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Multilingual and Cultural Awareness Competences. A Lesson Plan for EFL Teaching in Secondary Education – Year 2 of a Bilingual School

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Resumen

Las Competencias Clave son cruciales en los sistemas educativos de los países miembros de la Unión Europea. Desde su aparición, han venido introduciéndose todas ellas en los correspondientes currículos educativos. Cada una busca desarrollar diferentes conocimientos, habilidades y actitudes en los ciudadanos europeos. La Competencia Multilingüe y la Competencia en Conciencia y expresión culturales son dos de las competencias clave muy presentes cuando nos referimos a la enseñanza de lenguas extranjeras. Es por eso por lo que su desarrollo se hace posible mediante distintas actividades y tareas que promuevan la comunicación en lenguas. Así pues, este Trabajo Fin de Máster presenta una propuesta didáctica, en la que se busca desarrollar en los alumnos de Educación Secundaria Obligatoria ambas competencias clave. Está planificada para su implementación en un aula de Inglés Lengua Extranjera de segundo curso para un grupo perteneciente a la sección bilingüe. El trabajo concluye con reflexiones finales relativas a los aspectos teóricos y prácticos tratados.

Palabras clave

Competencias clave, Competencia Multilingüe, Competencia en Conciencia y expresión culturales, Propuesta Didáctica, Educación Secundaria

Abstract

The Key Competences are crucial in the educational systems of the European Union member states. Since their appearance, all of them have been introduced in the corresponding educational curricula. Each one seeks to develop different knowledge, skills and attitudes in European citizens. Multilingual Competence and Competence in Cultural awareness and expression are two of the key competences that are very present when we refer to the teaching of foreign languages. That is why their development is made possible through different activities and tasks that promote communication in languages. Thus, this Master's Thesis presents a teaching proposal, which seeks to develop both key competences in students of Compulsory Secondary Education. It is planned to be implemented in a second Year English as a Foreign Language classroom for a group belonging to the bilingual section. The work concludes with final reflections on the theoretical and practical aspects dealt with.

Keywords

Key Competences, Multilingual Competence, Competence in Cultural Awareness and Expression, Learning Proposal, Secondary Education

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Introduction

The recommendations of the European Union insist that all European citizens must acquire a series of Key Competences in order to achieve personal, social, and professional development adjusted to the demands of today's world. Therefore, the national authorities in charge of designing educational curricula have adopted these recommendations to the curricula of their systems. Spain, as one of the member states, has been one of those countries that have included the Key Competences in its curricula.

As far as the foreign language learning process is concerned, we could highlight the Multilingual Competence and the Competence in Cultural Awareness and Expression as two of its fundamental pillars. In addition to the Key Competences, it is important to emphasize the European Union's efforts to build a society where interculturalism and multilingualism prevail among its citizens.

One of the educational objectives is that students develop knowledge, skills, and attitudes that bring them closer to the languages and cultures of the countries of the foreign languages they study. Therefore, the teaching and learning of languages and cultures have been understood for years as a joint process. Teaching language is simultaneously teaching culture according to some authors such as Thanasoulas (2001). Culture and communication in a language must be understood together since culture dictates the communication process between two or more speakers.

Through a didactic proposal designed for 2nd Year of ESO students who are studying in a bilingual section, the aim is to bring students closer to the culture of different English-speaking countries such as the United Kingdom or North America through the foreign language. The different activities proposed throughout the sessions, look to develop two of the Key Competences promoted by the European Commission (2019a) such as Multilingual Competence and Competence in Cultural Awareness and Expression. The proposal offers a variety of activities that aim to bring students closer to both linguistic and cultural aspects. In this way, students interact with each other and acquire knowledge through a communicative approach where priority is given to the acquisition of the foreign language through cultural and intercultural content.

Justification

This paper compiles information related to the teaching of Languages-Cultures. Through the development of Multilingual Competence and Competence in Cultural awareness and expression, we seek to enhance students' learning of foreign languages.

The acquisition of a language, whether native or foreign, cannot be understood without bringing students closer to the cultural perspective. Therefore, in the following pages, reference is made to all the aspects that encompass Multilingual Competence and Competence in Cultural awareness and expression outside and inside the classroom. This is an adaptation to the minimum curricular level, a bilingual class of 2 Year of Secondary Education. Always taking into account the considerations of the curricular levels called "supra", the European Commission among them.

It is intended then, to offer a proposal of sessions where the students will carry out a series of activities to acquire linguistic and cultural knowledge skills and attitudes.

Aims

The aim of this paper is to expose the Key Competences involved in the teaching of foreign languages that appear in Europe. At the same time, it is intended to justify their importance in the educational process. Also, it tries to show its imminent implications concerning the linguistic and cultural objectives that concern the European Commission and consequently to all the member countries as is the case of Spain.

Another objective is for the reader to have a clear understanding of the basic concepts related to two of the Key Competences that are fundamental in the teaching of foreign languages: Multilingual Competence and Competence in Cultural Awareness and Expression. Therefore, to develop the main important points of both, the relationship between Languages-Cultures, as well as their evolution, or their implication in the foreign language classroom.

The last of the proposed objectives to be achieved is to show a more practical vision of all the Key Competences proposed by Europe but more specifically of the Multilingual Competence and the Competence in Cultural Awareness and Expression. This practical vision aims to present a didactic proposal where the scope and impact of these competences are reflected through different linguistic and cultural activities.

Part I. Theoretical Background

1. The key competences for lifelong learning

Europe always takes into consideration the importance that all citizens have a similar education and that there are no major differences between them. For this purpose, the European Commission started working on the so-called Key Competences. These competences will not only promote multilingualism and multiculturalism but will also encourage citizens to acquire a series of attitudes, knowledge and skills in different areas of learning.

According to The Council of the European Union (2018):

Key competences are those which all individuals need for personal fulfilment and development, employability, social inclusion, sustainable lifestyle, successful life in peaceful societies, health-conscious life management and active citizenship. They are developed in a lifelong learning perspective, from early childhood throughout adult life, [...]. (p. 7)

Among the key competences proposed by the European Commission (2019), we find the following:

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology and engineering
4. Digital competence
5. Personal, social and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

Literacy competence involves oral, written, multimodal or assigned interaction in different communicative situations, adapting to the different environments and contexts in which linguistic exchanges take place. In addition to approaching linguistic discursive genres, this competence makes citizens enjoy literary culture.

Multilingual competence is perhaps one of the competences par excellences among the key competences. Multilingual competence involves the knowledge of different languages and the

use of these in oral or assigned form. The development of this competence in citizens facilitates their learning and communication. In addition, it has a great cultural weight, since the linguistic field helps to know the historical and intercultural dimensions of linguistic and cultural diversity.

Mathematical competence and competence in science, technology and engineering is also known by its acronym STEM. This competence includes aspects related to the three main areas to which it owes its name: mathematics, science and technology and engineering. Each of them allows the development and acquisition of a different set of skills. Mathematical competence helps to apply mathematical reasoning in different contexts. Competence in science involves understanding the natural and social world, as well as knowledge and methodologies that help to interpret both natural and social contexts. And finally, competence in technology and engineering involves the application of the knowledge and technologies of science competence to transform and adapt them to social needs.

Digital competence is one of the competences that may have more relevance in current educational curricula. The idea of globalization that surrounds us is causing an increase in the use of new technologies in daily life but also in the educational field. Digital competence involves the healthy, responsible and safe use of digital technologies for use in work, educational or social life. In addition, it also develops communication and collaboration in digital communication and content. (Punie and Redecker, 2017)

Personal, social and learning to learn competence involves self-reflection about oneself in order to know oneself, accept oneself and generate constant and positive personal growth and change. This competence fosters the ability to adapt to change and to develop strategies to contribute to good physical, mental and emotional well-being. This competence seeks that personal and reflective development then transmits the same message, but to transmit it to other people, showing integrative and empathic capabilities. (Sala et al., 2020)

Citizenship competence helps students to participate in social life and to show a responsible and civic stance. Citizenship competence also helps students to know concepts and structures of a global nature that affect all citizens, understanding and knowing aspects of social, economic, legal, and political areas. With this competence, values such as respect, empathy, or critical reflection on cultural and ethical aspects of the entire world population are developed.

Entrepreneurship competence seeks to develop in citizens strategies to act on opportunities and ideas that generate results of value for other people. Entrepreneurial competence focuses on creativity, imagination, or innovation to plan and develop projects where decisions are made and social, cultural and economic-financial value is developed. (Bacigalupo et al., 2016)

Cultural awareness and expression competence is developed to make citizens aware of the cultural importance of other countries of the European Union as well as their own. To enhance the linguistic and cultural diversity of the different regions of Europe and the world and to include it in daily life as well as in the development of creative skills.

What was sought was to highlight the importance of all of them equally, and although there is a great variety of them, there are some that are better implemented in the curricula of traditional subjects. Each one of them is integrated in the different subjects that the students of each stage have to study. However, as all of them are characterized by having an equitable importance, it is why we can affirm that the key competences are characterized by being transversal, dynamic and of an integral nature (European Commission, 2019a) since they are acquired from several areas, they do not appear at the same time and their development is progressive and transferable to future knowledge that may arise throughout their lives.

2. Teaching of Languages-Cultures from the European perspective

Europe is one of the world referencers and the European Union is framed at the Supra curricular level, which means that the member states of the European Union are coordinated according to its proposals.

In order to carry out this coordination and to avoid inequalities among European citizens, the European Commission has been in charge since the end of the 90s of establishing a series of tools that help to define the level of knowledge of citizens in different areas. Some of these tools are the key competences that encompass very general concepts and cover different areas of study. Among them, there are two relevant key competences in Europe are those related to languages and cultures.

Within the European Commission, great importance has been given to languages and the great cultural diversity that prevails in the European Union, thus promoting concepts such as multilingualism or interculturality. Europe is the reference for many other countries in the world

and therefore supports multilingualism and interculturalism through programmes and proposals that work on the development of these terms.

2.1 Multilingualism and Interculturality

The European Union's policies on multilingualism are focused on diminishing the discrimination that may exist among the citizens of the European Union. Multilingualism is a way to promote language learning and encourage linguistic diversity. This linguistic diversity is due to the presence of a great variety of languages in the different territories of the European Union. Languages cohabit in the same territory giving rise to a great growth of multilingualism. Therefore, the European Union encourages the introduction and development of languages and consequently favours the development of multilingualism (Katsarova, 2019).

Although the European Union does not incorporate the term multilingualism in its Treaties, the concept is present in the texts and documents of the European Union. Furthermore, in 1958 it was established that no legislation would enter into force until the translated language versions were available. If society has citizens who are fluent in one or more foreign languages, they will have job opportunities in the different countries of the European Union. Thus, it developed the idea of a mobile and multilingual workforce of European citizens.

Europe is considered one of the greatest sources of linguistic diversity in the world. As one of the most developed continents, the citizens of the European Union coexist with complete linguistic freedom to communicate and interact in different foreign languages. European reference bodies have taken it upon themselves to promote the learning and development of foreign languages in each of the countries of the European Union. It is therefore not surprising that the data support the language skills of European citizens. European Commission (2012) published a report called *First European Survey on Language Competences* which analysed the language skills of students belonging to 16 European education systems. The results obtained at a general level indicate a poor level as far as foreign languages are concerned. It is true that more than most of the European population (54%) considered themselves able to hold a conversation in at least one foreign language, 25% of them at least two and 10% could hold a conversation in three foreign languages. The alarming fact is that 46% of the European population was not able to speak any foreign language, something worrying if we consider the

diversity and the linguistic proposals that every year are proposed from the European Union. (Katsarova, 2019).

During the last years, the European Union has stressed the importance of multilingualism through its slogan "United in diversity" symbolizing the importance of linguistic diversity, language learning and interculturality. Through several European Councils such as the one in 2017, the EU Heads of State bet on the proposals of the European Union and work towards the same goal: the acquisition of foreign languages should be from an early age.

According to UNESCO (2006) interculturality refers to the equitable interaction of various cultures and the possibility for these cultures to share cultural expressions through dialogue and respect. This brings us closer, however, to a term that could define these words, that of intercultural dialogue, which does appear among the definitions of the European Commission.

