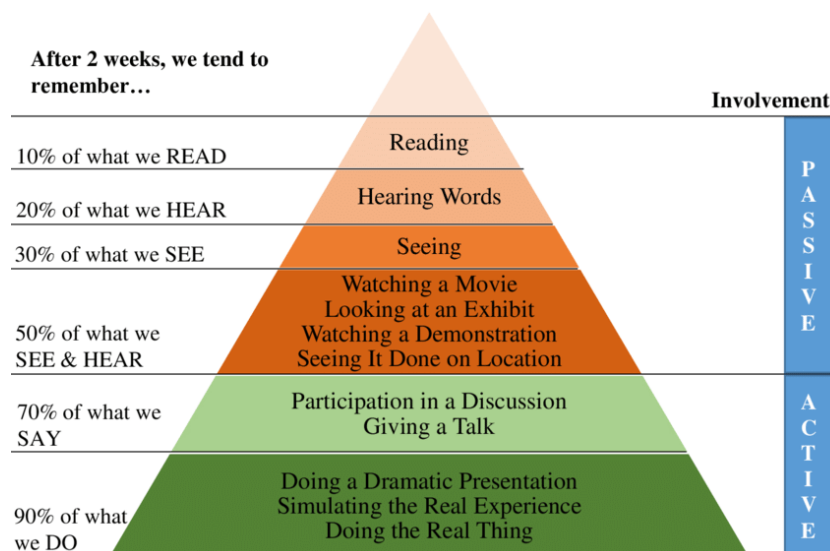


Figure 4. The Cone of Learning and its percentages of success in memorising (Source: Herout, L. 2016)

Expanding the notions of the definition of the FC model, it is fair to point out the basis of what Bergman and Sams (2014) called Flipped Learning. It can be defined as a pedagogical model where direct instruction shifts from the group learning environment to the individual learning space. As a consequence, the resulting group learning environment is turned into a dynamic and interactive one, where the teacher supports students as they apply concepts and engage creatively in class (The Flipped Learning Network, 2014).

Even if the terms FC and Flipped Learning (henceforth, FL) are related, they are not synonymous. Flipping a class could lead to FL, but not in every single case. One can get their classes flipped by asking students to work on written contents or audio-visual materials at home. Nevertheless, being engaged in FL requires teachers to implement the four main pillars of FL into their classes, which will be considered hereunder.

Hamdan et al. (2013, pp. 4-8) develop that the FL zeroes in on meeting students' learning needs individually instead of a set methodology with rigid guidelines. The main advantages of this approach are expounded as follows:

- **Active learning:** It increases student involvement, critical thinking, and positive attitudes about learning. Besides, it is associated to better academic success, as developed by O'Dowd and Aguilar-Roca (2009).

- **Peer instruction:** Mazur (1996) commented on how assistive technology helped students participate in peer instruction sessions by answering questions and providing comments, maximizing the tutoring time and emphasizing higher-order thinking skills. Hence, FL encourages feedback and peer-to-peer support, contrary to the traditional environment, in which learners used this time for taking notes and repeating content.
- **Priming:** Due to their prior exposure to the stimuli, learners' memory or recall of those stimuli improves when they are introduced to them (Bodie et al., 2006, as cited in Hamdan et al., 2013, pp. 7-8). As a result, students receive out-of-classroom teaching by means of content and are "primed" for the active learning experiences that happen in the FC.
- **Diverse learners:** According to Marshall and DeCapua (2013), in the traditional classroom, English language students "put most of their effort into the lowest levels of Bloom's Taxonomy", as they have to follow the teacher's instructions while trying to assimilate the content. Nevertheless, in the FC, the lower levels of the Taxonomy are worked out of the classroom so that learners can study concepts at their own pace. In other words, FL boosts higher-order thinking, meeting all the students' needs.

Hamdan et al. (2013, p. 4) revised a complete definition of the term and explained the four pillars of FL, which will be considered hereunder. Essentially, teachers use technology to move direct learning from the large group learning space into the individual learning space. Content is recorded and narrated by means of video lessons made by teachers or selected from internet. Once the content is provided, educators are able to dedicate more time to applying new concepts, focusing on the student, and applying active learning tasks, including projects with schoolmates. In addition, class time can be spent on checking students understanding. Individualised support can be provided since learners build knowledge through the tasks designed to make them understand the content.

Once a full definition of the FC has been provided, it is important to be acquainted with the so-called *Three Golden Rules for Flipping*, as stated by Adam et al. in the *Flipped Classroom Field Guide* (2013, p. 5). These rules are as follows:

1. There is a lot of quizzing, problem-solving, and other active learning strategies in the tasks done in class. The content studied at home must be retrieved, applied, and/or extended by the students. These tasks are more complex than those completed at home and are related to the homework.
2. Students are encouraged to accomplish outside-of-class assignments and attend in-person classes through grading, in-class assignments, and teacher expectations.
3. The in-class learning environment is carefully designed (very frequently planned down to the minute).

2.4. Four Pillars of Flipped Learning

The Flipped Learning Network (2014) identified the key features of the four pillars of FL. Those four pillars are **F-L-I-P**, corresponding to Flexible Environment, Learning Culture, Intentional Content and Professional Educator, as shown in *Figure 5*.



Figure 5. The four pillars of Flipped Learning. Source: Own creation.

Flexible environments. Teachers usually rearrange learning spaces to fit the lesson, creating flexible spaces to foster learning. As educators, we should accomplish the following objectives:

- To define spaces and schedules to foster learners' interaction and reflection on their own progress.
- To supervise students constantly in order to make adjustments, if necessary.
- To offer students different ways of learning content and show mastery.

According to Hamdan et al. (2013, p. 4), flexible environments enhance different learning modes. It is possible to reorganise learning spaces to accommodate the lesson or unit. Therefore, students can decide the moment and the place to learn. In contrast to the peaceful class during a session, time spent in class may therefore be messy and loud.

Learning culture. The traditional teacher-centred model considers teachers the primary source of information. As King (1993) states, in a traditional class, an educator is “the sage on the stage” since information is provided by means of direct instruction lecture. The FL model changes into a learner-centred approach, and in-class time is allotted to explore topics deeply. Therefore, learners are more involved in building new concepts. As teachers, we should fulfil the following objectives to ensure learning culture in FL (Flipped Learning Network, 2014):

- To give students the chance to participate in valuable tasks without the educator taking centre stage.
- Activity scaffolding to grant accessibility to all learners by means of diversity and feedback.

As shown in Nomura et al. (2019, p. 276), the Russian psychologist Lev Vygotsky (1978) tried to represent the distance between the actual developmental level of a learner and their potential developmental level, as *Figure 6* represents. Following this tenet, Huang et al. (2019, p. 13) state that teachers can help students explore their zone of proximal development (ZPD) by dealing with topics in greater depth by means of FL. Therefore, FL requires a shift in learning culture, enhancing student autonomy and changing to a more student-centred approach. Besides, time spent in class is meant to discover knowledge and to take advantage of more practical learning opportunities.

Vygotsky's zone of proximal development (ZPD)

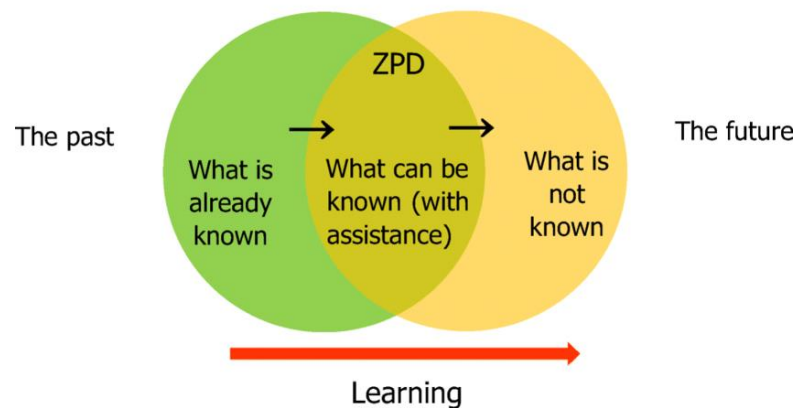


Figure 6. Vygotsky's Zone of Proximal Development (ZPD). Source: Nomura et al. (2019, p. 277).

Intentional Content. Teachers use intentional content in order to manage time wisely by means of FL. As revised by Huang et al. (2019, p. 6), lectures are suitable for teaching certain concepts and abilities, allowing students to explore independently. This pillar is essential to maximise classroom management and adopt diverse procedures of instruction, such as active learning strategies, peer instruction, or problem-based learning. As educators, we should fulfil the following objectives to ensure intentional content (Flipped Learning Network, 2014):

- To favour concepts covered in direct instruction so that students can learn on their own.
- To create or curate important contents.
- To adapt relevant content, considering students' grade level.

Professional Educators. The role of teachers in FL is more demanding than in a traditional classroom. They constantly monitor their learners, giving relevant feedback. It is essential to reflect on one's practice and accept constructive criticism. Chaos should be accepted in the classroom. As educators, we should get the following objectives to ensure being professional teachers in FL (Flipped Learning Network, 2014):

- To offer all their students' feedback when required.
- To promote formative assessment through daily observation and collecting data to guide future training.

- To work together with colleagues, reflect with them, and assume responsibility for changing one's practice.

Some detractors of this model have asserted that the videos used will soon replace teachers (Huang et al., 2019, p. 6). Nevertheless, in the FL approach, professional teachers are crucial since they often demand higher results compared to a traditional class. Educators have to decide the procedure to change direct instruction from the group and how to master class management.

2.5. Advantages and Challenges of the Implementation of the Flipped Classroom Model

Bergmann and Sams (2012, pp. 19-33) give several reasons to flip one's classroom. Those reasons are as follows:

One of those reasons is that the FC model speaks the language of today's students due to the interrelation between the method and the use of new technologies. Thanks to technology, the main content, delivered via online videos and other resources, will help students to work ahead. Related to this idea, flipping changes make the class more transparent since videos and online contents are posted on the Internet and any student can access them.

Flipping also helps underachieving learners and outstanding students to excel. Now teachers can spend more time helping students who have doubts in class, and meet students' needs since they can revise contents as many times as they need to learn new concepts. This is possible given that flipping allows students to work at their own pace because they have the option to pause and rewind the instructional materials, thanks to the online content.

Flipping increases student-teacher interaction as a consequence of having extra time in class to revise and clarify doubts. Besides, this allows teachers to know their students better. Student-teacher interaction is not the only one improved but also student-student interaction. The teacher's role changes to more of an instructor than a deliverer of content. Consequently, teachers are allowed to observe while students engage in social interaction.

Finally, flipping allows for real differentiation. Given that most of our time is used walking around the room and helping students, teachers are able to personalise their learning.

Technology also helps students to work on autonomous learning. Students are empowered through technology when it comes to learning since they can do things for themselves, as Little (2007) states. This is possible thanks to resources and the authenticity, interactive and diverse resources they can access.

Challenges are also present in this new approach. Attewell et al. (2009), as stated in Livingstone (2012, p.6), argue that while technology can ease learning, it also demands extensive teacher preparation, training, and the creation of pertinent materials for its effectiveness.

Following Herreid and Schiller (2013, p. 63), the FC model has some drawbacks as other pedagogic methods have. For example, students who learned with traditional methods may resist this new model, especially because it is required that they study at home rather than be first exposed to the lesson in class.

Livingstone (2012, p.14) states some of the difficulties educators experience in this approach. For instance, many teachers could question whether the learners are watching the materials or not. Moreover, it might be challenging for the teachers when some students participate in the in-class activities at different learning paces, especially when some learners arrive at school without seeing the videos.

Hartyányi et al. (2018, p. 16) pinpoint possible organisational challenges given that this new approach is more student-centred, so logistical issues may occur. There is also a need for adequate classroom space and ICT resources.

It is crucial to bear in mind these possible drawbacks when planning our lessons to overcome these obstacles and get the advantages of FL.

2.6. Main Tools used in the Flipped Classroom Model

Once the main features of the FC approach have been described in detail, it is fair to point out several resources or tools with the purpose of guiding unexperienced educators to thrive on the implementation of this model. Furthermore, this section includes some important considerations when preparing materials and resources for the FC, which can enrich any didactic unit or teaching plan.

Hartyányi et al. (2018, p.p. 27-73) pinpoint a significant section devoted to content development. At this stage, we are building our lesson, trying to implement the FC method, so it is paramount to get familiar with technological tools for teaching and learning. When it comes to materials, teachers can look for online content and re-use it since there is a great variety of open educational materials available on the Internet; or create materials on their own by means of applications to develop digital materials. Once the content has been created or collected, publishing those learning materials is necessary to make it accessible for students.

Some of the most interesting online educational tools in order to implement the FC model successfully can be summarised as *Table 1* shows:

TOOLS FOR THE FLIPPED CLASSROOM		
ONLINE EDUCATIONAL REPOSITORIES 	OpenLearn	The Open University's (UK) website offers free and open educational resources and lessons with a wide range of subjects, including Modern Languages.
	Merlot	The Multimedia Educational Resource for Learning and Online Teaching is one of the major international repositories.
	Ted Ed	An award-winning education platform for a wide variety of topics. Teachers can customise lessons or create their own videos, and students can watch and rewatch those lessons, complete online activities and participate actively in online forums.
	OER	The Open Professionals Education Network. On their platform, teachers and students can access different images, videos or audios from sites which offer openly licensed media elements to use.
DIGITAL CONTENT CREATION 	Software applications for presentations	Such as <i>Microsoft PowerPoint</i> program, in which content can be explained using sequential slides, or <i>Prezi</i> , which allows students to visualise the whole presentation in the form of a mental map.
	Software applications for videos, images and animations	Teachers can create videos by uploading images or videos and adding music with <i>Animoto</i> . Another tool to create animations is <i>Powtoon</i> . An application to capture our screen to show how something works on our computer is <i>Screencast-o-matic</i> .
	Mental and conceptual maps	A conceptual map focuses on concepts and their relation to each other; a mental map takes concepts or ideas of a topic and relates them visually. The <i>bubbl.us</i> tool helps teachers create these hierarchical relationships easily. Other relevant tools for mental and conceptual maps are <i>ExamTime</i> or <i>Cmaptools</i> .
	Software applications for word clouds	Word clouds are useful for students struggling with new vocabulary or concepts and needing to visualise information. <i>WordArt</i> , <i>Wordle</i> or <i>Answer Garden</i> are valuable sites to work on this.
	Infographics	<i>Canva</i> , <i>Genially</i> or <i>Piktochart</i> are suitable tools for working on infographics because they allow working on a long description of the same topic or an informative poster.
	Games	<i>LearningApps</i> offers customisable games to master the learning materials. Others: <i>Kahoot</i> , <i>Socrative</i> , <i>Nearpod</i> , among others.
	Online brainstorming and debates	<i>Padlet</i> is a tool that can be used for online collaboration among students by adding links or short texts to the teacher's cork panel. A similar one is <i>Nearpod</i> .
TOOLS TO PUBLISH AND SHARE CONTENTS 	Videos, images or animations (created with Animoto/ Powtoon)	It is only necessary to give the link to the students or upload it to <i>YouTube</i> , which belongs to <i>Google</i> . Therefore, a <i>Google</i> account to sign in is necessary. Once the video is uploaded to <i>YouTube</i> , the content can be shared through social networks or educational platforms (<i>Moodle</i> , <i>Edmodo</i> , among others.)
	Presentations (created with Powerpoint or other tools)	Once those presentations are saved as PDF, doc, docx or pptx formats, teachers can easily upload them to <i>Slideshare</i> in order to obtain an insertion code or just a link to send to their students.
	Blogs and Virtual Learning Environments (VLEs)	A blog portal is a website used to publish entries and can be used to share content with students. Besides, open platforms or VLEs such as <i>Moodle</i> , <i>Edmodo</i> or <i>Google Classroom</i> are easy to use and allow us to create courses to communicate with students and share materials.

