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Myths and Legends: Unit of learning for students' cultural appreciation.

*Mitos y Leyendas: una unidad de aprendizaje
para la apreciación cultural de los estudiantes.*

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ABSTRACT:

The present paper aims at exploring the designed didactic Unit “Myths and Legends” from a critical perspective to clearly support the suitability to achieve the established objectives. Having noticed during the first practicum period and after carrying out a research questionnaire, that students showed preferences for a learning unit that exposed them to multiculturalism issues while providing motivational opportunities to use the language for real communication, I established the main objectives of this Unit of work. The major purpose of this learning Unit is to develop students’ cultural appreciation and communicative competence while increasing their levels of motivation through cooperative work. Bearing in mind the students’ low levels of motivation and the lack of communicative opportunities in the EFL lessons, I decided that the innovation would be implementing cooperative strategies. All in all, the design of this Unit is mainly based on the principles of the communicative approach, the task-based language learning, the learner-centered approach and other theoretical support about cooperative strategies that support this Unit of work. Following this line, this analysis explores the rationale and purpose of this paper, the main objectives and contents presented, the different lesson plans proposed and finally the specific design of the materials.

RESUMEN:

El presente trabajo tiene como objetivo explorar la Unidad didáctica diseñada: "Mitos y leyendas" desde una perspectiva crítica para apoyar claramente la idoneidad del trabajo en lograr los objetivos establecidos. Tras haber detectado durante el primer período de prácticas y un cuestionario de investigación que los estudiantes necesitaban una unidad motivante de aprendizaje que los acercase al multiculturalismo mientras que utilizaban la lengua para comunicarse, establecí los objetivos principales de esta Unidad didáctica. Estos propósitos son desarrollar la apreciación cultural y la competencia comunicativa de los estudiantes y al tiempo mismo tiempo, incrementar sus niveles de motivación incluyendo técnicas de trabajo cooperativo. Teniendo en cuenta la baja motivación de los estudiantes y la falta de oportunidades comunicativas en las clases de inglés (EFL), decidí que la innovación sería la introducción de estrategias cooperativas. Por ello, el análisis de esta Unidad se basa en los principios del enfoque comunicativo, el aprendizaje de idiomas basado en tareas, el enfoque centrado en el alumno y otros apoyos teóricos sobre estrategias cooperativas. Siguiendo esta línea, este análisis explora la razón y el propósito de esta unidad de aprendizaje, los principales objetivos y contenidos presentados, los diferentes planes de lecciones propuestos y finalmente el diseño específico de los materiales.

1.INTRODUCTION

This innovative Didactic Unit has been designed to be implemented in the third year of the bilingual programme of Compulsory Secondary Education. This unit of work has been created taking into account the specific context and information gathered during the first period of the Practicum at the public school “I.E.S Santiago Hernandez”. The identity of this school is mainly characterized by its diversity which gives the school a multicultural idiosyncrasy. Owing to this and my personal belief of the importance of literature as a frequently forgotten aspect in EFL classrooms, the content of the unit is “Myth and Legends”. The main objective of the unit is to develop students’ language competence through the exposure to myths and legends in English, while encouraging pupils’ motivation, interest and appreciation towards the both literary categories to provide them some source of inspiration for their own creativity, as well as to increase their appreciation towards different cultures. Therefore, through creating and working with myths and legends, students are exposed to diverse vocabulary, expressions and ancient values; as well as traditional stories from different cultures which acknowledges students’ multicultural origins.

The Unit is divided into 6 sessions which have been estimated to last from fifty to sixty minutes each of them, and that are aimed at the creation of the learners’ own myths and legends that they will have to present in the final task. The first lesson will serve as scaffolding for the final task since it will provide students with the necessary linguistic exponents and procedural knowledge to carry out this performance. The first of them will constitute to the introduction of the topic. Then, lessons from two to five will contribute to students’ exposure to popular and traditional stories and myths such as The Pandora’s Box myth, The Legend of Robin Hood, The Myth of Hercules and the Legend of Count Dracula. Finally, the last two lessons will allow students to plan and carry out the final task which will consist in the creation of a myth or legend that they will have to perform for the class. Students will be Myths and Legends’ writers and actors while using language for genuine communication. The specific methodology used for designing this unit of work has been based on the communicative purpose of the language. Considering the need to focus language learning in the development of the communicative competence of students, the principles of the communicative approach and the task-based language learning have been considered suitable for the purposes of this didactic unit.

2.PURPOSE AND OBJECTIVES

During the observation period in the school, I realized that the specific context of the school and the group of students this Didactic Unit aims at, required a proposal that could touch on the topic of cultural diversity and the appreciation of multicultural issues. This motivated the selection of the topic of Myths and Legends for this unit. Furthermore, having carried out an action research study to the target classroom about students' motivation and teachers' methodology in the target group of students, I was able to perceive that learners' levels of motivation and interest in the subject were low mainly owing to the lack of active methodologies such as cooperative work and communicative activities. Consequently, this unit of learning aims as well at increasing students' motivation through providing students with speaking activities while interacting with their classmates (see appendix 8.1).

Firstly, it is worth mentioning that the IES Santiago Hernandez is a public school, located in the city of Zaragoza; in the Bombarda district. One of the most outstanding characteristics of the Delicias neighborhood is that it welcomes a population profile which belongs to the urban middle class, which come from a great variety of origins. Consequently, the students' profiles are varied and heterogeneous which contributes to the school multicultural identity. This fact has served as basis for designing this Unit which aim at the appreciation of diverse cultures. The school brings together students from different African, South American, Eastern, Asian and Arab countries, as well as from the Autonomous Community of Aragon. Consequently, the diversity present in the school justifies the need to encourage cultural awareness in order to ensure respect and equality among students.

Considering the previously described context, the specific aims of this paper are the following:

-To promote students' appreciation towards other cultures: The topic of this learning unit, Myths and Legends, will foster students' awareness and appreciation of other cultures as it explores different literary genres from diverse cultures and countries. For instance, the Greek myth "The Pandora's box" or the English myth "Robin Hood". Students will be aware of the fact that all cultures have something in common despite the individual variations. Besides, the interest in knowing about different cultures will be

encouraged as students will want to know about other myths and legends from their peers' origins; a cultural sharing experience in which the diversity of origins will be appreciated.

-To encourage students' interest in literature: this unit of work will aim at emphasizing a linguistic aspect usually forgotten in English as a subject: literature. Through the examination and analysis of the main characteristics presented in myths and legends, students will have a holistic vision of English that will include not just linguistic features but also some cultural aspects of it. Furthermore, this exposure to Myths and Legends as a literary genre will make them aware about the fact that literature and reading is not just about long novels, police crimes, comedies and so on, but about imaginative and fictitious short and interesting stories.

Moreover, it is worth mentioning that during the Practicum period, I could observe that the school organizes a Reading Club. These programs consist in reading and commenting on interesting and diverse books and on providing students with the opportunity to meet authors and they even have the possibility of talking to them. Considering this, it can be interest to implement this Learning Unit as a collaboration with this educational program to work together in the path of "reading as a hobby".

-To improve students' communicative competence in English by providing opportunities to use the language for real communication: considering the need that second language learning focuses on the development of students' communicative competence and the lack of these opportunities in the current EFL context, this unit of work aims at encouraging and providing students with opportunities to interact with their classmates by frequently including cooperative work strategies such as pair and group work, as well as speaking activities. In this unit of work, students will be frequently encouraged to work in pairs, so they are expected to improve their language competence by using it for real purposes while sharing and learning with their classmates.

-To improve students' motivation by including cooperative work: considering the low levels of students' motivation and engagement in the learning processes observed in the questionnaire, this unit of work will include a great diversity of activities and group dynamics so as to get students' attention and interest in the process and the language learning. Furthermore, the implementation of cooperative work aims as well at providing them with motivating and engaging activities in which they have to actively participate collaborating with their classmates. As a result, students will be able to efficiently take

the responsibility of their learning processes and the acquisition of the second language will be facilitated.

Having established the main objectives of this paper and briefly mentioned the final communicative purpose of English language learning, the specific methodology of this learning unit has been selected to secure the successful accomplishment of both. In this case, the learner-centered approach, the Communicative Approach and the Task-Based Language Learning.

3. JUSTIFICATION AND THEORETICAL FRAMEWORK

Language teaching has been always a matter of study and concern given the complexity of selecting a perfect and efficient formula for the acquisition of a new language. Several authors have researched different methods in pursuit of this goal. Nonetheless, it is quite impossible to define the ultimate teaching sequence as each learner and matter of study involves several differences between each other. Moreover, when it comes to teaching English as a Foreign Language, this problem becomes much more a challenge.

On the one hand, considering that teaching is sharing knowledge with another person, in this unit of work I have considered this addressee as the central and key piece of the learning and teaching process. On the other hand, regarding that communication is the most important element when learning any language, communication and interaction have been given equal importance. Therefore, taking into account the importance of developing students' communicative ability, I have selected several methodological principles to reach the aims of this didactic unit that I will now expand on.

Firstly, acknowledging the essential role of learners in the learning process in order to motivate them and to efficiently promote the acquisition of the second language, it is essential to resort to a learner-centered instruction which develops techniques that focus on or account for students' needs, styles and goals (Brown 2007:52) Most of the modern learning trends are influenced by the constructivists Piaget (1958) and Vygotsky (1978) who redefined the nature of knowledge and the act of learning. Constructivism envisions learning as an active process involving learners needs and previous knowledge, context, time, motivation and, most importantly, collaboration and socializing. Despite of the fact that one of the challenges of teaching and learning English as a foreign language

is the multiple learner's models (their needs, learning rhythms, skills are diverse), what has been proved, as Dornyei claims, is that motivation can be achieved by "using cooperative learning strategies by frequently including group work in the classes rather than the individual's" (1994: 282). Considering this theoretical support, pair and group work will be considered fundamental strategies implemented in this learning unit as a device to lower the affective filter and lead to a suitable context to communicative performance.

In this context, students are expected to get involved and interested in the tasks and learning process. Consequently, they will have a lower sense of anxiety produced by their insecurity and fear of error. It is commonly accepted that anxiety and fear affect learners particularly when they feel that the audience is judging them. However, if the audience is part of their own group, and they are engaged in the learning, the process is facilitated, and the feeling of insecurity decreases. Furthermore, the implementation of cooperative work will produce a beneficial learning effect in which learners are not just responsible for their own learning but partly that of their classmates'. Students are expected to promote a positive interdependence with the members of their group. In other words, each member of the group will benefit from each other's learning processes, so all of them will be interested in efficiently completing the tasks.

In addition to this, emphasizing on pair and group work is proved to make learners produce a greater amount of language (Richards, 2006:20) In other words, if this audience is part of their own group, and they are involved in the learning experience, the amount of linguistic production will be increased as they will feel secure in the EFL context by being able to take risks and responsibility when completing the diverse tasks. As a result, during the implementation of this didactic unit, learners are required to actively participate in each of the classroom activities which are based on a cooperative rather than individualistic approach to learning. What it is fundamental to mention is that cooperative learning plays as well a socio-cultural fundamental role since students will not be just required to put into practice their linguistic knowledge, but also to apply other communicative strategies considering the specific situation to interact with other speakers. In other words, they will not just produce messages in isolation, but bearing in mind basic patterns of behavior and cultural conventions.

Secondly, and following Willis and Willis' ideas, this production of language must not be isolated but "teachers should provide learner with opportunities in the classroom to use the language for genuine communication" (2007:4). As far as the curriculum and second language teaching are concerned, the final purpose of EFL should be the development and training of students' communicative competence to provide them with linguistic and non-linguistic resources to be autonomous and capable in real social interactions. As it has been previously mentioned, the target students stated that their foreign language lessons were mainly focus on the repetitive and monotonous practice of isolated grammatical items, not being able to interact and use the language for social interaction. Given the need of meaningful communication, teaching and activities should be based on real world contexts giving students the opportunity to produce language in meaningful contexts. In order to achieve this purpose, two methods will be taken into account in the design of this learning unit: Communicative Approach and Task-Based Language Teaching.

3.1 Communicative Approach.

Communication is the most important element to take into account when learning any language, although good communication is considered to be a learned faculty. In other words, most people are born with an innate ability to develop strategies which serve to transmit a specific message; but it is through learning and practice that they acquire a real sense of communication.

The Communicative Approach emerged thanks to several social, linguistic and pedagogical circumstances. For one thing, the second part of the 20th century witnessed the decadence of the traditional teaching conceptions such as the Grammar-Translation or Audio-lingual methods as they failed to meet the demand for a true communicative ability in the foreign language. Besides, in the 1970s the Council of Europe decided to call a group of linguists and commissioned the development of an appropriate framework for foreign language teaching in the growingly interconnected European Union (House, 2011:85) In the so-called meeting, they agreed in the usability of the "Communicative approach" which stresses the importance of providing learners with opportunities to use English for communicative purposes; namely, to always provide a communicative goal for students' learning process. As Brown suggests "beyond grammatical and discourse

elements in communication, we continue to probe the nature of social, cultural and pragmatic features of language” (Brown, 2007:45).

