MEMORIA FINAL DE RESULTADOS DE PROYECTO

Proyecto de innovación y mejora docente

2017/2018

IDENTIFICACIÓN DEL PROYECTO: ID2017/099

DENOMINACIÓN DEL PROYECTO:
Fomento y transversalidad de la lengua inglesa en el Grado de Historia:
Propuesta interdisciplinar en torno a los conceptos de resiliencia y precariedad

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Evidencias aportadas de las actividades realizadas

La acción a la que se adhería este proyecto de innovación docente fomentaba, de acuerdo a la convocatoria, la "innovación en metodologías docentes para clases teóricas y prácticas. Proyectos dirigidos a la innovación en: las clases magistrales, estudios de casos prácticos, resolución de ejercicios y problemas, aprendizaje basado en problemas, aprendizaje por proyectos, aprendizaje cooperativo y clases prácticas". De acuerdo a los puntos de partida del Espacio Europeo de Educación Superior (EEES) se han fomentado las asignaturas de inglés específico aplicadas a un grado concreto ("Inglés B1" en el Grado de Historia; Inglés técnico para Medicina" en el Grado de Medicina; "Inglés B1- Criminología", por ejemplo) como materias troncales, de formación básica u optativas.

El punto de partida de innovación de este proyecto se dibujaba desde el objetivo de "no enseñar" contenidos de la lengua extranjera como ejemplos aislados y simulados sino como parte de una situación comunicativa real de correspondencia no sólo con la realidad profesional que espera al alumno sino también con el resto de asignaturas del grado estudiado. Se seguía la práctica y la experimentación realizados el año académico 2016/2'17 mediante el Proyecto de Innovación Docente convocado por la Universidad de Salamanca y titulado "Inglés específico y desarrollo de destrezas orales en el Grado de Medicina" (ID2016/059) La propuesta del proyecto enfocaba la enseñanza de inglés en el Grado en Historia a situaciones reales y el intercambio con expertos de distintas parcelas de la medicina a la vez que se potenciaban destrezas orales en los estudiantes dentro de contextos reales. Partiendo del Aprendizaje Integrado de Contenidos y Lenguas Extranjeras, conocido popularmente como CLIL por sus siglas en inglés (Content and Language Integrated Learning) se pretendía unir enseñanza de una lengua con un contenido real, promoviendo así el estudio de lenguas extranjeras dentro de situaciones reales para dar prominencia a la adquisición y evolución de destrezas dentro de un contenido real y no basado en simulaciones y situaciones ficticias (Ball and Kelly, 2015; Coyle, Hood and Marsh, 2012; Fortanet-Gómez, 2013; Marsh, 1994, 2000; Marsh, Pérez Canado y Raez Padilla, 2015).

De esta manera, el proyecto aglutinó profesorado de docencia universitaria, secundaria y periodistas del ámbito filológico de diversas disciplinas (Estudios Postcoloniales, Estudios Culturales, enseñanza de inglés como lengua extranjera, Enseñanza de inglés para fines específicos y evaluación por competencias), de la historia contemporánea y el estudio interdisciplinar de los Derechos Humanos (evolución de los derechos de género, decrecimiento, ciudadanía y evolución de discursos mediáticos) y docentes de educación secundaria bilingüe (asignaturas de Geografía e Historia). El equipo era internacional con integrantes de Reino Unido, Canadá, India y España con una amplia experiencia de enseñanza en distintos programas universitarios en esos mismos países y también en Estados Unidos y Portugal. Dentro del mismo país se contaba con representantes de distintas regiones para mantener la pluralidad nacional que se espera en un proyecto del área de conocimiento anteriormente descrito.

La naturaleza de este proyecto de innovación se basa en la transversalidad de contenidos y en la interdisciplinariedad en el acercamiento a los contenidos en la asignatura obligatoria Inglés B1 (107607) impartida desde el Departamento de Filología Inglesa en la Facultad de Geografía e Historia (en especial, y como programa piloto, en el Grupo 2 de dicha Facultad que incluye a los estudiantes del Grado en Historia). Así, la organización del equipo de esta solicitud se basaba en tres grandes líneas de conocimiento y de trabajo profesional: Estudios Ingleses, Historia Contemporánea y Docencia Bilingüe en institutos de enseñanza pública. Dentro de estas tres grandes líneas presentamos una formación de profesionales de máxima importancia nacional e internacional dentro de sub-líneas interconectadas y de máxima relevancia como los estudios postcoloniales, los estudios de género, los derechos humanos o la innovación en la docencia de grado medio. Reconocidos profesionales internacionales del ámbito de los estudios de lengua inglesa de la talla de Janet Wilson o Anupama Mohan, los estudios de derechos humanos y género como Mª Esther Martínez Quintero o Mª Paz Pando Ballesteros se unen, además, con investigadores y profesionales de máxima pujanza como Cristina Gámez, Miriam Borham Puyal o Carmen V. Valiña para proporcionar un acercamiento realmente interdisciplinar y transversal desde los puntos y cuestiones que vertebran este proyecto de innovación y que se mencionan posteriormente.

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El proyecto, además parte del objetivo de unir dos proyectos internacionales y un seminario de estudios. Por un lado, el Proyecto de Investigación subvencionado por el Gobierno de España (Ministerio de Economía, Industria y Competitividad) "Narrativas de resiliencia: Enfoques interseccionales sobre literatura y otras representaciones culturales contemporáneas" (MINECO: FFI2015-63895-C2-2-R). Por otro, la red internacional "Precarity, Populism and Post-Truth Politics" (basada en Universidad de Córdoba, España; Shri Ramswaroop Memorial, Lucknow, India; y Universidad de Northampton, Reino Unido) a través del estudio internacional de los conceptos de resiliencia y precariedad. El trabajar con estas dos importantes iniciativas de investigación (y contar con el apoyo/asesoramiento de sus directoras y algunos miembros del equipo) pretende dar al Grado de Historia una profundidad en campos que, como los Estudios Ingleses, Culturales y de Literatura Comparativa, utilizan la historia contemporánea como base explicativa y de investigación que permita el aprendizaje CLIL (El Aprendizaje Integrado de Contenidos y Lenguas Extranjeras). Además, se contó con el apoyo investigador y de diseminación de información del Seminario Internacional de Historia Contemporánea de los Derechos Humanos (SIHCDH), dirigido por Mª Paz Pando Ballesteros, y con el que se organizaron actividades paralelas que se relatarán a continuación.

Creemos que la naturaleza crítica, inclusiva y transversal de los dos proyectos anteriormente mencionados proporcionaron una perspectiva enriquecedora para los estudiantes del Grado en Historia favoreciendo su exposición a nuevas herramientas de análisis que se basan en estudios postcoloniales y culturales. De la misma manera, los miembros de las dos redes de conocimiento añadirán una perspectiva más sólida y concreta del enfoque utilizado en el estudio de la Historia Contemporánea. De esta manera, ambas corrientes se funden y los estudiantes del Grado en Historia se beneficiarán de una nueva perspectiva que favorecerá, al mismo tiempo, a los estudiantes del Grado en Estudios Ingleses con la invitación que recibirán estos últimos a actividades organizadas dentro de la asignatura Inglés B1 del Grado en Historia. Asimismo, se pretende presentar estos conceptos con profesorado formado en educación bilingüe y desempeñando su labor en centros de Educación Secundaria obligatoria con el objetivo de recibir y exponer una perspectiva distinta y muy enriquecedora para los dos entornos (educación media y universitaria) al ser una salida profesional bastante frecuente.

