



## **TRABAJO FIN DE MÁSTER**

MÁSTER UNIVERSITARIO EN PROFESOR DE EDUCACION SECUNDARIA OBLIGATORIA,  
BACHILLERATO, FORMACION PROFESIONAL Y ENSEÑANZAS DE IDIOMAS

**ESPECIALIDAD: INGLÉS**

***Programación Didáctica para 1º Bachillerato: Inglés***

***Teaching Programme for 1st Bachillerato: Inglés***

Autor/a: Marta Auxiliadora Alonso Calderón

Tutor/a: Dra. Paula Barba Guerrero

En Salamanca a 05 de Junio de 2023  
UNIVERSIDAD DE SALAMANCA  
FACULTAD DE EDUCACIÓN

# UNIVERSIDAD DE SALAMANCA

## MASTER'S THESIS

MÁSTER UNIVERSITARIO EN PROFESOR DE EDUCACION SECUNDARIA OBLIGATORIA,  
BACHILLERATO, FORMACION PROFESIONAL Y ENSEÑANZAS DE IDIOMAS

**ESPECIALIDAD: INGLÉS**



### ***Teaching Programme for 1<sup>st</sup> Bachillerato: Inglés***

By: Marta Auxiliadora Alonso Calderón

Supervised by: Dra. Paula Barba Guerrero

Vº Bº

Firmado por BARBA GUERRERO PAULA - \*\*\*2691\*\* el  
día 05/06/2023 con un certificado emitido por AC  
FNMT Usuarios

## TABLE OF CONTENTS

1. General introduction.....	5
2. Methodological principles .....	8
a) Communicative Language Teaching.....	9
b) Task-Based Learning.....	14
c) Gamification.....	19
3. Classroom management: the role of the teacher and the learner... ..	22
4. Contents... ..	25
5. Assessment.....	36
6. Teaching Unit: “Book Club, anyone?”.....	43
a) Introduction.....	43
b) Aims and contributions to the teaching programme .....	44
c) Contents... ..	45
d) Methodology.....	47
e) Resources... ..	48
f) Assessment.....	49
g) Sessions .....	53
h) Lesson Plans.....	59
i. Lesson Plan Session 4 .....	59
ii. Lesson Plan Session 5.....	62
7. General conclusion.....	66
8. References.....	68
9. Appendix.....	72

## 1. GENERAL INTRODUCTION

Many are the effects that globalization has brought about. They encompass an increase of the investment in foreign economy and competitiveness in its market, a rising level of industrial waste because of massive production, or the existence of a greater amount of chronic diseases in humans; circumstances that affect people everywhere in the world. The spread of globalization, and more specifically of new technologies, has significantly altered the way in which we communicate and learn, too. Nowadays, we can thoroughly connect with someone who stands miles away from us in real time, different languages and cultures are just one click away and the development of linguistic skills, as well as of language fluency, is determined by an online exposure to language that always remains available. Hence, the Internet has not only allowed people to easily communicate from afar through broadband, portable wireless devices and other communication technologies, but has also entailed a significant impact in terms of language acquisition. The Internet has indeed provided great opportunities for international communication and intercultural relations, but also created challenges for linguistic and cultural diversity.

Along this process, English becoming a universal tongue is one of the main consequences that human beings of all different cultures have had to accept. As John McWhorter claims, isolated peoples have migrated and are sharing space because of globalization (2009, p. 67). For them, the English language has come to act as the main vehicle to coexist and communicate with one another, despite their cultural differences because, “at the end of the day, language death is, ironically, a symptom of people coming together” (McWhorter, 2009, p.67). A necessity to adapt to these conditions arises in non-English speaking countries, whose residents feel forced to learn the language in order to understand and engage with the world around them.

It is therefore no surprise that English Language Teaching (ELT) has been oriented towards training and fostering actual communication, an idea that both the Common European Framework of Reference for Languages (CEFR) and the Spanish legislation (LOMLOE) support. In Spain, as the *Real Decreto 40/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León* states, communication in different languages has been conceived as key in the development of a democratic culture, as our reality becomes gradually more global, intercultural and plurilingual (p. 50139). Despite these efforts to strengthen language teaching, however, the application of traditional methodologies in the ESL classroom has consistently hampered an efficient acquisition of the L2. Because these conventional teaching methods have predominated in the teaching of languages, the teacher's engagement with students has been reduced, reinforcing the "transmission" view of the role of a teacher" while making it "relatively widespread" (Scrivener, 2005, p. 16). Additionally, the surveys carried out by the European Statistical Office (Eurostat), as well as the last polls of the Centro de Investigaciones Sociológicas (CIS), the Informe EF EPI 2021 and Cambridge University Press show pessimistic results. They place Spain among the last European countries regarding its English level, with many Spanish people recognizing that their level is low or very low (El Mundo, 2017). This is the trace that traditional ways of teaching have left on the country. Statistics must serve as a wake-up call for future teachers to make significant modifications that move away from the long-established "chalk and talk" (Scrivener, 2005, p. 16) to change the narrative and teach the target language always from communicative approaches.

Another important point to consider is that English inevitably holds the monopoly of global language. This means that the heterogeneity of our students regarding their personal taste or inclinations towards language learning could fade into the background, as they will be most likely required to understand and use English in their professional futures. In fact, the

Spanish legislation already advocates for a professional-oriented education, since the *competencia emprendedora* is one of the key competences that our subject must contribute to. As the Real Decreto 40/2022 states, foreign languages are a basic tool full of possibilities for the personal and professional world (p. 50142). Hence, as prospective English teachers, it is our duty to be aware of this reality always providing our students with the necessary knowledge and tools to acquire the foreign language, develop a critical awareness of the world surrounding them and explore their creativity, ensuring that any initial reluctance towards English vanishes by fostering motivation. In doing so, the linguistic competence that is so highly valued in the labour market will be cultivated in a stimulating environment.

Drawing on these principles and following the current curriculum of the Spanish secondary education system, a teaching programme is developed with the aim of implementing the educational standards that the new Spanish legislation (LOMLOE) pursues. To reach its goals, specific methodologies that encourage communication in the EFL classroom will be implemented, as well as a concrete classroom management which is required to serve this purpose. Through the combination of two main methodologies, Task-Based Learning (TBL) and Communicative Language Teaching (CLT), this programme aims to maximise classroom interaction and communication as the means to acquire and develop skills in the target language. Additionally, Gamification will complement the aforementioned methodologies to provide an enjoyable atmosphere in which learning also encompasses fundamental skills such as creativity and deduction. To support the methodological choices made, an analysis of the role of the teacher and the students will be displayed.

Therefore, the subsequent teaching programme for the 1<sup>st</sup> year of Bachillerato consists of two clearly defined sections. First, there is a display of the methodological principles that substantiate the proposal, especially considering the selected methodologies and approaches: Communicative Language Teaching Approach (CLT), Task-Based Learning (TBL) and

Gamification. This section gathers some comments on efficient classroom management, reflecting on the roles of the teacher and the learner, which is crucial for a proper development of the classes. Later, the contents to be taught are presented, along with their assessment criteria. Second, this programme offers a teaching design proposal that, following the previously mentioned framework, develops several units that aim to put all the principles and legislation into practice. Through a thoroughly defined lesson plan, this proposal intends to prove that a communicative and interactive teaching of the target language is attainable; a premise that should put an end once and for all to the lack of effectiveness in teaching foreign languages of traditional methodologies, in favour of contextualised and communicative ways of teaching and assessing that lead to real learning and training of skills.

## **1. METHODOLOGICAL PRINCIPLES**

Methodology is at the centre of any teaching programme since it “provides the basis for every linguistic investigation and guarantees transparent and correct data collection and data evaluation” (Herrmann, 2013, p. 53). It addresses how we teach. Hence, deep thinking should be devoted to the theoretical principles that will frame any classroom dynamics. This section aims to give context to the following teaching design, as well as to clarify the methodological selection by explaining its benefits for the students’ learning process.

There is a grand list of methods to choose, but very few teachers follow one of them in its entirety, unless they are required to. It has proven to be much more effective to figure out which are more fruitful within the classroom, building over the years a personal methodology of their own (Scrivener, 2005, p. 40). With the aim of successfully preparing the activities and tasks that shape the following teaching programme, three methodologies have been selected to implement. The combination of Communicative Language Teaching, Task-Based Learning

and Gamification aims to achieve the maximum level of classroom interaction within the lessons designed, as well as to provide students with the perfect environment for learning the target language. In this sense, they will be asked to complete tasks that are related to real-world situations and communicative exchanges at the same time as they enjoy the process thanks to the adapted games designed.

### **a. Communicative Language Teaching**

The ultimate purpose of learning any language is to be able to exchange information and ideas. As the Real Decreto 40/2022 declares, “la materia Lengua Extranjera en la etapa de bachillerato tiene como finalidad principal la adquisición de la competencia comunicativa básica en la lengua extranjera, así como el desarrollo y enriquecimiento de la conciencia intercultural del alumnado” (p. 50139). Thus, the essential aim of the second language subject is to achieve a certain level of communicative competence. Thereupon, the programming of an English class for 1º of Bachillerato should depart from a communicative point of view. This is why CLT has been chosen as the basis to structure and plan this teaching proposal.

Communicative Language Teaching emerged in the 1970s, following the conceptual basis established by Michael Halliday and Dell Hymes, who attempted to widen the idea of linguistic competence that already existed (Littlewood, 1981, p. 542). The lack of success of traditional teaching methods and the increasing demand of language learning derived on the rise of this type of approach to ELT, which emphasized interaction as both its means and its goal. Basically, CLT pursues proficiency in the target language (Savignon, 2015, p. 1). This implies building both accuracy and fluency in language use, skills that can be developed through CLT by bringing classroom interaction to its highest exponent.



Although there is no consensus on whether this way of teaching should be referred to as a methodology or an approach, this programme will identify it as an approach, following Sandra J. Savignon (2015, pp. 1-27) and Michael Littlewood (1981, pp. 541-545). Consequently, the following proposal approaches to Foreign Language Teaching (FLT) grasping the premises of CLT, that provides a theory of how languages are best learnt.

According to the recent Real Decreto 40/2022, “el uso de las lenguas extranjeras facilita la comunicación entre individuos de diferentes países, facilitando un enriquecimiento sociocultural que conlleva una amplia visión del mundo cultural, científico y tecnológico” (p. 50139). Consequently, the following teaching programme focuses on prioritizing the accomplishment of social and cultural awareness, so that it opens students’ minds and shows them divergent ways of living. The cultural factor is substantially considered in the units developed since it is considered to have significant impact on the way speakers express in a certain language. As a result, it functions as the core idea for a series of learning situations that intend to educate on those fundamental traits of the British culture that shape the way English people behave and understand the world. So, the whole intention of this proposal is to broaden the students’ perspectives, considering that students must have knowledge of the language itself, but also of its social rules and context, being conscious of how language may change depending on these factors. As the CEFRL supports, “language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences” (2001, p. 32). Knowledge of the social reality in which the target language is inscribed is key for learners to embrace other people’s cultures and contexts and to properly grasp and master the language that they employ.

Because CLT advocates for an essential development of the communicative competence, it is at the centre of this proposal’s educational philosophy, which aims to focus

on learners and on their needs, to achieve functional competence. This vision is key to understanding CLT. After all, as Savignon suggests, “[f]unctional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features” (2015, p. 4). This is directly related to CLT’s principles, that go hand in hand with alternative modes of assessment, since they not only focus on the knowledge of the language, but also on how to use it. As such, this proposal will be carried out and evaluated through alternative modes of assessment that seek to foster student motivation and interest, as well as reducing the levels of stress and anxiety they may feel by eliminating the threatening nature of tests and exams. The relevance of this decision will be further explored in the Assessment section of this teaching programme. Not only this approach advocates for focusing on the language skills and competences, but it also allows learners to participate in their own learning process. All they have lived and experienced can be applied to what they say in the target language, enhancing their motivation to learn more (Savignon, 2015, p.25). Hence, CLT is a learner-centred approach aiming to teach students how to express themselves in the target language so they can communicate in real-world situations and, in the process, acquire vocabulary and grammar transversally.

Hence, the main goal of this teaching programme is to reach a level of communication in the classroom that allows students to interact with one another, engaging in meaningful communication. By placing the learner at the centre of the learning process and maximising student talking time (STT), this programme seeks to accomplish both the highest level of substantial communication and student’s interest and involvement in the classroom, always as the main participants of their learning process. As Savignon states, “the focus [of this approach] has been the elaboration and implementation of programs and methodologies that promote the development of functional language ability through learners' participation in communicative events” (2015, p. 4). This implies a whole new perspective on how language is approached

when teaching. Traditionally, EFL has been taught following a systematic approach that focuses primarily on theoretical aspects, only covering linguistic and grammatical competences. As such, Luis Miguel Dos Santos contends that intercultural and interpersonal relations are as important as vocabulary and grammar, for “language learning does not only mean training and language skills but also concentrating on the ability to communicate” (2020, p. 105). This is the reason why, in CLT, students are encouraged to communicate, using the language in an effective way that favours whole meanings, instead of attending to heavy going lectures on grammar and vocabulary. “Students should not be bored, but be interested in their schoolwork” (Ornstein, 1994, p.109), as encouraging them through lessons that entertain them and generate attraction and curiosity is directly connected to the enrichment of their English. Learner motivation is decisive, then, when it comes to developing communicative aptitude, especially when working with high school students, that are currently in vulnerable developing ages.

Meanwhile, language should not be reduced to basic indexes and vocabulary lists; instead, it ought to be conceived as a wide spectrum that reflects cultural values. This implies a change of focus, as the emphasis on form has to diminish in favour of meaning. In this way, learning languages becomes a communicative process in which students do not only learn grammatical notions, but also how to express them in context. Savignon participates of this perception arguing that a proper implementation of communicative competence in the classroom requires that language is “seen as a social tool that speakers use to make meaning” (2015, p. 6). That is why developing activities and class dynamics that stimulate real communication is an efficient technique for learning to take place, since by being completely exposed to the language, “[language] learning takes care of itself” (Harmer, 2007, p. 69). Hence, CLT departs from a multidisciplinary perspective that considers, at the very least, sociology, linguistics and educational research (Savignon 2015). This is relevant because,

while using this method, we do not implement decontextualised exercises that lead to no real learning. Instead, we advocate for a more complex and integrated acquisition of language based on realia. On that account, languages should be taught in ways that develop functional linguistic abilities, prioritizing a real use of the target language in its learning since, ultimately, students are expected to communicate in such language.

Notwithstanding, this emphasis on meaning does not entail a complete detachment from form. Grammar knowledge remains crucial for effective communication because, in words of Savignon, “[w]hile involvement in communicative events is seen as central to language development, this involvement necessarily requires attention to form” (2015, p. 7). This approach to grammar, however, should be carried out through contextualised activities with real-world materials, so that it prepares students for the English that they will face in the future. The recent Real Decreto 40/2022 articulates how the foreign language should contribute to: “el desarrollo de valores educativos asociados con la tolerancia lingüística, la concienciación para la diversidad lingüística y la educación para la ciudadanía democrática [...] la prevención de la violencia y la resolución pacífica de los conflictos” (pp. 50139-50140), which cannot be promoted through isolated grammar sentences.

This teaching programme thus designs and develops activities that are thought to expand the students’ communicative capabilities in the TL, favouring oral tasks over grammatical exercises. In this way, learners are encouraged to produce creative conversations and unpredictable answers as they are actively involved in the sessions. To attain this, activities that “promote collaboration, fluency, and comfort in the target language” (Mitchell, 1988, p. 64) are implemented, fostering a different learning atmosphere to the one that previous generations have faced in the past (Scrivener, 2005, p.15-16). This difference not only relies on the emphasis on communication over grammatical competence, but depends extensively on the decision to place the learner as the protagonist of their own learning process. Because CLT

“claims to encourage learners to incorporate [their own reality] into their language learning environment” (Nunan, 1991), students can share their personal experiences with their peers and present on what they know, making the most of their learning experience in terms of second language acquisition together with other key competences that the law establishes (Real Decreto 40/2022, p. 46049), such as the civic or the digital competences.