Table 1. Useful tools for the Flipped Classroom. (Own creation extended with new resources from my own experience and adapted from Hartyányi et al. (2018, p.p. 27-73))

Aydın and Demirer (2016, pp. 34-37) analysed the main tools used by teachers in FC and their frequency. Those tools were divided into four main groups or process, as *Figure 7* shows:

Table 1: Content Analysis Data: Tools Used in Flipped Classroom Model

Process	Tool	Frequency
Source searching	TED Talks	3
	Khan Academy	4
	TeacherTube	1
Content Preparation	Bright Storm	1
	Camtasia Studio	8
	PowerPoint	7
	Screencast-O Matic	3
	PDF Converters	2
	Prezi	2
	SmartRecorder	1
	ShowMe	1
	Educreations	1
	GoAnimate	1
Content Sharing	YouTube	6
	Podcast&Vodcast	6
	Google Docs	4
	Blackboard	3
	Moodle	3
	Dropbox	2
	Sakai	1
	Schoology	1
	Canvas	1
	Edmodo	1
Providing Interaction	Google Hangout	1
	Quiz Applications	16
	MyMathLab	1

Figure 7. Tools used in the Flipped Classroom model (Aydin & Demirer, 2016, p.35).

Digging deeper into the process of course content preparation, Aydin and Demier (2006, p. 35) state that one of the primary requirements for effectiveness is “the sufficiency of sound and image quality of the video”. Overlooking a clear sound and high resolution, might cause distractibility in students. Providing interactivity is relevant because the main objective of the FC model involves not just recording instructional videos but also greatly enhancing student participation. (Bergmann and Sams, 2014, as cited in Aydin & Demier 2016, p. 35).

Musallam (2010) asserted that many teachers begin flipping their classroom using these easily accessible resources. Students can watch the videos or screencasts whenever and wherever, and as many times as they want, giving them the opportunity to be more prepared for class (as cited in Hamdan et al. 2013, p.4).

Finally, Aydin and Demirer (2016, p. 37) studied how to identify learning platforms for access to course contents. Teachers should choose the best platforms to make their lessons more effective and ensure their students enrol on the platform. It is essential to consider the accessibility of the system from various platforms and to take into account a user-friendly interface. Likewise, Gülbahar and Kalelioğlu (2009) state that it is essential to effectively adapt active teaching methods to these contexts when considering the effect of teaching methods on achievement during the knowledge acquisition process.

3. DIDACTIC PROPOSAL

This section will be devoted to developing a complete didactic proposal, which tries to apply the theoretical framework and method of the FC and FL, whose main tenets were expounded above.

3.1. Context and Legal Framework

Firstly, a particular legal framework will be provided together with a specific context, course level and type of students.

3.1.1. Legal Framework

It is of great importance for teachers to bear in mind the official curriculum when creating materials or planning a didactic unit. Broadly speaking, our context is set in a B1 course in an Official School of Languages (OSL), in Andalusia. Thereby, this didactic proposal is elaborated according to the following main curricular documents and legal framework:

- **Royal Decree 1/2019**, 11th January, which regulates the final tests for the certification of foreign languages in the OSLs.
- **Royal Decree 1041/2017**, 22nd December, which develops the official curriculum for the levels: B1, B2, C1 and C2.
- **Order 2nd July 2019**, which develops the official curriculum of language teaching in the OSLs in Andalusia.
- **Order 11th November 2020**, which regulates the final tests for the certification of foreign languages in the Andalusian OSLs in Andalusia.
- **CEFR** *Common European Framework of Reference for Languages* (2002), a basis for the elaboration of language materials across Europe by the Council of Europe.
- **CEFR Companion Volume with New Descriptors** (2018) complements the aforementioned CEFR (2002).

3.1.2. B1 Level

This didactic proposal is based on the objectives and contents laid out by the **Royal Decree 1041/2017**, 22nd December, which establishes the curriculum for the Official Schools of Languages (OSLs), and the **Order 2nd July 2019**, which develops the aforementioned curriculum in the Andalusian OSLs.

Regarding the general objectives, the Royal Decree equates the First Intermediate Level Course in OSLs with the B1 level of the *Common European Framework of Reference for Languages* (CEFR). According to the CEFR (2002, p.24), a learner at this level is considered an independent user and:

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 travelling in an area where the language is spoken. Can produce simple connected texts 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.

As claimed by the CEFRL Companion Volume with New Descriptors (2018, p. 30), the traditional four skills (listening, speaking, reading, writing), are insufficient for the complex reality of communication. Alternatively, the CEFRL replaces them with communicative language activities, which are presented under four modes of communication: reception, production, interaction and mediation.

The following table specifies the main objectives to be achieved by a B1 student. It is a summary of goals, considering the different communicative language activities, which will be presented as listening comprehension, reading comprehension, speaking production and interaction, written production and interaction and finally, mediation. These objectives follow the Order 2nd July 2019, which develops the curriculum in the Andalusian OSLs (2019, pp. 114-130) and the Companion Volume with New Descriptors (2018, pp.54-105):

B1 GENERAL OBJECTIVES

RECEPTION ACTIVITIES	Listening comprehension 	- To understand straightforward factual information about common everyday or job-related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. - To understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
	Reading comprehension 	- To read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension. - To understand the general sense, relevant information, main points, and most important details of written texts, which consist of high frequency familiar topics, of personal interest or current issues-related language.
PRODUCTION ACTIVITIES	Spoken production 	- To be able to sustain a reasonably fluently straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
	Written production 	- To write straightforward connected texts on a range of familiar subjects within his/her field of interest by linking a series of shorter discrete elements into a linear sequence.

INTERACTION	Spoken interaction 	- To be able to communicate confidently on familiar routine and non-routine matters related to his/her interests and professional field. - To exchange, check and confirm information, deal with less routine situations and explain why something is a problem. - To express thoughts on more abstract, cultural topics such as films, books, music etc. - To exploit a wide range of simple language to deal with most situations likely to arise whilst travelling. - To enter unprepared into a conversation of familiar topics, express personal opinions and exchange information on familiar topics, of personal interest or pertinent to everyday life (e.g., family, hobbies, work, travel and current events).
	Written interaction 	- To convey information and ideas on abstract and concrete topics, check information and ask about or explain problems with reasonable precision. - To write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
MEDIATION 	- To collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches. - To convey the main points made in long texts expressed in uncomplicated language on topics of personal interest, provided that he/she can check the meaning of certain expressions. - To introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite others to contribute their expertise, experience and views. - To convey information in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although his/her lexical limitations sometimes cause difficulty with formulation.	

Table 2. Summary of the main Objectives at B1, according to each Communicative Language Activity.
Source: Own creation adapted by the aforementioned Legal Framework.

3.1.3. Students' Profile

The context of teaching in an OSL is quite different from teaching in Compulsory Education. As **Order 20th April 2012** regulates in Chapters 1 and 8, the minimum age of admission to be registered at an OSL is 16. Withal, 14-year-old-students who studied a first foreign language different from the foreign language they want to enrol in an OSL are allowed to be registered. This circumstance is quite common in students who study French, German Italian or other languages at an OSL but unusual for those who learn English as a foreign language since English is normally learnt as the first foreign language at high schools. Furthermore, the same Order establishes that those students who hold a High School Diploma (*Bachillerato*, in Spanish) can enrol directly a B1 course in the same foreign language learnt at high school at an OSL.

In light of the above, the students' profile is quite heterogeneous. By and large, the majority of students are adults and/or 16-year-old-teenagers. This B1 course means a follow-up on the study of the English language and its culture for students who have successfully achieved the A2 level or students whose first foreign language in *Bachillerato* was English and, consequently, have the possibility of accessing directly to this level, as forenamed. Therefore, this course is crucial in students' life considering that many universities require a B1 certificate –generally in the English language- in order to complete a university degree.

However, not only are college students interested in this B1 level but also many job applicants who are required to get a B1 level of English by different job offers. In addition, many civil servants need at least a B1 certificate to promote or get better working conditions. Therefore, this B1 course is determining factor in the professional promotion of the learners since many of them will be interested in sitting the *Final Test for the B1 Certificate (Pruebas Terminales Específicas de Certificación* or PTEC, as it is named in Spanish), as established in the **Order 11th November 2020**.

Nevertheless, given that this education is not compulsory, many students enrol in a course at an OSL because of personal interest in learning a foreign language. Thereby, it is not surprising that some students do not wish to take the final test and prefer passing the course and moving to B2.1 by means of continuous assessment

tests and/or final tests prepared by the specific OSL English Department, distinct from the *Final Test for the B1 Certificate*, which is the same for all the Andalusian OSLs and elaborated by *Junta de Andalucía (Regional Government of Andalusia)*. These students would pass the course without getting the B1 certificate.

To contextualise our didactic proposal, this specific group of students will consist of 16 students -10 women and 6 men- who are between 19 and 45 years old. In-person classes take place on Tuesdays and Thursdays from 4:15 to 6:30 p.m., having a 10-minute break in each session (if possible), for a total of about four hours and thirty minutes per week.

To foster communication pair-work, group work and debates, the classroom layout will be arranged in a perpendicular runway with two rows of students facing one another (Drew, 2019). This distribution will enhance practice and ease teacher monitoring. The classroom layout will be distributed as follows:

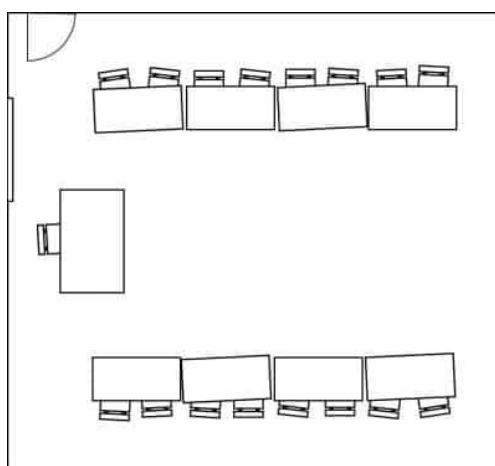


Figure 8. Classroom layout (Drew, C. (2019).

Regarding the students, most of them are Spanish, but we can also find two Rumanian students who can speak Spanish proficiently. One of the most common problems of this level is the mix-ability, since there are students who come from the A2 course or *Bachillerato*, and sometimes they have lost fluency and grammatical correctness, especially students who have stopped studying English for some years. Moreover, students are quite different from one another, especially because of the wide range of ages, as well as different paces of learning. This group would epitomise the great diversity teachers encounter in OLSs, especially at Intermediate Levels.

3.2. Methodology, Models and Techniques employed

In this section, the methodology will be explained. It is fair to consider that the methodology is not a simple addendum. Undoubtedly, the main objective of this didactic proposal is to implement the FC model, but several educational tools are also interrelated with this approach.

By the same token, it is of paramount importance to consider the teaching methodology recommended by the **Order 2nd July 2019**, which develops the official curriculum of language teaching in the OSLs in Andalusia (2019, pp.3-4). On the whole, the teaching methodology must seek the practical and communicative use of English as a foreign language through active learning. This active learning is fuelled by collaboration among students and team work. Students are encouraged to develop their own learning techniques and also their potential since they are the agent of their own learning process. Furthermore, students ought to use new technologies regularly when studying and learning. Conversely, the role of teachers is to guide, promote and enhance the students' development of learning, considering their special needs and learning styles.

As discussed in previous sections, the FC model is in line with student-centred teaching. As a matter of fact, Cooper (1993, p. 16) sets forth constructivism as a learning theory where the student is the main protagonist who learns through problem-solving and personal discovery. Thus, a responsive environment is mandatory to succeed in learning.

In light of the above, some of the fundamental tenets of this didactic unit are eclectic and described as follows:

- **Constructivism theory.** As the University at Buffalo, the State University of New York, defines (n.d.) Constructivism is a learning theory that states students build knowledge instead of acquiring information passively. The world is experienced by learners, who then reflect on those experiences, creating their own representations and expanding their prior knowledge. Following this tenet, students will be encouraged to learn by experiencing rather than passively retaining information. Along these lines, students will build knowledge by means of a social process where they work in groups being

monitored by the teacher. Reflecting upon learning is also relevant to their learning process.

- **Flipped Classroom model:** As previously expounded, this didactic proposal will implement the FC model by means of providing students with meaningful material to work on at home (written resources and videos) as a class routine. Class time will be devoted to deeper practice and resolution of doubts, as well as reflection and receiving relevant feedback. Our role as teachers become a guide who is constantly monitoring and assessing their students, maximising class practice and developing higher-order-thinking skills as much as possible.
- **Active Learning approach.** The University of Minnesota (n.d) pinpoints a definition of this approach. Active Learning requires students to engage in the learning acquisition so they become the protagonists of their own learning process. Some of the strategies of this approach include activities in which students work together during class, in addition to individual work or reflection. Traditionally, students participated in asking or responding to questions in class. Conversely, Active Learning entails an opportunity for all students to reflect and engage with materials by practising skills, applying, synthesizing, or summarizing.
- **Communicative approach.** When it comes down to learning foreign languages, it is expected that students master the four modes of communication: reception, production, interaction and mediation. Traditional methods were focused on written language and explicit grammar exercises. Therefore, communicative language activities (listening and reading comprehension, oral and written production, oral and written interaction, and mediation) were not developed satisfactorily. The Communicative Approach tries to solve this pitfall by fostering a real use of the language. As stated by the British Council (n.d.), this approach posits that language comes through the communication of real meaning. Therefore, learners will be encouraged to produce meaningful and real communication through carefully planned activities.

- **Task-based learning/approach.** As defined by the British Council (n.d.), this approach fosters learning through interactive tasks to be completed by students by means of communication. In light of the above, students will use the language through a set of tasks carefully selected, related to one topic in particular and connected with everyday activities. A final project will be carried out by means of activities to work on meaning, as well as enabling tasks centred on formal aspects of language.

- **Cooperative learning.** Lewis (2019) states that this instructional strategy allows reduced groups of students to collaborate on a common activity. This form of groupwork entails students having individual responsibility and accountability to the group. In addition, each member has an activity which other members cannot complete. By working in this way, students will learn and understand concepts more deeply. Moreover, it is paramount to convey the function of a educator as a guide, facilitating learning and fostering students' autonomy.

- **Project-based learning.** The University at Buffalo (n.d.) sets forth this teaching method as a way to acquire knowledge by devising a solution to a problem. Students will work collaboratively to reach a solution for a real-world problem, and therein lies the acquisition of knowledge and the development of communicative and collaborative skills.

- **Priming technique.** As previously stated, learners improve their memory when they have a previous exposure to the stimuli (Bodie et al., 2006, as cited in Hamdan et al., 2013, pp. 7-8). Priming introduces the new content before the lesson occurs to prepare students for an activity or content that is especially difficult for them (Study.com, 2016). This technique is associated with the FC model since students are "primed" by presenting information before a lesson, so they "preview" the materials that will be used as part of a lesson. Consequently, students are already familiar with the information and materials and may be more able to pay attention and participate in class activities.