Existe un enlace entre tres de los miembros del equipo (Pando Ballesteros, Borham Puyal y Diego Sánchez) en la enseñanza de docencia en asignaturas en los Grados ofrecidos por las Facultades de Geografía e Historia y la Facultad de Filología. La facilidad de fomentar actividades como la organización de unas tertulias cinematográficas de películas en lengua inglesa de materia común hace viable la cooperación entre Facultades, Departamentos y distintos estudiantes.

Por último, se presenta un equipo de investigación con miembros de distintas nacionalidades (española, india, británica, canadiense) trabajando en universidades nacionales (Universidad de Salamanca, Universidad de Córdoba, Universidad de Oviedo) e internacionales (Presidency University, Queens University, University of Northampton, Illinois University…). La diversidad nacional y de diferente estructura universitaria y acercamiento teórico es, sin lugar a dudas, otro de los puntos fuertes de este equipo.

<div style="background-color: #d3d3d3; text-align: center; padding: 8px;">Evidencias aportadas de los objetivos y resultados alcanzados</div>

De cara a una mejor explicación de los objetivos planteados en la solicitud y las acciones emprendidas en el desarrollo del proyecto de cara al plan de trabajo de su ejecución, a continuación se adjuntan los objetivos enumerados junto a las acciones y evidencias producidas por el Proyecto. Las asignaturas implicadas han sido:

107607 Inglés B1 (obligatoria) - Grado en Historia (impartida por Jorge Diego Sánchez)
102417 Historia Moderna y contemporánea (optativa) - Facultad de Filología (Impartida por Mª Paz Pando Ballesteros)
101949 Historia de los derechos humanos y de las relaciones de género (optativa) – Grado en Historia (Impartida por Mª Paz Pando Ballesteros)
102506 Lengua inglesa IV (obligatoria) - Grado en Estudios Ingleses (impartida por Miriam Borham Puyal)
1022253 Literaturas europeas medievales (optativa) – Grado en Humanidades (impartida por Miriam Borham Puyal)
102268 Literaturas europeas modernas (optativa) – Grado en Humanidades (impartida por Miriam Borham Puyal

OBJETIVO DEFINIDO EN MEMORIA de SOLICITUD	Evidencias y resultados alcanzados en Asignatura durante el curso 2017/2018	Evidencias y resultados a alcanzar en el futuro
"Elaborar material de estudio real al ámbito de la Historia más allá de libros de textos generales" "Proponer un estudio serio sobre los conceptos de resiliencia y precariedad desde la óptica de los Estudios Culturales más allá de generalizaciones y estereotipos para favorecer la conciencia crítica y crear una educación comprometida en cuanto al estudio de los Derechos Humanos y los Estudios de género". "Involucrar a los expertos en resiliencia y precariedad para elaborar una lista de temas de distinto alcance y motivación internacional que serán la base del corpus que podrán elegir los estudiantes de cara a elaborar un proyecto final de la asignatura que comprenderá todas las disciplinas de estudio de lengua inglesa y un uso real de materiales"	Para fomentar el uso de metodologías CLIL en las asignaturas de lengua inglesa con fines específica en el Grado de Historia) se han utilizado textos reales facilitados por las expertas en el tema, se ha creado un marco comunicativo real de presentación de temas específicos (elegidos y evaluados por el comité experto en los mismos) con un alcance internacional y de cara a ser figuras aplicables en contextos reales como museos, clases de educación secundaria o monografías de temática no estudiada. Se adjunta lista de contenidos e instrucciones en Anexo (1-lista de contenidos para presentaciones y modelos de comunicación real)	Mantener estos textos y fomentar el uso del material, trabajos entregados y temáticas en educación secundaria o museos con la participación de estudiantes del grado para que puedan optar a tener un contacto con estos entornos. Elaborar un cuestionario de evaluación para estudiantes y otro para entidades colaboradoras de acuerdo a la participación/ejecución de estudiantes en actividades reales (presentaciones en institutos y/o museos, diseño de materiales didácticos en inglés para labores educativas en museos...)
"Favorecer el encuentro entre estudiantes de Grado en Historia y Grado en Estudios Ingleses mediante el ciclo de cine *Facts and Fictions* (segunda edición del ciclo de cine organizado por motivo del 65° aniversario del Grado en Estudios Ingleses y que llevó como título *Coffee and Cinema: Voicing Change* y que recibió visitas de alumnos de los grados impartidos en la Facultad de Geografía e Historia" "Basar las actividades de evaluación en tres acciones clave que utilizan material real y requieren la participación activa, crítica, transversal y multidisciplinar sobre los conceptos de resiliencia y precariedad para realizar una presentación oral (simulación en un contexto real como un museo, una excavación, una clase…), un material escrito (folleto informativo, unidad didáctica) y asistencia y participación comunicativa en lengua inglesa en eventos culturales (ciclo de cine, charlas organizadas desde el Grado de Estudios Ingleses)". "Unir redes académicas, educativas y profesionales en las Humanidades"	Para promover actividades reales que incluyan la mejora general de las distintas destrezas (escritura, escucha, comprensión escrita y comunicación oral), haciendo especial hincapié en la mejora de las destrezas orales se organizól Seminario "Historia(s) en Lengua Inglesa: Resiliencia y Precariedad" (Ver en anexo 2) con 72 matriculados y la invitación y asistencia de expertos/as externos al Proyecto. Las propuestas de evaluación tenían unión y correspondencia con estas actividades alternativas para incentivar la participación de estudiantes en las mismas con la justificación de la cómo podrían contribuir a que consiguieran una mejor calificación y entendimiento en las actividades propuestas. Colaboración con SIHCDH en la exposición "Mujeres. Discursos Plásticos) para la entrevista a la artista Leticia Izquierdo Participación en la organización y coordinación del Seminario Internacional "Mujeres, artes plásticas, literatura y Derechos Humanos". Conmemoración del 8 de marzo, día internacional de la mujer" con la proposición de eje temático relevante al Proyecto de Innovación	Mantener estas iniciativas y promover la cooperación con otros programas dentro de la USAL como la Universidad de la Experiencia, instituciones como los Cines Van Dyck y otras universidades nacionales e internacionales mediante la organización de webminars, entrevistas a autoras/es y proyecciones simultaneas.
"Concienciar a los estudiantes respecto a exámenes oficiales y la importancia del estudio de lengua inglesa para graduados en Historia de cara al acceso al mundo	Recopilación de un corpus textos por materias técnicas y comunicaciones orales sobre temas específicos para elaborar ejercicios de errores comunes y una librería/videoteca actualizada y de	Actualizar dicho corpus y compartirlo con Centro de Formación de Profesores de Educación Secundaria a nivel regional.