Following the premises of CLT, this teaching programme develops activities that concentrate on communication. Yet, even as CLT provides us with the perfect basis to start scratching the surface of our students’ abilities to communicate, more specific approaches are required if we want to perform efficient and communicative teaching. Hence, in order to shape a communicative curriculum, “games, tasks, juggling, and jazz have been proposed as aids to language learning” (Savignon, 2015, p. 10), reason why Task-Based Learning and Gamification will serve as the means to put CLT into practice, as explained in the following sections.

### **b. Task-Based Learning**

As the previous section has manifested, the goal of this teaching programme is to reach a level of language comprehension that serves students in real-world situations, educating them in different cultural contexts and points of view. In order to achieve the objectives established, Task-Based Learning Teaching has been selected to integrate the premises of CLT in the classroom dynamics. Nonetheless, this methodology has not simply been considered for replicating the main tenets of CLT. Even when it is true that TBL “bases work cycles around the preparation for, doing of, and reflective analysis of tasks that reflect real-life needs and skills” (Scrivener, 2005, p. 39), it also contributes in a different way than CLT to English

language learning, since it provides students with a tangible purpose for their learning through tasks that divide each session in three main phases.

Jane Willis defines a task as a “goal-oriented activity in which learners use language to achieve a real outcome with learners employing the resources they have in the target language to solve a problem, complete a puzzle, and so on” (1996, p. 2). Lightly, a task-based lesson lies in students performing a variety of tasks. In this sense, TBL can provide an effective classroom management, since it advocates for students taking an active role in the lessons, “as they work together on projects, respond collaboratively to texts, and exchange ideas in pair and groups” (Pica, 2005, p. 339). This method emphasizes the existing relationships between experience and learning and advances teaching strategies that lead to a more effective and useful second language acquisition. In this sense, TBL resembles CLT. However, as anticipated before, TBL also “focuses on authentic language and the origination of practical activities using the target language” (Badrus, 2020, p. 125), contributing to student involvement in the classroom by means of goal-oriented tasks.

Through these interactive tasks, which are arranged in various cycles, learners are forced to communicate in order to accomplish a common goal. Thus, TBL is an approach to language that not only prepares students for the real world by confronting them with authentic English that they would use in normal situations, but also fosters learner motivation by means of completing many small tasks. Interestingly, methodologies such as TBL advocate for a contextualised and natural use of the language, using pre-task and post-tasks to achieve a more functional knowledge. As Dos Santos (2020) asserts, “language learning does not only mean training language skills but also concentrating on the ability to communicate” (p. 105). Thus, applying learner-centred approaches that prepare students for real-world problems and situations seems to be the correct path to secure an accomplished communication in the target language.

TBL serves as the perfect means to integrate and put into practice the premises that the recently renewed Spanish legislation, the LOMLOE (Ley Orgánica de Modificación de la LOE), proposes. According to the Ministerio de Educación y Formación Profesional, an effective acquisition of the *competencias clave* must be favoured by the development of methodologies that recognize students as agents in their own learning process. To do so, the LOMLOE suggests designing stimulating, significative and integrating learning situations, which are well contextualized and respectful with the students' integral growth in all dimensions. By assessing in terms of competences and learning situations, teachers focus on the creative resolution of problems and challenges that allow students to prove what they have learnt. Additionally, as the Real Decreto 40/2022 conveys, teachers should provide students with scenarios that benefit from different types of grouping (from individual learning to group work), so that learners can both assume individual responsibilities and work cooperatively to solve specific challenges (p. 50141-50142).

Essential to this process, TBL provides the breeding ground for building meaningful learning outcomes. Because tasks always entail a specific purpose, they offer something once they are completed. If students feel that what they are doing when they engage in communication leads to a relevant outcome, their predisposition to learn positively changes, since they are “doing something with the knowledge they have gained by communicating in the target language” (Comer, 2007, p. 183). Therefore, through the different cycles displayed in TBL, learners are given an opportunity to practice and produce meaningful communication, contrary to the one acquired through unrealistic and decontextualised exercises of teacher-centred methodologies.

When designing a task-based session, one must take into consideration the different components or stages that lesson will have, with the task as its central element. Among the many proposals that have been designed (e.g. Estaire and Zanon 1994; Lee 2000; Prabhu 1987;

Skehan 1996; Willis 1996), this teaching programme will work with Rod Ellis' research and compilation, since "it provides a clear structure for a lesson and it also allows for creativity and variety in the choice of options in each phase" (2002, p. 80). According to the scholar, every lesson that follows this methodology has three essential phases: the "Pre-Task Phase", the "During Task Phase" and the "Post-Task Phase", being the "During Task Phase" the only strictly necessary in a properly designed task-based lesson.

In such wise, the "Pre-Task Phase" regards the number of activities and time invested in giving context to the main task before it begins. Then, the "During Task Phase" focuses on the task itself and allows a wide ranging of didactic options to develop. Finally, the "Post-Task Phase" draws in the procedures related to following up on the students' progress and on the accomplishment of the task. Although the "Pre-Task" and "Post-Task" phases are optional, they "can serve a crucial role in ensuring that the task performance is maximally effective for language development" (Ellis, 2002, p. 80). Thereupon, this programme chooses to apply them consistently to its lesson design, so that its results can reach the highest degree of success.

In addition, TBL has been chosen as one of the methodologies that articulate this proposal because it contributes to several competences that the Spanish Legislation dictates as well. First, it takes part in the *competencia digital*, as the majority of tasks suggested intend to bring students closer to multimodal texts, fostering the use of digital tools and resources and virtual platforms. As the global spread of technology advances, students must adapt to the material and social demands of an extremely fast and changing world. Thus, while being immersed on the different challenges they need to accomplish, students are also learning how to interact with digital information in a critical and safe way, as the recent Real Decreto 40/2022 requires (p. 50141). This can also prove beneficial to their construction of new knowledge and intercultural awareness.



Moreover, TBL contributes to the *competencia personal, social y aprender a aprender*, since it teaches students how to conduct themselves in intercultural situations, as well as to recognise and use personal linguistic repertoires. At the same time, the tasks provided “contribuirán al reconocimiento de las ideas, emociones y comportamientos propios y ajenos y la gestión de situaciones de conflicto” (Real Decreto 40/2022, p. 50141). Acknowledging the progress and difficulties in the process of learning the target language will foster an autoregulated learning and validation of personal effort and dedication for a better learning experience.

Lastly, the *competencia ciudadana* is also exposed through the laid-out tasks. This methodology deals with the interaction with other people and the answer to communicative needs within the classroom, promoting student participation in communal activities and decision making. The Real Decreto 40/2022 establishes that the assimilation of strategies to understand and appreciate linguistic, cultural and artistic diversity is essential, along with the familiarization with quotidian and contemporary topics (p. 50141). Thus, TBL will foster reflection and dialogue about current ethical problems in order to help students comprehend the need to respect different beliefs, reject prejudices and stereotypes and oppose to any type of discrimination or violence.

An up-to-date teacher should seek to provide young people with the necessary resources and skills to act competently in a world that is constantly changing and digitalizing. A deeper understanding of the language is needed to prepare them for the technological reality they will have to face and, also, for the growing expectations of the labour world. Additionally, the resolution of authentic problems through different activities that lead to a major task brings to light not only the students’ communicative competences, but also other skills related to participation, coexistence, teamwork, social consciousness, or cultural awareness. Lastly, implementing this methodology contributes to the Sustainable Development Goals inasmuch

as the student is equipped to face the challenges of the 21<sup>st</sup> century. TBL aims to foster the acquisition of the needed contents to promote involvement with intercultural situations, democratic coexistence, dialogue and conflict resolution. Hence, since effective communication in the target language lies at the core of this teaching programme, Task-Based Learning will serve it well to achieve its goal, enabling students to develop crucial skills that are also useful for their personal development as individuals.

### **c. Gamification**

The Real Decreto 40/2022 states that “los recursos y materiales didácticos [en la materia Lengua Extranjera] serán motivadores, significativos y variados” (p. 50144). Engagement has proven to affect learning and motivation and has been the subject of study of growing numbers of research (Jabbar & Felicia, 2015, p. 740). If the involvement of the learner on the subject is so determinant for their language acquisition, a playful, fun and discovery-based learning is worth to be included in lesson design.

Games have widened their influence in teaching contexts to the extent that they have become a teaching methodology of their own. Gamification consists of the employment of game-designed components in non-game contexts and it has widened its influence in the teaching field in the past years as a perfectly valid methodology (Fischer & Barabach 2020). In this way, innovative dynamics such as Gamification, that involve amusement as a part of the learning process, promote students’ motivation, engagement and willingness to attain new knowledge.

Since traditional methodologies have tended to be ineffective in language teaching, as “nowadays, the need to communicate in English with people from many countries in business and education requires learners to have a working command of English rather than a merely

academic knowledge of the language. Therefore, the traditional grammar-translation method is certainly out of date” (Hiep, 2000, p. 21). Accordingly, this teaching programme also implements Gamification as an additional teaching resource that aims to assist CLT and TBL on achieving the established linguistic competence levels in the target language.

Furthermore, as it has been mentioned in the previous section, the digitalizing world we live in requires students to be prepared on much more than the contents of the language. The Spanish legislation postulates that the foreign language subject must use varied resources, including audio, graphics, visual, audiovisual, digital devices, etc., “en este sentido, cobra especial relevancia el uso didáctico de las tecnologías de la información y la comunicación en el proceso de enseñanza-aprendizaje” (Real Decreto 40/2022, p. 50144). The games organised in the following units aspire to be interactive, but also to gather the ICT (Information and Communication Technologies). This methodology will proceed to include multimedia such as apps and mobile phones and visual or audio aids, familiarizing students with technological resources while allowing them to make use of the ones that they usually utilise for didactic purposes. Hence, Gamification in the classroom takes part in the *competencia digital*, just like TBL did.

The power of Gamification in education relies on the achievement of student autonomy in the classroom through fun, engaging and dynamic strategies. It aims to foster student motivation, for if students are bored during class, they will look for alternative means of entertainment away from the task at hand. In following with the belief that learners must be taken as the main resource for establishing methodologies and class design and taking their interests and tastes into account when preparing activities and lessons, this didactic programme incorporates Gamification to ensure student participation and motivation. Applying this methodology also enables that students participate in their own learning, stimulating them with activities that have been individually created for them. In this way, a link is established between

learning and entertainment that changes the predisposition that students often have when approaching the subject of English as a second language.

The use of games for second language learning goes in line with the educational philosophy previously described, for it allows students to unconsciously acquire the contents established by the law at the same time that they develop other useful skills, such as deduction, creativity, intuition, reaction speeds or innovation. As Qian & Clark claim, “gamification can be a vessel to convey 21<sup>st</sup> century skills such as communication, cooperation, creativity and critical thinking at all places of learning” (2016, p. 53). Game-based learning settings attempt to create a comfortable and dynamic atmosphere in which learning is more of an inadvertent consequence of playing with the language and using it effectively.

Gamification as a teaching and learning approach has proven to considerably enhance learner motivation and understanding of the second language. Hence, it can successfully complement CLT and TBL as a methodology that, through gameplay engagement, gets students’ attention like no other at the same time that it supplies them with knowledge. In other words, “the teacher can easily monitor the learner during the process and support the game’s feedback implying an educational sense to it” (Vásquez & Ovalle, 2019, p. 177), avoiding the repetitive nature of more traditional lesson plans. Therefore, this teaching programme develops Gamification in many of its activities as the means through which students acquire the necessary notions of the language that they need to know to communicate effectively in English.

Gamification also helps this programme to, as teachers, give students a reason to care about the English language. By taking the principles of game design and putting them into practice in areas where there are usually no games, the units developed following this methodology

attempt to demonstrate that students are competent in the target language, inviting intellectual curiosity, academic confidence and a future enthusiasm for the subject.

## **2. CLASSROOM MANAGEMENT: THE ROLE OF THE TEACHER AND THE LEARNER**

The conceptions of what role the teacher should play in a classroom have considerably changed along educational history. Back in time, teachers were conceived as the centre of the classroom, as they were figures that transferred information into the students. Usually, traditional teacher strategies have been defined by their emphasis on “chalk and talk” or characterised as “jug and mug” (Scrivener, 2005, p. 17), referring to the excessive teacher talking time (TTT) that characterized them. Such reliance on teacher explanations and the board to transmit information to the class is problematic, though, as the acquisition of knowledge through this method is never certain. However, especially when it comes to language teaching, this conception is utterly ineffective since it does not foster communicative lessons. How we teach can contribute to the learning process, but real learning comes with experiencing language in its real contexts. To foster this approach to language, teachers must allow students to take responsibility for their own learning, analysing what materials and procedures may prove useful.

The narrative around teacher and learner roles seems to be changing nowadays, though, and the new Spanish legislation already demands teachers to confront their students to real-life communicative encounters: “será fundamental exponer al alumnado a la lengua extranjera de esta materia (...) y [que] el profesorado proporcione modelos variados y reales de habla de la lengua extranjera de la materia” (Real Decreto 40/2022, p. 50144). Teachers are commanded to elaborate enriched and refined ways to learn the target language, since the hard going lectures

did not provide a real exposure to the language. Through methodologies such as CLT, TBL or Gamification, however, said exposure is indeed achieved.

Claiming that learning requires personal effort is no news. And even as some teachers may believe that transmitting their knowledge to students through difficult lessons will direct them to learning, “teaching does not equal learning” (Scrivener, 2005, p. 17). This is why the CEFRL states that teachers should “take an innovative stance in seeing learners as language users and social agents, and thus seeing language as a vehicle for communication rather than as a subject to study” (2001, p. 29). Hence, it is preferable to follow methodologies that allow us to teach by imitating the way that people learn outside the classroom: through experience (Scrivener, 2005). Students need to practice in order to be able to master the required language skills. The teacher should just be a guide who can obviously facilitate the process by providing support, counsel or information.

Since communication is becoming the key competence to develop and the main goal of the teacher is to maximise classroom interaction, TTT is now expected to be reduced to the minimum (not more than 30% of class time). After all, the more the teacher speaks, the less students practice and train their communicative skills. Therefore, when planning a lesson, teachers must include at least three group dynamics (such as pair work, mingle, lockstep, groups, student to teacher, individual work) in order to achieve a communicative lesson. Methodologies such as TBL have made teachers “take on the roles of resource person, coach, and co-participant, encouraging the students to be meaningful, comprehensible, and supportive in their role together” (Pica, 2005, p. 339). Boring lectures on grammar and vocabulary are decreasing in favour of innovating and experimenting methodologies such as the ones that this teaching programme implements. For meaningful learning to take place, a suitable environment must be created that encourages students’ interest to learn and this responsibility falls on the teacher. Scrivener divides the different kinds of teachers and states that the final aim is to be

what he calls “an enabler” (2005, p. 25): a teacher that not only masters the contents and methodology of their subject, but someone who is also aware of the feelings of their students in class. The good teacher should be able to negotiate their decisions, creating the optimum conditions for students to learn independently, just with some guidance.

Likewise, LOMLOE requires teachers to use evaluation as a tool that helps develop the students’ potential: “las técnicas e instrumentos de evaluación utilizados en la materia Lengua Extranjera serán variados y dotados de capacidad diagnóstica y de mejora, que valoren los procesos por encima de los resultados finales, con el fin de conseguir una evaluación competencial” (Real Decreto 40/2022, p. 50145). This places assessment as an integral part of the learning process, with the students at the centre of a conscious competence acquisition. The renewed requirements of the law together with the increasing popularity of Alternative Assessment methods (Atta-Alla, 2013, pp. 1-13) show that language teaching is inclining towards a whole new approach, since it favours authentic materials, real uses of the language and individualised teaching. Contrary to more traditional conceptions, there are different ways to directly evaluate the students’ skills without putting excessive pressure on them. Guay claims that “how one assesses determines how they teach” (1997, p. 1). Implementing Alternative Assessment takes time and effort, but it also conditions the teacher’s role in the classroom underlining their educational practice and concerns. In this sense, it functions as a marker to determine how the role of the teacher has changed over time.

Similarly, the role of the learner has also evolved throughout history, moving from a mere spectator to an active and central participant in the classroom. Students are no more passive users, but the genuine protagonists of their own learning process. Under such definition, teachers become prompters who elicit knowledge and provide their students with the necessary feedback and information to keep on learning.

In a globalised world, learning English is becoming less of an option and more of a necessity. Our students will need to master their linguistic abilities (in English, but maybe, in many other languages as well) to be up to their future work life, so a proper and conscious teaching of the second language is required to facilitate successful outcomes. With these ideas in mind, the following teaching programme presents activities designed to be educative, entertaining, student-centred and, most of all, authentic and useful for the real world.