The competence that comes closest to interculturality is the competence in cultural awareness and expression (European Commission, 2019a), which includes some of the basic aspects of the definition. However, other authors such as Byram (1997) have proposed in numerous works the existence of a competence called intercultural communicative competence, which would include the basic aspects of interculturality.

According to Byram (1997), intercultural communicative competence (ICC) is: "Knowledge of others; knowledge of oneself; skills to interpret and relate; skills to discover and/or interact; appreciation of others' values, beliefs and behaviors; and relativization of oneself" (p.11). The concept of ICC promoted by Byram was an improvement of the definition of Communicative Competence that other authors had proposed until then. Thus, Byram states that the definition of Communicative Competence is somewhat obsolete as it "ignored the importance of the learner's social identities and cultural competence in any intercultural interaction (p.8). For Byram, intercultural communicative competence is directly related to other competences such as linguistic competence, sociolinguistic competence, and discourse competence.

Consequently, Bryam established a new conceptual model of the different factors that influence the process of intercultural communication and how they are necessary to define the ideal intercultural speaker. With this model, Bryam tried to help foreign language teachers, who oversee the development of ICC in their students. Since it is a model that involves different cultural and linguistic communities, a distinction has to be made between a native speaker and an intercultural speaker. The latter is one who participates in intercultural communication and

interaction and works as an interlocutor conveying his or her social identity, his or her cultural traits. This process does not occur in native speakers, since the cultural exchanges are the same since they possess the same language or culture.

With this in mind, and to create a conceptual model for intercultural communication among different speakers, Bryam proposes five main components which are attitudes (*savoir être*), knowledge (*savoir*), skills of interpreting and relating (*savoir comprendre*), skills of discovery and interaction (*savoir apprendre*) and critical cultural awareness (*savoir s'engager*).

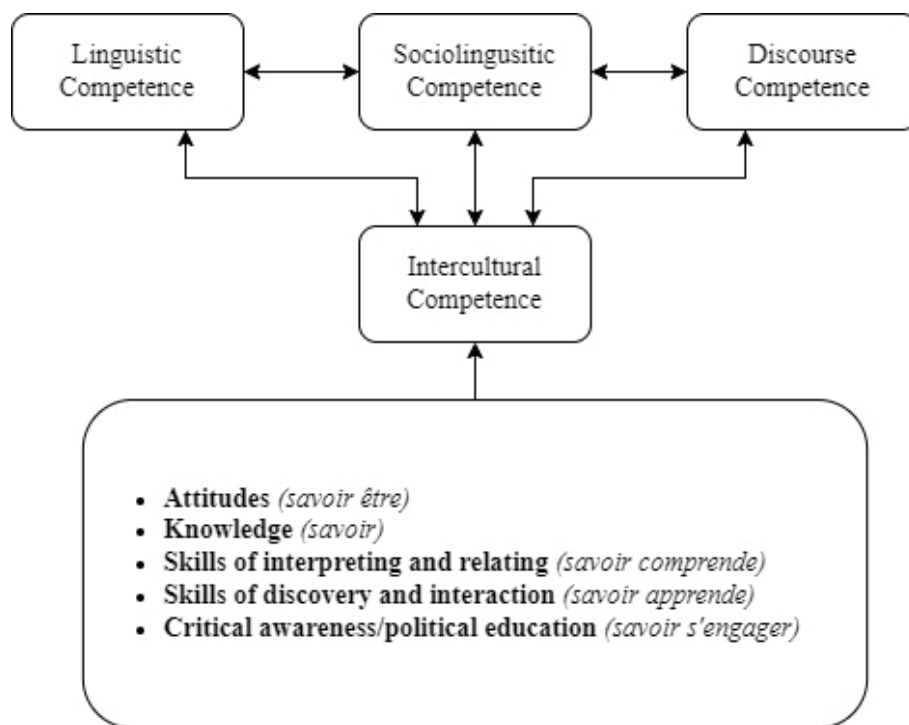


Figure 1. *Model of ICC* (Adapted from Byram, 1997, p. 73)

The fact is that the European Union includes many more aspects than political or economic ones. Experts discuss the possibility of a complex cultural system within Europe that would be identified with the existence of an exclusively European cultural identity common to all member countries. The cultural system of the European Union presents societies that are multicultural by themselves, thus offering a great cultural diversity within them. In addition to having very culturally diverse societies, many member states want to create a sense of interculturality. That is, many aspire to be countries that foster respect and understanding among diverse cultures. Through the creation of intercultural spaces or institutions and programmes or initiatives, Europe aims to be a space free of cultural discrimination. (Muñoz, 2017).

One of the most recent initiatives that must be taken into consideration is the designation of 2018 as the *European Year of Cultural Heritage*, promoted by the European Union and in which 28 European countries participated. This initiative aimed to awaken in people the instinct to get to know the European cultural heritage, strengthening the feeling of belonging to a common and intercultural space. According to a survey published earlier that year, most European citizens think that cultural heritage is important to them on a personal level (84%). (European Commission, 2019b).

This only indicates that we need to reconsider interculturality and be aware that Europe is a major driver of coexistence and integration of cultural diversity in the different European societies.

2.2 Multilingual and Intercultural education

The concept of multilingual and intercultural education emerged at the end of the 1990s and studied a series of linguistic policies proposed by the Council of Europe. As its name indicates, multilingual and intercultural education aims to generate a sense of cultural and linguistic diversity in society. Cultural and linguistic diversity is worked on through the key competences that Europe proposed in its 2006 and 2018 recommendations. The multilingual and cultural awareness and expression competences must be understood in a sense of transversality, as both are part of the multilingualism and interculturality with which citizens are endowed.

The learner of a second or foreign language and culture does not cease to be competent in his or her mother tongue and the associated culture. Nor is the new competence kept entirely separate from the old. “The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes plurilingual and develops interculturality.” (Council of Europe, 2001, p. 43).

Multilingual and intercultural education has two main aims. The first focuses on the acquisition of both linguistic and intercultural skills. Regarding linguistic skills, work should be done on those that involve the use of different foreign languages in different contexts to foster intercultural communication. The Council of Europe points out that the positive attitude of citizens is one of the keys to arouse curiosity in learning about other languages or cultures. On the other hand, intercultural skills focus on knowing and appreciating cultures, expressions, and artistic heritages at different levels. There is clear evidence that both skills that citizens need to

acquire are related. According to González Piñeiro, Guillén Díaz and Vez Jeremías (2010): "[...] la lengua no sólo es parte de la cultura, sino también el vehículo fundamental a través del cual se expresan las prácticas culturales y creencias de los grupos sociales." (p. 26).

The second aim of multilingual and intercultural education is the personal development of individuals. The idea behind this aim is that it is the citizens themselves who awaken an interest in learning about new cultures and new languages. Showing respect for their mother tongue but also for foreign languages, as well as expressing and having open and positive attitudes towards different cultural manifestations.

Multilingual and intercultural education is synonymous with quality education and allows citizens to receive an education based on multicultural and multilingual values and principles. It brings citizens closer to a more diverse stance and thinking, and, to acquire skills, knowledge, and attitudes from different cultural and linguistic societies.

2.2.1 The common approach to language teaching

The language policies of the countries of the European Union are preceded by the Council of Europe and the *Common European Framework of Reference for Languages* (CEFR) (Council of Europe, 2001, 2020). The latter is the tool that measures the communication skills of the citizens of the member states. It was established as a result of the least number of differences that can emerge in the education of the citizens of the different Member States. In this way, citizens would receive a common type of education in all countries, and they will be more flexible and able to adapt to the multiple educational needs with greater speed and flexibility. In addition, the level of foreign languages can be measured by the same standards, and all citizens are separated by levels.

The plurality of languages and cultures in a common space such as the European Union has led institutional documents such as the CEFR to distinguish between multilingualism and plurilingualism and to try to encompass both terms. While multilingualism refers to the coexistence of several languages both individually and socially, plurilingualism is closer to the linguistic stance and the capacity that a user develops in several languages. (Council of Europe, 2020). It is important to speak of a plurilingual competence that is inevitably related to several competences. Plurilingual and pluricultural competence encompass the ability to use languages to communicate and be part of other cultural contexts where cultural interaction takes place. In

this way, citizens will progressively acquire, at a variety of levels, experience in different languages and different cultures. (Council of Europe, 2001).

The CEFR presents the multilingual approach as a tool to expand a user's knowledge of one, two, or several languages, but also to expand this knowledge to other cultural contexts. In other words, the communicative focus characteristic of the key competences to be achieved is through linguistic as well as cultural means.

Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place. This implies, of course, that the languages offered in educational institutions should be diversified and students given the opportunity to develop a plurilingual competence. (Council of Europe, 2001, p.5).

The relationship that the CEFR establishes with plurilingualism is through the plurilingual and pluricultural competences. Both competences are transversal and therefore complement each other. Furthermore, the CEFR promotes the development of plurilingualism and pluriculturalism and defends the need for these competences for several reasons. Simultaneously, through the development of plurilingual and pluricultural competences, other competences such as sociolinguistic and pragmatic competences are developed, and learners become familiar with new ways of communicating and relating to other people and distinguish between the most basic linguistic aspects and the more specific ones.

Plurilingualism is presented in the CEFR as: "an uneven and changing competence, in which the user/learner's resources in one language or variety may be very different in nature from their resources in another." (p.30). Therefore, on many occasions, there is a certain imbalance between the language skills acquired by the learner and the rest of the skills in the process of acquiring them. Users who develop a plurilingual competence are also the same users who combine the knowledge acquired in this competence with the rest of the general competences.

2.2.2 Multilingual Competence and Competence in Cultural Awareness and Expression

The European Commission (2006, 2019a) proposed multilingual competence and competence in cultural awareness and expression as two of the key competences required for all the citizens in Europe. Both key competences are adapted and appear in the curriculum of the educational laws of the educational systems of the various European member states. Multilingual competence is not only the basis for the development of linguistic diversity in Europe, but it is also a tool for other initiatives or projects that encompass other areas such as digital or learning to learn. As for the competence in cultural awareness and expression, Europe

is one of the most culturally diverse continents. The diversity of societies and cultures makes the competence in cultural awareness and expression another of the most transversal proposals.

3. Teaching of Languages-Cultures from Spanish Legislation

Following the recommendations of the European Union, the Spanish educational system has been adapted in accordance with the recommendations proposed by the European policies. Through something as useful as the key competences, the Spanish state has defined and adapted its educational curriculum to these proposals. Within what we know as key competences are the competences in charge of bringing citizens closer to linguistic and cultural knowledge.

3.1 Key Competences

Spain as a State belonging to the European Union governs its Educational System from what the highest body such as the European Commission dictates in its recommendations. What we currently know as one of the most significant curricular elements, the Key Competences, have of course, their origin in the recommendations that emerged in the late 90s and early 2000s. The key competences that dictate the Spanish Educational System, are a model that follows with the proposals of the Lisbon European Council that was held at the end of the 90s, the contributions of reports such as the Delors Report "Learning: the treasure within" when the author proposed four main pillars of education in 1996 or also of the project "DeSeCo", project promoted by the OECD between 2001 and 2005 (Halász and Michael, 2011). Following the recommendation and all the proposals and theories that appear in the early 2000s, Spain did not take long to incorporate the term "competences" into its educational curricula. With the change in the law, the new Spanish Government officially incorporates them in the educational law LOE (2006).

The models recommended by the European Union have not changed much over time. In fact, there is not any differences between key competences that governed the LOE law (2006) and the LOMCE law (2018) which follow the recommendation proposed by the European Commission in 2006. The change comes a few years ago, when the European Commission (2018) publishes a new recommendation regarding key competences. The imminent LOMLOE law (2020) follows the recommendation of 2018, so we can observe a change in the key competences that were proposed to the two previous laws. So, we are going to focus on the

different proposals of the key competences from what was established in the 2018 recommendation.

The educational laws and the curricular elements available to us in the educational Spanish curricula today, are an evolution of what has been worked on throughout all these years. The current law LOMLOE (2020) follows the recommended model about key competences proposed in 2018 by the European Parliament during The European Framework of Key Competence. However, they do not officially appear until 2019, when the European Commission publishes the document *Key competences for lifelong learning* (European Commission, 2019). Thus, the Spanish education authorities were closer to the key competences that will be the basis of the key competences of the Spanish Education System. This document collects the key competences that belong to Europe and defines what will be the future key competences that will appear in the curriculum of the Spanish Educational System. Citizens who manage to achieve the objectives set out in the new educational law LOMLOE will be acquiring and developing the key competences established by the European Commission (2019a).

