Universidad de **Valladolid**

FACULTAD de Filosofía y Letras

DEPARTAMENTO de Filología Inglesa

Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas

TRABAJO DE FIN DE MÁSTER

Título

Thematizing the Armada: History as a Tool in the EFL Classroom

Alumno

Gladys Valadés Palomares

Tutoras:
Rosa María Pérez Alonso
Anunciación Carrera de la Red

Valladolid, 2015-2016

ABSTRACT

The search for the best way of teaching and learning a foreign language has been considered and studied for centuries. A considerable amount of literature around methods and approaches to be followed has appeared since the Renaissance period, considered the turning point for educational changes. It is from Humanism onwards that different interpretations emerged on whether to use form-focused methods or, conversely, more communicative ones. Moreover, and despite some contributions on using Literature in the process of learning a foreign language, nobody has examined the use of History as a tool for the EFL classroom. The purpose of this M.A. Thesis is thus to examine and show how History can be perfectly used to learn English, both using ITC and following a mixture of methodologies in which the Task-based Approach stands out. For such purpose, a lesson plan using History in this way will be described as a way of proving this idea. Despite its complexity, it hopes to prove that the proposed activities are perfectly suitable for learning English.

Keywords: History, EFL classroom, lesson plan, Task-based Approach, ICT.

La búsqueda de la mejor manera de enseñar y aprender una lengua extranjera ha sido considerada y estudiada durante siglos. Un buen número de publicaciones sobre métodos y enfoques a seguir surgieron durante el periodo Renacentista, considerado un momento clave para los cambios en la educación. Es a partir del Humanismo cuando aparecen diferentes interpretaciones sobre si usar métodos centrados en la gramática de las lenguas o, por el contrario, si usar métodos más comunicativos. Además y a pesar de las sugerencias sobre el uso de la literatura en el proceso de aprendizaje de una segunda lengua, nadie ha examinado el uso de la historia en la clase de inglés como lengua extranjera. El propósito de este Trabajo de Fin de Máster es, por tanto, examinar y demostrar como la historia puede ser perfectamente usada para aprender inglés, tanto usando las TIC como siguiendo una mezcla de metodologías en la que destaca el Enfoque por Tareas. Para tal fin, se describirá una unidad didáctica donde se usa la historia para probar esta idea. A pesar de su complejidad, se espera demostrar que las actividades propuestas son perfectamente aptas para aprender inglés.

Palabras clave: Historia, clase de inglés como lengua extranjera, unidad didáctica, enfoque por tareas, TIC.

TABLE OF CONTENTS

INTRODUCTION

Around the fifteenth and sixteenth centuries, Europe, and therefore Spain, was immersed in a cultural movement named Humanism. Considered a bridge between the Middle and the Early Modern Ages, it was determined to serve as an awakening in culture, science, art, and even education. Latin had been the impending language until that moment, for education was in the hands of scholastic people imparting scholar education; but, with the presence of humanism, new methods started to be considered and Latin hence started to be dismissed by new languages that were expanding at that moment: French, Italian, and English.

Nonetheless, Latin continued to be very important up to the point of being considered the language used in relevant fields such as science and culture. Even in education, classical languages remained important as, with Humanism, there was an increasing interest for classical cultures and using Latin and Greek was the way of studying them. Languages were therefore studied having these classical languages in mind, being Latin the most liked by humanists.

It is from Humanism onwards that the study of foreign languages was at its peak. Many linguists and scholars have been studying languages and methodologies since that moment. However, after many centuries of research looking for the perfect method, there has been no agreement on how languages should be taught and learnt. It is true that from the scholastic education onwards, there has been an evolution and education has improved, but it will be during the twentieth century that the truly methodological revolution took place. It is during this century onwards that new methods and approaches started to appear, moving from reminiscent methods using the way Latin was taught to look-towards-the-future methods, which at the same time moved from a structural approach to a more communicative one in the 1960s. Moreover, the incorporation of Information and Communication Technologies in the past three decades to education also meant a great contribution to the desired development.

Linguists and educators agreed that the most effective method or approach of learning and teaching foreign languages had to be found. Some claimed that the best way was by employing structural methods in which the focus on the form prevailed; nonetheless, more recently, some claimed that the best way was by following cognitive

or communicative methods, which give students the possibility of using the language for a purpose.

In addition, others have also claimed that "no single methods could guarantee successful results" (Richards and Rodgers, 1986, p. 11) suggesting the new idea that the best way of learning and teaching a foreign language may not be by the application of just a methodology but by a mix of them. In fact, there are linguists such as Malcom Swan who thought that the best way of learning was by incorporating new techniques to the already existing but useful ones (1985).

Surprisingly, and following Hişmanoğlu's idea of the incorporation of literature as a cross-curricular theme to the EFL classroom (2005), or Dámaso Ávila claiming for the same but concerning Mathematics, there is not much research proposing the same idea. To my knowledge, little attention has been paid to the use of History for EFL teaching, which is the main idea of this MA Thesis.

Consequently, and taking into account all these ideas, this MA Thesis will focus on the idea of using History in an EFL classroom, following the Task-based Approach, which is a communicative methodology in which students have the opportunity of developing their learning to learn competence, their autonomy, and a collaborative learning too. Moreover, using Swan's conception, other techniques from other methods and approaches will be also used as this MA Thesis supports the idea of blending methodologies. Continuing with the aforementioned effective incorporation of ICT in the classroom, this MA Thesis will also take them into account.

In order to develop all these ideas, an eight-session lesson plan will be proposed for students taking the first year of Bachillerato. This lesson plan will follow such selected methodologies and will have as its main innovation the use of History. More concretely, the lesson plan, named "Travelling with the Armada," will use material related to such 1588 expedition in order to provide students with the opportunity to learn both the expression of logical relationships of condition and contrast and the expression of space.

This paper may encounter some limitations. The question whether there is a perfect methodology or not still remains; nevertheless, the Task-based Approach, together with the techniques of other methodologies, will be seen as the best option for this lesson plan. Moreover, the question of whether History is useful to learn English deserves

careful analysis as it may result in some problems. Being especially careful, it has to be taken into account that History cannot be assessed as we are dealing with English. So special attention must be paid to the idea of how much History can be used, for the lesson plan is aimed at learning English, not History: History is hence a tool rather than an end.

It is important therefore to show how History can be perfectly used to teach and learn English, bearing in mind that historical facts are not assessed and both following a mixture of methodologies where the Task-based Approach stands out and using ICT as a way of enhancing students' motivation. Consequently, the Task-Based approach, History, and ICT will be the most important elements being described being the use of History the most significant one.

To accomplish this goal, I will first give an overview of existing methodologies since the beginning, so that the techniques used in each of them are analyzed. Then, I will show how the use of History is supported by the curriculum and how the reasons for using literature in EFL teaching also work for History. I will continue by providing an overview on how ICT have been introduced in education and on their importance, as it will be explained how they can be used in a lesson where History is the highlighted element. After such analysis, the legal framework on which the lesson plan is based will be provided. And to finish, the proposal for the first year of Bachillerato will be described. First by giving an introduction with its objectives and competences, the curriculum on which it is based, the methodology followed, how students would be assessed. Then, with a reference to how to cater for mixed ability. And finally, by describing all the activities of the eight sessions together with their curricular specifications.

STATE OF THE ART

Research and speculation on the best way of teaching and learning foreign languages have been growing since Humanism at a rapid rate. For such reason, many methods and approaches have been designed in order to find that perfect methodology, but without success. Despite this failure to get to an agreement, the numerous existing methodologies show how relevant the question has been during centuries and how

relevant it still is. Previous methods and approaches, and the techniques used in them, have been improved and eliminated, and new ones have been appearing until today.

Most researchers in the field "do" agree that "approaches" and "methods" have to be differentiated. Richards and Rodgers (1986), who have aimed to picture an objective description of all the existing methods and approaches in their work *Approaches and Methods in Language Teaching. A description and analysis,* delineated such difference. They pointed out that the main differences between both concepts are to be found in the little flexibility that methods allow when being used, for the roles of both teachers and learners, the ways activities are done, and the objectives are all already prescribed. Thus, approaches could be better described as following more descriptive steps.

Many linguists and educators have been studying these methodologies. Among numerous outstanding linguists such as Stephen Krashen or Malcolm Swan, other important authors should be highlighted for their contributions to the description and analysis of the existing methodologies and their history: teacher and linguistic Jack C. Richards, Professor of Phycholinguistics Theodore S. Rodgers, teacher Gabriel Tejada Molina, Professor Fernando Cerezal Sierra, Professor Jelena Mihaljevic Djigunovic, and the Head of School Marta Medved Krajnovic.

Furthermore, other linguists and educators have focused their attention on other aspects of education which are also of interest for this MA Thesis. An example would be Murat Hişmanoğlu, who considered cross-curricular aspects for language learning in his article "Teaching English Through Literature" (2005). Hişmanoğlu pointed out that there are other ways of learning a language. Such is the case of using Literature in the English class. He demonstrated this by providing the reader with several reasons why literature is perfectly appropriate for learning English. His argument will be of help to this paper as the idea here is to propose a lesson plan for the EFL classroom using History.

1. APPROACHES TO EFL TEACHING

"The proliferation of approaches and methods is a prominent characteristic of contemporary second and foreign language teaching" (Richards & Rodgers, 1986, p. vii). These constant changes in the methods used to teach languages show that there has been a continuous necessity to look for more efficient and effective ways of teaching so that the learning process was better adapted to the learners' needs. Nevertheless, the opinions towards the effectiveness of each of the used methodologies are varied, existing numerous arguments and counterarguments for and against them and resulting therefore in new methodologies. The purpose of this chapter is to give an overall and objective account of the most important trends existing in language teaching, in order to make a posterior selection of those methodologies that best adapt to the lesson plan that will be proposed.

When looking back on the origins of education, it is seen that it was initially bound to Latin, which was the predominant language until the sixteenth century. In this period, due to some political changes in Europe, languages such as French, Italian, and English gained importance, being Latin displaced in this way. Despite this, Latin was said "to develop intellectual abilities, and the study of Latin grammar became an end in itself" (Richards & Rodgers, 1986, p. 2). For such reason, modern languages entering European schools during the eighteenth century started to be taught following the same methodology used for teaching Latin: the Grammar-Translation Method.

1.1. Structural methods

The Grammar-Translation Method is said to be the offspring of German scholarship. The also-called Prussian Method was fully developed in 1845 by Sears, who based himself on the teaching of Latin as a cultivated language and on the methodology used for such teaching to be applied for the learning of other languages afterwards, as Miguel A. Martín Sánchez suggested (2009). This method is also known as the "Traditional Method", for its traditional way of teaching languages: "[t]he knowledge of grammar constitutes the core, and translation is the most important type of exercise. The study of written texts of classical languages exerts a great influence" (Tejada et al., 2005, n.p.). In other words, as well as Latin was taught following these procedures, other languages should be taught in the same way.

The main goal of this method was therefore to learn a language in a deductive way through the study and analysis of its grammar and the literary works of its most outstanding writers, such as Virgil, Ovid, and Cicero, among others. The way of approaching the language was hence "first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language" (Richards & Rodgers, 1986, p. 3). This means that students focused on the grammar of the language they were learning and, once they knew it, they started translating the aforementioned texts.

According to Miguel A. Martín Sánchez (2009), another important characteristic of this method focused on the grammar and on the translation of texts was that there was no emphasis on oral skills. The language with which students worked was out of context, and errors were to be immediately corrected. The most important problem may have been that the students did not have the opportunity to develop communication skills forasmuch as there was practice of neither speaking nor listening. Moreover, the medium of instruction was the students' mother tongue (Ariza, et al., 2011, p. 64). In this way, "the first language is maintained as the reference system in the acquisition of the second language (Stern, cited in Richards and Rodgers, 1986, p. 3), resulting consequently in a non-use of the oral part of the language being learnt.

It was toward the mid-nineteenth century onwards that ideas on language teaching started to differ. More opportunities for communication among Europeans appeared; thus, oral proficiency was needed, but inasmuch as the latter method has not developed it, changes were necessary. Teachers and linguists started to write about the necessity of new approaches to language teaching, arising from their efforts the "Reform Movement". As Richards and Rodgers pointed out (1986), there were many specialists considering this need to change. Among many of them, the language teaching specialists Marcel, Prendergast, and Gouin stand out though they did not manage to receive widespread attention. And on the other hand, the linguists Henry Sweet, Wilhelm Viëtor, and Paul Passy, whose reformist ideas, despite of their differing in procedures, had greater credibility and acceptance. They advocated ideas such as an emphasis on spoken over written language, an inductive approach to grammar, the use of the target language, and avoiding translation. These notions resulted in more natural methods, among which we can find the one that was termed Direct Method.

The Direct Method, also known as the Natural Method, appeared in the second half of the nineteenth century after the different attempts that had been made to make the process of second language learning more similar to the one that took place when learning the first language. "Learning takes the natural acquisition of the mother tongue as the main model" (Tejada et al., 2005, n.p.). In this way, a student learning a foreign language would do so following a process more like the learning of his/her first language. This way of learning a language was seen as a huge progress in the attitude and the approach that should be used when teaching foreign languages and was therefore very popular until the beginning of the twentieth century.

Many important authors should be worth mentioning, among whom, Gouin, Sauveur, F. Franke, and Maximilian Berlitz should be outlined. Firstly, Gouin, a French teacher of Latin, formed the basis of this method. He decided to study German following the Grammar-Translation Method, but he realized that he could not communicate. That is the reason why he made an attempt to build a methodology based on the observation of children's language learning in natural settings (Richards and Rodgers, 1986). Sauveur, who opened a school in Boston toward the late 1860s, argued that "a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action" (Richards & Rodgers, 1986, p. 9). The main focus of the methodology was therefore the exclusive use of the target language in the classroom. Furthermore, action, gestures, illustrations, objects, *realia*, and so on, were used by teachers to make the input more comprehensible, so students only had to associate all these actions to what the teacher was doing in order to convey meaning. In 1884, the German scholar F. Franke wrote about the principles of the methodology based "on direct association between forms and meanings in the target language" (Ariza, et al., 2011, p. 64), thus providing a theoretical justification for a monolingual approach to teaching. Finally, Maximilian Berlitz was one of the main diffusers of the method despite using the name "Berlitz Method". The guidelines that were followed for teaching oral language, which was the main goal of this method, were those established in Richards and Rodgers (1986, p.10):

Never translate: demonstrate
Never explain: act
Never make a speech: ask questions
Never imitate mistakes: correct

Never speak with single words: use sentences

Never speak too much: make students speak much

Never use the book: use your lesson plan

Never go too fast: keep the pace of the student

Never speak too slowly: speak normally

Never speak too quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy

These are the principles that were used in Berlitz's schools and that applied to the Direct Method too. This method organized oral communication around question-and-answer exchanges between the teacher and the students, thus having the latter an active role in the process of learning. The grammar they learnt was taught in an inductive way and the vocabulary, taught through demonstrations, objects, and association of ideas, was everyday vocabulary which increased in difficulty as students improved. Grammar was also taught functionally, which means that they only learnt what was more frequently used (Mihaljevic Djigunovic and Medved Krajnovic, 1991). Moreover, there was an emphasis on speaking and listening comprehension over writing skills being hence the primary goal for students to think and speak the language. Moreover, there was an overall interest in correct pronunciation, requiring special mentioning the IPA (International Phonetic Alphabet) created in 1886.

On the other hand, there were several drawbacks concerning this method suggested by Richards and Rodgers (1986). Firstly, it required native-speaking teachers or teachers with a nativelike fluency. It also required a huge effort from teachers to compose their own materials as they did not use textbooks. Moreover, there was a lack of proficiency in many teachers and the method was better implemented in private schools rather than in public ones. Finally, this method was said to be counterproductive for teachers had to use really complex utterances instead of simple brief explanations in the native tongue, resulting thus in a sometimes really difficult communication.

The Direct Method had its decline toward the 1920s. All these aforementioned disadvantages resulted in opinions such as the following one:

> The goal of trying to teach conversation skills was considered impractical in view of the restricted time available for foreign language teaching in schools, the limited skills of teachers, and the perceived irrelevance of conversation skills in a foreign

language of the average American college students. (Richards and Rodgers, 1986, p. 11)

Many other opinions similar to this one appeared resulting in other propositions, such as the Reading Method. The Coleman Report, otherwise known as the "Equality of Educational Opportunity" and widely considered the most important education study of the twentieth century, was published by the US Government in 1966 and advocated reading knowledge of a foreign language as the main goal of a foreign language course. This reading knowledge should be increased through a gradual introduction of grammatical structures and words in simple texts (Richards and Rodgers, 1986).

Finally, between the 1920s and the 1930s, and following the principles of the Reform Movement, there were subsequent developments that laid the foundations for what came to be known as the Audiolingual Method in the United States and the Oral Approach or Situational Language Teaching in Britain.

The Oral Approach, also known as the Situational Language Teaching or the Structural-Situational Approach, was developed by applied linguists between the 1930s and the 1960s, and it could be considered a "British structuralism," as Richards and Rodgers pointed out (1986). The most important names supporting this approach are Harold Palmer, A. S. Hornby, and Pittman. All of them "attempted to develop a more scientific foundation for an oral approach to English teaching than was evidenced by the Direct Method" (Richards and Rodgers, 1986, p. 31). Accordingly, there is a special emphasis on the oral skills, receiving vocabulary and grammar control special attention. Linguists such as Palmer claimed that vocabulary is one of the most important aspects in the language learning process, as it is an essential component to acquire reading proficiency. Learners are also required an accurate grammar correction, but despite grammar being taught in an inductive way, as in the Grammar-Translation Method, the model of grammar in the Oral Approach was very different. The meaning of words is therefore induced from the way they are being used in a situation. Moreover, the difference between the Oral Approach and the Direct Method is that the latter "lacked a systematic basis in applied linguistic theory and practice" (Richards and Rodgers, 1986, p. 34).

The main objective of the Situational Approach was to teach the four skills, approached through structures, using a practical command (Richards and Rodgers,

1986, p. 36). In addition, its main characteristics are established in Richards and Rodgers (1986, p. 34):

> 1. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
>
> 2. The target language is the language of the classroom.
>
> 3. New language points are introduced and practiced situationally
>
> 4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
>
> 5. Items of grammar are graded following the principle that simple forms should be taught before complex ones. . .
>
> 6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established.

The third characteristic should be kept in mind as the most important one since it names the method. Words are learnt and practiced in situations, so the meaning will depend on the context. Furthermore, as Frisby suggested (cited in Richards and Rodgers, 1986, p. 35), "the language which a person originates … is always expressed for a purpose." The difference between the American and the British approach is hence the notion of situation and purpose, as Fernando Cerezal (1996) stated. Moreover, this method is also characterized by a threefold-role of the teacher (who is a model when setting situations; a skillful conductor; and a skillful manipulator when giving commands, asking questions, and other tricks to elicit correct utterances from students) and a more-passive role of the student, who only has to listen, repeat, and respond to what the teacher asks. Nevertheless, as it will be said later, this approach was criticized, for it "lacked the functional and communicative potential of language" (Cerezal Sierra, 1996, p.120).

Continuing with the Audiolingual Method, it is important to mention its background, for it has its basis on other methods such as the so-called Army Specialized Training Program and the Structural or Aural-Oral Approach. In a context in which the Coleman Report (1929) recommended a reading-based approach to teach a foreign language, there was an emphasis on the comprehension of texts. Thus, those teachers teaching English in the United States the period between the two world wars, unlike British teachers, based their methodology either on a modification of the Direct Method, on a reading-based approach, or on a reading-oral approach (Richards and Rodgers, 1986, p. 44). Nevertheless, when the United States entered World War II there was a significant change in how foreign languages were taught.

> Then World War II broke out and suddenly the United States was thrust into a worldwide conflict, heightening the need for Americans to become orally proficient in the languages of both their allies and their enemies. The time was ripe for a language teaching revolution. (Brown, cited in Tejada et al., 2005, n.p.)

As a result, the U.S. Government developed the aforementioned programme in 1942 with a specific aim: "for students to attain conversation proficiency in a variety of languages" (Richards and Rodgers, 1986, p. 44). The methodology, as well as that of the Direct Method, is based on an intense contact with the target language, being now a more innovative programme concerning procedures and intensity of teaching. This programme had its bases on Bloomfield's work setting the structural linguistics and on Fries' and Brook's close relationship with behaviourism, both of which are also the bases for the Audiolingual Method. The army programme lasted for about two years when radical changes were needed and reconsideration on how to teach English appeared after the first Russian satellite has been launched in 1957. As Richards and Rodgers (1986, p. 47) pointed out, the reason was that Americans did not want to be isolated from scientific advances taking place in other countries. The influence of the aforementioned Oral approach led to the Audiolingual Method, which was "based on and inspired by the insights developed by structural linguists (e.g. L. Bloomfield) and behaviorists (e.g. B. F. Skinner)" (Mihaljevic Djigunovic and Medved Krajnovic, 1991, n.p.) and which was mainly spread during the 1960s.

The most important principle of this method was the priority given to oral skills, following Moulton's slogan, "[l]anguage is speech, not writing" (cited in Tejada et al., 2005, n.p.) or Brooks' one, "language is primarily what is spoken and only secondarily what is written" (cited in Richards and Rodgers, 1986, p. 49). The priority of the Audiolingual Method was therefore speech, but an accurate speech achieved through the formation of habits and through the ability to respond quickly and accurately to any oral situation. Thus, with the National Defense Education Act (1958), there was an impending willing on the part of the teachers to train themselves during summers so that they were then able to teach students, for the role of the former is central and active—models, controllers of the directions of learning, and monitors and correctors—, being the learners' role reactive by responding to stimuli.

Nonetheless, both the Situational and the Oral Approaches were criticized during the 1960s, for they did not take into account the different learning styles; a fluent and real

communication was not achieved; drills were monotonous and repetitive; creativity was not fostered—more fostered in the Situational Language Teaching—; students were not able to transfer the learnt skills to real life; and the experience with these methods was said to be boring and unsatisfying. In addition, "neither structuralism nor behaviorism went too far" (Tejada et al., 2005, n.p.). Important linguists, such as Noam Chomsky, rejected both structuralist and behaviourist approaches: "Language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy" (cited in Richards and Rodgers, 1986, p. 59).

Richards and Rodgers (1999, p. 59-60) indicate that "no methodological guidelines emerged, nor did any method" after these ones, thus leading to a period of "adaptation, innovation, experimentation, and some confusion." Nevertheless, this does not mean that the succeeding periods did not follow any methodology. Some of them developed independently of the Audiolingual Method or the Situational Language Teaching—Total Physical Response, Silent Way, Counseling-Learning—, and some others derived from language theories—Natural Approach and Communicative Language Teaching—.