### **3. CONTENTS**

The following teaching programme is designed for 1<sup>st</sup>-year Bachillerato students from a school in the region of Castilla y León. Hence, the contents displayed in the following units obey the Real Decreto 40/2020, which gathers the basic knowledge that must be taught in all Spanish schools, as well as the specific clarifications of the Boletín Oficial de Castilla y León. As per its requests, this proposal takes part in analysing and valuing different cultures and people, departing from in-depth sociocultural and sociolinguistic aspects between countries.

This teaching programme is composed by nine different units that have one common goal: to use British public figures and their influence for a better understanding and assimilation of the target language. As a result, the contents given are directly related with “Embracing and understanding British culture through its icons” as a unifying thread. Along nine different units, the English language is taught departing from one representative face of Great Britain. This approach to the target language plans to give a general vision of the main popular figures that students should recognize by the end of their educative stage. As well, each one of the units is expected to contribute to at least one of the Sustainable Development Goals (SDGs) established by the United Nations.



Ultimately, it is crucial to keep in mind the foundations of CLT, TBL and Gamification, as they are the theories that support the subsequent lesson design. As such, students will be asked to solve different tasks leading to a concrete purpose in each unit. These tasks assemble the four main skills that learners are supposed to acquire: Listening, Reading, Writing and Speaking. Mention must be made to mediation, the fifth existing skill, that will not be developed as such in this teaching programme given that the English level of the students is not suitable for training that skill yet. In accordance with the methodological principles of this proposal, the materials and resources given as input are realia. Each term of the school year encompasses three units and their arrangement is the following:

**1<sup>st</sup> Term**

<b>UNIT 1</b>	<b>ELISABETH II: GOD SAVE THE QUEEN</b>
<b>TOPIC</b>	Since this is the first unit of the course, we will begin by introducing one of the most iconic British faces of the century: the former Queen Elisabeth II. Her figure is used to frame a unit that revolves around British Monarchy and the conceptions that British people have towards it. This unit is essential since it explains one of British people defining features as the means to prepare the way for the rest of units.
<b>SDG</b>	SDG 4: this unit contributes to quality education.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Cultural awareness and expression competence.</li> </ul>
<b>VOCABULARY</b>	Related to monarchy, nobility, political systems and titles.
<b>GRAMMAR</b>	<p>Present simple and present continuous revision.</p> <p>Conditional I.</p> <p><i>Deeply, so + adjective, such + noun phrase</i> adverbs.</p>
<b>LISTENING</b>	Sky News YouTube video “Why does Britain still have a Royal Family?”. Access: <a href="#">(504) Explained: Why does Britain still have a Royal family? - YouTube</a>
<b>READING</b>	BBC article: “Your Complete Guide to the King’s Coronation” (2023). Access: <a href="#">Your complete guide to the King's coronation - BBC News</a>
<b>WRITING</b>	Short essay finding the shared aspects between the British Royal Family and the Kardashians.

<b>SPEAKING</b>	Audio on Twitter sharing with your followers what would you do if you were king or queen of a country.
-----------------	--

<b>UNIT 2</b>	<b>THE BEATLES: HERE COMES THE MUSIC</b>
<b>TOPIC</b>	After the Queen, another iconic figure is presented, this time via four people that comprise the most famous (British) band of all times. Their popularity and influence in music changed the course of music industry, thanks to their capacity to innovate and be creative. They frame this unit, which revolves around music and art.
<b>SDG</b>	SDG 4: this unit contributes to quality education.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Digital competence.</li> </ul>
<b>VOCABULARY</b>	Instruments, concerts, music industry and topic-related terminology.
<b>GRAMMAR</b>	<p>Revision of past simple tense.</p> <p>Used to + infinitive.</p> <p><i>Unfortunately</i> and <i>unlikely</i> adverbs.</p>
<b>LISTENING</b>	Coffee Break English podcast on Spotify (1.03): “Beatlemania – The Beatles and the past simple tense”. Access: <a href="https://open.spotify.com/episode/7g95FX7kCqsDuCKPBESw2K?si=c0ddcdd3e18c4262">https://open.spotify.com/episode/7g95FX7kCqsDuCKPBESw2K?si=c0ddcdd3e18c4262</a> .
<b>READING</b>	The New Yorker article “Yesterday Wants to Hold Your Hand”. Access: <a href="#">“Yesterday” and “Ophelia,” Reviewed   The New Yorker</a> .
<b>WRITING</b>	Portfolio that must gather daily reflections on songs that they like and found innovative.

<b>SPEAKING</b>	In-class debate: is current music getting worse?
-----------------	--

<b>UNIT 3</b>	<b>DAVID BECKHAM: LOOKING GOOD!</b>
<b>TOPIC</b>	This unit uses the timeless figure of David Beckham as the means to introduce the sports and healthcare topic. It discusses the importance of well-being, both physical and psychological.
<b>SDG</b>	SDG 3: this unit contributes to good health and well-being.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic competence.</li> <li>- Personal, social and learn to learn competence.</li> </ul>
<b>VOCABULARY</b>	Appearances, sports, mental health, eating disorders and topic-related terminology.
<b>GRAMMAR</b>	<p>Should/shouldn't.</p> <p>Time expressions: <i>meanwhile, once in a while...</i></p> <p>Causal sentences: "have something done".</p>
<b>LISTENING</b>	TedEd video on "How playing sports benefits your body ... and your brain" by Leah Lagos and Jaspal Ricky Singh. Access: <a href="#">(504) How playing sports benefits your body ... and your brain - Leah Lagos and Jaspal Ricky Singh - YouTube</a>
<b>READING</b>	An adapted CNN article on "Mental Health of high school students worsened during the Covid-19 pandemic". Access: <a href="#">Mental health of US high school students worsened during the Covid-19 pandemic, CDC survey finds   CNN</a> .
<b>WRITING</b>	A review of the film <i>Bend It Like Beckham</i> .

<b>SPEAKING</b>	Oral presentation about the importance of mental health in the sports field.
-----------------	--

**2<sup>nd</sup> Term**

<b>UNIT 4</b>	<b>HARRY POTTER: FIGHTING THE BASILISK</b>
<b>TOPIC</b>	Through the fantasy world of Harry Potter films and books, students are educated on embracing difference. Tolerance and bullying are items to discuss in this unit, referencing to magic to make them understand the advantages of being different.
<b>SDG</b>	SDGs 5, 10 & 17: this unit contributes to gender equality, reduced inequalities and partnership for the goals.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Personal, social and learn to learn competence.</li> <li>- Civic competence.</li> </ul>
<b>VOCABULARY</b>	The supernatural, magic, bullying and topic-related terminology.
<b>GRAMMAR</b>	<p>Modals: must/can't, may/might, must/have to, can/could.</p> <p>I feel + mood adjectives.</p> <p>Future simple.</p>
<b>LISTENING</b>	Extract from the movie <i>Harry Potter and The Philosopher's Stone</i> in which bullying is portrayed.
<b>READING</b>	An article on "How Harry Potter and the Philosopher's Stone Tackled Bullying". Access: <a href="#">How Harry Potter and the Philosopher's Stone tackled bullying   Wizarding World.</a>
<b>WRITING</b>	Anti-bullying campaign using a social media app.

<b>SPEAKING</b>	Role-play: muggle vs wizard.
-----------------	------------------------------

<b>UNIT 5</b>	<b>JANE AUSTEN: BOOK CLUB, ANYONE?</b>
<b>TOPIC</b>	This unit revolves around the leading figure of Jane Austen and advocates for the importance of reading, especially at young ages. It intends to foster reading as a form of entertainment that is being lost between so many digital devices and social media.
<b>SDG</b>	SDG4: this unit contributes to quality education.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Digital competence.</li> <li>- Cultural awareness and expression competence.</li> </ul>
<b>VOCABULARY</b>	Books, literature, reading, internet, technology, qualificative adjectives to describe a book and topic-related terminology.
<b>GRAMMAR</b>	<p>Conditional I revision.</p> <p>Conditional II.</p> <p>Basic notions on how to write an informal letter.</p> <p>Basic notions on how to write a book review.</p>
<b>LISTENING</b>	Rita Carter's TED Talk "Why reading matters?" Access: <a href="#">(504)</a> <a href="#">Why reading matters   Rita Carter   TEDxCluj - YouTube.</a>
<b>READING</b>	Short book in English they can select from a provided list (Appendix 1).
<b>WRITING</b>	<p>Writing a review on Goodreads on the book they selected.</p> <p>Writing a direct message to a powerful influencer to ask them to advocate for the importance of reading.</p>

<b>SPEAKING</b>	Film a Book Tok video telling the review of the most recent book you read (reading section) and a reflection on what have they learnt in this unit.
-----------------	---

<b>UNIT 6</b>	<b>HARRY STYLES: THE PHENOMENON</b>
<b>TOPIC</b>	This unit is connected to unit number two, as Harry Styles is the current idealized music icon as one day were The Beatles. Through the icon of the moment, the unit introduces fan culture and social media. It also tackles how apps like TikTok are favouring one-hit-wonders.
<b>SDG</b>	SDG4: this unit contributes to quality education.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Digital competence.</li> </ul>
<b>VOCABULARY</b>	Social media, music, fan culture and topic-related terminology.
<b>GRAMMAR</b>	<p>Gerunds.</p> <p>Reason connectors: <i>because of, due to, owing to, since, as</i>, etc.</p> <p><i>What's your view on?/Do you agree?</i> Expressions.</p>
<b>LISTENING</b>	Video on "Parasocial Relationships & Fan Culture in Music" of the Youtuber Victoria Shell. Access: <a href="#">(504) Parasocial Relationships &amp; Fan Culture in Music - YouTube</a> .
<b>READING</b>	BBC article on "How TikTok changed the world in 2020". Access: <a href="#">How TikTok changed the world in 2020 - BBC Culture</a> .
<b>WRITING</b>	Short essay on: <i>Is it easy to go viral on TikTok?</i>

<b>SPEAKING</b>	A hypothetical contest offers an opportunity to meet their idol. They have to make a creative TikTok addressing why they deserve it.
-----------------	--

**3<sup>rd</sup> Term**

<b>UNIT 7</b>	<b>PRINCESS DIANA: HOW I LOVE BEING A WOMAN</b>
<b>TOPIC</b>	Connecting with the first unit, this one specifically focuses on the figure of Princess Diana to develop two main topics: feminism (regarding her impact on the movement) and journalism (derived from her tragic accident and how media has distorted her story).
<b>SDG</b>	SDGs 4 & 5: this unit contributes to gender equality and quality education.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Digital competence.</li> <li>- Civic competence.</li> <li>- Personal, social and learn to learn competence.</li> </ul>
<b>VOCABULARY</b>	Fake news, journalism, feminism and topic-related terminology.
<b>GRAMMAR</b>	Reported speech. <i>As far as I am concerned, from my point of view, I (strongly) believe, in my view, as I see it...</i> expressions.
<b>LISTENING</b>	Fragment of episode 2 of the 4 <sup>th</sup> season of <i>The Crown</i> .
<b>READING</b>	The Sydney Morning Herald's article on "How Princess Diana Became a Feminist Icon". Access: <a href="https://www.smh.com.au/news/how-princess-diana-became-a-feminist-icon/2018/07/26">How Princess Diana became a feminist icon (smh.com.au)</a> .



<b>WRITING</b>	Short essay retelling The Guardian's article: "The death of Princess Diana: a week that rocked Britain". Access: <a href="#">The death of Princess Diana: a week that rocked Britain   Diana, Princess of Wales   The Guardian</a> .
<b>SPEAKING</b>	Podcast debating about fake news and sensationalist journalism.

<b>UNIT 8</b>	<b>SHERLOCK: ELEMMENTARY, MY DEAR WATSON</b>
<b>TOPIC</b>	This unit revolves around crime and murder. Departing from the literary figure of Sherlock Holmes, students are carried into a narrative of murder mystery in which they will have to unmask the killer.
<b>SDG</b>	SDG 4: this unit contributes to quality education.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Cultural awareness and expression competence.</li> </ul>
<b>VOCABULARY</b>	Murder, mystery, deduction, weapons and topic-related terminology.
<b>GRAMMAR</b>	<p>Past simple/past perfect.</p> <p>Subject and object questions.</p> <p><i>I'm not sure, I don't think so, I'm afraid, I wonder</i>, expressions.</p>
<b>LISTENING</b>	Piece of recorded audio that recalls the mystery and what happened.
<b>READING</b>	Police report with information of the suspects.
<b>WRITING</b>	Letter to one of the witnesses asking for evidence.
<b>SPEAKING</b>	Exhibition to the class of the murder as a theatrical play.

UNIT 9	SEX EDUCATION: NETFLIX & CHILL
<b>TOPIC</b>	This unit revolves around the British series “Sex Education”. It intends to address love affection, as well as the cognitive, emotional, physical and social aspects of sexuality in a healthy and trustful environment.
<b>SDG</b>	SDGs 3, 4 & 5: this unit contributes to quality education, gender equality, good health and well-being.
<b>KEY COMPETENCES</b>	<ul style="list-style-type: none"> <li>- Linguistic communicative competence.</li> <li>- Digital competence.</li> <li>- Personal, social and learn to learn competence.</li> </ul>
<b>VOCABULARY</b>	Relationships, caring, well-being, health, equality, love, sex and topic-related terminology.
<b>GRAMMAR</b>	<p>Be/get used to + -ing revision.</p> <p>Future simple revision.</p> <p>Future continuous.</p>
<b>LISTENING</b>	Fragment of “Sex Education” TV series S1x07.
<b>READING</b>	Harvard Graduate School of Education’s article: “Sex Education that Goes Beyond Sex”. Access: <a href="#">Sex Education that Goes Beyond Sex   Harvard Graduate School of Education</a> .
<b>WRITING</b>	Interactive diary in which they must include daily reflections on what is discussed in class and their own thoughts.
<b>SPEAKING</b>	Oral presentation in which they have to explain a mural they have done to increase awareness in sex education.

#### 4. ASSESMENT

Educational assessment applies to the combination of practices and methodologies that can be carried out during the different lessons in order to help both teachers and students to keep track of what learners know and are able to do, making the instruction process easier (Volante & Beckett, 2011, p. 240). It has had a changing nature throughout history. Traditionally, the way of assessing learners normally consisted on the superficial evaluation of individual activities whose result determines how competent they are in the subject. This conception has led to “a heavy reliance on school grades and standardized tests all the way down to the primary schools” (Astin, 1990, p. 459) and is directly related to the resulting implement of traditional language methodologies, that prepare for that exam model in which students *bet it all*.

Through the LOMLOE, the Spanish legislation has introduced a new requisite for educators when evaluating student knowledge: the assessment through competences. The *Real Decreto 243/2022 de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato* distinguishes between two types of key competences that students must have acquired when finishing the course: *competencias clave* and *competencias específicas*. First, it defines the *competencias clave* as: “desempeños que se consideran imprescindibles para que el alumnado pueda progresar con garantías de éxito en su itinerario formativo, y afrontar los principales retos y desafíos globales y locales” (Real Decreto 243/2022, p. 46049). They are common to all the different subjects and the law recognizes the following:

- Linguistic communicative competence.
- Plurilingual competence.
- Mathematic, scientific, technological and engineering competence.
- Digital competence.

- Personal, social and learn to learn competence.
- Civic competence.
- Enterprising competence.
- Cultural awareness and expression competence.

Then, it defines the *competencias específicas* as “desempeños que el alumnado debe poder desplegar en actividades o en situaciones cuyo abordaje requiere de los saberes básicos de cada materia” (Real Decreto 243/2022, p. 46050). They are specific for each area and the Real Decreto 40/2022 compiles six different *competencias específicas* that correspond to the subject *Lengua Extranjera I*, which are:

- “Comprender e interpretar las ideas principales y las líneas argumentales básicas de textos expresados en la lengua estándar, buscando fuentes fiables y haciendo uso de estrategias de inferencia y comprobación de significados, para responder a las necesidades comunicativas planteadas” (pp. 50146-50147).
- “Producir textos originales, de creciente extensión, claros, bien organizados y detallados, usando estrategias tales como la planificación, la síntesis, la compensación o la autorreparación, para expresar ideas y argumentos de forma creativa, adecuada y coherente, de acuerdo con propósitos comunicativos concretos” (p. 50147).
- “Interactuar activamente con otras personas, con suficiente fluidez y precisión y con espontaneidad, usando estrategias de cooperación y empleando recursos analógicos y digitales, para responder a propósitos comunicativos en intercambios respetuosos con las normas de cortesía” (p. 50147).
- “Mediar entre distintas lenguas o variedades, o entre las modalidades o registros de una misma lengua, usando estrategias y conocimientos eficaces orientados a explicar conceptos y opiniones o simplificar mensajes, para transmitir información de manera

eficaz, clara y responsable, y crear una atmósfera positiva que facilite la comunicación” (p. 50147).