The European Commission (2006, 2019a) develops the following key competences as a curricular element for the educational systems of the European Union. Through these competences, the students of the different educational systems acquire a series of essential skills, knowledge and attitudes. Below is a table of equivalences between the different recommendations of the European Commission and the competences adopted by the educational laws in Spain. The LOE and LOMCE follow the 2006 recommendations, while the LOMLOE follows the 2018 recommendations.

Table 1. *Evolution of the denomination of Key Competences through the different Spanish Laws*

	Recommendation of 2006 (LOE 2006)	Recommendation of 2006 (LOMCE 2013)	Recommendation of 2018 (LOMLOE 2020)
1	Communication in the mother tongue	Communication in the mother tongue	Literacy competence
2	Communication in foreign languages	Communication in foreign languages	Multilingual competence

3	Mathematical competence and basic competences in science and technology	Mathematical competence and basic competences in science and technology	Mathematical competence and competence in science, technology and engineering.
4	Digital competence	Digital competence	Digital competence
5	Learning to learn	Learning to learn	Personal, social and learning to learn competence
6	Social and civic competences	Social and civic competences	Personal, social and learning to learn competence Citizenship competence
7	Sense of initiative and entrepreneurship	Sense of initiative and entrepreneurship	Entrepreneurship competence
8	Cultural awareness and expression	Cultural awareness and expression	Cultural awareness and expression competence

The following figure (Figure 1) shows a general outline of the relationship between the Council of Europe and its recommendations related to the Key Competences and the final Key Competences adopted by the Spanish Educational System throughout the several educational laws LOE (2006), LOMCE (2013) and LOMLOE (2020).

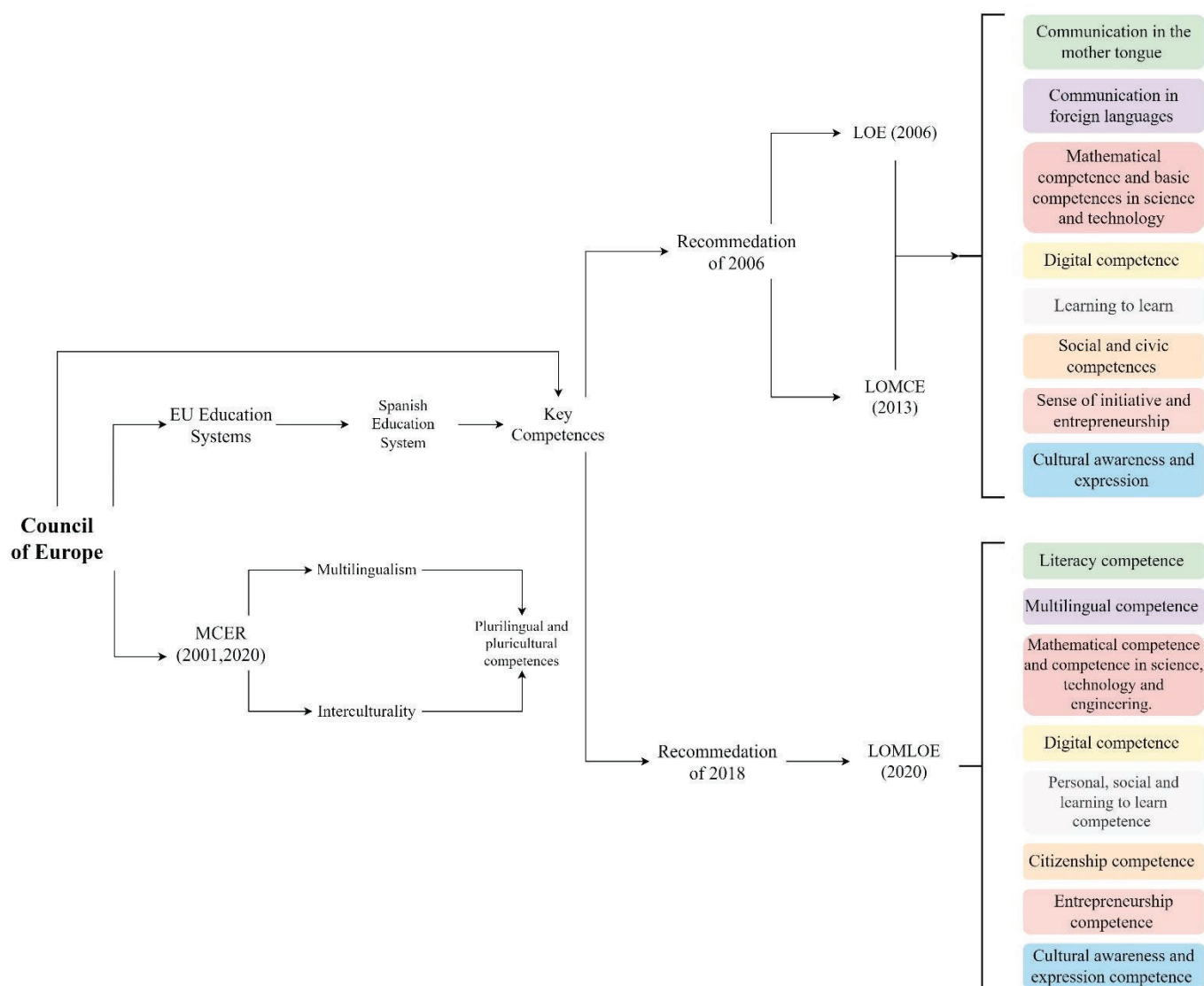


Figure 2. *Timeline of the Key Competences. From the European perspective to the Spanish Education System*

3.2 Multilingual competence

Multilingual competence is one of the competences that have been present in the different Spanish curricula of educational laws. Although it has changed its nomenclature on several occasions according to the recommendations coming from Europe, multilingual competence has been consolidated as one of the strongest key competences in the Spanish Education System. As key competences have evolved in educational curricula, in some cases, their focus has also changed. Multilingual competence is a case in point. Multilingual

competence shifted from focusing on a more linguistic aspect to focusing on the communicative aspect. As a result, one of the new requirements of this competence is the ability to communicate in several languages. The European Commission (2019a) establishes the focus on the communicative aspect.

3.2.1 Definition and basic aspects

According to the European Commission (2019a), the multilingual competence is defined as: “the ability to use different languages appropriately and effectively for communication.” (p. 7). Thus, one of the requirements of Spanish citizens in terms of this competence will be the ability to communicate in as many foreign languages as they can acquire.

Multilingual competence as we know it today appeared for the first time in Spain under the name of Communication in Foreign Languages, being one of the basic competences of the LOE law. In the next Educational Law, the LOMCE, it receives the same name as the LOE law. Communication in Foreign Languages is the name to refer to this competence. Thus, both the LOE and LOMCE laws use the same name as they were following the same recommendation of the European Commission in 2006. In future educational laws, such as the LOMLOE, which was approved in 2020 and it follows the recommendation of the European Commission in 2018 this competence has a different name, and it is called Multilingual Competence.

As mentioned before, multilingual competence is about the citizens of the European Union, and in this case Spanish citizens, acquiring a series of knowledge, skills and attitudes related to the different languages. We must consider the meaning of the word multilingual, or in other words, multilingualism. Multilingualism is understood as the coexistence of several languages or intralinguistic varieties in each area. (González Piñeiro, Guillén Díaz and Vez Jeremías, 2010). The Conventions of the Council of Europe are aware of the linguistic wealth that exists in Europe and therefore urge member states, such as Spain, to claim their right to know and use both the mother tongue and all the other languages, thus promoting linguistic diversity.

Therefore, Spain is among those countries that seek this linguistic diversity promoted by Europe and all the educational laws that have been implemented have followed the recommendations of the European Commission. The creation of a multilingual competence is not by chance, Spain is one of the richest countries in terms of recognized minority languages. Spain is a monolingual state, but minority languages also play a very important role not only in society, but also in

culture and educational curricula. The variety of languages makes multilingual competence one of the closest to the linguistic diversity sought by Europe.

3.2.2 Its development in the classroom

The Common European Framework of Reference for Languages (Council of Europe, 2001, 2020) differentiates between "multilingualism" and "plurilingualism". However, Spain can be considered both a multilingual and a plurilingual country. If we consider the definition provided by the CEFR, Spain is a multilingual country since there is a knowledge of several languages or the coexistence of different languages within a society (Council of Europe, 2001). In addition, we can consider it multilingual because the languages are related to each other, since Spain is a country with several co-official languages. In other words, multilingual competence is developed to a high degree among citizens and is therefore very present in Spanish classrooms. According to a report published by *Eurydice* in 2017, Spain is one of the countries in Europe that devotes the most teaching hours to the study of foreign languages at school (Mato, 2018). Therefore, bilingual education is one of the keys to the development of multilingual competence. Many foreign language students opt to choose these bilingual sections and teachers, through educational proposals -such as the proposal presented in this paper- facilitate the learning of this foreign language.

The development of multilingual competence in schools and classrooms appears through the different curricular proposals. As far as Secondary Education and Upper Secondary Education are concerned, students approach multilingual and intercultural learning through the first foreign language -most of the time English or French- and many other times as a second foreign language -French, Italian, Portuguese, English and/or German- On the other hand, an increasing number of school centres have a bilingual section. Thus, students get closer to create a classroom with variety of contents of the different foreign languages. In this way, their varied linguistic and cultural repertoire is promoted (Sanz Trigueros, 2020). The European Commission (2019b) published a recommendation to member countries in which it presented a global approach to language teaching and learning. In that recommendation, it spoke of the importance of multilingualism in schools and stressed the importance of multilingual competence as a transversal competence. This requirement is already present in many schools in Spain, since, as mentioned before, many schools have bilingual sections. And, therefore, with other subjects that are not taught in the mother tongue, but in the first foreign language.

Multilingual competence in the classroom should not only be a mere instrument for using and communicating in the language in the most appropriate and effective way, but also a way of bringing citizens closer to cultural and linguistic diversity. The classroom should be a place for the promotion of the foreign language and should awaken a curiosity in the students. (Byram, 1994). This curiosity for foreign languages should be achieved through motivation and interest in linguistic aspects, as well as cultural aspects. Spain is one of the countries where migration can enhance the effects of linguistic diversity, and consequently can be used as a factor to promote this competence.

3.3 Competence in Cultural Awareness and Expression

As the Multilingual Competence, Competence in Cultural Awareness and Expression has also been present in Spanish Educational curricula since the 2006 recommendations of the European Commission. In a certain sense, this competence is related to multilingual competence since cultural expression and awareness includes many aspects of languages, since they are part of the society culture.

3.3.1 Overarching concept

According to the most recent definition we found of this competence, Competence in Cultural expression and Awareness brings together knowledge of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. (European Commission, 2019b). What this competence entails, is that Spanish citizens will be nourished with knowledge of the different cultural expressions that encompass cultural diversity. The competence in cultural awareness and expression can be considered transversal, since Spanish citizens will acquire it through the different subjects proposed in the educational laws, because culture is not an aspect that can be reduced to a single academic field.

Following the recommendations of 2006, the educational law LOE created the basic competence called Cultural and artistic competence, which collected the knowledge, skills and attitudes of the nomenclature that we currently use for this competence. The competence that we currently have, following the recommendation of 2018 and that is currently introduced in the LOMLOE law receives the name of Cultural Awareness and Expression competence.

The importance of competence in cultural awareness and expression lies in three different aspects that have framed the Spanish educational curriculum. The new educational law, LOMLOE, comes into force and seeks the knowledge, but pursues to provide students with skills and attitudes that will allow them to be aware of the linguistic and cultural diversity they can acquire through ESL classes. Students of a foreign language must learn about cultural heritage, the different artistic-cultural manifestations and the different genres and styles of the fine arts. In addition, this competence seeks to develop initiative, creativity and the use of different techniques that demonstrate the application of different skills. Spanish educational legislation sets as an objective in educational Organic Law such as the LOMLOE, that the competence in cultural awareness and expression is a way of valuing freedom of expression and appreciating cultural and social diversity.