- **Mobile learning.** In our particular didactic proposal, smartphones, tablets and laptops are essential learning tools as well as the digital board. These devices will be used in order to foster 21st-century skills. Mobile learning will develop collaborative work, the digital competence and communication skills at the same time, but also the creativity and motivation of learners.
- **Gamification.** Gamification is the practice of incorporating game dynamics and game mechanics into non-game applications to boost people's engagement (Simões & Vilas, 2013, as cited by Marko et al. 2015: p. 389). This didactic proposal will include some gamification activities as a cool-down activity and as a way to promote entertainment, boosting learners' motivation and grabbing their attention.

3.3.Objectives per Communicative Language Activity, General Competences and Contents of the Didactic Unit

The specific objectives and the tasks related to the communicative language activities developed in this didactic proposal have been organized as follows:

COMMUNICATIVE LANGUAGE ACTIVITY/IES	TASKS	SPECIFIC OBJECTIVES
Listening comprehension 	• Video about modal verbs. • Listening comprehension of a video about travelling. • Video about the differences between <i>so</i> and <i>such</i> and activities to check comprehension. • Video called Amsterdam Travel Guide. • Video called <i>For more tolerance, we need more ...tourism?</i>	• To be able to understand specific information about grammar in a video. • To be able to understand general ideas from a video about travelling. • To be able to understand general and specific information of a travel guide. • To be able to understand a story and reflect on its message.
Reading comprehension 	• Reading a text about the Best Tourist Destinations in the World. • Reading a text about Liverpool. • Reading a travel guide about Bangkok. • Reading a presentation about ways to promote tourist destinations. • Reading a reply to an email for holiday advice.	• To be able to understand short descriptions of cities around the world, monuments and international heritage. • To be able to read tourist leaflets and travel guides. • To understand a presentation with grammar explanation. • To be able to understand an email conversation.

Spoken Production & Interaction 	• Short monologues about trip experiences and places to visit. • Oral recommendation to a partner to visit a city. • Oral practice to master pronunciation of silent letters. • Activity to give travel advice in pairs, including obligations and prohibitions. • Oral presentation in groups of a Tourist Destination.	• To be able to talk about trips and descriptions of places to travel to. • To recommend or promote a city or town. • To be able to pronounce words containing silent letters properly. • To be able to express obligations, prohibitions and advice. • To recommend, promote, describe and comment on obligations or prohibitions of a tourist destination.
Written Production & Interaction 	• Written post about a Spanish city for a trip. • Written interaction exam. A reply to an informal email for travel advice and recommendations on a tourist destination.	• To recommend and promote a Spanish city for a trip, describing activities to do and places to visit. • To give recommendations about a city, expressing prohibitions and obligations for a flight.
Mediation 	• Role-play. A friend wants to visit a city and their partner has information about it and gives advice orally. • Oral mediation from a short video about travelling cheaply. • Written mediation of a short text called <i>Be a responsible traveler</i>.	• To read information about a city and advise a partner on a trip to that city orally. • To paraphrase information orally from a short video. • To understand and paraphrase information using synonyms to answer an email.

Table 3. Tasks and Specific Objectives per Language Activity of the Didactic Proposal.

Regarding the general competences and contents based on the **Order 2nd July 2019**, this didactic unit will develop:

GENERAL COMPETENCES AND CONTENTS			
FUNCTIONS	SYNTACTIC	LEXICAL	PRONUNCIATION & SPELLING
- Describing trips and tourist destinations. - Giving advice. - Expressing obligation and prohibition. - Recommending and promoting tourist destinations.	- Structures for promoting and recommending: first conditional, why not, negative + without, etc. - Modal verbs: obligation, prohibition and advice. <i>So and such. So/Such...that.</i>	- Adjectives, nouns, adverbs and collocations for describing trips, tourist destinations and travel objects. - Formal and informal expressions for an email.	Silent letters.
DISCOURSE	STRATEGIES	INTERCULTURAL AWARENESS	SOCIOCULTURAL & SOCIOLINGUISTIC COMPETENCES
- Text type: informal email. - Distinction between formal and informal style.	- To plan the task in advance. - To use previous knowledge. - To deduce. - Note-taking - To check understanding - Paraphrasing, etc.	- Applying intercultural knowledge and attitudes to carry out mediation tasks in everyday situations. - General cultural knowledge.	- International trips and world heritage. - Politeness formulas. - Good and bad manners.

Table 4. General Competences and Contents of the Didactic Proposal.

3.4. Teaching Plan and Scheme of Work

This didactic proposal consists of 5 sessions. Each session has been carefully planned to complete the main tasks successfully and present the final project (Session 5), having acquired the contents required. Sessions at an OSL last 135 minutes, but there is usually a 10-minute break, so this didactic proposal is programmed to last 125 minutes as a general rule.

This unit is number 7 and is intended to be implemented in February, once the students have revised basic grammar contents, such as a variety of tenses (present, past and future). Besides, they have worked on topics related to the means of transports and the environment, among others.

3.4.1. Session 1

UNIT 7: DO YOU HAVE ITCHY FEET?



MAIN TASKS:

- **PROJECT: Oral presentations** in groups of 3-2 in our own FITUR (International Tourism Fair). The students, as destination marketing reps, will present and promote a tourist destination to their classmates, who are the potential customers and tourism professionals/investors.
- **Written interaction** individually. The students will answer an email to give holiday advice.
- **Mediation** individually. The students will do a mediation exam and try to paraphrase written information using appropriate structures.

SESSION 1

TIMING	DESCRIPTION
Pre-task (at home)	
--	Students will read the text 8 Best Tourist Destinations in the World (See Annex 1) at home. All the materials are shared by the teacher through Google Classroom. They will focus on new vocabulary and the words highlighted in yellow. At home, they have to prepare several questions about the text. Any questions and doubts will be solved in class.
Classroom work (at the school)	
25'	The session will begin by solving doubts about the text they have previously read. Students are asked to answer the meaning of the question: Do you have itchy feet? and the activities of the task done at home as a warm-up activity . We will discuss different opinions and general thoughts about travelling in order to introduce the unit. The students will share information on monuments or anecdotes quickly.
15'	The teacher presents the main tasks of the unit . The first one is the project of an oral presentation in groups for our IFEMA event and shows the rubric of the task (See Annex 22). The students will work in 4 groups of 3 people and 2 groups of 2 people and choose one of the tourist destinations from the text they read (Annex 1). The students can check the instructions and how their classmates will assess their presentation with the oral production rubric (Annex 22). In groups, they will cover different tourist resources (monuments, natural parks, restaurants and leisure activities, etc.) in a presentation of 10-15 minutes (5 minutes for each group member). They will elaborate a presentation with images/videos in order to display it in class

	(Genially, Prezi, PowerPoint, etc.). Their classmates are potential customers and tourism professionals/investors, so they have to “sell” the best destination. Their classmates will vote for the best place and assess their oral production with the aforementioned rubric in session 5. The teacher will evaluate their presentations with the official OSL rubric (<i>Annex 24</i>). The other two main tasks are a written mediation exam to paraphrase information from a given text about tourism, in session 3 and a written interaction exam of an informal email to give holiday advice in session 4. These exams will be evaluated through the official OSL rubrics (<i>Annexes 25 and 26</i>).
25'	The students watch a short video to learn what FITUR is (the International Tourism Fair, which is held annually in Madrid). The video is available at: https://t.ly/YS4- The students form their work groups and prepare the project. They start looking for information about tourist resources with their smartphones, tablets, or laptops (if necessary). The teacher monitors and resolves questions and doubts.
BREAK	
25'	After the break, we will continue working on vocabulary to describe places in order to prepare two short monologues. In pairs, the students complete the activities in <i>Annex 2</i>. In activity 1, they have to put nouns related to trips into the correct category: accommodation, sights or travel accessories. Once they have finished, we will brainstorm ideas and add more items to the lists. In activity 2, the students work on adjectives to describe a trip individually and check in pairs. They continue the activity using the phrases to describe popular places as the example provided in pairs. The teacher monitors the activity and clarify the meaning of potentially confusing words: hectic, tedious, hazardous...etc. In activity 3, the learners work individually on phrases for describing travel destinations and check in pairs. They continue the activity with a partner using the phrases to describe popular places as the example provided (e.g., Thailand is known for its sandy beaches). The teacher monitors the activity.
20'	In pairs, the students will talk about a trip experience and describe a place they want to travel to (See <i>Annex 3</i>). The teacher monitors and makes notes of language mistakes and gives class feedback.
15'	In order to remember and reflect on the new vocabulary learnt, the students will brainstorm some of the new words and come up with synonyms. The whole class will participate orally in the creation of a word cloud. The teacher will write down the expressions and words in the app AnswerGarden and share the final result with the students through <i>Google Classroom</i>.

3.4.2. Session 2

SESSION 2	
TIMING	DESCRIPTION
Pre-task (at home)	
--	The students read a tourist leaflet about Liverpool (See <i>Annex 4</i>). They have some activities before reading the text: previous knowledge about the city and word association (activities 1 and 2). After reading the text, the students can access a digital presentation in Nearpod. This is a student-paced presentation with grammar explanations on structures for recommending and promoting tourist destinations (See <i>Annex 5</i>). After the grammar content, the students will complete some activities to check their understanding. As the administrator and owner of the presentation, the teacher has access to their students' answers thanks to the app's option: <i>reports</i>. Their results will be considered for the next lesson in case they need extra help. Finally, the learners will try to identify those grammar structures within the text they have previously read (activity 5). Any questions and doubts will be solved in class.
Classroom work (at the school)	
20'	We will begin by solving doubts from the text they have previously read and the grammar presentation through <i>Nearpod</i> . The activities will be checked and the students will share their previous knowledge about Liverpool.
20'	In pairs, the students try to complete the gaps in Activity 1 (See <i>Annex 6</i>), to practice grammar . In activity 2, they orally recommend or promote a city to their partner by using the structures required. The teacher monitors and resolves questions and doubts.
30'	Role-play . (See <i>Annex 7</i>). In pairs, one student wants to visit a city and his/her partner has already been there (they will get written information about the city in their cards). They have two different models of cards to ask and answer questions about a specific city . Students will have to use the grammar structures learnt. The teacher monitors and resolves questions and doubts.
BREAK	
30'	After the break, we will continue working on a written task using <i>Padlet</i> (See <i>Annex 8</i>). Individually, the students have to recommend and promote a Spanish city or town. They need to include things to do, places to visit and other interesting things they consider using 60 words. Once they have posted on the teacher's cork panel, they can read their classmates' posts and react with "likes".
25'	Feedback . The whole class will comment on the written texts. The teacher will check some grammar and spelling mistakes and clarify doubts. If possible, we will continue solving doubts with the presentation project for Session 5.
Extra homework: The students can reinforce reading comprehension with an activity about a travel guide about Bangkok (See <i>Annex 9</i>). Once they complete the activity, they can check their answers directly on the website.	

3.4.3. Session 3

SESSION 3	
TIMING	DESCRIPTION
Pre-task (at home)	
--	The students watch a video about English Modal Verbs: Must, Have to, Mustn't, Don't have to, Should, Shouldn't with Edpuzzle (Annex 10, part 1). This video offers grammar explanations and is interactive, so they have to answer inserted questions within the video to continue watching it. The teacher, as the administrator and owner of the material, has access to their students' answers thanks to the app's option: <i>my classes-assignments</i>. Their results will be taken into account for the next lesson, in case they need extra help. Finally, the learners can read the full script of the video or practice with more activities and get their answers immediately, thanks to the <i>Oxford Online English</i> website (See Annex 10, part 2).
Classroom work (at the school)	
10'	We will begin by solving doubts from the video they have previously watched and the grammar activities.
25'	Students will reflect on the uses of modal verbs : obligation and prohibition by reading a short text: <i>Conductor throws out audience member whose phone went off</i> (Annex 11, part 2). Previously, they watched a short video in order to contextualize the situation (Annex 11, part 1). Some modal verbs are highlighted in yellow and the students have to distinguish their use. Then, in pairs, they think of different situations using those structures (Annex 11, part 3).
20'	Pronunciation. Silent consonants. In pairs, the students work on silent consonants, trying to distinguish those letters which are not pronounced (some of the words appear in the previous text). (Annex 12, part 1). The teacher monitors the students and offers the solution to the activity. Then, students will focus on the sentences and practise in pairs several sentences which contain silent consonants by saying them (Annex 12, part 2). The teacher offers feedback and adds extra words (<i>thumb, castle, science, knee, answer, etc</i>).
BREAK	
20'	Students will continue practicing with modal verbs : (obligation, prohibition and advice) through a speaking activity related to travelling. First, the students work with a partner and decide what items are obligatory, recommended or prohibited when travelling on a plane (Annex 13, part). Then, they continue interviewing their partner with questions in part 2 to use complete sentences with modal verbs orally (Annex 13, part 2).
20'	The students watch a short video about travelling cheaply. They have to take notes, writing down the eight tips mentioned. Then, they will have to use modal verbs to paraphrase the information (Annex 14). Then, the students give the information orally and the teacher offers general feedback. This activity is just a warm-up for a written meditation.
30'	Mediation exam. The students will do a mediation exam. They have to read a short text called <i>Be a responsible traveler. Take action!</i> Then, they

	will paraphrase the information using synonyms and appropriate grammar to answer an email. (<i>Annex 15</i>). This exam will be evaluated with the official rubric for mediation (<i>Annex 26</i>).
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3.4.4. Session 4

SESSION 4	
TIMING	DESCRIPTION
Pre-task (at home)	
--	The students study the online material provided about writing an email giving holiday advice. (<i>Annex 16</i>). First, they have a preparation task to distinguish formal and informal expressions. Then, they read the written examples and do the exercises. The first exercise is about reading comprehension, then in exercises 2 and 3, they will put into practice some grammar structures we have previously learnt in this unit in order to give advice and recommendations. This website offers self-correcting exercises so that the learners will get immediate feedback. Besides, the students will work on the differences between so and such by watching a video with Edpuzzle and completing the activities within the video (<i>Annex 17</i>).
Classroom work (at the school)	
20'	We will begin by solving doubts from the video and materials they have previously worked on.
35'	The students work on a video called Amsterdam travel guide. Previously, the whole class brainstormed ideas about the city (<i>Annex 18, part 1</i>). Then, the students watch the video and the teacher elicits some difficult vocabulary providing synonyms. In part 2, the students have to finish some sentences according to the information about Amsterdam individually, working on listening comprehension. (<i>Annex 18, part 2</i>). The students can rewatch it if necessary. Later, we will reinforce more vocabulary related to tourism by completing an activity in pairs (<i>Annex 18, part 3</i>). Finally, the students practice the uses of so and such elaborating on their use as cause and effect by completing a written activity. Finally, they will use these structures to orally talk about their town or city to a partner (<i>Annex 18, part 4</i>).
BREAK	
40'	Written interaction exam. The students will do a written exam (<i>Annex 19</i>). They have previously worked on a similar email, so they should be able to use appropriate expressions for an informal email and grammar (expressions for recommendations and promoting, and modal verbs for obligation, prohibition and advice). Likewise, vocabulary related to tourism is required in this task.
30'	The class will finish by solving any doubts about the presentation project (Session 5). The teacher underscores the importance of using new vocabulary and grammar structures from this unit.