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laboral" (y, a la vez optimizar el uso de los recursos académicos disponibles en la docencia de lenguas extranjeras con la verdadera aplicación que se da a esas propuestas situaciones reales a las que se enfrenta el estudiante en las asignaturas del grado y en el futuro) Proponer y desarrollar las tres acciones claves en la docencia de Inglés B1 (107607) en el Grupo 2 del primer curso de Grado en Historia de la Facultad de Geografía e Historia para, el siguiente curso, llevarla a cabo en el grupo 1 y 3 (Grado en Humanidades, Historia del Arte, Ciencias de la Música y Geografía).	temas de investigación actuales. Las propuestas de evaluación tenían unión y correspondencia con estas actividades alternativas para incentivar la participación de estudiantes en las mismas con la justificación de la cómo podrían contribuir a que consiguieran una mejor calificación y entendimiento en las actividades propuestas.	

Utilidad y calidad de los resultados elaborados

La utilidad del Proyecto de Innovación ha quedado enmarcada en una línea quíntuple:

a- Mejora en el diseño curricular de las asignaturas: se han cambiado los contenidos de las dos asignaturas para acercarlas más al CLIL y a la experiencia real profesional que los/las estudiantes van a encontrar en el mundo de la práctica e investigación de las Humanidades y el ámbito relacionado con el Grado en Historia. Se han marcado nuevos contenidos mínimos y se han reformulado los requerimientos para la nota de corte mínima de aprobado (*passmark* en inglés).

b- Creación de material específico para las asignaturas: Se han creado materiales específicos siguiendo la metodología CLIL El material referido es de máxima recurrencia, índice de impacto y novedad en el panorama científico internacional versando sobre las disciplinas de resiliencia y precariedad.

c- Mejora en las actividades de evaluación, trabajos entregados y utilidad de los mismos: se han creado matrices de evaluación específicas con referencias a las disciplinas específicas de Humanidades con hincapié en Historia referidas al nuevo material y la ejecución real profesional dentro de las líneas a y b de este mismo apartado (incluidos en Anexo 3). De la misma manera, los trabajos presentados por los estudiantes han sido de total relevancia y carácter pionero.

d- Colaboración con entidades externas al Departamento de Filología Inglesa como el SIHCDC, los proyectos internacionales y universidades externas a las que pertenecen los miembros del proyecto Actualmente se está colaborando en la propuesta de diseminación de materiales para su utilización en Institutos de Educación Secundario y Museos de carácter general con áreas de especialización. Se espera realizarlo con la ayuda de un nuevo proyecto de Innovación o un apoyo institucional que aporte la subvención económica necesaria (este Proyecto de Innovación no contaba con financiación económica).

e- Presentación de datos en reuniones de investigación: Se ha aceptado la comunicación (después de un proceso de revisión por pares) "Assessment of Cultural and Ethical Attitudes through the Use of Films" en el 1er International Symposium on Teaching Innovation celebrado en la Facultad de Economía de la Universidad de Salamanca del 16 al 18 de abril de 2018 (comunicación conjunta con integrantes del Proyecto Míriam Borham Puyal y Cristina Sánchez). Entrevista a Jorge Diego Sánchez en NNEST OF THE MONTH BLOG (Non-Native English Speaking Teachers, NNEST – Profesores de Inglés no nativos), un blog TESOL) (https://nnestofthemonth.wordpress.com/2018/05/01/dr-jorge-diego-sanchez/). Se puede consultar en el Anexo 4.

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- Organización de Seminario "Historia(s) en Lengua Inglesa: Resiliencia y precariedad con 72 estudiantes matriculados, 64 de los cuales superaron el 80% de asistencia a las 5 sesiones que fueron presentadas y concluidas con un debate dirigido por miembros internos y externos del proyecto. El Seminario contó con la participación del Proyecto MINECO "Narrativas de Resiliencia" y el SIHCDH. Se adjuntan cartel y fotos en Anexo 2. Cobertura mediática en página web USAL, prensa nacional y local y redes sociales del Dpto. Filología Inglesa, En-Redando con la Historia y particulares:

o http://www.eleconomista.es/ecoaula/noticias/9025981/03/18/El-CicloHistorias-en-lengua-inglesa-Resiliencia-y-precariedad-continua-en-la-Facultad-de-Filologia.html
o https://www.salamanca24horas.com/texto-diario/mostrar/1003673/facultad-filologia-acoge-ciclo-seminarios-historias-lengua-inglesa-resiliencia-precariedad
o http://saladeprensa.usal.es/node/111678
o https://twitter.com/usal/status/987332620987064321
o https://diarium.usal.es/enredandoconlahistoria/2018/02/01/seminario-historias-en-lengua-inglesa-resiliencia-y-precariedad/

- Presentación de Seminario en Congreso Internacional "Precarity, Populism and POst-Truth Politics" en Universidad de Córdoba (España) del 1 al 3 de abril de 2018.

- Presentación de datos en reuniones de investigación: Se ha aceptado la comunicación (después de un proceso de revisión por pares) "Assessment of Cultural and Ethical Attitudes through the Use of Films" en el 1er International Symposium on Teaching Innovation celebrado en la Facultad de Economía de la Universidad de Salamanca del 16 al 18 de abril de 2018 (comunicación conjunta con integrantes del Proyecto Míriam Borham Puyal y Cristina Sánchez).

- Entrevista a Jorge Diego Sánchez en NNEST OF THE MONTH BLOG (Non-Native English Speaking TEachers, NNEST – Profesores de Inglés no nativos, un blog TESOL) (https://nnestofthemonth.wordpress.com/2018/05/01/dr-jorge-diego-sanchez/).

- Traducción de objetivos generales y líneas temáticas al inglés (Anexo 5) de cara a favorecer la utilización re rúbricas de evaluación y actividades propuestas en futuras convocatorias internacionales (Proyectos Erasmus+, edición de libro con materiales específicos y propuesta de un congreso internacional de inglés para fines específicos y su evaluación)

OBRAS CITADAS

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ANEXOS

Anexo 1: Lista de contenidos para presentaciones y modelos de comunicación real

Anexo 2: Cartel seminario; fotos y reseñas

Anexo 3: Rúbricas

Anexo 4: Entrevista a director de proyecto

Anexo 5: Traducción de objetivos

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ORAL TASK

PRESENTATION - Content, research and interaction-based activity

Duration: 10-14´

To complete the activity, please follow these steps:

1. Choose one item out of the list.
2. Do some research to explain why he/she/it is an example of resilience or precarity. Find and evaluate several sources. Select two or three sources and document them (think about who wrote them and when and where they were published).
3. According to the sources you researched, you are expected to provide the following information as an oral presentation.
   a. What was the historical context of the item and its relevance?
   b. How do resilience and/or precarity apply in its case?
   c. Select key information from your sources to explain how the research was carried out (you may benefit from using passive, reported speech…)
4. Think about how to engage your audience. Which questions would you ask to keep them interested? Which activities can you think of so that the class/audience interacts in the presentation?
5. Present your ideas to your classmate(s) (5 to 7 minutes).
6. Consider the feedback you receive after your presentation. How would you use this feedback as work in progress to see learning opportunities out of the intellectual output that it is being created during this activity? What was interesting/attractive to your classmates? Were there any elements in your presentation that were not necessary to explain your ideas? What else do you need to know about the item and its relationship to precarity and/or resilience? How would you figure that out?

