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ALTERNATIVES IN TIMES OF PANDEMIC: ADAPTING TO CHANGES

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1. THE ROLE OF THE TEACHER

Considering the learning-teaching process, two outstanding terms to bear in mind are those of inseparable and reciprocal. These features point out the fact that the role of the teacher goes along with the profile of his/her students since the latter provides the guidelines for the shaping of the teacher' training to become a professional. By the same token, experience grants us the opportunity to act both as future educational guides and constant learners.

In general terms, the traditional perspective of society about the role of the teacher is based on transmitting knowledge (specifically the one corresponding to his/her subject) to students so that they can learn. In the view of this outdated perspective, the lessons are more teacher-centred for his/her main function is that of the one who stores and gives the information needed, hence considering the role of the learners as being mainly passive. Nevertheless, the focus of attention these days in the educational context has shifted from deeming the role of the teacher as the authority providing the knowledge, as aforesaid, to be more diverse and multifunctional. As Jagtap (2016) claims: "The role of teacher is changing in smart and active learning methodologies. Now teacher is as a facilitator in learning. Teaching and learning are being modified due to innovations in education" (p. 3903).

Among the factors that contribute to innovation in the educational system, it is commonly acknowledged the implementation of Information and Communication Technologies (ICT) in the classroom for the development of the lessons and, what is more, which is almost omnipresent these days due to the pandemic scenario. This has forced teachers to bring up to date their methodologies, teaching techniques, materials, planning of the lessons or use of online resources. Notwithstanding, there are some pivotal background elements to consider that go together with the guarantee of educational quality and that are established in the corresponding legislation of each state. The new measurements and modifications applied to the regulations are expected to contribute to move towards equity promoting equal opportunities, integration and orientation in education, and to ensure teaching quality. Actually, we can find these principles, among many others, in the 1st section of the preamble from the *Organic Law 8/2013 of 9th December* for the Improvement of Educative Quality.

Having all the above in mind, for the purpose of this dissertation, it is required to identify and analyse the qualities and competences an ESL/EFL teacher must develop in order to succeed in the performance of his/her functions. Consequently, the theoretical content learnt

throughout this academic year is to be appraised together with some further research on this field and the experiences drawn on during the internship period.

Nowadays, there is a widespread debate on whether native speakers of English are more qualified teachers than non-native speakers of English. Certainly, many factors need to be considered so as to argue an opinion about this controversial topic: the level of teacher education, the knowledge about the L1 and culture of the students, the effectiveness of the teaching techniques and methodologies applied, etc. Conversely, there are some essential competences and skills that have been compiled by Richards (2011) in order to measure the expertise of a good ESL/EFL teacher; these are:

Skilfulness in the L2, that is, in English. This does not mean that the teacher has to show a native-like command of the language, but he/she needs some abilities such as: "to comprehend texts accurately, to give explanations and instructions in the target language, to select target-language resources (e.g., newspapers, magazines, the Internet), or to provide input at an appropriate level of difficulty" (p. 3). The extent to which a teacher shows this level of proficiency determines his/her dependence on didactic resources and his/her ability to improvise during the lessons when necessary (Medgyes, 2001; cited by Richards, 2011, p. 3).

Content knowledge mastery, which distinguishes two fields: disciplinary knowledge and pedagogical content knowledge. The first one refers to the theoretical content at the core of teaching practice (methodological aspects, linguistic analysis, phonology, sociolinguistics, etc.) whereas the pedagogical content "could include course work in areas such as curriculum planning, assessment, reflective teaching, classroom management, teaching children, teaching the four skills, and so on" (Richards, 2011, p. 6). Therefore, it can be claimed that all this knowledge should be put into practice by teachers to make decisions as for the planning of the lessons, to analyse the students' needs, to manage difficult situations in the classroom and to use relevant and contextualised materials.

Teaching skills, a factor that measures the self-confidence of teachers' functions, based on their knowledge and experience, in the specific context of the classroom, such as: the way the lesson is introduced, explanatory remarks about the content, transitions between activities, the guidance of students, original procedures to close the lesson, etc. Thus, the more contextual experiences, the more strategies and tools a teacher develops for his/her teaching performance.

Contextual knowledge makes reference to all the factors that influence the lesson development and that have to do with the school's rules, values, the curriculum, the sociocultural background of the students, the teaching motivation, the facilities or the available resources and materials, among other aspects. This is a quiet broad competence ranging from "structural influences" to "personal influences" (Richards, 2011, p. 12). Taking part of a specific school community comprises, therefore, this contextual knowledge.

The **identity of the language teacher**, which is quite relevant considering that, as Kayi-Aydar (2019) states:

> Understanding the complexities of identities that second/foreign language teachers construct is crucial because the ways teachers perceive themselves as professionals impact teacher development (e.g., Kanno & Stuart, 2011), interactions with peers and colleagues (e.g., Kayi-Aydar, 2015), pedagogical choices or classroom practices (e.g., Duff & Uchida, 1997), and access to power and ownership of language (De Costa & Norton, 2017; Varghese et al., 2016), ultimately undergirding or undermining second/foreign language teaching. (Varghese et al., 2016, p. 281)

Learner-centred teaching, which deals with the main objective a teacher wants to achieve in their lessons; there is a difference between deciding that a lesson plan must be strictly followed and completed by the end of the lesson (without paying attention to external factors) or taking that decision regarding whether students are understanding the contents, that is to say, considering if the lessons should be adapted to the students' needs rather than the other way around. Other characteristics that depend on this competence are, for example, the way the teacher solves the problems and difficulties that learners face, or the extent to which the teacher wants his/her students to engage in the lesson.

The **pedagogical reasoning skills** enable English teachers to "analyze potential lesson content (...), identify specific linguistic goals (...), anticipate any problems that might occur and ways of resolving them" or "make appropriate decisions about time, sequencing, and grouping arrangements" (Richards, 2011, p. 20). This kind of reasoning is progressively acquired through experience and encompasses functions such as the selection of material and exercises suitable for the students, the planning of activities, the way the lessons will be developed, etc.

Theorising from practice, which means that a teacher is able to shape his/her own beliefs, values, teaching theories, principles, etc. from experience in the classroom. We are

more familiarised with the process of putting theory into practice for the correct performance of our teaching practice, but this competence also helps educators in the processes of, for instance, "developing principles and a teaching philosophy" or "arriving at explanations and generalizations" (Richards, 2011, pp. 22-23).

Being a member of a community of practice. Depending on the educational context, the sense of belonging among teachers and other personnel involved in the school is necessary to share experiences and materials, to argue different views, to make some research about specific aspects of teaching training, etc. Cooperation in the workplace is beneficial for the English teacher to work on his/her own identity and professionalism, as we will see next.

Professionalism. Being an English teacher involves having studied a certain degree in the language and in teaching practice that qualifies that person to carry out such job. As mentioned before, they are part of a community, in this case to be more precise, they are part of the community of English teachers. At the same time, they are also professionals while shaping their identity through self-criticism applied to their teaching practice and theoretical knowledge about the language. Experience teaches us that professionalism is a quality to update day-to-day since every educational situation or context provides the English educator's profile with new knowledge (discussing with colleagues, learning from students' difficulties, using different textbooks and resources, etc.).

All these competences and skills that are expected from a professional English teacher are displayed in the realization of his/her roles that, as established by Nola (2009), are nowadays: **facilitator** and **guide** of the process of L2 learning in productive and encouraging environments; **resource** of knowledge and materials as regards the teaching-learning process; **prompter**, encouraging students to have an active role in the lesson, to give them the guidelines to perform the required tasks and to assist them whenever is needed; **assessor** so to evaluate students throughout their learning process giving them feedback and corrections in a tactful manner; **organizer** of the activities and tasks to be performed for the adequate development of the lessons providing students with the necessary guidelines; **participant** who fosters an inclusive and motivating environment for students during the in-class activities as long as he/she does not play the role of protagonist and, finally, **tutor** who helps and advice students throughout their learning process in a more personalised way, paying attention to their needs by getting to know each learner in depth.

These are some of the roles that 21st-English teachers are expected to fulfil and that are continuously changing and adapting due to various factors, as explained at the beginning of this section. Moreover, it is necessary to bear in mind what the Spanish legislation postulates as regards the specific functions of the teacher in Official Language Schools on the grounds that it will be a significant starting point for the posterior development of the curriculum design and the lesson plan proposal.

The 14th Article in the *Order of 6th June 2012* establishes some teacher's functions corresponding to their in-class hours and their working hours outside the classroom. When they are teaching to a certain group (from A1 to C2), they are expected to develop the curriculum, to design and plan the pertinent activities as well as those necessary for the reinforcement of the content; coordination functions in terms of teaching and directive management, and developing certification tests or their composition in some cases. Moreover, outside the classroom, they are in charge of guard service, organisation and management of the library, meetings for teaching coordination functions, programming educative activities, redaction tasks of certification tests, meetings for the correction of accreditation tests, filling the learners' academic documents or any other function required by the School Organisational Plan.

Apart from that, they need to fulfil 3 hours a week (9th Article; *Order of 12th June 2012*) of tutorship which must be dedicated to individual assistance or attention of the students and to the interviews with the parents or legal tutors in the case of minor learners. Teachers need to keep minor students' families informed of their progress, behaviour and performance in the language. In contrast, it is worth mentioning that the tutorship functions in Compulsory Secondary Education are much more demanding, for learners are mainly minors and so the communication and cooperation between families, teachers and schools are essential for the adequate development of students' learning process as gathered in the 91st Article included in the *Decree 327/2010 of 13th of July*.

Some of the conclusions we can draw from this section are that teachers need to be adaptable and multifunctional, for their roles depend mainly on the factors that make up their teaching context, such as the level of their students, or training in and adaptation to innovative techniques or methodologies. As it has been explained, there are several differences comparing teachers in the context of OLS or those in the context of CSE high schools. Furthermore, it is essential to bear in mind that the ultimate goal a teacher has is that students succeed in their learning process; thus, his/her main function is to help and guide them throughout this path.

2. CURRICULUM DESIGN AND PLANNING

2.1. Legal framework

These are the main Spanish legislative documents used to regulate the design and planning for a teaching programme in Official Language Schools, pointing the key ones followed by Andalusian language teaching institutions for the Advanced level C1 of English:

- The **Royal Decree 1041/2017 of 22ⁿᵈ December** determines the minimum requirements from Basic level for the purpose of certification, the basic curriculum for the Intermediate level B1, Upper-Intermediate B2, Advanced C1 and Proficiency C2 applied to the special educational language teaching ruled by the *Organic Law 2/2006 of 3ʳᵈ May* of Education; it is also established the equivalences between the special educational language teaching in various curricula and the ones present in this Royal Decree (pp. 127809-127822).

- The **Decree 499/2019 of 26ᵗʰ June**, which establishes the organization and the curriculum of the special educational language teaching in the autonomous community Andalusia (pp. 39-50).

- The **Order of 2ⁿᵈ July 2019**, which governs the curriculum for the special educational language teaching in the autonomous community Andalusia (pp. 148-162).

- The **Order of 6ᵗʰ June 2012**, which regulates the organization and the proper functioning of Official Language Schools, as well as the corresponding schedule for each school, learners and teachers (pp. 11-18).

- The **Order of 11ᵗʰ November 2020**, which establishes the regulation for the assessment of the students' learning process and the certification tests for the special educational language teaching in Andalusia (pp. 63-88).

The target level for this lesson plan proposal is the first grade of the Advanced level C1 established by the Common European Framework of Reference for Languages (CEFR). In the Annex IV in the *Order of 2ⁿᵈ July 2019*, we can find a brief **description** of this level:

> The learning experiences of the Advanced Level C1 has the aim of enabling students to act flexibly and with accuracy, with no apparent effort and overcoming easily the linguistic deficiencies through compensation strategies in all types of situations in the personal and public spheres, to carry out studies at the tertiary level or to participate with assurance in seminars and complex investigation projects in the academic context, or to communicate effectively in specific activities in the professional environment.
>
> For this purpose, students must acquire the competences that allow them to use the language easily, effectively and with accuracy to understand, produce, co-produce

and process a wide range of extensive oral and written texts, which are structurally complex, accurate and detailed, addressing both abstract and specific topics, having a general or technical nature, even outside their own field of specialization, in different varieties of the language and with a wide lexical repertoire that includes specific, idiomatic and colloquial expressions to express subtle hints of meaning. (p. 148)

Following this Order, the **general objectives** are also described; hence, once acquired the competences corresponding to the C1 level, the learner will be able (pp. 148-149):

a) To understand relevant aspects, details and the opinions and attitudes of the speakers, regardless of the channel. Understand the intention and general meaning, main ideas, important information, in a wide range of complex oral texts, dealing with concrete and abstract topics or unknown to students; including those of a technical or specialized nature, and in a variety of accents, registers and styles, as long as some details can be confirmed.

b) To produce and co-produce, with fluency, spontaneity and effortlessly a wide range of extensive and detailed oral texts which are conceptually and structurally complex. The texts should be produced in various registers, and with appropriate intonation and accent, showing mastery of a wide range of linguistic resources, of discursive and interactional compensation strategies that allow them to effectively adapt their speech to each communicative situation.

c) To understand in detail the intention and general meaning, important information, main ideas, relevant aspects and details, and the author's opinions and attitudes in a wide range of long, precise and detailed complex written texts, even on topics outside their field of expertise, identifying differences in style and register, whenever difficult sections can be reread.

d) To produce and co-produce extensive and detailed written texts on complex topics, highlighting the main ideas and defending their points of view accurately, and ending with an appropriate conclusion, using in a correct way grammatical structures and complex spelling, punctuation and presentation conventions of the text, showing control of complex mechanisms of cohesion and mastery of a broad vocabulary to express shades of meaning.

e) To effectively mediate between speakers of the target language or of different languages, considering the sociolinguistic and sociocultural implications of the languages and reacting accordingly, in both habitual and more specific situations, transferring with flexibility, correctness and efficiency both information and opinions, contained in a wide range of oral or written texts that are complex, identifying differences in style and register, and using linguistic resources and discursive and compensation strategies.

2.2. Contextualization

2.2.1. School and material resources

The school centre in which we are going to base this curriculum is placed in a neighbourhood considered to be marginal and troubled, belonging to a small city in Southern Spain, Cordoba, which comprises around 326,000 inhabitants. This public institution is near the train and bus stations, so that makes it easily accessible. The kind of lessons offered in this centre is focused on language, in particular six: English, French, German, Italian, Arabic and Chinese, for it is an Official Language School. The students' age is expected to be 16 or more since this Spanish public institution is intended to bring adults the opportunity to study languages.

The building is made up of 19 classrooms, then it cannot be considered to be very spacious, equipped with a backboard, a projector, desks for students and teachers, and chairs distributed in four, in most of the classrooms, to facilitate group and pair work. The capacity of each classroom holds around 25-30 students but, due to the Covid-19 pandemic, the regulation establishes that the limit must comply with safe social distancing requirements so, generally, approximately a maximum of 15 students attend lessons. Some of the teaching rooms have a digital board and all the teachers own a laptop in order to develop their material for the lessons, to access the school platform or to teach in their part-time attendance modalities.

Grades are divided into two modalities: face-to-face lessons and part-time attendance lessons, and the school schedule ranges from morning lessons (from 9:15 to 14:15) to afternoon-evening lessons (from 16:15 to 21:15). It is worth mentioning that due to the measures established by the Covid-19 protocol, the tables arranged in four are currently separated by plastic screens to avoid infections while students practice the foreign language orally.