3.4.5. Session 5

SESSION 5	
TIMING	DESCRIPTION
Pre-task (at home)	
--	The students will watch a video on Ted Talk called: <i>For more tolerance, we need more ...tourism?</i> Then, they have several questions to reflect on the topic: tourism and tolerance (See Annex 20).
Classroom work (at the school)	
10'	We will share thoughts about the Ted Ed video in order to come up with ideas and reflect on the benefits of travelling.
50'	FITUR (International Tourism Fair) - Part 1. Oral presentations and feedback. In groups, the students will present and promote a tourist destination to their classmates, who are the potential customers and tourism professionals/investors, as they have previously worked on this task. Their classmates will take notes and try to comment on their presentation, considering the adapted rubric of oral production for this project (See Annex 22). The teacher evaluates them using the official rubric (See Annex 24) and provides feedback.
BREAK	
30'	FITUR (International Tourism Fair) - Part 2. Oral presentations and feedback, similar to Part 1. Once the students have finished their oral presentations, the whole class will vote for the best tourist destination , considering the quality of the oral presentation and materials (images, videos, etc.). The winning team will receive the certificate of <i>Best FITUR Tourist Destination</i> .
20'	Some minutes will be spent reflecting on the unit and what the students have learned . They will complete a <i>Can do checklist</i> (See Annex 23), and ways to improve English will be discussed.
15'	Quiz game: Kahoot about world monuments. We will finish our unit having some fun. Individually, the students use their smartphones to complete the quiz by matching famous monuments with their countries/cities and other questions about general culture. (See Annex 21).

3.5. Assessment

Although this unit is number 7 and is conceived to be implemented in February, the assessment of the students will start at the beginning of the course through an initial evaluation in order to check previous knowledge as well as their level of the foreign language due to the heterogeneity of the class. This evaluation will be carried out by means of daily observation and a diagnostic test in the first weeks of the course. These first data and the subsequent daily observation will allow the student to get information about their progress and the main elements to improve in their learning.

By and large, the assessment is regarded as formative, since errors are considered valuable data to track progress and to identify the elements to improve learning. Consequently, the assessment is focused on the student's progress; in other words, the assessment is continuous since one of the main goals of this didactic unit is to foster autonomous learning. Most students would be interested in sitting the *Final Test for the B1 Certificate*, which takes place in June and September, so monitoring their progress throughout the course is essential to improve their results. Be that as it may, the current legislation offers Continuous Assessment to pass the course without the certificate, so the three main tasks of this unit will be evaluated through the official rubrics (See *Annexes 24, 25 and 26*) in order to pass or retake the course.

In order to monitor their own learning, students will use a *Can do Checklist* (See *Annex 23*), as well as the data obtained from other tools such as checked homework or exams. Thanks to this tool, the students can reflect on their own learning and improve their progress.

Finally, this didactic unit includes a peer-evaluation tool to receive useful feedback from a partner, which could be accepted in a less intimidating way compared to the feedback received from a teacher (See *Annex 22*). Moreover, the teacher will generally correct mistakes and not individually in some activities – especially oral and written tasks– to motivate students and to focus on the progress, not on personal errors.

4. LIMITATIONS OF THE STUDY AND FUTURE RESEARCH LINES

This Master's Dissertation was initially conceived in order to gain insight into the fundamental theoretical basis of the FC model and FL, whereby a didactic proposal could be utilised to implement the aforementioned model. Be that as it may, it is open to improvement.

At first glance, this didactic unit has not been implemented in an actual class, so a practical use at OSLs would assess its effectiveness and enrich its content by correcting possible mistakes for future practice. Moreover, teachers' and students' perceptions towards implementing the FC model and this particular didactic unit would ameliorate this study.

Furthermore, it only zeroes in on a B1 Intermediate course, which is restricted to a particular level. A potential line for further research could include different levels at the OSLs, as well as specialised didactic units for advanced training and specialized courses (CAPE, *Curso para la Actualización, Perfeccionamiento y Especialización*, as it is named in Spanish). These courses include specific English for several areas: health sector, financial and commercial industries, building industry, tourist sector, etc. as well as refresher courses for each level (A2, B1, B2, C1 or C2). These contributions would expand a practical repertoire within the context of OSLs, which are particularly scarce for the time being. In addition, it would offer a more cross-curricular approach to the study.

5. CONCLUSION

This Dissertation has compiled a fundamental theoretical basis on the FC model and FL, which has led to gaining insight into their main tenets. Digging deeper into the FC model and its relation to Bloom's Taxonomy, several differences have been approached between traditional and flipped classes. The FC benefits could be summarised as an acquisition of concepts by the students at their own pace and at home through meaningful online materials, maximising class practice and developing complex skills with the assistance of the teacher in class, who is constantly monitoring and giving meaningful feedback to their students. In a traditional class, the teacher conveys new concepts, which are received passively by the students in the classroom. Hence, complex activities are relegated to be developed at home without guidance.

A second aspect to be considered is the difference expounded on FL and FC. Flipping a class could lead to FL, but it requires the incorporation of the four main pillars of FL, as previously exposed. Those pillars are *Flexible Environments* (which foster students' interaction and a continuous monitoring of their practice), *Learning Culture* (by scaffolding complex activities without the educator taking centre stage), *Intentional Content* (making the materials accessible and relevant to the students), and *Professional Educators* (those who promote formative assessment and feedback in real time).

With the aim of offering meaningful tools for those interested and serving as inspiration in implementing the FC approach, a complete list of tools has been

compiled, including online educational repositories, tools for digital content creation and tools to publish and share content.

Likewise, a detailed didactic unit using the FC approach as the primary method has been designed and planned to the minute. Besides, full descriptions of each activity and its implementation are explained in the teaching plan. Diverse materials have been created or compiled following the aforementioned approach and its main tenets, taking into account the particular context of OSLs and adults learning English as a second language, as established by its legal framework. All the materials -compiled or personally created- have been appended to facilitate their use, including adapted and official rubrics with a focus on easing its real practice.

This Master's Dissertation was envisaged to provide a basis for teaching in OSLs concerning the FC approach due to a personal interest, as mentioned in the introduction. Personally, I hope this dissertation will be of help and inspiration to those teachers who are willing to step out of their comfort zone and try eclectic modes to maximise the benefits offered by this approach.

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7. ANNEXES

Annex 1: Reading Comprehension

Activity: Read the following text about tourist destinations and try to guess the meaning of the highlighted words and expressions (use a dictionary/internet if necessary).

Questions:

- In your opinion, what is the most attractive destination? Why?
- Choose a city and look for more information on the Internet (anecdotes, other monuments, etc.). You will share that information in class.
- What other tourist destinations, if any, are missing?

8 BEST TOURIST DESTINATIONS IN THE WORLD

Do you have itchy feet?

Lucky you! The world has thousands of tourist attractions for you to choose from. From tropical islands and national parks to great monuments and ancient cities, it all comes down to where you want to explore. We will highlight the top tourist destinations if you're looking to take a vacation soon.

1. Paris



It is known for the Eiffel Tower, the city of romance is a favorite to many. It is no surprise that it is among the top tourist destinations.

The magnificent Eiffel Tower is what puts Paris out there. However, that's not all you get to experience. If you're keen on history, you'll love the Arc de Triomphe and the Louvre

The city is also famous for shopping, especially branded clothes, bags, and accessories. The perfect time to visit

the city is between June and August. So, a visit to the city is a perfect dream come true.

2. London



London is a world-class city, and once you visit it, you'll never want to leave it. The famous writer Samuel Johnson said, "When a man is tired of London, he is tired of life."

London is a historical archive thanks to its museums. Visit the Tate Modern to experience the city's historical culture and contemporary art.

London is home to the royal family residence, the famous and magnificent Buckingham Palace, where tickets for a tour are available online. London is also known for its eccentric and vibrant nightlife, thanks to the pubs and bars along the streets of London.

3. Rome



This Eternal City is a significant tourist attraction as it holds several emblematic monuments thanks to the ancient Roman Empire. It is the capital of Italy.

It is famous for its historic and ancient urban structure, which makes the city's view incredibly magical. Its attractions include the Vatican City and the Colosseum, famous for their ghosts. The Colosseum is a world wonder and it's one of the most iconic sites in Rome. It

has survived several earthquakes, modern pollution, and the fall of the great Roman Empire.

4. New York



New York, famously known as the city that never sleeps, is more of an experience than a tourist destination. It is a major financial, commercial and cultural center in the world. It offers first-class artwork, breathtaking views of skyscrapers, and the lush greenery of Central Park, one of New York's must-visit destinations.

Take a walk down Chinatown and Little Italy for their delicious cuisine. Other top tourist attractions are the Broadway walk, New York Public Library, Times Square, Empire State Building, and the Museum of Modern Art.

5. Cape Town



Cape Town is one of Africa's best places to visit. The port city is one of South Africa's three capital cities, with awesome views from the Table Mountain.

There is something for everyone in this beautiful city. Whether you want to taste rich wine from the vineyards, visit the National Parks, or swim along the Indian Ocean, countless activities keep you busy.

Spend your day at the white sandy beaches, there are many in South Africa. Paired with the warm waters, it is perfect for spending your evening watching the sunsets. You can also opt for a trip to the beautiful vineyards and enjoy award-winning wines.

6. Sydney



Sydney is the capital of South Whales and is popularly known for its beautiful long natural harbor with white beaches like Bondi and the Coogee. This city is among the best places to visit with towering modern architecture.

Sydney has many tourist attractions, and the Sydney Harbor Bridge is among the most famous landmarks. It is among the world's tallest steel arch bridges that you'd

want to experience by going for a climb. You'll get amazing pictures of the most iconic landmarks and panoramic views of the beautiful Sydney skyline.

If you want the ultimate experience, visit Sydney during New Year's Eve or the Color Fest in May and June.

7. Bali



Bali means heaven, and this place proves that heaven exists on Earth. Located in South Asia, this famous island is a bucket list destination for many travelers, thanks to its incredible scenery and beautiful beaches.

Visit Ulun Danu temple and learn about the Water Goddess. This temple is the most tranquil location on the island. There are different shrines, and each is dedicated to a different god. While at it, take the time to learn about the various myths.

Bali's Treetop Adventure Park is the perfect place to visit if you're traveling with the kids, as they have activities for kids as young as four years. It's the ideal way to spend your day, filled with a fantastic range of tree roping activities.

8. Tokyo



Tokyo, is one of the favorite tourist destinations of Asia. It is the capital city of one of the most advanced countries of the world, Japan. Tokyo is primarily famous for its temples, urban parks, tech-savvy locals, museums, and delicious sushi.

Tokyo is a perfect balance of ancient Japan with the historical monuments and the buzzing neon streets to show the modern world. The Shinjuku Gyoen National Garden would be the perfect spot to take you away from the city. For a better experience, visit Tokyo during the Japanese cherry blossom season!

Own creation adapted and based on the website: <https://viatravelers.com/best-tourist-destinations/>

Annex 2: Vocabulary and Expressions to Prepare an Oral Production

Activity 1: Travel words



Look at the words below. Put them into the correct categories:

a bungalow
a tent
ancient ruins
a hairdryer
sun cream

a ruck sack
a hotel
a penknife
a monument
a street festival

an apartment
a museum
an adapter
a hostel
an art gallery

Accommodation:	
Sights:	
Travel accessories:	

What else can you add to the lists?

Activity 2: Describing a trip

Study the words below.

educational	Exciting	expensive	full of adventure
peaceful	Hectic	inspiring	low-budget
hazardous	Relaxing	romantic	tedious

Can you think of any other adjectives for describing a trip?

Look at the places below. What would it be like to visit each of these places?
Use hypothetical structures, e.g.

"I imagine a trip to Paris would be very... romantic"



Thailand



London



Moscow



Nepal



Paris



Kenya



Baghdad



Alaska

Activity 3: Phrases for describing travel destination

Match the adjectives with the nouns to form collocations (more than one combination may be possible).

- | | |
|-----------------|--------------|
| 1. Vibrant | architecture |
| 2. Sandy | beaches |
| 3. Delicious | cuisine |
| 4. Friendly | landscape |
| 5. Heavy | locals |
| 6. Freezing | nightlife |
| 7. Diverse | temperatures |
| 8. Breathtaking | traffic |
| 9. Medieval | wildlife |

Which places are known for these things? Make sentences like the example:

"Thailand is known for its sandy beaches."

Based on the activity retrieved from: <https://www.linguahouse.com/es/esl-lesson-plans/general-english/travel-ielts-speaking-part-2-3>

Annex 3: Oral Activity in Pairs

Work in pairs. Take turns talking about the topics on the cards below. Try to use some vocabulary from this lesson. You have two-three minutes to take notes and 3 minutes to talk.

Describe a place that you would like to travel to. Include:

- where you would like to go
- how you would go there
- who you would go with

And explain why you would like to go to this place.

Describe a trip you have made. Include:

- where you went
- how you went there
- what you did there

And say whether you enjoyed the trip and why.

Based on the activity retrieved from: <https://www.linguahouse.com/es/esl-lesson-plans/general-english/travel-ielts-speaking-part-2-3>

Annex 4: Reading Comprehension and Grammar

(Before reading):

1. What things do you know about Liverpool? Do you know anything about the 'maritime, cultural, and architectural history', or the 'musical and sporting excellence'?
2. Which information category 1-5 do you associate with adjectives a-i?
 1. Nightlife
 2. Sport
 3. Shopping
 4. Accommodation
 5. Theme parks
 - a) Active
 - b) Dazzling
 - c) Designer
 - d) Diverse
 - e) Exhilarating
 - f) Famous
 - g) Luxurious
 - h) Trendy
 - i) Wild

3. Now read the extracts from Tourist Information leaflets and websites. Check your answers to 1 and 2.



Liverpool, the European Capital of Culture in 2008, is a vibrant modern city in the north-west of England with a rich maritime, cultural, and architectural history, and a reputation for musical and sporting excellence.



1. No trip to Liverpool is complete without a visit to either Anfield, home of the famous Liverpool Football Club, or Goodison Park, home of their rivals Everton.
2. Liverpool is arguably best known for the Beatles and you can find reminders of their unique legacy all over the city. The Cavern Club, where the Beatles gave their early performances, is well worth visiting. Don't leave Liverpool without visiting The Beatles Museum or the childhood home of Paul McCartney.
3. In a city with such a wealth of musical achievement, you would expect a dazzling and diverse nightlife. And that's exactly what Liverpool offers. If you're looking for a good night out, then why not visit the waterfront Albert Dock complex where you can find bars, restaurants, and club venues, as well as the famous Tate Gallery Liverpool?
4. During the day, why not try some 'retail therapy'? Liverpool City Centre boasts some stores in the country, and at Albert Dock you can find many trendy designer stores.
5. There is a huge choice on offer in this big city. Whether you're after a luxurious four-poster bed in a modern international hotel or a bunk bed in a city centre hostel that's within walking distance of the bars and clubs after a wild night out.
6. If you want to get out and about and be active, you could start at Pleasureland at Southport: it's exhilarating entertainment for all the family, and home of the Traumatizer roller coaster - a must for all thrill-seekers.

1. Study the material Recommending and Promoting (Nearpod) and complete the activities.
2. Look back at the extracts in Reading.
 - a. Find three examples of sentences using You can find...
 - b. Find examples of sentences starting with if and whether. Which of them is used when giving two options?
 - c. Find the word must. Is it used as a noun or a verb? What preposition follows it?
3. Write down your doubts and new vocabulary for our next lesson.

Adapted from: Walker, R., & Harding, K. (2007). Oxford English for Careers: Tourism 2 (Student's Book). New York: Oxford University Press, p.p. 24-25.

Annex 5: Recommending and Promoting Presentation and Activities

Recommending and Promoting



Teacher: Sara Muñoz Tristell

- When talking or writing about tourist destinations you'll find several structures to make a recommendation or promotion.

Negative + without

No visit/trip is complete without + ing form or noun
E.g. No trip is complete without visiting/ a visit to the museum.
Don't + infinitive without to (+ place name) + without + ing form
E.g. Don't leave (Liverpool) without visiting the museum.