It is worth mentioning the Audio-Visual Method, developed by some teaching experts who considered the visual elements important in the learning process when aiming to communicate. It was considered that pictures, for example, helped learners connect meaning and context. In this way, filmstrips and audiovisual technology were used to help teachers and motivate learners and were also good materials to contextualize lessons. Nevertheless, this connection between pictures and meaning could be misinterpreted, impeding an accurate learning. A variant was also developed, known as the Audio-Visual-Global-Structural Approach by Petar Guberina of Zagreb and Paul Rivenc of Saint-Cloud. They considered that "a foreign language is best acquired when it is presented via global language structures (chunks of language) by simultaneous auditive and visual stimuli" (Mihaljevic Djigunovic and Medved Krajnovic, 1991, n.p.).

1.2. Cognitive methods

Having reached this point, the cognitive revolution that appeared as a reaction to the Audiolingual Method as aforesaid is also worth mentioning. The Cognitive Theory or Cognitive Code Learning was a response, following Chomsky's views, which

considered cognitivism as the most important point when learning a language, and that rejected behaviourism and structuralism. Linguists supporting this reaction, rather than a method, considered that creativity was necessary in the language learning process. Thus, the learners had an active role having whole control of the process (Mihaljevic Djigunovic and Medved Krajnovic, 1991, n.p.). From this point forward, new methods appearing would be cognitive rather than structural. These humanistically-oriented methods are still present today and are: the Communicative Language Teaching, the Total Physical Response, the Silent Way, Community Language Learning, the Natural Approach, and Suggestopedia. All these methods are going to be described in the following lines.

Firstly, the Communicative Language Teaching, also known as the Notional-Functional Approach or the Functional Approach, was based on the Counseling Learning that will be explained later. One of the strongest contributors was Wilkins, whose work had a significant impact on the development of the aforementioned approach—not a method—, after going through a period in which new methods were needed, being also the priority of the Council of Europe. Richards and Rodgers (1986) estimate that there had to be a change: the learning process "need to focus in language teaching on communicative proficiency rather than on mere mastery of structures" (p. 64). Until that moment, most methods and approaches were aimed at learning languages through structures (structuralist approaches), but now proficiency and, therefore, communication rather than language itself had to be brought into focus.

This approach is a recognized one expanding since the mid-1970s. Its objectives are established by Richard and Rodgers (1986, p. 66):

> (a) [to] make communicative competence the goal of language teaching and (b) [to] develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Moreover, Howatt established that this approach has two versions: the "weak" and the "strong" one:

> The weak version stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching. […] [T]he strong version advances the claim that language is acquired through communication. (1984, p. 279)

Thus, language was learnt through several activities with an incorporation of real-life language to them. This incorporation was one of the main characteristics of the approach as contextualization was a priority, as well as it was the development of the communicative competence.

Generally, the characteristics of the approach were established by Finocchiaro and Brumfit (1983, p. 91-3). Among many of them, the following are the most important ones: fluency and the development of the communicative competence are the primary goals, interaction is therefore required; linguistic variation is central; contextualization is basic, any device helping the learner is accepted; reading and writing can be also learnt from the beginning; the target language is learnt through struggling to communicate; errors are accepted to better learn a language; and there is greater room for individual interpretation.

Thus, as it can be inferred from all these selected features, the approach is learner-centred, being the students active members, who "negotiate, interact, and cooperate with other participants and should be an important contributing element to classroom learning" (Tejada et al., 2005, n.p.). Following Tejada, Richards, and Rodgers, the teacher's role is that of an organizer of resources, a guide, a facilitator of the communication, a researcher, a learner, a counselor, a group process manager, and an analyst.

Nevertheless, on the other hand, it was also argued that a communicative approach should not be applied to all levels in a language programme and that evaluation is difficult when it is centred in communication in which errors are allowed, and when students are required to learn and sit grammar-tests as well. All these questions are still being discussed.

Secondly, the Total Physical Response, considered an extension of Palmer's *English Through Actions*, was developed by James Asher in the 1970s. It is a method that coordinates speech and action to teach language, supporting Piaget's conception of learning following a stimuli-answer model. Thus, students are exposed to the target language and they have to respond to it through physical activity. However, Asher developed this method, which Winitz described in 1981 as the Comprehension Approach movement, to be used in the "latent period that precedes speaking" (Mihaljevic Djigunovic and Medved Krajnovic, 1991, n.p.). This is the period in which

children are exposed to the comprehension of a lot of input, but they do not speak yet. Consequently, the TPR Method has a clear audiolingual orientation as students learning with it have to listen to the teacher's commands and respond physically to them. These commands will increase their complexity once all students are progressing.

Moreover, the emotional aspect is also very important in this method. As Krashen regarded in 1981, "provisions of comprehensible input and reduction of stress [are] keys to successful language acquisition (cited in Richards and Rodgers, 1986, p. 97). And this is what actions do. Learning through actions provide a relaxing climate where students lower their affective filter and the learning process is therefore successful.

Asher's description, given in 1977, of the roles that both teachers and learners have when following this method is very accurate: "the instructor is the director of a stage play in which students are the actors" (cited in Richards and Rodgers, 1986, p.93). In this way, learners' roles are very active: listeners and performers—they listen to the teacher's commands and physically respond to them—, whereas those of the teachers are more direct, as they decide what to teach and how to do it. Thanks to all these roles, learners acquired oral proficiency in their first stages, acquiring hence the basic speaking skills. Writing and reading are incorporated once learners handle the speaking skills.

Not all things are positive in this method. Interactions and output are not considered, so communication is not achieved. Moreover, it is "an excellent method to employ with students who are in the preproduction/silent stage of language development" (Ariza et al., 2011, p. 67), so it is useful for those children in the silent stage, but neither for those with some English command nor for adult learners. It has been also criticized for its limitation to the classroom and for its huge demand on teachers. Nevertheless, it has been said to be useful when being used together with other methods and approaches.

Thirdly, the Silent Way was developed by Caleb Cattegno in the 1970s. As Richards and Rodgers estimated (1986), "it is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible" (p. 99). Thus, the main roles of each of them are clear: teachers are models just once, or, at least, as little as possible, and then students do the rest. The latter are going to be more responsible for their own learning. This method will provide students with a basic knowledge of language grammar and with

oral facility in basic elements of the target language, which are both the main objectives of the Silent Way. In addition, what Richards and Rodgers (1986, p. 106) describe specify in an accurate way which the roles of both teachers and learners are: "[t]he absence of explanations requires learners to make generalizations, come to their own conclusions, and formulate whatever rules they themselves feel they need."

It is hence required that learners take a more active role. Alertness and concentration are therefore needed, for the teacher is kept in silence as much as possible, using colour charts and coloured Cuisenaire rods to make learning easier. Moreover, teachers can use gestures, charts, and manipulatives (objects that can be manipulated) to motivate students' answers.

The worst aspect of the Silent Way is that it is pretty much demanding on teachers, who normally do not feel comfortable with the time in silence they have to stay— teachers usually spend 60% to 95% of the time speaking—(Ariza et al. 2011, p. 66). Moreover, Ariza also estimates that teachers would require to receive extensive training, and "students also need to be very well versed in the use of the charts and the rods to participate effectively in the lessons" (2011, p. 66). Additionally, the Silent Way does not take into account the social function.

Fourthly, the Community Language Learning was developed by Charles A. Curran after his experience with counselling. He concluded that the technique used in counselling could be applied to the language learning process, being named the Counseling-Learning, and to the language teaching, giving name to this method. The procedure it follows is described by Richards and Rodgers (1986, p. 113):

> A group of learners sit in a circle with the teacher staying outside the circle; a
> student whispers a message in the native language (L1); the teacher translates it into
> the foreign language (L2); the student repeats the message in the foreign language
> with the teacher's help; students reflect about their feelings.

As it is described, the classroom organization is similar to that used in counselling, achieving therefore a climate where anxiety is reduced, which is a completely and necessary aspect mainly for adults but also for younger students. Thus, the supportive atmosphere extols an emotional climate where "learners would not be defensive but receptive to learning" (Ariza et al., 2011, p. 4).

As the name itself specifies, the method is focused on a community where students achieve learning collaboratively. The role of the learner is hence that of being a member of such community where interaction is necessary and positively attained. On the other hand, as Richards and Rodgers suggest (1986, p. 120-2), the teacher's role is a supportive one, providing assistance when requested or necessary.

Nonetheless, as Richards and Rodgers estimated, the Community Language Learning has some limitations. Firstly, "the communicative intent is constrained by the number and knowledge of fellow learners" (1986, p. 126). This means that the learning process is completely dependent on the knowledge of the learners and their number. If there are not enough learners, communication will be limited, as well as if there is little knowledge, there cannot be rapid progress. And secondly, teachers, apart from needing a lot of training in counselling, "must be highly proficient and sensitive to nuance in both L1 and L2" (1986, p. 126).

Continuing with the Natural Approach, it was proposed by Tracy Terrell in 1977 after some experiences teaching Spanish. He incorporated the "naturalistic" principles that had been identified in studies of second language acquisition to the process of learning a language. Thus, Krashen also plays an important role in this approach. They published a book in 1983 on the principles and practices of this approach, which is based on "the use of language in communicative situations without resource to the native language […] without reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar" (Krashen and Terrel, cited in Richards and Rodgers, 1986, p. 128).

Special attention should be paid to the difference between the Natural Approach and the Natural Method, also known as the Direct Method. Richard and Rodgers (1986, p. 129) give an exact description of such difference:

> Unlike the Direct Method however, it places less emphasis on teacher monologues, direct repetition, and formal questions and answers, and less focus on accurate production of target language sentences. In the Natural Approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to produce language; and a willingness to use written and other materials as a source of comprehensible input. The emphasis on the central

role of comprehension in the Natural Approach links it to other comprehension-based approaches in language teaching.

In this way, the Natural Approach is focused on comprehension of meanings, rather than on accurate expression of them. There is even a period in which students are not required to provide output, for this silent period is used for them to have a first contact with the language and to be guided first to the comprehension of the input. For such reason, the Natural Approach is used together with TPR, mainly in the first stages (silent, comprehension or preproduction stage).

Moreover, the theoretical background of this approach is in Krashen's monitor theory, in which several hypotheses can be found: Acquisition *versus* Learning hypothesis; the Monitor hypothesis; the Natural Order hypothesis; the Input hypothesis; and finally, the Affective Filter hypothesis. This monitor theory justifies why this approach aims to "provid[e] students with the opportunity to acquire language rather than forc[e] them to learn it" (Ariza et al., 2011, p. 71). Students hence learn the second language just as they first learnt their mother tongue. Many researches have considered this language learning through acquisition the best way of learning. Additionally, Krashen and Terrell considered that "acquisition can take place only when people understand messages in the target language" (cited in Richards and Rodgers, 1986, p. 130), and that is the reason for having a special emphasis on meaning and vocabulary, rather than on grammar and form. Communication is hence a priority and participation is therefore required to develop such immediate communication competency, which is the main objective of the Natural Approach (Ariza et al., 2011, p. 71).

The roles of both the teacher and the student are very similar to those of previous methods. Learners are required to interact and participate, having an active role which varies depending on their linguistic stage. Nonetheless, their central duties are to decide when to speak, what to say, and what expressions to use. On the other hand, teachers have a threefold-role, as Richards and Rodgers stated (1986, p. 137-8). They are, first, the learners' primary source of comprehensible input, for their input is to what students are going to be constantly exposed; they also have to create an appropriate atmosphere, which has to be interesting and friendly so that the affective filter for learning is lowered; and finally, they must choose and orchestrate a rich variety of classroom activities, for the more diversity, the more opportunities for students to learn. These

activities have to be prepared by the teacher attending students' needs and interests so that they are motivated during the lessons.

On the other hand, Krashen and Terrell considered that the major problem of previous methods is that "they were built not around actual theories of language acquisition, but theories of something else; for example, the structure of language" (cited in Richards and Rodgers, 1986, p. 130). Despite that, this Natural Approach has been criticized because it gave little attention to a theory of language. Indeed, they have been recently appraised as not following any theory at all (Gregg, cited in Richards and Rodgers, 1086, p. 130).

Finishing with Suggestopedia, it was developed by Georgi Lozanov. He considered that the problems when learning a language were based on the difficulties and the anxiety created in the process of language learning (Martín Sánchez, 2009, p. 66). He eliminated hence the psychological barriers in the classroom (Artiza et al., 2011, p. 65), by introducing in such process some techniques from yoga, the Soviet psychology, and music:

> From Yoga he took some techniques of relaxation, concentration and deep breathing. From Soviet psychology he borrowed the idea that learners can acquire anything, provided they do it in a deep state of concentration bordering hypnosis, and using the non-conscious and non- rational powers of their mind. (Tejada et al., 2005, n.p.).

Yoga allows students to introduce themselves in a state of deep relaxation, assimilating "the content of the lessons without feeling any type of stress or fatigue" (Ariza et al., 2011, p. 66). On the other hand, music and musical rhythms, related to therapy, also contributes to create an appropriate atmosphere, pursued by Lozanov and crucial to Suggestopedia. The most conspicuous features of the approach are therefore the "decoration, furniture, and arrangement of the classroom, the use of music, and the authoritative behaviour of the teacher" (Richards and Rodgers, 1986, p. 142). This is very important, for it helps to the creation of such appropriate atmosphere needed to learn in a relaxing way, which also has to do with Krashen's affective filter hypothesis.

The procedure followed by Suggestopedia is that of a dialogue, a list of vocabulary, and the comments provided by the teacher (Martín Sánchez, 2009). However, as Richards and Rodgers suggested (1986, p. 149), "learners must not try to figure out,

manipulate, or study the material presented but must maintain a pseudo-passive state, in which the material rolls over and through them". Moreover, the procedure followed is also that of L1-L2 pairs and their memorization, but without an attached meaningful context to them (Cerezal Sierra, 1996, p. 27). Lozanov considered that memorization was achieved by the suggestopedic method in a more accelerated way than by conventional methods (cited in Richards and Rodgers, 1986, p. 142). Nevertheless, Suggestopedia does not aim to memorization but to the understanding and the creation of solutions to problems; it directs students "not to vocabulary memorization, but to acts of communication (Lozanov, cited in Richards and Rodgers, 1986, p. 144), being that the main objective: "deliver advanced conversation proficiency quickly (Richards and Rodgers, 1986, p. 147).

Learners must therefore forget about any distraction and must immerse themselves in the procedure so that the learning process has better results. They are also expected to "tolerate and […] encourage their own 'infantilization'", whereas teachers must "create situations in which the learner is mot suggestible [and] present linguistic material in a way most likely to encourage positive reaction and retention by the learner" (Richards and Rodgers, 1986, p. 149).

Nonetheless, Suggestopedia has received both enthusiastic and critical responses, as it is can be considered as either completely useful or complete useless in the process of learning a language. Music can be considered to serve as a way of relaxing and focusing but also as a distraction. In addition, Suggestopedia is also considered to be impractical for large classes, for having many students in a classroom following this approach may result in uproar and therefore in more effort from the teacher given such class.

After this analysis of the existing methods and approaches that have been applied to the process of language learning, it can be observed that none of them can be selected as being the best one. All of them have included some innovations at a given time, replacing former ones. These last communicative methods also became antiquated, for changes were needed leading thus to a post-communicative period, in which it is found the methodology that best adapts to the lesson plan that will be proposed.

2. TASK-BASED LANGUAGE LEARNING

The search for the ideal method or approach is what Psycholinguistics has been doing for a long time. When giving answer to the question "what is the best way of teaching a foreign language?," Richards and Rodgers answered that apparently "no single methods could guarantee successful results" (1986, p. 11). Nonetheless, if we were to choose one for developing the proposal it would be the Task-based approach, which is considered to have developed from the Communicative Language Teaching, or rather, from all the communicative approaches and methods leading to what came to be known as the "Post-communicative era."

After the criticism Communicative Language Teaching received, there was an impending need for changes. Swan established that the best way to do it was through the incorporation of new techniques in education and a holding on to the already existing but useful ones (1985), being thus eclecticism the legitimate solution considered by the majority of specialists (Stern, cited in Tejada, 2005, n.p.). Communication was still the main aim, but now it has "evolved as an important component within curriculum planning, implementation, and evaluation (Mihaljevic Djigunovic and Medved Krajnovic, 1991, p. 279).

During this so-called "Post-communicative era", and apart from the aforementioned ideas, other methods and approaches proliferated. There was a change and the emphasis was now on the learning process, instead of in the subject, so "negotiation, evaluation and retrospective planning" were now more important (Cerezal Sierra, 1996, p. 126). There was therefore a movement from the "what" to the "how". Gray (in Cerezal Sierra, 1996, p. 126) listed the most outstanding contrasts from previous methods to new ones. Among them, there are two which are worth mentioning. Firstly, whereas the subject or the content to be studied was determined by the teacher, in new methods, there is a negotiation between learners and teachers. Secondly, the content to be studied depends on "what the subject is to the expert", but now, it depends on "what the subjects is to the learner". This means that new methods are going to consider students' necessities and not teachers' ones. And finally, the assessment was based on the complete mastery of the subject, whereas now the achievement is established in "relation to learner's criteria of success", taking thus into account each student individually.

As Swan stated (1985, n.p.), the mentioned need for changes led to a period in which the impending idea was that of incorporating principles from previous methodologies to those of the new trends, leading to approaches such as the Task-based Language Learning, the Lexical Approach, Neurolinguistic Programming, Multiple Intelligence Theory, Cooperative Learning, and finally the Content-based Instruction. Nonetheless, for the purpose of this MA Thesis, only the Task-based Approach will be developed as it is considered the most appropriate methodology to be used when developing the activities proposed. Moreover, this approach has also been selected as the students to which the syllabus (in this case this lesson plan) is directed were taking the British Council programme—integrated curriculum—, which is very positioned in this approach, for it helps to develop students' autonomy and awareness in the learning process.

The Task-based Language Learning Approach has its roots not only in the aforesaid Situational Approach but also in the use of project-based materials and problem-solving activities, just as Cerezal stated (1996, p. 127). Richards and Rodgers mentioned the Learning and the Language Theories as postulates influencing the development of the Task-based Approach. The Learning Theory establishes that tasks that students have to undertake provide them with opportunities to express and receive both output and input, important factors in the process of language learning. On the other hand, the Language Theory establishes that it is through language that meaning is built (cited in Méndez, 2007, p. 25).

The main contributors to the Task-based Language Learning are to be found especially in Prabhu's Bangalore Project (1987), which considered tasks the best way of promoting second language acquisition. Together with Prabhu, David Nunan is also worth mentioning as he described the approach in the 1990s. According to him, the Task-based Approach is "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (1989, p. 10). In Nunan's definition, three aspects have to be considered. Starting first with the explanation of such comprehension, manipulation, and production or interaction, it should be specified that students will be given tasks in which they will be learning in an autonomous way, for they will have to follow just the first teachers' explanations and then they will have time to learn and practice on their own. Secondly, attention to

meaning is very important as it constitutes the main change compared with previous methods and approaches. Language is considered now the main medium to create meaning (Méndez, 2007, p. 27). And finally, the non-focus on form is also an aspect to consider as not all linguists and educators agree on it.

As David Nunan stated (2004a, n.p.), "the place of a focus on form in TBLT is controversial", as this approach has been characterized by being the opposite of form-based learning approaches (Mihaljevic Djigunovic and Medved Krajnovic, 1991, n.p.). There are two interpretations on the issue: the 'strong' interpretation, followed by Krashen, and the 'sociocultural theory' or 'weak' interpretation, based on Vygotsky.

Those who advocated for the 'strong' interpretation claimed that the focus on form was unnecessary believing that "learners should be able to use whatever linguistic means they can muster, and that an approach which imposed linguistic constraints cannot be called 'task-based'" (Nunan, 2004a, n.p) On the other hand, believers of the second interpretation claimed that second language learning typically occurs in an interaction in which "one of the participants has a piece of linguistic knowledge that the other does not" (Nunan, 2004a. n.p.). In addition, linguists and educators considering the latter option thought that as such tasks had form as their main aim, they should not be called "tasks" but "exercises", but still should have a place in the approach.

The main objective of the Task-based Approach is "to allow learners to navigate their own paths and routes to learning […] making decisions about content […] and […] methodology" (Ellis, 2006, p. 79). However, the most important characteristic of such aim is that it is a communicative goal, so when learners undertake learning following this approach, they are aiming not to use the language but to communicate something using it. Other objectives are to learn to work in groups and to focus not only on the product but also on the process. Among the principles established by Nunan (2004b), three should be highlighted. First, "learners develop the ability to communicate in a language through using the language rather than studying and memorizing bits of the linguistic system". This is what could be named the "learning through doing". The teacher would be the facilitator of situations which would allow such principle to be developed. This means that students will learn a language through its use rather than through its study. Then, learners' experiences are important in the learning process. And finally, "learners are exposed to authentic listening and reading texts". There is a

connection between the pedagogical world—that of the classroom—and the world beyond it. Authentic texts are to be used, being material that has been created for a communicative purpose rather than for language teaching.

The main features of the approach are summarized by S. Fernández (cited in Alonso-Cortés, n.d., p. 166-7). Among all of them, the most important ones are the following: development of the Competence in linguistic communication; concern about learners' linguistic necessities and motivation; necessity to propose authentic and contextualized language; autonomy development; and integrated development of all the language skills. In order to be able to accomplish these aims, the roles of both learners and teachers are very important. Whereas the former are expected to participate, to be active, to be autonomous whenever possible, and to interact as much as possible, the latter are expected to respond to learners' necessities, to facilitate the communicative process, to participate whenever possible, and to observe.

The design of a typical lesson following this approach would be Rod Ellis' suggestion of three stages (2006, p. 80): pre-task, during-task, and post-task. The first stage would consist on a preparation of the students to undertake the following stage. In it, they would be told what they are required to do and what outcome they have to arrive at (Lee, cited in Ellis, 2006, p. 80-5). The second stage, which is the only one being compulsory, can be done under time pressure depending on teachers' expectations on students' accurate or fluent results. The utterances produced by the students when there is no time pressure tend to be more accurate in comparison to those produced when there is, as students tend to be more accurate and use more complex structures when they have time. It depends therefore on whether the teacher wants their students to achieve accuracy or fluency. The final stage has three goals: to provide an opportunity to repeat the previous task, to encourage reflection, and to address attention to form.