Remember:

- It can be in pairs (10-14') or on your own (5-7')
- You must choose one of these topics and talk about SOMETHING that you consider relevant. YOU HAVE FREEDOM.
- Your oral presentation must be accompanied by a written assignment (CHOOSE ONE out of leaflet, review, screenplay for a podcast). The written assignment deals with the topic and your presentation.
- USE the RUBRICS to know about which items will be assessed and how.
- If you are following CONTINUOUS ASSESSMENT, you need to choose a topic and let the lecturer know.
- If you think you have an alternative topic to the ones in this list, please email the lecturer (jorgediegosanchez@usal.es) so that he agrees on it.

Mike Newell's *Mona Lisa's Smile* (2003)
Zal Batmanglij's *The East* (2013)
Saul Dibb's *The Duchess* (2008)
Amma Asante's *Belle* (2013)
Gurinder Chadha's *Lord Viceroy's House* (2017)
Alfonso Cuarón's *Children of Men* (2006)
Katnis Everdeen (book/s and/or movie/s)
Wonder Woman
Batman
Bobby Sands
Malala Yousafzai
Nelson Mandela
Franklin D. Roosevelt
Joy Newsome (main character in Emma Donoghue's *Room* – in book and/or film))
Stevie Wonder
Stephen Hawking
Danny Boyle's *Slumdog Millionaire* (character of Jamal)
Christy Brown
Helen Keller
Hannah Moore
Charles Dicken's *Oliver Twist* (novel and/or main character)
Jason deCaires Taylor (statues)
John Behan's statues for the Irish Famine in Dublin
John Fante's Arturo Bandini
Young mothers in the UK
Charles Bukowski
George Segal
Virginia Woolf (author, book/s, character/s…)
Vanessa Bell
Marianne in Jane Austen's *Sense and Sensibility*
Catwoman
George Segal's statues
Ridley Scott's *Blade Runner* and/or Dennis Villeneuve's *Blade Runner 2049*
Judith Butler (*Precarious Life: The Powers of Mourning and Violence*. London: Verso, 2004)
J.M.Coetzee, *Slow Man* (2005)
Nkosinathi Sithole, *Hunger Eats a Man* (2016)

Rosie Scott and Thomas Keneally, ed, *A Country Too Far: Writings on Asylum Seekers* (2013) (see Gail Jones's short story "The Ocean" (2013))

David Herd and Anna Pincus, ed. *Refugee Tales* (as told to Ali Smith et al)   (2016)

Anuradha Roy *Sleeping on Jupiter* (2015)

Arundhati Roy, *The Ministry of Utmost Happiness* (2017)

Salman Rushdie *Two Years, Eight months, Twenty-Eight Nights* (2015)

Margaret Atwood, *The Handmaid's Tale* (1985) [and/or TV series]

Sunjeev Sahota, *The Year of the Runaways* (2015)

M. Popescue , ed. *A Country of Refuge* (2016)

Lloyd Jones, *Hand Me Down World* (2010)

Mad Men (the series, a character in the series)

Carrie Mathison (Main character in *Homeland*)

Leslee Udwin, *India's Daughter* (film) UK filmmaker

Kim Longinotto, *Pink Saris* (film) UK filmmaker

Mohsin Hamid, *How to Get Filthy Rich in Rising Asia*

Ayi Kwei Armah, *The Beautyful Ones are Not Yet Born*

Wole Soyinka, *Death and the King's Horseman*

Stephanie Black, *Life and Debt* (film)

Abderrahmane Sissako, *Bamako* (film)

I Daniel Blake or any Ken Loach film

Uzodinma Iweala, *Beasts of No Nation*

Christina Stead, *The Man Who Loved Children*

Neal Stephenson, *Zodiac* or David Fincher's film

John Lenon

Amy Winehouse

James Morrison

William Hogart

Emmeline Panhurst

King George VI

Jonathan Swift

Samuel Johnson

J. M. William Turner

Billy Elliot (film directed by Stephen Daldry)

Joseph Wright of Derby ("Iron forge")

Full Monty (film directed by Peter Catanneo)

G. Doré ("London, a pilgrimage")

Banksy ("I want change")

Banksy ("Slave Labour")

Banksy ("Shooting Boy")

H. Daumier ("Third class")

Daens (film directed by Stijn Coninx)

Modern Times (film with Charlie Haplin)

Mary Shelley

Mary Shelley's Frankenstein

Emily Brontë

Freddy Mercury

Aldous Huxley

Winston in George Orwell's *1984*

James McNeil Whistler

Maya Angelou

Deepa Mehta's *Water* (2005)

Jane Campion's *The Piano*

Sofia Coppola's *Virgin Suicides*

Sofia Coppola's *Lost in Translation*

Sofia Coppola's *Marie Antoinette*

Sofia Coppola's *The Beguiled*

bell hooks

Toni Morrison (herself, her books, movie adaptations of her books)

Rosa Parks

Rupi Kaur

Ang Lee's *Brokeback Mountain*

Niki Caro's *Whale Rider*

Edward Zick's *Blood Diamond*

Mira Nair's *Queen of Katwe*
Ai Weiwei
George Elliot
Rokeya S. Hossain (writer, *Sultana's Dream*)
George Frederic Watt's Hope (1886)
Francis Bacon (painter)
Jonathan Swift's *Gulliver's Travels*
Diane Arbus (herself, a specific photograph, her life…)
Robert Mapplethorne
Patti Smith
P. J. Harvey's *Let England Shake* (or any other album)
Brice Springsteen's "The River"
Rambo
Bob Dylan's "Hurricane"
Peter Mullan's *Magdalene Sisters*
Tom McCarthy's *Spotlight*
Aritra Shankar's *Goliath of Shenzen*
Ellen DeGeneres
The Singh Twins
Monica Ali's *Brick Lane*
Caryatids in British Museum
Gibraltar
Brexit
Post-Truth
Donald Trump
UKIP
Jeremy Corbyn
Theresa May
Narendra Modi
The Constant Gardener (John Le Carré's novel or Fernando Mereilles' film)
Darren Aronowski's *Requiem for a Dream*
Kathryn Bigelow's *The Hurt Locker*
Barry Jenkins' *Moonlight*
Damien Chazelle's *La La Land*
Baz Lhurman's *Moulin Rouge*
Pirates of the Caribbean
Partition of India-Pakistan (1947)
Partition Pakistan-Bangladesh (1971)
Suez Crisis
Iranian Revolution (1979)
Crack of '29
Crash of Lehman Brothers
Mine strikes in the UK
Tate Britain
Tate Modern
Wallace Collection-London
Louise Bourgeoise in MOMA Museum
Isabel Coixet's *The Secret Life of Words*
Isabel Coixet's *The Bookshop*
Isabel Coixet's *My Life without Me*