Well worth

(well) worth + ing form/noun
E.g. The Cavern Club is (well) worth visiting/ a visit.

Why not

Why not + infinitive without to
E.g. Why not watch a football match?

Lesson: Recommending and Promoting 1/12

Lesson: Recommending and Promoting 2/12

Actividad de dibujo

Circle how you feel about your learning.
Keep going, I understand.
I'm a little confused.
Stop. I need help!



Lesson: Recommending and Promoting 3/12

Lesson: Recommending and Promoting 4/12

If sentences

If + present + you could + infinitive without to
E.g. If you want to get out and about, you could start at Pleasureland.
We can also use *If* with *why not*...?
E.g. If you like shopping, why not go along to Albert Dock?

A must

We only use *must* as a noun when we are recommending or promoting a place.
E.g. The Beatles Museum is a must for any fans of the Fab Four.
You can also use *must-see* for places and attractions.
E.g. Machu Picchu is a must-see for any visitor to Peru.

Whether

Whether is used to give more than one option.
E.g. Whether you're interested in music or art, football or shopping, Liverpool meets all your expectations.

You can find

E.g. In Liverpool, you can find everything you need for a fantastic holiday.

should

Use *should* + infinitive without to for advice and recommendations
E.g. You should take public transport.

Lesson: Recommending and Promoting 5/12

Lesson: Recommending and Promoting 6/12



Cuestionario

Practice: Recommending and promoting



Choose the correct sentence.

- ☐ No trip is complete without visit the museum.
- ☐ No trip is complete without a visit to the museum.
- ☐ No trip is complete without visit to the museum.

Lesson: Recommending and Promoting
7/12

Lesson: Recommending and Promoting
8/12




Choose the correct sentence.

- ☐ Don't leave Barcelona without eating its street food.
- ☐ No leave Barcelona without eating its street food.
- ☐ Don't leave Barcelona without eat its street food.



Choose the correct sentence.

- ☐ Why not watch a football match?
- ☐ Why not watching a football match?
- ☐ Why don't watching a football match?

Lesson: Recommending and Promoting
9/12

Lesson: Recommending and Promoting
10/12




Choose the correct sentence.

- ☐ If you wanted to get out and about, you could start at the Cavern Club
- ☐ If you want to get out and about, you could to start at the Cavern Club
- ☐ If you want to get out and about, you could start at the Cavern Club



Choose the correct sentence.

- ☐ The Beatles Museum must for any fans of the Fab Four.
- ☐ The Beatles Museum is a must for any fans of the Fab Four.
- ☐ The Beatles Museum is must for any fans of the Fab Four.

Lesson: Recommending and Promoting
11/12

Lesson: Recommending and Promoting
12/12

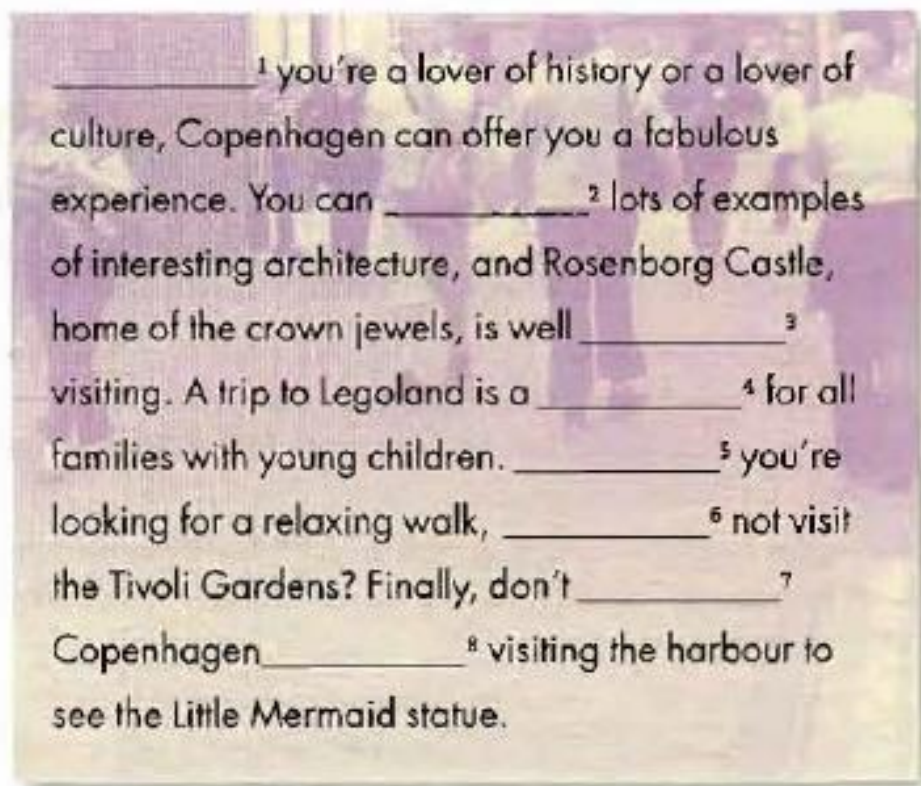

Own creation. The grammar theory is based on: Walker, R., & Harding, K. (2007). Oxford English for Careers: Tourism 2 (Student's Book). New York: Oxford University Press, p. 119.

The digital link to the activity is:

<https://app.nearpod.com/?pin=6C2B748A7B5D8232DFD2763F172FDE9D-1>

Annex 6: Grammar Activities

1. In pairs, try to complete the gaps with the structures learnt.



Based on Walker, R., & Harding, K. (2007). Oxford English for Careers: Tourism 2 (Student's Book). New York: Oxford University Press, p. 25.

2. Recommend or promote a city to your partner. Use the following expressions:

why not worth a must/must-see well-worth
whether you can find should If you like...

Annex 7: Speaking Interaction Cards

Card 1. Student A

Recommend your classmate things to do in this city. You have been here before. Use:

- If you (present)___you could___
- You should___
- Why not___?
- It's worth___
- Don't leave___without___
- You can find___

PARIS

Good places to eat, things to eat:

- The Chartier is a good place to go, for a traditional meal, and for a good price
- Enjoy croissants for breakfast
- Chicken is very tasty in Paris

Things to do/places to see:

- Lots of nice museums: Visit the Louvre (the city is famous for its culture)
- Go to a classical ballet

Travelling:

- The metro is the best way to travel
- Trains, and buses very clean, and cheap

-Paris is famous for the Eiffel Tower



Card 1. Student B

Recommend your classmate things to do in this city. You have been here before. Use:

- If you (present)___you could___
- You should___
- Why not___?
- It's worth___
- Don't leave___without___
- You can find___

SWITZERLAND (ZURICH)

Good places to eat, things to eat:

- Fast food restaurants, fish and chips

Things to do/places to see:

- Visit "Old town" a historical walking area with lots of interesting things to see
- The Museum of art
- The Botanical gardens of Zurich

Travelling:

- Zurich is famous for clean, safe public transport (buses, trains, boats)

- Switzerland is famous for its chocolate.



Card 2. Student A

Recommend your classmate things to do in this city. You have been here before. Use:

- o If you (present)___you could___
- o You should___
- o Why not___?
- o It's worth___
- o Don't leave___without___
- o You can find___

NEW ZEALAND (AUCKLAND)

Good places to eat, things to eat:

- o The New Zealand lamb and beef are excellent
- o Should also try their home-made meat pies
- o There are loads of restaurants, cafes, food markets in shopping centers

Things to do/places to see:

- o Visit the Waitomo caves
- o Go scuba diving

Travelling:

- o Hire a car and drive (breathtaking landscapes)

New Zealand is famous for its kiwi fruit and sheep.



Card 2. Student B

Recommend your classmate things to do in this city. You have been here before. Use:

- o If you (present)___you could___
- o You should___
- o Why not___?
- o It's worth___
- o Don't leave___without___
- o You can find___

ITALY (ROME)

Good places to eat, things to eat:

- o Try the pizza in restaurant Zio Chiro
- o A good variety of pasta

Things to do/places to see:

- o Visit the Colosseum
- o Go to lots of nice museums, visit the Museum of Roman History
- o Go shopping

Travelling:

- o The metro is the best and fastest way to travel
- o Renting a car is also a good idea
- Rome is known for its stunning architecture



Card 1. Student B

- You are going to Paris. Ask your friend to recommend you places to see, where to eat, and how to travel

PARIS

What (activities/attractions) would you recommend?
What's the best place to....?
What about....?
What is it famous for?



Card 1. Student A

- You are going to Zurich, Switzerland. Ask your friend to recommend you places to see, where to eat, and how to travel

SWITZERLAND (ZURICH)

What (activities/attractions) would you recommend?
What's the best place to....?
What about....?
What is it famous for?



Card 2. Student B

- You are going to Auckland, New Zealand. Ask your friend to recommend you places to see, where to eat, and how to travel

NEW ZEALAND (AUKLAND)

What (activities/attractions) would you recommend?
What's the best place to....?
What about....?
What is it famous for?



Card 2. Student A

- You are going to Italy, Rome. Ask your friend to recommend you places to see, where to eat, and how to travel

ITALY (ROME)

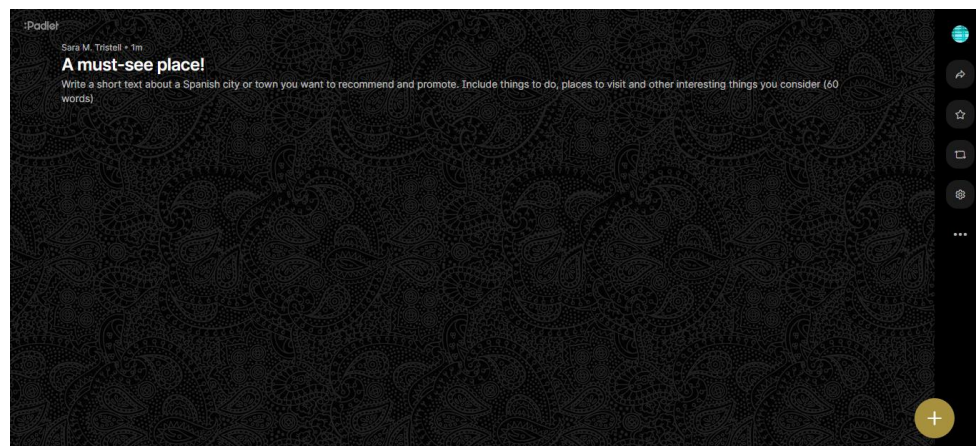
What (activities/attractions) would you recommend?
What's the best place to....?
What about....?
What is it famous for?



Annex 8: Writing Activity using Padlet

A must-see place!

Write a short text about a Spanish city or town you want to recommend and promote. Include things to do, places to visit and other interesting things you consider (60 words).



Own creation. Available at: <https://padlet.com/saratristell/kuyaj83vwer2g77w>

Annex 9: Extra Homework. Reading Comprehension

Available at: <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/a-travel-guide>

Annex 10: Video about Modal Verbs with Questions with *EdPuzzle* and Extra Activities

Part 1: Watch the video and complete its activities to continue watching it.

The screenshot shows the EdPuzzle interface. At the top, there's a search bar and a navigation menu. The main area displays a video preview titled 'English Modal Verbs' by Sara Muñoz Tristell. The video features a woman and a man, with large text overlays: 'HAVE TO', 'SHOULD', and 'MUST'. A timeline at the bottom of the video shows a progress bar and a list of questions. On the right side, a 'Video Events' panel lists the questions with their timestamps and types (all are 'Multiple-choice').

Timestamp	Question Type
00:37	Multiple-choice
01:10	Multiple-choice
01:25	Multiple-choice
01:54	Multiple-choice
03:06	Multiple-choice
04:04	Multiple-choice
04:16	Multiple-choice

Link: <https://edpuzzle.com/media/63542a84ac3fb640f231790e>

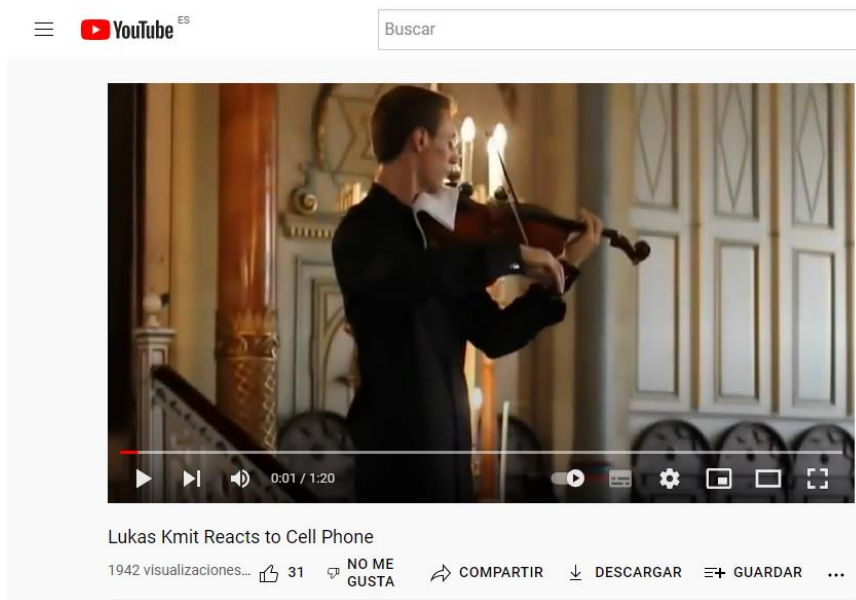
Part 2: Complete the quiz and check the full script (if necessary)

The screenshot shows the Oxford Online English website. The main content area displays a quiz titled 'QUIZ: How to Use Must, Have to and Should'. The quiz instructions state: 'Test how well you know the difference between these verbs with this 20-question quiz. For the first ten questions, choose which option is correct in the gaps. For questions 11-20 write any possible verb in the gaps. When you click 'Finish Quiz' at the end, you will see your score. You can then have another go by pressing 'Restart Quiz' or choose 'View Questions' to see all the answers. If you're happy with your score, share it with others by putting it on the leaderboard!'. A sample question is shown: '2. "I _____ leave now—I have a driving lesson."'. The options are: ☐ must, ☐ shouldn't, and ☐ don't have to. On the right side, there's a search bar and a 'Search' button. Below the search bar, there's a section titled 'What Our Students Say' with a testimonial about 'Phoning for a Pizza – Listening Lesson (A1)'.