In which of these stages is grammar introduced? The tendency was to introduce it in the first stage, which Nunan denominated 'pre-communicative stage', for it would serve as a basis for the following communicative task (second stage). Nonetheless, more recent tendencies, of which Nunan is a supporter, have started to claim that form should be introduced after the third stage, i.e. after an exposition to the communicative language (Nunan, 2004a, n.p.)

At this stage of the analysis, continuation is impossible without a statement of what a 'task' is. And, although so far there is no agreement among linguists and educators on its nature, Nunan establishes that:

> The definition of a language learning task requires specifications of four components: the goals, the input (linguistic or otherwise), the activities derived from the input, and finally the roles implied for teacher and learners. (1989, p. 47)

In this way, despite its definition, all tasks in order to be such need constituents such as input, which may be verbal or non-verbal (a dialogue or a picture respectively) and a goal, which may be explicit or implicit, apart from the rest elements. Just as Candlin specified, all tasks "should contain input, roles, settings, actions, monitoring, outcomes, and feedback" (cited in Nunan, 1989, p.47). It may be that they consider tasks to have different elements, but all the descriptions are in a way similar to the others. Taking into account the elements that all tasks have and all the different definitions that may exist, that of Breen is going to be the one that will best exemplify the proposed tasks in this paper:

> […] any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task is therefore assumed to refer to a range of workplans which have the overall purpose of facilitating language learning—from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making. (cited in Nunan, 1989, p. 6).

As a result of this disagreement on the definition of 'task', there is a variety of terminology used to refer to the different sorts of tasks existing in the Task-based Approach. In one way or another, they all refer approximately to the same distinction, but a description of them is necessary to better understand the differences among them. Among many other types—such as the "consciousness-raising" tasks in which learners learn language by talking about it—, the tasks that will be described in this MA Thesis, just because they are the ones that support the proposal, are the following: "focused" versus "unfocused" tasks, and "communicative" versus "linguistic support" tasks.

Starting with focused versus unfocused tasks, they are described by Nunan:

A focused task is one in which a particular structure is required in order for a task to be completed. An unfocused task is one in which the learners are able to use any linguistic resources at their disposal in order to complete the task. (2004a, n.p.)

Thus, focused tasks are those tasks in which students are given a structure and in order for the task to be completed they have to use it. On the other hand, an unfocused task is that in which students use all the language they know in order to undertake the task. The latter type of task may be more focused on communication, but this does not mean that the former does not have communication as its main aim. The difference is that in the first one, learners have to focus on a structure when communicating something, whereas in the second type, they can use whatever structure they want to carry out such communication. The focused task is considered to be the one that aims at form, so it is rejected by authors such as Willis and Willis, who denominates them 'metacommunicative' tasks and considered that they should not be called tasks but exercises (cited in Nunan, 2004a, n.p.).

"Communicative" versus "linguistic support" tasks are the tasks described by Sheila Estaire (2001, p. 148-50). She portrays communicative tasks as those which are centred on meaning rather than on form, and which provide students with the opportunity of communicating, being this their final aim. On the other hand, linguistic support tasks are those with the aim of developing linguistic contents as support to communicative tasks. Thus, linguistic support tasks would be those that help students undertake communicative tasks, and that is the reason why other authors name them "possibiliting" tasks.

As it can be observed, despite the terminology used, all the pairs differentiate themselves in the same aspect. This means that the difference between focused and unfocused tasks is the same as between communicative and linguistic support tasks. Likewise, both unfocused and linguistic support tasks are those task allowing students to undertake focused and communicative tasks. Moreover, it should be mentioned that the activities that have been proposed in this MA Thesis follow such procedure. There are tasks with a focus on grammar that will help students to do the communicative tasks, which are predominant in the paper.

Nevertheless, not all the activities undertaken by the students can be referred to as 'tasks'. For a task to be such has to assuage the following criteria established by Ellis (2009, p. 223):

> 1. The primary focus should be on 'meaning' […]
> 2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning).
> 3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
> 4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

Further explanation may be needed. As Ellis mentioned in the first principle, there is a need for a primary focus on meaning, but this does not mean that there cannot be a focus on form, which is the case of the aforementioned "focused" or "linguistic support" tasks. There has to be a gap too, something that learners have to do for the task to be completed. Moreover, students have to believe in their previous knowledge as they cannot do a focused task with just the structure required. This means that if, for instance, they are expected to use conditionals, they cannot use conditionals all the time; they will also use present or past tenses, for example. Previous knowledge is hence a source that learners will have to use in order to undertake the tasks. Finally, the outcome, the goal of the task is not that of using language but that of learning language through its use, and that use is what 'feeds' and enlarges students' knowledge. Learners, when finishing a task, will know not only the language they learnt but also the knowledge they acquired. In the case of this proposal, students will acquire language by using it but they will also remember knowledge on the Armada event (or other events) learning such information.

In order to finish with the concept of 'task', several are the principles of such unit that organizes the Task-based Approach. Nonetheless, not all linguists and educators consider all of them. Sheila Estaire enumerates them in her article "Un Enfoque por Tareas en el Aula de Primaria: Principios y Planificación de Unidades Didácticas" (2001). However, just some of them are considered the most important for the purpose of this MA Thesis: the final aim of tasks is communication; tasks facilitate the development of both communicative and linguistic competences; tasks can make use

of non-verbal support, such as images, gestures, and so on in order to facilitate the learning process; and finally, tasks are grouped together around a topic.

3. HISTORY AS A CROSS-CURRICULAR THEME

The lesson plan that this paper proposes uses a non-traditional tool—as History—to teach and learn English. Several ways can be used to teach English, but the case of History may be justified regarding several aspects. The first one deals with the importance of the cultural competence; the second one has to do with the importance of cross-curricular aspects; and the final one focuses on Hişmanoğlu's claim for the use of literature in the classroom (2005). These three aspects help to justify the use of History in the EFL classroom or in any foreign language classroom.

3.1. Justification

The *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* establishes seven competences that students have to develop, among which we find Cultural Awareness and Expression (CAE). This regulation establishes that the contents students have to study integrate all the competences they have to achieve. Cultural Awareness and Expression is thus a competence integrated in the contents students have to study, and a lesson plan such as the proposed one allow students to better develop it. Thanks to the proposed activities, students will further develop this competence as they will have contact with all the events taking place in the world, without forgetting the rest, which are also achieved. By having a general knowledge on what is happening or what happened in the world, students are aware of the society, and of the world in general, they are living in.

In addition, with a further explanation of what this competence implies the justification of the use of History in the EFL will be better understood.

> La competencia […] implica conocer, comprender, apreciar y valorar con espíritu crítico, con una actitud abierta y respetuosa, las diferentes manifestaciones culturales y artísticas, utilizarlas como fuente de enriquecimiento y disfrute personal y considerarlas como parte de la riqueza y patrimonio de los pueblos. […] El desarrollo de esta competencia supone actitudes y valores personales de interés, reconocimiento y respeto por las diferentes manifestaciones artísticas y culturales, y por la conservación del patrimonio. (Mecd.gob.es, 2016, n.p.)

This competence implies thus that students are in contact with culture so that they enrich themselves with it. The most important aspect is that they learn from it, that they

know what happened in the past, what is happening in the present, and what can happen in the future if they follow the same steps as our antecessors.

Continuing with the cross-curricular aspect, the use of History to learn English allows the incorporation of all the elements specified by the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato*, which establishes that

> [L]a comprensión lectora, la expresión oral y escrita, la comunicación audiovisual, las Tecnologías de la Información y la Comunicación, el emprendimiento y la educación cívica y constitucional se trabajarán en todas las materias (RDL 1105/2014, de 26 de diciembre, p. 174-5)

The activities that have been designed all develop some of these aspects. Moreover, thanks to the historical materials students are provided with, they are also educated to encourage equality, to prevent domestic violence, and to avoid discrimination, among other elements also specified by the aforementioned regulation (RDL 1105/2014, de 26 de diciembre, 175), as they are in contact with previous historical events in which these problems took place and they can see the consequences. Moreover, students can also develop autonomy, initiative, group work, self-confidence, and so on as the created activities encourage them to work in this way.

Finally, the use of Literature in the EFL classroom also justifies the use of History in it. If Literature works, why not History? Hişmanoğlu's article "Teaching English Through Literature" will serve as the main basis for this statement. In it, he specifies that the use of Literature is "a popular technique for teaching both basic language skills (i.e. reading, writing, listening, and speaking) and language areas (i.e. vocabulary, grammar, and pronunciation) in our times" (p. 53). In the same way, the use of History and historical material also allows students to learn the language skills that the curriculum specifies together with the language areas. In this way, if Literature has been used and it has worked, History can also satisfy these necessities.

Continuing with the same article, Collie and Slater established that "there are four main reasons which lead a language teacher to use literature in the classroom. These are valuable authentic material, cultural enrichment, language enrichment and personal involvement (cited in Hişmanoğlu, 2005, p. 54). These reasons enumerated by Collie and Slater also work for History.

Starting with the first reason—valuable authentic material—, it is true that Literature provides both students and learners with authentic texts. Just as Hişmanoğlu pointed out "[m]ost works of literature are not created for the primary purpose of teaching a language," neither are historical ones. All the historical materials society is provided with is legacy. Literature is written for readers and History is also written to serve as heritage, but not with instructional purposes. It is not a question of Romans, for instance, writing laws for future society to study. Neither is it a question of Philip and Mary Tudor writing their marriage contact for society to work on conditionals. In this way, the argument that students are provided with authentic material is accomplished by History too. Furthermore the regional regulation itself (*ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*) establishes that students should use authentic texts as much as possible:

> Para la introducción de contenidos se hará un uso preferente de documentos auténticos, de los cuales se deducirán los contenidos sintáctico-discursivos, que no existen fuera del discurso. Mediante el uso de las tecnologías de la información y la comunicación se estimulará y orientará al alumnado en la búsqueda, estudio y disfrute de tales documentos de forma autónoma, procurando que en ellos se exponga al alumnado a la mayor variedad posible de registros de habla. (O.E/363/2015, de 4 de mayo, p. 32785).

Hişmanoğlu also mentions that Literature samples have real-life contexts, so students are exposed to real life settings and language samples (2005, p. 54). History also gives students the opportunity of facing real life documents and real settings. If Literature is objectively analyzed, indeed, settings do not have to be real as imaginary literature also exists. Fairy tales, for instance, do not have real settings. History is hence a good source of real contexts, real languages, and indeed real events.

Continuing with the second reason, Hişmanoğlu suggests that Literature provides students with cultural enrichment. He pointed out that "Literature works […] facilitate understanding how communication takes place in that country" (2005, p. 54). In fact, History also allows that as there is no better way of knowing what communication was like in the sixteenth century than going to historical documents and having a look at them. It is true that for students to properly understand the materials they are provided with, those have to be adapted, for their understanding may be otherwise impossible.

Nonetheless, a good way of catching students' attention is by giving them those samples of documents and sources of old periods, despite their later adaptation to properly undertake the task, but their motivation and their attention would be already attracted. It was something also done to students taking Mathematics. They were more motivated and they remembered theorems better when they were taught the History of Mathematics (Ávila Plasencia, 1982, p. 69-71).

In addition to these real contexts and settings, just like Literature shows a wide range of characters, History does too. Characters appearing in Literature may be poor, may be rich, may be from a city, from a village, from a region, from another country, and so on. In History, this also takes place. Students can face documents written by kings and queens, by villains, by small-town people, or even by outstanding literary writers of the period talking about History. For instance, Shakespeare's historical works may serve to understand a certain period if that were the case, and from them, language can be learnt in the same way as it has been described in the final chapter of this paper.

The same happens with the third aspect: language enrichment. Hişmanoğlu, mentioned that "[l]iterature provides learners with a wide range of individual lexical or syntactic items" (2005, p. 55). Readers are hence exposed to a wide variety of language expressions, but the point is that, unless it is experimental, it is meant to be always comprehensible. Nonetheless, historical documents also provide readers, and in this case students, with such varied exposure, but in some cases they may not be intelligible due to the fact that such documents were not written mainly for an audience of readers but for many other reasons such as leaving proof of something.

Additionally, with such documents, students learn how kings and queens, and overall the learned, use a different variety of language from uneducated people. They can also learn how these varieties differ from other regions; and more importantly, they can notice what language was like in a period and how it differs from now. Students are exposed hence to the evolution of the English learning therefore something extra.

To finish with the last reason, Hişmanoğlu estates that Literature fosters personal involvement in the reader: "once the reader reads a literature text, he begins to inhabit the text. He is drawn into the text" (2005, p. 55). Again, the same happens with History. The activities have been designed in a way that students' attention is attracted so that participation, motivation, and collaboration are fostered. For instance, when undertaking

the first activity of the lesson proposed, students are given some coins and they have to infer from them who the characters presented on them are. They will have to touch and read them, and they will have to make inferences until they guess who they are and the reason why they are together. This is just an example of how students are engaged in History. They will have to guess, to collaborate with each other in order to undertake the proposed activities, and they will have to arrive to conclusions together. Students will be thus the main directors of their learning process and they will be more attentive to it, therefore enhancing their competence of learning to learn.

Autonomy, motivation, collaboration, and learning, among many other aspects are thus achieved thanks to the use of History and to the use of the proposed activities in which students have to question, interpret, relate, and explore by themselves. History can be considered a powerful tool as teachers can experiment with it and choose whatever event interests students more in order to focus on them. In this way, by taking into account the students' opinion and by observing them when undertaking their learning process, such process as well as the teaching process can be facilitated. In addition, the use of History in the EFL classroom can reinforce what students have already learnt in previous years as the events that will compose the English syllabus are events that students will have already studied. The most important thing to mention here is that English is being learnt through History but historical contents are not going to be assessed. Students have to show that they are learning English and that History is just a means of doing it, but their mistakes on dates or facts are not going to be taken into account, for the important aspect is that they learn English, that they learn how to communicate, but not that they learn that America was discovered in 1492, for instance. History is expected to serve as a way of attracting their attention, as a way of making learning different, but it should not be something that stops them from learning.

3.2. Resources available

Several are the resources available for teachers to compile historical materials for the classroom. Nonetheless, special attention is needed as many of the materials available are designed for the History class. This means the teacher him/herself will have to adapt them so that they become instructional for FL teaching.

There are many sources in which FL teachers can search for information dealing with a specific historical event, as they are not required or supposed to have such knowledge.

However, it is important that they keep the lesson on the event as simple as possible since , first, it is not a question of teaching such historical event and secondly, neither is it necessary for the teacher to be qualified as a History teacher.

There are two British educational resources related to History that could be highlighted: those at the National Archives and the BBC websites. Both of them have a section for education (http://www.nationalarchives.gov.uk/education/ and http://www.bbc.co.uk/education respectively). Starting with the National Archives, just when entering its website, there is a section in which the user can select the desired time-period, so numerous are the events that can be selected. Moreover, both teachers and students have their respective sections on the aforementioned page, so it is not just a resource for teachers but also for students in case they want to know more. Additionally, apart from time periods and a space for teachers and students, the user, can also follow any of these sections: lessons, workshops, videoconferences, virtual classroom, and professional development. In the BBC website, the user can select the desired learning level and the country they want to deal with. In the case of this MA Thesis, the level would correspond to that of K3 and the selected country England. Then, among many of the themes available in the page, the topic would be History, and once there, the user can select the desired historical event.

Both webpages provide the user with several materials that may help in the development of the lesson plans. Nonetheless, there are many more places where historical material is available. These webpages may serve as an introduction to the themes and if the teacher has little knowledge about the event, s/he can go further in the search just googling the specific desired material.

In the case of the Armada campaign of 1588, there are several educational resources available, apart from reading the standard academic references by George Mattingly (*The Defeat of the Spanish Armada*), Fernández-Armesto (*The Spanish Armada*), or María José Salgado (1988). The National Archives and the BBC produce their own lesson plans and classroom resources for secondary education students. 'God blew and they were scattered' (http://www.nationalarchives.gov.uk/education/resources/god-blew-they-were-scattered/) is a KS3 lesson plan, for pupils aged 11 to 14, prepared by the National Archives with tasks, historical background, teachers' notes and external links. It mostly uses extracts from original letters and reports that can be used in a

problem solving approach or to practice different styles of writing (story writing, reports, 'newspaper' accounts, diaries and letters, 'televised' news and interviews). The same applies for the BBC Bitesize KS3 History 'The Spanish Armada' (http://www.bbc.co.uk/education/guides/z4s9q6f/revision). BBC History (iWonder) has just released 'Were the English lucky to defeat the Spanish Armada?' (http://www.bbc.co.uk/guides/zg834j6#z829j6f), there may be found images, clickables, and original maps. The British Library also keeps a resource to explore the question: 'Why did the English fleet defeat the Spanish Armada?,' considering the different historical interpretations and looking at some contemporary images and documents (http://www.bl.uk/learning/histcitizen/uk/armada/intro.html).

In order to finish with this section, it is important to mention the fact that all those educational materials found have often been adapted for students, as will be the case here, in view that their understanding may be difficult due to the period in which they were written and that the students' level may differ. In this case, first-year students of Bachillerato should have the linguistic competence to generally understand adapted specific texts, but as not all students have the same level (mixed rhythms and mixed abilities), most of the materials have been adapted. Nevertheless, the originals will be shown as a way of catching their attention.

4. INFORMATION AND COMMUNICATION TECHNOLOGIES AS DIDACTIC RESOURCES

Technologies have entered everyday life in a way that they have become a necessary requisite for people; they are used to work, to socialize, and generally to live, as we are now living in a globalized society. Nowadays, it is unusual to find somebody living without technologies, for the opportunities they offer since their appearance. This usage has also spread to education, for the opportunities and resources available now with technologies enhance the processes of both teaching and learning. Nonetheless, a definition of what ICT implies should be first mentioned before continuing with how they have been introduced in education.

According to Inglis and Cutlack, Information and Communication Technologies "describe a range of digital and electronic resources and equipment that are used to support and enhance the learning and teaching process" (2009, p. 2). Thus, as aforementioned, the use of such technologies in the classroom is going to promote better opportunities for learning and teaching. In this way, not only the teacher will benefit from them but also the students. Before going deeper in the characteristics of ICT and the functions of teachers when using them, it should be first mentioned how ICT entered education.

It was towards the 1950s when the production of computers started to increase. After some changes in the first computers, among which it is included size, graphics, cost, and software, the idea of introducing them in education started to appear. It was at a conference called International Federation for Information Processing (IFIP), sponsored by the UNESCO, where the use of ICT in education started to be considered. It was within this federation that the Technical Committee for Education (TC3) was created. From now on, this committee was only focused on introducing ICT in education.

According to De La Torre (cited in Fernández Prieto, 2001, p. 33), toward the 1980s, the whole European Community was considering the idea of introducing computers in education. In Spain, this interest in incorporating ICT in education appeared toward the late-1970s when the Government created the first 'Plan Informático Nacional'. It focused on studying how to enter ICT in such field. There were many subsequent conferences, but with the 'Programa de Nuevas Tecnologías de la Información y la

Comunicación', sponsored by the Ministerio de Educación, two programmes were developed: 'Proyecto Atenea' and 'Proyecto Mercurio', being the former the one that is relevant to this paper.

The 'Proyecto Atenea' (1985) had as its final objective the gradual incorporation of equipment and software into the educative context (Fernández Prieto, 2001, p. 13). This innovation required that teachers were formed so that they were able to introduce them in their educative practice. With this formation, teachers moved from learning about ICT to learning from ICT, and finally in the 1990s to learning with ICT. In addition, one of the last programmes, implemented in 2009, was that of the 'Escuela 2.0' which created digital classroom, being the 'Escuela 3.0' the ultimate incorporation with cloud computing and social networks.

Cabero (cited in Fernández Prieto, 2001, p. 26) enumerated the features that Information and Communication Technologies have. Among many of them, the most outstanding ones are the easy distribution of information, the breakdown of the temporal and special barriers, the persecution of the development and change, and the diversity. With ICT, everybody is interrelated despite the barriers of time and space; communication with the rest of the world is now possible. Moreover, they allow educative development and educative changes, and there is a great variation to achieve them.

These are the main features of ICT in general, but what are the most important aspects of ICT in educative contexts? The main uses of ICT in education are established by Collins (1998). There is a great variety of tools to carry out different tasks, there are programmes that can be used to learn aspects from the curriculum, there are games that can motivate and educate students, there are social networks and networks in general that allow learners to be part of a community, and there are other sources that serve as orientation.

The application of ICT to the classroom is very demanding for teachers as the roles they are expected to perform are numerous. They are enumerated by Alonso y Gallego (cited in Fernández Prieto, 2001, p. 29), and among many others, the most outstanding ones are facilitate students' learning process; be ready to innovate; be positive towards the implementation of ICT in the learning-teaching process; integrate used as a normal

element in the curriculum; use ICT as a didactic resource; benefit from ICT transmission of information; use ICT in a critic way; know how to use ICT.

To finish with this section, it is important to mention the distinction between two ways of seeing ICT: as curricular content and subject, and as an aid to teaching and learning. It will be the latter the one that interests us since ICT, and concretely blogs, are going to be the tool used for language learning. The role that is expected from teachers will be more demanding than that of learners, as the latter are just expected to know how to use the tool (after the teacher's explanation).

4.1. Advantages and disadvantages of their use

ICT have the potential to positively influence education; nevertheless, the disadvantages that one can find when using them in education are also numerous. It is true that some of those disadvantages may be solved eventually, but, at least for now, teachers and people in general have to face them.

The advantages that the incorporation of ICT have promoted, have been enumerated by Inglis and Cutlack (2009). Among many of them, the following can be underlined: ICT accommodate different learning styles; encourage self-paced learning; personalize learning according to individual need; increase learner engagement, interaction and motivation; provide, promote independence in learning and ownership of learning; facilitate active participation and collaboration in learning; improve learner attendance and retention; enable assessment for learning to take place; and enhance the learning experience for learners (Inglis and Cutlack, 2009, p. 4). As it can be observed, students can highly benefit from ICT as they allow them to learn in a simpler way providing them with opportunities for both collaboration and individual work depending on their needs.

Concerning languages, which have been pioneers in the incorporation of ICT in education, the benefits encountered here are also numerous. Hurtado and Díaz (n.d, n.p) pointed out that with ICT language materials can be elaborated more esily; there is more feedback; students are conscious of their process (learning to learn); they are more motivated; they can interact with resources; they can correct each other when recording themselves; and they can even practice the language with real people in real contexts.

The resources available are chats, e-mails, and products in the original language (books, films, and so on).