2.2.2. Human resources, outstanding projects and activities

The teaching staff in this school is composed of 34 teachers altogether and the non-teaching staff includes 3 people in charge of administrative matters, 4 people at the caretaker's office and 5 people providing cleaning services. As regards the students' profile, they are mainly adults, as already explained, or high school students who are trying to get a certification in any language, thus their socio-cultural level could be defined as medium-high. The groups are characterised by a strong motivation providing that they have the goal of learning a foreign language; it might be because of work, studies, travelling matters, or just out of interest.

Nonetheless, although we can find in each group that about 20-30 students are enrolled, there are usually 8 to 12 students who attend lessons owing to the pandemic situation or to withdrawal, mainly. For this reason, the Educational Plan of the Centre includes a programme against students' withdrawal for both face-to-face classes and part-time attendance ones, in which the abandonment rate seems to be higher. Some of the measures that this programme comprises are the coordination between the different language departments, questionnaires for learners and the adequate monitoring of the students by their teachers.

There is a modality called CAL, *Cursos de Actualización Lingüística del Profesorado*, which attends to the educational training in foreign languages of Andalusian teachers, prioritising those who teach their subject in English or take part in a bilingual school. Continuing with teachers' training, this language centre offers for its faculty a very outstanding project called Erasmus+, funded by the European Union. This programme enables teachers to study preparatory courses in other countries from the EU aiming at developing their teaching skills. Furthermore, the OLS also schedules and promotes a wide variety of extracurricular activities to encourage the cultural awareness of the foreign languages offered in the school. For example: speeches about a specific topic (e.g., Nigerian literature or Italian gastronomy); plays and workshops on different festivities like Thanksgiving, the Day of Europe, etc.

The following elements of the teaching unit are to be designed considering the features of the described school, its facilities and their adaptation to the corresponding section of the law for Advanced C1-1 level students.

2.3. Contents and competences, objectives and assessment criteria

The 3rd Article from the 2nd chapter in the *Decree 499/2019 of 26th June* establishes that the curriculum for the Advanced level C1 follows the Common European Framework of Reference for Languages (CEFR) to determine the expected competences at this level. Moreover, it is also stated that the objectives, contents and assessment criteria of the curriculum for the teaching of foreign languages are ascertained in accordance with this Decree and the *Royal Decree 1041/2017 of 22nd December*.

The adjectives used to describe the criteria that the CEFR must meet are "**comprehensive**", for it aims at defining accurately the skills, language knowledge, competences and use for the learning of the language, moreover considering the differences based on every specific level, and regarding the communicative competence as one of the keys for language learning involving, at the same time, the development of other dimensions such as

the sociocultural, the use of their imagination, the affective component, learning to learn, etc. (Council of Europe, p. 7); "**transparent**", since information must be explicitly presented, having a continuous availability and utter comprehensibility for users (Council of Europe, p. 7); and finally, "**coherent**", without contradictions and having an integrated and matching relation among the following components: "the identification of needs; the determination of objectives; the definition of content; the selection or creation of material; the establishment of teaching/learning programmes; the teaching and learning methods employed; evaluation, testing and assessment" (Council of Europe, p. 7).

Taking the above into account, it is fundamental to establish a correlation among the different elements making up the C1 level curriculum, bearing in mind what is expected from our learners, the distribution of the different contents throughout the whole academic year or the statements that resolve the students' assessment, among other features. For that reason, in the following subsections we can find five detailed tables comprising the 5 skills based on the ones stated by the CEFR, developed in the several activities we are going to work on throughout the units and which are: oral comprehension, oral production and co-production, written comprehension, written production and co-production, and mediation. These tables are divided into three sections retrieved from the *Royal Decree 1041/2017 of 22ⁿᵈ December*: contents and competences, objectives and assessment criteria.

As explained before, the focus of our teaching programme lays on the first grade of the Advanced level C1, for this level comprises 2 academic years (6th Article from chapter 3, *Decree 499/2019 of 26th June*, p. 43). The lessons are scheduled on Mondays and Wednesdays from 16:15 to 18:30, for the 6th Article of the *Order of 6th June 2012* determines that the total duration of lesson hours must be 120 hours per grade, which means that 4,5 hours should be devoted to lessons weekly. Therefore, based on the book *Outcomes Advanced: student's book* (Cengage Learning) for C1 learners, the selection of 9 units has been made, in accordance with the legislation and together with my own contribution learnt from the internship experience, to plan this curriculum, which involves the criteria to arrange and select contents and competences, the objectives and key competences concerning them, and the suitable assessment criteria. A careful organization and correlation of the units with the above elements have been made and, in the last subsection, the distribution of the units, the complementary and the extracurricular activities throughout the whole school year is indicated using an academic calendar for 2020/2021.

2.3.1. Oral comprehension activities

a) Contents and competences	b) Objectives	c) Assessment criteria
Sociocultural and sociolinguistic competence and contents. Good command of knowledge, skills and attitudes necessary to entirely address the social dimension of the language use in the comprehension, production and co-production of oral and written texts, including linguistic markers of social relationships, polite set expressions, idioms and expressions of conventional wisdom, registers, dialects and accents (see topics on section 2.3.7.). **Functional competence and contents**. Comprehension of the following communicative functions or speech acts through their oral exponents according to the specific communicative context, both through direct and indirect speech acts, in a wide variety of registers (colloquial, informal, neutral, formal): – Assertive functions or speech acts, related to knowledge expression, opinion, belief and conjecture: asserting (U 1); announcing (U[1] 3, U 9); agreeing; attributing (U 3); classifying; confirming the veracity of facts; conjecturing; corroborating; describing (U 2, U 7); contradicting; dissenting; expressing agreement and disagreement (U 1, U 6, U 7); expressing lack of awareness, doubt, scepticism, an opinion (U 1); hypothesising (U 9); identifying and identifying oneself; reporting (U 2, U 8); refuting; predicting; rebutting (U 3); clarifying; replicating (U 3); supposing (U 2); confirming; denying (U 1); distributing; narrating (U 2); expressing certainty (U 9); expressing knowledge (U 2); expressing ability/capability to do something; expressing something that has been forgotten; expressing probability/possibility (U 8); expressing lack of duty/necessity. – Functions or speech act relating to commitment, expression of offer, intention, volition and decision: acceding; admitting; allowing; expressing intention or volition to do something (U 7), etc.	a) To understand, regardless of the channel, specific information in detailed statements (U 5), messages, announcements and notices (U 2, U 9) that have poor quality and distorted sound. KC[3]: CLC, (DC). b) To understand with relative ease most of the conferences, talks (U 1, U 6), colloquia, gatherings and debates (U 3, U 5), on complex public, professional or academic subjects, understanding in detail the arguments that are put forward. KC: CLC, L2L, (DC), CAE. c) To understand the details of conversations and discussions of a certain length between third parties, even on abstract, complex or unfamiliar topics, and grasp the intention of what is being said (U 1, U 2, U 3, U 4, U 5, U 6, U 7, U 8). KC: CLC, L2L, (DC), CAE. d) To understand conversations of a certain length in which they participate even when those conversations are not clearly structured and the relationship between ideas is only implicit (U 1, U 4, U 5, U 6, U 7, U 8, U 9). KC: CLC, CMST, L2L, (DC), CAE. e) To understand without much effort a wide range of radio (U 8, U 9) and television programs (U 9), podcasts (U 1, U 2, U 4, U 6, U 7), plays or other types of shows and films (U 3) or videos	1) Possess a wide repertoire of sociocultural and sociolinguistic competences that enable them to easily appreciate register differences and the details of oral communication in cultures, communities of practice and groups in which the language is spoken. O[4]: b, c, d, e. 2) Select and apply effectively the most suitable strategies in each situation for the understanding of the intention, the general sense, the main ideas, the important information, the aspects and the relevant details and the opinions and attitudes of the speakers, both explicitly and implicitly. O: a, b, c, e. 3) Recognise, depending on the specific context, the intention and meaning of a wide range of exponents from the communicative functions or speech acts, both indirect or direct, in a wide variety of registers (colloquial, informal, neutral, formal). O: a, b, d, e. 4) Be able to follow a long speech even when it is not clearly organised and when the relations are just supposed but not explicitly stated. O: a, b, c, d, e. 5) Be skilful enough to use contextual, discourse, grammatical and lexical keys to

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[1] "U" stands for *unit* and it is followed by the number of the unit in which the content is tackled.

[3] "KC" stands for *key competences* and aims at establishing the correlation between objectives in column "b" and their corresponding key competences to develop.

[4] "O" stands for *objectives* and aims at establishing the correlation between assessment criteria in column "c" and the objectives in column "b". In order to make the objectives even more specific than in the skills' descriptive table, it is enough to link every of these objectives with the units' lexico-notional topics, for they are the main criteria that organise such units (section 2.3.7.).

– Directive functions and speech acts, which enable the addressee to do something or not to do something, whether it is a verbal act or any other type of action: giving advice (U 4); warning; alerting (U 9); threatening; encouraging (U 4); authorising; giving instructions; giving permission; demanding; refusing; discouraging; disdaining; exempting or excusing somebody from doing something (U 5); dissuading (U 5); requiring; intimidating; commanding; asking for something, help, confirmation, advice, information, instructions, opinion, permission, somebody to do something (U 4); denying permission to do something; persuading; warning somebody about something or somebody; forbidding (U 5); proposing (U 5); claiming; recommending (U 4); reminding somebody to do something; restricting; pleading; requesting; suggesting (U 5); begging; checking that the message has been understood; challenging; asking for clarification or explanation; asking for a favour; asking about likes or preferences; asking about intentions or plans; asking for obligation or necessity; asking about feelings (U 4, U 6, U 7); asking somebody if he/she agrees or disagrees; asking if something is recalled; asking about satisfaction/dissatisfaction; asking about probability or improbability; asking about interest (U 8); asking about lack of interest; asking for knowledge about something; asking about ability/capability to do something; asking about mood (U 4); asking for permission; rejecting prohibition (U 5). – Expressive functions and speech acts whereby attitude and feelings about certain situations are expressed: accusing; defending (U 5); acquitting; [expressing admiration, affection, cheerfulness or happiness, relief, anxiety and concern, esteem or friendliness, approval or disapproval, regret (U 7), trust and mistrust, disappointment, disinterest and interest, disdain, annoyance, sorrow, doubt, scepticism, confidence and despair, fondness, dissatisfaction, pride, preference, resentment, deference, satisfaction, surprise (U 8) and strangeness, fear, sadness, embarrassment (U 6)][2]; lamenting; reproaching; expressing one's wishes and what is liked or displeased (U 6), etc.	(U 2, U 3, U 5, U 6, U 8) that contain a considerable amount of slang or colloquial language and idiomatic expressions, and identify details and subtleties such as implicit attitudes and relationships between speakers. KC: CLC, CMST, L2L, DC, CAE.	infer the attitude, mental predispositions and intention from the author and to anticipate what will happen. O: b, c, e. 6) Recognise a wide variety of idiomatic and colloquial expressions and appreciate connotations and subtle hints of meaning, although confirmation about some details might be needed if the accent is not familiar. O: b, c, d, e. 7) Distinguish a wide range of sound, accentual, rhythmical and intonational patterns, which allows him/her to understand any speaker or interlocutor, although confirmation about some details might be needed if the accent is unknown. O: a, b, c, d, e.

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[2] The green brackets mean that, in unit 6, any kind of feeling might be expressed, specifically in an empathetic way.

| Syntactic competence and contents. Recognition and understanding of the meanings associated with complex syntactic structures typical of the oral language, according to the communicative context and setting, both general and specific, to express: identity and its properties, and number; space and spatial relationships; time and time relationships; aspect which might be punctual, perfective/imperfective, durative, progressive , habitual, prospective, etc.; logic and appreciative modality; mood and the characteristics of the states, processes and actions; states, events, actions, processes and actualizations; logic relations of conjunction, disjunction, opposition, contrast, concession, comparison, condition, cause, purpose, etc. (see section 2.3.7.: grammar from each unit).

Lexical competence and contents. Comprehension of a wide lexical oral range of general use, and more specialised within one's own interest, in the personal, public, academic and professional settings, including idioms, colloquialisms, regionalisms and argot (see section 2.3.7.: vocabulary from each unit).

Phonetic-phonological competence and contents. Perception of the sound, stress, rhythmic and intonational patterns of general use in diverse varieties of the language, and in specific communicative context and settings, and comprehension of diverse communicative meanings and intentions associated with them, including sound variations and vocalic and consonant phonemes and their respective combinations, variations of devoicing phonological, voicing, assimilation, elision, palatalisation, nasalization, epenthesis, vocalic alternation and others, and changes of accent and tonicity in the sentences with syntactic and communicative implications (see section 2.3.7.: pronunciation from each unit).		

2.3.2. Oral production and co-production activities

a) Contents and competences	b) Objectives	c) Assessment criteria
Sociocultural and sociolinguistic competence and contents. Good command of knowledge, skills and attitudes necessary to entirely address the social dimension of the language use in the production and co-production of oral texts, including linguistic	a) To make long, clear and well-structured presentations on a complex topic, expanding to a certain extent, integrating other themes, developing concrete ideas and defending points of view with complementary and appropriate arguments, reasons	1) Use the language flexibly and effectively for social purposes, including the emotional, alluding and humorous use, adapting what the student says and the means to express it to the situation and to the receiver, and taking on a level of formality suitable to the circumstances. O: a, c, d, e.

markers of social relationships, polite set expressions, idioms and expressions of conventional wisdom, registers, dialects and accents.

Strategic competence and contents. Command of the discursive and compensation strategies which enable students to express what they want to say, adapting effectively the discourse to each communicative situation, and which make some occasional difficulties imperceptible.

Functional competence and contents. Performance of the following communicative functions or speech acts, through the most suitable oral exponents of such functions to each specific communicative context, both through direct and indirect speech acts, in a wide variety of registers (colloquial, informal, neutral, formal):
- Assertive functions or speech acts, […].
- Functions or speech act relating to commitment, expression of offer, intention, volition and decision: […].
- Directive functions and speech acts, […].
- Expressive functions and speech acts [...].

Syntactic competence and contents. Knowledge, selection based on the communicative intention according to the context and setting, both general and specific, and use of complex syntactic structures typical of the oral language to express: […].

Lexical competence and contents. Knowledge and correct use, and adapted to the context, of a wide lexical oral range of general use, and more specialised within one's own interest, in the personal, public, academic and professional settings, including idioms, colloquialisms, regionalisms and argot.

and examples, departing when necessary from the prepared text and extending on aspects spontaneously proposed by the listeners, and ending with an appropriate conclusion, as well as responding spontaneously and with hardly any effort to ask questions from the audience (U 2, U 6, U 7). KC: CLC, CMST, L2L, SCC, SIE, CAE.

b) To carry out complex transactions, procedures and operations in which it is necessary to negotiate conflict resolution, establish positions, develop arguments, make concessions and clearly establish the limits of any concession that can be made, using persuasive language, negotiating the details effectively and dealing with unforeseen responses and difficulties (U 2, U 3, U 5, U 8, U 9). KC: CLC, L2L, SCC, SIE, CAE.

c) To participate fully in an interview, as an interviewer or interviewee, expanding and developing the ideas discussed fluently and without support and flexibly using the appropriate mechanisms to express reactions and to maintain the proper development of the speech (U 3, U 9). KC: CLC, L2L, SCC, SIE.

d) To actively participate in lively informal conversations with one or more interlocutors, dealing with abstract, complex, specific and even unknown topics and in which an emotional, allusive or humorous use of the language is made, expressing their own ideas and opinions with precision, presenting complex storylines convincingly and responding to them with efficiency, making good use of interjections (U 1, U 2, U 4, U 5, U 6, U 7, U 8, U 9). KC: CLC, L2L, SCC, SIE.

e) To actively participate in formal and dynamic conversations (for example: in debates (U 3, U 5, U

2) Show command of discourse and compensation strategies which makes imperceptible the occasional difficulties that the student might have to express what he/she wants to convey and that allows him/her to adapt his/her speech effectively to each communicative situation (for example: he/she monitors the effect or success of communication in oral texts based on the relationship between the interlocutor and audience [...]). O: a, b, c, d.