Nevertheless, this process does not imply a coherent community based on the Communicative Approach, as there is no single text, nor any single model. The understanding of the approach differs from some authors to others and several models for syllabus design with different central elements have been developed. Regarding Brown’s definition this approach, it “suggests a focus on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence[...] by focusing in real-world contexts” (2007:40). This permits to provide forms and meanings always acknowledging communication as the final goal. As he claims, “we are equipping our students with tools for generating unrehearsed language performance ‘out there’ when they leave the womb of our classrooms” (2007:45). Due to this, the focus on structures and forms that were constant in the previous stages of language acquisition and learning are no longer integrated in the communicative purpose of the language. Besides, the role of the teacher is that of a facilitator of the students’ learning, rather than the transmitter of knowledge; s/he manages the class activities, acts as an adviser, supplying the language that students need, and, other times, s/he is a “co- communicator”, engaging in the communicative activities along with the students.

The lack of agreement in the understanding of the approach results in “a set of very general principles grounded in the notion of communicative competence” (Richards, 2006:22):

- Make real communication the focus of language learning
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learners’ errors as they indicate that the learner is building up his or her communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, writing and listening together, since they usually occur so in the real world.
- Let students induce or discover grammar rules.

This learning unit, as we will see, includes most of the features previously described, being clearly oriented towards the communicative final goal. Unlike the traditional approaches such as the Grammar-Translation method, the main achievement of teaching a Foreign Language is not related to master all the existing grammar rules or vocabulary, but their legibility while transmitting a specific message in and for a social interaction. As a result of this emphasis on fluency rather than accuracy, the correction of some errors during the learning of a foreign language is somehow important, but not essential. Besides, this strategy will allow to lower students' affective filter as they may feel insecure about being corrected in front of their classmates.

As Richards contends, “effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful interpersonal exchange” (2006:22) The ability to use language in context implies the adequate selection and design of activities that provides great input and opportunities to be exposed to language resources. This consideration has been taken into account in order to create this learning unit.

3.2 The Task-Based Language Learning (TBLL)

Having briefly described Communicative Approach, Task Based Language learning will be discussed (TBLL) because of the similarities presented between them. Even some authors argued that Task-Based Language Teaching and the Communicative Approach are, to some degree, the same (Brown, 2007:50) This close connection between each of them has been considered in order to place them at the core of the methodology of this didactic unit. As a result, this learning unit will be sequenced following the Task-Based Language Learning method and from a communicative approach.

Considering that the main objective is to engage pupils in language learning by completing meaningful tasks while using authentic language, TBLL has gained popularity in the field of language teaching since the last decade of the 20th century. As Richards argues “language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks” (2007:30). The design of a task will involve the opportunity to use the language for genuine communication; the production and reception of real-world language in a real-world context for social interaction. Consequently, it

would be fundamental to set series of characteristics in order to create these mentioned tasks. To achieve this purpose, Ellis' criteria of a task (2003:9-10) will be considered. As far as this author is concerned, a task must involve these six characteristics:

1. Plan for learner activity.
2. Primary focus on meaning: a task must incorporate a gap.
3. Real world processes of language.
4. At least one of the four skills.
5. It engages cognitive processes: selecting, classifying, ordering, reasoning, evaluating...
6. It has a clearly defined communicative outcome (a non-linguistic outcome)

Having defined the characteristics of a task that have been considered in order to design this learning unit, the Task-Based Language Learning (TBLL) also involves taking decision on the stages included in a lesson where a task is the main element to ensure the coherence and cohesion to the whole instruction. Some authors have tried to define and establish these diverse stages, but what all have in common are the three following phases:

PRE-TASK: activities that are carried out before starting the task itself. These pre-task actions must activate and facilitate the properly completion of the task.

TASK: the main activity that students must undertake.

POST-TASK: activities for following-up on the task performance.

This Learning Unit will take into consideration the characteristics and stages of a task-based approach, so each lesson will be structured in three phrases that will provide students with the linguistic supports in order to be able to complete the final task: the creation of a myth or legend and its performance.

The advantage of using TBLL is the opportunity to provide students with real world language while indirectly focusing on forms and structures. Acknowledging Willis' (1996) suggestions in order to learn a foreign language, it is necessary to have many opportunities to communicate in the target language without being expected to be perfect. Language lessons that consist of written language at sentence level, reading and hearing

scripted dialogues brings no guarantee of success. Furthermore, he claims that exams and evaluation based on the correctness of students' grammar is not efficient and do not produce an increase in their language mastery. Because of these foundations, this unit of work will provide a rich and real input of language increasing the importance of efficient communication, rather than correctness.

Furthermore, as occurs in the Communicative Approach, in TBLL the teacher is thought to be a guide and facilitator of the learning process, but not the source of knowledge (as it happens in traditional approaches). As Richards (2006:26) claims "the teacher is viewed as a facilitator who is constantly trying out different alternatives". What they address by using the word alternatives is the multiple changes that have been developed in EFL; such as the role of student and teacher, production and evaluation tools, etc. As asserted by Richards and Rogers (2001), the teacher aiming at implementing task-based language teaching in the foreign language classroom should perform three main roles: (1) selector and sequencer of tasks; (2) preparing learners for tasks, and (3) consciousness-raising. In contrast, the language learner who is exposed to the implementation of task-based language teaching in the foreign language classroom should carry out three major roles: (1) group participant; (2) monitor; and (3) risk-taker and innovator. Besides, as a result of the learner-centered methodology of this learning unit, students are supposed to take the responsibility of their own learning by discovering the language input and producing language to complete the task.

4.METHODOLOGY

From the very beginning, having noticed the specific characteristics of the target students and the school during the first practicum period, I decided that this group claimed for a didactic unit that exposed students to the topic of multiculturalism. However, considering that this topic is frequently presented in EFL classrooms, I decided to introduce literature as the basis for this cultural appreciation. It is a result of my personal appreciation towards literary genres and the personal belief about students' lack on approximation with these genres, I decided to combine both in order to establish and achieve two main objectives at the same time: encouraging students' appreciation towards cultures and towards reading as a source of entertainment. Because of that, I selected as

the specific topic of this learning unit Myths and Legends as it relates to literature while involved a cultural aspect of the Anglo-Saxon society.

Furthermore, during the second practicum period, I was required to carry out a questionnaire for the course “Innovation and Classroom Research in EFL” which was focused on students’ motivation and teachers’ practices. This questionnaire required students to evaluate their agreement about different statements in order to achieve a complete image about their EFL lessons and attitudes. For instance, students were asked about the amount of communicative activities proposed, the frequency with which the teacher used foreign language or about the inclusion of cooperative strategies in the lessons. By analyzing students’ answers, I realized that the EFL lessons were mainly structured and implemented following a traditional approach. In this group, students were frequently exposed to monotonous and repetitive activities which did not involve or provide them with opportunities to use real language for real communication. Therefore, all students claimed that they were not motivated and engaged in English as a subject. Bearing in mind this, I perceive that this lack of communicative activities is a consequence of the lack of cooperative work in the target EFL classroom.

Considering the previously described context, this group claimed for a learning unit which fostered students’ cultural and literary appreciation, and which provided students with opportunities to develop their communicative competence while motivating them in their learning processes. With these objectives in mind, I searched for a theoretical basis that could help me to establish a specific methodology to achieve these purposes. Using the information gathered during my post-degree course and the legal framework, I decided to focus my unit of learning on the communicative approach, acknowledging to the objective of developing students’ communicative competence. However, being aware of the need to supply learners with linguistic forms, I decided that the Communicative Language Learning was weak in accomplishing that. Consequently, the Task-Based Language Learning was finally the selected one as it allows to focus on forms and functions, bearing in mind the communicative purpose of EFL and the need to develop students’ communicative competence.

Nonetheless, I still needed to identify instructional strategies that could increase students’ motivation as these literary genres could not resemble attractive and engaging for them. My own class notes were mainly my inspiration to frequently include

cooperative strategies such as pair and group in this didactic Unit. Furthermore, revising Dornyöi (1994) lectures provided by my teachers, I realized that this author among others suggested the implementation of cooperative strategies as an efficient tool to increase students' motivation.

All in all, I designed my lessons plans always bearing in mind my objectives of developing students' communicative competence and appreciation towards cultures, while providing them with motivating tasks which involves cooperative work to encourage them as well to use the language for real communication. I decided to include as many speaking activities as possible, while not neglecting practice of the other language skills. Nevertheless, being aware about the possible development of students' negative interdependence, I decided that at times students will need to work individually to make them also focus on the specific language needed.

5. DIDACTIC PROPOSAL

5.1 Context of the learning Unit

Having observed the characteristics of the institution and the EFL classroom, the presented didactic Unit has been designed to be implemented in the bilingual third year of Secondary Education in the school "IES Santiago Hernandez". It is located in La Bombarda, a district area of the city of Zaragoza characterized by being an area where most of the inhabitants are immigrants. Owing to this fact, the school welcomes students from different cultures and ethnic origins, but sharing the similar economic status and prospects.

One of the most positive aspects of the school is the commitment to provide a great quality of individual attention to students' specific needs. This attention and interest in catering for diversity provides a defined school identity based on tolerance, respect and equality of opportunities. It advocates for the respect and appreciation of all ideologies and religions from all members of the education community. This distinctive characteristic of the school has served as basis for the designing of this unit of work as the target group required for a specific learning unit that develop students' appreciation of different cultures.

The group, to which this learning unit has been designed, consists of twenty-three students: twelve girls and eleven boys who are fourteen and fifteen years old. Representing the school idiosyncrasy, the EFL classroom involves students from different origins. There can be found at least five diverse ethnic groups that coexists in the same learning atmosphere. In general terms, the level of English in this group is quite acceptable and homogeneous although some mixed ability can be found: five low achievers and six high achievers. Students do not find any challenge in completing tasks when they are about reading or writing, but they usually find difficulties when it is the case of listening and speaking. This is a consequence of the lack of practice in terms of listening and speaking activities and the real focus on grammatical structures in their EFL lessons. In this context, students' levels of motivation are low and their development of the communicative competence is being affected.

5.2 Key Competences

According to the recommendations of the Council of Europe (Recommendation 2006/962/EC), key competences are an indispensable component of lifelong learning. As a result, the design of a unit of work should not just focus on academic learning, but also contribute to the integral development and attention of the individual. Considering this, the present learning unit will contribute to the development of key competences in different ways:

- ***Competence in Linguistic Communication (CLC)***: it is focused on the use of English as a foreign language in a socio-communicative context. As in real contexts, this unit of work will encourage the production and reception of language, considering the four skills, - as devices for social interaction and communication. In the teaching and learning of English, we consider linguistic competence to be the most important one, as it is the central element of the subject itself. Furthermore, the implementation of this unit of work in which language is the key element will encourage students to use the language to construct positive relationships with their classmates.

- ***Digital Competence (DC)***: it involves the creative and responsible use of information society technology and as a result, the development of basic skills and knowledge related with information and communication. The acquisition of a foreign language can be used as a device to obtain information from different fields as findings in this

language are more common than in any other language. Besides, by speaking English, people can communicate and meet other English speakers in diverse contexts such as social media. In this learning unit, this key competence is included as source of information and as a teacher's tool for EFL lessons.

- ***Learning to Learn Competence (LLC)***: it involves the capacity to be the responsible for your own learning process, not just to start but to persist in the path of knowledge. Furthermore, it requires students to be motivated about their academic development, to be interested in knowing more about a specific subject and to manage strategies to organize and facilitate their own learning. In this unit of work, owing to the presence of group work, students will be required to be in charge of their own learning experience. They will be required to take decisions using rationality and a self-determination as regards the organization and creation of the final task. During the lessons, as a teacher, I will provide them with the necessary scaffolding.

- ***Social and Civic Competences (SCC)***: it requires the capacity to possess these social skills to interact and to live in community and to be an active member of society. This learning unit will include cooperative strategies. By resorting to group and pair works in the classroom, the students are required to maintain conversations where they must accept differences, be tolerant and respect different values, beliefs and cultures. Moreover, as part of the behavior rules, they have to listen to and respect others' opinions, thoughts ideologies, sexual orientations or religions.