Despite these positive influences, there are many researches, such as Dawes, Balanskat, Blamire, and Kefala, (cited in Abdullah Bingimlas 2009, p. 235-41), who point out that problems also arise when introducing ICT in the field of education. For educative quality to be increased it is important to identify the disadvantages, or better called barriers, that appear when introducing ICT in education. Nevertheless, before establishing the different classifications of such barriers, it is important to know what a 'barrier' is. According to Wordnet, a barrier is "any condition that makes it difficult to make progress or to achieve an objective" (cited in Abdullah Bingimlas 2009, p. 237). So any aspect preventing an action is called a barrier. Additionally, two different categories are worth mentioning, though the difference between them lies in the terminology used rather than in their meaning. There has to be a distinction between teacher-level barriers and school-level ones. Becta (cited in Abdullah Bingimlas (2009, p. 237) grouped them according to whether they refer to individuals or to the institution. But they can also be classified as "micro level barrier" and "meso level barrier" (Balankat et al.), adding a third one called the "macro level", which refers to the whole educational framework (cited in Abdullah Bingimlas 2009, p. 237). The micro level would correspond to teacher-level barriers or individual ones.

Teacher-level barriers are those referring to the lack of confidence, to the lack of teacher competence, and to the resistance to change and negative attitudes. Many teachers have the fear to fail in front of the classroom, resulting in the decision of not using ICT. Many teachers suffer from anxiety as they consider that students may know more than them. Consequently, they avoid ICT in the classroom. There are even teachers who are opposed to such incorporation just because it requires making changes or because they do not understand how their teaching can benefit from ICT.

On the other hand, school-level barriers are those referring to the lack of time, lack of effective training, and lack of technical support. These barriers are more difficult to solve as time cannot be enlarged; teachers have the time specified by the law and it is not always enough to explore resources or to use them in class. Moreover, lesson planning is time-consuming and more if ICT are involved, as training is needed just in case. Moreover, there are institutions in which in-service training is not enough.

Teachers lack knowledge, but if the latter is not provided, there is nothing they can do. Additionally, it is not just a question of learning from ICT but also of learning how to incorporate the technology they are learning in a pedagogical way. And finally, the big problem which even trained teachers have to face is the technical one: "Waiting for websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers, and teachers having to work with old computers" (Abdullah Bingimlas 2009, p. 241). In short, problems that cannot be avoided but can ruin a lesson if they are not solved in time.

Advantages and disadvantages are to be found everywhere. What is clear is that using ICT in education is a new way of learning which motivates not only students but also teachers as they can make classes more interactive. Nonetheless, disadvantages also appear when incorporating them: knowledge and equipment are required in order to succeed, distractions may appear, a huge control of their use is needed, and a total dependence on them may appear too. Some possible solutions can be applied, such as for example avoiding a total reliance on them and having always a plan B just in case.

4.2. ICT in the curriculum

Both the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* and the *ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* mention ICT in the curriculum.

The Royal Decree mentions, in the second article of the first chapter, that there are several competences that students have to achieve at the end of the year. Among them, it is the digital competence, which is defined as

> [A]quella que implica el uso creativo, crítico y seguro de las tecnologías de la información y la comunicación para alcanzar los objetivos relacionados con el trabajo, la empleabilidad, el aprendizaje, el uso del tiempo libre, la inclusión y participación en la sociedad. (Mecd.gob.es, 2016, n.p.)

So already in the curriculum, it is established that ICT have to be used appropriately in order to critically and creatively achieve the objective of each activity. Furthermore, it is

also mentioned that ICT have to be used whenever possible in all the subjects as a cross-curricular element:

> En Educación Secundaria Obligatoria, sin perjuicio de su tratamiento específico en algunas de las materias de cada etapa, la comprensión lectora, la expresión oral y escrita, la comunicación audiovisual, las Tecnologías de la Información y la Comunicación, el emprendimiento y la educación cívica y constitucional se trabajarán en todas las materias. (RDL 1105/2014, de 4 de mayo, p. 173-4. Chapter 1, Article 6).

Finally, in the same chapter and article, the Royal Decree also points out that:

> Los currículos de Educación Secundaria Obligatoria y Bachillerato incorporarán elementos curriculares relacionados con […] las situaciones de riesgo derivadas de la inadecuada utilización de las Tecnologías de la Información y la Comunicación […]. (RDL 1105/2014, de 4 de mayo, p. 173-4)

Students will be monitored and will receive an explanation, insuring thus that the use of ICT is the appropriate one as its careless use may be dangerous.

In the eighth disposition of the second chapter of the *ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*, it is established that:

> La integración y el uso de las Tecnologías de la Información y la Comunicación se promoverá como recurso metodológico eficaz para llevar a cabo las tareas de enseñanza y aprendizaje. (O.E/363/2015, de 4 de mayo, p. 32486)

Thus, the incorporation of ICT in the classroom is already established by the Order, saying that ICT will be incorporated in the teaching and learning processes so that such processes become more effective. It is not necessary that all the processes deal with ICT, for it may be impossible to use them in every lesson of every class, but their use when necessary may have better aftermaths as a result.

In the twenty-sixth disposition of the third chapter of the same regulation, among the means that have to be incorporated in order to cater for students with mixed ability, the following is mentioned:

> La utilización y potenciación de las tecnologías de la información y la comunicación como herramientas facilitadoras para la personalización de la enseñanza y mejora de la atención a la diversidad del alumnado. (O.E/363/2015, de 4 de mayo, p. 32500)

The use of ICT is hence also a way of personifying the teaching and learning process in order to better take into account and help students with mixed ability. The reason for this is that none of the students has the same way of learning and the same rhythm for doing that. Students' processes depend very much on their learning styles and it is thanks to ICT that they have the opportunity of having a personalized learning process.

Thirdly, in the methodological principles of the period of Bachillerato found in the same regulation ('Anexo LA'), the following statement should be highlighted:

> [L]as Tecnologías de la Información y la Comunicación (TIC), constituyen un recurso metodológico indispensable en las aulas, en el que convergen aspectos relacionados con la facilitación, integración, asociación y motivación de los aprendizajes. (O.E/363/2015, de 4 de mayo, p. 32526)

Facilitation, integration, association, and motivation are achieved thanks to the incorporation of ICT as a didactic resource in education. These have to do with the aforementioned advantages of ICT, for they facilitate the learning and teaching processes in a way that they become easier. Easier in the sense that classrooms become more interactive, more participative, and students are more encouraged in their learning process.

Moreover, when focusing now in the first foreign language, in this case English, ICT are also mentioned:

> Para la introducción de contenidos se hará un uso preferente de documentos auténticos, de los cuales se deducirán los contenidos sintáctico-discursivos, que no existen fuera del discurso. Mediante el uso de las tecnologías de la información y la comunicación se estimulará y orientará al alumnado en la búsqueda, estudio y disfrute de tales documentos de forma autónoma, procurando que en ellos se exponga al alumnado a la mayor variedad posible de registros de habla. (O.E/363/2015, de 4 de mayo, p. 32785)

ICT will serve therefore as an orientation for the student to search, investigate, and enjoy all the materials available, taking for granted that they are appropriately used. As a result, the learning process will be more autonomous as students are in charge of investigating what the teacher asks them. This independency is achieved thanks to technology, with which students can find whatever they want, allowing them to learn quicker than long ago.

4.3. The blog

The current society is a globalized one in which people in general, and students in particular, are used to using technologies in their everyday life. Thus, if such technologies enter education, the process of learning to which students are exposed may become more interesting to them, for they may be using something they are interested in when carrying out a process in which they may not be so interested. "Creating a blog can be a bridge for students between the familiar digital world and what is being asked of them […]" (Blood, 2000, n.p.). Students may benefit from the use of blogs as they will do the learning and teaching process more interactive, and therefore, more interesting. The uses that they can have in education have to do with the definition of the 'blog' itself: "a site or online journal published on the World Wide Web (WWW) for discussion or informational purposes in a reverse chronological order (Blood, Dyrud et al., Kadjer and Bull, cited in Aydin, 2014, p. 244). Blogs, therefore, are mainly used for discussions and information.

There are many different types of blogs, but the sort of blogs this paper will focus on is 'edublogs', which are the blogs that are used as instructional resources or for educational purposes. They are considered "a tool for creating journals requiring any experience or knowledge about computer programming" (Aydin, 2014, p. 245). Nonetheless, despite their simplicity, some knowledge is truly required as the page has to be created. *Blogger* and *WordPress* may be too easy. Both are free platforms that teachers, as well as students, can use, with the possibility of easily introduce not only the desired text but also images, videos, and links.

In addition, there are two options when creating a blog in class: it can be a class blog or an individual student blog. This means that, with the former, there would be just one blog in which students would incorporate comments and posts, whereas with the latter, each student would design their own blog. One way or another, students can interact with each other as they can read and comment in the same blog or they can do so in each different blog.

Several are the advantages of using a blog as an instructional resource in EFL. Starting with the fact that students can collaboratively develop ideas, they can develop and be exposed to the use of the target language. This exposition is carried out in a more interactive way, which may be more interesting than just using the language in class.

Moreover, as Aydin established, "the use of blogs in language learning contributes to gaining cultural knowledge, provides opportunities to explore the target language, and increases cultural awareness" (2014 p. 245). It is thanks to blogs that students are exposed not only to the target language but also to the culture and thoughts of other people. In the case of the blog that will be used here, students are exposed to other classmates' compositions on the thoughts they have about specific questions on the Armada event. Thus, they are exposed to both culture and beliefs. Another advantage is that blogs allow the interaction not only among students but also between the teacher and the students, as in this case. The teacher can also interact with them. Finally, due to their constant exposition to social networks and networks in general, using another one in class may motivate them, facilitating thus academic writing and the enhancing of the language skills (reading and writing).

The way in which they will use the blog is mentioned afterwards, but a brief restatement can help to comprehend the justification of the use of the blog. During the first year of Bachillerato, students will be taught English with historic material (each lesson one event). In addition, following the Task-based Approach, they will be asked to undertake two final tasks in each lesson. One of them will vary, but the other is always a writing composition on a selected question. Those compositions are the assignments that will be uploaded to the blog, which will be previously created by the teacher. Furthermore, they will have previously received an explanation on how to upload everything to the blog. After every lesson, students will hand in their compositions to the teacher, who will correct them as soon as possible. Then, once they receive the corrected composition with some feedback and comments, they can correct it and upload it to the correct part of the blog. With that, it is meant that the blog will have as much parts as lessons there are. For example, if they have to upload the composition for the lesson of the Armada event, there will be a place for that. In that part, all students' compositions of this unit will be placed together in a way that everything is ordered. Thus, when students read their classmates' compositions, they will know what they are writing about. Furthermore, they can also comment and give feedback on their classmates' compositions, as blogs allow that. These comments and feedback that students post will be taken into account in their mark.

In conclusion, "bloggings positively affects the perceptions of and attitudes towards EFL learning" (Aydin, 2014, p. 251). Through an exposition to technologies, and blogs

in general, students will be more receptive to the learning process. In addition, blogs allow new ways of doing things and, thanks to them, and to technologies in general, students have new ways of learning, having the possibility of receiving feedback from even native speakers as the blog will be opened to society at the end of the course and after acceptance of both students and parents.

5. LEGAL FRAMEWORK

This proposal for intervention is based on the following regulation:

- *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa.*

- *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.*

- *ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León*

Whereas the first two ones regulate the national curriculum, the last one develops it to be applied in Castilla y León. Thus, the whole lesson plan adheres to the latter regarding contents, evaluation criteria, learning standards, objectives, etc.

6. PROPOSAL FOR INTERVENTION

6.1. Introduction

This lesson plan, with the Spanish Armada as the main theme, has been planned following a not so traditional approach which is that of using History as a tool for learning a language in the first year of Bachillerato. The ways of teaching and learning languages have been varying throughout history. Nevertheless, there has been recently an emphasis on learning languages in context, for it is the best way for students to meet their needs and interests.

The use of History in the English classroom is a different way of learning a language, as well as it was that of using literature, which is "a source of authentic texts of the language curriculum rather than an ultimate aim of English instruction" (Hişmanoğlu, 2005, p. 53). This means that literature, and in this case History, can be used as a tool to learn English rather than an end in teaching, so the most important aspect would be that of students learning English through historical material rather than evaluating them on their knowledge of that subject.

In this way, students will have a different opportunity to learn. First, they learn through authentic material, adapted whenever necessary as sixteenth-century English differs from twenty-first-century English. Secondly, they enrich their culture, by remembering and reviewing what they have already learnt in previous years, and they also improve their knowledge of the language, as they would be exposed to both the English people speak nowadays and that used by kings and other important personalities a long time ago. Finally, history fosters a personal involvement in the student as they get involved in a learning process where they discover as they become part of the process. In other words, the teacher's role is not that of giving a lesson using History, but rather that of teaching English and giving them historical materials so that students experiment with them using the language they have learnt.

History also gives students the opportunity of learning through non-repetitive contents as history is universal, takes place all over the world, and therefore, when used to teach English, may vary depending on the teacher's approach. In this case, the part of History to be developed is the Spanish Armada, but it could have also been the discovery of America, the trip to the Moon, the Gunpowder Plot, or even more current

themes such as the Panama Papers. There is a huge variety of events in history that may be of interest to the students and that may serve to teach English. Moreover, it also gives students the opportunity to participate as there are no close answers to the activities. For example, none of the assignments developed in the lesson plan foster yes-or-no answers but open answers where students can use their imagination.

Furthermore, using History as a tool promotes the development of the five language skills that students are supposed to develop according to the Common European Framework of Reference: Reading, Writing, Listening, Spoken interaction, and Spoken production, for there are documentaries, texts, ludic activities, and many other different types of activities that enable students to learn. Moreover, the way of teaching English that this syllabus promotes also fosters the development of such language skills as it is a completely practical approach in which students learn by themselves gaining autonomy in their learning process. This method, known as the Task-based approach, is what gives students this autonomy as they are provided with activities all aiming at a final activity, or two final activities, as it is in this case: the play and the personal composition.

In its fifth *Disposición Adicional* (Additional Disposition), the *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* (LOMCE), establishes that a school year will have at least 175 days, that is, 35 weeks. As a result, and taking into account that each term can approximately deal with four lesson plans of eight sessions each, it is estimated that this lesson plan will also have eight sessions of fifty minutes each. The sessions are named as follows:

- Session 1: England and Spain before the War: A Contrast
- Session 2: Elizabeth and the Rivalry between England and Spain
- Session 3: Facing Engagements
- Session 4: Testimonies
- Session 5: On Stage
- Session 6: Time to Finish
- Session 7: Assessing the Classroom
- Session 8: The Floor is Yours

Moreover, on account of the contents to be developed in this lesson plan on the Armada event, it would be taught at the end of the last term, for it has several other

contents that are supposed to have been previously studied, such as the conditionals, the comparative forms, and so on.

6.2. Objectives

This lesson plan has been proposed with the aim that students are able to acquire and learn all the contents necessary for their school year but following a different approach: using History as a tool. Thus, students will learn English, but using historical materials that will foster the development of the necessary language skills. Furthermore, the task-based approach will allow for developing the students' autonomy, which is nowadays an important point considering that we are facing an educative reality in which it is necessary for students to be aware of their learning process to develop themselves and benefit from it.

The *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* establishes the "Objetivos de etapa" (stage objectives) to be achieved by the students at the end of the school year (and in this lesson plan), namely:

- Develop and consolidate discipline, study and individual and in groups work habits, as needed requirement to an efficient realization of the learning tasks and as a way of personal development.
- Develop entrepreneurship and self-confidence, participation, critical sense, personal initiative, and the capacity of learning to learn, planning, deciding, and assuming responsibilities.
- Comprehend and express oneself in one or several foreign languages in an appropriate way.

6.3. Competences

The *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* establishes (Artículo 2.2.) which are the competences a student needs to have developed once the school year is finished, namely:

- Competence in linguistic communication (CLC)
- Competence in Mathematics, science and technology (CMST).

- Learning to learn (LL)

- Digital competence (DC)

- Social and civic competences (SCC)

- Cultural awareness and expression (CAE)

- Sense of initiative and entrepreneurship (SIE)

In the lesson plan I propose students will develop all the competences. The linguistic competence is evidently developed as all students will have to speak, either individually or in groups, during all the activities and sessions. Secondly, the basic competences in technology, together with the digital competence, are also necessary as they will have to use computers to look for information and write both their compositions and commentaries on the blog. Learning to learn is probably the competence that this lesson plan most seeks to ensure as it is the competence that will grant the student's autonomy. Students will also have to ensure a great classroom climate by being polite, respecting everyone's turn, and helping each other whenever necessary. Finally, the last two competences—CAE and SIE— will be developed thanks to the way activities are developed as students will have to participate in all activities and will have to express all their opinions, suggestions, points of view, etc., on the historical materials they are going to be provided with by the teacher during all the lessons,

6.4. General contents, evaluation criteria, and learning standards

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the different types of comprehension (general sense, essential information, main points, relevant details, implications). • Formulation of hypothesis on content and context. • Inference and formulation of hypothesis about meanings from the comprehension of meaningful linguistic and paralinguistic elements **Communicative functions:** • Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes. • Narration of on-time and habitual past	**Number 1:** To identify main ideas, relevant information, unifying thread or plot, and general implications of certain-length and well-structured texts and with certain-complexity linguistic structures, in a variety of standard language and transmitted in medium or normal speed, spoken or sung, with or without visual support, destined to the public in general or of a use specifically didactic, dealing with both concrete and abstract topics of one's own fields of interest or	**Number 3:** Identify main points and relevant details in a formal or informal conversation of certain length between two or more interlocutors taking place around them, provided that the acoustic conditions are good, the discourse is well-structured and language is not idiomatically used. **Number 6:** Understand main ideas and relevant details of a presentation, speech, or conference, dealing with one's own

occurrences, description of states and present situations, and expression of predictions and short, medium, long-term future occurrences.

• Exchange of information, indications, opinions, beliefs and points of view, advices, and warnings

• Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief.

• Formulation of suggestions, desires, conditions, necessities and hypothesis.

Lexical:

• Oral, specialized and commonly used lexical (reception), related to one's own areas of interest in personal, public, academic, and occupational fields, relating to descriptions of people and objects, time and space, states, occurrences, activities, methods and processes; personal, social, academic and professional relationships; education and study; work and undertaking; goods and services; language and intercultural communication; science and technology; history and culture.

specialization in personal, public, academic, and occupational areas, provided that the acoustic conditions are good and certain details could be confirmed.

Number 2: To know and know how to apply adequate strategies in order to comprehend the general sense, essential information, main points, relevant details, or information, ideas and opinions either implicit or explicit of the text provided that they are clearly signaled.

Number 6: To recognize oral, specialized, and commonly used lexical related to one's own areas of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use provided that there is visual or contextual support.

fields of interest or specialization, provided that the speech is clearly articulated and in standard language (e.g. a presentation on the organization of universities in other countries).

Number 7: Understand main points and relevant details in the majority of radio and television programs related to one's own fields of personal interest or of their specialization (e.g. magazines, documentaries, series and films) provided that they are articulated relatively slowly and with a clear and a standard pronunciation and dealing with known topics or of one's own interest.

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear and coherent expression of the message, structuring it suitably and adjusting it, if necessary, to the models and structures of each kind of text. • Rely on and benefit from the previous knowledge to the maximum (utilize "prefabricated" language, etc.). **Communicative functions:** • Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes. • Narration of on-time and habitual past occurrences, description of states and present situations, and expression of prediction and short, medium, long-term future occurrences. • Exchange of information, indications, opinions, beliefs and points of view, advices, and warnings.	**Number 1:** To build coherent and well-structured texts on topics of personal interest or quotidian or less habitual issues in a formal, neutral, or informal register, efficiently using the commonest cohesion resources and showing a reasonable command of expressions, structures and frequent-use lexical, both of general and specific character. **Number 2:** To know, attentively select, and know how to efficiently apply the most appropriate strategies to produce oral texts of diverse types and of certain length, trying to use new formulae and combinations inside the same repertoire and correcting the mistakes (e.g. in verbal tense or in temporal and special references) which lead to	**Number 3.** Efficiently participate in informal and face-to-face, telephonic, or other medium conversations, in which they describe, with certain details, facts and experiences, feelings and reactions, dreams and hopes and ambitions, and answer appropriately a feelings such as surprise, interest or indifference; tell stories, as well as the plot of books and films, indicated reactions; offer and are interested in personal

- Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief.
- Formulation of suggestions, desires, conditions, necessities and hypothesis.

Lexical:
- Oral, specialized and commonly used lexical (reception), related to one's own areas of interest in personal, public, academic, and occupational fields, relating to descriptions of people and objects, time and space, states, occurrences, activities, methods and processes; personal, social, academic and professional relationships; education and study; work and undertaking; goods and services; language and intercultural communication; science and technology; history and culture.

misunderstandings if the interlocutor indicates the existence of a problem.

Number 6: To know, know how to select, and use more specialized and commonly used lexical related to one's own areas of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use.

Number 10: To efficiently participate, even making mistakes, in dramatized, long-duration activities of oral interaction, such as global simulations, role plays, etc., having the possibility of preparing and managing their participation in the same.

opinions on topics of their interest; make their opinions and reactions comprehensible regarding possible solutions to problems or practical questions; kindly express beliefs, agreements, and disagreements, and explain and justify their opinions and projects.

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the different types of comprehension (general sense, essential information, main points, relevant details, implications). • Formulation of hypothesis on content and context. **Communicative functions:** • Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes. • Narration of on-time and habitual past occurrences, description of states and present situations, and expression of prediction and short, medium, long-term future occurrences. **Lexical:** • Written, specialized and commonly used lexical (reception), related to one's own areas of interest in personal, public, academic, and occupational fields, relating to descriptions of people and objects, time and space, states, occurrences, activities, methods	**Number 1:** To identify main ideas, relevant information, and general implications of certain-length, printed or in digital-form texts, with or without visual support, well-structured and with certain-complexity linguistic structures, in a variety of standard language dealing with both concrete and abstract topics of one's own fields of interest or specialization in personal, public, academic, and occupational areas, provided that the difficult sections can be reread. **Number 2:** To know and know how to apply adequate strategies in order to comprehend the general sense, essential information, main points, relevant details, or information, ideas and opinions either implicit or explicit of the text provided that they are clearly signaled. **Number 6:** To recognize written, specialized, and commonly used lexical related to one's own areas	**Number 3:** Understand personal correspondence in any format, and messages in forum and blogs, in which information and ideas are transmitted, problems are asked and with reasonable precision explained, and experiences, feelings, reactions facts, intentions, and both abstract and concrete aspects on topics of personal interest are clearly and detailed described. **Number 5:** Understand the general sense, the main points and the most relevant details of well-structured and of certain length news and newspaper articles in which concrete points of view on current issues or of personal interest are adopted and written in a standard language. **Number 6:** Understand, in manuals, encyclopedias and text books, either printer or in digital format, concrete information in order to solve homework or investigation works related to the

and processes; personal, social, academic and professional relationships; education and study; work and undertaking; goods and services; language and intercultural communication; science and technology; history and culture.	of interest and necessities in personal, public, academic, and occupational fields and expressions and idioms of common use provided that there is visual or contextual support. **Number 8:** To know how to recognize the appropriateness or inappropriateness of the results of an Internet research.	topic of their specialization, as well as concrete information related to practical questions or to topics of their academic or occupational interest in web pages and other official, institutional., corporative informative texts.