3) Develop detailed arguments in a systematic and well-structured manner, relating logically the main points, emphasising the main points, developing the specific aspects and concluding properly. O: a, b, c, e.

4) Express and argue ideas and opinions clearly and accurately, and refute his/her interlocutors' arguments and critiques in a convincing manner without offending, answering questions and comments and responding fluently, spontaneously and properly. O: a, b, c, e.

5) Make use of the most suitable oral exponents of the communicative functions to each specific context, both through indirect and direct speech acts, in a wide variety of registers (colloquial, informal, neutral, formal). O: a, b, c, d, e.

6) Organise his/her discourse well and clearly, showing a suitable use of the organization criteria and a good command of a wide range of connectors and cohesive devices typical of the oral language depending on the textual genre and type. O: a, b, e.

7) Show a high degree of grammatical correctness in a sound way and his/her mistakes are scarce and hardly perceptible. O: a, b, c, d, e.

8) Master a wide lexical repertoire, including idiomatic and colloquial expressions, which allows him/her to overcome skilfully his/her deficiencies through circumlocutions,

Phonetic-phonological competence and contents. Selection, according to the communicative intention, and production of the […], and transmission of diverse communicative meanings and intentions associated with them, […].	8), talks, colloquia (U 2), meetings, role-playings (U 1, U 7, U 9) or seminars) in which abstract, complex, specific and even unknown topics are dealt with, accurately identifying the arguments of different points of view, arguing one's position formally, with precision and conviction, answering questions and comments and answering fluently, spontaneously and appropriately to complex opposing arguments. KC: CLC, CMST, L2L, SCC, SIE, CAE.	although some minor and sporadic slips of the tongue can still be made, but without important vocabulary errors and with hardly anyone noticing that he/she looks for expressions or avoidance strategies. O: a, b, c, d, e. 9) Have an articulatory ability close to any/some of the standard varieties of the target language and vary the intonation and put the stress on the sentence correctly so as to express subtle hints of meaning. O: a, b, c, d, e. 10) Can express himself/herself fluently and spontaneously, without much effort; only a conceptually difficult topic might hinder a fluent and natural discourse. O: a, b, c, e. 11) Choose a suitable phrase among a series of possible statements of the discourse to introduce his/her commentaries properly with the aim of taking the floor or gaining time to keep the floor while thinking. O: b, c, d, e. 12) Can take advantage of what the interlocutor says to engage in conversation. Relate with dexterity his/her contribution with other speakers'. O: a, b, d, e. 13) Adapt his/her interventions to the ones of the interlocutors so that communication flows smoothly. Pose questions to check he/she has understood what the interlocutor meant and get clarification about the ambiguous aspects. O: a, b, d, e.

2.3.3. Written comprehension activities

a) Contents and competences	b) Objectives	c) Assessment criteria
Sociocultural and sociolinguistic competence and contents. Good command of knowledge, skills and attitudes necessary to entirely address the social dimension of the language use in the production and co-production of oral texts, including linguistic markers of social relationships,	a) To understand instructions, indications (U 7), regulations (U 3), notices (U 9) or other extensive and complex technical information in detail, including details on conditions and warnings, whether they relate to one's own area of expertise or not, provided	1) Possess a wide repertoire of sociocultural and sociolinguistic competences, including socio-political and historical aspects, which enables him/her to easily appreciate the background and idiosyncratic features of written communication in

polite set expressions, idioms and expressions of conventional wisdom, registers, dialects and accents.

Strategic competence and contents. Effective selection and application of the suitable strategies to understand what is expected or required in each case, and use of the contextual, discursive, grammatical, lexical and orthotypographical keys with the aim of inferring the author's attitude, mental disposition and intentions.

Functional competence and contents. Comprehension of the following communicative functions or speech acts through the written exponents of such functions according to the specific communicative context, both through direct and indirect speech acts, in a wide variety of registers (colloquial, informal, neutral, formal):
- − Assertive functions or speech acts, [...].
- − Functions or speech act relating to commitment, expression of offer, intention, volition and decision: [...].
- − Directive functions and speech acts, [...].
- − Expressive functions and speech act [...].

Syntactic competence and contents. Recognition and understanding of the meanings associated with complex syntactic structures typical of the written language, according to the communicative context and setting, both general and specific, to express: […].

Lexical competence and contents. Comprehension of a wide lexical written range of general use, and more specialised within one's own interest, in the personal, public, academic and professional settings, including idioms, colloquialisms, regionalisms and argot.

Orthotypographical competence and contents. Understanding of the general and specific meanings, according to the communicative context, associated with the

the more difficult sections can be reread. KC: CLC, CMST, (DC), L2L, CAE.

b) To understand the nuances, allusions and implications of notes, messages and personal correspondence in any medium and on complex topics that may present idiosyncratic features in terms of structure or lexicon (for example, unusual format, colloquial language or humorous tone) (U 4, U 5, U 6). KC: CLC, (DC), L2L, SIE, CAE.

c) To understand the information contained in formal correspondence of professional or institutional kind in detail, identifying nuances such as attitudes, levels of formality and opinions, both implicit and explicit (U 4, U 9). KC: CLC, (DC), L2L, SIE, CAE.

d) To understand articles (U 1, U 4, U 5, U 7, U 8, U 9), reports (U 2, U 6, U 5, U 9) minutes, memories (U 6), essays (U 3) and other extensive and complex texts in detail in the social, professional or academic field and identify subtle details that include both implicit and explicit attitudes and opinions. KC: CLC, CMST, (DC), L2L, SCC, SIE, CAE.

e) To understand the information contained in consultation and reference texts of a professional or academic nature in detail, in any medium, providing that they can reread the difficult sections (U 3, U 8, U 9). KC: CLC, (DC), L2L, SIE.

f) To understand the ideas and positions expressed without difficulty, both implicit and explicitly, in articles (U 1, U 3, U 4, U 7, U 8) or other journalistic texts (U 2, U 5, U 9) of a certain length in any medium and both of a general and specialized nature, in which points of view, opinions and their implications are analysed. KC: CLC, CMST, (DC), L2L, SCC, SIE.

cultures, communities of practice in which the language is spoken. O: a, b, d, e, f, g.

2) Select and apply effectively the most suitable strategies in each situation for the understanding of what is expected or required in each case, using contextual, discourse, grammatical, lexical and orthotypographical keys to infer the attitude, mental predispositions and intentions from the author and draw the appropriate conclusions. O: a, b, c, d, e, f, g.

3) Identify with mental quickness the content and the importance of the texts about a wide series of professional and academic topics and decide whether a deeper reading and analysis is convenient. O: a, c, d, e, f.

4) Look up with mental quickness in extensive and complex texts to locate relevant details. O: c, d, e, f.

5) Recognise, depending on the specific context, specific textual genre and type, the intention and meaning of a wide variety of exponents from the communicative functions or speech acts, both indirect or direct, in a wide variety of registers (colloquial, informal, neutral, formal). O: b, f, g.

6) Can locate information or follow the thread of arguments in a text with a complex discursive structure or which is not perfectly structured, or in which the relations and connections are not expressed, or not always expressed, in a clear manner and with explicit markers. O: a, b, d, e, g.

7) Master a wide lexical written repertoire, including idiomatic and colloquial expressions and appreciate connotations and subtle hints of meaning, although he/she might need to consult a dictionary,

| orthotypographical conventions of the target language, including format features: discursive values of the typographical, orthographical and punctuation signs; orthographical adaptation of loanwords; variations of the graphical representation of phonemes and sounds; variations of the alphabet or characters, and their uses in various forms. | g) To understand extensive contemporary literary texts without difficulty, of an extended linguistic variety and without a special conceptual complexity and grasp the implicit message, ideas and conclusions, acknowledging the social, political or historical background of the work (U 3). KC: CLC, CMST, (DC), L2L, SCC, SIE, CAE. | either of general nature or specialised. O: a, c, d, e, f, g.

8) Understand the meanings and functions related to a wide range of syntactic structures typical of the written language according to the context and the textual genre and type, including syntactic variations of stylistic nature (for instance, inversion or change in word order). O: a, b, c, d, e, f, g.

9) Understand the communicative intentions that underlie the use of a wide range of orthotypographical conventions of the target language, in both paper and digital format. O: a, b, c, d, e, f, g. |

2.3.4. Written production and co-production activities

a) Contents and competences	b) Objectives	c) Assessment criteria
Sociocultural and sociolinguistic competence and contents. Good command of knowledge, skills and attitudes necessary to entirely address the social dimension of the language use in the production and co-production of written texts, including linguistic markers of social relations, polite set expressions, idioms and expressions of conventional wisdom, registers, dialects and accents. **Strategic competence and contents**. Effective and flexible application of the most suitable strategies in each case to produce a wide range of complex written texts adapted to their specific context, planning the message and the means based on the impact on the receiver. **Functional competence and contents**. Performance of the following communicative functions or speech acts, through the most suitable written exponents of such functions to each specific communicative context, both through direct	a) To take detailed notes during a conference, course or seminar that deals with subjects of their area of expertise or during an animated formal conversation, meeting, discussion or debate in the professional environment, transcribing information so precisely and close to the original that the notes could also be useful to other people (U 3, U 5, U 6, U 7). KC: CLC, L2L, (DC), SCC, SIE, CAE. b) To write personal correspondence in any medium and communicate in virtual forums, expressing themselves with clarity, detail and precision and interacting with the recipients with flexibility and efficiency, including uses of an emotional, allusive and humorous kind (U 2, U 4). KC: CLC, L2L, DC, SCC, SIE.	1) Adapt what he/she says and the means whereby it is expressed to the situation, the receiver and the type of text and adopt a level of formality suitable to the circumstances, applying easily his/her sociocultural and extralinguistic knowledge and competences to establish differences in register and style and to adapt effectively the written text to the conventions established in the corresponding cultures and communities of the target language, choosing an appropriate formulation among a wide series of linguistic elements to express clearly and without limitations in what he/she wants to say. O: b, c, d. 2) Apply skilfully the most suitable strategies to develop the different complex written texts which the specific context demands and plan what needs to be said and the means to say it considering the effect that it might cause in the reader. O: b, c, d.

and indirect speech acts, in a wide variety of registers (colloquial, informal, neutral, formal):
  – Assertive functions or speech acts, [...].
  – Functions or speech act relating to commitment, expression of offer, intention, volition and decision: [...].
  – Directive functions and speech acts, [...].
  – Expressive functions and speech act [...].
 	
 Syntactic competence and contents. Knowledge, selection based on the communicative intention according to the context and setting, both general and specific, and use of complex syntactic structures typical of the written language to express: […].
 	
 Lexical competence and contents. Correct use, and adapted to the context, of a wide lexical written range of general use, and more specialised within one's own interest, in the personal, public, academic and professional settings, including idioms, colloquialisms, regionalisms and argot.
 	
 Orthotypographical competence and contents. Correct use, adapted to the context, of the orthotypographical conventions of the target language, including format features: discursive values of the typographical, orthographical and punctuation signs; orthographical adaptation of loanwords; variations of the graphical representation of phonemes and sounds; variations of the alphabet or characters, and their uses in various forms.
	c) To write formal correspondence with appropriate correctness and formality and regardless of the medium, addressed to public or private institutions in which, for example, a complex claim or demand is made or opinions for or against are expressed, providing detailed information and putting forward the pertinent arguments to support or refute positions (U 6, U 8). KC: CLC, L2L, (DC), SCC, SIE, CAE.
	
	 d) To write clear and well-structured reports (U 5), articles (U 1), essays (U 3, U 6), proposal (U 9), opinion column (U 2), reviews (U 7), e-mails () or other types of text about complex issues in public, academic or professional settings, highlighting the main ideas, expanding to some extent, defending points of view with complementary ideas, reasons and suitable examples and ending with an appropriate conclusion. KC: CLC, CMST, L2L, (DC), SCC, SIE, CAE.
		3) Use the written exponents of the communicative functions most suitable to each context, both through indirect and direct speech acts, in a wide variety of registers (colloquial, informal, neutral, formal). O: a, b, c, d.
		
		 4) Show mastery of the organizational textual structures and complex cohesive devices of written texts and can illustrate his/her reasonings with detailed examples and specify his/her statements and opinions in relation to his/her communicative intentions in each case. O: b, c, d.
		
		 5) Make use of a wide range of syntactic structures that enables him/her to express in writing with accuracy and keep a high degree of grammatical correctness in a sound way; mistakes are scarce and virtually imperceptible. O: a, b, c, d.
		
		 6) Possess a wide repertoire of written lexicon that includes idiomatic expressions and colloquialisms and that enables him/her to show a high degree of precision, to overcome skilfully his/her deficiencies through circumlocutions and to make nothing but minor and sporadic slips of the tongue in the use of vocabulary. O: b, c, d.
		
		 7) Use the orthotypographical conventions of the target language to produce written texts in which the structure, the paragraphs distribution and the punctuation are sound and practical and in which the spelling is correct, except for sporadic typographic slips of the tongue. O: a, b, c, d.