Link to the website: <https://www.oxfordonlineenglish.com/must-have-to-should>

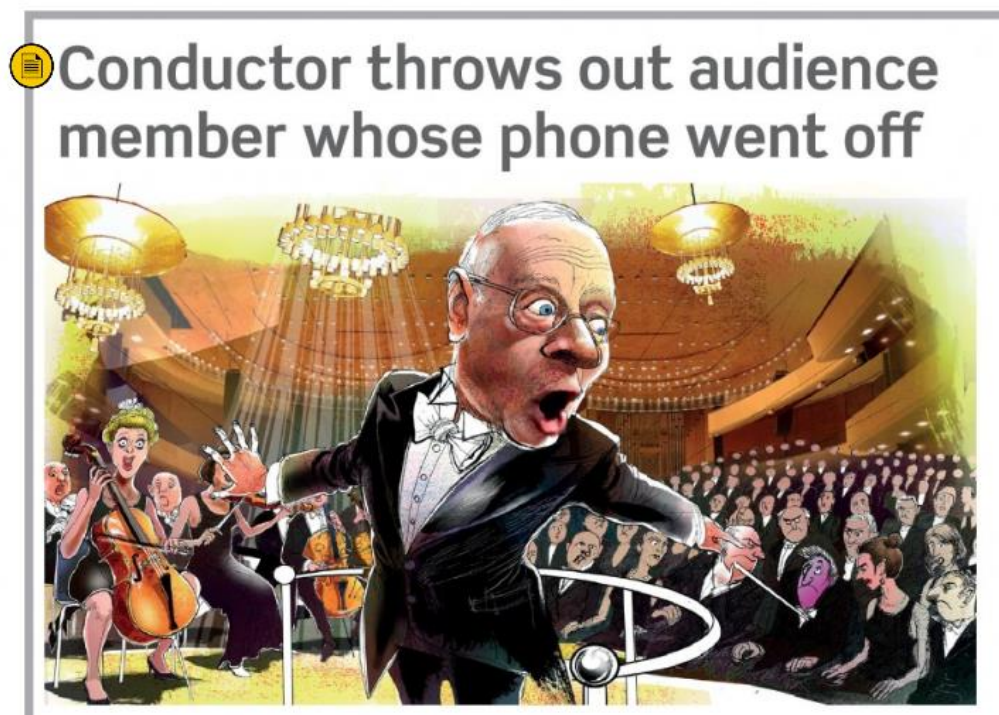
Annex 11: Reading Comprehension and Reflection on Grammar and Language Use

Part 1: Watch the video of a concert by viola player Lukas Kmit. What happened? What did he do?



Link: https://www.youtube.com/watch?v=y2LqYcvq0ds&ab_channel=Adamhman

Part 2: Read an article about an incident in a concert and the comments that people sent in. Which comments do you agree with?



At the National Music Auditorium in Madrid, Wednesday's performance of Handel's *Messiah* was interrupted by a mobile phone going off in a row close to the stage, during the aria *He was despised*. Conductor William Christie stopped the performance, turned, pointed at the phone owner, and shouted, 'Out! You have just ruined one of the most beautiful passages of one of the most beautiful works ever written.' The phone owner got up and quickly left the hall.

Comments

 **danny** 23 December 14.50

Good for him. It's time people protested against this kind of behaviour. If people can't live without their phones for two hours, ¹**they shouldn't go to concerts**. We need a new rule for concert halls and theatres: ²**you have to leave your phone**, or any other device, in the cloakroom, similar to the way you have to check in most bags and backpacks in museums. And the same for the cinema!

REPLY cassie 23 December 17.30

Great idea. I would also add another rule: if you are caught with a mobile device in the auditorium, ³**you must immediately pay a fine!**

REPLY anton 23 December 19.43

If you ban mobile phones from concerts, you'll lose a lot of the audience. There are people who have work phones, and their companies tell them ⁴**they mustn't give their phones to anyone**, because of company IT policies.

REPLY kasia 24 December 01.16

I think all concert halls ⁵**should block mobile phone reception**. Reception could be available until right before the concert begins, during the interval, and immediately after it finishes.

REPLY marcel 24 December 07.08

Blocking reception wouldn't solve the problem. Often when mobiles go off, it's an alarm that the owner has forgotten was on, which ⁶**doesn't have to have** reception to go off.

Part 3: Read the comments again. Match the highlighted phrases to their meaning.

- A ☐ This isn't necessary.
- B ☐ Don't do this. It isn't allowed / permitted.
- C ☐ It's necessary or compulsory to do this.
- D ☐ It's a good idea to do this.
- E ☐ It's a bad idea to do this.

In pairs, think of a situation when...

- you have to switch off your phone
- you shouldn't use your phone
- you mustn't use your phone, but you don't have to switch it off

Based on Lathan-Koening, C., et al. (2019). Oxford English File Intermediate B1 4th Edition (Student's Book). Oxford University Press, p.p. 60-61.

Annex 12: Pronunciation: Silent Consonants

Part 1: Look at the words in the list. They all have a silent consonant or consonants. With a partner, cross out the silent letters.

calm design dishonest doubt foreign
half hour island knowledge listen
mustn't ought rhythm should talk
walk whole wrong

Part 2: Practice saying the sentences.

- 1 We walked round the whole island.
- 2 You mustn't talk – just listen.
- 3 Everyone should learn a foreign language.
- 4 The taxi ought to be here in half an hour.

Based on Lathan-Koenig, C., et al. (2019). Oxford English File Intermediate B1 4th Edition (Student's Book). Oxford University Press, p. 61.

Annex 13: Grammar and Speaking Exercise about Modal Verbs and Travel

Part 1: Brainstorm things you take or do not take when you get on a plane.

Must/have to	Should	Don't have to	Mustn't
			<i>a gun</i>













___ knives

___ first aid kit

___ travel pillow

___ liquids

___ lots of clothes

___ be on time

___ a lock

___ hair dryer

___ passport

___ international adaptor

___ too much money

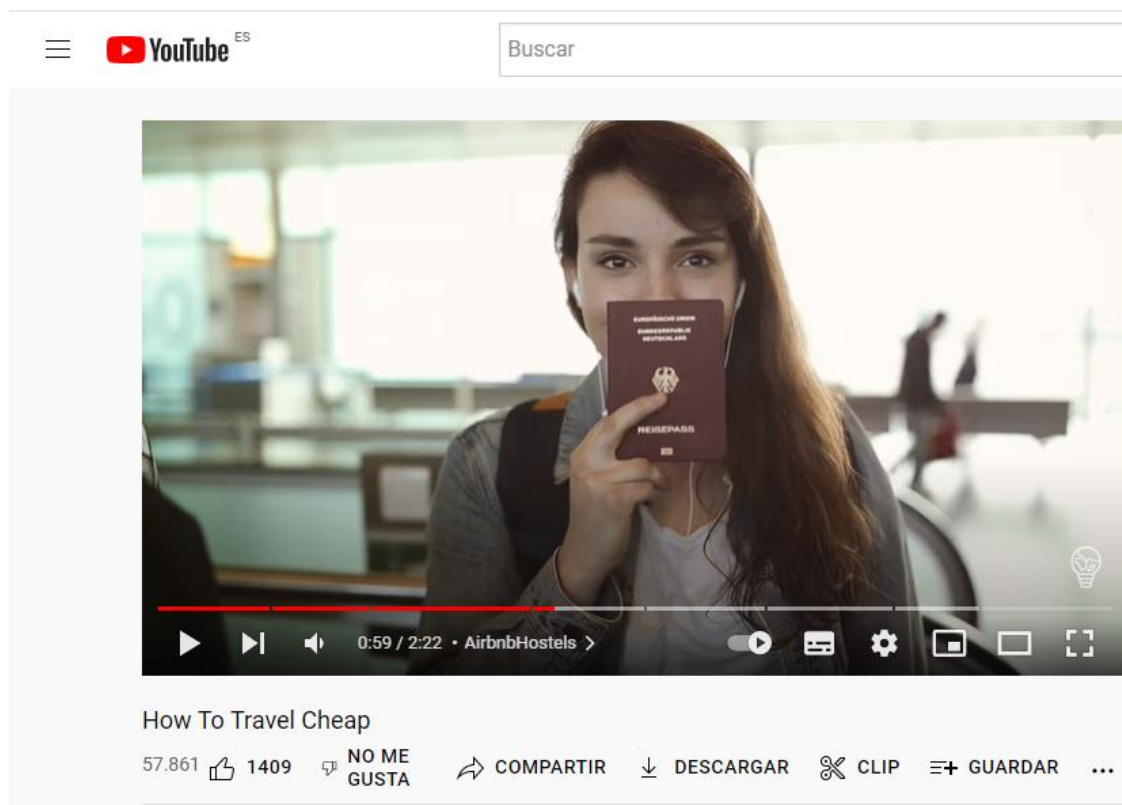
Part 2: After completing the exercises above interview a classmate and get some travel advice.

1. I'm traveling for the first time. Can you give me some advice?
2. Should I take an international adaptor? Why/why not?
3. What things mustn't I take out of this country?
4. What things do I have to take on the plane?
5. Should I take a first aid kit? Why/why not?
6. Is there anything else I should know?

Adapted from: <https://eslflow.com/wp-content/uploads/2021/04/Prohibitions-and-obligations-modals-for-travel.pdf>

Annex 14: Mediation Activity though a Video

Watch the following video and write down the 8 tips to travel cheap. Then, paraphrase your sentences using appropriate structures (about 50 words).



Link: https://www.youtube.com/watch?v=FkFK3llzwpA&ab_channel=NewAgeCreators

Annex 15: Mediation Exam

INSTRUCTIONS: In 30 minutes, read the text below and write a summary of 80-100 words.

A French friend of yours is planning to travel to Ireland to do a summer course and visit some of the beautiful natural spaces there. He has found these recommendations on a website where he has found information for responsible travelers. However, he is not proficient enough to understand these tips well, so he has asked for your help.

Read the information below and summarize it for your friend in such a way that he can easily understand it.

Be a responsible traveler. Take action!

Beyond booking your stay at a sustainable hotel, there's a lot more you can do to be a traveler who's kind to the planet. Here are five tips:

1. Take ground transportation to get to your location. Spending a bit more time traveling by bus or car can greatly reduce your carbon footprint, as can taking public transportation once you've arrived.
 2. Carry reusable bags and your own cutlery (just like you might at home) in case you choose to buy some souvenirs or purchase food.
 3. Eat local food. It can be expensive and wasteful to produce food in climates where it is not usually grown. In addition, this gives you the perfect excuse to indulge in some food tourism, delighting in the local cuisine.
 4. Avoid littering. This especially includes food, as it can damage local ecosystems if local wildlife starts feeding off "people food" instead of its usual diet.
-

Write your message in the space provided below.

Hi!

I've found this information preparing my trip to Ireland, but it's a little difficult...
Can you help me?

Based on: <https://www.thewayexperience.es/unit/responsible-travelers-written/>

Annex 16: How to Write an Email to Give Holiday Advice and Activities

Writing: B1

An email giving holiday advice

Learn how to write an email to give holiday advice.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

Preparation task

Put the phrases in the correct group.

Regards, Clive	Dear Claude,	See you soon, Clive	Hi Claude!
Lovely to hear from you.	Thank you for your email.	I look forward to meeting you.	I hope we can meet up!

Informal	Formal

An email giving holiday advice

From: Janet Hill

To: Sunny Chen

Subject: Hi!

Hi Sunny!

How are you?

We're finally coming to Singapore so I wanted to ask your advice on what we should do while we're there. What shouldn't we miss? We'll have our two kids aged 6 and 8 with us so ideally we want to do things we can enjoy as a family.

We've already got a hotel booked in Marina Bay and we arrive on 12 May for a week.

I hope you're around so we can meet up!

See you soon,

Janet

From: Sunny Chen
To: Janet Hill
Subject: Re: Hi!

Hi Janet!

Lovely to hear from you and how exciting that you're coming!

You've picked a great area to stay in as it's right next to a must-see attraction, Gardens by the Bay. They light them up at night and the kids will love it. Another place to take the little ones is the zoo, and the Night Safari is really worth doing. The animals are much more active at night than during the day, so it's pretty special.

As for food, there's quite a variety here. I'd recommend trying laksa and kaya toast – they're both really typical Singaporean foods. You can also eat well and cheaply at street markets. You should definitely check them out.

Can't wait to see you all!

Sunny

P.S. My number here is +65 1234 1234.

Tips

1. Start informal emails with *Hi + name* instead of *Dear + name*.
2. An informal email can be like a conversation, so you can start with *How are you?*
3. If you're replying, you can start with *Lovely to hear from you*.
4. Use these phrases to make recommendations:
 - ... *is worth doing / seeing / going to*.
 - ... *is a must-see (attraction)*.
 - *I'd recommend ...*
 - *You can ...*
 - *You should ...*
5. Say why you recommend those things.
6. You can add something at the end using *P.S.*

Tasks

Task 1

Are the sentences true or false?

	Answer	
1. The two people don't know each other well.	True	False
2. Janet has wanted to visit Singapore for a long time.	True	False
3. They're having a two-week holiday.	True	False
4. The hotel is near a tourist attraction.	True	False
5. Sunny recommends going to the zoo in the morning.	True	False
6. Sunny thinks the street markets would be good places for Janet and her family to eat.	True	False

Task 2

Complete the sentences with the words from the box.

will	doing	must-see
recommend	worth	should

1. I'd staying in the city centre.
2. You try the local food while you're here.
3. The National Museum is going to.
4. Your kids love it.
5. The castle is a attraction.
6. Another thing that's worth is a walking tour of the old town.

Task 3

Write the words to complete the email.

Hi Sam,

(1)..... are you?

Guess what, we're coming to Manchester in April! Will you be there then? What's your advice on what we (2)..... see and do while we're there?

See you soon,

Adil

Hi Adil!

(3)..... to hear from you! Yes, I'll be here in April so let's meet up 😊

I'd (4)..... staying in the city centre so you're close to everything. I know you like football so you (5)..... definitely go to a match, and the Football Museum is another must-(6)..... The Northern Quarter is (7)..... seeing as well.

It's a really cool place.

Looking forward to it!

Sam

(8)..... Let me know your flight details!

Discussion

What would you recommend to tourists near where you live?

Link: <https://learnenglish.britishcouncil.org/skills/writing/b1-writing/an-email-giving-holiday-advice>

Annex 17: Video about the Differences between So and Such

Watch the video and complete its activities to continue watching it.

The screenshot shows the EdPuzzle interface. At the top, there's a navigation bar with the EdPuzzle logo, a search bar, and buttons for 'Switch to Spanish' and 'Dismiss'. Below the navigation bar, the video player is visible, showing a woman speaking and the text 'Here's the difference between: so such'. To the right of the video player, there's a list of 'Video Events' with timestamps and question types. The questions are multiple-choice and occur at the following timestamps: 01:00, 01:05, 01:17, 01:20, 01:26, 01:28, and 01:30.

Timestamp	Question Type
01:00	Multiple-choice
01:05	Multiple-choice
01:17	Multiple-choice
01:20	Multiple-choice
01:26	Multiple-choice
01:28	Multiple-choice
01:30	Multiple-choice

EdPuzzle Link: <https://edpuzzle.com/media/63548e460f5cf6412532b1ab>

Link to the original video:

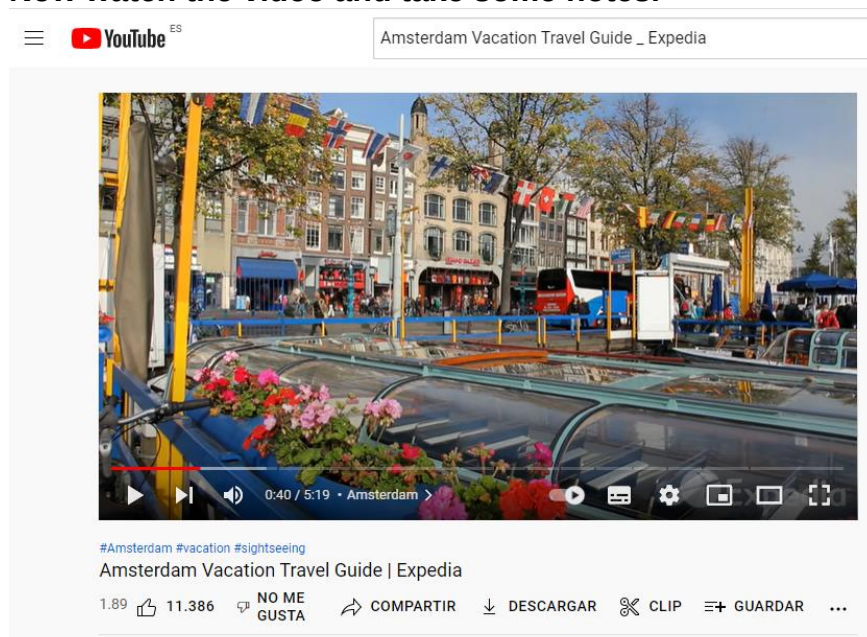
https://www.youtube.com/watch?v=Yi037X6dK6Y&ab_channel=AmericanEnglish

Annex 18: Amsterdam Travel Guide: Video and Activities

Part 1: Discuss the topics below:

1. What do you already know about the city of Amsterdam?
2. Can you explain the geographic location of Amsterdam?
3. Do you know what things Amsterdam is famous for?
4. What do you think would be the pros and cons of living in Amsterdam?
5. Many people say that Amsterdam is a city where 'Anything goes.' What do you think this means? Do you know why people say this?