3.3.2 Implications in the EFL classroom

Competence in cultural awareness and expression allows citizens to approach different artistic and cultural environments, as well as languages from different perspectives. However, when it comes to the learning-teaching process of foreign languages, most of the time the focus is on the linguistic aspect. Thus, we forget many other dimensions that can intervene in the acquisition of a second language, such as the cultural dimension. Due to the communicative approach that has been present in the language-culture acquisition, in recent years new positions and authors have emerged who propose a cultural dimension linked to foreign language acquisition.

Communicative approaches aim to leave behind the old models. These approaches and proposals had no other intention than to teach the foreign language so that the learners would have the native speaker as a model. However, with a new perspective where language and culture work integrally together, the aim is to go beyond linguistic competence. In other words, the focus is not on foreign language learners being able to use the language in the same way as a native speaker. This is because, unconsciously, we would be failing to take into account all the cultural aspects that the native speaker has and cannot transmit. For this reason, authors such as Byram (1997) or Kramsch (2001) propose an intercultural speaker as a reference.

The intercultural dimension has no other objective than to train foreign language learners as people capable of going out of the linguistic context and working as intercultural mediators. In other words, a good learner who is immersed in the cultural approach does not look for a

reflection in the native speaker, but one who combines his or her cultural identity and can perceive identities other than his or her own. The cultural dimension should be understood as an instrument through which foreign language learners also acquire linguistic competence and can understand and communicate. Thanks to bilingual education and teaching proposal within the classroom, the development of both the foreign language and the culture of that language is promoted. Therefore, bilingual education is a step forward and a facilitating instrument for the promotion of Language-Culture in EFL teaching.

Byram and Risager (1999) propose three basic elements that make up the cultural dimension:

- To make communicative competence the link between the learner and the cultural world of the speakers of the target language.
- A reflection on the speaker's culture from an external perspective to understand his or her relationship with other cultures.
- The role of the foreign language teacher within this cultural dimension; is the teacher's responsibility to help understand and acquire communicative and cultural competences.

Byram, Gibkova y Starkey (2002), propose a series of tasks that the foreign language teacher has to carry out with his/her students:

To give learners intercultural competence as well as linguistic competence, to prepare them for interaction with people of other cultures; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours; to help them to see that such interaction is an enriching experience. (p. 10)

Several models of cultural competence have been proposed by various authors. However, it is important to emphasize one of the most popular cultural models of the 1970s: *Edward T. Hall's Cultural Iceberg Model*. Hall's proposal supposed a base model for the teaching of foreign languages. When teaching a foreign language, teachers usually focus on language and in a few cases, only a few focus on the culture that is directly related to the language. Following his model, we must consider the teaching of culture as the iceberg that he proposes. The *surface or external culture* represents the most visible aspects of a culture, and probably the ones that students are more focused on. However, the idea behind this model is that culture is much more than the factors that are visible, therefore when teaching cultural aspects, many more things must be taken into account. (Hall, 1976). This culture receives the name of *deep or internal culture*, and it deals with aspects related to attitudes, values, customs, beliefs...

Hall proposes that the only way to acquire a different culture is to actively participate in it. And this is where the role of the foreign language teacher comes in, who has to be able to ensure that both cultures - the visible and the less visible - are acquired equally by the learners of a language.

Part II. Lesson Proposal

4. Context and decision making

The following lesson proposal aims to show how two of the key competencies: Multilingual Competence and Competence in Cultural Awareness and Expression can be developed within a secondary education classroom. Through a didactic proposal, consisting of eight sessions, students in the second year of compulsory secondary education will acquire a series of knowledge, attitudes and skills directly related to English as a foreign language and to the culture of English-speaking countries.

4.1 School environment

The center is located in the town of Tordesillas, in the center of the province of Valladolid, so the access is direct and is a means of communication with many of the small neighbouring villages of the town where most do not exceed 500 inhabitants. The center has decreased the number of students in recent years; however, Tordesillas continues to be one of the most populated municipalities in the province of Valladolid. Because it is an institute close to many other small towns in the region, the center welcomes students from different towns with different social and economic levels. However, the average economic and cultural level of its inhabitants is average. Being of an average level, the students attending the school have access to the basic necessities required during the educational process. This is due in part to the fact that the parents of the students have an average educational background of school graduates and others have a university education.

The place where the school is located influences the Educational Project of the Center. The students have to acquire a great part of what their formative objectives state. Since due to its location, it receives students from several neighbouring towns, all the students have to attend class with people they may not know, thus developing the coexistence plan that appears in the PEC.

The center carries out many activities and improvement programmes that help students and make the center work well. Among some of the programmes that are being carried out right now is the Center's Digital Contingency Plan. This measure is developed as a consequence of the COVID contingencies and is a document that compiles all the measures that would be

carried out if teaching would be remote again. This document includes the curriculum adaptations and the organization that would be carried out in the event of having to apply this program.

Another of the programmes currently being developed in the center is the ICT Plan, which aims for the center to build ICT awareness, and that both students and teachers develop digital competence and use ICT resources that help the training and qualification of all students at the center. Both programs have to be taken into account in the foreign language classroom since the use of technological tools is very recurrent in the English classroom. In addition, if a situation similar to the pandemic were to occur, all COVID restrictions would have to be taken into account, since the English classroom always proposes activities where students have to work in pairs or groups and need to work in close proximity to each other.

This high school provides its students with ESO, upper secondary and has a range of Ciclos Formativos de Grado Medio (Training Cycles:) Higher Level of Administration and Finance and Middle Level of Microcomputer Systems and Networks. It also offers Basic Vocational Training in Office Computing and Electricity and Electronics. The number of students is not very high and consists of two lines/levels, so that in each year there are two classes, A and B. At the ESO level, there are approximately 18 students per class, while in the 1st and 2nd Years of upper secondary the number of students drops to 10-12 students per class. The students are local residents, but a large number of them also come from nearby towns.

Being one of the most complete educational centers in terms of educational offerings, during the last few years it has undergone changes that have led it to become a much more updated high school in terms of its policies and ideas. The improvements that have been carried out began a couple of years ago when the center became one of the centers of Castilla y León with a bilingual educational offer in English. The center has been bilingual for a couple of years and promotes the use of languages in the classroom. For several years, a large number of students are enrolled in the bilingual modality, attending subjects such as Music, Arts or Physical Education in English. It is noteworthy that subjects such as Music or Arts, together with English, are taught through English thanks to the implementation of a CLIL programme (Coyle, Hood & Marsh, 2010). These subjects are key for students to be able to work on concepts and a series of contents together and, in some way, increase the development of competences such as the two competences we have been discussing above, the competence in cultural awareness and expression and the multilingual competence. In addition, the departments of the foreign

languages taught at the school promote cultural activities that bring the students closer to interacting using the foreign language and to learning about some of the cultural aspects related to society, historical figures or the main festivities of that language.

In addition to being a bilingual center, most of the school years, the English department has a native English conversation assistant who comes one hour a week with each of the teachers of the English department. This helps students to improve and foster the development of multilingual competence by having direct contact and interaction with someone who is a native speaker of the language they are studying. In addition, they can also develop competence in cultural awareness and expression as the activities proposed in the department bring the students closer to content outside the educational curriculum. That is to say, the time that the students are in contact with the conversation assistant, they get closer to the cultural and social aspects of the culture and society of the conversation assistant. This is a very good option if we are looking for students to develop new linguistic and cultural knowledge.

Finally, the school participates in a project coordinated by the Diputación de Valladolid known as *Keep Moving Valladolid*. Through this program, the students are beneficiaries of scholarships that allow them to travel to several foreign countries such as Ireland, Italy, Greece and Portugal. The project has several objectives among which we find two main ones that focus on the two competences that are developed throughout this work. The first one is the improvement of the multilingual competence, by trying to increase and develop a greater contact of the students with foreign languages. The second of these seeks an increased awareness and expression of other cultures and countries. This project is a great opportunity for the students of the school, as they get to know other cultures and acquire new knowledge of foreign languages and cultures.

4.2 Classroom features

The development of the activities is carried out in the same classroom and with the students of the second Year of the first stage of secondary education. The classroom is located in one of the main corridors on the second floor of the center. In this corridor we find other classrooms such as plastic arts or music, subjects that are also bilingual. Therefore, the classroom is not located randomly and may have a relationship with the bilingual section of the center, since many of the subjects are interrelated and the departments of these subjects propose joint activities.

One of the main characteristics of the classroom where the development of the teaching unit has been carried out, and therefore of the activities that will be proposed later on, is its large space. Due to the low number of students that the center has with respect to others in the community, the classrooms are large places where all kinds of activities can be carried out, including those that have movement –TPR (Total Physical Response)-. In addition, in this case the group to which the activities are dedicated is very small, with a total number of students of 7 people.

Since this is a center with an ICT promotion plan, technological tools are something present in the classrooms. Therefore, most of the classrooms have a projector, a computer, the corresponding digital screen and two loudspeakers that help the development of the listening activities. Also, and in the COVID circumstances, the classroom has a webcam and a microphone attached to the computer, which facilitates communication with students who have to follow the classes online. In addition to having all the technological and computer equipment, the classroom has chairs and tables in perfect condition grouped in pairs. The tables and chairs are placed in this organization because working in pairs or in groups is one of the objectives that English teachers have in their annual syllabus.

The development of the teaching-learning process in the classroom goes smoothly due to the high level of heterogeneity of the students in this course. Communication is one of the reasons why the development of all the proposed activities is carried out without any inconvenience. The relationship that the teacher establishes with the students is adequate following the Rapport psychology, this enables the communication between both parties and favors the acquisition of knowledge. The learners themselves work adequately, since the small number of students does not hinder the development of the class or the communication between them. In fact, the small number of students in the classroom allows them to work both individually and to propose activities where communication is necessary, and they have to work in pairs or in groups of 3 or 4 people.

The linguistic repertoire of the students to whom the activities are proposed is high. Being a bilingual group, the students have a highest level of vocabulary and grammatical structures that allow them to have a wide linguistic repertoire and a high number of resources when interacting with their classmates and with the teacher. Since it is a heterogeneous group, there will not be much difference between levels. In addition, this is a very participative group, and with a great creativity, so they show a great interest in learning new things. with them we can explore the

aspects proposed in the multilingual and cultural awareness and expression competences. Their linguistic repertoire is as important as their cultural background. The class is culturally diverse, having students from other countries and who have lived in places of other cultures. It is a class where the students are open to learn about the culture of the countries and for this, they are aware that they have to use the foreign language. Through the different activities that are proposed, the students will awaken an interest in the culture and language that they already have.

4.3 Justification of the planned activities

Regarding the methodological and didactic rationale that supports the teaching proposal, there are some elements that must be considered when planning and developing activities. The following activities deal with the incorporation of two of the key competences proposed by the European Commission to different class activities. The students who will perform the activities belong to the second Year of the first stage of secondary education.

During the process of designing the different activities, there have been no problems regarding the diversity of the students, as there is nothing to report in this aspect. The group for which the proposal is designed is characterized by its high level of homogeneity. It has not been necessary to intervene with any student nor the inclusion of adapted activities for the development and understanding of them.

Through the different activities proposed, the aim is for the students to acquire the foreign language using the different linguistic proposals and theories and applying the concepts, ideas and knowledge of both competences: multilingual and cultural awareness and expression.

Vygotsky and the constructivism theory is one of the main influences in the development of the activities. The main objective is that the students are the center of the foreign language learning process. Each of the people in the class has a different role, the teacher can be considered the facilitator since her only task is to give the students the necessary information and instruments. With these acquired tools the students are the ones who work and use what they have learned individually and coworking with their classmates in group tasks.

These activities take part from the task-based approach (Ellis et. al, 2019), since all the activities carried out in the sessions have the sole objective of achieving the acquisition of a foreign language while developing both the multilingual and the cultural and awareness expression

competences. This approach can be considered one of the recurrent approaches used by teachers of a foreign language, because each English class can be a steppingstone to a final product, where students demonstrate what they have learned. An extensive number of authors have investigated about it (e.g., Willis, 1996). Since all the skills are developed with during the sessions and the students are the essential part of the work and the center of the learning process, it would be optimal for the students to develop these activities through a communicative approach (Hymes, 1974.) Hymes is one of the referents of the theories of learning a foreign language, so it is necessary that students use the language in an appropriate way in a given context (the one proposed in the different activities) and adapt to the discourse that each of them requires. Also, the communicative approach impulsed by Richards and Rodgers (1998) and Nunan (1991), is one of the approaches that facilitate the use of strategies that improve classroom management since it enhances the communicative competence (Hymes, 1972) that is necessary in a foreign language classroom.