2.3.5. Mediation activities

a) Contents and competences	b) Objectives	c) Assessment criteria
Intercultural competence and contents. Good command of intercultural knowledge, skills and attitudes that enable students to accomplish mediation activities easily and effectively: alterity awareness; sociolinguistic awareness; specific cultural knowledge; observation; listening; evaluation; interpretation; putting into relation; adaptation; fairness; meta-communication; respect; curiosity; open-mindedness; tolerance.	a) To orally translate information, opinions and arguments contained in long and detailed written or oral texts of various kinds, in a clear, fluent and structured way, into a new coherent text, paraphrasing, summarizing or explaining. The texts can be related or not to their areas of interest and related with varied sources (for example, essays or lectures) (U 2, U 3, U 6, U 9). KC: CLC, L2L, (DC), SCC, SIE, CAE. b) To make a consecutive interpretation in talks (U 6), meetings, encounters or seminars related to their field of expertise, with fluency and flexibility, transmitting important information on their own terms. KC: CLC, CMST, L2L, (DC), SCC, SIE, CAE. c) To guide or lead a group or mediate with fluency, efficiency and diplomacy between speakers of the target language or of different languages on topics both related to the fields of personal interest or of one's own area of expertise, as well as outside these fields (for example: in meetings, seminars, round tables or potentially conflictive situations), taking into account the sociolinguistic and sociocultural differences and implications and reacting accordingly; demonstrating sensitivity towards different opinions; solving misunderstandings; transmitting in a clear and concise way meaningful information; asking relevant questions and making the relevant comments, in order to gather the necessary details, check potential inferences and implicit meanings, encourage participation and stimulate logical reasoning (U 2, U 3, U 5, U 8, U 9). KC: CLC, CMST, L2L, (DC), SCC, SIE, CAE. d) To take written notes for third parties, collecting, with due precision, specific and relevant information contained in complex although clearly structured written texts, on topics of personal interest or the own field of expertise in academic and professional fields (U 3, U 4, U 5, U 6, U 7). KC: CLC, CMST, L2L, (DC), SCC, SIE, CAE.	1) Possess wide and specific knowledge of the sociocultural and sociolinguistic aspects typical of the cultures and communities of practice in which the language is spoken, including the details and implications of the attitudes that reflect the uses and values related, and that integrate them easily in its intercultural competence together with the conventions of their own languages and cultures, which allows to draw the suitable conclusions and relations and to act accordingly, in a wide range of registers and styles, with due flexibility depending on the circumstances and effectively. O: c, e, f, g. 2) Apply skilfully the most suitable strategies to adapt the texts that must process to the purpose, the situation, the receivers and the channel of communication, without modifying the original information and positions. O: a, b, c, d, e, f, g, h. 3) Produce coherent and cohesive texts based on a variety of source texts. O: a, b, c, d, e, f, g, h. 4) Can cite and use the references following the conventions depending on the communicative field and context (for instance, in an academic context). O: a, b, c, d, e, f, g, h. 5) Communicate clearly the prominent and most relevant points of the source texts, just as the details that he/she considers to be important according to the addressees' interests and needs. O: b, c, d, e. 6) Manage with flexibility the interaction between the parties to ensure that communication flows, indicating its comprehension and interest; developing, or asking the parties to develop, what is said with detailed

e) To take detailed, well-structured written notes for third parties, with the necessary precision during clearly structured conferences (U 2), interviews (U 8, U 7), seminars, meetings or debates (U 5), which are articulated at normal speed in a familiar variety of languages or accents and on complex and abstract topics, both outside and within one's own field of interest or expertise, selecting relevant information and ideas should be recorded as the speech unfolds. KC: CLC, CMST, L2L, (DC), SCC, SIE.

f) To translate in writing into a new coherent text, paraphrasing or summarizing, information, opinions and arguments contained in oral texts or long and meticulous writings of a varied kind and coming from diverse sources (for example: different media (U 4, U 6, U 8, U 9), various academic texts, or various reports (U 2) or other documents of a professional nature, such as a brochure (U 1) or a journalistic column (U 5). KC: CLC, L2L, DC, SIE.

g) To summarize, comment and analyse in writing the main aspects, the specific relevant information and the different points of view contained in news (U 9), articles (U 1, U 3, U 8, U 9) on topics of general interest, interviews or documentaries containing opinions, arguments and analysis. KC: CLC, CMST, L2L, (DC), SCC, SIE, CAE.

h) To translate relevant fragments of written texts such as correspondence formal, reports (U 2), articles (U 8, U 9) or essays (U 3) related to activities of their own interest in the personal, academic or professional spheres. KC: CLC, CMST, L2L, (DC), SIE, CAE.

information or relevant ideas; helping the parties to clearly express their stances and dispel misunderstandings; turning to the important aspects; starting other topics or recapitulating to organise the discussion and gearing it towards problem solving or the conflict at issue. O: b, c, d, e.

2.3.6. Cross-curricular issues and key competences

The implementation of **cross-curricular issues**[5] is a fixed feature present in all the levels of the languages taught in the OLS. They are important because it is a way for learners to tackle ethical values and develop their critical thinking within the target content they are learning. Furthermore, they also help in their autonomous learning of building healthy relationships with themselves and others. This is especially useful for minor students, but also quite enriching for all of them with no distinction. Some of the most relevant cross-curricular issues we have studied in the subject "Aprendizaje y enseñanza de las materias correspondientes en lengua extranjera: inglés", based on the Spanish legislation, are (Martínez, 2021):

Education for Sex Equality: English, as a reflection of a socio-cultural reality, fosters students' awareness about this topic by using neutral terms to refer to people (friend, children, cousin, student, etc.).

Civics and Moral Education: it is necessary to adopt positive and respectful attitudes to favour individuals' integration in society, for example, through topics such as: the environment and ways to preserve it, social behaviour or manners in specific contexts…

Peace Education: values such as encouraging respect for other societies and cultures are strictly necessary to get a world free from national and international conflicts.

Health Education: introducing students' reflection on healthy habits, either physical or psychological, while learning English (sports, leisure activities, eating habits, etc.).

Environmental Education: raising learners' ecological awareness through topics like environmental issues, the use of environmentally friendly means of transport, caring about the preservation of flora and fauna, etc.

Consumer Education: providing students with some tools to acquire and analyse knowledge, be critical as regards society and adopt an autonomous and responsible attitude.

Traffic Safety Education: this topic may be introduced through images showing civic behaviour when driving along towns or cities, using public or private means of transport.

Moving on to **key competences**[6], they are defined as a point of convergence between understanding, knowledge, desire, skills, values and attitudes to successfully achieve goals in specific contexts or domains within our society (Hoskin & Crick, 2010). Furthermore, they are essential for "each individual's personal fulfilment and development, active citizenship, social inclusion and employment" and their emphasis lay on "critical thinking, creativity, initiative,

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[5] In section 2.5., we can find some relevant dates to foster students' reflection about cross-curricular issues.
[6] Although not explicitly stated in the law for OLS, key competences are integrated within the specific contents and competences taught in this institution, thus being of particular interest for our teaching programme and our lesson plan proposal.

problem solving, risk assessment, decision taking and constructive management of feelings" (*Official Journal of the European Union*, L 394/13, 2006, pp. 4-5). Thus, the key competences, established by the *European Reference Framework* (*Official Journal of the European Union*, L 394/13, 2006, pp. 4-9), that are going to be developed throughout this didactic proposal are:

− Communication in foreign language (CLC), which derives from communication in the mother tongue. It involves linguistic interaction in different social and cultural contexts together with aptitudes such as mediation and understanding between cultures.

− Mathematical competence and basic competences in science and technology (CMST) are denoted through students' skill to analyse graph bars or diagrams in mediation activities, for instance. This competence enables students to use the knowledge they have learnt in order to understand the world and draw conclusions.

− Digital competence (DG) deals with the adequate and critical use of Information Society Technology (IST) as a working, leisure and communication tool. This competence requires basic skills regarding ICT, such as searching of information and use of online tools.

− Learning to learn (L2L) comprises students' awareness of their needs in the process of learning, the ability to take advantage of the opportunities they are offered, and the capability of identifying problems and solving them.

− Social and civic competences (SCC) include the adequate behaviour so that students can work in an effective, cooperative and socially diverse environment. Moreover, it deals with the knowledge about concepts in social and political terms.

− Sense of initiative and entrepreneurship (SIE) is the competence that fosters motivation among students including abilities such as creativeness, development of ideas, risk-taking, etc. Basically, these virtues may help learners to cope with their professional life.

− Cultural awareness and expression (CAE): learners need to realise that a language cannot be understood without its culture, for they are two sides of the same coin. Furthermore, gaining knowledge about their own culture and others lay the foundation for creating their own identity and respecting the worldwide diversity of cultures.

From this section, we can draw the conclusion that cross-curricular issues and key competences are tightly interconnected because they go beyond the mere development of the linguistic proficiency, integrating in the teaching-learning process of English other equally important features and factors that help students develop values to coexist within our society, to show empathy and respect in their attitude and decision-making, and to value extra-linguistic aspects of English and their people, such as cultural traits.

2.3.7. Sequence of contents for the whole course syllabus

Month	Mon.	Tue.	Wed.
Sep. 2020	**21** Start of lessons: introduction and presentation of the programme.	**22**	**23** Initial test.
	28 Correction of the test and feedback.	**29**	**30** Revision of content (deriving from the initial test results).
Oct. 2020	**5** Revision of content (deriving from the initial test results).	**6**	**7** Revision of content (deriving from the initial test results).
	12 National Day of Spain.	**13**	**14** UNIT 1 / Culinary workshop.
	19 UNIT 1	**20**	**21** UNIT 1
	26 UNIT 1	**27**	**28** UNIT 1

Month	Mon.	Tue.	Wed.
Nov. 2020	**2**	**3**	**4** UNIT 1
	9 UNIT 1	**10**	**11** UNIT 2
	16 UNIT 2 Visit to the socio-cultural association Tablao Flamenco Arte y Sabores de Córdoba.	**17**	**18** UNIT 2
	23 UNIT 2	**24**	**25** UNIT 2
	30 UNIT 2	**1**	**2** UNIT 2
Dec. 2020	**7**	**8** Immaculate Conception's Day.	**9** UNIT 3
	14 UNIT 3	**15**	**16** UNIT 3
	21 UNIT 3	**22** Workshop - Ways of celebrating Christmas all around the world.	**23** CHRISTMAS HOLIDAYS
	28 CHRISTMAS HOLLIDAYS	**29** CHRISTMAS HOLIDAYS	**30** CHRISTMAS HOLIDAYS

6 Dec. Constitution Day.

1 Nov. All Saints' Day (moved to Monday).

Musical – *Coco.*

Christmas Holidays: 23rd Dec. – 7th Jan.

1st TERM: revision + units 1, 2 & 3 (Block I: Social Sciences).

2nd TERM: units 4, 5 & 6 (Block II: Interpersonal relationships and cultural aspects).

3rd TERM: units 7, 8 & 9 (Block III: Leisure time, appearance and the media).

Month	Mon.	Tue.	Wed.
Jan. 2021	4 CHRISTMAS HOLIDAYS	5 CHRISTMAS HOLIDAYS	6 CHRISTMAS HOLIDAYS
	11 UNIT 3 — Watching film *1984.*	12	13 UNIT 3 — Watching film *1984.*
	18 UNIT 3	19	20 UNIT 4
	25 UNIT 4	26	27 UNIT 4
Feb. 2021	1 UNIT 4	2	3 UNIT 4
	8 UNIT 4	9	10 UNIT 4
	15 UNIT 5	16	17 UNIT 5
	22 UNIT 5	23	24 UNIT 5 — Andalusian Day - "Pasapalabra".
Mar. 2021	1	2	3 UNIT 5
	8 UNIT 5 — Play - *Against violence, for equity.*	9	10 UNIT 5
	15 UNIT 6	16	17 UNIT 6 — Workshop – What do Irish people celebrate in Saint Patrick's Day?
	22 UNIT 6	23	24 UNIT 6

Month	Mon.	Tue.	Wed.
Apr. 2021	5 UNIT 6	6	7 UNIT 6
	12 UNIT 6	13	14 UNIT 7
	19 UNIT 7	20	21 UNIT 7
	26 UNIT 7	27	28 UNIT 7
May. 2021	3 UNIT 7	4	5 UNIT 7
	10 UNIT 8	11	12 UNIT 8
	17 UNIT 8	18	19 UNIT 8
	24 UNIT 8 — Workshop – Pandemic impact on European countries.	25	26 UNIT 8
	31 UNIT 9	1	2 UNIT 9
Jun. 2021	7 UNIT 9 — Seminar - Sustainable lifestyles.	8	9 UNIT 9
	14 UNIT 9	15	16 UNIT 9
	21 UNIT 9	22 Last day of school.	23

30 Jan.
Play – Challenging poverty: the importance of equal opportunities.

26 Feb.
Day of the Educational Community.

28 Feb.
Andalusia Day (moved to Monday).

Easter Holidays:
29th Mar. – 4th Apr.

1 May.
International Workers' Day.

BLOCK I: SOCIAL SCIENCES

Unit 1. URBAN LIFESTYLE: HIVE OF ACTIVITY

Grammar: revision of present perfect simple and continuous, and past simple and continuous.

Vocabulary: adjectives to describe cities and citizens' lifestyle; adverbs and expressions to emphasise and exaggerate.

Pronunciation: stress in intensifying adverbs.

Listening: podcast about urban myths; TED talk on ways to build cities having regard for equity and inclusion.

Speaking: talking in pairs about cities where they have been and what they found interesting; role-playing about government's funding implementation on cities/towns in groups.

Reading: article about migration from rural areas to cities.

Writing: article for one of their local newspapers dealing with aspects that makes Cordoba a good city to live in and other aspects they would like to change. They can also provide any personal experience or recommendation.

Mediation: telling a tourist the most relevant ideas about an information brochure of the Mosque; summarising the main ideas from an article on noise pollution to help a friend who is having insomnia problems due to this issue.

Unit 2. LONG, LONG AGO, BUT STILL PRESENT!

Grammar: revision of past perfect simple and continuous, and passive voice.

Vocabulary: collocations about relevant historical events, facts and wars; adjectives and expressions to describe their personal background.

Pronunciation: weak forms in past modals.

Listening: podcast on indigenous peoples around the world talking about cultural trauma and their experiences; video dealing with Codebreaking during World War Two.

Speaking: making a brief presentation about one family member who has had an interesting historical background; discussing about the impacts that wars have had on society.

Reading: journalistic report on the death of princess Diana; BBC piece of news dealing with the history of pandemics, focusing on Covid-19.

Writing: an opinion column about any historical event they would like to change, arguing their decision and explaining how they would carry it out; a letter to the most interesting and outstanding historical character they would like to write to, thanking him/her for what they did.

Mediation: telling a classmate the main ideas from a report on the danger of the unique insight into history; translating from Spanish to English and summarising the main ideas of a conference on main historical events happening in Andalusia from the 30's up to now in order to explain them later to a foreign friend they met online.

Unit 3. POLITICS: WHERE DO YOU STAND?

Grammar: revision of conditionals including expressions such as "supposing", "even if", "unless", "otherwise" or "assuming".

Vocabulary: character traits to describe politicians; political measures and issues; political consequences.

Pronunciation: prosodic stress in speech.

Listening: film *1984* directed by Michael Radford; video of final speech from the film *The Great Dictator*.

Speaking: interviews in pairs about ideal features they would consider are essential for a politician in several situations justifying their decisions; debate about political positions and elections splitting students up into two groups (instructions will be given in each of the groups about the ideology they need to stand for and defend).

Reading: passages from *1984* by George Orwell coinciding with the ones selected for the film so as to analyse and compare both; article on Philippine democracy and the paramount role of the youth.

Writing: essay to compare both formats for the story of *1984*: differences, outstanding characteristics of each cultural product and characters' development.

Mediation: summarising the most important reasons explained in a conference about the way Spain became a democracy to upload it in an online forum; translating from Spanish to English a short excerpt taken from an essay dealing with the analysis of politician gestures in debates and how they can be interpreted.

BLOCK II: INTERPERSONAL RELATIONSHIPS AND CULTURAL ASPECTS

Unit 4. THE IMPORTANCE OF BONDS

Grammar: use of "would" to express habits, advice and opinions, or to express the past of "will".

Vocabulary: relationship terms, adjectives and idioms; qualities describing people's behaviour regarding interpersonal relationships.

Pronunciation: intonation in reaffirmations.

Listening: podcast dealing with Coronavirus and the digital divide; track of a conversation between two people who are on their first date.

Speaking: talking in pairs about first impressions; talking in groups about past friend/romantic relationships, break-ups, distancing and moving on.

Reading: reading an entry blog on myths of romantic love; article on modern ways of meeting people through dating applications.

Writing: writing a letter to a friend or relative about the way they feel after having been fired and their opinion about the conditions in which they have worked in that enterprise.

Mediation: telling a friend some pieces of advice to take care of the relationship with his/her sister after reading an online forum dealing with emotional responsibility and care.

Unit 5. AFTER THE STORM, THE CALM COMES, BUT NOT OUT OF THIN AIR!

Grammar: noun phrases and reduced relative clauses.

Vocabulary: conflicts and resolutions; expressions and proverbs dealing with problem-solving.