- “Ampliar y usar los repertorios lingüísticos personales entre distintas lenguas y variedades, reflexionando de forma crítica sobre su funcionamiento, y haciendo explícitos y compartiendo las estrategias y los conocimientos propios, respetando la diversidad cognitiva, social y cultural, para mejorar la respuesta a sus necesidades comunicativas” (p. 50147).
- “Valorar críticamente y adecuarse a la diversidad lingüística, cultural y artística a partir de la lengua extranjera, reflexionando y compartiendo las semejanzas y las diferencias entre lenguas y culturas, para actuar de forma empática, respetuosa y eficaz, y fomentar la comprensión mutua en situaciones interculturales” (p. 50147).

The acquisition of specific competences constitutes the basis for assessing the student body. The level of development of each is determined by the degree of achievement of the assessment criteria that they are linked to, so these are meant to be understood as diagnostic tools related to the development of the said specific competences.

Traditional exams have been inclined to prove what students know about the language, offering decontextualized exercises in which students did not train the skills asked for, but their memorized concepts about grammar and vocabulary. In such methods, it is considered that grades equal assessment by following a system characterized by “teach, test, and hope for the best” (Volante & Beckett, 2011, p. 240). However, the results of those exams do not mirror the skills that learners have acquired, “they may only show whether a student is a good test taker” (Atta-Alla, 2012, p. 2). Traditional exams tend to show what students know about the language instead of what they can do with it or how they can communicate. The latter requires a more complex assessment since it is a much more elaborate process, so many actions and feelings are involved in the learning process for it to be reduced to a number. At the same time, limiting

assessment to a simple exam when so many tools, instruments and resources are available in the classroom also reveals a lack of teaching quality and interest.

Contrary to traditional assessment, new options arise in the educational field that conceive assessment as an integral part of the learning process. Alternative assessment intends to “motivate students to take more responsibility for their own learning [...] and to embed in authentic activities that recognize and stimulate students’ abilities to create and apply a wide range of knowledge, rather than simply engaging in acts of memorization and basic skill development” (Hargreaves, Earl & Schmidt, 2002, p. 70). Teachers should make sure that they actually assess what their students can do with the language, and Alternative Assessment strategies are a way of doing so while supporting learning.

The Alternative Assessment movement intends to provoke a paradigm shift through which assessment plays a central role in the learning process, by focusing on the process instead of the product. It is often known as authentic assessment, given its emphasis on “the essential link among curriculum, teaching, and learning” (Atta-Alla, 2012, p. 3). Traditional methodologies and assessing modes have led students to learn how to be test-takers, only focusing on the exam outcomes: the grades. However, there are other ways of assessing that not only reduce the pressure put on students, but that are also student-centred and give the teachers clues on whether the goals of education are being accomplished or not. Thus, alternative assessment implies a whole new vision when “thinking about learning, schools and teaching” (Hargreaves, Earl & Schmidt, 2002, p. 70) that coincides with the principles of CLT and TBL. It requires teachers to rethink the goals of assessing and teaching, as they use their judgement to decipher what learners know, include feedback during the teaching and learning process and cope with the diverse needs of the school body.

As it has been mentioned in previous sections, the information and technology era that we live in, in which knowledge advances so rapidly, should be taken into account, since “this requires the enhancement of both students’ learning skills and teachers’ teaching and assessment skills” (Atta-Alla, 2012, p. 2). Having said that, it is convenient that most alternative assessment activities are well adjusted to the online environment: e-portfolios, blogs, forums or automatic feedback.

Another aspect that is important to bear in mind is that this teaching unit will serve of a simultaneous use of formative and summative assessment techniques. The main source for determining the skills acquired in this teaching programme will be formative assessment, that consists of relying on ongoing feedback and constructive guidance as the means to improve learner attainment (Atta-Alla, 2012, p. 2). Consequently, “it is also known as assessment *for learning*” (Volante & Beckett, 2011, p. 240), emphasizing the benefits that this technique can bring to the classroom. This method aids educators to observe how people unwrap in their learning development, as they continuously analyse their progress. Furthermore, it is fairer for the students as their knowledge and skills acquired are assessed through the whole learning process, instead of through a punctual test that is taken in a concrete moment. Formative assessment goes hand in hand with the principles of alternative assessment and, therefore, the main means that this teaching programme will use to assess complement the principles of these two methods, as it will be further explained at the end of this section. Formative assessment, given its importance and contribution to the greater development of skills, will contribute 80% to the students’ final mark.

Although these appraisals work for its own diverse purposes, they are not necessarily exclusive in practice. “Summative assessment strategies [...] are those that primarily serve an evaluative function at the end of a unit or term” (Volante & Beckett, 2011, p. 240). The latter form of assessment will also be used to complement the other, since research has suggested

that this kind of strategy can be beneficial if used as a complement of formative assessment. That is, a final exam or physical evidence of the knowledge acquired can take part in the whole process of ongoing assessment, without it being the only outcome that determines students' achievement. As the Spanish legislation clarifies, the second language area should preferably employ observation techniques such as conversations, portfolios, or diaries, to assess the student body in different communicative situations in a contextualised way. Then, "en menor medida, se utilizarán las técnicas del rendimiento a través de distintos tipos de pruebas orales y escritas" (Real Decreto 40/2022, p. 50145). This is why summative assessment will only contribute to 20% of the final term mark. For this test to be effective and significative of the students' learning and for it to not be threatening, clarification of its intended use is needed. Meaning, if learners know the purpose of that exam, their motivation increases, so they will be provided with the necessary information and practice throughout the course for them to successfully overcome it.

To increase the objectivity of assessment, teachers need to use multiple assessments over a long time, since not all learners master each skill developed (not everybody is good at writing, for example). In this sense, educators should try to make informed decisions about their students' achievement, progress and challenges. Using a variety of assessments can provide teachers with the information necessary for making such informed decisions. Therefore, the performance-based alternative assessment means to be implemented in the units designed are:

- Oral presentations: usually in pairs or small groups, students will be involved in oral presentations in which they can demonstrate and practice their oral fluency. A rubric will serve the teacher to assess them and then provide them with feedback without grades.



- In-class debates and discussions: in order to explore certain issues or encourage students' critical thinking, debates or discussions will be proposed in which "teachers and students must be active and the latter should be encouraged to assume responsibility" (Atta-Alla, 2012, p. 8). This will be assessed through a yes/no list.
- Role-play: students demonstrate their control of the language and topics tackled by playing different roles and recording themselves. A similar rubric to the one used in oral presentations assists the teacher as the means to assess this activity.
- Interactive diary (peer assessment): another tool that will be employed to check that the contents are being acquired, as well as to promote students' critical thinking. Daily, they have to include a reflection of what has been discussed in class. Since this diary will be part of a forum visible to all the class members, it will be assessed through peer assessment: students are asked to "reflect on, make judgement about and evaluate their peer's behaviour and performance through a peer assessment sheet" (Atta-Alla, 2012, p. 10).
- Retelling: this strategy will be done several times along the whole teaching programme through film and book reviews, podcasts, exhibitions and short essays. It is an efficient way to verify if the students have understood the information presented. Whether they have comprehended or not will be analysed through a checklist.
- Self-assessment: whenever a teaching unit finalises, students will be asked to complete a checklist in order to reflect on their progress, something that is also supported by the Spanish legislation: "en el aprendizaje de la materia Lengua Extranjera será fundamental incorporar la autoevaluación y coevaluación del alumnado, de manera que sea cada vez más autónomo y capaz de planificar, controlar y evaluar sus propios progresos" (Real Decreto 40/2022, p. 50145).

Last of all, a survey will be carried out at the end of the course for students to assess the teacher's own work and practice, to seek for improvement in future years, just as the Real Decreto 40/2022 foreshadows: “la evaluación de la propia práctica docente se considera imprescindible para poder avanzar en la mejora de todo el proceso de enseñanza-aprendizaje” (p. 50145).

## **5. TEACHING UNIT: “BOOK CLUB, ANYONE?”**

### **a. Introduction**

The succeeding teaching unit, which is entitled “Book Club, Anyone?”, is the fifth one of this teaching programme and it is carried out at the midpoint of the 2<sup>nd</sup> Term. The British figure that shapes this unit is Jane Austen. She opens the way for literature and reading, the topic that all different sessions will deal with and explore. Some of the contexts to be imparted are not new for the group, as they have been studied in another unit already. However, since they are essential for the development of the tasks planned, a review is needed. Even so, new additional grammatical structures and topic-related terminology will be explained as well.

This teaching unit aims to raise awareness on the importance of reading while helping students to engage in conversations and situations through meaningful communication, developing their linguistic skills. According to the key competences established by the law, this unit aids students to develop the linguistic communicative competence, the digital competence and the cultural awareness and expression competence. In addition, it contributes to the Sustainable Development Goal of quality education. Students will revise the 1<sup>st</sup> Conditional seen in Unit 1 and enlarge that information with the 2<sup>nd</sup> Conditional. Moreover, they will be provided with the basic notions on how to write an informal letter and a book review.

Its target student body is a class of 1º Bachillerato in a Spanish high school, more specifically of the region of Castilla y León. It is composed by 25 students between 16 and 17 years old. Hence, their level of English according to the CEFRL is a B1.1. The syntactic-discursive structures to be displayed in the learning situation proposed are the 1<sup>st</sup> and 2<sup>nd</sup> Conditionals and the necessary contents to write a book review and an informal letter. In general, all students cope well with this level and are interested in learning English (the methodologies implemented have contributed to it), something that sets up a favourable starting point for the successful development of the unit.

### **b. Aims and contributions to the teaching programme**

The aims and contributions of this unit to the whole teaching programme are:

- To raise awareness on the importance of reading.
- To awake interest on classic literature.
- To encourage enthusiasm for reading.
- To revise and successfully use the 1<sup>st</sup> Conditional in context.
- To familiarise with the 2<sup>nd</sup> Condition in context.
- To practice the structure of an informal letter.
- To know the basic notions on how to write a book review.
- To foster cooperation through teamwork.
- To acquire the needed linguistic skills to successfully complete the main tasks.
- To engage in meaningful conversations regarding the topics tackled.
- To put the new knowledge learnt into practice through written and spoken tasks.

### **c. Contents**

The contents of this teaching unit, as explained, are obtained from *the Real Decreto 40/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León*. The curriculum established in this document has been structured in three main blocks, according to the premises of the CEFRL:

First, the block of *comunicación*, that covers the necessary contents to develop communicative activities related to comprehension, production, interaction and mediation, included those related with the search of information and the management of consulted sources (translated from Real Decreto 40/2022, p. 50212). Specifically, this unit displays:

- Self-assurance, initiative and assertiveness. Strategies of self-evaluation as a means for improvement in the autonomous learning of the second language.
- Strategies for planification, execution, control and repair of comprehension, production and coproduction of oral, written and multimodal texts.
- Communicative functions suitable to the communicative field and context: describing phenomena and events; giving instructions and advice; describing present situations and states; and rephrase, specify, or explain a discourse, among others.
- Discursive strategies of common use in comprehension, production and coproduction of oral, written, multimodal, short and simple, literary and non-literary texts: characteristics and recognition of context (participants and situation).
- Linguistic units and meanings associated to said units such as the expression of entity and its proprieties, existence, quantity and quality, comparison, space and space relations, time and temporal relations, affirmation, negation, question and exclamation, logic relations: cause, disjunction, opposition, distribution, concession, finality.
- Common and technical vocabulary of interest for students related to time and space; states, events and occasions; activities, procedures and processes; personal, social, academic and professional relationships; education, work and undertaking; language

and intercultural communication; science and technology; history and culture; as well as enrichment strategies.

- Sound, accent, rhythmic and intonation patterns and general communicative meanings and intentions associated with said patterns. Basic phonetic alphabet.
- Orthographic conventions and communicative meanings and intentions associated with graphic formats, patterns and elements.

Second, the block of *plurilingüismo*, that integrates the contents related to the capacity of reflecting on the working of languages and being able to compare the foreign language with the mother tongue and others, with the aim of contributing to the target language learning and the improvement of all the languages that form the linguistic repertoire of the student body (translated from Real Decreto 40/2022, p. 50212). Concretely, this unit covers the following:

- Strategies and techniques to answer effectively and with a high degree of autonomy, adequacy and correctness to a specific communicative need overcoming the limitations that derive from the level of competence in the foreign language and the others of the own linguistic repertoire.
- Strategies to identify, organise, retain and use linguistic units in a creative way departing from the comparison of the different languages and varieties that conform the personal linguistic repertoire.
- Strategies and tools, both analogic and digital, as well as individual and cooperative for self-evaluation, co-evaluation and self-repair.
- Expressions and specific glossary for reflecting and sharing reflections about communication, language, learning and communication and learning tools (metalanguage).

Third, the block of *interculturalidad* groups together the contents concerning the common cultures of the foreign language and its validation as an opportunity for enrichment and being in contact with others, as well as developing interest for understanding and appreciating other languages, linguistic variants and cultures (translated from Real Decreto 40/2022, p. 50212).

In particular, this unit contributes to the following:

- The foreign language as a communication and understanding tool between nations, enabler of the access to other cultures and tongues and means of social participation and personal enrichment.
- Interest and initiative in the realization of communicative exchanges through different means with foreign language speakers or students and in knowing cultural information of other countries where the target language is spoken.
- Gradual and significant readings of the literature written in the foreign language. Its knowledge as vehicle of cultural transmission and the idiosyncrasy of the countries where it is spoken.
- Strategies to understanding and appreciating linguistic, cultural and artistic diversity, attending to eco-social and democratic values.

#### **d. Methodology**

As indicated and further developed in the methodological principles section of this teaching programme, all the units developed have been designed according to the principles of three methodologies: Communicative Language Teaching (CLT), Task-Based Learning (TBL) and Gamification. Given that the general goal of the sessions is to achieve meaningful communication, CLT lies at the core of every activity planned. Hence, there will be an emphasis on skills rather than systems, through student-centred tasks that aim to develop the

learners' competence to communicate in the target language with an especial focus on real-life situations. The teacher's role in these courses will be of prompter and guidance, in order to always favour student talking time. At the same time, TBL contributes to this main purpose by incorporating meaningful tasks that resemble real life. It provides the appropriate environment to develop the four skills required, as well as the enhancement of teamwork and cooperation.

#### **e. Resources**

Materials and resources are always a determining factor of the teaching and learning process and nowadays there are infinite possibilities and options that teachers can benefit from. However, teachers must be cautious and use the appropriate ones in a valuable way in order for them to be effective and contribute to the students' learning process. The resources that will be used for the following teaching unit are both traditional and electronic.

Traditional resources:

- Flashcards with concepts, pictures and instructions.
- Chalk and blackboard.
- Photocopies and worksheets.
- A book from the "suggested readings" list (Appendix 2), which may be a hard copy.

Digital resources:

- Class projector, computer and speakers.
- PowerPoint presentation.
- A book from the "suggested readings" list (Appendix 2), which may be an e-book.
- YouTube for playing TED Talk and the clip from *Pride and Prejudice*.
- TikTok for uploading the Book Tok video.

- Instagram to send direct message.
- Goodreads App.
- Websites:
  - o *Quizizz.com*
  - o *Mentimeter.com*

#### **f. Assessment**

The benefits that a right use of assessment can bring to the classroom have already been explained in depth in the above sections. If teachers manage to assess as an integral part of the learning process, the development of the students' skills will improve, and teachers will count with the perfect source of information to change and adapt their requisites and activities according to the needs of the learners. Also, a formative mode of assessment will primarily be employed to determine students' abilities, that contributes 80% of the final mark. The remaining 20% corresponds to a final test done at the end of the school year that will be assessed in a scale from 1 to 10.