All the activities considerably contribute to the development of the five communication skills: oral comprehension, oral production, spoken interaction, written comprehension and written production.

5. Didactic sequence

5.1 Regulations and Curricular Competences

Regarding the curricular aspects, there are also some aspects that must be taken into consideration. The different activities proposed focus on the development of multilingual competence and cultural expression competence. The activities shown below aim for students to acquire knowledge related to the foreign language through the language itself, but also through the cultural aspects that can influence a language.

The proposed activities follow a reference model in terms of the level of language proficiency proposed by the Council of Europe (2001, 2020) in the Common European Framework of Reference for Languages. Therefore, following the recommendations of the institutions, the level of the activities should be at a beginner level, A2.

Multilingual competence and competence in cultural awareness and expression are two of the key competences to be enhanced by the implementation of the different activities. Both competences appear in the educational curriculum of the LOMCE law (2020), so they are part

of the curricular aspects to be taken into account in the development of the activities. In addition, the ORDEN ECD/65/2015 of January 21 that describes the relationships between the competences, contents, and evaluation criteria of Educación Primaria, la Educación Secundaria Obligatoria y el Bachillerato must also be considered.

To evaluate the acquisition of the knowledge proposed in both competences through the sessions, it is necessary to take references from the document Real Decreto 984/2021 of November 16 which regulates the final evaluations of Educación Secundaria Obligatoria y Bachillerato as a reference. According to the ORDEN EDU 362/2015 from the Curriculum of ESO CyL (Consejería de Educación, 2015) the weekly teaching period of the 2nd Year of secondary education for the First Foreign Language (English) is 3 hours per week.

The Real Decreto 217/2022, of March 29 establishes the organization and minimum teachings of Compulsory Secondary Education, the specific competencies, evaluation criteria, and basic knowledge. Thus, the following elements must be taken into account for the proposal.

Regarding the specific competences, we will take two into account.

- Specific competence 1

Understand and interpret the general meaning and the most relevant details of texts expressed clearly and in the standard language, looking for reliable sources and making use of strategies such as the inference of meanings, in order to respond to specific communicative needs.

- Specific competence 6

Critically assess and adapt to linguistic, cultural and artistic diversity from the foreign language, identifying and sharing similarities and differences between languages and cultures, to act empathetically and respectfully in intercultural situations.

Regarding the evaluation criteria that have been taken into account concerning the proposal and what is established in the Real Decreto 217/2022:

1.1 Interpret and analyse the global meaning and the specific and explicit information of short and simple oral, written and multimodal texts on frequent and everyday topics, of personal relevance and close to the student's experience, typical of the fields of interpersonal relationships, learning, media and fiction expressed clearly and in the standard language through various media.

6.1 Act in an empathetic and respectful way in intercultural situations, building links between different languages and cultures and rejecting any kind of discrimination, prejudice and stereotyping in everyday communicative contexts.

6.2 Accept and adapt to the linguistic, cultural and artistic diversity of the countries where the foreign language is spoken, recognizing it as a source of personal enrichment and showing interest in sharing cultural and linguistic elements that promote sustainability and democracy.

6.3 Apply, in a guided way, strategies to explain and appreciate linguistic, cultural and artistic diversity, taking into account eco-social and democratic values and respecting the principles of justice, equity and equality.

Finally, the basic knowledge chosen for the proposal is briefly described (Communication, Multilingualism and Interculturality).

A. Communication

Basic communicative functions appropriate to the communicative domain and context: greeting, saying goodbye, introducing oneself and introducing oneself; describing people, objects and places; [...] asking for and exchanging information on everyday matters; giving and asking for instructions and orders; [...]; partially expressing taste or interest and basic emotions; narrating past events, describing present situations and stating future events; expressing opinion, [...].

Commonly used vocabulary of interest to students related to personal identification, interpersonal relationships, places and surroundings, leisure and free time, daily life, [...], housing and home, climate and natural environment, [...].

B. Multilingualism

Strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible way, despite the limitations derived

from the level of competence in the foreign language and in the other languages of one's own linguistic repertoire.

Basic strategies to identify, organize, retain, retrieve and creatively use linguistic units [...] from the comparison of the languages and varieties that make up one's own linguistic repertoire.

C. Interculturality

The foreign language as a means of interpersonal and international communication, as a source of information and as a tool for personal enrichment.

Interest and initiative in carrying out communicative exchanges through different media with speakers or learners of the foreign language.

Basic sociocultural and sociolinguistic aspects related to daily life, living conditions and interpersonal relationships; basic social conventions; non-verbal language, linguistic politeness and digital etiquette; culture, customs and values of the countries where the foreign language is spoken.

Basic strategies to understand and appreciate linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

The specific criteria that are intended to be achieved throughout the proposal are related to the acquisition, use, and knowledge of both the foreign language and its culture. Therefore, students will be able to understand the socio-cultural and artistic-cultural differences between their country and the country where the foreign language is used. In addition, they will be able to know and respect and reflect on the different cultural manifestations. Consequently, they will also be able to use the foreign language as an instrument of communication. Furthermore, they will be able to cooperate and work as a team in the activities, and finally, they will be able to participate actively in all the activities that are proposed throughout the proposal.

The learning objectives of the proposal are the following and can be divided into learning objectives to the students and teaching objectives of the teacher. The ones related to the acquisition of English as a foreign language through cultural diversity. And, on the other hand, teaching objectives to the teacher, the ones related to increase the linguistic resources of the

students through cultural and innovative proposals, and finally, to develop the students' attitudes of tolerance and respect for other languages and cultures.

5.2 Classroom management and timing

The classroom management that is intended to be accomplished during the presentation of these activities requires that students know the role of each of them and more importantly, that they know the role of the teacher in the classroom. Achieving a good behavior in the students will enhance and facilitate the development of learning and the acquisition of the key competences through the proposed activities.

Creating a familiar atmosphere is another of the expectations to be achieved for the development of these activities, that students feel comfortable throughout the learning process and feel that the foreign language classroom is a place where learning takes place, but also where there is a relaxed atmosphere that encourages the desire to work.

This optimal working environment can be found through a series of rules or expectations that students should be aware of before learning about these activities. In addition, following procedures that favour the creation of a controlled, organised and safe classroom. Therefore, one of the main characteristics of foreign language classes is that students interact with each other. Working among them in groups, distributing materials to all of them, and establishing a good relationship also enhances good classroom management.

Another basic element in classroom management is time. In order to carry out these activities it is necessary to know how far our students can go, how much time they need to carry out these activities and to know which of them are better to carry out at the beginning of the class, in the middle as a reinforcement activity or activities at the end of the session.

Therefore, timing is another element to take into account when designing this type of activities. Since these sessions are intended to develop multilingual competence and competence in cultural awareness and expression, the time devoted to each of the activities of the sessions may vary. This is due to the fact that the focus is on them acquiring knowledge of other languages and cultures and on many occasions the pre-established time may vary, as perhaps a particular activity may arouse more interest in the students and ending the activity when seeing that they are really learning may not be beneficial.

The total number of sessions is eight and will be distributed taking into account the school calendar proposed by the Junta de Castilla y León. The number of teaching hours that correspond to the subject of foreign language (English) per week is three hours. This teaching proposal could be ideally framed from 26th of October of 2021 to 11th of November of 2021. The distribution of the sessions and topics is shown below:

Table 2. *Number of sessions, dates and topics of the teaching proposal.*

SESSION	DATE	TOPIC
1	Tuesday, 26 th October	Anglo-Saxon runes
2	Thursday, 28 th October	Language Assistant and stereotypes
3	Friday, 29 th October	Market
4	Tuesday, 2 nd November	British VS American English
5	Thursday, 4 th November	Working with realia
6	Friday, 5 th November	Bonfire Night
7	Tuesday, 9 th November	Henry VIII
8	Thursday, 11 th November	Wales

5.3 Planned resources and materials

During the implementation of these activities within the foreign language classroom the materials or resources that will be needed are varied. From a technological point of view, we will need the use of the computer to carry out many of the activities of the teaching proposal using ICTs. Within the use of ICTs, we will resort to using platforms such as Padlet, Canva or Genially among others. The use of these digital platforms will be linked to the use of social networks such as Instagram where the teacher will be able to show the progress of the students related to the foreign language class. In addition to digital resources, resources such as worksheets, or digital realia for many activities of the sessions that are proposed in groups will also be necessary.

Regarding human resources, for the implementation of some of these activities in the classroom it is necessary to work with the conversation assistant. Having a person who works in the center and with whom the students will be in contact from the beginning of the course, will help them

to be in contact with a native speaker. They will get not only with the linguistic aspects, but also with the cultural aspects of the foreign language. In addition, in some of the session proposed below, students work with native speakers from foreign-speaking countries.

5.4 Description of the sessions

In the following section, there will be explained and briefly described a teaching proposal that encompasses a number of sessions that seek to promote and develop students' multilingual competence and competence in cultural awareness and expression. In addition to expressing how these activities will be carried out in the foreign language classroom, each one of them has a brief description of the contribution and the direct relationship it would have with both competences.

Session 1

Target group: Secondary Education – Year 2

Topic: Anglo-Saxon runes

Timing: 50'

Description:

This session is formed by different activities, but it will begin with a short presentation of the main runes used by the Anglo-Saxons since the 5th century. For this, first there will be a brief explanation of the Anglo-Saxon society where we will discuss the main characteristics of this society, where they lived and what were the main sources of work of this society. Once this is explained, we will focus on the linguistic aspects of the Anglo-Saxon society. To do this, we will work with the runes, the letters that were used by the inhabitants during this time and served as an alphabet for them, thus bringing the students closer to discovering a little more about the beginning of the foreign language they are learning. When it comes to explaining the runic alphabet, we will focus on explaining the main runes and their meaning so that students can then apply it in a community task.

Once the basics have been explained, we will move on to the more practical part of the session where it will be the students themselves who will be working with the runes. First of all, they will have to look for the most appropriate runes to write their name on a small piece of paper and thus get in touch with the alphabet. They will then work with the same material, but in groups of three. Once this small practical introduction is finished, in small groups of 3 people, the teacher will hand out cards where the students will have to write a small message with the

runic alphabet. After finishing their designs, they will change their cards with the other groups. With the help of the template, the different groups will try to identify the message that appears on the card.

This session promotes Multilingual competence as they work with linguistic aspects such as Anglo-Saxon English and competence in Cultural awareness and expression is reflected as it shows cultural elements of Old English society.

Session 2

Target group: Secondary Education – Year 2

Topic: Language Assistant and stereotypes

Timing: 50 minutes

Description:

In this session we will work with the conversation assistant, since we want the students to actively participate in the class. This conversation assistant only attends classes one hour a week, so the students are not familiarized with her. As this session is expected to be performed at the beginning of the first trimester of the Academic Year, it would be a perfect occasion to meet the conversation assistant. Therefore, introducing a person who does not usually attend classes can awake their interest and desire to learn.

First, a short video will be shown showing the main stereotypes of the society where the foreign language is spoken. It is important that students take notes during this process, so the video will be shown twice. The first time so that the learners can see the main ideas and what the video will be about and the second time so that they can take notes about it. Since the video is only a few minutes long, students will not find it repetitive, as the information is very clear. After watching the video twice, they will have to ask questions using the verb tense that the students consider appropriate, that is, in a natural way.

When each of them has formulated their questions, they will have to ask the conversation assistant if those stereotypes shown in the video really apply to her. For example, if the video shows a person eating a typical breakfast from the assistant's home country, the question would have to focus on whether she eats that type of breakfast. What we are looking for with this is for students to learn more about the culture of other countries and to interact using the foreign language with someone who can show them real examples of the society they are learning about.

As a last activity, students will have to think of a typical stereotype of their country and orally tell it one by one to the conversation assistant. This is a way to raise awareness and make students think about the differences that can exist between the stereotypes of a culture and what the culture is really like.

This session develops Multilingual competence and Cultural awareness and expression competence. Students use the foreign language to communicate and in addition, they meet and have the opportunity to interact with a native speaker who provides them with knowledge of the target culture.