Fomento y transversalidad de la lengua inglesa en el Grado de Historia:
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Graffiti en Jadavpur University (Calcuta, India)

Seminario

HISTORIA(S) EN LENGUA INGLESA: RESILIENCIA Y PRECARIEDAD

9 de febrero 2018: "La mística de la feminidad: El malestar sin nombre" (visionado de *La Sonrisa de Mona Lisa*, 2003, de Mike Newell) - MªPaz Pando Ballesteros (USAL)

23 de febrero 2018: "Sostenibilidad y decrecimiento: Una crítica a la sin-razón consumista" (Visionado de *The East*, 2013, de Zal Batmanglij*)* - José María Enríquez Sánchez (UNED)

9 de marzo 2018: "Reino Unido en el s. XVIII: La mujer en el ámbito doméstico y la esfera pública" (Visionado de *The Duchess*, 2008, de Saul Dibb) - Miriam Borham Puyal (USAL)

23 de marzo 2018: "Identidad racial como sistema de dominación hegémonica" (Visionado de *Belle*, 2013, de Amma Asante) - Miriam Borham Puyal (USAL)

20 de abril 2018: "Desmontando India: Reescrituras postcoloniales del Imperio Británico" (Visionado de *Lord Viceroy's House*, 2017, de Gurinder Chadha) - Jorge Diego Sánchez (USAL). **ESTA SESIÓN TENDRÁ LUGAR EN AULA DE VÍDEO DE FACULTAD Gª e HISTORIA (calle Cervantes S/N)**

*Todas estas actividades se realizan dentro del Proyecto de Innovación y Mejora Docente ID 2017/099 del Vicerrectorado de Docencia de la Universidad de Salamanca

15 HORAS RECONOCIDAS

Inscríbete en:

jorgediegosanchez@usal.es

Mandando un e-mail indicando

Nombre y DNI/pasaporte
Asunto: "Matrícula Historias"

(hasta 9 de febrero 2018, 15.00 hs)

ACTIVIDAD GRATUITA

¡PUEDES VENIR A CUALQUIER SESIÓN SIN APUNTARTE!

AULA MINOR

Facultad de Filología,
Edificio Juan del Enzina

18.10 hs

Películas en versión original en inglés con subtítulos

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http://www.eleconomista.es/ecoaula/noticias/9025981/03/18/El-CicloHistorias-en-lengua-inglesa-Resiliencia-y-precariedad-continua-en-la-Facultad-de-Filologia.html

https://www.salamanca24horas.com/texto-diario/mostrar/1003673/facultad-filologia-acoge-ciclo-seminarios-historias-lengua-inglesa-resiliencia-precariedad

http://saladeprensa.usal.es/node/111678

https://twitter.com/usal/status/987332620987064321

https://diarium.usal.es/enredandoconlahistoria/2018/02/01/seminario-historias-en-lengua-inglesa-resiliencia-y-precariedad/
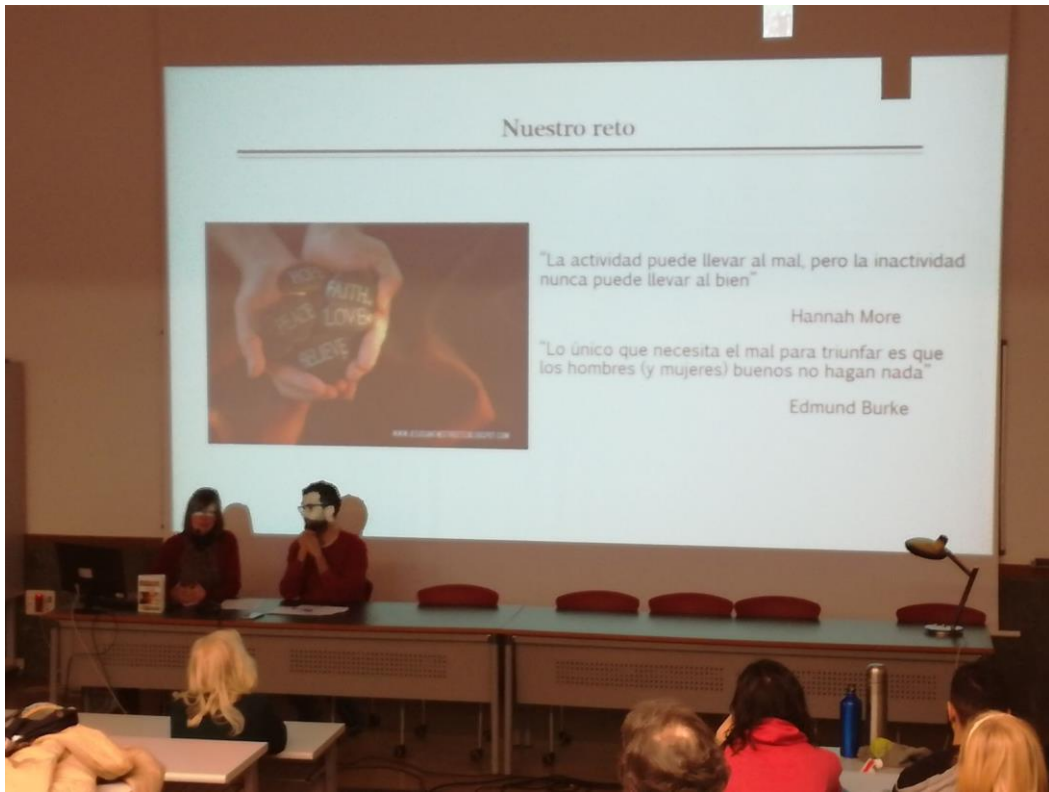

09/02/2018 (AULA MINOR – FACULTAD FILOLOGÍA)
Mª Paz Pando Ballesteros y Mª Esther Martínez Quinteiro. Público presente.