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Planning: • Mobilize and coordinate one's general and communicative competences with the aim to efficiently carry out the task (review what one knows about the topic, what one can or want to say, etc.). • Locate and suitably use linguistic or thematic resources (use of a dictionary or of grammar, getting help, etc.). **Production strategies. Realization:** • Clear expression of the message adjusting to the models and structures of each kind of text. • Rely on and benefit from the previous knowledge to the maximum (utilize "prefabricated" language, etc.). **Communicative functions:** • Description and evaluation of physical and abstract qualities of people, objects, places, activities, methods and processes. • Narration of on-time and habitual past occurrences, description of states and present situations, and expression of prediction and short, medium, long-term future occurrences. • Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief. **Lexical:** • Written, specialized and commonly used lexical (reception), related to one's own areas of interest in personal, public, academic, and occupational fields, relating to descriptions of people and objects, time and space, states, occurrences, activities, methods and processes;	**Number 1:** To write, in any format, clear-structured texts on a series of general and more specific topics related to one's own interest or specialization, making descriptions with enough details; writing with one's own words, and organizing in a coherent way information and ideas extracted from diverse sources, and justifying one's own opinions on general or more specialized topics, using coherent and cohesive devices and a common or more specified lexical depending on the communication context. **Number 2:** To know, select, and apply the most adequate strategies in order to elaborate clearly-structured, certain-length, and written texts, e.g. developing main points and extending them with necessary information, from a previous outline. **Number 6: :** To recognize written, specialized, and commonly used lexical related to one's own areas of interest and necessities in	**Number 5:** Write, in a conventional format, brief essays giving relevant information on an academic, occupational, or less habitual topic (e.g. an emerging problem during a trip), describing with sufficient details situations, people, objects, and places; narrating occurrences in a coherent sequence; explaining motives of certain actions, and offering brief and justified opinions and suggestions on the issue and on future courses of action. **Number 6:** Write personal correspondence and participate in forum and blogs in which information and ideas on abstract and concrete topics are transmitted, check information and ask about problems explaining them with reasonable precision, and describe, in a detail

personal, social, academic and professional relationships; education and study; work and undertaking; goods and services; language and intercultural communication; science and technology; history and culture. **ICT**: • Appropriate use of the Information and Communication Technologies.	personal, public, academic, and occupational fields and expressions and idioms of common use provided that there is visual or contextual support.	way, experiences, reactions, facts, plans and a series of concrete topics related to their own interest or specialty.

6.5. Methodology

The methodology that the lesson plan follows aims to enhance a good atmosphere in the classroom through the cooperation and collaboration of the whole class during the learning process. The principles of this are based on the affective filter hypothesis proposed by Stephen Krashen between the 1970s and the 1980s. This hypothesis establishes that "people with high affective filter will lower their intake whereas people with low affective filter allow more input into their language acquisition device" (Du, 2009, p. 162). Thus, in order to optimize to the most the learning process, students need to learn in an environment in which they feel comfortable. Factors, such as "the level of anxiety, motivation, the attitude of the participants, as well as the interaction between the instructor and the learner" (Pizarro and Josephy, 2011, p. 209), are going to affect the students' language learning process. Consequently, it is necessary for the teacher to promote an appropriate climate; and it is through activities such as the ones described in chapter 4 that this climate is achieved.

Those activities also foster different ways of working. Students can work either individually or in in groups; each session has been developed taking into account that students develop their autonomy and their knowledge not only through individual work but also through collaboration as the input of the classmates also helps students to learn. Participation is promoted in all the sessions as communication in the language being learnt—something vital—is one of the bases of this lesson plan. The reason for this is that through participation, it is ensured that the language skills of speaking and listening are practiced in the classroom, for it may be possible that students are not exposed to the English language in any other context. On the other hand, the language skills of writing and reading are enhanced through the activities proposed.

Additionally, the lesson plan has been developed in such a way that the effort revolves mainly upon the students as they become aware of the learning process and consciously work to develop it. They are going to direct and lead their own learning process throughout the lesson plan just following the teacher's indications. It is necessary that the latter provides the former with clear and specific explanations and directions so that all students are able to follow them. The teacher's language will serve as input too so it has to be clear and appropriate, helping it with body language and visual supports whenever necessary.

Furthermore, students will also use technologies in the English classroom as society nowadays is focused on them. The most important aspect, concerning technologies—apart from the use of computers in certain activities—, which will contribute to develop student's autonomy, is the development of a blog during all the academic year. Students will have a blog, which would be previously created by the teacher, in which personal compositions will be uploaded—after being corrected by the teacher. Students can then comment, give opinions and feedback, and read their classmates' compositions. In this way, they are not only going to develop peer assessment and feedback criteria but also a learning standard appearing in the curriculum:

> Escribe correspondencia personal y participa en foros y blogs en los que transmite información e ideas sobre temas abstractos y concretos, comprueba información y pregunta sobre problemas y los explica con razonable precisión, y describe, de manera detallada, experiencias, sentimientos, reacciones, hechos, planes y una serie de temas concretos relacionados con sus intereses o su especialidad. (ORDEN EDU/363/2015, 2015, p. 32792)

Concerning methodology more specifically, the lesson plan follows the aforementioned task-based approach as all the activities lead to two final tasks—the oral play and the personal composition in this case—. Nonetheless, and following Swan's conception (1985), other techniques are going to be taken into account. The Communicative Language Teaching was said to provide students with opportunities of using English with communicative purposes, promoting hence fluency. Thus, errors are going to be corrected without interrupting learners' communication. The appropriate atmosphere will be achieved following the principles of both Community Language Learning and Suggestopedia. Learning is achieved collaboratively through interaction and participation. Almost all the tasks have been designed in a way that students

cooperate with each other and try to learn from each other too so that interaction develops their learning. Moreover, thanks to this way of learning, autonomy is also fostered and achieved as students will have a greater role and will be more conscious of their learning process. It is true that the classroom organization is not that of counselling, but as most of the activities are mainly carried out in groups, the class, which is formed by 24 students, will be distributed in groups of 4 each sitting together. That is, the tables will be placed in a way that each member of each group can properly see their group. The anxiety is avoided by making students to feel comfortable, as in Suggestopedia. Nonetheless, it also has to do with the aforementioned Krashen's hypotheses, which lead to the Natural Approach.

The hypotheses that provide a context for the Natural Approach and that are compiled in Krashen's Monitor Theory, establishing the overall theory of second language acquisition, have a great importance in this proposal. They are the Acquisition *versus* Learning hypothesis, the Monitor hypothesis, the Natural Order hypothesis, the Input hypothesis, and the Affective Filter hypothesis (Krashen, 1985).

Thanks to the first hypothesis, it can be understood that there are two ways of developing a language: through acquisition or through learning. Acquiring a language would be getting to know a language in an unconscious way, whereas learning a language means learning it consciously. The tasks that have been designed allow students to develop a language in both ways. They can learn the new patters that are established in the curriculum, but at the same time, they can unconsciously learn the language by practicing communication. The Monitor hypothesis establishes that there is a monitor correcting the acquired utterances to learn on them. The proposed activities allow students to communicate using their previous knowledge, so they can notice themselves, or even help each other, whether they are using them correctly or not. In the Natural Order hypothesis, Krashen established that there is a predetermined order for learners to learn a structure. That is the reason for having selected this lesson plan as being in the final term, for there are contents that have to be previously studied. Moreover, the Input hypothesis establishes that students' opportunities are maximized when learners are exposed to an input which is little beyond their current level. It is hence very important that the teacher provides students with a good input serving as example to them. And finally, the Affective Filter hypothesis, which may be the most important for this proposal, suggests that there are obstacles to the learning process

when students are not comfortable. There are emotional variables affecting such process and that is the reason for trying to decrease anxiety and stress and increase self-confidence and motivation, for they have been demonstrated to be important factors affecting the learning process. The tasks that have been described afterwards try to lower the filter as much as possible so that students feel comfortable and take the most of their learning process.

6.6. Assessment

The way of assessing this lesson plan will be the same as that of assessing the whole syllabus, for there will be two final activities in each lesson. This means that each lesson plan will be developed following the task-based approach thanks to which all the activities will lead to two final tasks, which will vary depending on the lesson plan being studied. In this case, the two final activities that receive more weight of the mark will be the play and the composition. However, in order to take into account not only the product but also the process, not only these activities will be evaluated but also all the activities developed by the students. Only the former will be handed to the teacher, but while carrying out the latter, the teacher will be observing. Furthermore, each term students will sit an exam to evaluate the contents, though they will also have a test in the middle of it in order to check how they are going, what they need to improve, and how the final exam will be. Thus, the mark that students will get each term will be:

- 40% Exam (of all the lessons)
- 50% Hand-in activities (two per lesson)
- 10% Participation in group work and in class in general and oral production.

Each lesson plan will deal with two final tasks (hand-in activities) each of which will be graded up to 10. Then an average will be made and incorporated to a list. At the end of the term, all those marks being part of the handed activities will sum up to 50%. It would be better explained with an example of a sample student:

Student 1	Activity	Mark	Average
Unit 1:	Final Activity 1	8	8
	Final Activity 2	9	
Unit 2:	Final Activity 1	7	8'5

	Final Activity 2	8	
Unit 3:	Final Activity 1	9	9
	Final Activity 2	9	
Unit 4:	Final Activity 1	9	8'5
	Final Activity 2	8	
		Average	8'5

This student would get 8'5 points out of 10 in the hand-in activities, that is 4'25 out of 5, which would make 50% of overall assessment. To that 4'25, 40% of the exam and 10 % of the participation and communication in English must be added.

This lesson plan, as well as the rest of the lessons of the syllabus, will take into account the opinions of the classmates. This means that participation does not only imply speaking in class but also providing classmates with feedback and opinions in order to help them in their learning process. Peer assessment "has received much attention in recent years due to the growing focus on learner independence and autonomy" (Peng, 2010, p. 89). And as this is one of the aims of this proposal, it is something that cannot be put aside. As Nilson states "Peer learning and assessment are quite effective in terms of developing students' critical thinking, communication, lifelong learning and collaborative skills" (cited in Peng, 2010, p. 90). Thus, students will develop their critical thinking when giving feedback to their classmates as they cannot say whatever comes to their mind, but what they think their opinion is after critically thinking about it. All lesson plans will therefore have an activity in which students assess their classmates following checklists or assessment grids provided by the teacher so that they are not lost in what they have to look at when assessing.

Moreover, as Nilson argues (cited in Peng, 2010), peer assessment and feedback also fosters the development of collaborative skills, which is also very important for this lesson as most of the activities enable students to work in groups to enhance collaboration among the class. It is certain that not only collaboration is developed but also competitiveness. However, positive competitiveness is not detrimental to the students and to the classroom environment, for sometimes working in groups trying to do things better than the others may have as a consequence really good results. What is

not fostered is individual competition, which would be what prevents the classroom from a cooperative learning and a good climate where to learn.

To sum up, this lesson plan will have the support not only of a traditional evaluation—with exams and handed activities—but also of a more recent way of evaluating—peer assessment and feedback—which will help students develop their critical thinking, their autonomy, and their collaborative skills while helping and working with others, always taking into account that the teacher will be observing and helping when necessary during the whole process and giving feedback and assessing, too. Moreover, students will be given a self-evaluation worksheet where questions about the project and about their work will appear to be done at home. This will be done so that the teacher receives feedback from the students, which is really important and things can be improved and changed thanks to that.

6.7. Catering for mixed ability

Taking into account that students may have different rhythms when learning, the collaborative way of working is going to allow students to help each other. Groups are going to be formed by the teacher taking into account both personality and levels. There will be therefore mix groups allowing students to help each other in the group.

By taking into account the student's personality, the teacher will create the groups mixing extroverted students with those who do not dare to speak. However, with the aim of enhancing the confidence among them, they will work together during the whole year, and they will be taught to work in groups: higher level students will help those with lower level in their group and extroverted students will help less confident students to speak. They will be also taught to respect everybody's turn to speak and that everybody has to participate, ensuring in this way that not only extroverted students speak.

Concerning different paces and styles, activities have been planned with enough time to be accomplished. Nevertheless, in case students do not have enough time, an extra session (Session 6) has been planned to finish with those activities that were not previously finished. Additionally, if there are students who finish earlier they can either help their group or do extra work.

7. DESCRIPTION OF THE PROPOSAL

7.1. Session 1: England and Spain before the War: A Contrast

7.1.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information in the teacher's explanation about the project in Activity 2 "Let's Talk about the Project". • Distinction of the most important information in the teacher's explanation about how to express logical relationships of condition and contrast in Activity 3 "Expressing Relationships". • Distinction of the most important information given by the classmates when carrying out activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively"). • Formulation of hypothesis concerning who is who and the reason why they appear together in the coins given to them in the Activity 4 "Meeting the Royalty". • Formulation of hypothesis expressing contrast when expressing comparison of Philip's and Mary's respective kingdoms in Activity 4 "Meeting the Royalty". • Formulation of hypothesis expressing the condition using the marriage contract given to them in Activity 5 "Attending the Wedding". • Deduction and creation of hypothesis about the meaning of the connectors projected in the digital board in Activity 3 "Expressing Relationships". **Communicative functions:** • Description provided by the classmates when referring to the maps in Activity 4 "Meeting the Royalty". • Expression of the classmates' speculation on who is who and the reason why they are together in the coins given to the students in Activity 4 "Meeting the Royalty". • Formulation of conditions when talking about the marriage contract between Philip II and Mary Tudor in Activity 5 "Attending the Wedding". **Lexical:** • Comprehension of the lexical expressed by the classmates and the teacher when formulating hypothesis in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively").	• **Number 1:** To identify the most important information to comprehend the teacher's explanation of the project in Activity 2 "Let's Talk about the Project". • **Number 1**: To identify the most important information to comprehend the content of the teacher's explanation on the expression of logical relationships of condition and contrast in Activity 3 "Expressing Relationships". • **Number 1:** To identify the most important information to comprehend what classmates transmit in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively"). • **Number 6:** To recognize oral lexical expressed by the teacher and the classmates related to the formulation of hypothesis in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively").	• **Number 3:** Identify the most important information in an in informal conversation taking place in pairs or group work when discussing their hypothesis in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively"). • **Number 6:** Understand the main ideas expressed by the classmates when the teacher asks them to give their resulting hypothesis in Activities 3, 4, and 5 ("Expressing Relationships", "Meeting the Royalty", and "Attending the Wedding" respectively").

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of their inference about the meaning of the connectors in Activity 3 "Expressing Relationships". • Clear expression of their inference about who is who and the reason why they are together in the coins given to them in the Activity 4 "Meeting the Royalty". • Clear expression of the resulting sentences when expressing contrast and condition in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively). • Rely on and benefit from the previous knowledge they have in the expression of the comparative form when comparing the maps in Activity 4 "Meeting the Royalty". • Description of the maps where Philip's and Mary's respective kingdom are present in Activity 4 "Meeting the Royalty". • Expression of speculation when inferring who is who in the coins they are given and the reason why they appear together in Activity 4 "Meeting the Royalty". • Expression of speculation when formulating the condition after reading the wedding contract in Activity 5 "Attending the Wedding". **Lexical**: • Expression of the appropriate lexical when formulating hypothesis in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively").	• **Number 1:** To build oral texts on the formulation of hypothesis on the meaning of the devices of contrast and opposition in Activity 3 "Expressing Relationships". • **Number 1:** To build oral texts on the formulation of hypothesis in Activities 4 and 5 ("Meeting the Royalty" and "Attending the Wedding" respectively"). • **Number 2:** To strategically produce brief oral texts during the work in pairs that express clearly their own ideas in order to discuss and reach an agreement concerning who is who and the reason why they appear together in the coins given to them in Activity 4 "Meeting the Royalty". • **Number 6:** To use oral lexical related to the expression of hypothesis concerning the expression of contrast and condition in the maps , in the coins, and in the marriage contract in Activities 3, 4, 5 ("Expressing Relationships", "Meeting the Royalty", and "Attending the Wedding" respectively").	• **Number 3**: Participate in informal conversations in which they give their pair or group their opinions and answers in Activity 3, 4, and 5 ("Expressing Relationships", "Meeting the Royalty", and "Attending the Wedding" respectively"). **3. Comprehension of written texts:** • **Number 5:** Understand the general information of the marriage contract given to the students in Activity 5 "Attending the Wedding".

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information appearing in the coins given to the students in the Activity 4 "Meeting the Royalty".	• **Number 1:** To identify the meaning of the words expressing contrast and condition projected in the digital board in Activity 3 "Expressing Relationships".	• **Number 5:** Understand the general information of the marriage contract given to the students in

• Distinction of the most important details appearing in the wedding contract provided to the students in Activity 5 "Attending the Wedding". • Formulation of hypothesis (indirectly?) written in the wedding contract in Activity 5 "Attending the Wedding". **Communicative functions:** • Description of the wedding contract between Philip II and Mary Tudor in Activity 5 "Attending the Wedding". **Lexical:** • Comprehension of the written lexical appearing in the wedding contract in Activity 5 "Attending the Wedding".	• **Number 1:** To identify main ideas appearing in the printed marriage contract given to the students in Activity 5 "Attending the Wedding". • **Number 2:** To apply strategies in order to comprehend the main point of the marriage contract given to the students in Activity 5 "Attending the Wedding". • **Number 6:** To recognize oral, specialized lexical appearing in the marriage contract given to the students in Activity 5 "Attending the Wedding".	Activity 5 "Attending the Wedding".

Activities: • **Activity 1:** "Day Presentation" • **Activity 2:** "Let's Talk about the Project" • **Activity 3:** "Expressing Relationships" • **Activity 4:** "Meeting the Royalty" • **Activity 5:** "Attending the Wedding"	
Session number: 1 **Timing:** 50 minutes	**Skills developed:** • Listening • Speaking • Reading

7.1.2. Activities

Activity 1: "Day Presentation"

- Typology: Routine activity.

- Timing: 2 minutes.

- Classroom management: Whole class work.

- Content: Say 'hello', 'good morning', and make questions to know how our students are today.

- Explanation: This activity is used to create an appropriate atmosphere in the classroom and to serve as a warm-up so that there are no explanations just when entering the classroom.

- Resources: The teacher: being positive and showing enthusiasm so that students are transmitted that feeling too.

- Input: 'Good morning' my brilliant minds. How are you today? How is the morning going so far?

Activity 2: "Let's Talk about the Project": (10mins).

- Typology: —
- Timing: 8 minutes.
- Classroom management: Whole class work.
- Content: Explain the final aims of the project and approximate students to both the checklist and the assessment grid.
- Explanation: Students will be explained that, at the end of the lesson, they will have to write an individual written composition on a given topic and they will have to perform a brief play, which will be recorded. They will be also given the checklist, which will provide them with everything they have to include in their works, and the assessment grid, thanks to which they will know since the beginning how they will be assessed.
- Resources: 24 copies of the checklist (Appendix 1), 24 copies of the Assessment Grid (Appendix 2).

Activity 3: "Expressing Relationships"

- Typology: Introductory activity.
- Timing: 10 minutes.
- Classroom management: Pair and whole class work.
- Content: Explain logical relationships of condition and contrast.
- Explanation: Students will be explained how to express logical relationships of condition, using connectors such as *if*, *unless*, or *in case*, and of contrast, using connectors such as *however* or *although*. This explanation will be carried out using the digital board, where connectors—"if", "however", "unless", although", "nevertheless", and so on— will appear. What they have to do is to decide, in pairs, which connectors express condition and which contrast. Then, some of them will be asked to say their answer aloud and the teacher will arrange them in the digital board. The list will be on it during the rest of the class.
- Resources: digital board.

Activity 4: "Meeting the Royalty"

- Typology: Supporting activity.
- Timing: 15 minutes (two parts).

- Classroom management: Pair and whole class work.

- Content: Practice the expression of contrast using real material to introduce both Philip and Mary and their kingdoms.

- Explanation: This activity will have three parts. In the first two, students will work in pairs; in the final one, the whole class will work together:

  - Students will be given medals and coins where Philip and Mary Tudor appear. However, they will not know who they are until they read and decipher the letters appearing in them. Neither will they know why they appear separated in some items and together in others. They have to infer the reason for that, but they will be always guided by the teacher, who will be asking questions that will lead them to the conclusion. At the end, they should come to the conclusion that Philip and Mary were married.

  - They will then be given then a map of Mary's and Philip's kingdoms. They will have to practice the expression of contrast using the connectors *however* and *although* (comparative form will be used too, but they will have studied it in previous units and years). They can write the resulting sentences if they wish.

  - At the end, some students will be selected by the teacher to say aloud some of their resulting sentences. Possible answers:

    - *Although Mary's kingdom was large enough, Philip's was larger.*
    - *Mary had a large kingdom. However, Philip's was larger.*
    - *Philip's kingdom was the larger of the two.*
    - *Philip's kingdom was the largest.*

- Resources: 12 photocopies of the Medals and Coins (Appendix 3) and 12 photocopies of the map containing the kingdoms (Appendix 4).

Activity 5: "Attending the Wedding"

- Typology: Supporting activity.
- Timing: 15 minutes.
- Classroom management: Pair and whole class work
- Content: Practice the expression of condition using real material.
- Explanation: Students will be given some extracts from Philip's and Mary's marriage contract (the original will be projected to attract their attention, but

they will work on an adapted text). They will have to practice in pairs the expression of the condition after reading the pieces. They can write the resulting sentences if they wish. Then, some students will be selected to say aloud some of their resulting sentences. Possible answers:

- *If they had a child, he/she would inherit…*
- *Unless prince Charles of Austria died, Mary's descendant….*

- Resources: 12 extracts from their marriage contract (adapted) (Appendix 5).

To finish with the session, students will be asked to think about the following question: *How will do you think they marriage ended?* They may want to look for some information at home.