- ***Sense of Initiative and Entrepreneurship (SIE)***: it is concerned with the ability to turn ideas into actions using skills of collaboration and cooperation, as well personal support and skills. This unit of work will encourage team and pair work, so students are encouraged to work in collaboration, sharing their ideas and cooperating in order to create the final task and having the initiative to develop the task. Besides, each member of the group will be taken into consideration creating a positive interdependence among all team members.

- ***Cultural Awareness and Expression (CAE)***: it represents and focuses on the creative expression of ideas, thoughts, knowledge and emotions. It involves different forms of

art such as music, performing and visual arts, and literature. This learning unit is focused on the cultural representations (Myths and Legends) through another form of artistic expression: literature.

5.3 Objectives and Contents

5.3.1 Specific Objectives

After having reviewed the learning objectives presented in the Aragonese curriculum for **Secondary Education Orden ECD/2016, 26th May**, and bearing in mind the purposes of this paper, the specific objectives of this learning unit have been selected (See Appendix 2: Table of Specific Objectives). Moreover, in order to address to the different levels of learning to facilitate students' learning processes and to create evaluable and measurable objectives, Bloom's (1956) Taxonomy of Educational Objectives has been also considered.

It is worth mentioning that there are three levels of concision in terms of objectives. These are: the eight general objectives for Secondary Education for EFL, the specific course objectives for the third course, and the specific objectives for each lesson plan, in this order, from the most general to the most specific.

Acknowledging the productive and receptive oral skills, students must have the ability to **comprehend and understand general and specific oral information** related with Myths and Legends (Crit. IN. 1.1). Besides, students will be strongly required to **produce oral messages** to effectively interact during the whole lesson plan (Crit.IN.2.1) Bearing in mind the objective of increasing students' appreciation towards cultures and the curriculum, they are strongly required to **involve their socio-cultural knowledge in the production and reception of oral messages** (Crit.IN. 1.2 and Crit. IN. 2.2).

Since the purpose of this paper is to improve students' motivation, they are required **to actively interact and participate with their peers and the teacher** during class activities. In this cooperative context, they must **develop the ability to work as a team** while **taking the specific role assigned** to each of them, promoting positive interdependence. In addition, students must **promote an attitude of rejection towards any kind of personal, social, racial or sexual discrimination**. This requirement of

mutual respect is related to one of the purposes of this paper: students' appreciation and development of multiculturalism.

Considering that the communicative approach argues that fluency is more important than accuracy, mistakes in oral production will be considered only when they affect legibility of students' messages. Nevertheless, taking into account this, students' production of oral messages must **involve an attitude of self-confidence in mastering the language**. Furthermore, during students' final performance of their invented myths and legends, they will be required **to make use of the specific grammar and lexical contents** learnt during the lessons, properly related them to their specific communicative functions.

Regarding the reading macro-skills and the basic curriculum criteria Crit. IN. 3.1 and Crit. IN. 3.2, it has been established that pupils **must comprehend and extract general and specific written information** about myths and legends using their socio-cultural knowledge. In this process and as a general curricular objective, they will **have to properly be able to use all the available resources** such as Information and Communication Technologies (ICTs). Acknowledging that one of the main goals of this paper which is to increase students' interest and attention in reading, learners must **demonstrate and report a positive predisposition and attitude** towards reading as a source of entertainment and enjoyment; not just as a language task that they must complete.

Despite the fact that oral skills are the most trained skills considering the need to increase students' communicative competence, students are as well required **to produce brief and correct written texts related with Myths and Legends** to complete diverse activities and tasks using writing strategies such as brainstorming (Crit. IN. 4.1 and Crit. IN. 4.2).

Moreover, since the methodology of this learning unit is based on learner-centered instruction and taking into account the general objectives for Secondary Education, it has been established as an objective that students **demonstrate that they have taken the responsibility for their own learning**, being able to take risks and autonomous decisions. Therefore, students are required to **express a positive and active attitude, while participating in the learning experience**. This autonomy will result in students'

ability to reflect and assess their peers as a demonstration of learning. As a result, students **must be able to assess and evaluate their peers** providing meaningful and useful feedback.

Having commented on the rationale, it is fundamental to explain how these learning objectives have been stated in order to be observable and assessed. Because of that, Bloom's Taxonomy (1956) has been the basis for this purpose. According to him, there are three levels of critical thinking: the cognitive, the affective and the psychomotor. In this didactic Unit, the specific learning objectives have been designed considering the cognitive and affective levels. The cognitive level is related to the students' knowledge in terms of concepts, while the affective relates to students' manners and attitudes in terms of emotions, perceptions, appreciations, etc. As it can be perceived, in this didactic unit, students will be required to acquire certain conceptual knowledge while promoting the appreciation towards other cultures and beliefs, considering the specific topic and purpose of this paper.

On the one hand, in terms of cognitive objectives and bearing in mind that learning is considered as an active process, students will mainly have to **apply and create** specific contents during this didactic unit, rather than recall certain concepts. Furthermore, this is supported by the fact that students are in the third academic year, so there is not a perceived need to work on already learnt contents, but to advance in the development of the communicative competence. Students will be required to **use** acquired information in terms of concepts and procedures in new situations, to solve possible communicative problems. Moreover, students are required to be able to reflect, assess and **evaluate** their peers learning process, providing meaningful feedback as a successful learning achievement.

On the other hand, acknowledging to the affective level, this learning unit includes a set of objectives that relate to students' affective level and that are strongly reinforced considering the topic and purpose of this Unit. Bloom (19656) identified five levels of this affective domain which are: receive, respond, value, organize and characterize. The objectives are mainly focused on the **valuing** and **characterizing** levels as students are required to appreciate and internalize the respect and consideration of other cultures and beliefs.

5.3.2 Specific Contents

The specific contents of this unit of work has been selected considering the specific criteria mentioned above and the specific language students need in order to plan and create their final performances (See Appendix 1: Table of Specific Contents). Owing to this fact, it is an objective-based didactic unit.

In this didactic Unit, the specific contents aim at the objective of preparing and providing students with the necessary linguistic and communicative tools necessary to complete the final task. Firstly, this learning Unit will include **comprehension and production strategies** for understanding and delivering oral messages. For instance, anticipating the content of the message they are receiving by activating students' previous knowledge, negotiating the meaning of unknown words to solve possible lack or adapting the message to the specific context and situation. Furthermore, it has been considered important to include **para-linguistics and paratextual strategies** so that students can make use of other non-verbal language during their final performances and class tasks. Moreover, bearing in mind the development of students' communicative competence, they will be provided with **communicative functions** to initiate and maintain personal and social relationships.

Bearing in mind that students must be able to create their own characters and in terms of communicative functions, these oral texts will **involve the description of physical and abstract features of people, object and places** related with diverse Myths and Legends. Besides, **superlatives and comparative forms** as well as **common lexical features of personal identification** s will be included as part of these descriptions. In addition to this and considering the specific features of this literary genre, students will develop communicative functions to narrate punctual and habitual **past events (past tense)**. Also, since students must need to hypothesize about possible endings for a given myth, the **future simple** will be also included.

Regarding the comprehension of written texts as part of the objective of fostering students' appreciation towards reading, in this unit of work, students will be exposed to diverse **comprehension strategies** to identify and adapt the understanding and **strategies to reformulate** the message based on the understanding of new concepts related with the topic of the Unit. Furthermore, this unit of work will include **strategies for planning and delivery** written text, so students are able to create their own myths or legends and to

complete the diverse proposed activities. For instance, revising what is known about the topic or scanning a reading text in order to easily identify or retrieve the most relevant information about it.

To conclude, the diverse contents included in this didactic Unit have been selected considering the specific learning objectives and the linguistics exponents required to complete the diverse tasks and to facilitate students the creation and performance of their own myth or legend.

5.4 Unit Lesson Plans

As previously mentioned, this learning unit on Myths and Legends is based on a Task-Based Language Learning methodology. Consequently, considering its specific structure, each lesson (See Appendix 3: Lesson Plans) will be divided into three phases: pre-task, task and post-task. Bearing in mind the central role of the students in their learning process, each lesson aims at providing students with the linguistic and procedural tools required to individually complete the following proposed tasks, as well as to help them with their final performances. Furthermore, regarding the objective to develop students' communicative competence, the specific students' seating arrangement is frequently based on cooperative work strategies.

Firstly, it would be fundamental to explain and justify the relevance and suitability of the Task-Based Language Learning instruction. It could be thought that a communicative language teaching method would be more efficient and suitable for the communicative approach. Nonetheless, in CLT the stress on language use in the classroom results in a weak form of the approach (Mandi, 2014:1273). The main attention and focus on functions rather than on forms results in students' lack of linguistic resources to solve the communicative challenges. In contraposition, in a TBLL instruction, there is a balance between form and functions, so that students can overcome the possible linguistic and non-linguistic challenges during the learning process. It seems efficient to encourage students' autonomy as "the tasks are located in the centre for both syllabus planning and methodology" (Mandi, 2014:1273). In other words, by using this instruction, learners are able to individually discover the linguistic and procedural instruments from the tasks itself. Supported by Fatemeh. et al., "a task-based lesson goes far beyond a single task and incorporates a sequence of several overlapping tasks that

back up one another” (2014:4) Because of that, each preceding task stage have been designed to support the following stages so that students can take the responsibility of their learning process and develop an autonomous attitude.

As there should be equal focus on form and meaning to facilitate students’ learning process, in this didactic Unit there is a balance in the inclusion of “pedagogical tasks” and “real-world tasks”. Contrary to real-world tasks, pedagogical tasks are “something one would normally encounter in the real world. However, the interactional processes it requires provides useful input to language learning” (Richards, 2006:31). These pedagogical tasks will force students to focus on forms rather than on functions, while real-world tasks ensure the opposite. As an example, in lesson number three, in the task phase, students are introduced to several adjectives in adapted texts (pedagogical tasks) so they can later describe themselves in order to play an interactive and communicative game (real-world task). In this way, students will be provided with the linguistic tools to successfully and individually achieve the specific learning outcomes.

Having selected a task-based language learning syllabus, the different lessons involved in this instruction will address the final product students must create. This final task consists in the performance of an invented Myth or Legend. In groups of four, students will be required to apply all the contents worked during the different lesson plans in order to write their own myth or legend. In this production, students must include interesting and well-characterized heroes and heroines that they must lately orally perform in front of the class. The collection of data and the writing of the myth or legend will serve as a basis for the dialogues and performance of students. Considering that students will need several linguistic and procedural tools to adequately create their myth or legend, each lesson plan will serve as scaffolding for achieving this purpose. From simple to complex, students will be exposed to the elements included in a myth or legend, so they can comprehend what they are being asked to do while including the specific contents needed. As an illustration of this, on lesson number one, students will be introduced to the general information about myths and legends so that they can clearly identify the differences between both. Later, students will be exposed to different famous myths and legends with the aim to clarify their understanding, while making them focus on the specific content needed for the final performance. Finally, on lesson five students

will be able to plan and create their own myth and legend bearing in mind the different aspects worked on the previous lessons.

Furthermore, during the lesson plans, it has been considered as beneficial to frequently implement cooperative work to foster students' motivation. As far as Richards is concerned (2006:20), "an emphasis on pair and group work, [students'] motivational level is likely to increase, and they will produce a greater amount of language". As Hedge (2000:14) supports "in group-work students produce more output while providing attractive support about the value of collaborative work and reducing dependence on teachers". In this cooperative atmosphere, students will develop their communicative competence as they will feel confident to communicate in the foreign language and will take advantage of sharing their knowledge with their classmates. Consequently, in all the stages of the lesson: pre-task, task and post-task, cooperative strategies are usually resorted so that students can be motivated and able to use the language for real communication. In addition, as students' affective filter will be reduced, students will be able to take risks when taking the responsibility of their own learning experience and cooperating with their classmates.

Bearing in mind that the final goal of second language acquisition is to use the foreign language in real world contexts, the different skills are integrated during the lesson plans as they would be in real life. For instance, in the first lesson, students have to carefully read a given and adapted text so that they are able to discuss it with their shoulder-partners. Another example is found in lesson number 2, in which reading, writing and speaking skills are integrated. During the task phase of this lesson, students have to read a text about "The Pandora's Box Myth" to decide, in the following exercise, if the sentences are correct or not. If they are not, learners are asked to write the corrected sentence. Finally, they are required to read again the task and to interact in pairs asking and answering some questions in order to practice their speaking skills.

During the pre-task phases in each lesson, students are presented with warm-up tasks to make them trigger their previous knowledge about the specific content of the lesson and, consequently, to facilitate the acquisition of the language (Ellis, 2006:80). As far as Joshi (2006) is concerned and quoted from Akther (2014) "in the introductory session of a lesson, it is essential to activate students' existing knowledge and relate them

to the new information they are going to learn. [Moreover] Teachers need to understand what students already know about the topic (4)". In other words, it will be more efficient for students to complete the task if they use prior information with which they are already familiar. Likewise, it would be unnecessary to teach what students already know, instead of finding a starting point and working forwards. Furthermore, the use of warm-up tasks is directed to one of the objectives of this Unit which is to foster students' motivation (Akter, 2014:1). Since these warm-up tasks recall for already known information, students get engaged in the process trying to transmit the information they already know.