Since Alternative Assessment lies at the core of this teaching programme, all units serve of its different tools to assess students' progresses and outcomes. As regards this unit, the following Alternative Assessment strategies are implemented. The percentages indicated belong to the 80% corresponding to formative assessment:

- In-class observations of improvised activities that the teacher makes throughout the six sessions will represent a **35%** of the term mark. This includes:
  - a) Discussions in the Pre-Task Phase (Session 1, Session 2, Session 4).
  - b) Listening activity (Session 2).



- c) Games: “board race” (Session 3), “stuck in a cave” (Session 3), “consequence chain story” (Session 3), “taboo” (Session 5).
- d) Schemata activity in the Pre-Task Phase (Session 6).
- Revision activities of the 1<sup>st</sup> Conditional account a **5%** of the term grade (Session 1).
- The book review on Goodreads to assess their writing skills accounts **15%** of the term grade and the Book Club discussion a **5%**. A yes/no list will be used to assess both (Appendix 11)
- The direct message written to an influencer accounts **15%** of the grade. A checklist will be used to assess it (Appendix 12)
- The individual video to be recorded and uploaded to TikTok accounts **25%** of the mark. A rubric will be used to assess it (Appendix 13).
- The self-assessment checklist given at the end of the unit has a value of **5%**, as another way of making them feel like their opinion and reflections are taken into account (Appendix 14).

In addition, as the Spanish legislation requires an additional evaluation through competences, the fifth teaching unit assesses as this table describes:

Competence	Assessment criteria
Specific competence 1	<p>1.1 Extracting and analysing the main and secondary ideas, relevant information and general implications of long, well-organised and complex, oral, written and multimodal texts about personally relevant or of public interest topics, both concrete and abstract, clearly expressed and in the standard language, even in moderately noisy environments and through diverse formats (CCL2, CCL4, CD1, CD3).</p> <p>1.2 Critically interpreting and valuing the content, intention and discursive aspects of long and complex texts, with special emphasis on academic and media texts, as well as fictional texts, about general and specific topics, of personal relevance or public interest (CCL2, CCL3, CCL4, CP1, CP2).</p>
Specific competence 2	<p>2.3 Selecting, organizing and applying planification, production, revision and cooperation knowledges and strategies in order to compose clearly structured texts that are adequate with the communicative intentions, contextual characteristics, sociocultural aspects and textual typology, using the more suitable physical or analogic resources according to the task and its interlocutors (CCL1, CCL5, CP1, CP2, STEM1, CD2, CD3, CPSAA4, CC3, CE1, CE3, CCEC3.1, CCEC3.2, CCEC4.2).</p>
Specific competence 3	<p>3.1 Planning, participating and collaborating in an assertive and active way through diverse supports, in interactive situations about personally relevant or of public interest topics known by the students, showing initiative, empathy and respect for the linguistic courtesy and digital label, as well as the different needs, ideas, inquisitiveness, initiatives and motivations of the interlocutors, while offering explanations, arguments and comments. (CCL1, CCL5, CP1, STEM1, CD3, CPSAA3.1, CC3).</p>

Specific competence 4	4.2 To apply strategies that aid to forge bridges, facility communication and serve to explain and simplify texts, concepts and messages, as well as being adequate to the communicative intentions, contextual characteristics, sociocultural aspects and textual typology, using physical or digital resources and supports according to the task and the interlocutors' previous knowledge (CCL1, CCL5, CP1, CP2, STEM1, CD3, CPSAA3.2, CC4, CE3).
Specific competence 5	5.2 To use with initiative and creatively strategies and knowledge to better the capacity to communicate and learn the foreign language with the support of other participants and analogical and digital supports. (CCL1, CP2, STEM1, CD3, CPSAA1.1)
Specific competence 6	6.3 Applying strategies to defend and appreciate linguistic diversity, both cultural and artistic, according to eco-social and democratic values and respecting the principles of justice, equity and equality (CCL4, CCL5, CP3, CPSAA3.1, CC3, CCEC1). 6.4 Knowing the literary production, media and main publications of the countries and territories where the foreign language is spoken, promoting reading and amplifying the knowledge of the language and culture studied. (CCL4, CP3, CCEC1)

(Translated from *Real Decreto 40/2022*)

### **g. Sessions**

The abovementioned competences are applied in this teaching unit through the activities designed, as explained in the following sessions:

#### **- Session 1**

Length: 55 minutes.

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, Youtube, *Pride and Prejudice* book, Quizizz, photocopies and flashcards.

Pre-Task Phase: in order to introduce the British icon that this unit presents, Jane Austen, a warm-up activity starts with the reproduction of an iconic scene of the film adaptation of *Pride and Prejudice*. The sequence portrays how Mr. Darcy helps Elisabeth Bennet to get into a carriage, touching her hand. It is such a significant scene, but still, it barely lasts five seconds. After playing it, the teacher asks the students a few questions regarding what they think of that scene or if they have seen the movie. Then, the teacher reads to them the paragraph of Jane Austen's novel to show them the power of literature, since it enriches and deeply delves into such brief, but strong and emotionally charged moments.

By playing with the popular saying "one picture is worth a thousand words", we start a discussion through guided questions, such as "is a picture really worth a thousand words?". This first interaction serves the teacher to establish a starting point, discovering whether students like to read and if they usually do it or not. In this way, one of the most iconic British novelists is met through one of her most emblematic works and the famous scene from the cinematic adaptation. This warm-up activity intends to prove literature's strengths. It occupies about 15 minutes and corresponds to the Pre-Task Phase of the session.

Once the icon and topic of this unit have been introduced, students are asked to take their phones out, since they are expected to take an online quiz on British literature using the QR that appears in the screen (Appendix 1). This activity is allowed to be arranged as they prefer (since maybe some might not have their phones with them), so it can be done individually, in pairs, or in groups. This activity is intended to last about 10 minutes and also corresponds to the Pre-Task Phase.

In the next five minutes, students are informed of the required reading activity and assessment of this new unit: they must select a short book for them to read along the two weeks that this unit lasts. A list of suggestions is provided from which they can choose, that include adapted famous novels in their level (Appendix 2).

During Task Phase: the main task of this session is designed to revise the 1<sup>st</sup> conditional and connect them with the topic of the unit. Hence, they are asked to write a list of seven “new unit resolutions” using the 1<sup>st</sup> Conditional, reflecting on the profits that reading can entail for them in the future (“If I read more, I will...”). This activity lasts 10 minutes.

Post-Task Phase: then, another activity to revise the 1<sup>st</sup> Conditional is carried out in order to follow-up that they knowledge on 1<sup>st</sup> Conditionals is clear. It consists of a “three in a row”. The teacher has prepared some flashcards (Appendix 3) that comprise some result clauses that regard literature and reading in some way and each one is given to one group of four students. These groups will divide into two pairs that must play against each other. The procedure is the following: one student comes up with an “if” clause. Then, his partner may use one of the result clauses of the worksheet given (or even invent another). If the resulting sentence makes sense, they are allowed to mark a square off. Then, it is the other team’s turn and the one that first gets a three in a row wins. Since it involves competition, it is expected that students will get specially involved in this activity. This activity will last 15 minutes of

class-time. For the duration of this activity the teacher will be monitoring students, available for any questions that they may have, but without interrupting the game to correct them.

- **Session 2**

Length: 55 minutes.

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, headlines photocopies, Youtube (TED Talk), Mentimeter.

**Pre-Task Phase:** when students arrive in the classroom, they find in their desks a paper with a statement obtained from different newspaper headlines on the impact that reading has in people and how detrimental it is to not develop this skill (Appendix 4). In pairs, they are asked to comment on the headlines for a few minutes and then, the class shares and comments on the matter. This warm-up activity is thought to take about 10 minutes of class time.

**During Task Phase:** the main task of this session revolves around is Rita Carter's TED Talk "Why reading matters?", that is played twice. They are rearranged so that, in groups of three, they can extract a list of five main ideas. This activity lasts 35 minutes since it involves playing the video a couple of times.

**Post-Task Phase:** then, a member of each group is asked to take out a digital device and log in "www.mentimeter.com". This website allows users to create collaborative mind maps. By entering the code or scanning the QR that appears in the screen, they enter a mind map called "Why reading matters?" (Appendix 5). They have 2 minutes to upload all their answers. Then, the site selects between all the options, gathering the answers and presenting them in bigger or smaller letters depending on how much they have been repeated. In this way, they have all contributed to a large mind map that includes the reasons why reading matters that

they can consult whenever they like, since we might as well print it and hang it on the walls of the classroom for them to keep in mind. This activity lasts 10 minutes.

- **Session 3**

Length: 55 minutes.

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, flashcards.

Pre-Task Phase: this session starts with a game called “board race”. First, the class is divided into two groups. Then, throughout thirteen rounds (so every student participates), one participant of each group goes to the back of the class and, when the teacher shouts a vocabulary term of the unit (topic-related terminology that has been coming up in the previous sessions through the readings, headlines and discussions), they have to run to the board and write it correctly. In this way, we can make sure that they know how to spell the main terms of the unit that have been constantly repeating. This warm-up activity will last about 15 minutes. Then, a short explanation on 2<sup>nd</sup> Conditional is given before starting the next activity (10 minutes).

During Task Phase: now, students are asked to get rid of everything that they have on their desks. Then, they are given four flashcards with one random item each and they are told that they are stuck on a cave (Appendix 6). In groups of four, each student must share, using the 2<sup>nd</sup> Conditional, how they would use those things either to entertain themselves or to get out of the cave. Once all the members of the group have talked about their four items, each group must decide which three items would be strictly necessary to have if they are stuck in a cave. This activity occupies 20 minutes of class time.

Post-Task Phase: in order to consolidate the 2<sup>nd</sup> Conditional, a “consequence chain story” is done. Seated in the traditional rows, each student of the end of the line starts by writing

a sentence in the second conditional that must tackle the reading topic. Then, they pass it to the student next to them, who must use the previous student's main clause to form an "if" clause and add their own main clause and so on. This activity lasts 10 minutes.

- **Session 4:**

Length: 55 minutes.

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, Goodreads, photocopies with book club questions and adjectives to describe a book.

Pre-Task Phase: students are asked to open Goodreads in a digital device. Then, in five minutes, they must choose a book review that they have liked for whatever reason (because they like the book, because the review is funny, etc.). Once they have chosen it, they are asked to tell their partner the reason why it has caught their attention. This activity lasts 10 minutes. Then, they are given a list of qualificative adjectives that they can use to describe a book (Appendix 7).

During Task Phase: the main task of the session is presented. They have to write a brief review on Goodreads of the most recent book they have read (reading section). They have 25 minutes to write it.

Post-Task Phase: finally, in groups of five and procuring to gather those who have read the same book, they are asked to form a book club. In the 20 minutes left, they must comment on the books they have read. In order to provide them with some help, a series of relevant questions are provided (Appendix 8) so they have a script to follow.

*This lesson plan will be developed in detail in the following section.*

- **Session 5**



Length: 55 minutes

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, influencer flashcards and photocopies on basic notions for writing an informal letter, Instagram.

Pre-Task Phase: this class starts by dividing students into pairs. Then, one student of each pair is given a photo of a famous influencer and some forbidden words below (Appendix 9). They must describe what appears in the photo to their partner without using the prohibited words. This activity is thought to last about 10 minutes. Then, students are provided with a flashcard (Appendix 10) that contains the basic structures and key words for writing an informal letter, accompanied with an explanation that is thought to occupy about 5 minutes of class time.

During Task Phase: in groups of five, they must choose an influencer that they consider that has power over many people and ask them through direct message to promote reading and its importance. This writing must contain the 1<sup>st</sup> and 2<sup>nd</sup> Conditionals and all the topic-related terminology that has been explained and practiced throughout the unit, as well as it may include the contents seen in units before. This activity lasts 30 minutes.

Post-Task Phase: then, in the last ten minutes, each group shares with the others why they have chosen their influencer and reads their message.

*This lesson plan will be developed in detail in the following section.*

## - **Session 6**

Length: 55 minutes.

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, TikTok and self-assessment sheet.

Pre-Task Phase: students are provided with an example of a TikTok video that includes a book review. In groups of three, they are asked to make an outline of the main ideas. Then, they are discussed and shared with the class. This warmup is thought to last about 15 minutes.

During Task Phase: then, students are asked to film a Book Tok video as the one they have just seen that must contain a review of the book that they have chosen to read when the unit started two weeks ago, adding a reflection on how this unit (and the book if that is the case) has contributed to their interest in literature and reading. Since they cannot film it in class, they will be allowed to find a suitable spot among the school playgrounds. They have 30 minutes to do so and upload it so the teacher can assess it.

Post-Task Phase: ten minutes before the class finishes, students will be provided with a checklist (Appendix 11) that they will have to complete. Its function is to help students reflect on their learning process as a whole and their performance and outcomes during this teaching unit.

## **h. Lesson Plans**

### **i. Lesson Plan Session 4**

Length: 55 minutes

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, Goodreads, photocopies with book club questions.

<b>AIMS OF THE LESSON</b>	
<b>MAIN AIM</b>	To know how to rate and share opinions on a read book.
<b>SUBSIDIARY AIMS</b>	To learn new qualificative adjectives. To use qualificative adjectives in context.
<b>PERSONAL AIMS</b>	To increase interest in reading. To promote reading as an interesting and engaging form of entertainment.

**Assumptions:**

1. Students remember the needed structures and notions needed to engage in meaningful conversations about their tastes and share their opinions.
2. All students have finished the book or at least have read a great part of it by this session.

**Anticipated language problems:** some students may struggle to structure and express their own thoughts on activities that entail critical thinking.

**Possible solutions:**

1. To provide students with the necessary information and basic structures needed to accomplish the tasks before doing them, as well as to receive their questions assertively.
2. To be flexible if some students have not finished or read their books, coming up with alternatives so that they can contribute to the class and engage in meaningful communication.

Time	Stage	Procedure	Aims of the stage
10 minutes	Pre-Task Phase: warmup activity and provision of the needed vocabulary.	Students are asked to open Goodreads and quickly find a review that calls their attention. Then, in pairs, they have to comment why they have chosen that particular one. Then, they are given a list of qualificative adjectives to describe a book.	To introduce the topic of the lesson. To familiarize with book reviews in English and successfully solve the main task.
25 minutes	During Task Phase: main task of the session.	Students must write a brief review on Goodreads of the most recent book they have read (reading section).	To use qualitative adjectives in context. To properly write a book review. To develop thinking skills. To learn how to express their opinion in English.
20 minutes	Post-Task Phase: discussion (Appendix 8)	In groups of five (ideally dividing them according to the books they have read), students are asked to form a book club. They must comment on the books they have read and share their opinions on them. They can either improvise or follow the scripted questions provided.	To engage in meaningful communication in English. To promote interaction and exchange of opinions in English. To enrichen students' relations. To share and meet common interests.

<b>TEACHER'S EVALUATION OF THE LESSON</b>	
<b>WHAT WENT WELL</b>	The dynamism of this session has contributed to the learners' engagement. They have actively participated and discussed about the topic since they were given a safe and comfortable space to do so.
<b>WHAT WENT WRONG</b>	Some of the students had not even started to read any of the books, which diffculted their engagement with the session and conversations with their peers.  Also, in the last activity, it was difficult to get everybody to express their opinions, being the interaction reduced to a couple of students that did all the talking.
<b>WHAT I WOULD DO DIFFERENTLY</b>	When they were in groups, I would monitor them in a way that I could make sure that everybody could participate, maybe by participating in the discussion and asking them their opinion on the matter.
<b>WHAT I SHOULD CONCENTRATE ON</b>	Students may need more practice on expressing their opinions and personal thoughts on complex matters that involve critical thinking.

## ii. Lesson Plan Session 5

Length: 55 minutes.

Level: B1.1.

Materials: class projector, computer and speakers, PowerPoint presentation, influencer flashcards and photocopies on basic notions for writing an informal letter, Instagram.

<b>AIMS OF THE LESSON</b>	
<b>MAIN AIM</b>	To properly write an informal letter with an important purpose.
<b>SUBSIDIARY AIMS</b>	To revise the 1 <sup>st</sup> Conditional and practice the 2 <sup>nd</sup> Conditional in context.  To use the vocabulary seen throughout the unit.  To know the basic notions for writing an informal letter.
<b>PERSONAL AIM</b>	To raise awareness on the importance of reading.  To awaken students' willing to advocate for relevant topics.  To connect with students' reality to achieve a better engagement in the lesson.