23/02/2018 (AULA MINOR – FACULTAD FILOLOGÍA)
José María Enríquez y Jorge Diego Sánchez. Público presente

09/03/2018 (AULA MINOR – FACULTAD FILOLOGÍA)
Míriam Borham Puyal y Jorge Diego Sánchez. Público presente

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23/03/2018 (AULA MINOR – FACULTAD FILOLOGÍA)
Míriam Borham Puyal y Jorge Diego Sánchez

20/04/2018 (SALA DE VÍDEO – FACULTAD GEOGRAFIA E HISTORIA)
Jorge Diego Sánchez. Público presente

Anexo 3: Rúbricas

SURNAME   NAME: ID:

TOPIC: Date of assignment: *Inglés B1 (107607)*

Timing	0	1	2	3	4	5
Content	There is no transmission of information about the chosen topic or it is totally irrelevant. Target audience receives no information whatsoever.	Target listener receives minimal information about the topic. General meaning is not clear. Speaker does not refer to historical facts related to the item. There is no reflection on the concepts of precarity and resilience. No research has been conducted. rrelevances and misinterpretation of task are present.	Audience receives some details about the topic that contribute to the dissemination of knowledge. There is only one reference to the historical context and the concepts of precarity and/or resilience. Some references to research are mentioned but do not contribute any meaning/reasoning to the writing. General targets of the task are not present. There are no answers to the proposed questions.	Target audience is overall informed. The general meaning is communicated. The student refers to some historical facts related to the item and the concepts of precarity and resilience. Some research has been conducted and there are up to two sources used in the text. Minor irrelevances or omissions might be present in relation to the historical context, future influence and relevance at its moment of origin/being produced. Some information is not relevant to the task but it does not deprive the reader from knowledge or attention. Sometimes the text is either too academic or informative instead of balancing both, although content is not compromised.	Target audience receives information that trespasses the general knowledge although there are some crucial details that could have been added. Three sources are quoted to provide relevant information. There is one important omission to crucial details but knowledge about the future influence and relevance is not compromised. Text has got a clear definition if it being highly specific or informative.	Target audience is fully informed. The speaker refers to the most the relevant historical facts related to the item and the concepts of precarity and resilience. Significant research has been conducted and, at least, 5 sources are used in the text. All content is relevant to the task and is used to stimulate the knowledge of the reader(s).
Communicative Achievement	There is not a relevant sample of communication to assess the assignment.	The speaker produces text that communicates simple ideas in simple ways, although the topic chosen is not clearly communicated. The audience has minimally been acknowledged during the writing activities and the output does not show audience awareness.	The speaker communicates some ideas about the context and influence of the chosen item although there is no communication about the specific topic chosen. Audience is acknowledged once in the text but completely irrelevant to the general task.	The speaker uses the format features of the communicative task in generally appropriate ways to communicate the goal. The audience has been acknowledged in up to two instances/ occasions during the writing process and the final output.	The speaker uses the format features of the topic with some originality in certain sections. The audience has been acknowledged in three instances/ occasions during the writing process and the final output.	The speaker masters the conventions of the communicative task to hold the target audience's attention and communicate ideas. There is originality throughout the whole presentation. The audience has been acknowledged during the entirety of writing process and in four instances in the final output.

Organizat ion	The text lacks basic organization of ideas and so content and communicative achievement are omitted.

There are interferences from L1 that impede the transfer of meaning. | Speech is connected using basic, repeated linking words.

General content is compromised in several occasions due to a lack of cohesion in the text. There are interferences from L1 that compromise the meaning.

The additional materials in the presentation (images, colours, fonts) distort and deny the general meaning of the text. There are only one or two instances of extra material. | Speech is organised linking words appropriate to the standard of language. There is an attempt to avoid repetition although it is too artificial.

There are interferences from L1 that compromise the meaning although general ideas can be inferred. Additional materials are used but they lack the relevance to the chosen topic and they are attached without cohesion or will to illustrate the topic. | Speech is cohesive and coherent using structure of the text. Some cohesive devices are not pertinent to the format of the text.

There is some "jumpiness" of ideas that constraint specific knowledge but general content is not compromised.

The organisation shows a limited integration of layout devices. Some extra material is used (images, colours, fonts) to illustrate the content. | Speech is cohesive and coherent using the appropriate structure. Some cohesive devices are pertinent to the format of the text.

There is some "jumpiness" of ideas although specific knowledge is not compromised

The organisation shows a limited integration of layout devices. Some extra material is used to present and illustrate the content. | Speech is generally well organised and coherent, using a variety of linking words and cohesive devices pertinent to the features of the text.

Speech flows and there is no "jumpiness" of ideas.

All the elements in the text (including addition material like images, colours, fonts, etc.) contribute to present, and expand the information of the text in a holistic way. |
| **Language** | Not a single sample of correct language is found in the whole presentation | Speaker uses basic vocabulary reasonably appropriately.

Speaker uses simple grammatical forms with some degree of control.

Errors may impede meaning at times. There is no use of specialised jargon pertaining the themes of precarity and resilience as well as other historical themes. | Speakers makes an effort to use specific vocabulary to replace basic terms, but he/she fails to choose the appropriate meaning to the context. There are a couple of terms from specialised jargon pertaining the themes of precarity and resilience.

Future and past tenses, conditionals, relative pronouns, reported speech and passive voice are used alongside the text although there are some mistakes in its use that compromise specific details. | Speaker uses everyday vocabulary generally approximately while occasionally overusing certain lexis.

There are several examples of specialised jargon pertaining the themes of precarity and resilience as well as other historical themes although they only appear in specific sections of the text.

The speaker uses appropriate grammatical forms with a good degree of control. Future and past tenses, conditionals, relative pronouns, reported speech and passive voice are used alongside the text. While errors are noticeable, meaning can be determined. | Speaker uses everyday vocabulary generally approximately while occasionally overusing certain lexis.

The are several examples of specialised jargon pertaining the themes of precarity and resilience as well as other historical themes. They appear throughout the whole text.

The speaker uses appropriate grammatical forms with a good degree of control. Future and past tenses, conditionals, relative pronouns, reported speech and passive voice are used alongside the text without errors. Some minor mistakes or typos can be noticeable without impeding meaning. | Speaker uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.

Speaker ues a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.

There is a significant use of specialised jargon pertaining the themes of precarity and resilience as well as other historical themes. |

| Cultural and Ethical Attitudes | There is not engagement, awareness or will to analyse the topic and its relation to culture and ethics. | The presentation does not show a deep engagement with the item in terms of precarity and/or resilience (context, facts, past and present and influence in the future).

The speaker does not show awareness of the item and does not raise critical questions.

There is manipulation of the reader by means of uncritical and unreflective content. | The presentation does not show a deep engagement with the item in terms of precarity and/or resilience (context, facts, past and present and influence in the future).

Speaker attempts to raise some awareness and/or reflection on the topic, but it fails to communicate it temporally within its past/present/future frame.

It is too obvious or abrupt in terms of language and may look manipulative at first glance. | The presentation shows understanding of the item in terms of precarity and/or resilience (context, facts, past and present and influence in the future) and the writer uses this content to raise some basic and general awareness about the item and often links it to the past, present and future of the concepts that are being investigated.

There is basic social reflection of the times in text that aims at promoting awareness about the item in its past/present/future.

On several occasions, the speaker shows her/his positionality in the text, considering her race, gender, sexuality or different abilities, and linguistic background in ethically appropriate ways to raise awareness of diversity in certain sections of the text.
The writer uses the additional materials in the text (images, colours, fonts) to illustrate this issue. Sometimes the introductory language is abrupt when entering this information. | The presentation shows engagement with the item in terms of precarity and/or resilience (context, facts, past and present and influence in the future) through linking devices.

Speaker raises is a dialogue between a basic social reflection of the times in text and the past/present/future that aims at promoting awareness about the item in its past/present/future.