It is worth mentioning that, these introductory warm-up activities are followed by others which are used as a reflection of the previous one. These secondary warm-up activities are usually completed in pairs (Rally-Robin/Table) or in groups with their face-partners (Round-Robin/Table) so that students can compare and share their initial knowledge. For example, in lesson number four, students are required to brainstorm in groups their ideas and previous knowledge about the Legend of Count Dracula which is also considered an efficient via for allowing students to plan the task phase (Ellis, 2006:83)

In order to provide varied and diverse activities to engage students, these warm-up activities have different forms. For instance, in the first and the second lessons, the activation of students' previous knowledge is achieved using visuals and images. Then, they are guided and prepared for the next step using strategies for activating their previous knowledge on the topic. For instance, in lesson number two, students are presented with different images from "The Pandora's Box Myth" that are easily recognized.

Secondly, during the task-phase of the lessons, students will be required to explore and work on the topic to which they have been previously introduced. Furthermore, as Skehan (1998:127) states, this phase "is also meant to sensitize the learner to the language which needs to be used" and analyze during the post-task phase. All in all, the proposed tasks for this part of the lesson will involve opportunities to focus on the specific language needed, so that students can know what they are required to involve in the last part of the lessons by deducing it from the task itself.

By way of example, on lesson number 1, since students have been discussing what they know about myths and legends during the pre-task phase, they will use this exploration about their knowledge on the topic to identify the main differences between the two literary genres during task phase. Then, once they are aware of the specific characteristics and differences between myths and legends, they will be able to compare one myth and one legend while completing two charts. Another example is found in lesson number 3, students are required to focus in adjectives comparison forms during the post-task phase, so they are exposure to this specific language needed during the following activities. Firstly, students are provided with a text with blank gaps so they have to complete it with several given adjectives which will make notice about the main linguistic content of the lesson. Then, they must check their answers and comprehension so their knowledge can be assessed by listening to a video. Finally, they are required to choose among a set of adjectives that perfectly describes the character visualized in the video. Consequently, the three different learning stages are connected so that each preceding phase is used as a basis for the following stages.

As briefly mentioned, during the post-task phase, students will have to focus on forms and reflect about their learning process. This attention on forms will not be inductive as in traditional methods such as the PPP, but as Willis and Willis suggest “in the course of a task or an associated text” (2007:5). This associated text is usually presented in the during task phase and will serve as basis for focusing on forms (Hashemi, 2011:528) Students will be required to analyze and identify the specific contents exponents presented in the task. Nevertheless, at times, if the form is not presented in the preceding activity of this post-task phase, it will be presented in the post-task itself.

For instance, in lesson number 2, students have to work on a reading text deciding if the past tense sentences are correct or not. Then during the post-task phase, they are asked to reflect and identify the specific tense they have been working on. As a result, students are able to develop an autonomous attitude towards their learning process by individually deducing the language forms. Another example is found on lesson number 4 where students are required to focus on the future simple. In this case, the linguistic form is not presented in the during task phase but in the post-task activity itself. As it can be perceived, both strategies to introduce students to the specific linguistic form also ensures the learner-centered instruction.

Finally, given that the last lesson will be devoted to students' final performances about an invented myth or legend, lesson number five has been designed to allow students to work in their groups so that they can collaborate and plan their products. In order to facilitate the creation of students' own myth or legend, students will be provided with a worksheet with a collection chart that will serve as scaffolding. This material for make students focus in specific information they must think about. For instance, the sequence of events, the distribution of the space, props and characterizations for their characters, etc. As a source of inspiration, they will be encouraged to use their digital devices to search for and explore other famous myths and legends examples, promoting the appreciation of these genres. As this planning and creation of the final product will be done in the class, the teacher will be able to monitor and assess learners, although they are required to be autonomous in their learning process. This will ensure that students can ask questions and be given support so they feel confident about their final product.

Lastly, in lesson number six, students will perform a ten minutes play about their invented myth or legend. For this final task, each group will be required to create an original story about a hero or heroine, that must include interesting and engaging events and four well-described characters. Each character will be played by one member of the group, so that they can perfectly internalize the life and personal features of the character. The story for the performance will be agreed within the group itself. In other words, there are not specific indications rather than using the specific contents and knowledge worked during the previous lessons. While one group is performing, the rest of the class will be given a rubric for peer's assessment so they can reflect and assess their classmates' performances. The teacher will use a rubric as well to evaluate this final performance as a fundamental requirement considering the communicative perspective of this didactic unit.

5.5 Materials

The materials (See Appendix 4: Materials) to efficiently implement this learning unit have been selected, adapted and designed with the aim to provide students with opportunities to explore natural language in real world contexts while motivating them in their learning experience. As far as Richards (2006:30) is concerned, "language learning

will result from creating the right kinds of interactional processes in the classroom and the best way to create these is to use specially designed instructional tasks”. Taking this into account, I have personally designed and adapted all the materials considering the specific characteristics of the learners to motivate them and to make them coherent and suitable for acquiring the specific objectives and contents of the unit. Furthermore, bearing in mind the objective of encouraging their communicative competence and of supplying learners with meaningful and engaging activities, whenever possible, the use of authentic materials is also encouraged. Finally, considering that students will be required to be autonomous in their learning processes, these materials are itself scaffolded for anticipating students’ possible language and procedural challenges.

Firstly, the motivational aspect of learners has been taken as one of the central elements for selecting, adapting and creating the materials for this unit of work. Considering that the topic is not frequently worked on EFL classrooms and that students’ may not be very familiar with it, the materials are as much visual as possible to engage them into their learning experiences. For instance, in the warm-up activities, the use of images is not just aimed to activate students’ previous knowledge, but to attract their attention and curiosity towards the topic of the lesson. In order to make them more attractive for students, the use of collages is frequent in the materials. Besides, materials have been designed to be as creative as possible, trying to make original those adapted and retrieved resources from the internet originals. For instance, despite the fact that the reading texts from lesson number three and four have been retrieved from an already created text, I have tried to adapt it to the learners’ level and to modify its appearance so as it is more appealing and engaging for students.

Furthermore, the use of authentic materials for real communication opportunities and for motivating students is frequent in this work. In Oura’s words, the use of authentic materials “will help motivate the students by bringing the content and the subject matter to life for them and enable them make the important connections between the classroom world and the world beyond it” (2010:70). In the proposed materials, there are several examples of what are considered to be as ‘authentic materials’ such as movie clips or real photographs. To illustrate this, students are required to watch a short piece of videoclip from a film about Robin Hood. Besides, the use of authentic materials encourages

students' autonomy as they are frequently solving the communicative challenges that arise in their contact with real world language and situations (Oura, 2001:69).

Bearing in mind this need to encourage students' autonomy, the materials are clear enough to be easy to understand for each learner, usually including detailed instructions. For example, in lesson number five, students are required to plan their final performances by searching for information on the internet. To facilitate this process, they are given a specially designed collection chart that includes specific indications to fulfill it. Another example can be found in lesson number 3, in the post-task phase where students have to cut down and complete a brief description about themselves to play an interactional game. This will make learners independent from the teacher as they do not need to be continuously asking or waiting for instructions which highlights as well the role of the students as the central piece of their own learning processes.

Following this need of students to take the responsibility of their own learning processes, the materials provide them with comprehensible input and scaffolding, so they have the necessary tools to individually achieve this purpose. As a way of example, on lesson number four, one of the objectives of this lesson is to make students able to use the future simple for future arrangements, so students must plan a weekend with a friend by completing a chart. In the materials, students are explicitly asked for using will and won't in order to facilitate their autonomous production of language so the teacher does not need to directly tell them that they must use this tense to complete the chart. In other words, they are individually able to take the responsibility and the autonomous decision to deduce the language needed to complete the task.

5.6 Evaluation Criteria

The specific evaluation criteria attached on appendixes has been established considering the specific learning objectives of this didactic unit and the Aragonese curriculum (See Appendix 2: Table of Specific Evaluation Criteria). Furthermore, in order to assess student's learning progress, the following instruments will be used:

In this learning unit, a **continuous assessment** has been considered to allow the teacher to assess students focusing on their whole learning process, instead of only

considering the final performances. According to Nitko (2004:4) “continuous assessment is an ongoing process of gathering and interpreting information about student learning that is used in making decisions about what to teach and how well students have learned”. Consequently, important aspects such as daily effort and interest will be evaluated for students’ final grade. In this learning unit, the teacher will use a **participation checklist** with observations to follow the whole students’ learning process. Moreover, **students’ portfolio** will be also evaluated.

Furthermore, this unit includes a **self- assessment rubric** (My Learning Diary template) in order to allow students to reflect and assess their own academic progress. Through this tool, learners can revise and identify their own skill gaps, where they have to make an effort to improve their weaknesses. As students are the real protagonists of the learning process, these self- assessment charts will keep them motivated and will develop self- reflection and responsibility.

Considering the cooperative atmosphere of the EFL lessons, **peer- assessment rubric** for the final presentation has been included. This strategy can be a good way for students to develop some skills in evaluating self- performance and comprehending the assessment criteria. Following this pattern, in this Unit of work students will have the opportunity of giving meaningful feedback to their classmates while reflecting about their own performance and the specific evaluation criteria.

Teacher’s rubric for students’ final presentations. On a scale from one to five, students will be evaluated taking into account diverse aspects that must be involved in their final presentations: the fluency in their speaking, the originality of their works, the coherence and cohesion of their presentations, the characterizations, the use of the linguistic elements involved in the learning unit such as the past tense, future, vocabulary related with Myths and Legends, etc.).

5.6.1 Grading Criteria

Final Oral Presentation	50 %
Class attendance and participation	20 %
Student's portfolio+ My Learning Diary	20+10 %

It is important to mention that self and peer assessment grids will not be taken into consideration the final grade. Nevertheless, they will be fundamental tools to develop students' responsibility and autonomy and will be considered as part of the student's engagement and interest in the subject.

6. CONCLUSIONS

The critical analysis of this paper aims at defending the suitability of this didactic unit for the target group since it ensures the general curricular orientation of developing students' communicative competence. Having explained the main objectives of this paper, my analysis has been focused on connecting and addressing my objectives to the theoretical framework in order to support the design of this unit. Consequently, the analysis of this learning unit has been mainly focused and based on the principles of the communicative approach, the task-based language learning and the learner-centered instruction. In terms of the communicative approach, I have considered the need to provide opportunities to use real language for meaningful purposes and to improve students' communicative competence. Nevertheless, as previously mentioned, a communicative based instruction seems detrimental to provide students with the specific linguistic resources for genuine communication. Due to this, I have also included the principles and instruction of the Task-Based Language Learning.

Furthermore, considering the specific need of improving students' motivation in their EFL lessons to facilitate the acquisition of the foreign language, my analysis included several references to cooperative strategies that serve for this purpose while not affecting the development of students' communicative competence. Acknowledging this, during the lesson plans commentary, I have tried to provide as many examples as possible about the integration of this theoretical consideration in my design.

Moreover, I have tried to relate the purposes of this paper with the communicative competence and cooperative work with the aim of presenting the innovation included through the implementation this didactic unit. As previously explained, in the research questionnaire, students stated that their EFL lessons and their teacher's approach were more similar to a traditional model than to a communicative and interactive method. In this EFL lessons, students are frequently exposed to PPP activities that seem monotonous and detrimental for students' levels of motivation and for the development of their communicative competence. Students had explicitly claimed that their EFL lessons were not engaging, interactive or motivational enough so they did not identify the usefulness of the foreign language for their real lives. As a consequence, their mastering and learning of the language is reduced to a school subject they must pass.

As a result of this perceived need to foster students' motivation and to provide them with opportunities to use the language for real communication, I decided to introduce some innovation in terms of methodology and instruction. The innovation in this proposal includes resorting to cooperative work in the EFL lessons so that students can perform an active role while being motivated and provided with opportunities to develop and practice their communicative competence. Consequently, this unit of work is plenty of speaking tasks in which students can develop their communicative competence while interacting with their peers and the teacher.