**Assumptions:**

1. Students know well enough the influencers mentioned in the warm-up activity.
2. Students have already acquired the necessary knowledge on 1<sup>st</sup> and 2<sup>nd</sup> Conditionals for them to properly use them in context.

**Anticipated language problems:** some of the guidelines on how to write an informal letter might not be clear, since it is the first time that they see them.

**Possible solutions:** to provide students with the additional guidance and answers needed to successfully accomplish the main task, creating a healthy environment to make mistakes and embrace feedback.

<b>Time</b>	<b>Stage</b>	<b>Procedure</b>	<b>Aims of the stage</b>
10 minutes	Pre-Task Phase: warmup activity (Appendix 9).	In pairs, one student is given a photo of a famous Spanish influencer and some forbidden words below. The student that has the card must describe the person in the picture without using the words given.	To introduce the topic of the session.  To bring students' reality into the classroom.
5 minutes	Pre-Task Phase: explanation needed for the During Task Phase (Appendix 10)	Students are provided with a flashcard that contains the basic structures and key words to write an informal letter and an explanation is given.	To provide students with the necessary knowledge to complete the main task.
30 minutes	During Task Phase: main task of the session.	In groups of five, students must choose an influencer that they consider that has power over many people and ask them through direct message to promote reading and its importance in one of their posts or stories. This writing must include the 1 <sup>st</sup> and 2 <sup>nd</sup> Conditionals, as well as all the topic-related terminology seen throughout the unit and the structures given.	To properly write an informal letter.  To successfully use the 1 <sup>st</sup> and 2 <sup>nd</sup> Conditionals in context.  To use the topic-related terminology in context.  To engage in meaningful communication through important topics.

10 minutes	Post-Task Phase: discussion.	At the end of today's session, each group is expected to share with the class the influencer chosen and the reasons why, along with their message.	To verbalise what has been produced writing.  To share different points of view and ideas with their peers.
------------	------------------------------------	--	---

### TEACHER'S EVALUATION OF THE LESSON

<b>WHAT WENT WELL</b>	The topic of the influencers has been extremely successful among the students, since they have felt directly connected to what was being discussed. This has determined a high level of active participation and engagement throughout the whole lesson.
<b>WHAT WENT WRONG</b>	It seems that students tend to mix the 1 <sup>st</sup> and 2 <sup>nd</sup> Conditionals and some of the structures on how to write an informal letter have been misunderstood. While the ideas presented were very interesting, there was a lack of accuracy in form.
<b>WHAT I WOULD DO DIFFERENTLY</b>	More time is needed to explain the grammar before engaging in utterly communicative activities.
<b>WHAT I SHOULD CONCENTRATE ON</b>	Focus on the differences between the 1 <sup>st</sup> and 2 <sup>nd</sup> Conditionals.



## 7. GENERAL CONCLUSION

This project has presented a proposal for a teaching programme addressed to 1<sup>st</sup> of Bachillerato students of a high school in the region of Castilla y León. Communicative Language Teaching (CLT) has shaped the entire programme, along with Task-Based Learning (TBL) and Gamification. The theoretical framework, then, has been formed around these methodological premises, as well as the national and regional Spanish legislation (LOMLOE and Real Decreto 40/2022), considering the requisites for Foreign Language Teaching.

This proposal has been designed with the objective of integrating students' context and reality within the classroom and increase their levels of motivation. By arranging communicative sessions in which students had to accomplish certain tasks, learners have been able to develop the key and specific competences that the forementioned law established. As well, they have been regularly exposed and forced to use the target language in real-life situations, which has enhanced their comprehension and production skills. A trustful and comfortable environment has been established that has allowed them to reach their full potential and encouraged them to establish links between what they do inside and outside the classroom.

In conclusion, this thesis designs a teaching programme based on a combination of real communicative exchanges and leisure activities that aim to catch the attention of the target school body. The philosophy behind it is to reach a paradigm shift from traditional ways of teaching to student-centred ones. We do not want to generate great test-takers, but great users of the English language. This is why realia plays a fundamental role in this proposal, we must design tasks that are meaningful for the learners, which can be done through methodologies that help students be in control of their learning process and alternative assessment methods that place assessment as an integral part of the learning experience. In this way, the learner is

the protagonist of everything that happens inside the classroom, learning the target language in the way that it is used: with all the skills functioning at the same time. The essence of this thesis lies on the persistent attempt to engage students in, so they want to communicate with other people and to learn about foreign cultures, hoping to awaken passions for a further knowledge of the target language, and even others.

## 8. REFERENCES

### Methodological references

- Astin, A. W. (1990). Educational Assessment and Educational Equity. *American Journal of Education*, 98(4), 458–478. <http://www.jstor.org/stable/1085327>.
- Atta-Alla, M. N. (2012). A suggested framework for using alternative assessments in English as a second or foreign language settings. *International Journal of English Language Education*, 1(1), 1-16.
- Comer, W. (2007). Implementing Task-Based Teaching From the Ground Up: Considerations for Lesson Planning and Classroom Practice. *Russian Language Journal / Русский Язык*, 57, 181–203. <http://www.jstor.org/stable/43669794>
- Dos Santos, L. M. (2020). The Discussion of Communicative Language Teaching Approach in Language Classrooms. *Journal of Education and E-Learning Research*, 7(2), 104– 109. <https://doi.org/10.20448/journal.509.2020.72.104.109>
- Ellis, Rod. (2002). *The Methodology of Task-Based Teaching*. (pp. 79-101).
- Fischer, S., & Barabasch, A. (2020). Gamification.: A Novel Didactical Approach for 21<sup>st</sup> Century Learning. In E. Wuttke, J. Seifried, & H. Niegemann (Eds.), *Vocational Education and Training in the Age of Digitization: Challenges and Opportunities* (1st ed., pp. 89-106). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctv18dvv1c.8>
- Guay, D. A. (1997). Creative approaches to assessment. *Thrust for Educational Leadership*, 26(5), 12.
- Hargreaves, A., Earl, L., & Schmidt, M. (2002). Perspectives on Alternative Assessment Reform. *American Educational Research Journal*, 39(1), 69–95. <http://www.jstor.org/stable/3202471>.

- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Herrmann, A. (2013). Methodology. In *Modal and Focus Particles in Sign Languages: A Cross-Linguistic Study* (1st ed., pp. 53–74). De Gruyter.  
<http://www.jstor.org/stable/j.ctvbkk221.11>
- Hiep, P. H. (2000). Traditional versus modern teaching methods. *Teacher's Edition*, 2, 20-24.
- Jabbar, A. I. A., & Felicia, P. (2015). Gameplay Engagement and Learning in Game-Based Learning: A Systematic Review. *Review of Educational Research*, 85(4), 740–779.  
<http://www.jstor.org/stable/24753028>.
- Littlewood, William. (1981). *Communicative language teaching: An introduction*. Cambridge University Press, pp. 541-545.
- McWhorter, J. (2009). THE COSMOPOLITAN TONGUE: The Universality of English. *World Affairs*, 172(2), 61–68. <http://www.jstor.org/stable/20671445>
- Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.
- Nunan, David (1991-01-01). "Communicative Tasks and the Language Curriculum". *TESOL Quarterly*. 25 (2): 279–295. CiteSeerX 10.1.1.466.1153. doi:10.2307/3587464. JSTOR 3587464.
- Ornstein, A. C. (1994). Motivation and Learning. *The High School Journal*, 78(2), 105–110.  
<http://www.jstor.org/stable/40660667>
- Pica, T. (2005). Classroom Learning, Teaching, and Research: A Task-Based Perspective. *The Modern Language Journal*, 89(3), 339–352. <http://www.jstor.org/stable/3588662>

Quián, M. & Clark, K. R. (2016). Game-based Learning and 21<sup>st</sup> century skills – A review of recent research. *Computers in Human Behavior*, 63, 50-58.

Vásquez, C. G. & Ovalle C. J. (2019). The Influence of Video Games on Vocabulary Acquisition in a Group of Students from the BA in English Teaching. *Gist Education and Learning Research Journal*, (19), 172-192.  
<https://latinjournal.org/index.php/gist/article/view/707>

Savignon, Sandra J. (2015). Communicative Language Teaching: Linguistic Theory and Classroom Practice, 1-27. <http://videa.ca/wp-content/uploads/2015/08/Communicative-language-teaching2.pdf>

Scrivener, Jim. (2005). *Learning Teaching. A Guidebook for English Language Teachers*. Oxford: Macmillan Books for Teachers.

Soleh, Badrus, Muhammar. (2020). Task-Based Learning in the Classroom for EFL Learners: A Review. *Lingua* (2020), 17(2): 123-134. DOI: 10.30957/lingua.v17i2.641.

Volante, L., & Beckett, D. (2011). Formative assessment and the contemporary classroom: Synergies and tensions between research and practice. *Canadian Journal of Education /Revue Canadienne de l'éducation*, 34(2), 239–255.  
<http://www.jstor.org/stable/canajeducrevucan.34.2.239>.

Willis, J. (1996). A flexible framework for task-based learning. In J. Willis & D. Willis (Eds.), *Challenge and change in language teaching* (pp. 52-62). Heinemann Macmillan.

### **Official documents**

Council of Europe (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge University Press.

Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación.

*Real Decreto 243/2022, de 5 de abril, por el que se establecen la ordenación y las enseñanzas mínimas del Bachillerato.*

*DECRETO 40/2022, de 29 de septiembre, por el que se establece la ordenación y el currículo del bachillerato en la Comunidad de Castilla y León.*

Ministerio de Educación y Formación Profesional, Gobierno de España.

### Teaching Unit References

Pride and Prejudice film extract: [\(476\) Pride and Prejudice | Hands Scene | Romance Clips - YouTube.](#)

Austen, J., Sicha, F., ed. (1917) *Pride and Prejudice*. [Boston, New York, etc. Ginn and company] Retrieved from the Library of Congress, <https://www.loc.gov/item/18001222/>.

TED Talk video: [\(514\) Why reading matters | Rita Carter | TEDxCluj - YouTube.](#)

Quizizz web page: <https://quizizz.com/>.

Mentimeter web page: [Presentaciones interactivas para todos - Mentimeter.](#)

TikTok example video: <https://vm.tiktok.com/ZGJxmqvqy/>.

## 9. APPENDICES

### Appendix 1



LECCIÓN **BORRADOR** </> Integrar   

 **How much do you know about British literature?** 

 1st curso •  Inglés

 0% precisión •  0 jugadas

 Marta Alonso  
27 minutos

 Hoja de cálculo   Guardar  Editar



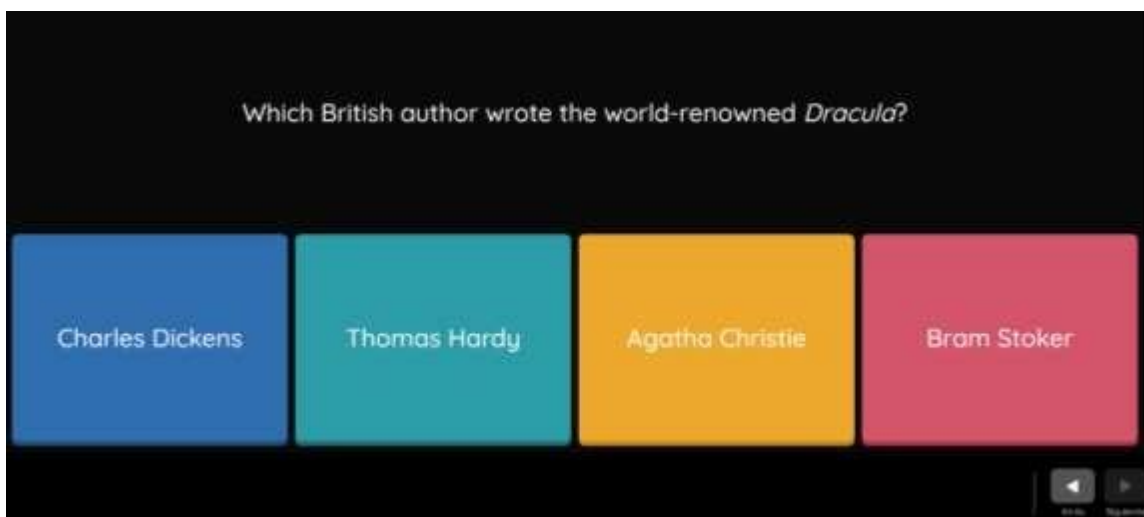
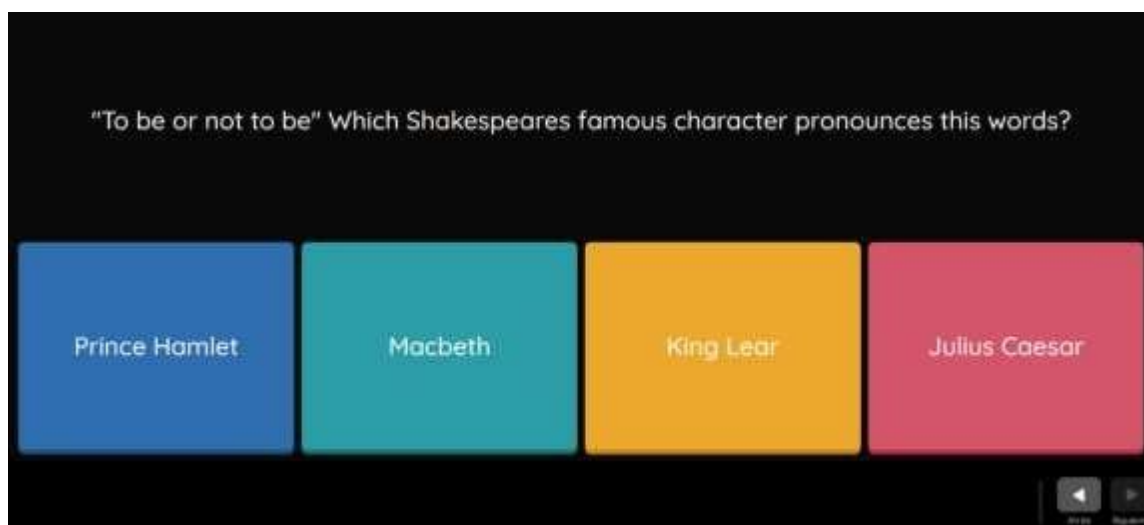
**QUIZZ**

**How much do you know about British literature?**

Created by • Marta Alonso

0 questions

[Play now](#)







Who is this?

Oscar Wilde

William Shakespeare

Miguel de Cervantes

George Orwell

Navigation icons: back, forward, 0/10, 10/10

Which one of these novels is written by Oscar Wilde?

*The Picture of Dorian Gray*

*Great Expectations*

*Wuthering Heights*

*Emma*

Navigation icons: back, forward, 0/10, 10/10

Which kinship share the Brontës?

They're sisters

They're cousins

They are not related, they are friends

They are mother and daughters

Navigation icons: back, forward, 0/10, 10/10

Which British author wrote *Frankenstein*?


Jane Austen	Mary Shelley	Oscar Wilde	Bram Stoker
-------------	--------------	-------------	-------------

Navigation icons: back, forward, info, help

Which Brontë sister wrote *Wuthering Heights*?