Pronunciation: contrastive stress in speech.

Listening: video about two situations in which disputes are tackled differently: one using communication, listening and empathy; the other, emotional blocking and justification of toxic behaviour.

Speaking: discussing in groups situations in different pictures, their potential conflicts and ideas to solve them; debating about harsh sincerity as opposed to constructive truth.

Reading: report on conflicts at the workplace; article about alternatives that could have happened in conflicts leading to wars.

Writing: report explaining to a city councillor the main problems that their leisure association is going through due to the lack of public spaces and suggesting possible solutions and ideas.

Mediation: telling a friend some guidelines they have read from a column in a journal he/she can apply when talking to his/her son/daughter in order to avoid conflict and communicate confidently; taking notes from a debate on contemporary ways of problem-solving to write a brief review so that other people can know what it is about.

Unit 6. ROOTS AND CULTURAL IDENTITY: BUILDING BRIDGES

Grammar: emphasising using cleft-sentences, fronting and expressing feelings using: "what + verb + pronoun".

Vocabulary: society, culture and identity; adjectives and phrases about feelings.

Pronunciation: pronunciation of -ed ending adjectives.

Listening: BBC podcast on multiculturalism in our times; TED talk about cultural awareness in our society.

Speaking: commenting on some pictures showing different cultural events: the place(s) where they can be held, the people involved and how they might feel; brief presentation on challenging overgeneralizations.

Reading: report on Cordoba as the point of convergence between different cultures throughout history; testimonies about old people's thinking of society since they were young and why their views have changed.

Writing: essay on their cultural roots, how they view identity and opinion of current cultural diversity.

Mediation: telling a new citizen about cultural activities they can do in Cordoba after reading an online post of the City Council website; translating a talk dealing with the cultural festivity WOMAD held in Extremadura.

BLOCK III: LEISURE TIME, APPEARANCE AND THE MEDIA

Unit 7. ALTERNATIVES IN TIMES OF PANDEMIC: ADAPTING TO CHANGES

For the sake of saving space and not being repetitive, the contents in this unit have been developed in detail in the section of the lesson plan proposal.

Unit 8. COOL AND TRENDY: BEING IN FASHION

Grammar: use of prepositions with verbs, adjectives, nouns and prepositional phrases.

Vocabulary: style and fashion and their industry; modelling and appearance; snowclones.

Pronunciation: stress in two-syllable verbs.

Listening: recorded track of a radio programme on some people's experiences about eating disorders relating with appearance distortion and external factors influencing them; video of interviews to different people working for the fashion industry explaining what they do and talking about their experiences.

Speaking: debate on the impact of trends through social networks on children and teenagers; discussion in groups about the main trends in clothes and music from the 60s up to now comparing different countries (using pictures).

Reading: article about the influence of famous people's trends and their impact on the population; entry of a blog dealing with beauty as a social construction with illustrative pictures.

Writing: letter to apply for the job of fashion designer explaining how important fashion is for them and their appearance, describing their own style and giving reasons for their contribution to the job.

Mediation: telling a friend some tips they have read from a fashion magazine about how and why to wear black tie for an important social event he/she has been invited to.

Grammar: patterns to report (on) something using the structures "verb + that phrase", "verb + sb + that phrase", "verb + sb + infinitive", "verb + object + preposition".

Vocabulary: headlines and press; proverbs and sayings.

Pronunciation: intonation to express uncertainty.

Listening: BBC video on TV programs and shows to learn English; short video including sequences from several English and American news channels from the 80s and 90s; piece of radio news dealing with stand-out pieces of journalism in 2020.

Speaking: commenting on the headlines of several English newspapers in pairs; role-playing in groups: host, guest, talk-show guest 1 and talk-show guest 2.

Reading: piece of news on World Press Freedom Day; report on the changes undergone by print media to become digital media.

Writing: a proposal for a series of television documentaries.

Mediation: translating, while selecting the most important ideas, an opinion column on the way information is displayed to individuals through different media. The purpose is to publish the outcome in a local magazine.

2.4. Methodology

2.4.1. Legal framework: methodological recommendations and learning strategies

For this section, the methodological teaching recommendations for foreign language learning in Andalusia established by the 4th Article in the *Order of 2nd July 2019* are going to be analysed and related to the proposed learning strategies for the Advanced C1 level in such Order to subsequently determine the selection of the methodological teaching principles applied to the teaching unit.

Firstly, "the competence teaching-learning processes in the teaching of languages have to be characterised by their dynamism and must include the teachers' strategies and teamwork to achieve the planned objectives" (p. 97). This involves that coordination and organization are paramount in the development of the lessons, which means that students' **metacognitive strategies** should be enhanced, especially regarding direction, for they are able to "adequately organise time and their own learning material" (p. 160). At the same time, dynamism applied to the teaching-learning process fosters some aspects of **affective strategies** such as affection, motivation and attitude since students should learn to "value motivation and reinforcement as key to success in learning" (p. 161).

Secondly, the educational methods must be based on the perspective of the teacher "as guide, developer and facilitator of the students' learning, adapting to their initial competence level, considering the attention to diversity and having concern for the diverse rhythms and

learning styles" (p. 97). This section of the Order determines that the educational response for this statement is that **active methodologies** that contextualise the educational process should be implemented; moreover, they have to present the content in an interrelated manner and favour learners' involvement and motivation by providing their learning experiences with functionality and transferability.

Following the previous line, several strategies are considered for learners to improve, such as the categorised as **metacognitive**, which means that students need to understand that the end of learning the language aims at communicating and the knowledge about the elements that are involved in the communicative competence should be put into practice. Besides, the fact that contents are presented in such a way that some usefulness can be derived from them and applied in the students' daily life, it leads them to organise their objectives in relation to their needs, as well as to develop their autonomy and learning style throughout the learning process (for example, organising their time and necessary learning materials).

In this case, both **affective strategies and social strategies** also intervene due to, considering the first strategy, the motivational factor that goes along with the encouragement of self-improvement; the fact that they would be able to monitor their own abilities, beliefs, attitudes and emotions in the L2; and the importance attached to relaxation techniques and sense humour when having to carry out communicative and learning tasks. Dealing with the social strategies, <u>empathy and cooperation</u> are enhanced, for their individual and group engagement in the classroom is fostered and subsequently, teamwork is essential and considered another source of knowledge they can learn from, among other reasons.

The last methodological counsel in the Order deals with **Information and Communication Technologies (ICT)**, regarding education and knowledge, which "are often used in the teaching of languages as integrated tools for the development of the curriculum" (p. 98). This one mainly deals with the **cognitive strategies** since, nowadays, ICTs are the main search and self-learning source; apart from that, their use also has to do with **affective strategies**: their implementation in the lessons is often a good technique for motivating students through visual resources, cooperative online exercises, gamification, etc.

2.4.2. Methodological and didactic principles

Taking the above recommendations and their correlated strategies as a starting point, the following section is devoted to select and justify the methodological and didactic principles used for the design of our curriculum.

English should be used as the main communicative language, that is, as the vehicle language for the teaching-learning process. In this way, the exposure of students to the L2 increases while they are using the language. For that reason, this didactic proposal is based on the principles of the **Communicative Approach**: communication and interaction in real context are essential for the development of the key competences and the integration of the four skills in the lesson, as we will see later. An important clarification about the implementation of this methodology is pointed out by Díaz (2005):

> The fact that we call our methodology "communicative" does not mean that oral expression is given priority over the rest of skills. What is more, to develop a real communicative competence, it is necessary the reinforcement of the written production and comprehension considering that [...] communicative competence does not consist in the fact of "being able to talk and being understood", but in knowing how to adapt the type of language to the communicative situation. (p. 57)

Hence, apart from considering communication as the leading feature of our lessons, the way to deal with activities and tasks, and the objectives they pose to students are equally important. For that reason, in combination with the aforementioned didactic approach, the **Task-based Approach** is to be applied considering purposeful and relevant tasks at the core. This encourages students to use the L2 in contextualised situations counting on the guidance of the teacher and his/her provision of resources, tools and materials.

Meaningful tasks, moreover, encourage their affective strategies and elicit a natural usage of English in the classroom as they interact. Another important aspect found in the website of OnTESOL International Association claims that the proposed tasks regarding this approach must be centred around "meaning and comprehension, rather than repetition and recitation"; and students need to be given the "opportunities for both input and output into every task" so as to "enable them to practice negotiation, listening and re-defining, rephrasing, and on-the-spot thinking— all things that occur naturally in our lives on a daily basis".

As for the treatment of the basic skills described in the CEFR, the five are going to be integrated: the productive or active skills (speaking and writing), the receptive skills (listening and reading) and mediation, in connection with the four linguistic systems which are grammar, vocabulary, pronunciation and discourse. This involves that in order to achieve a mastery of the language, it is not possible to teach or learn any of the skills in isolation; working on them in combination and simultaneously reinforces their acquisition and assimilation. What is more,

the fact that this didactic programme is addressed to C1-1 level students enables us to plan the skills' integration within authentic material and in real-based communicative situations. Nonetheless, speaking (and consequently listening) through debates, discussions, role-playing, interviews… take a more important role in the classroom due to the fact that this setting provides a perfect opportunity for pair and group dynamics, comprising different topics that are going to be tackled throughout the units (section 2.3.7. to see their organization).

Regarding the design and arrangement of the contents and different tasks and activities in each of the lessons making up our syllabus, the criterion is based on Bloom's taxonomy, whereby it is established that less cognitively demanding topics and exercises (base of the pyramid) precede or set the ground for those which are more complex (apex of the pyramid) in such a way that realistic objectives are planned and thus, students learning expectations accordingly:
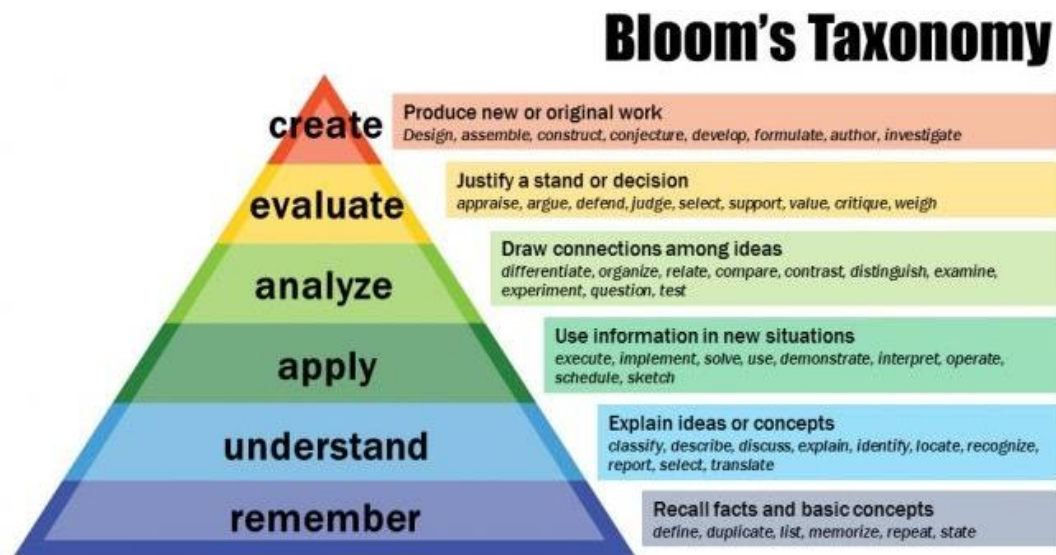

Bloom's Taxonomy

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Figure 1. Bloom's hierarchical arrangement of learning objectives. Extracted from "Bloom's taxonomy" by Vanderbilt University Center for Teaching, *Vanderbilt University.* Licence CC by 4.0.

As for the treatment of error correction, which is an inherent feature of the learning process, minor corrections should be made by the teacher at this level. In fact, he/she should try to induce students to be conscious about their own mistakes prioritising their logical thinking and autonomy, of course without underestimating his/her role as guide and helper throughout the teaching-learning process. Moreover, as Bernal (2016) points out in his research:

> Positive reinforcement was also identified as another popular teaching method, and the way teachers reward adult students for their achievements is as important as the way they correct and assess them. If the student makes a mistake, the teachers must bear in

mind that the way they assess and address the mistake may affect the student in the future. (p. 11)

The point is that corrections are important so that students can improve their performance in the language and work on those difficulties they may encounter, but teachers should never forget to verbalise achievements and positive feedback for the purpose of encouraging learners to participate, fostering their motivation and raising their self-esteem.

All things considered, we need to claim that this curriculum design, and in particular the proposed lesson plan, integrates different approaches and methodologies, that is, it is **eclectic** and comprises different learning styles with the intention of adapting to the different capacities of students and their progress.

2.4.3. Resources, tools and materials

The implementation of authentic material has been supported by several educational pieces of research and experts on the field, even more so at this Advanced level; it is the best input students can be exposed to, for they have the capacity to understand and deal with it naturally, without much effort, and it helps teachers contextualise contents without having to adapt them. However, it is unquestionable that it might be sometimes time-consuming to design activities and tasks based on this type of resources but, as explained below, it is worth the planning and design of these exercises.

Citing Bacon and Finneman (1990) and Berardo (2006), Akbari and Razavi (2016) claim that reading comprehension is developed through the use of authentic material since they provide students with new vocabulary and expressions. At the same time, they also express the idea borrowed from Allen et al. (1988) that "developing students' strategies in comprehending authentic texts lead to developing their writing proficiency in the target language learning" (p. 106). These ideas are also supported by Molinero and Santamaría (2003): "the diversity of text types and language styles found in books, tapes, specialized journals, etc., is much broader than that found in most EST published teaching materials" (p. 186).

Dealing with real-listening input, Akbari and Razavi (2016) assert that it prepares students to be ready for genuine communicative interaction and communication. In fact, they cite Hansen and Jensen (1994) because they argue that "students from all proficiency levels should be exposed to natural speech as a regular part of their listening practice" (p. 107). Not only would they be more motivated by being exposed to authentic listening resources, but they

would also find it quite useful and enriching for their process of acquisition of the L2, since topics which might be interesting, useful or appealing to them could be implemented.

Having explained the above, we can conclude that authentic material is going to be very outstanding for the development of the lessons as long as the teacher harnesses it by creating interesting ways of dealing with it. As a matter of fact, Akbari and Razavi (2016) also pay attention to the selection criteria of authentic materials suggested by Berardo (2006), which are based on: **suitability of content**, regarding learners' needs, abilities and interests; **exploitability**, which refers to the usefulness of the material for teaching purposes and for developing students' competences; and **readability**, which tackles the language used in the target item, both lexical and structural content.

However, teachers should have a wide range of resources at his/her disposal, also including adapted materials to the students' level which often gather interesting linguistic features and theoretical explanations (for instance, dealing with grammar or guidelines in thematic writings) that guarantee correctness in the use of the language and its register according to each specific communicative context. Hence, a combination of both types of materials is used in this didactic programme. Below, some of the resources that might be used in our English classroom:

- Printed resources such as students' textbook, notebook, worksheets dealing with any of the skills and linguistic systems, also involving realia (such as articles or news taken from any journal or magazine, short stories, maps, pictures…), questionnaires, tests and checklists; the teacher's textbook and anecdotal record, his/her use of rubrics for corrections, etc.