Bearing in mind the current health crisis, I was unable to implement and consequently properly evaluate this learning unit. I have tried to design this learning unit asking to my tutor for specific information about the group, but the Cov-19 issue has prevented me from being able to identify the main real weaknesses and needs for improvement of this unit. However, what I can anticipate is the need of a more active role of the teacher as a result of students' lack of autonomy. Considering that students' EFL lessons and teacher's approach seem more similar to the traditional method, learners can feel lost and anxious when taking the responsibility of their learning process. Despite that students are required to be autonomous when completing the different tasks, they will may need a frequently teacher's support and guide. Because of that, although the specific methodology of this proposal suggests a secondary role of the teacher, this specific group could ask for a more active role.

Finally, I would like to mention that I have done my best to adapt and design this innovative didactic proposal to be as much efficient as possible to achieve the aims that I have pursued.

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8. APPENDIX

Appendix 1 Assignments used as evidence of the necessity of improvement

https://drive.google.com/file/d/1qPIUlnignu7CW_fyDcYHZmTi467uUa6/view?usp=sharing

<https://drive.google.com/file/d/1gUUymDWBzoX2vBZC6ci6xCGUM4m7HXzU/view?usp=sharing>

Appendix 2 Table of Specific Objectives, Contents and Evaluation Criteria.

OBJECTIVES	CONTENTS	EVALUATION CRITERIA
At the end of this teaching unit students will: 1. Understand general and specific information in oral and written speech about the topics ancient Myths and Legends (Crit.IN.1.1, Crit.IN.1.2/	Syntax and speech structures: The verb and the verb phrase: <i>past tense simple for past events and the future simple (will/won't) for predictions/arrangements.</i> Connectors-conjuncts (adverbial and prepositional phrases)	1.The student can understand general and specific information in oral and written speech from diverse interlocutors related to the topic of Myths and Legends using cultural knowledge. (Est.IN.1.1.1/Est.IN.1.1.2 /Est.IN..1.3) CCL-

<p>Crit.IN.3.1 Crit.IN.3.2)</p> <p>2. Develop their socio-cultural awareness towards other cultures to encourage students' appreciation and respect for all the cultures coexisting in the school. (Crit.IN.1.2/ Crit.IN.2.2/ Crit.IN.3.2/ Crit.IN.4.2)</p> <p>3. Promote cooperative work, being responsible of a specific role assigned to them.</p> <p>4. Develop strategies to organize and structure the contents and steps of an assignment, recalling the information learnt during the previous lessons in order to build coherent written messages about Myths and Legends (Crit.IN.4.1/Crit.IN.4.2))</p> <p>5. Develop presentation and conversational skills about myths and legends to organize oral speech in front of an audience. (Crit.IN.2.1/ Crit.IN.2.2)</p> <p>6. Reflect on their own learning and that of their peers and provide meaningful feedback for improvement. (Crit.IN.1.1/Crit.IN.2.2/Crit.IN.3.2/Crit.IN.4.2)</p>	<p>Cause relations (<i>because of, due to</i>); coordination (<i>and, or, but</i>); addition and reinforcement (<i>also, too, in addition</i>); contrast (<i>however, on the other hand</i>); result (<i>therefore, as a result, consequently, for this reason</i>); exemplification (<i>for instance, for example</i>); conclusion (<i>in conclusion, to sum up</i>); opinion (<i>in my opinion, I think, I believe</i>).</p> <p>The adjective and the adverb</p> <p>Comparison (<i>as/not so + adj. + as; less/more + adj. /adv. (than); the best/worst; the fastest; the most popular</i>)</p> <p>The simple sentence Wh-questions: <i>What?Who?Why?etc.</i></p> <p>Quantifiers: <i>How many...?</i></p> <p>Common lexical:</p> <p>Personal identification-physical and personal description: <i>tall, gross, blue-eyed, dark skin, wise, smart, bad-tempered, etc.</i></p> <p>Communicative functions:</p> <ul style="list-style-type: none"> • Identification and expression of emotions. • Description of physical and abstract personal qualities. • Exchange personal information, hobbies, opinion and advice. <p>Comprehension strategies:</p> <ul style="list-style-type: none"> • Analyze a speech in English in order to distinguish the main ideas and specific information related with class' activities, instructions, interactions, etc. • Interpretation of message in class interaction by identifying the general and specific information, speaker instructions, diverse implicit, etc. 	<p>CMCT-CD-CAA-CSC-CIEE-CCEC</p> <p>2. The student can value and appreciate the differences between cultures as a source of enrichment, promoting respect for others' beliefs. (Est.IN.1.2.1/Est.IN.2.2.1/Est.IN.3.2.1/ Est.IN.4.2.1) CCL-CD-CAA-CSC-CIEE-CCEC</p> <p>3.The student can work in groups, contributing and collaborating to common goals.</p> <p>4.The student can produce coherent written product using strategies for properly organize and structure his or her ideas and including the new concepts learnt. (Est.IN.4.1.1/Est.IN.4.1.2) CCL-CMCT-CD-CAA-CSC-CIEE-CCEC</p> <p>5.The student can produce a brief, legible and well-structured presentation about an invented Myth or Legends while interacting with the rest of the actors (Est. IN. 2.1.2/ Est.IN.2.2.1) CCL-CMCT-CD-CAA-CSC-CIEE-CCEC</p> <p>6.The student can reflect and assess their own learning process and their peers by completing the rubrics designed (Est.IN.1.2.1/Est.IN.2.2.1/ Est.IN.3.2.1/Est.IN.4.2.1)</p>
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<p>7. Be able to transfer specific and general information obtained by different sources into oral and written speech. (Crit.IN.2.2/Crit.IN.4.2)</p> <p>8. Be able to use the past tense to narrate past events related with ancient Myths and Legends in written and oral interaction. (Crit.IN.2.1/Crit.IN.4.1)</p> <p>9. Be able to use the future simple to make arrangements for future plans in written and oral interactions. (Crit.IN.2.1/Crit.IN.4.1)</p> <p>10. Develop autonomous learning strategies through the development of class tasks with the aim to progress in their learning process and foreign language acquisition. (Crit.IN.1.2/Crit.IN.2.2/Crit.IN.3.2/Crit.IN.4.2)</p> <p>11. Be able to use structures of comparison in order to describe personal and physical appearance of people in oral and written speech. (Crit.IN.2.1/Crit.IN.4.1)</p>	<ul style="list-style-type: none"> • Activation of previous knowledge about the topic and anticipation to the general content from visual and non-visual elements. • Strategies to solve specific tasks such as carefully reading before listening, taking notes while listening, etc. • Predisposition in understanding the general idea of a text without identifying and knowing all the elements. <p><u>Sociocultural and sociolinguistic aspects:</u></p> <ul style="list-style-type: none"> • Body language and clarity in oral productions. • Identify and respect other people’s emotions. • Respect and learn about different points of view, beliefs and attitudes. • Appreciation of the foreign language as a source of information and as a communicative device. • Respect and appreciation of others’ diverse cultures. • Respect and consideration of others ideas, thoughts and beliefs. <p><u>Communicative Functions:</u></p> <ul style="list-style-type: none"> • Description of physical and abstract qualities about people. • Exchange of personal information, opinions and perspectives. • Initiation and maintenance of personal and social relationships in class interactions/activities with classmates. • Narration of past event • Expression of modality; hypothesis. 	<p>CCL-CD-CAA-CSC-CIEE-CCEC</p> <p>7.The student can use the information gathered during the lessons to write and perform their invented Myth or Legend. (Est.IN.2.1.2/Est.IN.2.2.1/Est.IN.4.1.2/Est.IN.4.2.1) CCL-CD-CAA-CSC-CIEE-CCEC</p> <p>8.The student can use the past tense to create and narrate the events in the past in their invented Myth or Legend. (Est.IN.2.1.1/Est.IN.4.1.1/Est.IN.4.1.2) CCL-CMCT-CD-CAA-CSC-CIEE-CCEC</p> <p>9.The students can use the future simple, both orally and written, to make arrangement for future plans. (Est.IN.2.1.1/Est.IN.4.1.1/Est.IN.4.1.2) CCL-CMCT-CD-CAA-CSC-CIEE-CCEC</p> <p>10.The student can take autonomous decisions by using learning strategies to complete the tasks. (Est.IN.1.2.1/Est.IN.2.2.1/Est.IN.3.2.1/Est.IN.4.2.1) CCL-CD-CAA-CSC-CIEE-CCEC</p> <p>11.The student can describe personal and physical appearance of people in oral and written messages. (Est.IN.2.1.1/Est.IN.4.1.1/Est.IN.4.1.2) CCL-CMCT-CD-CAA-CSC-CIEE-CCEC</p>
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Appendix 3 Lesson Plans

Lesson 1: Myths and Legends

Objectives of the lesson:

- To read and understand general and specific information about the characteristics of myths and legends.
- To be able to use comparative and superlative forms for physical and personal descriptions.

TEACHER'S GUIDE	DESCRIPTION	TIMING
Pre-Task / Warm-up task	1.(LISTENING-WRITING) “Myths and Legends collage” : Individually, students look at different images which contain pictures or symbols related to mythology so they can guess the main topic of the unit by asking guiding questions.	5’
	2.(SPEAKING)- What about Myths and Legends? In pairs, Rally Robin task: students talk about if they know some examples of famous myths and legends (main plot, characters, characteristics...)	5’
Task/ Main Activities	3.(READING-SPEAKING)- “ A comparison between Myths and Legends” : Rally Robin Task: Students read a text related to the main topic of the unit and, then, they have to discuss with a partner the main differences between myths and legends which have been mentioned in the text.	10’
	4.(SPEAKING-WRITING) “Point out the differences!” : In groups of four, Round Robin-Table	15’

	<p>task, students have to choose one famous myth and compare it to the legend they prefer. They can use their smartphones to search for information.</p> <p>5.(SPEAKING)- “Presenting and discussing my group’s ideas”: Class sharing- Then, pupils should choose a person in their group to present the most important ideas of their research to the rest of the class.</p>	10’
Post-Task	<p><i>Students will focus on grammar: Comparative and Superlatives.</i></p> <p>6.(READING-SPEAKING) “Did you know that...?” Rally-Robin Task: in pairs, students read some curious facts about myths and legends.</p> <p>7.(READING-SPEAKING) “Comparison forms” After that, individually, they have to underline any form which show comparison and fill in a table where they have to differentiate between which ones are comparative superlative or equality forms. (Rally-Robin task) Then compare their answers with their shoulder partner</p> <p>8.(WRITING)- “My Learning Diary” Finally, individually, students have to write a reflection about today’s lesson and include it into the students’ portfolio.</p>	5’ 7’ 3’
MATERIALS	<p>Images of ancient mythology.</p> <p>Reading about myths and legends.</p> <p>Worksheets for the proposed activities.</p> <p>Student’s worksheet “Learning Diary”</p>	

	<p>Teacher's participation checklist.</p> <p>Screen, projector and computer for the teacher to project the proposed tasks and visuals.</p>	
ASSESSMENT	<p>Observation of students' participation and interest (with their corresponding 'positive' scores).</p> <p>Observation of their use of English both in written and spoken English. (Teacher's notes and observations in the participation checklist)</p> <p>All the activities and the worksheet of "My Learning Diary" will be included and assessed in the student's portfolio.</p>	At any moment during the lesson

Lesson 2: "The Pandora's Box Myth"

Objectives of the lesson:

- ➔ To read and understand "The Pandora's Box myth"
- ➔ To create an alternative ending for a myth or legend to promote students' creativity.
- ➔ To be able to use the past tense for narrating past events.

TEACHER'S GUIDE	DESCRIPTION	TIMING
Pre-Task / Warm-up Task	<p>1.(SPEAKING) "Can you guess?" Round- Robin Task: First, in groups, students look at several images that appear in the materials and discuss what it can be the myth they are going to read.</p> <p>2. (SPEAKING)- "How much do you know about...?" Then, in pairs, Rally Robin task, students discuss the</p>	<p>5'</p> <p>5'</p>

	things they know about ‘‘The Pandora’s Box Myth’’ (plot, characters, possible morals...)	
Task	<p>3.(READING-SPEAKING) “Let’s order it” In pairs, Rally-Robin Table Activity, students are given a text about the ‘‘Pandoras’ box myth’’. The different parts of the reading are mixed, so they have to decide the correct order of the story.</p> <p>4.(READING-SPEAKING) “True or false?” In pairs, Rally-Robin Table activity, students have to decide if the sentences are true or not, then, they have to correct those which are false.</p> <p>5.(READING-SPEAKING) “Comprehension task” Rally Robin Activity- Students have to read the previous text again and, in pairs, answer different questions related to the myth.</p> <p>6.(WRITING-SPEAKING) “Invent your own ending” In pairs, Rally Robin Table Activity, students have to create their own alternative ending for the myth using past simple.</p>	<p>10’</p> <p>10’</p> <p>10’</p> <p>10’</p>
Post-Task	<p><i>Students will focus on grammar: Past Simple – interrogative, affirmative and negative.</i></p> <p>7.(READING-WRITING) “The Past Simple” Individually, students must reflect about the verbal tense they have worked on and try guess and write down the specific grammar rules for it.</p> <p>8.(WRITING) “My Learning Diary”- Finally, individually, students have to write a reflection about</p>	<p>7’</p> <p>3’</p>

	today's lesson and include it into the students' portfolio.	
MATERIALS	<p>Images from the reading</p> <p>Text (The Pandora's box myth) for reading activity.</p> <p>Worksheets for the proposed activities.</p> <p>Student's worksheet "Learning Diary"</p> <p>Teacher's participation checklist.</p>	
ASSESSMENT	<p>Observation of students' participation and interest (with their corresponding 'positive' scores)</p> <p>Observation of their use of English both in written and spoken English.</p> <p>All the activities and the worksheet of "My Learning Diary" will be included and assessed in the student's portfolio.</p>	At any moment during the lesson
HOMEWORK/ VARIATIONS	If students do not have enough time to create their own alternative ending for "The Pandora's Box Myth", they can complete it at home.	