Session 3

Target group: Secondary Education – Year 2

Topic: Market

Timing: 50 minutes

Description:

This activity is designed to be performed in pairs and one group of 3 people, as the number of students is reduced. The teacher will present to all of them a real-life situation and they must interact with real websites of different supermarkets of the American and British cultures. The idea is that by using the ICTs, computers, and internet resources, they visit the websites - previously proposed by the teacher- and discover the main products of a typical supermarket of another country.

On the website they will have to make a fictitious shopping list for the popular 4th July holiday dinner. Among the products that they can buy, they must decide which products and ingredients they want to incorporate in the shopping list. When they have decided all the products and ingredients that they want to include in the shopping list, they will have to write the list for each of the groups on a Padlet that the teacher will provide at the beginning of the activity.

In this way we will encourage everyone's participation and work with all the students helping to increase interaction among them. Once everyone has put their products on the Padlet, a series of questions will be asked orally about what menu they could make with those ingredients, helping them with possible ideas to help them.

When all the oral part of the activity has been developed, the pairs will have to decide the menu they want to follow and when they have it, they will have to expose it in front of the whole class. As a final part of this activity, there will be a vote to choose the menu they liked the most.

This activity develops the multilingual and the competence in cultural awareness and expression because by using the foreign language they get in touch with real elements of the American or British. Although here they must do it online, in a real situation they would need the target language to communicate and to interact with people from a different culture.

Session 4

Target group: Secondary Education – Year 2

Topic: British VS American English

Timing: 50 minutes

Description:

This session is dedicated to focusing students on the phonetic and phonological and lexical differences that exist between American English and British English.

The first activity of the session will be the playback of a video showing the phonetic and phonological differences of all English-speaking countries. When the video has finished, a round of questions will be asked to the students about the number of accents they knew, what difference there may be between American and British English and if they are able to establish any differences in terms of grammar, vocabulary, or pronunciation.

After this, the next activity will focus on the pronunciation of a set of words that are the same but have different pronunciation depending on where we are - UK or US. The words are: *water, garage, tomato, party, home, schedule and kilometer*. Once they have pronounced the words, they will be asked which type of accent they think they have used and to confirm their answer, another video will be played on the screen of two people pronouncing the words with both accents.

To end the session and focus on another distinctive aspect of American English and British English, we will work with memory strategies (Oxford, 2016). This activity is designed to be done in pairs as they will be provided with two flash cards, one of them of a person from London and another person from New York. In addition, they will also be provided with an index card

with several American English and British English words and a series of clues with the definitions of these words. They will have to assign each word to its corresponding accent, depending on whether it is a person from London or New York. To end this session, we will proceed to the correction of this activity, creating a Padlet where we will place the classified words and the definitions.

This session works on Multilingual Competence because it puts students in contact with the variants of the English language and allows them to get to know English features better. And it fosters competence in cultural awareness and expression because it makes them aware of the cultural clashes that can arise.

Session 5

Target group: Secondary Education – Year 2

Topic: Working with realia

Timing: 50 minutes

Description:

The next proposed activity works with the media, more specifically with the newspaper. Through the press of countries such as Ireland, the United Kingdom, the United States or Canada, the students will encounter authentic material belonging to the countries where this foreign language is spoken. This activity is an opportunity for them to discover the current issues that are being debated in the society of the countries mentioned above.

We will have many newspapers on different topics so that there is a wide variety of material to work with. In groups of 3 people, the teacher will give each group three newspapers on different topics. The purpose of this activity or what we are looking for is to bring them closer to aspects more directly related to the society and culture of the countries mentioned before. This activity also allows them to be exposed to use the English language, since they work with authentic language materials.

Students will have to work with newspapers in a very simple way. They will have to look at each of the news items that appear in all the newspapers, and they must choose three headlines that catch their attention. Each student will choose one and when they have chosen it, they will cut out the headline to use it later a poster board where they will work individually. When they have chosen their news, they will share them with the rest of the class, thus encouraging

communication, interaction with the rest of the classmates and, of course, promoting oral expression in the foreign language.

Once they have chosen their headline, they will have to work in groups again, but they will be different from the first ones they formed. When the groups are formed, they will have to explain to their group mates why they have chosen that particular headline, and what has caught their attention.

After this and as a final activity, the students will have a cooperative poster where they will have to classify their headlines according to the different themes. The objective is that they reach an agreement and through communication decide which headline they must place in each category. The poster will be displayed in the classroom.

This session works on Multilingual competence as students interpret English language concepts but also formulate and express them orally and in writing. The Competence in cultural awareness and expression is developed through the knowledge of such a communicative and local element as is media.

Session 6

Target group: Secondary Education – Year 2

Topic: Bonfire night

Timing: 50 minutes

Description:

To arouse the students' interest in the topic of this session, the teacher will give them the poem "Remember, Remember, the 5th of November". They will have to do a quick reading for themselves, so that they become familiar with the text.

The next activity will be a series of oral questions where we will ask the students what they think this poem is about, if they have heard it before or if it reminds them of something. We will then play on the digital screen a short scene from the movie "V for Vendetta", which is a movie directly related to the topic. Students are expected to know the movie and will be asked how they think the poem relates to the movie.

Once the warm-up activities are finished, the teacher will proceed to explain the key points of the "Bonfire Night" festivity celebrated in the United Kingdom, detailing who participated,

when it happened, what was the purpose, etc... And providing the students with real material. The students will have cards with three important documents to understand this festivity: the letter to Lord Monteaule, the examination of John Johnson and the proclamation (Royal Demand) with their respective transcriptions.

As a final activity of the session, the students grouped in pairs will have to look for information about the main characters of this story: Guy Fawkes, Robert Catesby and Thomas Percy and the place where it happened: the Parliament of London.

This session would take place in November and would be part of an interdisciplinary session with the Arts Department, since the information they collected would have to be included in a mural designed by the Arts teacher.

This session focuses Multilingual Competence because it works with the linguistic aspects of the English language in oral and written form and develops Cultural awareness and expression Competence in the students because it works with cultural aspects of English society through language and artistic representations.

Session 7

Target group: Secondary Education – Year 2

Topic: Henry VIII

Timing: 50 minutes

Description:

At the beginning of this session, we are going to prepare our students by introducing some terms related to the history of England. The main objective is for them to learn a little more about one of the main royal houses of England, the Tudors. This session will start by bringing our students closer to a part of the history, so the first part will be a series of questions to interact with them. During these questions, images related to the Tudor family in a Genially presentation will be projected. These images include information such as its main members, their most recognised palaces or the territories they dominated during their reign. What we will do will be a round of questions about the appearance of these people, places or territories for students to comment or deduce the main ideas that these images convey.

Once the questioning part is over, a six-minute video about one of the most popular kings of the Tudor house, Henry VIII, will be projected on the digital screen. Through this video the

students will be able to learn more interesting facts about Henry VIII whom they will get to know a little better by the end of the video. After this, the students will be provided with an index card to fill in with the biodata of this historical figure where aspects related to his date of birth, his death, his full name, where he lived, etc... appear. This task is designed to be done collectively by the whole class, thus encouraging the active participation of the students. Once the card has been completed, the next part of the session consists of reading comprehension questions about more specific parts of the video. In this way, the teacher will know if the students have understood the video and if they have understood the message well.

Another activity that will help reinforce what has been learned about this historical figure and his family is a jigsaw puzzle. In groups of 3, students will receive several parts of a jumbled text with the information they have seen in the video and will have to arrange it until they have the text in its original order. When they think they have finished organizing it, the whole class together with the teacher will try to reach the final result.

To end this session, we would look for a short reflection by the students on their initial ideas about the Tudor family and more specifically about Henry VIII and what they have learned after watching the video and answering the questions.

This session fosters Multilingual competence and Competence in Cultural awareness and expression because we are constantly working with the foreign language to understand the cultural and historical heritage of a particular stage of English history.

Session 8

Target group: Secondary Education – Year 2

Topic: Wales

Timing: 50 minutes

Description:

This session will be dedicated to Wales, a little-known territory within the United Kingdom. To start with the session, the teacher will use a small visual presentation in Canva where s/he will collect the main facts or curiosities about Wales and Welsh culture. In this way, the students' interest will be aroused.

Next, and linking this activity with the previous one, students will do a reading related to the topic. The idea is that they improve their cultural knowledge about one of the smallest cities in Wales, but with one of the longest names in the world and in the British territory: “Llanfairpwllgwyngyllgogerychwyrndrobwlllllantysiliogogogoch”.

This topic may capture the students' attention as it is an unusual name. They will do the reading first individually for themselves and then a common reading will be done with the whole class.

Next, a video will be shown showing people from that city and the difficulty they have with the name. This will help the students get to know the city better. And the teacher will ask them questions orally to check if they have understood the video. Some examples of questions that students may encounter are related to the name and the letters it has, what businesses are in the city, if the name can be shortened...

This will be followed by a short reflection on small towns and unfamiliar territories in the United Kingdom. Students will be asked if they think all territories should be given equal importance and will be invited to learn much more about the cultures of smaller countries.

The final activity is a text comprehension question, open-ended questions and true/false questions. The objective is that they answer them individually and that after that, the whole class corrects the questions. Correcting the questions as a whole class will help them to assimilate what they have read and the teacher to know if they have understood it.

This session addresses Multilingual Competence as students use English but also know other languages such as Welsh. In addition, Competence in Cultural Awareness and Expression is developed through all the real materials provided in the activities that seek to learn about Welsh culture.

Conclusions

The implementation of the Key Competences in the curricula of the educational systems of the member countries generated a change in the curricular perspective of the European states. The arrival of the key competences was aimed at living in a society where there was no inequality in the education of its inhabitants.

Within these Key Competences proposed by Europe, all of them have to be taken into account during the educational process. More emphasis will be given to Multilingual Competence and Competence in Cultural awareness and expression since are the ones more connected with foreign languages and in this case, English. Both cannot be understood without each other since language teaching is indirectly related to the acquisition of the culture of that language by the students.

These two key competences lead us to consider what are the knowledge, attitudes, and skills expected from European citizens. Behind the development of multilingual competence and competence in cultural awareness and expression in the classroom, lies the purpose to create the idea of a common, multilingual, and intercultural European education. Fostering a community where multilingualism and interculturality are the basis of the process, results in citizenship with much more job opportunities, less educational inequalities, and of course a very broad linguistic and cultural knowledge.

It is therefore important to know how best to foster the development of these competencies in students. In this case, the CEFR (Council of Europe, 2001, 2020) has been in charge of facilitating and establishing standards so that interculturalism, multilingualism, and the respective competences are developed in all member countries. Thus, language skills as well as forms of communication and different cultural aspects are the perfect tool to expand the idea of a multilingual and intercultural Europe.

Spain is one of the member countries that adopted the European Commission's Key Competences proposal. Although over the years, the Spanish State has been modifying its competencies under the protection of what was proposed in Europe, and with its legislative changes that modified the educational curricula; it has always kept the Key Competences in mind.

As we have mentioned above, the Multilingual Competence and the Competence in cultural awareness and expression have hardly undergone notable changes in content in the Spanish educational system. Moreover, they have always been present and have never disappeared from the curricula of the different educational laws. However, it is necessary to mention that as the educational laws of the Spanish educational system changed, they underwent small changes. For example, in the educational law LOE (2006), competence in linguistic communication has now been divided in the educational law LOMLOE (2020) into “competencia lingüística” (literacy competence) and “competencia multilingüe” (multilingual competence).

The teaching of foreign languages assumes that both competencies are acquired by the students who are learning the language. Both have to be interrelated and therefore the acquisition of the language also implies the acquisition of the culture involved in that language.

Consequently, students in compulsory secondary education should be able to be in contact with the language, use it and learn more about the cultural aspects involved in the use of that language.

Through the teaching proposal for the second Year of compulsory secondary education in a center with a bilingual section, we seek to implement a series of sessions that promote both Multilingual Competence and Competence in Cultural Awareness and Expression. Being a bilingual group, the command of the language is greater than that of an ordinary group, so through the different activities, we seek to awaken the interest of the students in the culture of the foreign language and invite them to continue developing their communication skills in the foreign language. With this objective in mind, the sessions that have been designed are merely a tool for students to learn more about the "Big C" culture and the "Little c" culture and to continue communicating through the foreign language. Thus, extending Multilingual Competence and Competence in Cultural Awareness and Expression.