- Visual aids and ICT resources: projector and digital board, speakers, a laptop with Internet access used by the teacher, blackboard; online resources such as webpages (where students can find didactic materials, practice the target content interactively, upload tasks or activities, comment on forums, send emails, etc.), videos, online dictionaries or quizzes. Some of the platforms that can be used are the school's Learning Management System or those that enable teachers to play, watch and share contents with their students (e.g., Padlet).

- As for the activities, they are classified according to the skill they deal with, the objectives and their typology. Thus, we can find activities dealing with productive and receptive skills, together with mediation, also integrating grammar, vocabulary, the practice of pronunciation and discourse that, depending on the purpose, might be more traditional (rephrasing, multiple choice, fill-in the gaps, true or false, etc.) or more creative, such as role-

playing, debates, creative writing, group interactive walls… The teacher should also bear in mind that he/she has to design and adapt reinforcement worksheets in case any student needs it and extra material addressed to learners presenting learning difficulties or higher capacities.

2.4.4. Grouping

As the principles leading the Task-based Approach and Communicative Learning rule, grouping is paramount in the classroom. Not only does it allow students to complete meaningful and clearly defined tasks motivating them, but it also enhances both Competence in Linguistic Communication and Social and Civic Competences. The main reason is that, as for CLC, English is the language used for interaction among students in different communicative situations, and in the case of SCC, students need to adapt their attitude, social skills and register to the communicative context itself while respectfully interacting with their classmates.

Apart from that, barriers due to embarrassment or making mistakes will be overcome if they get used to working together and build mutual confidence. Depending on the type of activity, grouping may be based on:

- **Individual work**, when it is required that each student focuses on what he/she is asked in order to develop their autonomy in the learning process or for the sake of assessment so that the teacher can assess whether they are acquiring the target knowledge suitably.

- **Pair work**, ensuring students' engagement in bidirectional conversational activities and enabling them to spend more time practicing speaking in the classroom.

- **Small group work**, which may be done according to their abilities (for example, trying to mix students who have more difficulties with those who are more skilful), their assigned roles in the activity, the place where they are normally placed, their level of motivation… Alternating groupings makes the lessons more dynamic and it grants learners the opportunity to interact with all their partners involving, simultaneously, the social and affective factors.

- **Whole group instruction**, when exchanging ideas and opinions about a topic, when having a common goal for the fulfilment of an activity, when the teacher synthesizes some explanations and comments them with students at the end of the lesson, etc.

2.5. Complementary and extracurricular activities

Complementary and extracurricular activities are very outstanding for the development of key competences and for the purpose of working on cross-curricular issues since both provide students with a real and meaningful context contributing, in this way, to their comprehensive and integral educational experience.

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On the one hand, according to Junta de Andalucía (2012), **complementary activities** are those organised by the educational centre during school hours and it can be distinguished from those performed in the classroom because of the situation, space and resources used. On the other hand, this same Institution defines **extracurricular activities** as voluntary, since they are organised outside school hours and they do not take part in the assessment process.

Both types of activities have been included in the design of this curriculum taking into account students' profile, their level, festivities or relevant dates in Cordoba and its autonomous community, Andalusia, together with the focus on key competences and cross-curricular issues, as explained at the beginning of the section.

<p align="center">Complementary activities and extracurricular activities:</p>

1st TERM	– 16th October, moved to 14th October (in-class hours): The worldwide day for food; culinary workshop - Delicious recipes in English speaking countries. – 1st November: All Saints' Day; musical in Palacio de Congresos - *Coco*. – 16th November: International Flamenco Day - Visit to the socio-cultural association Tablao Flamenco Arte y Sabores de Córdoba. – 22nd December: Workshop - Topic: ways of celebrating Christmas all around the world.
2nd TERM	– 11-13th January: Analysis of *1984* by George Orwell - watching film and comparison of the film with the book (in respect to U 3). – 30th January: Non-violence and Peace Day; play performed by children - *Challenging poverty: the importance of equal opportunities*. – 28th February, moved to 24th February (in-class hours): Andalusian Day - "Pasapalabra". – 8th March: International Women's Day; play organised by the Cordobesian women's association "Terra Nostra" in Centro Social Rey Heredia. - *Against violence, for equity.* – 17th March: Saint Patrick's Day; workshop - Topic: what do Irish people celebrate in Saint Patrick's Day?
3rd TERM	– May 9th, moved to 10th May (in-class hours): Europe Day; workshop - Topic: pandemic impact on European countries. – June 5th, moved to June 7th: Environment Day; seminar - Topic: sustainable lifestyles.

2.6. Attention to diversity

The treatment of attention to diversity in Official Language Schools differs from the one corresponding to Compulsory Secondary Education regarding that the target type of education is non-compulsory, focused uniquely on the teaching of foreign languages and the students' profile is typically adults. Corredera (2005) states that the main features concerning students' diversity and their individual characteristics in this public institution are interest and motivation. However, she also argues that although we could presuppose that most of these students are voluntarily attending EFL/ESL lessons, some young learners are forced by their parents to learn a new language instead of having their own goal or encouragement to do so.

Another common problem that teachers of foreign languages have to face is abandonment throughout the academic year, leading to low rates of attendance as observed

during my internship period. This is mainly due to lack of time because of work and family matters, lack of motivation to attend lessons, the situation of the pandemic nowadays... Apart from that, as already pointed out in section 2.2.2., there is a wide variety of driving forces and reasons why students decide to take up learning a language. Therefore, some guidelines for these situations need to be considered.

Firstly, as established by the *Decree 499/2019 of 26th June*, in the 3rd Article of chapter 2, we find that the curriculum of language teaching is structured according to the following organisational principles:

> Including and integrating adequately all of the necessary competences to the learning and suitable use of the different languages; integrating the learning and experiences that are acquired in academic spaces and timing together with the ones that can be achieved or acquired outside them; and allowing flexible, diverse and individualised organization of the contents arrangement and their teaching, facilitating the attention to diversity as a regular guideline of the teachers' educational action. (p. 42)

The above means that it is part of the role of the teacher to be creative enough, flexible and ready to prepare and plan a broad variety of resources and activities that include and integrate the heterogeneity and diversity of students, including those who require Special Learning Needs, although the kind of adaptations that are mainly applied in the language teaching context are not significant, which means that the curriculum is not modified. Conversely, these types of adaptations deal with time, methodology, activities or assessment tools. Moreover, all the activities and tasks should be ruled by the principles of "equality, tolerance, communication and pacific solution of problems" (Instituto de la Mujer, 2020, p. 17), a paramount feature for a co-educational programme.

Furthermore, some of the guidelines that Corredera (2005) suggests for the attention to students' diversity are: **focusing on building self-esteem**, for example, developing a safe and comfortable environment in the classroom to engage students in the teaching-learning dynamic; **encouraging the active and continuous participation** of students in their own learning process, for they need to feel they are the protagonists and ultimate beneficiaries so that such process can succeed; and explaining clearly the **main objectives of learning a language**, in our case English. Besides, a good strategy would be to intertwine these objectives with students' daily lives and interest. In this way, they would understand that learning a language goes beyond

passing an exam and obtaining a certification, which might prevent them from feeling under pressure and, consequently, they may enjoy their language acquisition process.

In addition, according to the *Instructions of 8th March 2017*, "the planning and development of the general measures for the attention to diversity […] require its organization at the centre level and at the classroom level" (p. 55):

At the **centre level**, the School's Plan considers the set of actions, resources and the organization of the attention to diversity that the centre designs and implements to provide students with the educative answer that best fits their needs. This Plan should be understood as a global action that engages all the educational community. The centre's orientation team and the department of orientation take part in the planning, application, monitoring and evaluation of the Plan of Attention to Diversity by providing advice to the coordination teaching bodies. For the provisioning of certain specific resources for students with Special Learning Needs in the teaching of languages, it is necessary the intervention and the expert's report from the Specialised Educational Guidance Team.

At the **classroom level**, this same Instruction determines that the development of the teaching practice includes methodologies, procedures and assessment tools that are most likely to be adapted to the diverse rhythms and learning styles of the students. Bearing in mind the above, the regular educational attention at this level is based on teaching methodologies supporting inclusion, flexibility to organise space and time, and diversification of the assessment tools and procedures.

Therefore, we can conclude that attention to diversity in the teaching of languages is an educational principle that should be carried out cooperatively, and it involves communication among teachers, academic coordinators, students and families (in the case of minor students), as well as their engagement as a whole community for the inclusion and integration of students throughout their learning process.

2.7. Assessment

In the *Order of 11th November 2020*, assessment is defined as "a tool at the service of the teaching-learning process, integrated in the classroom and educative centre's daily task, becoming in this way a point of reference for the adoption of measures that favour the learning of students, as well as the correction and improvement of the educational process" (p. 64).

The general rules that this Order considers in its 2nd Article determine that students should be guaranteed the right to be assessed in an objective manner, considering their

dedication, effort and academic performance based on the objectives, competences, contents and assessment criteria included in the teaching programme of their grade, in our case C1-1. Moreover, some specific features are brought to mind to describe assessment (*Order of 11th November 2020*, p. 66):

- It should be **continuous**, which means that assessing must be done gradually and on a daily basis and, whenever it is found that any student's progress is not adequate for their correct learning, some reinforcement measures have to be adopted.

- It should be **formative** and **guiding** for both students and teachers.

- Both the **assessment procedures** and **assessment criteria** should be specified in the educational programme of the school, following the corresponding regulations for each level, so as to enable teachers and students to adapt their performance and decision-making throughout the teaching-learning process.

In order to fulfil these aims, the teacher's role is to clarify at the beginning of each didactic stage what assessment tools are going to be applied and how it is going to be done so that students have clear what they are going to be asked for, and what is going to be expected from them; for that purpose, several assessment tools are going to be implemented in our curriculum design (rubrics, checklists, anecdotal records, etc.), and some of them are going to be specified for our lesson plan proposal in section 3.6. In the case our teaching programme, the assessment process is going to be carried out in the manner below described.

Firstly, an initial advanced-level test needs to be done at the beginning of the 1st term to have in mind our students' prior knowledge and to guarantee their correct adaptation to the lessons, providing them with extra material in case the teacher considers it is necessary for them to revise any specific content. For the sake of **summative assessment**, students should take mini-tests every unit to assess the skills and ensure they are succeeding in their learning process and, as for the teacher, he/she also receives the corresponding feedback for his/her teaching practice in this way. If students pass all the mini-tests, they will pass to the following grade, C1-2, with no need of taking a final exam. However, if the final average grade of any of the skills is below 5, the student should retake such skill part the day of the final exam in the pertinent term. For the sake of **formative assessment**, the teacher has an anecdotal record where she/he keeps track of students' daily performance; in this way, the teacher can comment on their progress and aspects to improve. Furthermore, self-assessment checklists are going to be given in every unit so that learners can scrutinise their own learning process.

On the one hand, participation and homework are not going to be assessed on the grounds that attendance is not mandatory, but both elements should be regarded positively since those students attending lessons will benefit from a more specialised and individualised teaching. On the other hand, a measure taken for the lack of attendance problem is that, at the end of every unit, students can hand in a portfolio including all the activities made, which will be valued to increase their marks 0'5, as long as all the activities are included. Oral activities made in class will be also assessed up to 0'5 providing that they have made all of them. In the case any activity is missed, some tenths of this extra mark must be reduced. Under no circumstances this part of the assessment will have a negative impact on students; this measure is thought to motivate them to attend lessons whenever they can because an extra point in their final mark may be a supportive factor that they can be rewarded with. There are some tasks the teacher will upload to the OLS's platform to offer the opportunity to those students who cannot attend lessons to practice; nevertheless, if they want to be assessed in a continuous way, they should attend the day the mini-tests are taken in-class time.

The last option students can choose is taking the final exam at the end of each term and, thus, opting for this three-part summative assessment. In that case, the exams have to be taken in-class hours but, in order to be fair with those students who have been attending lessons throughout all the term and passing their mini-tests, two hours and a half from the two last days at the end of each term should be devoted to these final tests and then, they will be able to continue with the unit they are dealing with. This means that at the end of unit 3 (16th and 21st of November), during the first hour and 15 minutes, it is planned that students take the first exam (40%) and the same is scheduled for the other two exams: the second is to be taken at the end of unit 6 on the 7th and 12th of April (30%) and the third, on the 16th and 21st of June (30%). Those students frequently attending lessons can take the final exams, if they wish, to revise and reinforce the content they have already passed successfully.

3. LESSON PLAN PROPOSAL

3.1. Introduction

This lesson plan proposal has been designed following the Spanish legal framework regulating OLS described in section 2.1. It corresponds to unit 7 from the curriculum programme, so it is to be developed throughout seven lessons starting from the 14th of April until the 5th of May.

At this point, block III ("leisure time, appearance and the media") starts, which entails that this is the first part of the last set of interwoven lexico-notional contents (more complex

socio-cultural, strategic, functional, syntactic and phonetic-phonological contents) that are introduced within the 5 skills since, as explained in the methodology, Bloom's taxonomy determines that more cognitively demanding contents and tasks should be introduced progressively to allow students to adapt to lessons competently.

The profile of these students ranges from few youngsters aged from 18 to 23 and several adults aged from 30 to 45, thus being a quite heterogeneous group made up of 20 learners altogether, some being students and others working for the field of business or education, mainly. Their socio-cultural level could be described, therefore, as medium-high and their language standard corresponds to Advanced C1-1 level defined by the Common European Framework of Reference for Languages.

With regard to the selection of this unit called "Alternatives in times of pandemic: adapting to changes", a good idea might be to bring it up to date viewing the topics of going out at night, socialising and tourism from a different perspective due to our current outlook caused by the pandemic. Consequently, this lesson plan proposal integrates contents and innovative materials significant for students' new reality through the treatment of the skills in both in-class and homework activities and tasks.

3.2. Contents, objectives and key competences, assessment criteria

The specific contents and objectives that students are going to work on throughout the development of this lesson plan are presented in this section associated with the suitable fostering of key competences (KC) and the corresponding assessment criteria (AC). Bearing in mind that Cordoba (Andalusia) is the context in which this didactic unit proposal is to be implemented, the *Order of 2ⁿᵈ July 2019* rules the selection of the aforementioned elements classified into the 5 corresponding skills, including the target contents within the linguistic systems: grammar (together with syntactic contents), vocabulary and pronunciation. In this unit, it is expected a good command in the comprehension, production and co-production of oral and written lexical-thematic contents referred to:

Lexical contents
Lexical-thematic contents: free time and leisure activities; journeys and tourism; human and social relationships.
Lexical-notional contents: expression of entities (identification, definition) and reference (deixis); events and happenings; relationships: space (location, distance and movement, destination, distance and disposition); time (time divisions and indications); localization in time (present, past and future; duration, frequency and course; simultaneity); states, procedures, processes and activities (aspect, modality, participants and their relationships).

Grammatical and syntactic contents

Focus on "wish/if only + would/past perfect/past simple", "hope + to infinitive/present simple/future tense"; replying to "wish".

Identity and its properties. Valuing quality: easiness, difficulty, ability, competence, lack of ability, lack of competence, acceptability and adaptation, normality, success and achievement, utility, use, importance, interest.

Space and spatial relationships: location, absolute and relative position, movement, beginning, direction, destination, distance and disposition.

Time (absolute and relative time location, duration, frequency and course): hypothetical situations in the past, things they would like to change or to be different; use of imperfective aspect mainly.

Mood and the characteristics of the states, processes and actions.

States, events, actions, processes and actualizations: targeting; participants and their relationships.

Logic relations among states, processes and activities: conjunction, opposition, contrast, similarity, comparison, condition, cause, purpose, result and correlation.