7.2. Session 2: Elizabeth and the Rivalry between England and Spain

7.2.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information given by the classmates when giving their opinions concerning what they were asked in the previous session after having looked for some information for Activity 1 "Day Warming". • Distinction of the most important information in the teacher's explanation about other ways of expressing contrast in Activity 2 "Remembering Contrast". • Distinction of the most important information given by the students when contrasting Elizabeth's portraits in Activity 3 "Meeting Elizabeth". • Distinction of the most important information when deciding in groups the title of their letters in Activity 4 "Going Deeper into the Problem". • Formulation of hypothesis about the answer to the question asked in Activity 1 "Day Warming". **Communicative functions:** • Description of Elizabeth's portraits given by the classmates in Activity 3 "Meeting the Royalty". • Exchange of opinions when describing Elizabeth's portraits in Activity 3 "Meeting the Royalty". • Exchange of opinions when deciding which title	• **Number 1:** To identify the most important information to comprehend the teacher's explanation of the question in Activity 1 "Day Warming". • **Number 1:** To identify the most important information to comprehend the teacher's explanation of other ways of expressing contrast in Activity 2 "Remembering Contrast". • **Number 1:** To identify the most important information to comprehend what classmates transmit in Activity 3 "Meeting Elizabeth". • **Number 6:** To recognize oral lexical expressed by the teacher and the classmates related to the formulation of speculations in Activities 3	• **Number 3:** Identify the most important information in an in informal conversation taking place in pairs or group work when discussing their speculations in Activities 1, 3, and 4 ("Day Warming", "Meeting Elizabeth", and "Going Deeper into the Problem" respectively). • **Number 6:** Understand the main ideas expressed by the classmates when the teacher asks them to give their resulting hypothesis in Activities 1, 3, and 4

68

| corresponds with the letter they have read in Activity 4 "Going Deeper into the Problem". | and 4 ("Meeting Elizabeth" and "Going Deeper into the Problem" respectively). | ("Day Warming", "Meeting Elizabeth", and "Going Deeper into the Problem" respectively). |

Lexical:
• Comprehension of the lexical expressed by the classmates and the teacher when doing Activities 2, 3, and 4 ("Remembering Contrast", "Meeting Elizabeth", and "Going Deeper into the Problem" respectively").

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of their message when answering to the question in Activity 1 "Day Warming". • Clear expression of their message when contrasting Elizabeth's portraits in Activity 3 "Meeting Elizabeth". • Clear expression of their inference on which title corresponds to the letter they have read in Activity 4 "Going Deeper into the Problem". • Rely on and benefit from the previous knowledge they have in the expression of the comparative form when comparing Elizabeth's portraits in Activity 3 "Meeting Elizabeth". **Communicative functions:** • Clear description of Elizabeth's portraits expressing contrast in Activity 3 "Meeting Elizabeth". • Expression of speculation or disbelief when deciding which title corresponds to the letter they have read in Activity 4 "Going Deeper into the Problem". **Lexical**: • Expression of the appropriate lexical when giving their opinions in Activities 2, 3, and 4 ("Remembering Contrast", "Meeting Elizabeth", and "Going Deeper into the Problem" respectively").	• **Number 1:** To build oral texts speculating on the answer to what was questioned in Activity 1 "Day Warming". • **Number 1:** To build oral texts contrasting Elizabeth's portraits in Activity 3 "Meeting Elizabeth". • **Number 2:** To strategically produce brief oral texts during the work in pairs that express clearly their contrast of Elizabeth's portraits in Activity 3 "Meeting Elizabeth". • **Number 2:** To strategically produce brief oral texts during the work in groups that express clearly their own ideas in order to discuss and reach an agreement concerning which is the title that corresponds to the letter they have read in Activity 4 "Going Deeper into the Problem". • **Number 6:** To use oral lexical related to the expression of speculations concerning the question, the portraits and the titles in Activities 1, 3, and 4 ("Day Warming", "Meeting Elizabeth", and "Going Deeper into the Problem" respectively).	• **Number 3.** Efficiently participate in an informal conversation when working in pairs or in groups when discussing the answers to Activities 1, 3, and 4 ("Day Warming", "Meeting Elizabeth", and "Going Deeper into the Problem" respectively).

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies:	**Number 1:** To identify the most	• **Number 3:**

69

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
• Distinction of the most important information presented in the letters they are provided with in Activity 4 "Going Deeper into the Problem". **Communicative functions:** • Description of what is explained in the letters students are provided with in Activity 4 "Going Deeper into the Problem". • Narration of past occurrences explained in the letters students are provided with in Activity 4 "Going Deeper into the Problem". **Lexical:** • Comprehension of the written lexical appearing in the letters students are provided with in Activity 4 "Going Deeper into the Problem".	important information in the letters they are given in Activity 4 "Going Deeper into the Problem". **Number 2:** To apply strategies in order to understand the main information appearing in the letters they are given in Activity 4 "Going Deeper into the Problem". • **Number 6:** To recognize written, specialized lexical appearing in the letters they are given in Activity 4 "Going Deeper into the Problem".	Understand personal and printed correspondence when reading the letters they are provided with in Activity 4 "Going Deeper into the Problem"

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Planning: • Decide what is going to be included in the worksheet students are provided with in Activity 4 "Going Deeper into the Problem". **Production strategies. Realization:** • Clear expression of the message they want to include in the worksheet they are provided with in Activity 4 "Going Deeper into the Problem". **Communicative functions:** • Expression speculation after having read the letters and to be included in the worksheet they are given in Activity 4 "Going Deeper into the Problem". **Lexical:** • Use of the appropriate lexical when writing their speculations in the worksheet they are given in Activity 4 "Going Deeper into the Problem".	• **Number 1:** To write the resulting speculations they have inferred after having read the letters they are provided with in the worksheet they are given in Activity 4 "Going Deeper into the Problem".	• **Number 5:** Write their speculations in the worksheet they are provided with in Activity 4 "Going Deeper into the Problem".

Activities:	
• **Activity 1:** "Day Warming" • **Activity 2:** "Remembering Contrast" • **Activity 3:** "Meeting Elizabeth" • **Activity 4:** "Going Deeper into the Problem"	
Session number: 2 **Timing:** 50 minutes	**Skills developed:** • Listening • Reading • Speaking • Writing

7.2.2. Activities

Activity 1: "Day Presentation"

- Typology: Warm-up activity.
- Timing: 3 minutes.
- Classroom management: Whole class work.
- Content: Brainstorming of answers to the question asked at the end of the previous session.
- Explanation: Students will have to answer the question asked by the teacher in the previous session (*How will do you think they marriage ended?*). For that, there are two options: either the students volunteer to answer or the students are randomly asked by the teacher. Then, the teacher will give the answer, which will be the key for this session: Queen Elizabeth.
- Resources: —

Activity 2: "Remembering Contrast"

- Typology: Introductory activity.
- Timing: 7 minutes.
- Classroom management: Whole class work.
- Content: Remember the expression of contrast.
- Explanation: Students will be reminded of the expression of contrast. They will remember that they used *however* and *although* in previous activities, but this time, they will be taught new connectors—*while, whereas, though, nevertheless,* and so on— to express contrast differently.
- Resources: digital board.

Activity 3: "Meeting Elizabeth"

- Typology: Supporting activity.
- Timing: 15 minutes.
- Classroom management: Pair and whole class work.
- Content: Compare real portraits using connectors of contrast.
- Explanation: Students will be presented in the digital board some portraits where Elizabeth appears and they will have to compare them in pairs using connectors

of contrast. They can write the resultant sentences if they wish. Then, students will be asked to say aloud some of their resulting sentences. Possible answers:

- *While in this portrait Elizabeth looks younger, in this other portrait, she looks quite old.*

- *In this portrait Elizabeth looks younger. Nevertheless, she wears the same hairstyle.*

- Resources: Elizabeth's Portraits (Appendix 6) and a digital board to show them.

Activity 4: "Going Deeper into the Problem"

- Typology: Supporting activity.
- Timing: 25 minutes.
- Classroom management: Individual and group work.
- Content: Express condition when referring to real facts.
- Explanation: This activity will have two parts. In the first one, students will work in groups (6 groups); in the second one, students will work individually:

  - Each group of students will be given parts of samples of letters whose main topics are the Sack of Cadiz, the Sack of the Indies, the support from England in the Netherlands, and others related to the reasons for Spain wanting to invade England. This means that each group will have a different topic. Once they read them, the teacher will project titles and each group will discuss and say aloud which topic their letter belongs to. In this way, they already know what they are about.

  - Then, students will be given a worksheet with Philip's bust. They will have to complete individually the bubbles appearing in the worksheet by using connectors expressing condition. They will have to hand them in to the teacher. Possible answers:

    - *If Drake hadn't attacked Cadiz, I wouldn't have attacked England.*
    - *If English privateers hadn't…*
    - *If the Netherlands…*

- Resources: 6 Samples Letters (Appendix 7) and 24 photocopies of Philip's Second Thoughts (Appendix 8)

To finish with the session, students will be shown an image with Philip's bust saying "I must attack England" and Elizabeth's saying "Help" (Appendix 9 They will have to think at home about the following question: *Did Elizabeth need to be afraid of Philip's attempt to invade England?*

7.3. Session 3: Facing Engagements

7.3.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information given by the classmates when giving opinions concerning what they were asked in the previous session after having looked for some information for Activity 1 "Day Warming". • Distinction of the most important information when the teacher explains the expression of space in Activity 2 "Expressing Space" • Distinction of the most important information provided by the students when giving instructions in Activity 3 "Following the Armadas". • Distinction of the most important information provided by the students when comparing maps in Activity 4 "Having a look at the Fleets' Arrangement". • Distinction of the most important information of the documentary about the fireships in Activity 5 "Watching Fireships". • Distinction of the most important information of the answers to the questions about the documentary in Activity 5 "Watching Fireships". • Formulation of hypothesis about the possible answer to the question formulated in Activity 1 "Day Warming". • Formulation of hypothesis about which connectors express origin and direction and which ones express location and arrangement in Activity 2 "Expressing	• **Number 1:** To identify the most important information to comprehend the teacher's explanation of the question in Activity 1 "Day Warming". • **Number 1:** To identify the most important information when giving indications about the direction of the Armada in Activity 3 "Following the Armada". • **Number 1:** To identify the most important information when comparing the maps in Activity 4 "Having a look at the Fleets' Arrangement". • **Number 2:** To apply strategies to comprehend the indications given by the group when indicating the direction of the	**Comprehension strategies:** • Distinction of the most important information given by the classmates when giving opinions concerning what they were asked in the previous session after having looked for some information for Activity 1 "Day Warming". • Distinction of the most important information when the teacher explains the expression of space in Activity 2 "Expressing Space" • Distinction of the most important information provided by the students when giving instructions in Activity 3 "Following the Armadas". • Distinction of the most important information provided by the students when comparing maps in Activity 4 "Having a look at the Fleets' Arrangement". • Distinction of the most important information of the documentary about the fireships in Activity 5 "Watching Fireships". • Distinction of the most important information of the answers to the questions about the documentary in Activity 5 "Watching Fireships". • Formulation of hypothesis about the possible answer to the question formulated in Activity 1 "Day Warming". • Formulation of hypothesis about which connectors express origin and direction and which ones express location and arrangement in Activity 2 "Expressing

Space". **Communicative functions:** • Description of the origin, direction, location, and arrangement of the Armadas following the maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively). • Narration of the trips followed by the Armada according to the map given to the students in the Activity 3 "Following the Armadas" • Narration of occurrence with the fireships during the documentary in Activity 5 "Waching Fireships". • Exchange of indications when describing to the group the direction of the Armada in Activity 3 "Following the Armadas". • Expression of speculation when giving to the group the opinions about where the English Armada should be in Activity 3 "Following the Armadas" **Lexical:** • Oral lexical appearing when describing the space in maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively). • Oral lexical appearing when listening to the documentary in Activity 5 "Watching Fireships".	Armada in Activity 3 "Following the Armada". • **Number 6:** To recognize oral lexical expressed by the teacher and the classmates related to the formulation of speculations. • To recognize oral lexical expressed by the classmates when formulating indications and speculations about the maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively). • To recognize oral lexical appearing in the documentary in Activity 5 "Watching Fireships".	Space". **Communicative functions:** • Description of the origin, direction, location, and arrangement of the Armadas following the maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively). • Narration of the trips followed by the Armada according to the map given to the students in the Activity 3 "Following the Armadas" • Narration of occurrence with the fireships during the documentary in Activity 5 "Waching Fireships". • Exchange of indications when describing to the group the direction of the Armada in Activity 3 "Following the Armadas". • Expression of speculation when giving to the group the opinions about where the English Armada should be in Activity 3 "Following the Armadas" **Lexical:** • Oral lexical appearing when describing the space in maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively). • Oral lexical appearing when listening to the documentary in Activity 5 "Watching Fireships".

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message when answering to the question in Activity 1 "Day Warming". • Clear expression of the message when giving instructions to the group in Activity 3 "Following the Armadas". • Clear expression of the message when speculating about the position of the English Armada in Activity 3 "Following the Armadas". • Clear expression of the comparison	• **Number 1:** To build brief, oral texts when deciding which connector express origin and direction and which ones express location and arrangement in Activity 2 "Expressing Space". • **Number 1:** To build brief, oral texts when indicating the location of the Armada to the group	**Production strategies. Realization:** • Clear expression of the message when answering to the question in Activity 1 "Day Warming". • Clear expression of the message when giving instructions to the group in Activity 3 "Following the Armadas". • Clear expression of the

between the two maps in Activity 4 "Having a Look at the Fleets' Arrangement".

• Clear expression of the answers to the questions to the documentary in Activity 5 "Watching Fireships".

Communicative functions:

• Description of the maps when giving indications to the group in Activity 3 "Following the Armadas".

• Narration of the trip followed by the Armada according to the map given to the students in the Activity 3 "Following the Armadas".

• Exchange of indications when describing to the group the direction of the Armada in Activity 3 "Following the Armadas".

• Expression of speculation when giving to the group the opinions about where the English Armada should be in Activity 3 "Following the Armadas"

Lexical:

• Oral lexical appearing when describing the space in maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively).

3. Comprehension of written texts:

Comprehension strategies:

• Distinction of most important information appearing in the transcript of the documentary in Activity 5 "Watching Fireships".

Communicative functions:

• Narration of what happened with the fireships in the transcript they are provided with in Activity 5 "Watching Fireships".

Lexical:

• Written lexical projected in the board in Activity 2 "Expressing Space".

---

in Activity 3 "Following the Armadas".

• **Number 1:** To build brief oral texts when speculating about the location of the English Armada in Activity 3 "Following the Armada".

• **Number 1:** To build brief, oral texts when comparing the maps in Activity 4 "Having a Look at the Fleets' Arrangement".

• **Number 1:** To build brief oral texts when answering to the questions about the documentary in Activity 5 "Watching Fireships".

• **Number 2:** To strategically produce brief oral texts during the work in groups that express their indications and speculations in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively).

• **Number 6:** To use oral lexical related to the expression of speculations concerning the question and the maps in Activities 1, 3, and 4 ("Day Warming", "Following the Armadas", and "Having a Look at the Fleets' Arrangement" respectively).

---

message when speculating about the position of the English Armada in Activity 3 "Following the Armadas".

• Clear expression of the comparison between the two maps in Activity 4 "Having a Look at the Fleets' Arrangement".

• Clear expression of the answers to the questions to the documentary in Activity 5 "Watching Fireships".

Communicative functions:

• Description of the maps when giving indications to the group in Activity 3 "Following the Armadas".

• Narration of the trip followed by the Armada according to the map given to the students in the Activity 3 "Following the Armadas".

• Exchange of indications when describing to the group the direction of the Armada in Activity 3 "Following the Armadas".

• Expression of speculation when giving to the group the opinions about where the English Armada should be in Activity 3 "Following the Armadas"

Lexical:

• Oral lexical appearing when describing the space in maps in Activities 3 and 4 ("Following the Armadas" and "Having a Look at the Fleets' Arrangement" respectively).

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of most important information appearing in the transcript	• **Number 1:** To identify the most important ideas	**Comprehension strategies:** • Distinction of most important information appearing in the transcript

of the documentary in Activity 5 "Watching Fireships". **Communicative functions:** • Narration of what happened with the fireships in the transcript they are provided with in Activity 5 "Watching Fireships". **Lexical:** • Written lexical projected in the board in Activity 2 "Expressing Space".	appearing in the transcript of the documentary in Activity 5 "Watching Fireships". • **Number 6:** To recognize written lexical projected in the board in Activity 2 "Expressing Space".	of the documentary in Activity 5 "Watching Fireships". **Communicative functions:** • Narration of what happened with the fireships in the transcript they are provided with in Activity 5 "Watching Fireships". **Lexical:** • Written lexical projected in the board in Activity 2 "Expressing Space".

Activities:	
• **Activity 1:** "Day Warming" • **Activity 2:** "Expressing Space" • **Activity 3:** "Following the Armadas" • **Activity 4:** "Having a look at the Fleets' Arrangement" • **Activity 5:** "Watching fireships"	
Session number: 3 **Timing:** 50 minutes	**Skills developed:** • Speaking • Listening • Reading

7.3.2. Activities

Activity 1: "Day Presentation"

- Typology: Warm-up activity.

- Timing: 3 minutes.

- Classroom management: Whole class work.

- Content: Brainstorming of answers to the question asked at the end of the previous session.

- Explanation: Students will have to answer the question asked by the teacher in the previous session (*Did Elizabeth need to be afraid of Philip's attempt to invade England?*). For that, there are two options: either the students volunteer to answer or the students are randomly asked by the teacher. Then, the teacher will give the answer, which will be the key for this session: Philip II of Spain's strength in the sea.

- Resources: —

Activity 2: "Expressing Space"

- Typology: Introductory activity.

- Timing: 7 minutes.

- Classroom management: Pair and whole class work.

- Content: Explain the expression of space.

- Explanation: Students will be explained some prepositions of space, but divided into two groups:

  - Prepositions and adverbs of origin and direction, in which they will learn prepositions such as *towards*, *across*, *from…to…*

  - Prepositions and adverbs of location and arrangement, in which they will learn prepositions such as *near the coast, off the coast, to the North/East/West/South…*

  This explanation will be carried out using the digital board, where connectors— "towards", "near the coast", "across", from…to", "off the coast", and so on— will appear. What they have to do is to decide, in pairs, which connectors express origin and direction and which ones express location and arrangement. Then, some of them will be asked to tell their answer aloud and the teacher will order them in the digital board. The list will be on it during the rest of the class.

- Resources: digital board.

Activity 3: "Following the Armadas"

- Typology: Supporting activity.

- Timing: 15 minutes.

- Classroom management: Group work.

- Content: Practice the expression of origin and direction using the correct prepositions by describing maps where the Spanish Armada appears.

- Explanation: Students will be divided in groups of 4 (6 groups). Each group will be divided into two subgroups.

  - One subgroup will be given real maps and will have to describe the origin and the direction of the Spanish Armada to the other subgroup. This will be done using prepositions of origin and direction.

  - The other subgroup will be given the same real map but in blank. They will have to follow the instructions the other subgroup gives to them by pasting red stickers to draw the trip the Armada followed. However, their task is not just to draw the trip the other subgroup describes but also to

infer the position of the English ships, using the expression of the condition and pasting blue stickers in that position they think the English fleet was. Possible answers:

- ◆ *If the Spanish Armada were here, the English fleet would be here.*
- ◆ *If I were the English fleet, I would be here* (paste sticker).

- Resources: 6 photocopies of the maps of the Armada's itinerary (Appendix 10), 6 photocopies of the real map in blank (Appendix 11), and blue and red stickers.

Activity 4: "Having a Look at the Fleets' Arrangement"

- Typology: Supporting activity.
- Timing: 15 minutes.
- Classroom management: Group work.
- Content: Practice the expression of location and arrangement using the correct prepositions by comparing maps.
- Explanation: Students will be given other different maps where the location and the arrangement of both fleets appear. They will have to compare these new maps to their resulting maps with the stickers they created in the previous activity following the instructions of their groups using connectors of contrast. Possible answers:
  - ▪ *While in my map I placed the Spanish Armada near the coast, it is more to the North in the real one.*
- Resources: their maps with the stickers used in the previous activity and 6 photocopies of Adam's charts of the Spanish Armada's arrangement and location (Appendix 12).

Activity 5: "Watching Fireships"

- Typology: Relaxing activity.
- Timing: 10 minutes.
- Classroom management: Pairs and whole class work.
- Content: watch a video clip to get into the atmosphere and answer teacher's questions.
- Explanation: students will watch a 2-minute short video play about the fireships that the English sent to break the Spanish fleet, which was waiting off Calais.

Then, they will watch it again but this time helping themselves with the transcript. Then, the teacher will project some questions that they will have to answer in pairs, taking notes if they wish. If there is time, the teacher will ask some students randomly.

- Resources: 24 photocopies of the transcript of BBC video clip 'Fireships' (Appendix 13), 'Fireships', Video clip, 2'06'' (Appendix 14), and questions asked by the teacher on the video clip (Appendix 15).

To finish with the session, students will be asked to think about the following question at home: *How do you think the Spanish military expedition ended?*

7.4. Session 4: Testimonies

7.4.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information given by the classmates when giving opinions concerning what they were asked in the previous session after having looked for some information for Activity 1 "Day Warming". • Distinction of the most important information given by the teacher when explaining the answer to the question in Activity 1 "Day Warming". • Distinction of the most important information given by the classmates when commenting the text given to the students in Activity 2 "What Really Happened". • Distinction of the most important information given by the teacher when commenting the text given to the students in Activity 2 "What Really Happened". • Formulation of hypothesis on the answer to the question formulated to the students in Activity 1 "Day Warming". **Communicative functions:** • Narration of what really happened during the Armada event when commenting the text given to the students in Activity 2 "What Really Happened". • Exchange opinions and points of view concerning their comments on the text given to them in Activity 2 "What Really Happened". **Lexical:** • Oral lexical appearing when commenting the text given to the students in Activity 2 "What Really Happened".	• **Number 1:** To identify the most important information to comprehend the teacher's explanation of the question in Activity 1 "Day Warming" • **Number 1:** To identify the most important information provided by the students when answering to the question in Activity 1 "Day Warming". • **Number 1:** To identify the most important information when commenting the text given to the students in Activity 2 "What Really Happened". • **Number 6:** To recognize oral lexical appearing when commenting the text given to the students in Activity 2 "What Really Happened".	• **Number 3:** Identify most important information provided by the classmates and by the teacher when commenting Activities 1 and 2 ("Day Warming" and "What Really Happened" respectively).