Lesson 3: "The Legend of Robin Hood"

Objectives of the lesson:

- ➔ To listen to and to understand "The legend of Robin Hood".

→ To create and describe their own mythical hero or heroine using modified adjectives.

TEACHER'S GUIDE	DESCRIPTION	TIMING
Pre-Task / Warm-up Task	<p>1.(WRITING-SPEAKING) “Wordsearch” In pairs, Rally Robin Table Activity, students are provided with an alphabet soup where they have to find out certain words which are related to the main topic of the lesson so they can guess the name of the legend.</p> <p>2. (WRITING-SPEAKING) “How much can you write about...?” Round Robin Table Activity- In small groups, students brainstorm as many things as they can which are related to the legend of Robin Hood. <i>Class Discussion</i>-Then, one member of each group shares some ideas with the rest of the class.</p>	5' 10'
Task	<p>3. (WRITING-SPEAKING) “The Lost Adjectives” Students are provided with a worksheet which contains one extract from the story of Robin Hood with some blank spaces they have to complete. So, individually, students are required to fill in the gaps with the correct words from the box above. Then, Rally Robin activity, they have to compare and share their answers with their shoulder-partner.</p> <p>4.(LISTENING-READING) “Let’s check” Individually, students listen to the story of Robin Hood twice to see if they have placed correctly the adjectives.</p> <p>5.(WRITING-READING)“Reading Comprehension” In pairs, Rally Robin Table Activity, students have to</p>	10' 10' 5'

	<p>complete a multiple-choice activity which require specific information from the text.</p> <p>6.(LISTENING-WRITING-SPEAKING) “Describe the hero” In pairs, Rally Robin Table Activity, students watch a video about the hero of the story and, in pairs, they have to choose specific adjectives to describe him.</p>	10’
Post-Task	<p><i>Students will focus on vocabulary: Adjectives-Modified Adjectives.</i></p> <p>1.(WRITING-SPEAKING) “Who I am?” Round Table Robin activity- In groups of six, students have to write down in a piece of paper (included in the materials) five or six adjectives which can define themselves. Then, they have to put them all together and mix them. After that, each member of their group will pick one. They have to read the description carefully and try to guess the identity of their partner.</p>	10’
MATERIALS	<p>Extract from the story of Robin Hood.</p> <p>Worksheets for the proposed activities.</p> <p>Student’s worksheet “Learning Diary”</p> <p>Teacher’s participation checklist.</p>	
ASSESSMENT	<p>Observation of students’ participation and interest (with their corresponding ‘positive’ scores)</p> <p>Observation of their use of English both in written and spoken English.</p> <p>All the activities and the worksheet of “My Learning Diary” will be included and assessed in the student’s portfolio.</p>	At any moment during the lesson

HOMEWORK	<p>Students have to invent their own hero or antagonist. They can use the internet if necessary.</p> <p>“My Learning Diary” Students have to write their reflection about today’s lesson in their Learning Diary, they must complete it at home.</p>	
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Lesson 4: “The Legend of Count Dracula”

Objectives of the lesson:

- ➔ To listen and to understand “The legend of Count Dracula”
- ➔ To use the future simple in oral and written interactions.

TEACHER’S GUIDE	DESCRIPTION	TIMING
Pre-Task / Warm-up Task	<p>1.(LISTENING-WRITING) “The Legend of...” In pairs, Rally Table Activity, students watch a video about the “The Legend of Count Dracula” and individually, take notes about the things that they find interesting about it.</p> <p>2. (SPEAKING) “Dracula Discussion” Round Robin Activity, in small groups of four, they share their impressions.</p>	<p>5’</p> <p>10’</p>

Task	<p>3. (READING) “Reading Comprehension” Individually, students are provided with a summary from “The Legend of Count Dracula” so they have to read it carefully.</p> <p>4. (READING-SPEAKING) “What will happen?” Rally Robin Activity, in pairs, students are given several options for the end of the story and they have to choose the appropriate ending. Students will have to mark the appropriate answer with a tick (✓). After that, they have to add three more of their own suggestions and mark these as well.</p> <p>5.(LISTENING-SPEAKING) “Question-Answer” In pairs, Rally Robin Activity, students have to separate a given text into two parts and, with a partner, practice questions and giving answers.</p>	<p>10’</p> <p>10’</p> <p>7’</p>
Post-Task	<p><i>Students will focus on grammar: Future Simple-affirmative, negative and questions.</i></p> <p>6.(WRITING-SPEAKING) “What will we do this weekend, Jonathan?” In pairs, Rally Robin Table Activity, students practice the use of affirmative, negative and interrogative future in English through an interactive exercise in which students have to plan a weekend with a friend using will and won’t.</p> <p>7. (WRITING) “My Learning Diary” Finally, individually, students have to write a reflection about today’s lesson and include it into the students’ portfolio.</p>	<p>10’</p> <p>3’</p>

MATERIALS	<p>Video about “The Legend of Dracula”</p> <p>A reading related to the legend</p> <p>Worksheets with proposed activities.</p> <p>Student’s worksheet “Learning Diary”</p> <p>Teacher’s participation checklist.</p>	
ASSESSMENT	<p>Observation of students’ participation and interest (with their corresponding ‘positive’ scores)</p> <p>Observation of their use of English both in written and spoken English.</p> <p>All the activities and the worksheet of “My Learning Diary” will be included and assessed in the student’s portfolio.</p>	<p>At any moment during the lesson</p>
HOMEWORK	<p>If students don’t have enough time to complete the writing activity during the lesson, they can finish it at home.</p>	

Lesson 5: Preparation of the final task

Objectives of the lesson:

- ➔ To provide students with the instructions about their final task.
- ➔ To plan and create students’ own myths or legends to prepare their final performances.

TEACHER’S GUIDE	DESCRIPTION	TIMING
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<p>Planning, organizing and creating the Myth or Legend.</p>	<p>Students are given the instructions for their <u>final task</u>: In groups of four, students have to invent their own myth or legend and four characters that they must perform in front of the class.</p> <p>In this myth or legend, they must include all the linguistic contents they have been previously introduce: adjectives, past tense and future tense and also other learnt non-linguistic ones. To facilitate this process, they are provided with a collection chart in A2 format and four worksheets for creating their heroes or heroines. Each student will play one character, so each of them can create one. This chart with the events, characters, props, etc must serve as basis for planning and writing down the character's dialogues to ensure students' interaction.</p> <p>Groups are formed (SIX GROUPS): each pair will join their face-partners to create their group. One group will be compound by three students, the rest by four students. However, the teacher must ensure that all groups are homogeneous in terms of language level.</p> <p>Each group starts to create their myths or legends. They can use their smartphones to search for inspiration or useful information on Internet. They are explicitly required to not commit plagiarism from other myths or legends.</p>	<p>The whole lesson</p>
<p>MATERIALS</p>	<p>Computer, tablets or smartphones.</p> <p>Collection charts for the final performance.</p>	

	<p>Cards for creating the characters.</p> <p>Any material that students would like to use to plan and create their Myth or Legend.</p>	
ASSESSMENT	<p>Observation of students' participation and interest (with their corresponding 'positive' scores)</p> <p>Observation of the cooperative work</p> <p>Observation of their use of English both in written and spoken English.</p>	At any moment during the lesson
HOMEWORK	<p>If students do not have enough time, they can continue their research at home.</p> <p><i>“My Learning Diary”</i> Students have to write a reflection about today's lesson and include it into the students' portfolio.</p>	

Lesson 6: Final Task

Objectives of the lesson:

- ➔ To express themselves orally in front of their classmates.
- ➔ To use dialogue strategies to efficiently transmit messages in oral interactions.
- ➔ To express themselves in English fluently.
- ➔ To make use of the specific contents learnt during the lessons.

TEACHER'S GUIDE	DESCRIPTION	TIMING
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<p>Performance of the invented Myths or Legends.</p> <p>Peer-Assessment Task</p>	<p>1. Each group will be provided with 7 minutes to perform their invented myth or legend. The class will be redistributed so that there is a wide space for students to perform their story. The audience will sit down on the floor with a pencil at the back of the classroom, so they can perfectly watch the play. The group which is performing can use any object/prop/characterization presented in the classroom or brought by them.</p> <p>Each member of the audience will be provided with a rubric for peer-assessment to provide meaningful feedback about the different groups' performances while they are watching the play.</p> <p>2.<i>Class reflecting-sharing period-</i> By asking questions, the teacher will make students reflect about the main challenges or difficulties found during their learning process.</p> <p>3-<i>(My Learning Diary)</i> Students will have to complete the template and include it in their portfolio.</p>	<p>50'</p> <p>(Groups' performances are estimated to last 42, but there might be possible deviation)</p> <p>5'</p>
<p>MATERIALS</p>	<p>Rubric for peer-assessment.</p> <p>Teacher's rubric for final presentation.</p> <p>Students will be asked to bring props, objects or other characterization elements they may need for their performances.</p>	

<p>ASSESSMENT</p>	<p>Observation of their use of English both in written and spoken English.</p> <p>Teacher's rubric for final presentation</p> <p>Peer's assessment rubric will not be assessed but considered in terms of students' positive attitudes.</p>	<p>At any moment during the lesson</p>
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Appendix 4 Materials

LESSON 1-Introduction to Myths and Legends




PRE-TASK

→ *Activity 1 (Warm-up activity)* Look at these images and think about the following questions:



- ✓ What do these images represent?
- ✓ Are there any of them which seems familiar to you?
- ✓ Can you guess the main topic of the unit?

→ *Activity 2- (Rally Table-Robin Activity)* Now in pairs, try to think about a Myth or Legend that you know and complete this chart. Compare and discuss it with your shoulder-partner.

NAME OF THE MYTH OR LEGEND: _____	
MAIN CHARACTERS: 	HOW DO THEY LIKE? 
WHAT IT IS ABOUT? 	

TASK

→ *Activity 3- (Reading Activity)* Read carefully the following text about myths and legends.

Myths and Legend: a pipe hole to history and cultures.

Myths and legends are stories or narratives that are passed from one generation to another. These two kinds of short stories may resemble similar in many aspects, but they have many differences.

Firstly, legends are considered more realistic than myths. Legends may be evidence to support past events that actually happened; however, myths do not have any supporting evidence for past incidents and episodes.

Secondly, concerning characters in legends, they are considered to be stronger and better in close combat than those from myths. They used to be warriors who fight in battle and who are well-known for their courage and bravery. Some of the most famous examples of these Greek heroes are Aquiles, the strongest fighter in the trojan war, and Atlanta, the cleverest woman hero in all Greece.

In contrast, myths' characters are more supernatural than characters from legends. They are usually spiritual figures like gods, demigods, and mythical creatures. As an example, we can mention *Heracles*, the most important Greco-Roman legendary figure. He was the son of Zeus, considered to be the greatest of the heroes, a symbol of masculinity, valor and vigor.

Finally, the storyline of legends and myths is also different. Legend features an actual cultural hero but includes imaginative elements to exaggerate the story. In contrast, myths are more symbolic and metaphorical than legends. They often make use of significant symbols to represent certain ideas and qualities. For instance, the *Caduceus* represented in Hermes' myth. It is one of the most well-known elements in Greek mythology and it symbolizes good conduct and moral equilibrium.

(Adapted from)

https://www.bwflc.edu.hk/English_read_prog_1314/Essay/5D%20%20Nicole%20Tsui%20-%20Differences%20between%20myths%20and%20legends.pdf

Activity 4- (Rally Robin-Table Activity) Complete the list with the differences between Myths and Legends mentioned in the reading. Then, try to add your own points of contrast. Compare and discuss it with your shoulder-partner!