Charlotte Brontë	Anne Brontë	Emily Brontë	Kate Brontë
------------------	-------------	--------------	-------------

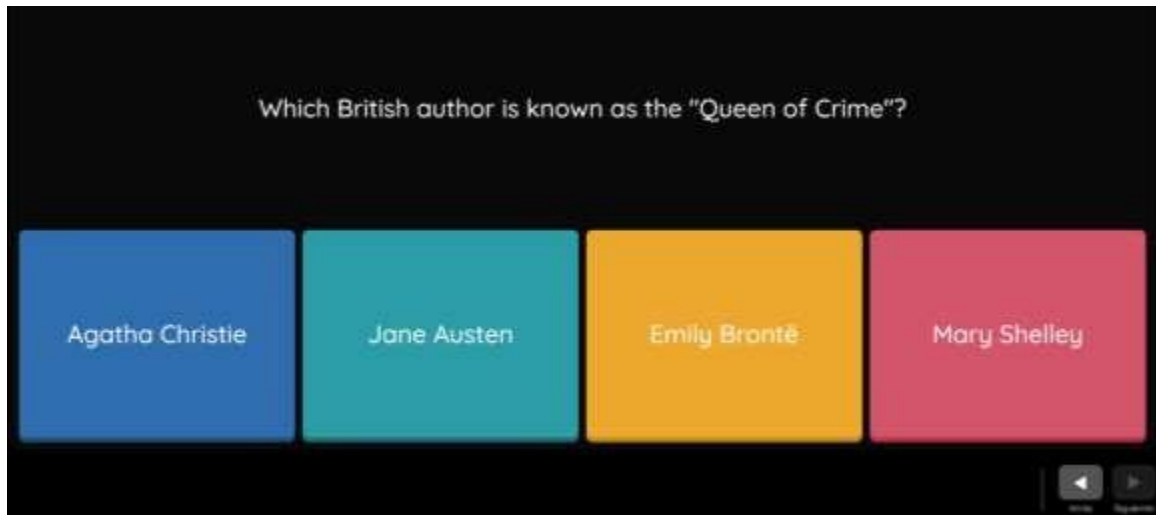
Navigation icons: back, forward, info, help



Which British author wrote the famous "Harry Potter" series?

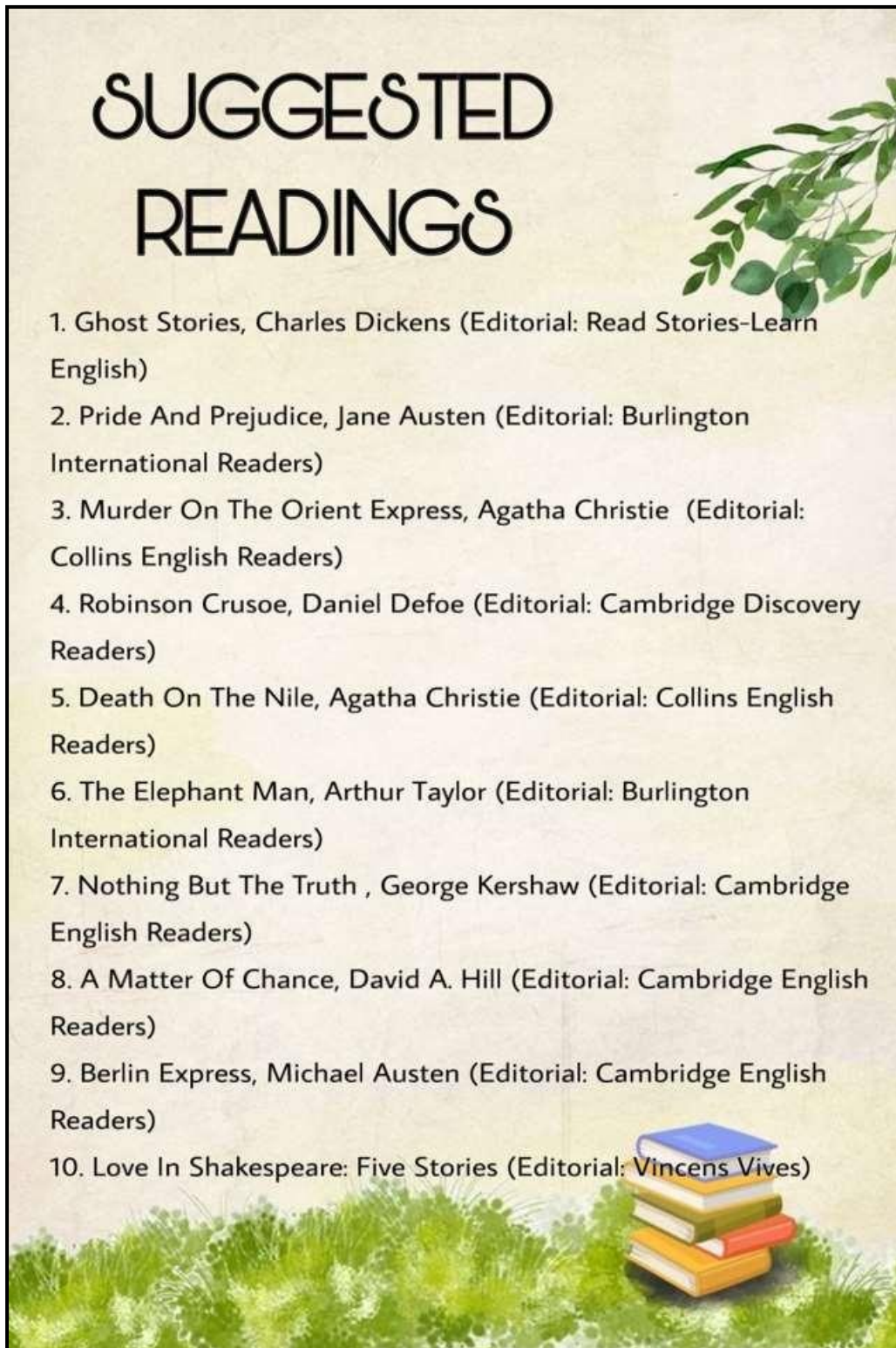
Jane Austen	J. K. Rowling	George Orwell	William Shakespeare
-------------	---------------	---------------	---------------------

Navigation icons: back, forward, info, help



Own creation: <https://quizizz.com/embed/quiz/6479de55d0fc01001dc2f30f>

## Appendix 2



# SUGGESTED READINGS

1. Ghost Stories, Charles Dickens (Editorial: Read Stories-Learn English)
2. Pride And Prejudice, Jane Austen (Editorial: Burlington International Readers)
3. Murder On The Orient Express, Agatha Christie (Editorial: Collins English Readers)
4. Robinson Crusoe, Daniel Defoe (Editorial: Cambridge Discovery Readers)
5. Death On The Nile, Agatha Christie (Editorial: Collins English Readers)
6. The Elephant Man, Arthur Taylor (Editorial: Burlington International Readers)
7. Nothing But The Truth , George Kershaw (Editorial: Cambridge English Readers)
8. A Matter Of Chance, David A. Hill (Editorial: Cambridge English Readers)
9. Berlin Express, Michael Austen (Editorial: Cambridge English Readers)
10. Love In Shakespeare: Five Stories (Editorial: Vincens Vives)

Own creation

Appendix 3

**MAIN CAUSES/  
RESULT CLAUSES**

...you will discover new interesting and unbelievable worlds.

... you will live a thousand different lives.

... you will see the world through different eyes.

... your empathy will increase.

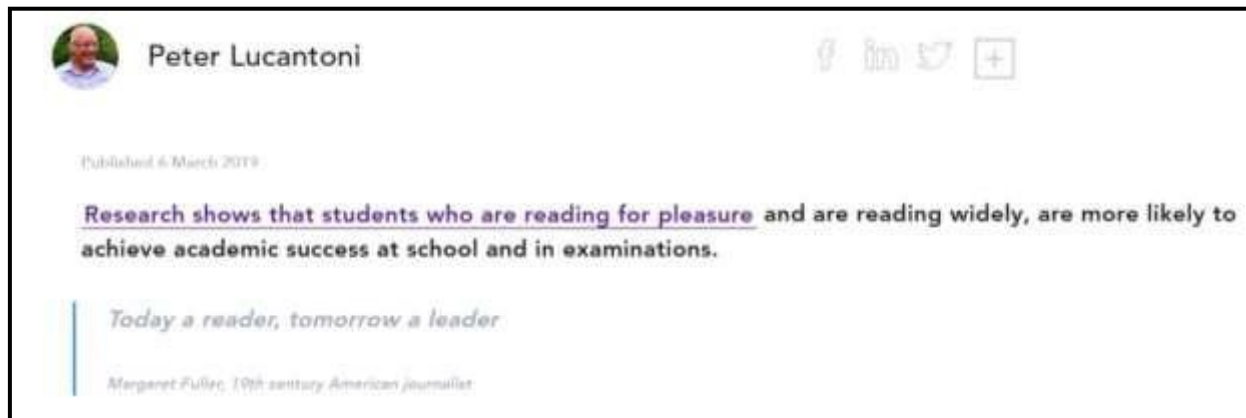
... you will excersice your brain.

... you will improve concentration and the ability to focus.

... your creativity will enhance.

Own creation

## Appendix 4



A screenshot of a LinkedIn post by Peter Lucantoni. The post is dated "Published 6 March 2019". The main text reads: "Research shows that students who are reading for pleasure and are reading widely, are more likely to achieve academic success at school and in examinations." Below this, there is a quote: "Today a reader, tomorrow a leader" attributed to "Margaret Fuller, 19th century American journalist". Social media sharing icons for Facebook, LinkedIn, Twitter, and a plus sign are visible in the top right corner.

Headline retrieved from: [Reading empowers: the importance of reading for students | Cambridge.](#)



A screenshot of an article titled "The Mental Health Benefits of Reading". The subtitle reads: "Research shows that literature can help—from the clinic to the community." The article was posted on March 16, 2022, and reviewed by Ekua Hagan. Social media sharing icons for Facebook, Twitter, LinkedIn, and Email are present. The article includes a section titled "KEY POINTS" with three bullet points:

- Bibliotherapy, the therapeutic use of select reading material, has been used to alleviate many different mental health challenges.
- Reading fiction has been found to improve one's social cognition and ability to empathize with others.
- New research finds that reading programs can support youth mental health through conversation and connection.

Headline retrieved from: [The Mental Health Benefits of Reading | Psychology Today.](#)

## **10. Children who read at least 20 minutes a day are exposed to almost 2 million words per year.**

(Every Child Reads)

In contrast, kids who read at home for five minutes a day will hear only 282,000 words per year. But that's not all.

Kids who engage in reading 20 minutes a day, statistics show, are likely to score better than 90% of their peers on standardized tests.

## **15. Reading could help reduce mental decline in old age by up to 32%.**

(Neurology)

In a study of 294 people, researchers discovered the importance of reading in senior years. People who engaged in mentally stimulating activities later in life experienced less cognitive decline.

However, researchers discovered even more impressive early-life reading facts. Keeping the mind active in childhood, adolescence, and middle age also contributed to a slower mental decline rate.

## **16. Reading can reduce stress by up to 68%.**

(University of Minnesota, TLC)

Statistics about reading benefits often mention stress relief, but there are some limitations. For instance, the stress-relieving effects of reading are counterbalanced if you read something that makes you feel angry or helpless, such as negative news.

According to studies, reading offers even better stress reduction than some of the other popular methods, such as listening to music or exercise. Likewise, [health and wellness statistics](#) show that 30 minutes of reading can also lower the heart rate, blood pressure, and feelings of psychological distress.

## 17. Reading stats show that 50% of people who read before bed report sleeping better than non-readers.

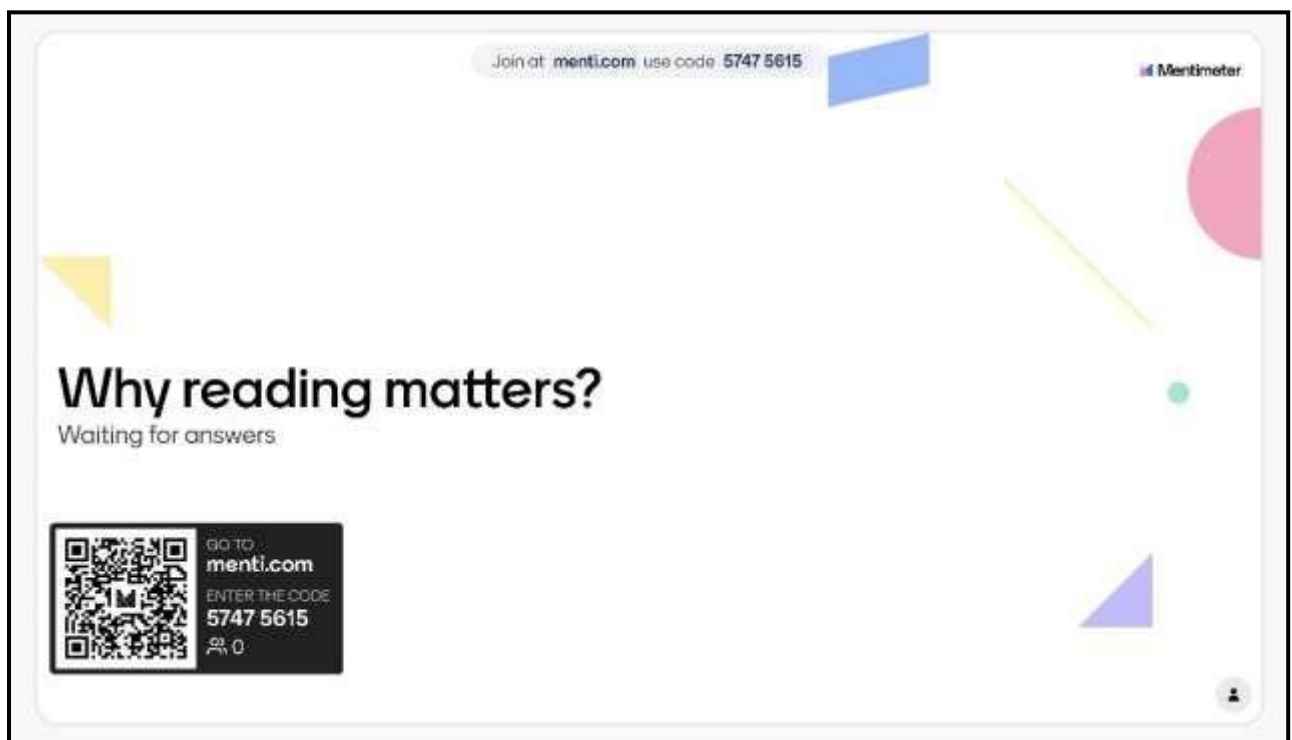
(SleepJunkie)

Before you start self-diagnosing the causes of your lack of sleep, try a good book before bed. A bedtime reading ritual is an excellent way to wind down and prepare for sleep, with over 96% of bedtime readers recommending the habit to others.

Just make sure that you are not reading on your phone or laptop, as [blue light](#) has been shown to suppress melatonin production, which leads to sleep irregularities.

Headlines retrieved from: [21 Captivating Reading Statistics and Facts for 2023 \(comfyliving.net\)](#).