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message when answering to the question in Activity 1 "Day Warming". • Clear expression of the message when commenting the text given to them in Activity 2 "What Really Happened". **Communicative functions:** • Narration of what really happened during the Armada event when commenting the text given to the students in Activity 2 "What Really Happened". • Exchange opinions and points of view concerning their comments on the text given to them in Activity 2 "What Really Happened". **Lexical:** • Oral lexical appearing commenting the text given to the students in Activity 2 "What Really Happened".	• **Number 1:** To build brief, oral texts when giving the answer to the question in Activity 1 "Day Warming" • **Number 1:** To build brief, oral texts when commenting their opinion about the text given to them in Activity 2 "What Really Happened". • **Number 6:** To use oral lexical related to the expression of the opinions concerning the interpretations appearing in the text in Activity 2 "What Really Happened".	• **Number 3.** Efficiently participate in an informal conversation with the group when commenting and giving opinions about the text they are given in Activity 2 "What Really Happened".

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information when reading the text given to the students in Activity 2 "What Really Happened". • Distinction of the most important information when looking for information in order to carry out Activity 3 "Playing Roles". **Communicative functions:** • Narration of what really happened when reading the text on the different interpretations given to the students in Activity 2 "What Really Happened". • Narration of what happened when looking for information in order to write the composition in Activity 3 "Playing Roles". **Lexical:** • Written lexical appearing when reading the text given to the students in Activity 2 "What Really Happened". • Written lexical appearing when looking for	• **Number 1:** To identify the most important information appearing in the text given to the students in Activity 2 "What Really Happened". • **Number 1:** To identify, in web pages, the most important information to be included in the composition in Activity 3 "Playing Roles". • **Number 6:** To recognize written lexical appearing when commenting the text given to the students in Activity 2 "What Really Happened". • **Number 6:** To recognize written lexical appearing when looking for information for the composition in Activity 3 "Playing Roles". • **Number 8:** To recognize if the information they look for when searching their chosen theme is appropriate to be included in the	• **Number 5:** Understand the most important information of the text they are given about the different interpretations on the event in Activity 2 "What Really Happened". • **Number 6:** Understand, in articles or encyclopedias appearing on web pages concrete information in order to write their personal composition in Activity 3 "Playing Roles".

information to be written in the personal composition for Activity 3 "Playing Roles".	personal composition they have to write in Activity 3 "Playing Roles".	

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Planning: • Mobilize and coordinate what one already knows when planning what to write in Activity 3 "Playing Roles". • Use dictionaries in order to look for the appropriate words when writing the personal composition in Activity 3 "Playing Roles". **Production strategies. Realization:** • Clear expression of the message that one wants to give when writing on the chosen theme in Activity 3 "Playing Roles". • Rely on the previous knowledge one has when writing on the chosen theme in Activity 3 "Playing Roles". **Communicative functions:** • Narration of one's point of view of the chosen theme in Activity 3 "Playing Roles". • Expression of speculation when writing about the chosen theme in Activity 3 "Playing Roles". **Lexical:** • Written lexical used when writing the composition on a chosen theme in Activity 3 "Playing Roles" **ICT**: • Appropriate use of the computer when looking for information to be included in the personal composition in Activity 3 "Playing Roles".	• **Number 1:** To write, using a computer, after having looked for information and under a specific role, a clear text of between 90 and 110 words on the specific theme they have chosen in Activity 3 "Playing Roles". • **Number 2:** To apply strategies learnt in previous years, such as the knowledge about how to write texts (introduction, body, and conclusion) to write the personal composition in Activity 3 "Playing Roles". • **Number 6:** To use specific lexical in the text about the theme they have selected for Activity 3 "Playing Roles".	**4. Production of written texts:** • **Number 5:** Write, using a computer, a personal composition to be included in the blog of between 90 and 110 and on a chosen theme in Activity 3 "Playing Roles".

Activities: • **Activity 1:** "Day Warming" • **Activity 2:** "What Really Happened" • **Activity 3:** "Playing Roles"	
Session number: 4 **Timing:** 50 minutes	**Skills developed:** • Speaking • Reading • Writing • Listening

7.4.2. Activities

Activity 1: "Day Presentation"

- Typology: Warm-up activity.
- Timing: 3 minutes.
- Classroom management: Whole class work.
- Content: Brainstorming of answers to the question asked at the end of the previous session.
- Explanation: Students will have to answer the question asked by the teacher in the previous session (*how do you think the Spanish military expedition ended?*). For that, there are two options: either the students volunteer to answer or the students are randomly asked by the teacher. Then, the teacher will give the answer, which will be the key for this session: the Spanish Armada was battered by a storm and the English Armada returned home without fighting any more.
- Resources: —

Activity 2: "What Really Happened?

- Typology: Introductory activity.
- Timing: 12 minutes.
- Classroom management: Individual and work in pairs.
- Content: Document students with information for the following activity.
- Explanation: students will be given a text where the different interpretations on the Armada event that have appeared throughout history are summarized. They will be also given a map of the final trip both Armadas carried out with some comments so that they have a brief idea of what happened. In groups, they will have to read, think about, and comment them, using the grammar they have learnt whenever possible, so that they are able to do the following activity. At the end of the activity, the teacher will tell them some facts that will help them in the following activity.
- Resources: 24 photocopies of the text with interpretation (Appendix 16) and 12 photocopies of the maps return route (Appendix 17).

Activity 3: "Playing Roles"

- Typology: Supporting activity.
- Timing: 35 minutes.
- Classroom management: Individual work.

- Content: Write a personal composition.

- Explanation: Students will go to the computer lab. They will be assigned a role randomly. They are going to be assigned a number up to 4. Each number belongs to a role:

  - Number 1: Captain Medina Sidonia.

  - Number 2: Duke of Parma.

  - Number 3: Captain Drake.

  - Number 4: Queen Elizabeth.

They will be proposed to write on themes like:

  - Surprises you may have had.

  - Errors you think you made.

  - Things you should have done instead.

  - Differences of strategies.

They will have to choose a theme and they will have to write a composition of between 90 and 110 words acting as if they were that person they have been assigned. They will have access to all the information they want thanks to the computers and the teacher will also provide them with clues whenever they ask. This composition will be written using Microsoft Word, for the teacher will then incorporate all them to the blog they initiated at the beginning of the course and in which all the compositions have been being incorporated.

They will be told that there will be some extra minutes to complete their compositions in another lesson, but that they should almost complete them. Whether they finish or not, they will have to send them to the teacher's email.

- Resources: A computer per student and a digital board.

7.5. Session 5: On Stage

7.5.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies:	• **Number 1:** To	• **Number 3:** Identify the

• Distinction of the most important information given by the classmates when deciding in groups what to include in the script in Activity 2 "Being Scriptwriters". • Distinction of the most important information given by the classmates when deciding which customs are necessary in Activity 3 "Getting Dressed". **Communicative functions:** • Description of the clothes they need in Activity 3 "Getting Dressed". • Narration of the occurrences in order to comment what has to happen in each scene in Activity 2 "Being Scriptwriters". • Exchange of opinions when deciding in groups what to include in the script in Activity 2 "Being Scriptwriters". • Formulation of suggestions when deciding in groups what to include in the script in Activity 2 "Being Scriptwriters". • Formulation of necessities when planning what customs they need in Activity 3 "Getting Dressed". **Lexical:** • Oral lexical appearing when commenting what to include in the script in Activity 2 "Being Scriptwriters". • Oral lexical appearing when planning what customs they need in Activity 3 "Getting Dressed".	identify the most important information when deciding in groups what to include in the script in Activity 2 "Being Scriptwriters". • **Number 1:** To identify the most important information when deciding in groups what customs they need in activity 3 "Getting Dressed". • **Number 6:** To recognize oral and specialized lexical when planning what to include in the script in Activity 2 "Being Scriptwriters".	most important information when deciding in groups what to include in the script in Activity 2 "Being Scriptwriters. • **Number 3:** To identify the most important information when deciding in groups what customs they need in activity 3 "Getting Dressed" **2. Production of oral texts:** • **Number 3:** Efficiently participate in an informal conversation among the groups in order to discuss what to include in the script in Activity 2 "Being Scriptwriters". • **Number 3:** Efficiently participate in an informal conversation among the groups in order to discuss what customs are needed in Activity 3 "Getting Dressed".

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message when deciding what to include in the script in Activity 2 "Being Scriptwriters". • Clear expression of the message when planning what customs they need in Activity 3 "Getting Dressed". • Rely on the previous knowledge about how to describe objects such as clothes. **Communicative functions:** • Description of the clothes they need in Activity 3 "Getting Dressed". • Narration of the occurrences in order to comment what has to happen in each scene in Activity 2 "Being Scriptwriters". • Exchange of opinions when deciding in groups what to include in the script in Activity 2 "Being	• **Number 1:** To build brief, oral texts when commenting in groups what to include in the script in Activity 2 "Being Scriptwriters". • **Number 1:** To build brief, oral texts when planning in groups what customs they need in Activity 3 "Getting Dressed". • **Number 6:** To use oral and specialized lexical when planning what to include in the script in Activity 2	• **Number 3:** Efficiently participate in an informal conversation among the groups in order to discuss what to include in the script in Activity 2 "Being Scriptwriters". • **Number 3:** Efficiently participate in an informal conversation among the groups in order to discuss what customs are needed in Activity 3 "Getting Dressed".

Scriptwriters".	"Being Scriptwriters".	
• Formulation of suggestions when deciding in groups what to include in the script in Activity 2 "Being Scriptwriters".		
• Formulation of necessities when planning what customs they need in Activity 3 "Getting Dressed".		
Lexical:		
• Oral lexical appearing when commenting what to include in the script in Activity 2 "Being Scriptwriters".		
• Oral lexical appearing when planning what customs they need in Activity 3 "Getting Dressed".		

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information appearing in the worksheet provided by the teacher in order to write the scrip in Activity 2 "Being Scriptwriters". **Communicative functions:** • Narration of the occurrences appearing in the worksheet in Activity 2 "Being Scriptwriters". **Lexical:** • Written lexical appearing when reading what have to be included in the script in Activity 2 "Being Scriptwriters".	• **Number 1:** To identify the most important information when reading the worksheet specifying what they have to include in each scene of the script in Activity 2 "Being Scriptwriters". • **Number 6:** To recognize written and specialized lexical when reading the worksheet specifying what to include in the script in Activity 2 "Being Scriptwriters".	**3. Comprehension of written texts:** **Number 5:** Understand the most important information included in the worksheet given to the students in Activity 2 "Being Scriptwriters".

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Planning: • Mobilize and coordinate what one already knows when planning what to write in the script in Activity 2 "Being Scriptwriters". • Use dictionaries in order to look for the appropriate words when writing the script in Activity 2 "Being Scriptwriters". **Production strategies. Realization:** • Clear expression of the message that one wants to give when writing the script in Activity 2 "Being Scriptwriters". • Rely on the previous knowledge one has when	**Number 1:** To write a script of each scene to be presented in a following session in Activity 2 "Being Scriptwriters". **Number 2:** To apply strategies based on previous knowledge when writing the script in Activity 2 "Being Scriptwriters". • **Number 6:** To use written and specialized lexical when	**Number 5:** Write a script following the guidelines appearing in the worksheet given to the students in Activity 2 "Being Scriptwriters".

writing the script in Activity 2 "Being Scriptwriters".	writing the script in Activity 2 "Being Scriptwriters".	
Communicative functions:		
• Narration of the occurrences when writing the script in Activity 2 "Being Scriptwriters".		
Lexical:		
Written lexical appearing when writing the script in Activity 2 "Being Scriptwriters".		

Activities:	
• **Activity 1:** "Day Presentation" • **Activity 2:** "Being Scriptwriters" • **Activity 3:** "Getting Dressed"	
Session number: 5 **Timing:** 50 minutes	**Skills developed:** • Listening • Reading • Speaking • Writing

7.5.2. Activities

Activity 1: "Day Presentation"

- Typology: Routine activity.

- Timing: 2 minutes.

- Classroom management: Whole class work.

- Content: Say 'hello', 'good morning', and make questions to know how our students are today and if they have any doubts.

- Explanation: This activity is used to create an appropriate atmosphere in the classroom and to serve as a warm up so that there are no explanations just when entering the classroom.

- Resources: The teacher: being positive and showing enthusiasm so that students are transmitted that feeling too and they get ready to start with the lesson.

Activity 2: "Being Scriptwriters"

- Typology: Supporting activity (supporting other sessions).

- Timing: 38 minutes.

- Classroom management: Group work.

- Content: Write a script of a play about the event using the grammar learnt and following the checklist.

- Explanation: Students will be divided in groups (the number will vary depending on the number of characters appearing in each scene). Each group will be randomly assigned a scene of the play and they will be given a worksheet with the content that has to appear in each scene. Taking into account the information that appears in this worksheet, they will have to write the script of the play they will have to perform (example in Appendix 18).

- Resources: the worksheet with the scenes (Appendix 18) and dictionaries.

They will be told that they will have an extra session to complete it (together with the composition), but that they should almost complete it.

Activity 3: "Getting Dressed"

- Typology: Relaxing activity.
- Timing: 10 minutes.
- Classroom management: Group work.
- Content: Decide the customs they will wear in the performance.
- Explanation: Students will have time to think about the customs, objects or everything they want to include in the performance to make it as real as possible. They will have to decide in the groups that were made and write in a piece of paper which material they could ask the teacher that could be used in the performance. The teacher will have the pieces of papers and will ask the drama teacher for the material available.

- Resources: —

7.6. Session 6: Time to Finish

7.6.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information	• **Number 1:** To identify the most important	• **Number 3:** Identify the most important

given by the classmates when deciding how to finish the script in Activity 2 "Finishing Everything".

Communicative functions:

• Narration of occurrences when deciding how to finish the script in Activity 2 "Finishing Everything".

• Exchange of opinions when deciding how to finish the script in Activity 2 "Finishing Everything".

• Formulation of suggestions when deciding in groups how to finish the script in Activity 2 "Finishing Everything".

Lexical:

• Oral lexical appearing when commenting how to finish the script in Activity 2 "Finishing Everything".

(col 2)	(col 3)
information when deciding in groups how to finish the script in Activity 2 "Finishing Everything".	information when deciding in groups how to finish the script in Activity 2 "Finishing Everything".
• **Number 6:** To recognize oral and specialized lexical when deciding how to finish the script in Activity 2 "Finishing Everything".	

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message, when deciding in groups how to finish the script in Activity 2 "Finishing Everything". **Communicative functions:** • Narration of the occurrences in order to decide how to finish the script in Activity 2 "Finishing Everything". • Exchange of opinions when deciding in groups how to finish the script in Activity 2 "Finishing Everything". • Formulation of suggestions when deciding in groups how to finish the script in Activity 2 "Finishing Everything". • Oral lexical appearing when deciding how to finish the script in Activity 2 "Finishing Everything".	• **Number 1:** To build brief, oral texts when commenting in groups how to finish the script in Activity 2 "Finishing Everything". • **Number 6:** To use oral and specialized lexical when planning how to finish the script in Activity 2 "Finishing Everything".	• **Number 3:** Efficiently participate in an informal conversation among the groups in order to discuss how to finish the script in Activity 2 "Finishing Everything".

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information when looking for information in order to finish with the personal composition on a chosen theme in Activity 2 "Finishing Everything".	• **Number 1:** To identify the most important information appearing in the worksheet specifying what they have to include in each scene of the script when finishing it in Activity 2 "Being Scriptwriters".	• **Number 5:** Understand, in web pages, the most important information to be included when finishing the

CONTENTS	ASSESSMENT CRITERIA	LEARNING STANDARDS
• Distinction of the most important information appearing in the worksheet containing the scenes to be developed in the script when finishing it in Activity Finishing Everything". **Communicative functions:** • Narration of what happened when looking for information when finishing the personal composition on the chosen theme in Activity 2 "Finishing Everything". **Lexical:** • Written and specialized lexical appearing in web pages when looking for occurrences taking place during the event in order to finish the composition in Activity 2 "Finishing Everything". • Written and specialized lexical appearing in the worksheet given to the students where the content of each scene appears when finishing the script in Activity 2 "Finishing Everything".	• **Number 1:** To identify the most important information appearing in web pages when looking for information to be included in the composition on a chosen theme when finishing it in Activity 2 "Finishing Everything". • **Number 6:** To recognize written and specialized lexical when reading the worksheet specifying what to include in the script when finishing it in Activity 2 "Being Scriptwriters". • **Number 6:** To recognize written and specialized lexical when looking for information to be included in the composition on a chosen theme when finishing it in Activity 2 "Finishing Everything".	composition on a chosen theme in Activity 2 "Finishing Everything". • **Number 5:** Understand the most important information included in the worksheet given to the students in order to finish the script in Activity 2 "Finishing Everything".

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION

CONTENTS	ASSESSMENT CRITERIA (students should be able …)	LEARNING STANDARDS (students will…)
Production strategies. Planning: • Mobilize and coordinate what one already knows when deciding how to finish the composition in Activity 2 "Finishing Everything". • Use dictionaries in order to look for the appropriate words when finishing the personal composition in Activity 2 "Finishing Everything". **Production strategies. Realization:** • Clear expression of the message that one wants to give when finishing the composition on the chosen theme in Activity 2 "Finishing Everything". • Clear expression of the when finishing the script on the chosen theme in Activity 2 "Finishing Everything". • Rely on the previous knowledge one has when finishing the composition on the chosen theme in Activity 2 "Finishing Everything". • Rely on the previous knowledge one has when finishing the script in Activity 2 "Finishing Everything". **Communicative functions:** • Narration of one's point of view of the chosen theme when finishing the composition in Activity	**Number 1:** To finish the written script of each scene to be presented in the following session in Activity 2 "Finishing Everything". • **Number 1:** To write, using a computer, after having looked for information and under a specific role, the ending of the composition of between 90 and 110 words on the specific theme they have chosen for Activity 2 "Finishing Everything". • **Number 2:** To apply strategies based on previous knowledge when finishing the script in Activity 2 "Finishing Everything". • **Number 2:** To apply strategies based on previous knowledge, such as the knowledge about how to write texts, (introduction, body, and conclusion) when finishing the	**Number 5:** Finish the written script following the guidelines appearing in the worksheet given to the students in Activity 2 "Finishing Everything". **Number 5:** Finish the composition on a chosen theme in Activity 2 "Finishing Everything".

2 "Finishing Everything".	composition in Activity 2 "Finishing Everything".	
• Expression of speculation when finishing the composition on the chosen theme in Activity 2 "Finishing Everything".	• **Number 6:** To use written and specialized lexical when writing the script in Activity 2 "Finishing Everything".	
Lexical:		
• Written lexical appearing when finishing the composition in Activity 2 "Finishing Everything".	• **Number 6:** To use written and specialized lexical when finishing the composition on a chose theme Activity 2 "Finishing Everything".	
• Written lexical appearing when finishing the script in Activity 2 "Finishing Everything".		
ICT:		
• Appropriate use of the computer when looking for information to finish the personal composition in Activity 2 "Finishing Everything".		

Activities: • **Activity 1:** "Day Presentation" • **Activity 2:** "Finishing Everything"	
Session number: 6 **Timing:** 50 minutes	**Skills developed:** • Reading • Listening • Speaking • Writing

7.6.2. Activities

Activity 1: "Day Presentation"

- Typology: Routine activity.

- Timing: 2 minutes.

- Classroom management: Whole class work.

- Content: Say 'hello', 'good morning', and make questions to know how our students are today and if they have any doubt.

- Explanation: This activity is used to create an appropriate atmosphere in the classroom and to serve as a warm up so that the teacher does not just start when entering the classroom.

- Resources: The teacher: being positive and showing enthusiasm so that students are transmitted that feeling too and they get ready to start with the lesson.

Activity 2: "Finishing Everything"

- Typology: Supporting activity (to other sessions).

- Timing: 48 minutes.

- Classroom management: Group and individual work.

- Content: Finish both the individual composition and the script.

- Explanation: Students will go to the computer lab and will have time to finish their personal compositions from session 4 and the script of session 5. They will have 15 minutes for each of them, but those who finish earlier can start with the second part. Moreover, if they already finished the script, they can just focus on the composition, and vice versa. However, in this session, they will have to finish everything, for there will not be more time.

- Resources: the personal composition they wrote, which was sent to the teacher and the script they started.

7.7. Session 7: Assessing the Classroom

7.7.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information given by the students in Activity 3 "Getting Ready" when deciding on the final customs to be used **Communicative functions:** • Description of the customs necessary in Activity 3 "Getting Ready". • Exchange of points of view on how to finally dress for the performance during Activity 3 "Getting Ready". • Exchange of suggestions on how to finally dress for the performance during Activity 3 "Getting Ready". **Lexical:** • Lexical appearing in Activity 3 "Getting Ready" when deciding the final decision about the customs to be used for the performance of the following session.	• **Number 1:** To identify the most important information given by the students in Activity 3 "Getting Ready" when deciding in the final customs to be used • **Number 6:** To recognize oral lexical appearing in Activity 3 "Getting Ready" when deciding the final decision about the customs to be used for the performance of the following session.	• **Number 3:** Identify most important information when discussing the appropriateness of the customs given by the teacher in Activity 3 "Getting Ready" to be used in the performance.

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message when making	• **Number 1:** To build brief, oral texts when	• **Number 3.** Efficiently

decisions in Activity 3 "Getting Ready" about the customs of the performance. • Rely on previous knowledge about how to express necessity and description of clothes. **Communicative functions:** • Description of the customs necessary in Activity 3 "Getting Ready". • Exchange of points of view on how to finally dress for the performance during Activity 3 "Getting Ready". • Exchange of suggestions on how to finally dress for the performance during Activity 3 "Getting Ready". **Lexical:** • Lexical appearing in Activity 3 "Getting Ready" when deciding the final decision about the customs to be used for the performance of the following session.	making decisions in Activity 3 "Getting Ready" about the customs of the performance. • **Number 6:** To use lexical appearing in Activity 3 "Getting Ready" when deciding the final decision about the customs to be used for the performance of the following session	participate in an informal conversation when deciding the appropriateness of the customs given by the teacher in Activity 3 "Getting Ready" to be used in the performance.