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Annexes

Session 1		
Key Competences	Basic knowledge	
<ul style="list-style-type: none"> Multilingual Competence Competence in Cultural awareness and expression 	<p>A. Communication</p> <ul style="list-style-type: none"> Self-confidence. The error as an instrument of improvement and proposal of repair. <p>B. Multilingualism and reflection on learning.</p> <ul style="list-style-type: none"> Strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible way, despite and concrete communicative need in a comprehensible way, despite the limitations derived from the limitations arising from the level of proficiency in the foreign language and familiar languages. <p>C. Interculturality</p> <ul style="list-style-type: none"> The foreign language as a means of interpersonal and international communication, a source of information and a tool for personal enrichment. 	
Specific competences	Specific assessment criteria	
1 6	1.1 6.1	
Classroom management	Timing	Resources
Individual and big group work	50 minutes	Worksheet about runes
Activity/Activities		
Activity 1. “Meeting the Anglo-Saxon Alphabet”	Activity 2. “Write with runes”	Activity 3. “Guess the rune”

Session 2		
Key Competences	Basic knowledge	
<ul style="list-style-type: none"> • Multilingual Competence • Competence in Cultural awareness and expression • Personal, Social and Learning Competence 	<p>A. Communication</p> <ul style="list-style-type: none"> • Basic communicative functions appropriate to the communicative environment and context [...]. <p>B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> • Strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible way, despite and concrete communicative need in a comprehensible way, despite the limitations derived from the limitations arising from the level of proficiency in the foreign language and familiar languages. <p>C. Interculturality</p> <ul style="list-style-type: none"> • Interest and initiative in carrying out communicative exchanges with speakers or learners of the through different media with speakers or students of the foreign language. 	
Specific competences	Specific assessment criteria	
3 6	3.1 6.1	
Classroom management	Timing	Resources
Individual work	50 minutes	Video from YouTube
Activity/Activities		
Activity 1. “Are stereotypes real?”	Activity 2. “Ask me what you want”	Activity 3. “It’s my turn”

Session 3			
Key Competences		Basic knowledge	
<ul style="list-style-type: none"> • Multilingual Competence • Competence in Cultural awareness and expression • Digital Competence 		<p>A. Communication</p> <ul style="list-style-type: none"> • Basic communicative functions appropriate to the communicative environment and context: placing objects, people and places in space; requesting and places in space; requesting and exchanging information on everyday matters, partially expressing taste or interest and basic emotions; narrating past events; telling and basic emotions [...]. <p>B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> • Strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible way [...]. <p>C. Interculturality</p> <ul style="list-style-type: none"> • The foreign language as a means of interpersonal and international communication, a source of information and a tool for personal enrichment. 	
Specific competences		Specific assessment criteria	
2 3 6		2.1 3.1 6.2	
Classroom management	Timing	Resources	
Pairs and groups of 3 people	50 minutes	Websites, Padlet	
Activity/Activities			
Activity 1. “Let’s check online!”	Activity 2. “Padleting”	Activity 3. “Ingredients and food”	Activity 4. “Present and decide”

Session 4				
Key Competences		Basic knowledge		
<ul style="list-style-type: none"> Multilingual Competence Competence in Cultural awareness and expression 		<p>A. Communication</p> <ul style="list-style-type: none"> Basic communicative functions appropriate to the communicative environment and context: placing objects, people and places in space; requesting and places in space; requesting and exchanging information on everyday matters, partially expressing taste or interest and basic emotions; narrating past events; telling and basic emotions [...]. <p>B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> Strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible way [...]. <p>C. Interculturality</p> <ul style="list-style-type: none"> The foreign language as a means of interpersonal and international communication, a source of information and a tool for personal enrichment. 		
Specific competences		Specific assessment criteria		
1 6		1.2 6.1 6.2		
Classroom management		Timing	Resources	
Individual and pairs work		50 minutes	Videos from Youtube, Padlet	
Activity/Activities				
Activity 1. "I wanna hear you"	Activity 2. "Listening comprehension"	Activity 3. "British or American accent?"	Activity 4. "Who am I?"	Activity 5. "Classifying English"

Session 5				
Key Competences		Basic knowledge		
<ul style="list-style-type: none"> Multilingual Competence Competence in Cultural awareness and expression 		<p>A. Communication</p> <ul style="list-style-type: none"> Basic strategies for planning, execution, control and repair of comprehension, production and co-production of oral comprehension, production and co-production of oral, written and multimodal texts. Commonly used vocabulary of interest to the students [...]. <p>B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> Basic strategies to identify, organize, retain, retrieve and creatively use linguistic units (lexicon, morphosyntax, patterns, etc.) linguistic units (lexis, morphosyntax, sound patterns, etc.) in a creative way sound patterns, etc.) apart from the comparison of the languages and varieties that make up the personal linguistic repertoire. <p>C. Interculturality</p> <ul style="list-style-type: none"> The foreign language as a means of interpersonal and international communication, a source of information and a tool for personal enrichment. 		
Specific competences		Specific assessment criteria		
4 6		4.1 6.2		
Classroom management		Timing	Resources	
Individual, pairs, small and big group work		50 minutes	Authentic material	
Activity/Activities				
Activity 1. “What is happening?”	Activity 2. “Call my attention”	Activity 3. “Presenting our headlines”	Activity 4. “My reasons are...”	Activity 5. “Cooperative work”

Session 6				
Key Competences		Basic knowledge		
<ul style="list-style-type: none"> Multilingual Competence Competence in Cultural awareness and expression 		<p>A. Communication</p> <ul style="list-style-type: none"> Commonly used vocabulary of interest to the students [...]. <p>B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> Strategies and techniques to respond effectively to a basic and concrete communicative need in a comprehensible way [...]. <p>A. Interculturality</p> <ul style="list-style-type: none"> The foreign language as a means of interpersonal and international communication, a source of information and a tool for personal enrichment. 		
Specific competences		Specific assessment criteria		
1 3 6		1.1 3.2 6.1		
Classroom management		Timing	Resources	
Individual and pairs work		50 minutes	Authentic material, poem, video from Youtube	
Activity/Activities				
Activity 1. "First reading"	Activity 2. "Questions about it"	Activity 3. "V of Vendetta"	Activity 4. "Working with realia"	Activity 5. "Protagonists of the 5 th of November"

Session 7					
Key Competences		Basic knowledge			
<ul style="list-style-type: none"> Multilingual Competence Competence in Cultural awareness and expression 		<p style="text-align: center;">A. Communication</p> <ul style="list-style-type: none"> Basic strategies for planning, execution, control and repair of comprehension, production and co-production of oral comprehension, production and co-production of oral, written and multimodal texts. Commonly used vocabulary of interest to the students [...]. <p style="text-align: center;">B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> Basic strategies to identify, organize, retain, retrieve and creatively use linguistic units (lexicon, morphosyntax, patterns, etc.) linguistic units (lexis, morphosyntax, sound patterns, etc.) in a creative way sound patterns, etc.) apart from the comparison of the languages and varieties that make up the personal linguistic repertoire. <p style="text-align: center;">C. Interculturality</p> <ul style="list-style-type: none"> The foreign language as a means of interpersonal and international communication, a source of information and a tool for personal enrichment. 			
		Specific competences		Specific assessment criteria	
1 6		1.1 1.2 6.1			
Classroom management		Timing		Resources	
Individual, group of 3 people and big group work		50 minutes		Video from Youtube, Genially presentation, text and worksheet	
Activity/Activities					
Activity 1. “Warning up”	Activity 2. “Henry VIII”	Activity 3. “Complete the biography”	Activity 4. “Assimilation of Henry VIII”	Activity 5. “Jigsaw”	Activity 6. “Reflexion”

Session 8			
Key Competences		Basic knowledge	
<ul style="list-style-type: none"> Multilingual Competence Competence in Cultural awareness and expression 		<p>A. Communication</p> <ul style="list-style-type: none"> Basic communicative functions appropriate to the communicative environment and context [...]. Commonly used vocabulary of interest to the students [...]. <p>B. Multilingualism and reflection on learning</p> <ul style="list-style-type: none"> Basic strategies to identify, organize, retain, retrieve and creatively use linguistic units (lexicon, morphosyntax, patterns, etc.) linguistic units (lexis, morphosyntax, sound patterns, etc.) in a creative way sound patterns, etc.) apart from the comparison of the languages and varieties that make up the personal linguistic repertoire. <p>C. Interculturality</p> <ul style="list-style-type: none"> Basic sociocultural and sociolinguistic aspects related to daily life [...], culture, customs and values of the countries where the foreign language is spoken. 	
		<p>Specific competences</p> <p>1 5 6</p>	
Classroom management		Timing	Resources
Individual and big group work		50 minutes	Video from Youtube, reading comprehension and questions, Canva presentation
Activity/Activities			
Activity 1. “Meeting Wales and Welsh culture”	Activity 2. “The longest name in Europe”	Activity 3. “Have you understood?”	Activity 4. “Am I right?”

- Session 1

Activity 1. "Meeting the Anglo-Saxon Alphabet"

Name: _____ Date: _____

Anglo-Saxon runes

ƿ	ᚱ	ᚲ	ᚳ	ᚴ	ᚵ	ᚶ	ᚷ	ᚸ
feoh - f "wealth"	ur - u "cattle"	þorn - þ "thorn"	os - o "mouth"	rad - r "ride"	cen - c "torch"	Ʒiefu - Ʒ "gift"	ƿynn - ƿ "joy"	hæƷl - h "hail"
ᚹ	ᚺ	ᚻ	ᚼ	ᚽ	ᚾ	ᚿ	ᛀ	ᛁ
nyd - n "need"	is - i "ice"	Ʒear - Ʒ "year"	eeoh - eo "yew"	ƿeorð - ƿ "game"	eolƷecƷ - x "elk-sedge"	siƷel - s "sun"	tyr - t "Tyr"	beorc - b "birch"
ᛃ	ᛄ	ᛅ	ᛆ	ᛇ	ᛈ	ᛉ	ᛊ	ᛋ
eoh - e "horse"	man - m "man"	lagu - l "lake"	ing - ŋ "Ing"	œðel - œ "estate"	dæƷ - d "day"	ac - a "oak"	æsc - æ "ash"	
ᛏ	ᛐ	ᛑ	ᛒ	ᛓ	ᛔ	ᛕ	ᛖ	ᛗ
yr - y "bow"	ear - ea "earth"	iar - ia "serpent"	kalc - k "chalice"	kalc - kk "chalice"	gar - g "spear"	cƿeorð - cƿ "fire"	stan - st "stone"	

Figure 3. *Worksheet of runnes*

- **Session 2**

Activity 1. “Are stereotypes real?”

<https://www.youtube.com/watch?v=DBVJ6I86ffc>

- **Session 3**

Activity 1. “Let’s check online!”

<https://www.walmart.com/>

<https://www.tesco.com/>

<https://www.kroger.com/>

Activity 2. “Padleting”

<https://padlet.com/lauch39/shoppinglist>

Activity 4. “Present and decide”



Figure 4. Example of the final poster required to the students

- Session 4

Activity 1. “I wanna hear you”

<https://www.youtube.com/watch?v=3UgpfSp2t6k>

Activity 3. “British or American accent”

<https://www.youtube.com/watch?v=8QDVgriOL8g>

Activity 4. “Who am I?”

The figure shows three worksheets titled "British VS American English".

The first worksheet on the left contains a table of comparisons:

Petrol	Cafe	Diner	Motor way
Sidewalk	Petrol	Lorry	Parking lot
Car park	Taxi	Gas	Pavement
gAS	cab	Truck	Freeway/high way

Below the table are "CLUES" for a reading exercise:

- 1) The fuel you put in a car to make it go.
- 2) A main road.
- 3) The fuel you put in a car to make it go.
- 4) A place to leave a car.
- 5) A car you can travel in if you pay the driver.
- 6) A place to buy and eat food. (Not a restaurant)
- 7) The place for walking by the side of the road.
- 8) A big vehicle used for transporting things.

The second worksheet in the middle features a photo of a man in a hat and a speech bubble: "Hello everyone. I'm David from London. Could you please fill in the gaps for me?". Below is a reading passage with 8 numbered gaps for students to fill using the clues.