Now watch the video and take some notes.



Link: https://www.youtube.com/watch?v=ey_L_VzPwEI&ab_channel=Expedia

Part 2: Finish each sentence according to the information in the video. You can rewatch it, if necessary.

0:41 1 Amsterdam is so picturesque that it is like...

0:46 2 The inner canal district is an internationally protected...

1:15 3 The city is called 'Amsterdam' because...

1:33 4 The National Monument is dedicated to...

1:58 5 You can visit Anne Frank's hiding place to understand...

2:10 6 Europeans call Amsterdam ‘the...

2:49 7 The Rijksmuseum focuses on...

3:09 8 Sadly, Vincent Van Gogh...

3:16 9 In the Diamond Museum, you can witness...

4:22 10 The Red Light District is...

Part 3: Vocabulary- Put the terms in the box in the context below. *Two words aren't used.

fragments | *victims* | *embrace* | *sample* | *tolerant*
gripping | *dedicated* | *dam* | *picturesque* | *stroll*

Amsterdam is a multicultural city which warmly (1) tourists, with 3.5 million people visiting each year.

The Dutch are very (2) and fun to talk with, and everybody speaks English.

The heart of the city is so (3) that it's like a historical open-air museum.

Amsterdam was given its name because of a (4) built around the river Amstel to protect it from an inland sea.

The National Monument in Amsterdam is (5) to the (6) of World War II.

You can listen to (7) of Anne Frank's famous diary.

The Heineken Brewery is the place to (8) one of the world's most popular lagers.

Part 4: Grammar-Study how to use **so + adjective / adverb + that** and **such + noun phrase + that**.

“The heart of the city is **so picturesque that** it is like an open-air museum.”

* We use **so + adjective / adverb + that** to express a cause and effect relationship.

CAUSE The heart of the city is picturesque.
EFFECT It's like an open-air museum.

MORE EXAMPLES Amsterdam is **so liberal that** people say it's the city where 'Anything goes.'
Amsterdam is **so beautiful that** that you won't easily forget it after visiting.
Amsterdam has **so many canals that** people say it's 'The Venice of the North.'

* We can also use **such + noun phrase + that** to express a cause and effect relationship.

EXAMPLES Amsterdam is **such a picturesque city that** it's like an open-air museum.
Amsterdam has **such a great nightlife that** you will want to stay out very late.
We had **such a great boat tour** on the canals **that** we wanted to go on another one.

Now, for each cause below, write a possible effect that fits the context.

- 1 Amsterdam is so liberal that *people say it's the city where 'anything goes.'*
- 2 Our tour guide was so friendly that
- 3 There are so many bicycles in Amsterdam that
- 4 The streets of the town were so noisy that
- 5 After cycling around all day, I was so tired that
- 6 The tram was so crowded that
- 7 It was so cold in Amsterdam yesterday that
- 8 The wax collection was so realistic that

Finally, tell your partner 5 things about the town where you live (or another town) using:

so + adjective / adverb + that OR **such + noun phrase + that**

Annex 19: Written Interaction Exam

Instructions: You have received the following email from your friend, Amy. Write a reply (100-125 words). Try to use the appropriate grammar and expressions.

From: Amy Martin

To: Helen Flores

Subject: Hi!

Hi love!

How are you?

We're finally coming to Spain so I wanted to ask your advice on what we should do while we're there. Are there any tourist attractions we shouldn't miss? What cities would you recommend? What about plans and activities to do there?

We've already got the airline tickets and we arrive on 12 May for a week. Any recommendations for the airport and flight? Are there any obligations or prohibitions?

I hope you're around so we can meet up!

See you soon,

Amy

Own creation

Annex 20: Video - For more tolerance, we need more ... tourism?

Part 1. Watch the following video and take notes (read the transcripts if necessary). Then, come up with some ideas in part 2.



1,612,822 views | Aziz Abu Sarah • TED2014

Like (48K) Share Add

internationally every year travel like this, not being taken in the bus from one side to another, from one hotel to another, taking pictures from the windows of their buses of people and cultures, but actually connecting with people.

03:40

You know, I remember having a Muslim group from the U.K. going to the house of an Orthodox Jewish family, and having their first Friday night dinners, that Sabbath dinner, and eating together hamin, which is a Jewish food, a stew, just having the connection of realizing, after a while, that a hundred years ago, their families came out of the same place in Northern Africa. This is not a photo profile for your Facebook. This is not disaster tourism. This is the future of travel, and I invite you to join me to do that, to change your travel. We're doing it all over the world now, from Ireland to Iran to Turkey, and we see ourselves going everywhere to change the world.

Read transcript

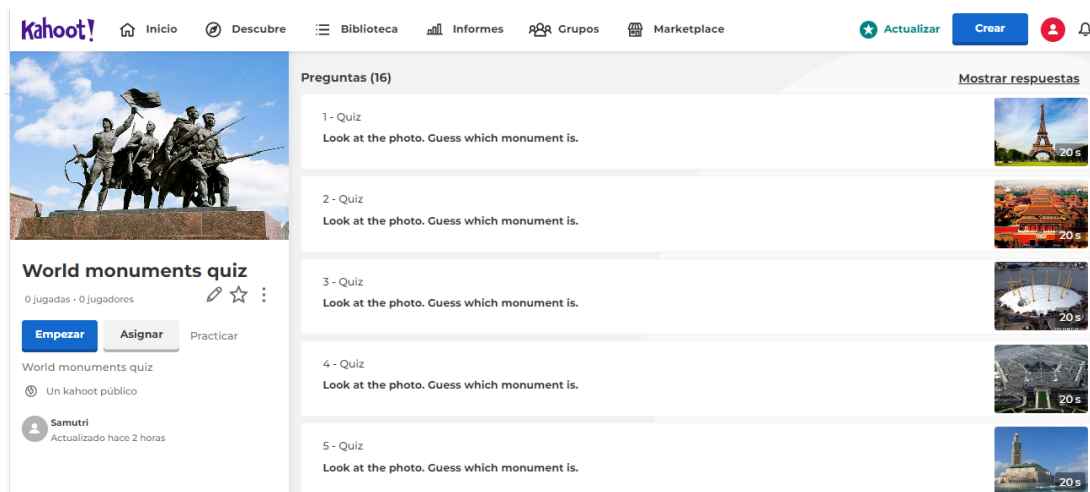
Link: https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism

Part 2:

- Can you summarize his experience in 30 words?
- What do you think about his idea of tourism?
- What benefits do you get from travelling?

Own creation

Annex 21: Game Quiz-Kahoot about World Monuments



Kahoot!

Inicio Descubre Biblioteca Informes Grupos Marketplace

Actualizar Crear

Preguntas (16) Mostrar respuestas

1 - Quiz
Look at the photo. Guess which monument is.

2 - Quiz
Look at the photo. Guess which monument is.

3 - Quiz
Look at the photo. Guess which monument is.

4 - Quiz
Look at the photo. Guess which monument is.

5 - Quiz
Look at the photo. Guess which monument is.

World monuments quiz

0 jugadas • 0 jugadores

Empezar Asignar Practicar

World monuments quiz

Un kahoot público

Samutri
Actualizado hace 2 horas

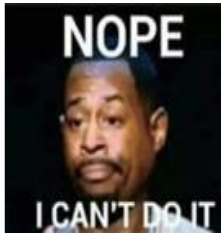
Link: <https://create.kahoot.it/share/world-monuments-quiz/393024b9-544c-4e21-b4ec-e72010753627>

Annex 22: Oral Production Rubric (Adapted to the Project for the Students)

Instructions: Imagine you are a destination marketing representative/rep and want to promote your foreign city in IFEMA (International Tourism Fair). Work with two/one more colleague(s) to present and promote your tourist destination to the potential customers and tourism professionals/investors with a digital presentation with images/videos (<i>Genially, Prezi, PowerPoint</i> , etc). Your group has to cover different tourist resources (monuments, natural parks, restaurants and leisure activities, etc.) in a presentation of 10-15 minutes (5 minutes each member). Include some recommendations and obligations/lack of obligations in your city or when travelling.					
	EXCELLENT (5 points)	VERY GOOD (4 points)	GOOD (3 points)	FAIR (2 points)	POOR (1 point)
Quality of the digital presentation - Use of images, videos, and an attractive design					
Fulfilment of the task - Stick to time limits - Presentation of the tourist resources properly					
Organization of the speech - Use of connectors - Fluency - Cohesion & coherence					
Pronunciation - Stress and intonation - Proper pronunciation					
Grammar and Vocabulary Variety - Use of a wide variety of nouns, adjectives and collations about tourist destinations and trips. - Use of a wide variety of grammar structures for recommending, promoting, expressing (lack of) obligation and giving advice.					
Accuracy - Grammar and vocabulary accuracy - Lack of grammar and vocabulary mistakes					
Total points: ____					

Own creation

Annex 23: Can Do Checklist

CAN YOU...?				
Student's name:				
		Tick (✓) the appropriate box to answer. If you can't or you aren't sure, how can you work on that? Write down some ideas to improve your English.		
READ 	Understand short texts about descriptions of cities around the world.			
	Understand tourist leaflets and travel guides in written form.			
	Understand an email conversation.			
LISTEN 	Understand general and specific information of a travel guide from an audio/video.			
	Understand a story related to travelling and reflect on its message.			
	Understand general ideas from a video about travelling.			
SPEAK 	Talk about trips and descriptions of places to travel to.			
	Recommend or promote a city or town orally.			
	Express obligations, prohibitions and advice orally.			
WRITE 	Write a text to recommend and promote a city for a trip, describing activities to do and places to visit.			
	Give recommendations and information about a city, expressing prohibitions and obligations for a flight in a written form.			
MEDIATE 	Read information about a city and give advice on a trip to that city orally.			
	Understand and paraphrase information from a video or a text, using synonyms and appropriate grammar and adapt the information to the recipient of the message.			

Own creation

Annex 24: Oral Production Rubric (Intermediate B1)

Junta de Andalucía

NOMBRE: _____

ORDINARIA / EXTRAORDINARIA

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NIVEL B1 PRODUCCIÓN DE TEXTOS ORALES