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-

Activity 5- (Round Table Activity) In groups of four with your face partners, think about one famous legend and compare its characteristics with those of a famous myth. Complete the tables using your digital devices to search for interesting information about them!

MYTHS	LEGENDS

Activity 6- (Class-Sharing Activity) Now, choose one member of your group to present the information of your research in-front of the class.

POST-TASK

Activity 7- (Rally Robin Activity) In pairs, read these interesting facts about ancient Myths and Legends.

- 1 The Legend of Dracula was not as famous as it is today when it was first released in 1897.
- 2 Athena served as a guardian of Athens where her famous Pantheon was her temple. She was considered to be more beautiful than the sun.
- 3 Prometheus was another interesting Titan in the Greek mythology. He was the wisest among the Titans and could see the future.
- 4 Hephaestus was uglier than other immortals. He was a workman that made his own weapons.

Activity 8- (Rally Table Activity) Now identify any structure that may show comparison underlining them. Then fulfill the tables and compare them with your group.

SUPERLATIVE FORMS	COMPARATIVE FORMS	EQUALITY FORMS

LESSON 2- “The Pandora’s Box Myth”

PRE-TASK

Activity 1 (Warm-up Activity-Round Robin Activity) Look at these images with your group and try to guess the myth they represent.



Activity 2- (Round Table Activity) Now, identify with your group these facts that you know about this myth: plot, main characters, possible morals, etc.


YOU CAN BRAINSTORM YOUR IDEAS **HERE**




1


5

Activity 2- (Rally Robin-Table Activity) In pairs, read carefully the following extracts from “The Pandora’s Myth”.



A.  That night, Pandora lay awake. She thought that she could hear voices coming from the box. They were begging for her to let them out. Pandora remembered what Epimetheus had told her but she ignored his warning. She crept down to the cellar and prised open the lid of the box.


B.  Long, long ago there was a good man called Epimetheus who longed for a wife of his own. One day, the gods smiled down on him and sent a lovely young woman called Pandora to his home. She cooked and cleaned for him and looked after him very well. Epimetheus was so happy with his new wife and thanked the gods for their kindness.



C.  Suddenly, dark shadows began flying out of the box, laughing and hissing. They surrounded Pandora and she was very frightened. Epimetheus heard the commotion and ran down to see what was amiss. He was very angry with Pandora. He had told her not to open the box.



D.   One day, Pandora decided to have a good look around the house. She looked in cupboards and drawers, and she went down into the cellar. There she found a strange looking box. She wondered what was inside. Epimetheus saw her looking at the box and told her that she was never to open it – the gods had warned him not to.

E.  One of the dark shadows spoke to Epimetheus and said he was named ‘Fear’. He and his brothers and sisters were going to punish people for all the bad things that they do. Pandora noticed a tiny creature at the bottom of the box. The creature said that she was called ‘Hope’ and that she had hidden inside the box when the gods were not looking. ‘Wherever you see trouble in the world, then I will be there’ she said and then she flew into the night.

(Adapted from: <https://www.teachitenglish.co.uk/resources/y4/ancient-greeks/pandora-s-box->)

Activity 3- (Rally Table Activity) Now, from A to E, put the extracts in the correct order.

1	
2	
3	
4	
5	

Activity 4- (Rally Robin Activity) In pairs, read the following statements and decide which of them are TRUE (✓) or FALSE (×). Then, correct the incorrect sentences.

1)Epimetheus did not warn Pandora about not to open the cellar.	
2)Both creatures inside the cellar were in charge of awarding good actions from those who deserve it.	
3)Pandora opened the box because she was curious and she wanted to see what was inside.	
4)Epimetheus did not care about Pandora opening the box.	
5)The creatures did not have a specific name.	
6)Pandora found out the cellar accidentally when walking around the house.	
7)Pandora was a kind woman who was in charge of cleaning and looking after Epimetheus.	
8)The Gods sent Pandora to Epimetheus because he was seriously ill, so he needed help to do his daily work.	

Incorrect sentence n° _____ →

Incorrect sentence n° _____ →

Incorrect sentence n° _____ →

Incorrect sentence n° _____ →

Incorrect sentence n° _____ →

Incorrect sentence n° _____ →

Activity 5-(Class-discussion) Think and discuss about the following questions:

- a) What two things did the Gods send to Epimetheus?
- b) Why did Epimetheus act so angrily with Pandora?
- c) What did Pandora find in the cellar?
- d) What did Pandora hear coming from the box?
- e) What message did the good creature give to Pandora?
- f) What was the name of the bad creature in the box? What did it say to Pandora?

(Adapted from: <http://www.teachit.co.uk/resources/y4/ancient-greeks/pandora-s-box->)

Activity 6- (Round-Table Activity) In groups, choose an alternative ending for “The Pandora’s Myth” or create a new one. Use the **PAST SIMPLE**.

HERE YOU HAVE SOME EXAMPLES!



Pandora could not open the box so she called Epimetheus to help her.

or

The Gods saw Pandora heading to the cellar so they...

or

create a new one:

POST-TASK

Activity 7- (Rally Table Activity) Try to find out the rules for the past simple with your shoulder partner. For example, “most verbs form the past tense by adding (-ed)”

- ✓ **Rule n°**
- ✓ **Rule n°**
- ✓ **Rule n°**
- ✓ **Rule n°**

LESSON 3- "The Legend of Robin Hood"

PRE-TASK

Activity 1- (Rally Table Activity) In pairs, try to identify all the words included in this alphabet soup.

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

Activity 2- (Rally Robin-Table Activity) Then, compare your answers with your shoulder-partner and try to guess the name of the legend these words refer to:

The Legend of _____

Activity 3- (Round Robin Activity) Join your face-partners and discuss about all the things you know about the legend: main characters, plot, morals, etc. Finally, choose one member to present your ideas to the rest of the class!

TASK

Activity 4- Individually, read the following text about the Legend of Robin Hood and fill the gaps with the words from the box. There is an extra word that you do not need. Then listen the story to check if your answers are correct or not.

BOASTFUL	RESTLESS	WIDE	FAIR	STRONGER	COWARD	GREAT	STICK
WET	DULL	ARROW	FOREST	SUNSHINY	FAIR	ACCUSTOMED	

THE STORY OF ROBIN HOOD

It happened on a bright 1 _____ day in early spring. All through the winter Robin and his men had had had a very 2 _____ time. Nearly all their fun and adventures happened with people travelling through the 3 _____. In winter the roads were bad, and the weather so cold and 4 _____ that most people stayed at home. Robin and his men lived in huge caves during the winter, and spent their time making stories of bows and 5 _____ and mending their boots and clothes.

This bright sunshiny morning Robin felt dull and 6 _____, so he took his bows and arrows, and started off through the forest in search of adventure. In the forest, he found out a river, it was 7 _____ and deep, swollen by the winter rains. It was crossed by a very slender, shaky bridge, so 8 _____ that if two people tried to pass each other on it, one would certainly fall into the water.

Robin began to cross the bridge when he noticed that a great, tall man was crossing too from the other side.

"Go back and wait till I have come over," he called out as soon as he noticed the stranger. The stranger laughed, and called out in reply, "I have as good a right to the bridge as you. You can go back till I get across."

This made Robin very angry. He was so 9 _____ to being obeyed that he was very much astonished too. Consequently, He drew an arrow from his quiver and fitting it to his bow, called out again, "If you don't go back, I'll shoot.

"you talk like a 10 _____," replied the stranger. "Do you call it 11 _____ to stand with your bow and arrow ready to shoot at me when I have only a 12 _____ to defend myself with? I tell you; you are a coward.

"You are a big, 13 _____ bully," he said. "Just wait there until I get a stick. "

Robin Hood threw his bow and arrows on the bank behind him and cut himself a good, thick oak stick. While he was doing this, he looked at the stranger, and saw that he was not only taller but much 14 _____ than himself.

"We will fight on the bridge," said he, "and whoever first falls into the river has lost the battle."

"All right," said the stranger. "Whatever you like. I'm not afraid."

(Adapted from: http://www.gatewaytotheclassics.com/browse/authors_browse_all.php)

Activity 5- Individually, choose the best synonym for each of the words.

1. Slender: FRAGILE / STRONG / HEAVY / FIRM
2. Boastful: MODEST / TINY / NICE / ARROGANT
3. Sunshiny: LUMINOUS / DIM / STORMY / CLOUDY
4. Coward: BRAVE / CRAVEN / VALIANT / HERO
5. Restless: ANXIOUS / YOUNG / CALM / PEACEFUL
6. Bully: OPPRESOR / HONEST / LOYAL / TRUSTING

Activity 6- In pairs, look at the following video:

→ <https://www.youtube.com/watch?v=if34bKbBqXI>

Activity 7- (Rally-Table Activity)- Choose and color in red the adjectives that best describes Robin Hood, considering...

His physical appearance:

TALL	GROSS	THIN	WHITE SKIN	SHORT	HANDSOME
DARK HAIR	DARK SKIN	BROWN HAIR	BLOND HAIR	UGLY	

His personality:

KIND	BULLY	HONEST	POOR	WEAK	WISE	RICH	COWARD
ARROGANT	AMBITIOUS	CONFIDENT	LOYAL	NAÏVE	RICH	CLEVER	LIAR

Now, look at this image and describe Robin Hood using your own words.



POST-TASK

Activity 1- (Round Robin-Table Activity) Join the partner you have previously work with. Cut down the end of this page and write a description about yourself (see example). After that, put all together, mix them, and pick up one. Read carefully and aloud the description and try to guess the identity of the member of your group.

-----cut here-----



“I am short, dark hair, honest, clever, sensitive and wise”

I am...

HOMEWORK

INVENT YOUR OWN HERO OR HEROINE! You can search for information on Internet.

MY HERO/ HEROINE


NAME:

How I was born? When?

Personality: Physical description:

Abilities/Superpowers:

INTERESTING EVENTS/TRAITS:

DRAW ME! 

LESSON 4- “The Legend of Count Dracula”

PRE-TASK

Activity 1- (Rally Table Activity) In pairs, watch this video about “The Count Dracula” while taking interesting and relevant notes about it.

<https://www.youtube.com/watch?v=7uiyz3139tE&t=215s>

MY NOTES:

Activity 2- (Round-Robin Activity) Now, compare and discuss your notes with the members of your group.

TASK

Activity 3- Individually, read carefully the text and complete the activities. You can underline the most relevant facts to facilitate your reading comprehension.

THE STORY OF COUNT DRACULA

Our story will begin in 1890, when Jonathan Harker, a young lawyer, decides to travel by train to Transylvania. He is on his way to take documents to Count Dracula, who has bought a house in England. Count Dracula is a mysterious, rich man, who lives in a castle, high up in the mountains. He has been encouraged to do business with Count Dracula by his clever and very attractive girlfriend, Mina Murray, who will stay in England during his travel.

When Jonathan arrives, he is welcomed into the castle by Dracula and offered food and wine. As they are talking, Dracula sees Jonathan's picture of Mina in his wallet and asks him if she will come later, in return, Jonathan answers him that she won't travel to Transylvania and that she will wait for him in England where they both live.

As they have many things to do, Dracula encourages Jonathan to write a letter, which he dictates, explaining to Mina that he won't be back home for one month and describing all the plans they have in England. However, during the first week, Jonathan will discover that Dracula has no reflection in the mirror and that he doesn't like crucifixes, clues that will lead him to suspect Dracula.

One night some vampires come into Jonathan's room and fight over him. Dracula realizes about what is happening and walks into the room making them leave. After he has gone Jonathan discovers that his door is locked, and that Dracula has taken the photo of Mina from his wallet. Consequently, he starts to be very worried for her safety. Will she be fine? What will happen to her if he doesn't come back to England on time?

A couple of hours after leaving, Dracula arrives to England to find Mina Murray. He meets her on a London street and introduces himself as 'Prince Vlad', from Transylvania. As they are talking, she starts to fall under his spell. By this way, Dracula manages to convince her that she loves him and they go back together to Transylvania.

Meanwhile, Jonathan escapes from Dracula's castle and rushes back to London, only to find Mina missing. Desperate, he decides to go to a scientist, Van Helsing, an old man who studies animals and rodents and who is also an expert in supernatural creatures. Jonathan is sure that he will help him to find Mina safe and sound.

When Jonathan describes Dracula to him, he realizes that Count Dracula is a vampire and that he has a plan to turn Mina into a vampire too. After that, they race to Transylvania to try to save Mina before she drinks the blood and is transformed into a vampire.

When Mina gets to Dracula's castle, he gives her a glass of 'blood-red strawberry juice' to drink. When Jonathan arrives at the castle, he accidentally drinks a glass, too. Only Van Helsing can save the day - he has a plan; the only thing that can stop a vampire... but what is his plan... will it work or will it be too late...?