The third worksheet on the right features a photo of Uncle Sam and a speech bubble: "Hi dudes I'm Charlie from New York City. Fill in the gaps for me please.". Below is an identical reading passage to the second worksheet, but with a different character name.

Figure 5. Worksheets for Student A, Student B and the common one.

Activity 5. “Classifying English”

<https://padlet.com/lauuch39/americanvsbritish>

- Session 6

Activity 1. “First reading”

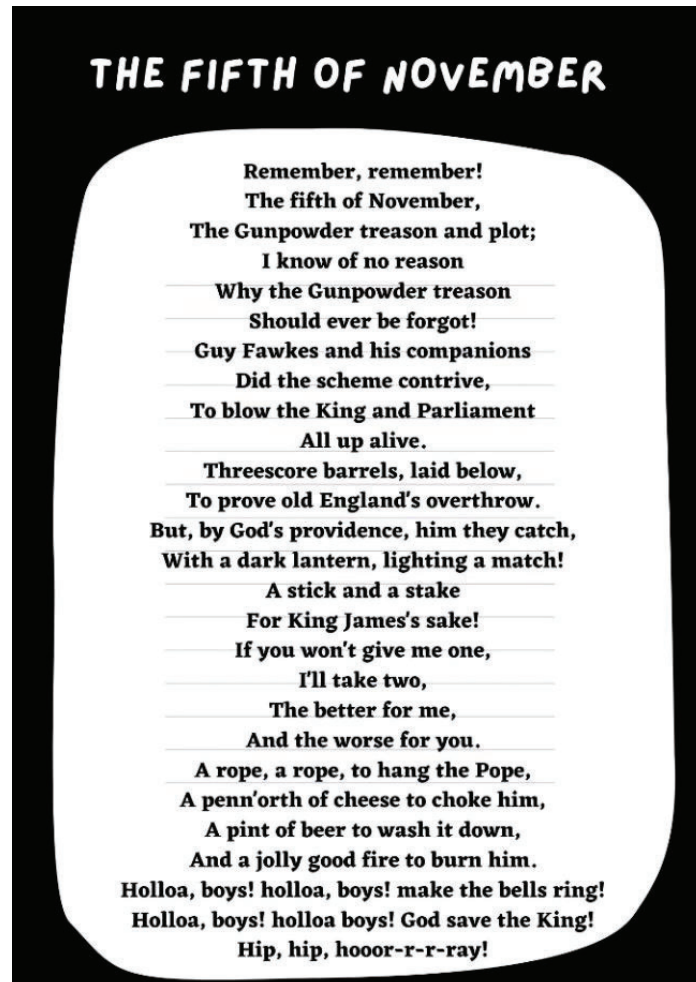


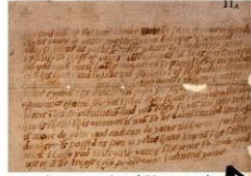
Figure 6. Worksheet of the poem “The Fifth of November”

Activity 3. “V of Vendetta”

https://www.youtube.com/watch?v=Hm8I8X_jQIE

Activity 4. “Working with realia”

BONFIRE NIGHT (5TH OF NOVEMBER 1605)



My lord, out of the love I have for some of your friends, I want to make sure you are safe. Because of this I would advise you to not attend this sitting of parliament because God and man have agreed to punish the wickedness of this time. Do not think this is a joke, go to your estate in the country where you will be safe, because although there is no sign of any problem yet, this parliament will receive a terrible blow, but they will not see who it is that hurts them. This advice should not be ignored as it may do you some good, and it can do you no harm because the danger will have passed as soon as you have burned this letter. I hope God grants you the grace to make good use of it, and that he protects you.

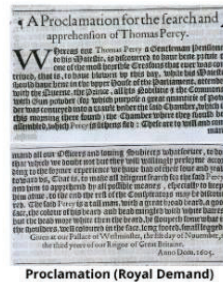
Letter to Lord Monteagle

- D. He said he did not know, except from rumours and from the Kings barge being made ready, that the king was coming here on the first day of this parliament, but he did confess that his job was to blow up the upper house when the King was there.
- E. And, being asked what would have happened to the Queen and her children if his plan had been carried out, he said that if they had been there, he would not have helped them.
- F. And, being asked who would replace them if the King and all his heirs had been killed, he said Percy never asked that question.
- G. And being asked, when the King, his heirs, the Nobles, Bishops, Judge and the leader of the commons were all destroyed, what kind of government would there be, he answered that the people themselves would elect a head.
- H. He confessed that he has known Mr Percy two or three years, but hasn't worked for him, however about three months ago the house was hired as is already mentioned.
- I. Being asked what Noble men were advised to stay away from parliament at that time, he answered that he wouldn't dare warn them for fear that they should be discovered. And asked why he would be a part of any act that might kill someone of his own religion [Catholic], he answered that some would have been seen safe and they would have prayed for them.



Examination of John Johnson

Whereas one Thomas Percy, a bodyguard to the King is found to have been involved in one of the most horrible acts of Treason ever planned, that is, while the King, Queen, Prince, all the nobility and the commons were in the upper house, it was to be blown up with gunpowder (and for this purpose a great deal of powder was moved into a cellar under the house which was found there this morning), and Percy has now run away. These commands call our Officers and loyal subjects to willingly search for Percy and arrest him using all possible means, but keeping him alive, so we can discover the rest of the plotters. Percy is a tall man with a great broad beard and a good face. His beard and head is sprinkled with white hairs, however his head is whiter than his beard. He stoops slightly and has a good colour in his face as well as big feet and short legs. Given at the Palace of Westminster, the fifth of November 1605.



Proclamation (Royal Demand)

Figure 7. Working of the Bonfire Night

- Session 7

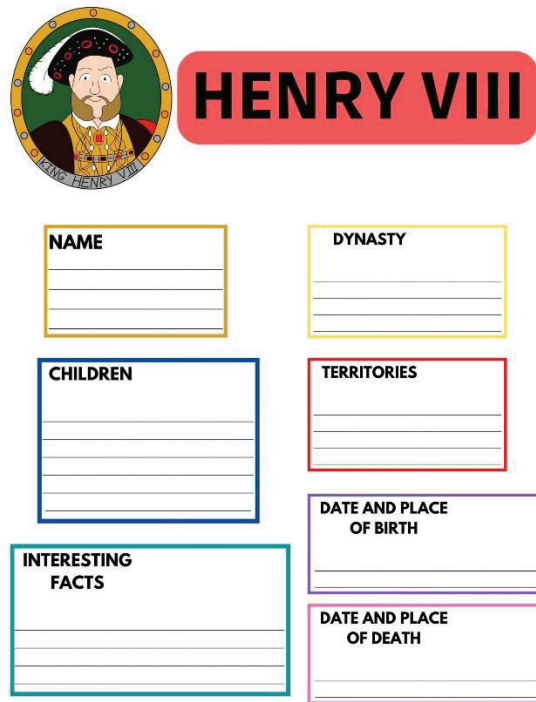
Activity 1. “Warning up”

<https://view.genial.ly/62823cd5f4d09400197100ae/presentation-presentacion-historica>

Activity 2. “Henry VIII”

[WHO is HENRY VIII?! \(The SECRETS Of Hampton Court Palace\)](#)

Activity 3. “Complete the biography”



HENRY VIII

NAME

DYNASTY

CHILDREN

TERRITORIES

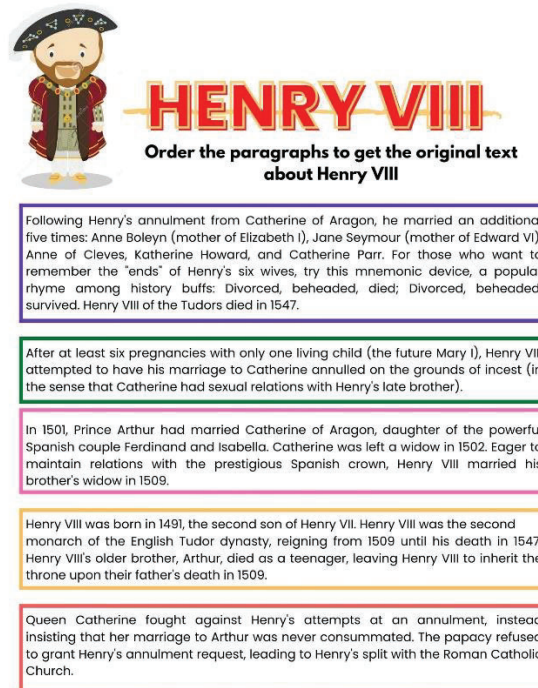
INTERESTING FACTS

DATE AND PLACE OF BIRTH

DATE AND PLACE OF DEATH

Figure 8. Worksheet for the activity

Activity 4. “Jigsaw”



HENRY VIII

Order the paragraphs to get the original text about Henry VIII

Following Henry's annulment from Catherine of Aragon, he married an additional five times: Anne Boleyn (mother of Elizabeth I), Jane Seymour (mother of Edward VI), Anne of Cleves, Katherine Howard, and Catherine Parr. For those who want to remember the 'ends' of Henry's six wives, try this mnemonic device, a popular rhyme among history buffs: Divorced, beheaded, died; Divorced, beheaded, survived. Henry VIII of the Tudors died in 1547.

After at least six pregnancies with only one living child (the future Mary I), Henry VIII attempted to have his marriage to Catherine annulled on the grounds of incest (in the sense that Catherine had sexual relations with Henry's late brother).

In 1501, Prince Arthur had married Catherine of Aragon, daughter of the powerful Spanish couple Ferdinand and Isabella. Catherine was left a widow in 1502. Eager to maintain relations with the prestigious Spanish crown, Henry VIII married his brother's widow in 1509.

Henry VIII was born in 1491, the second son of Henry VII. Henry VIII was the second monarch of the English Tudor dynasty, reigning from 1509 until his death in 1547. Henry VIII's older brother, Arthur, died as a teenager, leaving Henry VIII to inherit the throne upon their father's death in 1509.

Queen Catherine fought against Henry's attempts at an annulment, instead insisting that her marriage to Arthur was never consummated. The papacy refused to grant Henry's annulment request, leading to Henry's split with the Roman Catholic Church.

Figure 9. Jigsaw worksheet.

- Session 8

Activity 1. “Meeting Wales and the Welsh culture”

<https://n9.cl/174qj>

Activity 2. “The longest name in Europe”

The town with the long name in Europe

What happens when you live in a city that has almost more letters in its name than bakeries? Well, maybe that's something the inhabitants of this small town in Wales wonder about every day. Its long name attracts the attention of many tourists, something to which the inhabitants of the city have already become accustomed. If you ask nicely, the lady at the tourist information office will pronounce the name of her town. "We get asked that about 30 times a day," she told. Then, patiently, she took a deep breath and recited the correct pronunciation for the longest town name in Europe: Llanfairpwllgwyngyllgogerychwyrndrobwilllantysiliogogoch.

Originally the town had a shorter, easier to pronounce name: Llanfairpwllgwyngyll. In the 1880s, in a joking attempt to attract tourists, a modiste added the rest of the syllables, bringing the total length to 58 letters, including four letter L's in a row.

"What does Llanfairpwllgwyngyllgogerychwyrndrobwilllantysiliogogoch mean?" many people ask themselves. In English it translates to "St. Mary's Church in the hollow of white hazel near a rapid whirlpool and the Church of St. Tysilio near the red cave."

There's not much to do in "Llanfair PG," as it is listed on most maps, other than buy the T-shirt, take pictures of the sign on the train station platform, and annoy the tourism office lady to say it again. If you're so inclined you could stop in at the James Pringle Weavers shop, a souvenir superstore next to the train station that caters to big-bus tours — ask nicely and they'll stamp your passport with the village name.

Incredibly, Llanfairpwllgwyngyllgogerychwyrndrobwilllantysiliogogoch is not the longest town name in the world — Thailand has a town whose name has 163 letters: Krungthepmahanakornamornratanakosinmahintarayutthayamahadilokphopnopp aratrajathaniburiromudomrajaniwesmahasatharnamornphimarnavatarnsathitsakkattiya visanukamprasit.

Adapted from <https://www.icksteves.com/watch/read/listen/read/articles/small-town-with-big-name>



Figure 10. Worksheet about Wales

Activity 4. “Have you understood?”

https://www.youtube.com/watch?v=_3b2F-bkAdM