PRUEBAS ESPECÍFICAS DE CERTIFICACIÓN 2021/2022

CRITERIOS / NOTA	10	9	8	7	6,5	5	4	3,5	1	0
CUMPLIMIENTO DE LA TAREA Ajustes de la tarea. Funciones del lenguaje pertinentes para la tarea. Relevancia y adecuación de ideas y ejemplos para el tema y la tarea. Duración del monólogo (si se cumple la tarea)	☐ SE AJUSTA a la tarea casi en su totalidad ☐ FUNCIONES del lenguaje pertinentes casi en su totalidad ☐ IDEAS Y EJEMPLOS casi del todo pertinentes ☐ DURACIÓN del monólogo apropiada	☐ SE AJUSTA a la tarea en su mayor parte ☐ FUNCIONES del lenguaje pertinentes en su mayor parte ☐ IDEAS Y EJEMPLOS en su mayor parte pertinentes ☐ DURACIÓN del monólogo apropiada	☐ SE AJUSTA a la tarea en su mayor parte ☐ FUNCIONES del lenguaje pertinentes en su mayor parte ☐ IDEAS Y EJEMPLOS en su mayor parte pertinentes ☐ DURACIÓN del monólogo apropiada	☐ SE AJUSTA a la tarea en gran medida ☐ FUNCIONES del lenguaje en gran medida pertinentes ☐ IDEAS Y EJEMPLOS en gran medida pertinentes ☐ DURACIÓN del monólogo en gran medida apropiada	☐ SE AJUSTA a la tarea en gran medida ☐ FUNCIONES del lenguaje en gran medida pertinentes ☐ IDEAS Y EJEMPLOS en gran medida pertinentes ☐ DURACIÓN del monólogo en gran medida apropiada	☐ SE AJUSTA a la tarea solo en parte ☐ FUNCIONES del lenguaje pertinentes solo en parte ☐ IDEAS Y EJEMPLOS pertinentes solo en parte ☐ DURACIÓN del monólogo insuficiente o excesiva	☐ SE AJUSTA a la tarea solo en parte ☐ FUNCIONES del lenguaje pertinentes solo en parte ☐ IDEAS Y EJEMPLOS pertinentes solo en parte ☐ DURACIÓN del monólogo insuficiente o excesiva	☐ SE AJUSTA a la tarea solo en parte ☐ FUNCIONES del lenguaje pertinentes solo en parte ☐ IDEAS Y EJEMPLOS pertinentes solo en parte ☐ DURACIÓN del monólogo insuficiente o excesiva	☐ SE AJUSTA a la tarea solo en parte ☐ FUNCIONES del lenguaje pertinentes solo en parte ☐ IDEAS Y EJEMPLOS pertinentes solo en parte ☐ DURACIÓN del monólogo insuficiente o excesiva	☐ SE AJUSTA a la tarea solo en parte ☐ FUNCIONES del lenguaje pertinentes solo en parte ☐ IDEAS Y EJEMPLOS pertinentes solo en parte ☐ DURACIÓN del monólogo insuficiente o excesiva
ORGANIZACIÓN Organización de ideas, coherencia (facilidad para seguir el monólogo). Fluidez textual. Mecanismos de cohesión cuando se precisan.	☐ ORGANIZACIÓN de ideas casi del todo apropiada (monólogo muy fácil de seguir) ☐ DISCURSO sumamente FLUIDO ☐ MECANISMOS DE COHESIÓN sumamente eficaces	☐ ORGANIZACIÓN de ideas en su mayor parte apropiada (monólogo fácil de seguir) ☐ DISCURSO en gran medida FLUIDO, sin apenas pausas ☐ MECANISMOS DE COHESIÓN simples en su mayor parte eficaces	☐ ORGANIZACIÓN de ideas en su mayor parte apropiada (monólogo fácil de seguir) ☐ DISCURSO en gran medida FLUIDO, sin apenas pausas ☐ MECANISMOS DE COHESIÓN simples en su mayor parte eficaces	☐ ORGANIZACIÓN de ideas en gran medida apropiada (monólogo fácil de seguir) ☐ DISCURSO en gran medida FLUIDO, con pausas ocasionales ☐ MECANISMOS DE COHESIÓN simples eficaces en gran medida	☐ ORGANIZACIÓN de ideas en gran medida apropiada (monólogo fácil de seguir) ☐ DISCURSO en gran medida FLUIDO, con pausas ocasionales ☐ MECANISMOS DE COHESIÓN simples eficaces en gran medida	☐ ORGANIZACIÓN de ideas solo en parte apropiada (gran parte del monólogo difícil de seguir) ☐ DISCURSO FLUIDO solo parcialmente, con pausas frecuentes ☐ MEC. de COHESIÓN simples, generalmente inadecuados y/o insuficientes	☐ ORGANIZACIÓN de ideas solo en parte apropiada (gran parte del monólogo difícil de seguir) ☐ DISCURSO FLUIDO solo parcialmente, con pausas frecuentes ☐ MEC. de COHESIÓN simples, generalmente inadecuados y/o insuficientes	☐ ORGANIZACIÓN de ideas solo en parte apropiada (gran parte del monólogo difícil de seguir) ☐ DISCURSO FLUIDO solo parcialmente, con pausas frecuentes ☐ MEC. de COHESIÓN simples, generalmente inadecuados y/o insuficientes	☐ ORGANIZACIÓN de ideas solo en parte apropiada (gran parte del monólogo difícil de seguir) ☐ DISCURSO FLUIDO solo parcialmente, con pausas frecuentes ☐ MEC. de COHESIÓN simples, generalmente inadecuados y/o insuficientes	☐ ORGANIZACIÓN de ideas solo en parte apropiada (gran parte del monólogo difícil de seguir) ☐ DISCURSO FLUIDO solo parcialmente, con pausas frecuentes ☐ MEC. de COHESIÓN simples, generalmente inadecuados y/o insuficientes
CONTROL FONOLÓGICO Pronunciación clara y natural y presencia de errores fonológicos. Gama de patrones de acento, ritmo y entonación.	☐ PRONUNCIACIÓN casi totalmente clara e inteligible, con escasos ERRORES FONOLÓGICOS que dificultan la comunicación ☐ Patrones de ACENT., RITMO Y ENTON. eficaces casi en su totalidad	☐ PRONUNCIACIÓN casi totalmente clara e inteligible ☐ ERRORES FONOLÓGICOS que dificultan la comunicación ☐ Patrones de ACENT., RITMO Y ENTON. eficaces en su mayor parte	☐ PRONUNCIACIÓN clara e inteligible en su mayor parte, con algunos ERRORES FONOLÓGICOS que dificultan la comunicación ☐ Patrones de ACENT., RITMO Y ENTON. eficaces en su mayor parte	☐ PRONUNCIACIÓN clara e inteligible en gran medida, aunque con frecuentes ERRORES FONOLÓGICOS que no dificultan a menudo la comunicación ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN en gran medida eficaces	☐ PRONUNCIACIÓN clara e inteligible en gran medida, aunque con frecuentes ERRORES FONOLÓGICOS que no dificultan a menudo la comunicación ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN en gran medida eficaces	☐ PRONUNCIACIÓN clara solo en parte, con ERRORES FONOLÓGICOS frecuentes que dificultan la comunicación significativamente ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN limitados	☐ PRONUNCIACIÓN clara solo en parte, con ERRORES FONOLÓGICOS frecuentes que dificultan la comunicación significativamente ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN limitados	☐ PRONUNCIACIÓN clara solo en parte, con ERRORES FONOLÓGICOS frecuentes que dificultan la comunicación significativamente ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN limitados	☐ PRONUNCIACIÓN clara solo en parte, con ERRORES FONOLÓGICOS frecuentes que dificultan la comunicación significativamente ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN limitados	☐ PRONUNCIACIÓN clara solo en parte, con ERRORES FONOLÓGICOS frecuentes que dificultan la comunicación significativamente ☐ Patrones de ACENTUACIÓN, RITMO Y ENTONACIÓN limitados
RIQUEZA Y VARIEDAD Estructuras simples de gramática oral (EST. SIMP. GR. ORAL) y más complejas (EST. COMP. GR. ORAL) para cumplir los requisitos de B1. Léxico apropiado para B1. Registro apropiado.	☐ Ampla variedad de EST. SIMP. GR. ORAL que cumplen completamente los requisitos de B1 ☐ Intenta usar frecuentemente EST. COMP. GR. ORAL ☐ Ampla variedad de LÉXICO que cumple todos los requisitos de B1 ☐ REGISTRO casi totalmente apropiado	☐ Relativamente amplia variedad de EST. SIMP. GR. ORAL que cumplen en general los requisitos de B1 ☐ Intenta usar algunas veces EST. COMP. GR. ORAL ☐ Relativamente amplia variedad de LEX. que cumple en general los requisitos de B1 ☐ REG. en su mayor parte apropiado	☐ Relativamente amplia variedad de EST. SIMP. GR. ORAL que cumplen en general los requisitos de B1 ☐ Intenta usar algunas veces EST. COMP. GR. ORAL ☐ Relativamente amplia variedad de LEX. que cumple en general los requisitos de B1 ☐ REG. en su mayor parte apropiado	☐ Variedad suficientemente amplia de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Intenta ocasionalmente usar EST. COMP. GR. ORAL ☐ Variedad suficientemente amplia de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en gran medida apropiado	☐ Variedad suficientemente amplia de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Intenta ocasionalmente usar EST. COMP. GR. ORAL ☐ Variedad suficientemente amplia de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en gran medida apropiado	☐ Variedad limitada de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Muy pocos intentos de usar EST. COMP. GR. ORAL ☐ Variedad limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en parte inapropiado	☐ Variedad limitada de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Muy pocos intentos de usar EST. COMP. GR. ORAL ☐ Variedad limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en parte inapropiado	☐ Variedad limitada de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Muy pocos intentos de usar EST. COMP. GR. ORAL ☐ Variedad limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en parte inapropiado	☐ Variedad limitada de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Muy pocos intentos de usar EST. COMP. GR. ORAL ☐ Variedad limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en parte inapropiado	☐ Variedad limitada de EST. SIMP. GR. ORAL para cumplir los requisitos básicos de B1 ☐ Muy pocos intentos de usar EST. COMP. GR. ORAL ☐ Variedad limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO en parte inapropiado
CORRECCIÓN Estructuras simples de gramática oral (EST. SIMP. GR. ORAL) y más complejas (EST. COMP. GR. ORAL) para B1. Léxico apropiado para B1. Relevancia comunicativa de juicios y errores.	☐ Uso casi del todo correcto de EST. SIMP. GR. ORAL ☐ Uso ampliamente correcto de EST. COMP. GR. ORAL ☐ Uso casi del todo correcto del LÉXICO ☐ Los ERRORES raramente dificultan la comprensión	☐ Uso en su mayor parte correcto de EST. SIMP. GR. ORAL ☐ Uso correcto de algunas EST. COMP. GR. ORAL ☐ Uso en su mayor parte correcto del LÉXICO ☐ Los ERRORES no dificultan la comprensión a menudo	☐ Uso en su mayor parte correcto de EST. SIMP. GR. ORAL ☐ Uso correcto de algunas EST. COMP. GR. ORAL ☐ Uso en su mayor parte correcto del LÉXICO ☐ Los ERRORES no dificultan la comprensión a menudo	☐ Uso en gran medida correcto de EST. SIMP. GR. ORAL ☐ Uso con cierta corrección de algunas EST. COMP. GR. ORAL ☐ Uso en gran medida correcto del LÉXICO ☐ Los ERRORES solo ocasionalmente dificultan la comprensión	☐ Uso en gran medida correcto de EST. SIMP. GR. ORAL ☐ Uso con cierta corrección de algunas EST. COMP. GR. ORAL ☐ Uso en gran medida correcto del LÉXICO ☐ Los ERRORES solo ocasionalmente dificultan la comprensión	☐ Errores frecuentes en la mayoría de las EST. GR. ORAL (SIMPLES y/o COMPLEJAS) ☐ Errores frecuentes de LÉXICO ☐ Los ERRORES dificultan la comprensión con frecuencia	☐ Errores frecuentes en la mayoría de las EST. GR. ORAL (SIMPLES y/o COMPLEJAS) ☐ Errores frecuentes de LÉXICO ☐ Los ERRORES dificultan la comprensión con frecuencia	☐ Errores frecuentes en la mayoría de las EST. GR. ORAL (SIMPLES y/o COMPLEJAS) ☐ Errores frecuentes de LÉXICO ☐ Los ERRORES dificultan la comprensión con frecuencia	☐ Errores frecuentes en la mayoría de las EST. GR. ORAL (SIMPLES y/o COMPLEJAS) ☐ Errores frecuentes de LÉXICO ☐ Los ERRORES dificultan la comprensión con frecuencia	☐ Errores frecuentes en la mayoría de las EST. GR. ORAL (SIMPLES y/o COMPLEJAS) ☐ Errores frecuentes de LÉXICO ☐ Los ERRORES dificultan la comprensión con frecuencia

Ejemplos relevantes de la muestra

Nota Final Producción Oral

Nombre y Firma del/la Examinador/a

/ 50

Annex 25: Written Interaction Rubric (Intermediate B1)



Junta de Andalucía

NOMBRE: _____

ORDINARIA /EXTRAORDINARIA. _____

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CRITERIO / NOTA	NIVEL B1 COPRODUCCIÓN DE TEXTOS ESCRITOS					0
	9	8	7	6,5	5	
CUMPLIMIENTO DE LA TAREA Ajuste a la tarea. Funciones del lenguaje pertinentes para la tarea. Relevancia y adecuación de ideas y ejemplos para tema y tarea. Longitud del texto (si se cumple la tarea)	☐ SE AJUSTA a la tarea casi en su totalidad ☐ FUNCIONES pertinentes casi en su totalidad ☐ IDEAS Y EJEMPLOS casi del todo pertinentes ☐ LONGITUD de texto apropiada	☐ SE AJUSTA a la tarea en su mayor parte ☐ FUNCIONES pertinentes en su mayor parte ☐ IDEAS Y EJEMPLOS en su mayor parte pertinentes ☐ LONGITUD de texto apropiada	☐ SE AJUSTA a la tarea en gran medida ☐ FUNCIONES pertinentes en gran medida ☐ IDEAS Y EJEMPLOS en gran medida pertinentes ☐ LONGITUD de texto en gran medida apropiada	☐ SE AJUSTA a la tarea solo en parte ☐ FUNCIONES pertinentes solo en parte ☐ IDEAS Y EJEMPLOS pertinentes solo en parte ☐ LONGITUD de texto insuficiente o excesiva	☐ La TAREA dada mucho de CUMPLIRSE ☐ FUNCIONES poco pertinentes ☐ IDEAS Y EJEMPLOS apenas pertinentes ☐ LONGITUD de texto muy insuficiente o muy excesiva	☐ El texto está redactado en un nivel que induce a pensar la nota más baja y/o se aparta de los requisitos de la tarea
ORGANIZACIÓN DEL TEXTO Organización de ideas (facilidad para seguir el texto). Convenciones formales de formato. Mecanismos de cohesión simples cuando se precisan. Convenciones formales de puntuación.	☐ ORGANIZACIÓN de ideas casi del todo apropiada (texto muy fácil de seguir) ☐ FORMATO correcto casi en su totalidad ☐ MECANISMOS DE COHESIÓN simples sumamente eficaces ☐ PUNTUACIÓN correcta casi en su totalidad	☐ ORGANIZACIÓN de ideas en su mayor parte apropiada (texto fácil de seguir) ☐ FORMATO correcto en su mayor parte ☐ MECANISMOS DE COHESIÓN simples en su mayor parte eficaces ☐ PUNT. correcta en su mayor parte	☐ ORGANIZACIÓN de ideas en gran medida apropiada (texto fácil de seguir la mayoría del tiempo) ☐ FORMATO en gran medida correcto ☐ MECANISMOS DE COHESIÓN simples en gran medida eficaces ☐ PUNTUACIÓN en gran medida correcta	☐ ORGANIZACIÓN de ideas solo en parte apropiada (gran parte del texto difícil de seguir) ☐ FORMATO solo en parte correcto ☐ MECANISMOS DE COHESIÓN simples generalmente inadecuados y/o insuficientes ☐ PUNTUACIÓN a menudo incorrecta	☐ ORGANIZACIÓN de ideas casi totalmente inapropiada (texto difícil de seguir) ☐ FORMATO apenas correcto ☐ MECANISMOS DE COHESIÓN simples inadecuados o nulos ☐ PUNTUACIÓN muy a menudo incorrecta	
RIQUEZA Y VARIEDAD Estructuras gramaticales simples (ESTR. GR. SIMPL.) y algunas más complejas (ESTR. GR. COMPLEJAS) para cumplir los requisitos de los temas y tareas de B1. Léxico apropiado para B1. Registro apropiado en el uso del idioma en contexto.	☐ Amplia variedad de ESTR. GR. SIMPL. para todos los requisitos de B1 ☐ Uso frecuente de ESTR. GRAM. COMPLEJAS ☐ Amplia variedad de LÉXICO para todos los requisitos de B1 ☐ REGISTRO casi totalmente apropiado	☐ Variedad relativamente amplia de ESTR. GR. SIMPL. para cumplir en general los requisitos de B1 ☐ Uso algunas ESTR. GR. COMPLEJAS ☐ Variedad relativamente amplia de LÉXICO que cumple en general con los requisitos de B1 ☐ REGISTRO en su mayor parte apropiado	☐ Variedad de ESTR. GR. SIMPL. suficiente para cumplir los requisitos básicos de B1 ☐ Uso ocasionalmente ESTR. GR. COMPLEJAS ☐ Variedad de LÉXICO suficiente para cumplir los requisitos básicos de B1 ☐ REGISTRO en gran medida apropiado	☐ Variedad limitada de ESTR. GR. SIMPL. para cumplir los requisitos básicos de B1 ☐ No intenta usar ESTR. GR. COMPLEJAS ☐ Usa una variedad muy limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO frecuentemente inapropiado	☐ Variedad muy limitada de ESTR. GR. SIMPL. para cumplir los requisitos básicos de B1 ☐ No intenta usar ESTR. GR. COMPLEJAS ☐ Usa una variedad muy limitada de LÉXICO para cumplir los requisitos básicos de B1 ☐ REGISTRO frecuentemente inapropiado	
CORRECCIÓN Estructuras gramaticales simples (ESTR. GR. SIMPL.) y algunas más complejas (ESTR. GR. COMPLEJAS). Léxico apropiado para B1. Relevancia comunicativa de folios y errores.	☐ Uso casi del todo correcto de ESTR. GR. SIMPL. ☐ Uso ampliamente correcto de ESTR. GR. COMPLEJAS ☐ Uso casi del todo correcto del LÉXICO ☐ Los ERRORES (incl. ORTOGRAFÍA) raramente dificultan la comprensión	☐ Uso en su mayor parte correcto de ESTR. GR. SIMPL. ☐ Uso correcto de algunas ESTR. GR. COMPLEJAS ☐ Uso en su mayor parte correcto del LÉXICO ☐ Los ERRORES (incl. ORTOGRAFÍA) no dificultan la comprensión	☐ Uso en gran medida correcto de la mayoría de las ESTR. GR. SIMPL. ☐ Uso con cierta corrección de algunas ESTR. GR. COMPLEJAS ☐ Uso en gran medida correcto del LÉXICO ☐ Los ERRORES (incl. ORTOGRAFÍA) a veces dificultan la comprensión	☐ Errores frecuentes en la mayoría de las ESTRUCT. GRAMATICALES ☐ Errores frecuentes de LÉXICO ☐ Los ERRORES (incl. ORTOGRAFÍA) dificultan la comprensión con frecuencia	☐ Errores muy frecuentes en la mayoría de las ESTRUCTURAS GRAMATICALES ☐ Errores muy frecuentes de LÉXICO ☐ Los ERRORES (incl. ORTOGRAFÍA) dificultan la comprensión con mucha frecuencia	

Ejemplos relevantes de la muestra

Nota Final Coproducción Escrita

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Nota Final de ambos/as examinadores/as

____ 160

☐ SUPERADO ☐ NO SUPERADO

Nota Final Producción y Coproducción Escrita

____ / 80

Nombre y Firma del/la examinador/a