Phonetic-phonological content

Variations of phonological processes: silent letters.

The **specific objectives** of each skill integrate the above contents:

LISTENING / ORAL COMPREHENSION		
SPECIFIC OBJECTIVES	KC	AC[7]
1. To understand the details and grasp the intention of conversations and discussions of a certain length between third parties on the way lifestyles, daily and leisure activities have changed due to the pandemic in different parts of the world.	CLC, L2L, DC, CAE	1, 2, 4, 5, 6, 7
2. To understand easily pieces of news from radio programs dealing with innovative online alternatives to attend leisure events these days; podcasts or videos on tourism and social relationships; and the grammatical content of the unit ("wish/if only/hope"), identifying details (e.g., implicit attitudes and relationships between speakers).	CLC, L2L, DC, CAE	1-7
3. To understand conversations in which they participate, even when those conversations are not clearly structured and the relationship between ideas is only implicit, about free-time activities, wishes and hopes, apps to socialise and keep in touch with other people, ways in which journeys and tourism have changed and looking for online alternatives.	CLC, L2L, DC, SCC, CAE	1, 3, 4, 6, 7

SPEAKING / ORAL PRODUCTION AND CO-PRODUCTION		
SPECIFIC OBJECTIVES	KC	AC
1. To make clear and well-structured presentations or monologues on their invented apps to socialise; explaining the uses of "wish/if only/hope" using contextualised examples; comparing their previous and current situation tackling social, work and leisure settings. To expand their speeches, integrating other themes, developing concrete ideas and defending points of view with appropriate arguments, departing when necessary from the prepared text and extending on aspects spontaneously proposed by the listeners' questions, and ending with an appropriate conclusion.	CLC, L2L, SCC, SIE, CAE	1-10, 12, 13

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[7] Assessment criteria (see section from 2.3.1. to 2.3.5., as appropriate, where the numbers correspond to the assessment criteria of each skill).

SPECIFIC OBJECTIVES	KC	AC
2. To actively participate in lively informal conversations with one or more interlocutors, dealing with free-time activities, wishes and hopes, apps to socialise and keep in touch with other people, ways in which journeys and tourism have changed and looking for online alternatives; expressing their own ideas and opinions with precision, presenting complex storylines convincingly and responding to them with efficiency.	CLC, L2L, SCC, SIE	1, 2, 5, 7, 8, 9, 11, 12, 13
3. To actively participate in formal and dynamic conversations, such as role-playings in which they impersonate people with different problems and contexts based on their lifestyles (job, responsibility, mental and social state, dilemmas, etc.), accurately identifying the arguments of different points of view, arguing one's position formally, with precision and conviction, and answering questions fluently and spontaneously.	CLC, L2L, SCC, SIE, CAE	1, 3-13

READING / WRITTEN COMPREHENSION		
SPECIFIC OBJECTIVES	KC	AC
1. To understand indications relating to preventive measures and government's recommendations to go out during the Covid-19 pandemic in detail, including details on conditions and warnings, provided the more difficult sections can be reread.	CLC, L2L, CAE	1, 2, 3, 6-9
2. To understand articles in detail dealing with exploring virtual worlds and tourism in times of Covid-19, and identify subtle details that include both implicit and explicit attitudes and opinions.	CLC, CMST, L2L, SCC, SIE, CAE	1-4, 6-9
3. To understand the ideas and positions expressed without difficulty, both implicitly and explicitly, in articles of a certain length on virtual worlds and on tourism in times of Covid-19 in which points of view, opinions and implications are analysed.	CLC, DC, L2L, SCC, SIE, CAE	1-5, 7, 8, 9

WRITING / WRITTEN PRODUCTION AND CO-PRODUCTION		
SPECIFIC OBJECTIVES	KC	AC
1. To take detailed notes during an online interview on how Covid-19 has reshaped people's lifestyles, discussions during the lockdown and explanations dealing with the grammatical content of the unit ("wish/if only/hope"), transcribing information so precisely and close to the original that the notes could also be useful to other people.	CLC, L2L, DC, SCC, SIE, CAE	3, 5, 7
2. To write a clear and well-structured review on a city they wished they could travel to and an e-mail about their personal experience during and before the lockdown, highlighting the main ideas, defending points of view with complementary ideas, reasons and suitable examples, and ending with an appropriate conclusion.	CLC, L2L, DC, SCC, SIE, CAE	1-7

MEDIATION		
SPECIFIC OBJECTIVES	KC	AC
1. To take written notes for third parties, collecting, with due precision, specific and relevant information contained in podcasts and bar graphs on the way people's lifestyle have changed throughout the pandemic, on the grammatical content of the unit ("wish/if only/ hope") and on their own design of a social app/network.	CLC, CMST, L2L, DC, SCC, SIE, CAE	2-6
2. To take detailed, well-structured written notes for third parties, with the necessary precision during clearly structured online interviews which are articulated at normal speed in a familiar variety of languages or accents on quotidian situations and lifestyles during the pandemic, and how these have changed; and from written government's recommendations to go out during the Covid-19 pandemic, selecting in both cases, relevant information and ideas.	CLC, L2L, DC, SCC, SIE, CAE	1-6

3.3. Sequence of lessons and materials

TASKS AND CONTENTS	STAGE OR TYPE	SKILLS[8]	MATERIALS	GROUPING[9]	TIME
UNIT 7 – LESSON 1 – 14th April 2021					
1. Presentation of the **objectives** and **contents** of **U7**. **2.** Presentation of **the assessment criteria** and **assessment tools** of the unit.	Introduction of the unit	L, R	Interactive board, PC, projector, rubrics	C	20'
3. Discussion: what was the last night-out plan you did before the pandemic situation? If you could come back in time, what would you do instead of what you did that night?	Pre-tasks	L, S	Interactive board, PC, projector	S-S	20'
4. Listen to the **piece of news** *Tim Burgess' 'Listening Party' gains broad appeal during coronavirus lockdown* (https://www.rte.ie/news/2020/0422/1134197-listening-party-gains-broad-appeal-during-lockdown/) and **answer some questions** (Annex I).		L, R	Interactive board, PC, projector, speakers, handout with questions	I	15'
5. Correction of answers and **opinions/comments on personal experiences** during the lockdown similar to the ones explained in the previous piece of news.		L, S	Interactive board, PC, projector, handout	C	15'
6. Interpretation and **discussion** about a **bar graph** dealing with "Change in Frequency of activities since the COVID-19 outbreak" (Annex I).	Main task	L, S, M	Interactive board, PC, projector, handout	S-S G	25'
7. Commentaries by the teacher about **oral mistakes** and **pieces of advice** to cope with **mediation activities.**	Post-tasks	L, S	Interactive board, PC, projector		10'
8. Explanation of Flipped Classroom dynamics: watching a video (which will be uploaded to Padlet) dealing with the **grammatical content** of the unit **("wish/if only/hope"):** https://youtu.be/gqZpGAG9FHU to work on it during class time next day. **Indications:** take notes and **create your own situation** in relation with the topic of the unit (**additional vocabulary** will be also given to them; Annex I) to **explain it to the rest of the** class (each student will be in charge of one of the uses of such verbs to present it in front of the class together with an illustrative example).		L, S L, W, M[10]	Interactive board, PC, projector	C	15'
SPECIFIC OBJECTIVES: L (2, 3); **S** (2); **R**[11]; **W** (1); **M** (1).		**KEY COMPETENCES:** CLC, CMST, L2L, DC, SCC, SIE, CAE.			

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[8] L (Listening), S (Speaking), R (Reading), W (Writing), M (Mediation).

[9] I (Individual), S-S (In pairs), G (In groups), C (Classroom, all together).

[10] Whenever homework is explained, the second row in the section of "skills" is devoted to the skills involved in the development of the required task.

[11] Sometimes, some skills are required without being considered in the specific objectives; for example, to read or listen to questions, guidelines or pieces of information that are relevant to perform the task and, although it is not considered as a specific objective, it is worth mentioning that the skill is part of the task's development.

UNIT 7 – LESSON 2 – 19th April 2021

TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
1. Comment on the main ideas of the **video** dealing with **"wish/if only/hope".** The teacher makes a three-column table with the uses of each structure writing students' contributions and helps them; he/she also solves their doubts.	Pre-tasks	L, S, R	Interactive board, PC, projector	C	20'
2. Each student **explains** his/her **point of grammar use together with his/her example.** The other learners can make questions and the teacher helps him/her to answer doubts. They can use the interactive board if they want to share any kind of material.	Main task	L, S, M	Interactive board, PC, projector	I C	70'
3. Discussion. Use **patterns** with **"wish/if only** or **hope"** to express something: you regret (not) doing, you'd like to be different about your life, you'd like to change in the world or in general, you'd like someone you know changed, and you'd like to happen in the future.	Post-tasks	L, S	Interactive board, PC, projector	S-S	20'
4. Self-assessment checklist on **vocabulary** and **grammar** to be filled out throughout the unit (Annex II).		R	Self-assessment checklist	I	10'
5. Explanation of **homework: reading an article** at home titled "Your guide to virtual worlds" and **arranging** the paragraphs in the correct order (Annex I).		L, S R	Handout	C I	10'

SPECIFIC OBJECTIVES: L (3); **S** (1, 2); **R** (2, 3); **M** (1).

KEY COMPETENCES: CLC, CMST, L2L, DC, SCC, SIE, CAE.

UNIT 7 – LESSON 3 – 21st April 2021

TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
1. Correction of **homework** and **comment on new vocabulary** of the **article** by making examples, using synonyms or giving definitions. Focus on identifying **some silent letters** that are marked in the text using a different colour. A post explaining the theory dealing with **silent letters** will be uploaded to the online notice board Padlet for them to have a look and ask questions if necessary.	Pre-tasks	L, S, R	Interactive board, PC, projector, handout	C	15'
2. Further **questions**: Why did the virtual world 'Second Life' become less popular? What kind of innovations do virtual worlds introduce? How does the writer expect these virtual worlds to develop in the future?		L, S, R	Interactive board, PC, projector, handout	G	15'
3. Comment on the **top 10 most downloaded apps during 2021**: do you know these apps? What are they used for? (Annex I).		L, S	Interactive board, PC, projector	S-S	15'
4. Further **discussion**: what was the app you used the most to keep in touch with your relatives and friends during the lockdown? Why?		L, S	Interactive board, PC, projector	S-S	10'

TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
5. If you could **design an app** to keep in touch with other people, what **4 must-have features** should it include? Why? Make up a name for the app and a design of the logo. Then, **present it** briefly to the rest of the class. You can make use of your mobile phones in case you want to use any tool to design your logo or to look for information.	Main task	L, S, W, M	Interactive board, PC, projector, mobile phones, notebook	G	60'
6. Feedback from their presentations: the teacher remarks the strong points and corrects the mistakes and errors; he/she also gives them some pieces of advice for future oral tests. After that, he/she explains students' **homework: writing an email** (Annex I).	Post-task	L, S W	Interactive board, PC, projector, handout	C I	15'
SPECIFIC OBJECTIVES: L (3); **S** (1, 2); **R** (2); **W** (2); **M** (2).		**KEY COMPETENCES:** CLC, CMST, L2L, DC, SCC, SIE, CAE.			

UNIT 7 – LESSON 4 – 26ᵗʰ April 2021					
TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
1. Listen to this **podcast** titled "The Longest Year: How COVID-19 has reshaped our lives" (https://www.pbs.org/newshour/podcasts/special-series/the-longest-year-how-covid-19-has-reshaped-our-lives, 5:15-27:08) and **take notes** of the three American people who tell their stories about how they survived last year (Annex I).	Pre-tasks	L, W	Interactive board, PC, projector, speakers, handout	I	35'
2. Correction of answers and **comments on the podcast**. The teacher clarifies some difficult vocabulary and expressions using definitions, synonyms or examples.		L, S	Interactive board, PC, projector, handout	C	15'
3. Role-play: students work in groups of 4 and impersonate the roles described in Annex I together with the topics to be developed.	Main task	L, S, R	Cards with their roles	G	60'
4. Students' turn: how was your experience during the pandemic relating to self-care, relationships and free time? Did you have to go through any difficult situation? Do you wish any situation or personal context had been different? Why? To conclude the session, the teacher asks students to bring next day their laptops or tablets to work in class.	Post-task	L, S	Interactive board, PC, projector	S-S	20'
SPECIFIC OBJECTIVES: L (1, 2, 3); **S** (2, 3); **R**; **W** (1).		**KEY COMPETENCES:** CLC, L2L, SCC, SIE, CAE.			

UNIT 7 – LESSON 5 – 28ᵗʰ April 2021					
TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
1. Discussion: how has the pandemic affected tourism in Spain? Where do you wish you could have travelled during the pandemic? Did you have any journey planned that was cancelled due to the Covid-19?	Pre-tasks	L, S	Interactive board, PC, projector	G	20'

TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
2. Detailed **explanation** of how to use the **computer program Google Earth**, using their own electronic devices they were asked to bring to the lesson the previous day, for next activity together with an example with detailed guidelines created by the teacher: https://earth.google.com/earth/d/1ybhIiipYP3KwnYXr-kHXlYvlVC-FjN52?usp=sharing.		L, S	Interactive board, PC, projector, students' electronic devices	C	25'
3. Looking for alternatives to travel: "An online journey". Students are asked to **write a review** about any city they wish they could travel with the **indications** we can find in the link from **Task 2**. In this lesson, they **start working** on their reviews. They also help each other with the use of Google Earth, brainstorming, asking questions to the teacher, etc.	Main task	L, S, R, W	Students' electronic devices	I, C	60'
4. Comment on this **news video** about the differences between cities before and during the lockdown (0:00-3:20): https://youtu.be/vFZZF39fgWM. How does it make you feel? Can you think of any advantage about this situation? What do you hope to learn from this experience? **Homework**: finish your **reviews**.	Post-task	L, S	Interactive board, PC, projector	S-S	25'
SPECIFIC OBJECTIVES: L (1, 3); **S** (2); **R**; **W** (2).			**KEY COMPETENCES:** CLC, L2L, DC, SCC, SIE, CAE.		

UNIT 7 – LESSON 6 – 3rd May 2021					
TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
1. Guided tour by the teacher, using **Google Earth**, through the different cities that students have chosen for writing their **reviews**; they see the pictures of every city, watch the videos and comment on the anecdotes or reasons for choosing those cities. The teacher **corrects mistakes**, gives **feedback** to students and advices them for the **exam's writing.**	Pre-task	L, S, R	Interactive board, PC, projector, notebook	G	40'
2. Discussion: Is there any holidays you regret not having done before the Covid-19 because you were "too busy"? How do you reckon tourism might change after the pandemic situation? Do you believe that people will change their attitude towards bonds and relationships? Do you hope that people will appreciate more those people around them and what they have in their lives when the Covid-19 allows us to come back to normal?	Main task	L, S	Interactive board, PC, projector	G	60'
3. Kahoot: questions to **revise grammar, vocabulary** and **phonetics** of the unit (Annex I). The teacher **solves doubts** for the **mini-tests** that students are taking next day.	Post-task	L, S, R	Interactive board, PC, projector, students' phones	I, C	30'
SPECIFIC OBJECTIVES: L (3); **S** (2); **R**.			**KEY COMPETENCES:** CLC, L2L, DC, SCC, SIE, CAE.		