The speaker shows her/his positionality in the text, considering her race, gender, sexuality or different abilities, and linguistic background in ethically appropriate ways to raise awareness of diversity throughout the whole text. The writer uses the additional materials in the text (images, colours, fonts) to illustrate this issue. | The presentation shows significant engagement with and reflection on the item in terms of precarity and/or resilience (context, facts, past and present and influence in the future).

Speaker raises great and in-depth questions about the item and links it to the past, present and future of the concepts that are being investigated.

The speaker shows her/his positionality in the text, considering her race, gender, sexuality or different abilities, and linguistic background in ethically appropriate ways to raise awareness of diversity throughout the whole text. The writer uses the additional materials in the text (images, colours, fonts) to illustrate this issue. The writer uses these sentences to enforce the content and promote cohesion. |

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–   Entrevista a Jorge Diego Sánchez en NNEST OF THE MONTH BLOG (Non-Native English Speaking Teachers, NNEST – Profesores de Inglés no nativos, un blog TESOL) (https://nnestofthemonth.wordpress.com/2018/05/01/dr-jorge-diego-sanchez/)

Realizada por Cristina Sánchez Martín

Hi Jorge, thank you for participating in this interview and sharing your experiences with us. To begin with, could you please tell us about your background?

Hi, Cristina. Thanks for getting in touch with me. I graduated in English Studies, and I have a PhD in Postcolonial Studies (Indian diaspora cinema and literature). Nevertheless, teaching English as a Foreign Language (EFL) as well as English for Specific Purposes (ESP) is a passion I have been developing since an early age. I enjoyed an Erasmus experience (European programme for foreign study) in Dublin (Ireland) in my third year, and I was a Teaching Assistant (hence TA) for courses in Spanish at the same university I was studying at. I really enjoyed the experience and so I decided to repeat the experience as a TA and went to London to teach at a private high school.

Then I started as PhD candidate, and some of the undergraduate courses in general English language required teaching. I had been doing EFL tuition since I was 14 years old to friends and other children/students, but this experience at college enhanced the possibilities as students in college were more enthusiastic. I realised the benefits of changing approaches, motivating students, and fostering a motivating approach to oral skills. I continued teaching these courses after completing my PhD at two other universities in Madrid (Spain). These were ESP courses for students doing degrees in International Relations, Medicine, Engineering and municipality's officers. I must confess, it was a challenge in the beginning because I had to develop new material and, at a turning point, I became aware of the fact that that I had to change the whole scope and make the students the ones creating their own material. I became a facilitator of specific real contexts and materials (I organised meetings with ambassadors, patients and showrooms) so that students could see the feasibility of real experiences where English and a high degree of motivation was expected. Lack of motivation was in fact the burden I could find in every group (no matter which age or background).

I came back to teach at University of Salamanca two years ago, and I have been teaching English courses (both EFL and ESP) trying to implement those strategies. High number of students in class (for instance, last year groups gathered 220, 127 and 91 students) havebeen the problem I have found in this new experience. Nevertheless, throughout the implementation of collaborative projects in teaching innovation, these classes have been a delight to participate in! Some colleagues wonder how I feel splitting my academic life between postcolonial studies and EFL/ESP teaching, and I must confess that it is a great balance to handle!

You have recently been granted a project on teaching innovation, could you please tell our readers about the project?

Yes, this year I applied for a project for the EFL course I teach for first year undergraduate in the Degree of History. It is called "Promotion and Transversality of English Language in the Degree of History: Interdisciplinary Proposal around the Concepts of Resilience and Precarity" and it departs from the necessities and areas that I thought could be implemented after teaching a similar course the previous year. The course is a B1 standard (Common European Framework), and it gathers a high number of students (this year 91)

with different levels in oral, writing, listening, communication and ethical and cultural attitudes.

The project departs from a similar experience that was developed last year in a ESP course for the fourth year Medicine degree students in two groups of, respectively, 227 and 48 students. A group of experts in different sections of medicine collaborated with a set of experts in linguistic to design a real context (International Conference for Young Practicioners of Medicine) so that the whole course was developed and assessed as part of this Conference. Writing of abstracts, presentation and discussion of work in progress, and writing of a scientific paper and academic presentation of this research project were the activities of assessment. The project aimed at strengthening oral skills in real context for these students. The experience introduced new trends of the field, such as Medical Geology and Rheumatology, as an attempt to implement new areas to motivate students. Oncology and Dermatology were the other two areas out which students were expected to pick a topic. Rubric for assessments were designed and produced for every activity by both groups of experts to guarantee that the medical context and competences were integrated in the linguistic requirements of the course.

This year's project agglutinates a group of experts in History, Cultural Studies, Journalism and ESP to organise the contents of the course around the topics of Resilience and Precarity. The reason to choose these two topics was that they were very contemporary and could be used as critical terms to look at the present/past/future of History.

For that project, you gathered a significant number of non-native English teachers from different disciplines. What led you to that idea? What steps did you take to implement the idea into an actual teaching and research project?

Yes, in the project there are members from Australia, Canada, India, Spain and the UK. The non-native teaching lecturers do teach EFL and ESP courses as well as modules in literature, history, gender and cultural studies. There are also 6 members graduated in History who are teaching at state schools which offer the subjects of history in English. There are also journalists with a high knowledge of English that they have had to use in real situations, such as how to describe a historical event for a catalogue in English, how to interview a historian and the sort of situations. The problems we non-native teachers face are ideally shared with the students, or at least are taken into account to prepare the material of the lessons.

In terms of research, what are the benefits and drawbacks (if any) of working collaboratively with scholars and teachers across languages, disciplines, and institutions?

I am very lucky to have gathered a group of professionals who believe that any research of innovation in teaching project is devoted for students and society, not for the members or the main researcher. Nowadays, I have noticed that some projects are excuses for groups or individuals to cultivate themselves instead of offering and sharing something. Members of the group agreed to come on board when the idea was merely sketched and agreed to help as much as they could with ease and gratitude. I am a huge fan of team-work, so the main benefit of structuring the course according to the advices and recommendations of the members truly adds to the course.

I am particularly keen on the collaboration between non-native and native speakers from different regions because it is particularly enriching for everyone. I wish I could devote more time and attention to this interaction in upcoming years. Also, a lot of knowledge from different perspectives is shared on relevant contemporary issues and lots of interaction take place in meetings, emails and the sort of communication. From a personal perspective, I count on an interdisciplinary group which is able to provide answers about any topic as well as is eager to devote time to outlines, discussions and perspectives. I know that some members of the group have started to think about resilience and precarity

since the project was awarded and they are working about the topics with their students (both at high school, undergraduate and post-doctorate level).

The experts have been given suggestions for those topics (they shared their own choices from their own fields), have assessed the adequacy of the choices and the development of students' work, worked on the production of rubrics, etc. Besides, there have been two activities organised by the project that have aimed at disseminating the English language in real contexts making students talk English outside their classrooms (their comfort zones): a Film seminar showing films in English showing specific moments in history presented by experts of the topic. English is given visibility for the students of History, and these students meet undergraduates of Philologý as they have enrolled the seminar. It is a five-part seminar and 74 students joined. Also, the project has collaborated with the International Conference entitled "Women, Visual Arts, Literature and Human Rights" which was organised by the International Seminar of Contemporary History on Human Rights at University of University of Salamanca to commemorate the International Day of Women (March 8-9th, 2018). Some of its members, as international respected academics do participate in the project and so we organised two parallel activities. The former is a film in the previous seminar and the latter the meeting with an artist that is exhibiting at the painting show that the Conference commissioned. Students will have to create a leaflet, review or podcast script of the exhibition (as training for their final assessment) and they will interview the artist.