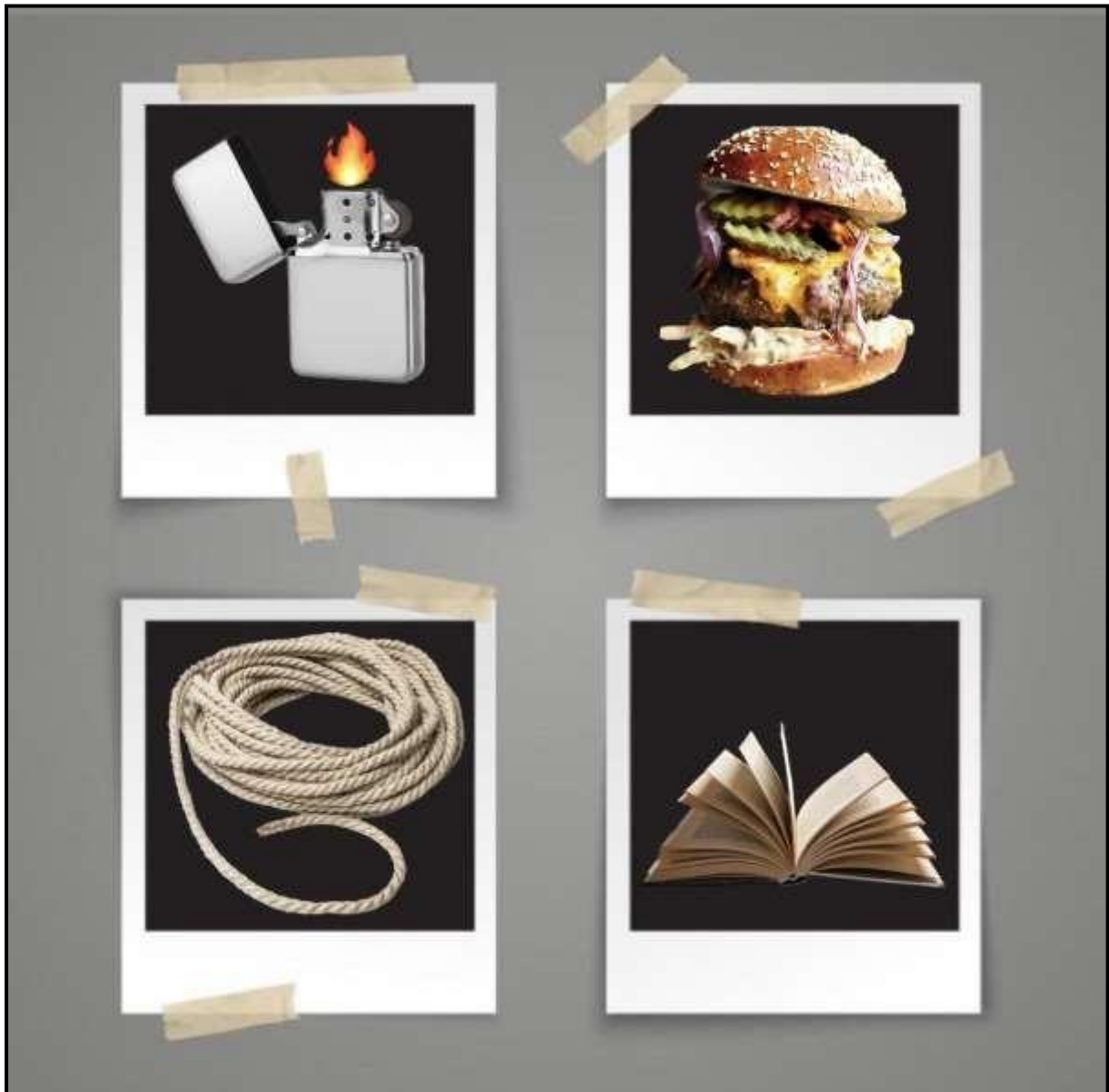
## Appendix 5



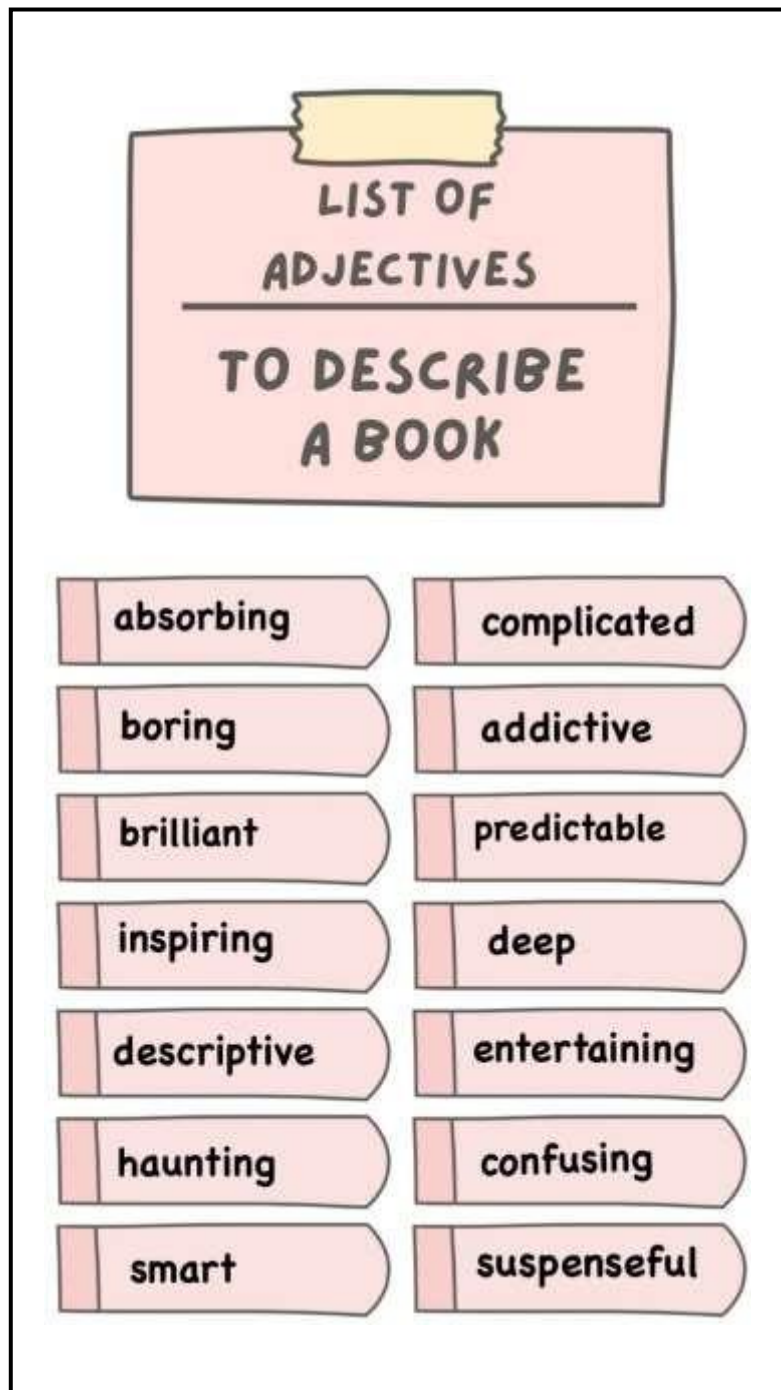
Own creation



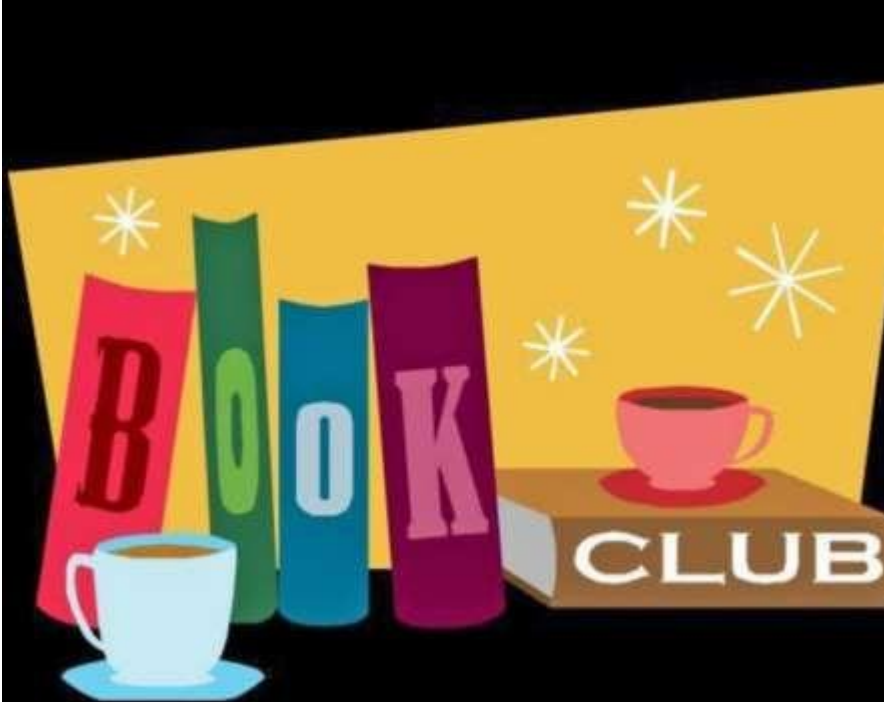
## Appendix 6



Own creation. Images retrieved from Google Images.

**Appendix 7**

Own creation. Adapted from: [200+ Words To Describe A Book - Adjectives To Describe Any Book \(thegoalchaser.com\)](#).

**Appendix 8**

1. What was your favourite part of the book? Why?

2. Which part did you dislike most? Why?

3. Who was your favourite character?

4. Did you race to the end, or was it more of a slow burn?

5. Why would you recommend this book?

Own creation

## Appendix 9



**FORBIDDEN WORDS:**  
- LA VELADA  
- EBAU  
- STREAMER



**FORBIDDEN WORDS:**  
- MARTIN  
- WEDDING  
- FAMILY



**FORBIDDEN WORDS:**  
- ALBA  
- DULCEWEEKEND  
- IDOLO AWARDS



**FORBIDDEN WORDS:**  
- BLOND  
- OMG  
- STREAMER



Own creation

**Appendix 10**

## How to write an informal letter

- 1. Beginning and ending**

Dear (name),  
Good morning, (name)

Kind regards  
Warm/best regards
- 2. Reasons for writing**

I am sending this message to ask about/complain about...
- 3. The result**

Because of that...  
The next step...  
Now, it is necessary to...  
I would need you to...  
To fix this, you would have to...
- 4. Signing off**

Thank you for your time

Let me say sorry again for bothering you

Own creation. Adapted from: [How to Write Informal Letters in English \(with Examples\) -](#)

[ESLBUZZ.](#)

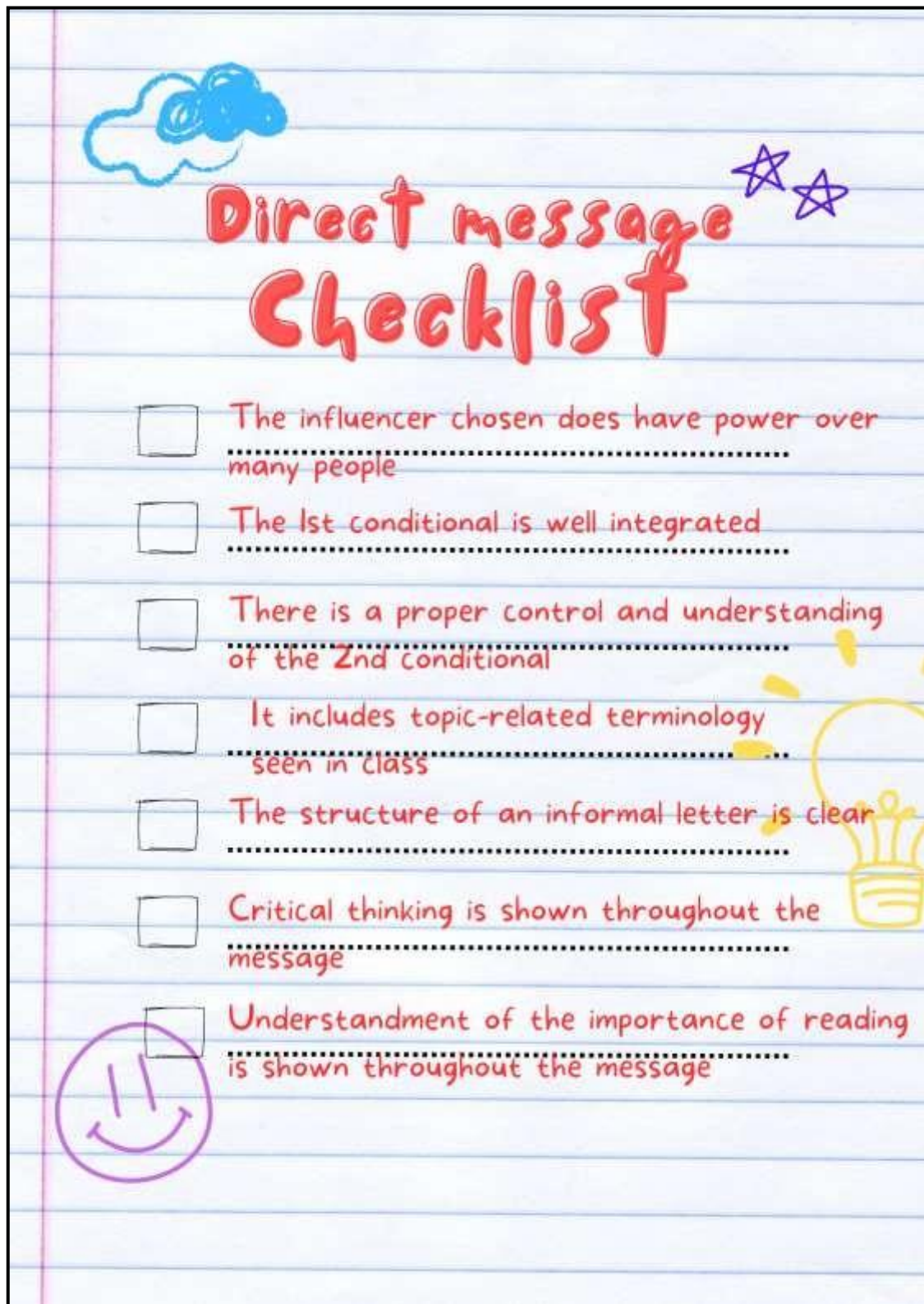
**Appendix 11**

<i>YES. / NO</i>			
CHECKLIST			
01	THE REVIEW SHOWS BASIC KNOWLEDGE OF THE BOOK'S PLOT AND CHARACTERS	YES <input type="checkbox"/>	NO <input type="checkbox"/>
02	IT INCLUDES PERSONAL THOUGHTS AND CRITICAL THINKING ON THE BOOK	YES <input type="checkbox"/>	NO <input type="checkbox"/>
03	IT INCLUDES ENOUGH QUALIFICATIVE ADJECTIVES (AT LEAST 3)	YES <input type="checkbox"/>	NO <input type="checkbox"/>
04	THEY ACTIVELY PARTICIPATED IN THE BOOK CLUB	YES <input type="checkbox"/>	NO <input type="checkbox"/>
05	THE IDEAS DESCRIBED IN THE REVIEW WERE PRESENTED IN THE BOOK CLUB GATHERING	YES <input type="checkbox"/>	NO <input type="checkbox"/>
06	THE REFLECTIONS ON THE BOOK WERE ORIGINAL	YES <input type="checkbox"/>	NO <input type="checkbox"/>

Own creation



## Appendix 12



The image shows a hand-drawn checklist on a piece of lined paper. The title 'Direct message Checklist' is written in large, red, bubbly letters. To the left of the title is a blue cloud drawing. To the right are two purple stars. Below the title are seven items, each with a square checkbox and a dotted line for a score. The items are: 'The influencer chosen does have power over many people', 'The 1st conditional is well integrated', 'There is a proper control and understanding of the 2nd conditional', 'It includes topic-related terminology seen in class', 'The structure of an informal letter is clear', 'Critical thinking is shown throughout the message', and 'Understandment of the importance of reading is shown throughout the message'. To the right of the last two items are drawings of a yellow sun and a yellow crown. At the bottom left is a purple smiley face drawing.

## Direct message Checklist

- The influencer chosen does have power over many people
- The 1st conditional is well integrated
- There is a proper control and understanding of the 2nd conditional
- It includes topic-related terminology seen in class
- The structure of an informal letter is clear
- Critical thinking is shown throughout the message
- Understandment of the importance of reading is shown throughout the message

## Appendix 13

<b>Oral Skills Rubric</b>			
<b>KEY TRAITS</b>	<b>PROFICIENT (3)</b>	<b>EMERGING (2)</b>	<b>BEGINNING (1)</b>
<b>Delivery</b>	Speaks fluently, with appropriate eye contact and makes use of body language strategies effectively to catch the listener's attention.	Satisfactory variation of volume and inflection, lack of body language.	Note-dependant and low voice volume, makes it difficult for the listener to understand.
<b>Content</b>	The book has clearly been read and understood, with additional personal opinions. As well, critical reflection is made of the importance of reading.	The video demonstrates a basic understanding of the plot and the topic of the lesson, but there is no critical thinking.	The book has not been read and there is no critical reflection on the importance of reading.
<b>Grammar</b>	There is a proper display of the structures seen in this unit and the previous ones that allows to deliver full and complete sentences.	Some of the more complex structures seen up until this unit lack comprehension, leading to some accuracy mistakes.	No cohesion derived from a lack of knowledge of basic grammatical structures.
<b>Enthusiasm/ Audience awareness</b>	Demonstrates strong enthusiasm about the book that convinces the reader to read it or not.	There is some enthusiastic feeling but the topic gets a little lost.	There is no enthusiasm or attempt to raise the audience awareness.

Own creation.

## Appendix 14

**SELF-ASSESSMENT**

\*\*\* Name: \_\_\_\_\_

- I can engage in meaningful conversations in English regarding books and literature
- I can write an informal message
- I can participate in a book club
- I can use the 1st and 2nd Conditionals in context
- I can give my opinion on important matters in English
- I can write a book review in English
- I can read and understand a whole book in English

•••••

yes!

Own creation.