(Adapted from: <http://www.ipaproductions.com/activities/dracula/ipa-activities-dracula.pdf>)

Activity 4- Individually, look at these possibilities for what will// won't happen at the end of the story. Mark the appropriate answer with a tick (✓). Then, add **THREE** more of your own suggestions and mark them. **(Rally Robin Activity)** Then compare your answers with your shoulder-partner.

	CERTAIN HAPPEN	PERHAPS HAPPEN	PROBABLY NOT HAPPEN	CERTAINLY NOT HAPPEN
Mina will die				
Dracula will kill Jonathan and drink his blood.				
Dracula won't be defeated.				
Dracula will become human.				
Jonathan won't marry Mina.				
Van Helsing's plan to destroy Dracula won't work.				
Mina and Jonathan will scape from Dracula's castle and return to Transylvania.				
Jonathan will turn into a vampire.				
Mina will kill Jonathan.				
1.				
2.				
3.				

(Adapted from:

<http://www.englishcenter.dk/Files/Billeder/PDF/pdfoxford/Oxford%20Bookworms/nwobwdraculawork.pdf>)

Activity 5- (Rally-Robin Activity) Join your shoulder partner, separate the following dialogue and practice it by asking questions and answering them. Complete the blank spaces with the information that your partner provides you

1. As a young woman, Mina will study mathematics at Manchester's Trinity College.

2. He will move to _____ in 1954.

Q. Where _____?

3. In 1959, Mina will enroll at the University of Dublin and she will become a writer.

4. In 1962, Mina will publish her first novel, _____.

Q. What _____?

5. Mina will write a total of eighteen novels.

6. She will marry to _____ in 1963

Q. Who _____?

7. They will move to Ireland to start a new life together.

8. They will have _____ children.

Q. How many _____

1. As a young woman, Mina will study _____ at Manchester's Trinity College.

Q. What _____?

2. He will move to England in 1954.

3. In _____, Mina will enroll at the University of Dublin and she will become a writer

Q. When _____?

4. In 1962, Mina will publish her first novel, *The Primrose Path*.

5. Mina will write a total of _____ novels

Q. How many _____?

6. She will marry to Jonathan in 1963.

7. They will move to _____ to start a new life together.

Q. Where _____?

8. They will have four children.

POST-TASK

Activity 6- (Individually) Imagine that you will invite Jonathan to come and spend the whole weekend in your city. Imagine that it is his first visit and you want to show him as much as possible. PLAN YOUR WEEKEND WITH JONATHAN describing what you **WILL or WON'T** do.



PLANNING FOR THE WEEKEND
with Jonathan

FRIDAY 16	SATURDAY 17	SUNDAY 18
MORNING	MORNING	MORNING
AFTERNOON	AFTERNOON	AFTERNOON
EVENING	EVENING	EVENING

Activity 7-(Rally-Robin Activity) Join your shoulder partner and share your plans by asking and answering questions. **Ex: WHERE WILL YOU GO ON SUNDAY EVENING? -We will go to the cinema.**

(Adapted from: <https://www.teach-this.com/grammar-activities-worksheets/future-forms>)

LESSON 5-Planning and Creating my own Myth or Legend.

"THE MYTH/LEGEND OF _____"				NAME OF THE GROUP: _____			
CHARACTERS:		WHEN? in _____		WHERE? at _____			
[Insert description here]	[Insert Image Here]	[Insert description here]	[Insert Image Here]	[Insert description here]	[Insert Image Here]	[Insert description here]	[Insert Image Here]
NAME:	NAME:	NAME:	NAME:				
1.	2.	3.	4.	 <i>[Draw how the stage will be used so that the audience can hear and see you, and the actors can interact during the performance]</i>		WHAT WILL WE NEED?	
5.	6.	7.	 INSTRUCTIONS: 1. To create your characters, complete the four worksheets and then insert a summary using adjectives in each of the charts above. 2. Think about what will happen in your story and write down eight sentences that describe them. 3. Now, take a piece of paper and link your events including smooth transitions. Then, write your dialogues. BE COHERENT! 4. Considering your script, think how will you distribute the space. 5. Finally, to make the performance real, think and select the props that your characters and the space will need.				
8.	HOW WILL WE USE THE SPACE?						

CHARACTER 1 *Who will play it?: _____*

NAME:

How I was born? When?

Personality:

Physical Description:

Abilities/Superpowers:

INTERESTING EVENTS/TRAIT:



DRAW ME!

CHARACTER 2 *Who will play it?: _____*

NAME:

How I was born? When?

Personality:

Physical Description:

Abilities/Superpowers:

INTERESTING EVENTS/TRAIT:



DRAW ME!

CHARACTER 3 *Who will play it?:*

NAME:

How I was born? When?

Personality:

Physical Description:

Abilities/Superpowers:

INTERESTING EVENTS/TRAIT:



DRAW ME!



CHARACTER 4 *Who will play it?:*

NAME:

How I was born? When?

Personality:

Physical Description:

Abilities/Superpowers:

INTERESTING EVENTS/TRAIT:



DRAW ME!





MY LEARNING DIARY

___ / ___ / ___

TODAY, HOW DID I...?	I MUST IMPROVE IT	WELL...NOT BAD AT ALL	WHAT AN EXPERT!
Manage to complete the individual tasks, if necessary, searching and asking for the information I didn't know to solve my learning challenges.			
Cooperate with my shoulder partner and my group, contributing, helping and demonstrating respect for others ideas.			
Contribute positively during the class-sharing period, respecting my classmates' beliefs and speaking turns.			
Be able to take relevant and useful notes about the most important contents.			
Demonstrate and put in practice my language abilities and knowledge.			

Strengths:

Weaknesses:

TODAY'S LESSON WAS... (3 adjectives)

Justify the three words you have chosen by summarizing the lesson.

R	W	L	S

Justification area

Appendix 5 Assessment Instruments

PARTICIPATION CHECKLIST → LESSON NUMBER _____										DATE: __/__/____	
STUDENT'S NAME	ACTI.	REQUIREMENT							INDIVIDUAL OBSERVATIONS:	0.375 %	
1. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
2. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
3. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
4. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
5. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
6. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
7. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
8. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
9. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
10. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
11. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
12. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
13. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
14. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
15. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
16. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
17. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
18. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
19. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
20. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
21. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
22. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			
23. (Insert name)		Comp	Summ	Int	Op	Gen	Disc	Stu. Init			

GENERAL OBSERVATIONS:

MY NAME: _____

CRITERIA

VERY WEAK
0

POOR
1

FAIR
2

GOOD
3

EXCELLENT
4

The performance involves a coherent and well-structured sequence of events, using smooth transitions and movements.

The content of the story and the invented characters are original, creative and innovative.

The performance involves audience management strategies so I got engaged and interested in it.

The voice and tone of the actors are clear and focused on the audience, so I could understand all the words.

The characterizations of the actors are realistic and suitable for the role of each of them. They get you involved in the story.

The dialogues between the characters are natural. They have not memorized and repeated their characters' words.

Characters do not act individually reciting monologues, but they interact with the rest of the actors.

Please, add all your punctuations and write down the total



FINAL SCORE:



1-

2-

3-

1-

2-

3-



SUGGESTIONS FOR IMPROVEMENT!

Blank white area for suggestions for improvement.

Group name: _____

Duration: ____ minutes

FINAL GRADE:  **OBSERVATIONS**

CRITERIA	1	2	3	4	5
Coherence and cohesion	Events in the story are presented in isolation. without never including transitions and movements. The story is not clear and legible. There is lack of coherence, organization and cohesion.	Events in the story are a weakly sequenced. At times, it includes transitions and movements. The story is a quite unclear and unlegible. The organization, coherence and cohesion are vague.	Events in the story are enough, but poor connected often including movements and transitions. The story is more or less clear. and understood.	Events in the story are good connected and sequenced, usually including movements and transitions to give coherence and cohesion. The story almost clear and understood.	Events are properly connected, always including movements and transitions to give coherence and cohesion to the story. The story is perfectly clear. and understood.
Grammar and vocabulary	Students' use of English is weak and involves several important mistakes that make their speech intelligible and the message can not be properly understood. Besides, students have not used the past tense, neither the future to narrate the events. Moreover, the vocabulary is inadequate to the context, language level and topic of the unit, not including adjectives and comparison forms.	Students' use of English is poor and usually involves important mistakes that make their message intelligible. Besides, they have hardly never used the past and the future tenses to narrate the events. The vocabulary is usually inadequate to the context, language level and topic of the unit, hardly never including adjectives and comparison forms.	Students' use of English is fair , and basic, but the message can be almost clearly understood. Students have fairly used the past and future tenses to narrate the events. Moreover, despite the vocabulary is sometimes a bit weak and non-adequate to the context, language level and topic, fairly including adjectives and comparison forms.	Students' use of English is adequate to the level, so the message can be clearly understood. Students hardly never commit mistakes and the use of the past and future tense is correct. Moreover, the vocabulary is connected to the context, language level, and topic of the unit, often including adjectives and comparison forms.	Students' use of English is advanced; the message can be perfectly understood considering that students do not commit mistakes. The use of the past and future tense is excellent and frequent. Moreover, the vocabulary is accurate, varied and related to the context, language level and topic of the unit. Students have regularly include adjectives and comparison forms.
Voice and tone	Speakers' voices are not clear, neither address to the audience which makes the speech intelligible. The tone is linear and monotonous which impossibilities the comprehension of the story.	Speakers' voices are usually unclear and not enough audience directed which frequently makes their speech intelligible. The tone is often linear and monotonous, which makes difficult to comprehend the story.	Speakers voice are not completely clear, but their speech can be almost understood as they usually direct it to the audience. The tone is a bit linear and monotonous, but it sometimes has variations.	Speakers' voice are correctly and properly a not clear which makes their speech intelligible. The tone is audience-directed, so their speech is completely understood. The tone involves several changes or variations, clearly transmitting the story.	Speakers' voices are perfectly clear and always directed to the audience. Their speech can be easily and perfectly understood. The tone regularly involves variations which facilitates the comprehension of the message.
Fluency and interaction	Students have continuously read with continuous hesitations and pauses. There is lack of interaction between the speakers so the communicative situation and dialogues seem unnatural and fixed.	Students have almost always read their cheat-sheet but some phrases are memorised and repeated, with often hesitations and pauses. Speakers hardly never interact, so the communicative situation seems a bit unreal.	Students have memorised their words, but they have made an effort in not reading their cheat-sheets. Speakers sometimes interact, so the communicative situation seems fairly real.	Students have not used their cheat-sheets, neither their dialogues seems memorised and repeated. At times, there are hesitations, neither pauses. Speakers frequently interact, so the communicative situation seems real and natural.	Students have not memorised their words. Their dialogues are smooth and natural. There are not hesitations, neither pauses. Speakers continuously interact, so the performance is a perfectly representation of a real communicative situation.
Face expression & body gestures	Students' face expressions and physical presences are fixed; there is not communication with the audience; lack of eye-contact and gestures.	Students' face expressions and physical presences are almost fixed; there is little communication with the audience including eye-contact and gestures.	Students' face expressions and physical presences are fairly satisfactory. At times, there is an effort to communicate to the audience including eye-contact and gestures.	Students' face expressions and physical presences are supportive and adequate. Students usually communicate to the audience including eye-contact and gestures.	Students' face expressions and physical presences are excellent. They effectively communicate to the audience including eye-contact and gestures.
Originality Characterizations and Props	Students have copied an already created myth or legend. The characters and their characterizations are vague, neither they make use of props to clearly transmit the story.	Students have replied an already created myth or legend, including some variations. The characters and their characterizations are quite poor and students hardly never make use of props to clearly transmit the story.	Students have made an effort in creating a myth or legend, but it does not seem original and creative. The characters and their characterizations are fairly satisfactory. They often use props to clearly transmit the story.	Students have satisfactorily created an original and creative myth or legend. The characters and the characterization are great and connected to the story. They frequently use props to clearly transmit the story.	Students have created an original and creative myth or legend. The characters and the characterization are diverse and excellent. Besides, they are connected to the story. They continuously use props to clearly transmit the story.
Attitude	Students' attitudes do not show commitment and interest in the task. There is not demonstration of having develop an appreciation toward different cultures.	Students' attitudes do show little commitment in the task. There is a poor t demonstration of having develop an appreciation toward different cultures.	Students' attitudes do fairly show commitment in the task. There is a quite satisfactory demonstration of having develop an appreciation toward different cultures.	Students' attitudes do show great commitment in the task. There is a correct and representative demonstration of having develop an appreciation toward different cultures.	Students' attitudes do completely show positive commitment in the task. Therea fantastic and overall demonstration of having develop an appreciation toward different cultures.