The drawbacks of working with such a big international team (25) is that sometimes emailing takes a bit of time, but that is a minor drawback in this year's team because all of them are very committed and involved in the project. Also, lack of funding is a burden that we inventively try to bridge with creative alternatives, such as online meetings and Skype calls. Nevertheless, some funding to invite a writer to interact with the students or to bring a person from overseas to teach an interactive seminar could enlarge the outcomes of the project. Also, I tried to arrange a collaborative work with a national museum. A real visit was not possible because of lack of money and so a virtual tour was done… but the students missed the opportunity to interact with the people in charge of the educational programmes to which they were outlining activities in English. The same problem in the access to facilities for transportation is involved in the impossibility of students to visit the High Schools (with associated teachers within the project) to present their activities and interact in real life with classes that they might be teaching in a few years' time.

What are the expectations for the project in terms of research?

Intellectual outputs involve Rubrics that have been designed taking into account the interdisciplinary nature of the project as well as the design of activities for EFL teaching using original material. A proposal to explain the benefits of teaching EFL through films in a conference for teaching innovation has been accepted. Results in relation to the understanding and analysis of reality and history through the concepts of resilience and precarity are expected together with a corpus-based review of the date collected in the writing tasks. I personally hope that the project gets further dissemination in the specific areas of research and work so that people can enjoy the work of students as well as the suggestions of the group!

What projects are you currently involved in related to the teaching of English?

The research project, as previously stated, aimed at organising the contents of the courses according to the topics of resilience and precarity. According to different writers (Susan O'Brien, Tabish Khair, Judith Butler, Marianne Hirsch…) these two terms allow to evaluate the functioning of cultures, politics and socio-economical contemporary issues. The course if a B1 EFL and we have made a selection of moments in history, characters, books, films, paintings, performances… that refer to historical moments. They are used to practice the contents of the specific level and for the final presentation where students need to present one of these topics orally in a formal context besides producing a writing submission in one of the following templates: a leaflet for a museum, a script for a podcast and a review for a

newspaper. There are rubrics that have been produced taken into account the feedback received from all experts to ask for real contexts where English language will be demanded.

Finally, what advice would you give to other teachers and scholars interested in carrying out projects with colleagues from different parts of the world and whose disciplinary and institutional backgrounds are not exactly the same as yours?

Just enjoy the group, the course and the management of as well as the specificities of some intellectual outputs! And organise the project for the students because, ultimately, you teach for students, not for your own merits!

Thank you Jorge and congratulations on such an interesting project!

Thank you Cristina for this interview and for being such an active member of the team!

Implementation and Transversality of English Language in the Degree in History: Interdisciplinary Initiatives around the Concepts of Resilience and Precarity

OBJECTIVES:

- To promote the study of English language in the Degree in History at University of Salamanca using CLIL methodology
- To implement transversal contents in English to different subjects in the Degree of History promoting the cross curricular contents with other degrees such as Degree in English Studies
- To propose academic, educational and professional networks in the Humanities
- To make students of History aware of their own education and professional possibilities
- To inform students about the necessity to sit for official exams of English language (such as University of Cambridge, TOEFL, ….) to access the professional world
- To strengthen the theoretical emerging concepts of resilience and precarity as interdisciplinary terms to assess, reflect, discuss and analyse the present, past and future of the historical moment we live in considering different modalities and specificities such as economic background, access to professional world, gender, race or sexualities
- To link the research project "Narratives if Resilience: Intersectional Perspectives from Literature and Other Contemporay Cultural Representations" ("Narrativas de resiliencia: Enfoques interseccionales sobre literatura y otras representaciones culturales contemporáneas"; MINECO: FFI2015-63895-C2-2-R) funded by the Ministry of Education (Spain) and the International network "Precarity, Populism and Post-Truth Politics" (Universidad de Córdoba, Spain; Shri Ramswaroop Memorial, Lucknow, India; and Universidad of Northampton, United Kingdom)
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MEMBERS:

English Studies (Cultural Studies, English for Specific Purposes)

Borham Puyal, Miriam (Universidad de Salamanca, España)

Diego Sánchez, Jorge (Universidad de Salamanca, España)

Dwivedi, Om (Shri Ramswaroop Memorial University, Lucknow, India)

Gámez Fernández, Cristina M. (University of Córdoba, Spain)

Martínez García, Laura (Universidad de Oviedo, España)

Mohan, Anupama (Presidency College, Calcuta, India)

Sánchez Martín, Cristina (Illinois University, EEUU)

Wilson, Janet (University of Northampton, United Kingdom)

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Contemporary History (20 and 21st centuries, Human Rights, Gender Studies)

Bhat, Shilpa (Ahmedabad University, India)

Garrido Guerrero, Pedro (University of Salamanca, Spain)

Guevara, Miguel David (University of Salamanca, Spain)

Martínez Quinteiro, Mª Esther (Universidad PortuÇalense, Porto, Portugal)

Muñoz Ramírez, Alicia (Universidad de Salamanca, España)

Pando Ballesteros, Mª Paz (Universidad de Salamanca, España)

Valiña, Carmen V. (Universidad Complutense de Madrid, España; Directora de *Periféricas*)

State High Schools in Spain (Departs of Geography and History under the Bilingual Programme)

Acedo Peña, Patricia (I.E.S. Camino de Santiago, León, Spain - Profesora de Geografía e Historia, Sección Bilingüe)

Delgado Lozano, Santos (I.E.S. Arenales del Tajo, Toledo, Spain Profesor de Geografía e Historia, Sección Bilingüe)

Jorge Rodríguez, Nuria (I.E.S. Fray Diego Tadeo, Ciudad Rodrigo, España – Profesora de Geografía e Historia, coordinadora de área bilingüe)

Juárez Jiménez, Adolfo (I.E. S. – Profesor de Geografía e Historia, Sección Bilingüe)

ACTIONS:

- To avoid the dependence on text books
- To foster the concept of self-made text books using real materials following CLIL methodology)
- Set an oral presentation about a highlighted figure in the fields of Resilience and precarity and the creation of a written teaching unit about the same figure as main tasks for final assessment
- To organise a cinema forum shared by students of Degree in English Studies as well as Degree in History followed by a Q&A with a specialist in the topic
- To create a worldwide network of researchers in the developing topics of resilience and precarity to implement the exchange of knowledge and the organisation of activities that are relevant for students of both degrees in English Studies and History around the globe
- To involve teachers in high schools (Programme in bilingual education funded by Ministry of Education, Spain) to use the materials created by the students so that these activities are used in high schools and the graduates feel the real output of their work

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