UNIT 7 – LESSON 7 – 5th May 2021					
TASKS AND CONTENTS	STAGE OR TYPE	SKILLS	MATERIALS	GROUPING	TIME
1. Delivery of the **portfolio of the** unit for those students who want to get an extra point in their final mark. **2.** Explanation of the **guidelines for each mini-test**; **rubrics** and **correction templates** are going to be used for the assessment of each skill (Annex II).	Setting guidelines	L	-	C	10'
3. LISTENING (17:57-21:32): https://youtu.be/XNUHqzM9u-0. See test in Annex I.	Assessment	L, W	PC, speakers, handout	I	15'
4. READING. See test in Annex I.	Assessment	R	Handout	I	30'
5. WRITING. See test in Annex I.	Assessment	W	Handout	I	40'
6. MEDIATION. See test in Annex I.	Assessment	R, W, M	Handout	I	40'
7. SPEAKING. See test in Annex I.	Assessment	S	Handout	I	5-7'[12]
SPECIFIC OBJECTIVES: L (1); **S** (1); **R** (1, 2, 3); **W** (1, 2); **M** (2).		**KEY COMPETENCES:** CLC, CMST, L2L, DC, SCC, SIE, CAE.			

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[12] Each student will take 5-7 minutes to do their speaking mini-tests. For the sake of time, they have to record themselves at home and upload their videos to Padlet so that the teacher can correct and assess them.

3.4. Methodology

At this level, students are expected to be quite autonomous in their learning process, so they can revise grammar or practice their writing and reading at home, and not just the ones they are asked to do for homework, but also, they often have the willingness to practice on their own to enhance their linguistic skills in the L2. In this way, lessons are mainly devoted to listening and speaking interaction due to the fact that their exposure to oral language in their daily life is scarce, in most cases. Therefore, as explained in section 2.4.2., the **Communicative Approach** guides the development of these unit's lessons, putting at the core of them communication and interaction in real-life situations.

All the tasks, materials and resources used lead the way towards the performance of concrete, meaningful and relevant tasks for their learning process; hence, the **Task-based Approach** determines the development of every session, which should be carried out starting by pre-tasks that set the ground for the main one, motivating students about it, preparing them by discussing the content which will be tackled, or organising the development of the following main task (Gorp & Bogaert, 2006). After that, students perform the main task that, as Gorp and Bogaert (2006) claim: "this phase is specifically designed to generate authentic interaction, discussion and negotiation between language learners" (p. 101). Regarding this, all the tasks at this stage have been designed in accordance with this statement, which is essential for the development of students' expected learning outcomes. And finally, the closure of lessons consists of one or several post-tasks, centred on the reflection of the main task and its accomplishment, with the possibility to put more focus on form (Gorp & Bogaert, 2006).

Additionally, the pedagogical model **Flipped Classroom** is explained in lesson 1 and introduced into lesson 2, which entails that "students prepare for class by engaging with resources that cover what would have been in a traditional lecture" (Abeysekera & Dawson, 2015, p. 2). Then, they reinforce this new acquisition of knowledge through tasks in the lessons. In this way, before lesson 2, students are asked to watch a video dealing with the grammar of the unit at home so that they can take advantage of in-class time to put into practice the theoretical content they have watched, and ask questions if they need it. Their practical performance, in this case, is unfolded in combination with the development of a presentation in such a way that learners need to really make the effort to understand the grammatical content, for they should later explain one of the grammatical uses to the rest of their mates, exemplifying them in sentences as concerns the vocabulary of the unit. Apart from that, all these theoretical explanations are then further practiced through speaking interaction among students.

3.5. Attention to diversity

Several pivotal considerations are bore in mind attending to students' diversity and heterogeneity in section 2.6.: the requirements for enhancing interest and motivation, the flexible and creative role of the teacher, the adequate organization and adaptation of the contents, or the necessary mention of some legal guidelines for Official Language Schools relating to this topic, among others.

All these ideas are to be implemented and, indeed, they are intended to provide learners with the most suitable educational response and to satisfy their needs. Furthermore, throughout the development of this unit, an essential factor that should play a significant role to cover the multiplicity of students' learning styles and individual features is **flexible grouping**, that is, the various ways in which students are organised and arranged in class to carry out tasks. According to Gregory and Chapman (2007), cited by Liu (2008), the six items merged in flexible grouping are: "ample space to work, clear directions and procedures, rules and guidelines established, individual roles assigned for group responsibilities, a time frame assigned for one-task work, and to tap into all members' strengths" (p. 103).

Considering grouping in class, there is not an immovable decision that is thought to function in the best possible manner; conversely, the role of the teacher in this context is getting to know their students in depth to analyse their weaknesses and strengths, to try and vary different work dynamics with the aim of identifying the system in which learners work best cooperatively and, last but not least, to make them feel engaged and motivated by including and implementing a wide variety of topics and resources that are appealing and entertaining to them.

Furthermore, as already explained in section 2.4.3, teachers should design extra material and activities in case any student presents learning difficulties, dealing with any content, or needs more challenging tasks, for he/she may have a different learning pace or learning style. The former aspect, learning style, is defined "as general approaches to perceiving, learning and acquiring new information" (Dubravac & Žunić-Rizvić, 2016, p. 363). Moreover, Keefe (1979), cited by Dubravac and Žunić-Rizvić (2016), explains that factors relating to cognitivism, affection and psychology are the ones shaping individual's learning styles.

Thereupon, a wide variety of materials, resources, strategies and tasks have been designed and brought about in the light of meeting the demands of students' learning styles, ranging from cooperative to individual tasks; from visual to listening resources; from monitored to more autonomous learning strategies, etc. This diversification within the classroom leads to

an enriching teaching-learning experience in which students have a protagonist role in their own acquisition of the language, while the teacher guides and helps them simultaneously.

3.6. Assessment

Inasmuch as assessment criteria have already been mentioned together with their intertwined specific objectives, key competences and contents within this unit (section 3.2.), the assessment tools that are going to be used are attached to Annex II. Firstly, the rubrics applied to the correction of the mini-tests taken at the end of the unit (lesson 7) are adapted and translated from Annex VIII established in the *Resolution of 24th February 2020*, which include all the assessment criteria corresponding to each skill:

> ➢ A <u>rubric</u> for the assessment of **oral production** – 25 %.
> ➢ A <u>rubric</u> for the assessment of **written co-production** – 25%.
> ➢ A <u>rubric</u> for the assessment of **written mediation** – 20 %.

For the correction and assessment of **oral** and **written comprehension** (15% each), a correction template for each mini-test is going to determine students' mark; indications about the correction are included in the template for each mini-test (Annex II).

When describing the assessment for the whole teaching programme of this grade, it has been explained that students can choose **continuous assessment** for each term, which means that at the end of each term, they will not have to take a final exam providing that they have previously taken and pass all the mini-test in class; conversely, they can decide to select the **three-part summative assessment** by taking a final exam in each term. As part of the **formative assessment**, a <u>self-assessment checklist</u>, appended to Annex II, is to be handed in to learners in lesson 2, to be filled out throughout the development of the unit's lessons, in order to check if they are suitably learning and understanding the contents from the unit, which will be useful for both students and the teacher.

Furthermore, although participation and homework are not to be assessed, the innovative measure introduced into this teaching program that is, moreover, intended to enhance students' motivation and attendance to class, is that they are given the chance to get an extra point for their final mark if they deliver a <u>portfolio</u> including all the tasks and activities of the unit (0'5) and if they make all the in-class oral tasks (0'5). Thus, attendance is rewarded positively, with no intention to be detrimental to those learners who cannot attend lessons for personal reasons.

4. CONTRIBUTION OF THE INTERNSHIP TO THE ACADEMIC TRAINING PROVIDED BY THE MASTER'S DEGREE

The knowledge and strategies provided by the Master's degree, both the subjects from the general module and the specific subjects for English, have been determining and quite helpful for my internship's experience in the Official Language School in Cordoba for several reasons we are going to develop throughout this section. Firstly, it is worth mentioning that this experience has helped us, future teachers, see and learn in context all the information studied during this grade and, not only that, but also it has made us able to view the teaching-learning context from the teacher's perspective, and make initial contact with our working future.

Another factor I would like to point out is that we all seem to agree that this training has lasted for a short period, although it has been extended to five weeks this year, one week more than in the previous year. The first period was devoted to observation of lessons and taking notes, in my case of A1 and C1 levels, although I also took part occasionally to help in the development of some activities. The second period has offered us the chance to engage actively in the planning of lessons, under supervision of our tutors, applying the theory learnt throughout the Master's degree to practice: selecting methodological principles and strategies based on the students' profile and needs, defining objectives and assessment criteria, designing levelled and flexible activities, correcting tests, etc.

Unfortunately, I have not attended department meetings during my internship, but I asked how they cope with organization within the English department: on Fridays, faculty meet to organise and discuss each level face-to-face but, apart from that, they have also a WhatsApp group and they upload to Drive all the activities and materials they work with in the lessons. Besides, inter-level coordination is conducted, which means that teachers from the previous level and those teaching in the subsequent level keep mutually informed of students' progress and of the contents they prepare and explain so that nobody goes far behind schedule or way ahead of what is established.

Initially, a complicated matter for me was the correct use and implementation of the Spanish **legislation** to design a teaching programme: the correlation between the different elements of the curriculum, the way in which key competences and cross-curricular issues should be introduced within the contents, how diversity should be addressed, etc. And all this information has been successfully covered and worked on along the different lessons from the Master's degree through activities, group projects and detailed explanations. However, it should

be acknowledged that the focus of these items has been mainly targeted CSE, which means that it would have been a good idea to tackle more deeply the aforementioned affairs in connection with OLS. Nevertheless, my experience in the centre has offered me the opportunity to learn and solve many of these doubts for my thesis and my professional future.

Another paramount issue is the **wide diversity of students** we may encounter within the classroom in this institution. This has been a challenge during the internship period as a result of the generation gap among students, the different learning styles and pace, the variety of interests or their motivational degree, among other factors. Hence, the teacher's role in this case is to design and provide learners with a broad collection of activity types and cognitive strategies, alternating less cognitive demanding activities and more complex activities so that nobody gets frustrated or boring. Moreover, the teacher should be prepared to adapt materials and tasks, designing extra material such as reinforcement or optional worksheets for those learners who need more challenging activities or for those who need to work harder.

In this regard, it is important to know students deeply after observing then for a while; in the course of my internship, my tutor has explained me how he usually handles these matters, giving me some advice, such as designing extra material and upload it to Classroom (or any other online platform) after notifying them collectively in advance. This may prevent students from feeling hopeless at any content if they are addressed directly in front of other learners, or the other way around: if some students are outstanding in their learning process or they master any specific content, they might feel uncomfortable if the teacher tells them in front of the class to do different exercises because of their advantageous abilities.

When I decided to enforce the methodological principles of **Communicative Approach** and **Task-based Approach** in my teaching practice, I had in mind my tutor's recommendations, students' lack of speaking practice outside the classroom and so their need to engage in oral communication. At the same time, it is fundamental to frame purposeful tasks and activities to carry out in the classroom, using contextualised and authentic language. In this way, active participation is required from students as well as interaction with others, which is why pair and group groupings have been principal in the procedure of my sessions.

In order to illustrate an example considering the above explanation, a lesson I prepared and designed for a group of the C1-1 Advanced level consisted of, firstly, a pre-task intended to introduce the topic of vaccines, which is a quite updated and relevant issue these days, for the unit they were dealing with had to do with "Conflict and resolution"; thus, the idea was that

they talked about their own opinion relating with this topic: if they were vaccinated, if they trusted vaccines and why (not), and their view on the Covid-19 vaccines. Before moving on to the next stage of the session, they were given a sheet with useful expressions to be used in a debate or discussion, for instance, to introduce a statement, to express and argue their view, to refute or disagree with others' opinions, to emphasise the points they want to make, etc. This could help themselves to extend their vocabulary and use new structures in this debate and in the coming ones.

After that, the main task was a role-play in which they had to impersonate different people: two of them belonging to the pro-vaccine stance and the other two roles were against vaccines. Based on the description of each character, they had to work first in pairs with a partner whose opinion was on their same side and discuss possible ideas, arguments and points to develop during the posterior debate. After that, in groups of four, they had to discuss different issues (being vaccinated, herd immunity, trusting doctors and freedom of choice), one at a time. My main reason to organise the debate like that is that they could firstly find some guidance to come up with a variety of ideas and to avoid a monotonous or repetitive discussion.

In the last stage or post-task, students had to watch a video on the same debate so that they could contrast the ideas they had previously used, borrow different arguments from these interventions, take notes of new vocabulary they did not know about this topic and comment on any detail they found interesting in comparison to their own perspective. The development of this activity was quite impressive in my view because, when I was passing through the different groups during the debate, they were really making an effort to defend and argue their points although they did not agree with the description of their roles. Furthermore, they were also trying to use the new expressions from the sheet, something I was not quite sure they would do once they were discussing, but they did.

During the development of the debate, my role consisted in taking notes of students' mistakes and helping them in the case they wanted to use very specific vocabulary. Besides, I changed the topic to the next one every time I saw they were just going round in circles without any new idea. In the case of **error correction**, the technique I implemented in this and in other activities was to note mistakes down in order to write them later on the board and, afterwards, to make students (as a whole group) think about them, that is, letting them think thoroughly about the correct answers and avoiding in this way to give the right solutions straightaway.

Regarding **assessment**, in Official Language Schools, the main difference in comparison with CSE lies in the assessment of homework and participation: it is not possible to take into account these elements in this institution because attendance is not mandatory, students are mostly adults and they are taking these lessons by their own will, so if they had responsibilities or personal matters to cope with and they could not attend lesson every single day, it would not be fair for them. Nonetheless, there are "mini-tests" by means of which they are assessed in a continuous manner, so if they were able to attend lessons, it would be valued positively since they would not have to take the end-of-the-term exams as long as they passed these mini-tests and the teacher had enough evidence about their correct learning and progress.

Therefore, the tasks I designed for my teaching practical implementation were not formally assessed, but the performative feature of assessment was involved, for they received feedback when correcting errors together or when I went around the tables to help them with their oral productions. Moreover, they had the rubrics (the ones my rubrics in Annex II are based on) for the assessment of every skill so that they know what is going to be expected from them. Apart from that, I also asked students some questions: if they had understood the objectives of the tasks, if they had learnt new vocabulary on the topic, if they had enjoyed the activities… in the interest of knowing whether they were properly taking advantage of the lessons while receiving some feedback from them on my teaching performance.

Finally, I would like to point out that, because of the pandemic situation, the internship period has been atypical in the sense that oral communication has been affected by the use of masks, hindering it sometimes. Furthermore, keeping distances, another preventive measure against the virus, has resulted in more impersonal type of lessons, for students have to work with an in-between plastic screen. Obviously, all these measures have been implemented for the sake of health and to avoid the virus from spreading, but the fact remains that there is a general feeling that this situation should change for us to recover our former lifestyles. This context has precisely brought me to mind the need for coming up with alternatives to make the most of our current way of life while this pandemic goes on, giving way to the unit I have developed for my thesis: "Alternatives in times of pandemic: adapting to changes", based on the contents from the Spanish legislation and from the class book *Outcomes Advanced: student's book* for C1 learners.

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6. ANNEXES

ANNEX I – Materials and resources for each lesson.

      In the following link, all the materials and resources from the lessons indicated in section 3.3. are displayed: https://padlet.com/mariamartinortega98/olcvl0uhybrl2y6k

ANNEX II – Assessment tools.

      All the assessment tools mentioned in sections 3.3. and 3.6. can be found in the following link: https://padlet.com/mariamartinortega98/umw4pe44wgmhxqet