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information when correcting and assessing the classmates' compositions in Activity 2 "Assessing Each Other". • Distinction of the most important information in Activity 2 "Assessing Each Other" when reading the criteria established in the Assessment Grid given to the students in the first session. **Communicative functions:** • Narration of the classmates' points of view on the chosen theme being explained in the composition in Activity 2 "Assessing Each Other". **Lexical:** • Written and specialized lexical appearing when reading the occurrences on the Armada event according to the classmates' point of view presented in the compositions in Activity 2 "Assessing Each Other".	• **Number 1:** To identify the most important information in the classmates' composition when assessing them in Activity 2 "Assessing Each Other". • Number 1: To identify the most important information in the Assessment Grid that has to be used when assessing the classmates in Activity 2 "Assessing Each Other". • Number 6: To recognize written and specialized lexical appearing when reading the occurrences on the Armada event according to the classmates' point of view presented in the compositions in Activity 2 "Assessing Each Other".	• **Number 5:** Understand main ideas appearing in the classmates' composition when assessing them in Activity 2 "Assessing Each Other". • **Number 5:** Understand main ideas appearing in the Assessment Grid to be used when assessing the classmates' composition in Activity 2 "Assessing Each Other".

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message when	• **Number 1:** To write a clear message when assessing the	**4. Production of written texts:** • Write a clear message when

assessing classmates' composition in Activity 2 "Assessing Each Other".	classmates' composition in Activity 2 "Assessing Each Other".	assessing the classmates' composition in Activity 2 "Assessing Each Other".

Activities: • **Activity 1:** "Day Presentation" • **Activity 2:** "Assessing Each Other" • **Activity 3:** "Getting Ready"	
Session number: 7 **Timing:** 50 minutes	**Skills developed:** • Listening • Reading • Speaking • Writing

7.7.2. Activities

Activity 1: "Day Presentation"

- Typology: Routine activity.

- Timing: 2 minutes.

- Classroom management: Whole class work.

- Content: Say 'hello', 'good morning', and make questions to know how our students are today and if they have any doubt.

- Explanation: This activity is used to create an appropriate atmosphere in the classroom and to serve as a warm up so that the teacher does not just start when entering the classroom.

- Resources: The teacher:, being positive and showing enthusiasm so that students are transmitted that feeling too and they get ready to start with the lesson.

Activity 2: "Assessing Each Other"

- Typology: Supporting activity.

- Timing: 33 minutes.

- Classroom management: Individual work.

- Content: Assess other classmates' composition.

- Explanation: Students will be given the printed composition that their classmates have written and they will have to assess them following the criteria established in the checklist provided in the first session. They will have to try to give them advice, opinions, suggestions and corrections whenever possible. Then, the

students will hand them in to the teacher who will take into account these opinions and suggestions before marking (always critically).

- Resources: the personal composition they wrote and that was sent to the teacher and the photocopies of the Assessment Grid (Appendix 2).

Activity 3: "Getting Ready"

- Typology: Relaxing activity.

- Timing: 15 minutes.

- Classroom management: Group and whole class work.

- Content: Getting ready for the performance.

- Explanation: Students will be given the materials they asked for their performance and they will have time to finish that material that can be done by themselves. This will serve as a way of saving time for the following session as they will not have a lot of time.

- Resources: the material provided by the teacher.

7.8. Session 8: The Floor is Yours

7.8.1. Curricular specifications

Block 1: ORAL COMPREHENSION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information given by the students carrying out the performance in Activity 2 "Acting Out". • Distinction of the most important information extracted from the feedback provided by the classmates in Activity 3 "Giving Opinions". **Communicative functions:** • Narration of occurrences during the Armada event in a theatrical way in Activity 2 "Acting Out". • Exchange of opinions when giving feedback after the performance in Activity 3 "Giving Opinions" **Lexical:** • Oral and specialized lexical appearing when carrying out the performance in Activity 2 "Acting Out".	**1. Comprehension of oral texts:** • **Number 1:** To identify the most important information given by the students doing the performance in Activity 2 "Acting Out" • **Number 1:** To identify the most important information extracted from the feedback provided by the classmates in Activity 3 "Giving Opinions". • **Number 6:** To recognize oral and specialized lexical appearing when carrying out the performance in Activity 2 "Acting Out".	**1. Comprehension of oral texts:** • **Number 3:** Identify the most important information given by the students going the performance in Activity 2 "Acting Out". • **Number 3:** Identify the most important information extracted from the feedback given by the students to their classmates in Activity 3 "Giving Opinions". • **Number 6:** Understand the main ideas of the play performed by classmates in Activity 2 "Acting Out".

2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Production strategies. Realization: • Clear expression of the message of each scene when carrying out the performance in Activity 2 "Acting Out". • Rely on and benefit from the previous knowledge on how to express oneself in front of a public in Activity 2 "Acting Out". **Communicative functions:** • Narration of occurrences during the Armada event in a theatrical way in Activity 2 "Acting Out". • Exchange of opinions when giving feedback to the classmates after the performance in Activity 3 "Giving Opinions" **Lexical:** • Oral and specialized lexical appearing when carrying out the performance in Activity 2 "Acting Out".	• **Number 1:** To build brief, oral texts when performing during Activity 2 "Acting Out". • **Number 2:** To apply the most appropriate strategies to produce oral texts when performing in front of a public in Activity 2 "Acting Out". • **Number 6:** To use oral and specialized lexical when carrying out the performance in Activity 2 "Acting Out". • **Number 10:** To efficiently participate, even making mistakes, in a dramatized, oral play, among the classmates, in Activity 2 "Acting Out".	**Number 3.** Efficiently participate in the play carried out in Activity 2 "Acting Out".

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**ASSESSMENT CRITERIA** (students should be able …)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: • Distinction of the most important information appearing in the Assessment Grid when having to give feedback to the classmates after the performance in Activity 3 "Giving Opinions".	**Number 1:** To identify the most important information appearing in the Assessment Grid when having to give feedback to the classmates after the performance in Activity 3 "Giving Opinions".	**Number 5:** Understand the most important information appearing in the Assessment Grid when having to give feedback to the classmates after the performance in Activity 3 "Giving Opinions".

Activities: • **Activity 1:** "Day Presentation" • **Activity 2:** "Acting Out" • **Activity 3:** "Giving Opinions"	
Session number: 8 **Timing:** 50 minutes	**Skills developed:** • Listening • Reading • Speaking

7.8.2. Activities

Activity 1: "Day Presentation"

- Typology: Routine activity.
- Timing: 2 minutes.
- Classroom management: Whole class work.
- Content: Say 'hello', 'good morning', and make questions to know how our students are today and if they have any doubt before starting the performance.
- Explanation: This activity is used to create an appropriate atmosphere in the classroom and to serve as a warm up so that students feel relaxed before performing.
- Resources: The teacher: being positive and showing enthusiasm so that students are transmitted that feeling too and they get ready to start with the lesson.

Activity 2: "Acting Out"

- Typology: Supporting activity.
- Timing: 38 minutes.
- Classroom management: Group work.
- Content: Perform the play they wrote.
- Explanation: students will have time to perform their scenes in front of the class while the teacher records them. They will have to wear all the materials the teachers provided them with and will have to say aloud the small pieces of dialogues they created.
- Resources: materials and a camera.

Activity 3: "Giving Opinions"

- Typology: Relaxing activity.
- Timing: 10 minutes.
- Classroom management: Whole class work.
- Content: Give feedback to each group.
- Explanation: Students will have to give feedback to each of the groups. The teacher will be asking questions if they do not dare to give their opinions. In this way, students know what things they can change when speaking aloud.

- Resources: the checklist (to know what they have to look for when assessing).

Students will be given a worksheet of self-evaluation where questions about the project and about their work will appear so that the teacher receives feedback from them (Appendix 19).

CONCLUSIONS

The best way of learning and teaching languages has been discussed differently throughout history. Traditionally, there had been an interest on classical languages, so the way they were taught became also the way to teach modern languages. Following such procedure, the methods and approaches concentrating on form prevailed during the following centuries.

It is in the twentieth century when there is a revolution on how to succeed in the teaching and learning processes and when a shift from structuralist methods to more cognitive ones took place. These cognitive methods focus now on communication and on giving language learners the opportunity to practice English, in this case, in real contexts as the best way of learning it. From these ideas of communicative approaches and English practiced in contexts appeared the conviction of learning English using History, as History allows students to be exposed to authentic situations and enables a methodology to be developed having communication as its key aim.

The main purpose of this MA Thesis was thus to examine the idea of using History to learn and teach English. After having found that there is a recent claim for both communicative approaches and a blending of methodologies, the Task-based Approach was selected as being the most suitable one. But, at the same time, apart from the principles established in the Task-Based Approach, other communicative techniques were taken into account when designing the proposal. For instance, the techniques used in Communicative Language Teaching to provide students with opportunities of using English with communicative purposes, promoting hence fluency; the techniques used in Community Language Learning in order to create an appropriate atmosphere; the procedures Suggestopedia uses to avoid anxiety; and Krashen's hypotheses followed by the Natural Method.

All the activities were designed following the Task-based Approach in order to foster students' motivation and autonomy in the learning process. Some of them focused on certain aspects of grammar that the curriculum specifies students have to achieve, but the rest of them were designed with the aim of fostering students' communicative competence, as in all of them they have to communicate, infer, and reach a good conclusion whenever they can.

As a consequence of the approaches and methods described, the techniques selected and the activities that have been consciously designed, I believe History can be a very useful way of teaching and learning English. Of course, its limitations are also taken into account as such activities cannot be prepared for students in their first year of secondary education, for their level and way of working is not yet the needed one. Bachillerato is the most appropriate period since students have enough autonomy and know better which methodology best adapt to their learning process. This autonomy will be enhanced thanks to the way activities are designed as they will have to be able to infer from historical documents using the English they have learnt. Moreover, thanks to this use of History, they will not have the problem of not using English because they do not know what to say, as it may occur with certain topics that are not required in the curriculum. The use of important historical events, but in their simplest way, can help them to use English without being afraid of what to say. The reason for this is that, as it has been demonstrated, knowledge is not taken for granted and they face the lesson plan as if the events were new for them.

Only time and the put into practice of this lesson plan, or of similar ones, will allow its evaluation; nevertheless, History can be a good, effective way to innovate EFL classrooms. What is certain is that society nowadays is changing and new needs are appearing, as it was the case for English in real contexts, for instance. And as a result of these new demands, teachers have to look for new ways of motivating students, and consequently new ways of making their students learn English.

APPENDICES

Appendix 1: Checklist (Session 1, Activity 1)

"Travelling with the Armada"

In this lesson plan, you will learn about the Armada's 1588 attempt to attack England by approaching not only the event itself but also its contextualization. To that end, you will be given some historical materials which will allow you to practice with the English language.

FINAL PRODUCTS

- Individual written composition, under a specific role (Captain Medina Sidonia, Duke of Parma, Captain Drake, and Queen Elizabeth) randomly assigned on one of the following themes:
  - Surprises you may have had
  - Errors you think you made
  - Things you should have done instead
  - Differences of strategies
- Group performance of the assigned scene

CHECKLIST

At the end of the project, this is what the teacher and the students will take into account to assess your performance so this is what you should take into account when working:

Personal composition	Performance
Clear expression of the message you want to give	Coherence with what was said to be developed in each scene
Use of the language learnt in the lesson (expression of logical relationships of condition and contrast and prepositions of space)	Use of the language learnt in the lesson
Appropriate use of the language learnt (verb tenses, grammar and spelling mistakes, etc).	Appropriate use of the language learnt in previous lessons (comparative forms, conditionals, etc.)
Clear distribution of the text (introduction, body, and conclusion)	Clear expression of the oral message when performing to the class (eye contact, body language, etc.)

ASSESSMENT

- Clear exposition of the information
- Check grammar and spelling mistakes
- Participation, in English of all the members of the group, both in oral and written parts.

Both, your individual written composition and the group performance will be part of the 50% of the final assessment.

Appendix 2: Assessment grid (Session 1, Activity 1)

		Poor – 1 (the student…)	**Ok – 2** (the student…)	**Good – 3** (the student…)	**Excellent – 4** (the student…)
Performance (50%)	**Content**	Covers only some of the aspects required. Subject knowledge is minimal.	Covers all the aspects required. Subject knowledge is sufficient.	Covers all the aspect required. Subject knowledge is good.	Covers all the aspects required in detail. Subject knowledge is excellent.
	Organization	Content is hardly organized.	Content is nearly organized, just some parts.	Content is organized but there are still some flawed parts.	Content is very well organized
	Creativity and attractiveness	Doesn't cover any interesting aspects, so the performance remains poor.	Covers a few interesting aspects, so the performance remains limited.	Covers some interesting aspects, but the performance is still flawed.	Covers very interesting aspects and the performance is enhanced with pictures, color, and so on.
	Clear explanation of information	Doesn't speak clearly. There are many mispronounced words and, therefore, the explanation is not understood.	Speaks clearly but with some mispronounced words. The explanation can be understood, but there are some flawed parts.	Speaks always clearly but there are some mispronounced words. The explanation can be properly understood.	Speaks always clearly and doesn't mispronounce words. The explanation can be properly understood.
	Posture and eye contact	The posture and way of speaking is not the adequate when talking to an audience. Establishes little eye contact.	Speaks in a casual way, with nerves on edge. Posture is casual. Establishes eye contact with the audience only sometimes during the presentation.	Speaks in a confident way, but nerves are present. Posture is normal. Establishes eye contact with the audience almost all the time during the presentation.	Speaks in a confident and relaxed way and establishes eye contact with the audience during the presentation. Posture is the adequate.

Final mark: ___/___

		Poor – 1 (the student…)	Ok – 2 (the student…)	Good – 3 (the student…)	Excellent – 4 (the student…)
Composition (50%)	**Content**	Covers only some of the aspects required. Subject knowledge is minimal.	Covers all the aspects required. Subject knowledge is sufficient.	Covers all the aspect required. Subject knowledge is good.	Covers all the aspects required in detail. Subject knowledge is excellent.
	Organization	Content is hardly nothing organized.	Content is nearly organized, just some parts.	Content is organized but there are still some flawed parts.	Content is very well organized
	Creativity and attractiveness	Doesn't comment interesting aspects or gives interesting opinions, so the composition remains poor.	Comments just some interesting aspects or gives just some opinions, but the composition still remains poor	Comments some interesting aspects an gives some opinions, but the composition is still flawed. However, it is eye-catching.	Comments very interesting aspects and gives very interesting opinions.
	Adaptation to the requirements	The composition is not adapted to the theme and he/she does not play the assigned role.	The composition is adapted to the theme, but he/she does not play the assigned role.	The composition is adapted to the theme and the role is played, but the composition is still flawed.	The composition is pretty well adapted to the theme and the role is completely played
	Clear explanation of the information	The information is not clearly explained and, therefore, the comprehension of the composition is limited.	The information is explained but there are some aspects that could be misunderstood.	The information is clearly explained, but there are still some flawed parts.	The information is clearly explained and, therefore, everything can be clearly understood.
	Quality of writing and proofreading	Doesn't write clearly. There are many spelling and grammar mistakes and, therefore, the explanation is not understood.	Writes clearly but with some spelling and grammar mistakes. The explanation can be understood, but there are some flawed parts.	Writes always clearly but there are some spelling and grammar mistakes. The explanation can be properly understood.	Writes always clearly and has neither spelling nor grammar mistakes. The explanation can be properly understood.

Final mark: ___/___

*10% will be given for the use of English and engagement in the project as well as for peer assessment.

Appendix 3: Medals and Coins (Session 4, Activity 3)

Figure 1: King Philip II of Spain, bronze medal by Jacopo da Trezzo (1555), Cincinnati Art Museum.

Figure 2: Queen Mary I of England, bronze medal by Jacopo da Trezzo (1554), Wallace Collection London.

Figure 3: Philip II of Spain and Mary I of England's busts vis-à-vis, copper counter, coin-like portrait (1557).

Appendix 4: Philip's and Mary's European Dominions (Session 1, Activity 4)

Figure 4: Philip II and Mary Tudor's European Dominions, c.1557

Appendix 5: Their Marriage Contract (Session 1, Activity 5)
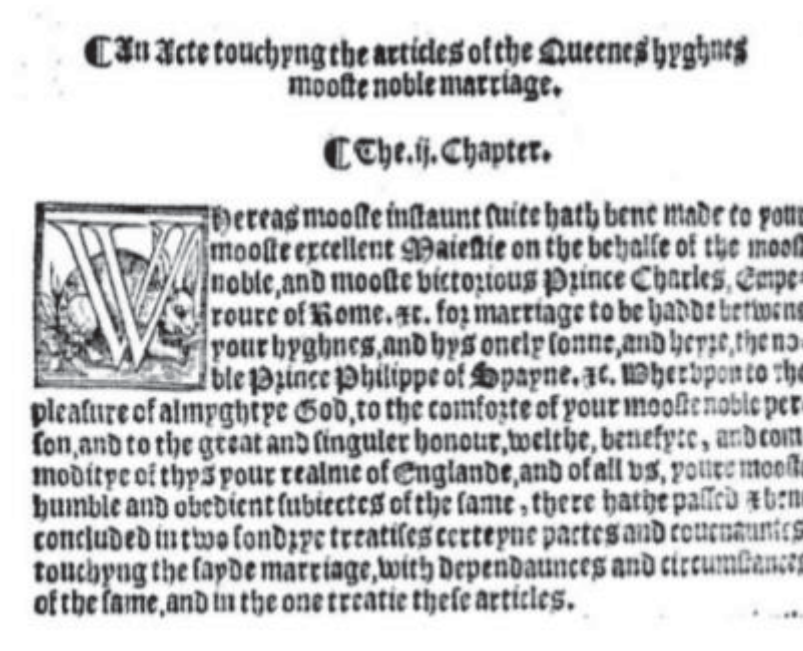
Figure 5: 'An Acte Touchyng the articles of the Queenes highness mooste noble marriage (1554)' (*Acts of Parliament*, 1 Mar. Sess. 3 c. 2)

- **Sample 1**: "[T]here hath passed and been concluded in two sundry treaties, certain pacts and covenants touching the said marriage, with dependences and circumstances of the same; and in the one treaty these articles; first, it is covenanted, and agreed that as soon as conveniently may be, true and perfect marriage, by words of the time present, shall be contracted, solemnised and consummated in England, between the said most noble prince, and the said most virtuous lady, the queen; by force of which marriage so celebrated and consummated, the said most noble prince Philip shall during the said marriage have and enjoy jointly together with the said most gracious queen his wife, the style, honour and kingly name of the realms and dominions unto the said most noble queen appertaining, and shall aid her Highness, being his wife, in the happy administration of her Grace's realms and dominions; the rights, laws, privileges and customs of the same realms and dominions being nevertheless preserved and maintained […] and that all the matters of the said realms and dominions shall be treated and maintained in the same tongues wherein of old they have wont to be treated and by the natural born of the same realms." ('Act for the Marriage of Queen Mary to Philip of Spain' (1554), George Burton Adams and H. Morse Stephens, eds., *Select Documents of English Constitutional History* (New York and London: Macmillan, 1920), at http://rbsche.people.wm.edu/H111_doc_marriageofqueenmary.html).

- **Sample 1, adapted**: "Two treaties have been concluded on the pacts and agreements concerning the said marriage. In the first treaty, it is said that the marriage has to be consummated in England between the most noble prince (Philip) and the most virtuous queen (Mary I), so that the most noble prince Philip will enjoy together with his wife the name of her realms and dominions, and that he will help the queen in their administration, preserving the rights, laws, privileges and customs and treating them in the original language in which they were born."

- **Sample 2**: "[I]t is also covenanted that the same most noble queen, by virtue of the aforesaid matrimony, shall be admitted into the society of the realms and dominions of the said most noble prince" (Adams and Stephens).

- **Sample 2, adapted**: "It is also stipulated that, by that marriage, the Queen will be admitted into Philip's realms and dominions."

106

- **Sample 3**: "[A]mong their children there might arise some strife for the succession, and thereby disturb the fruit of perpetual concord that is hoped shall ensue of this matrimony between the realms and dominions of either party, the said succession shall be ordered in manner and form following: first, that as touching the right of the mother's inheritance in the realm of England, and the other realms and dominions depending of the same, the children as well males as females that shall be born of this matrimony shall succeed in them, according to the laws, statutes and customs of the same; and as touching the lands that the said most noble prince shall leave behind him: first, there shall be reserved unto his eldest son the lord Charles of Austria, Infante of Spain, and to the children and heirs of him descending, as well females as males, all and singular their rights which to the said prince do either now or hereafter shall belong, and shall at any time by the death either of the noble queen his granddame, or the most victorious emperor Charles the Fifth his father, (which God long defer), be devolved unto him in the realms of Spain, of both the Sicilies, with all their appurtenances, in the dukedom of Milan, and other lands and dominions in Lombardy and Italy, whatsoever name and title they have, […] in which realms, lands and dominions the children of this present matrimony shall pretend nothing so long as the said Lord Charles the Infante, or any issue of his body lawfully begotten, do live; but if it fortune the same lord Charles to die, and the issue of his body to fail, then and in that case the eldest son of this matrimony shall be admitted into the said right, and according to the nature, laws and customs of the said realms and dominions shall succeed." (Adams and Stephens).

- **Sample 3, adapted:** "To avoid that among their children, there could be struggles for the succession, disturbing the concord between both kingdoms that is hoped to follow after the marriage, the succession will be ordered as follows: regarding the Queen of England's realms and dominions, the children, male or female, that are born from this matrimony will succeed in them, according to their laws statutes and customs; with respect to those of Philip, his eldest son and heir Charles of Austria, and his descendants, male or female, will inherit the realms of Spain, of both Sicilies, the dukedom of Milan, and the lands and dominions in Lombardy and Italy, where the children from this present

matrimony will not have a right to succeed, except in the case of Charles of Austria's death."

Appendix 6: Elizabeth's Portraits (Session 2, Activity 3)

Figure 6. *Portrait of Elizabeth I as a Princess*, **by Unknown artist, c. 1546. Royal Collections Trust, Windsor Castle.**

Figure 7. *Queen Elizabeth I*, **by Unknown English artist, oil on panel, c. 1600, National Protrait Gallery.**

Figure 8. *Queen Elizabeth I and the Three Goddesses*, **by Hans Eworth, 1569.**

Figure 9. *Elizabeth and the Ambassadors*, **attr. to Levina Teerlinc, c. 1560, Neue Galerie, Kassel.**

Figure 10. *The Red Sieve Portrait*, **1579. Attr. to George Gower. Private Collection.**

Figure 11. *The Ermine Portrait*, **c.1585. Nicholas Hilliard. Hatfield House.**

Figure 12. *The Armada Portrait of Queen Elizabeth I*, **c.1588. George Gower. Woburn Abbey, Bedfordshire.**
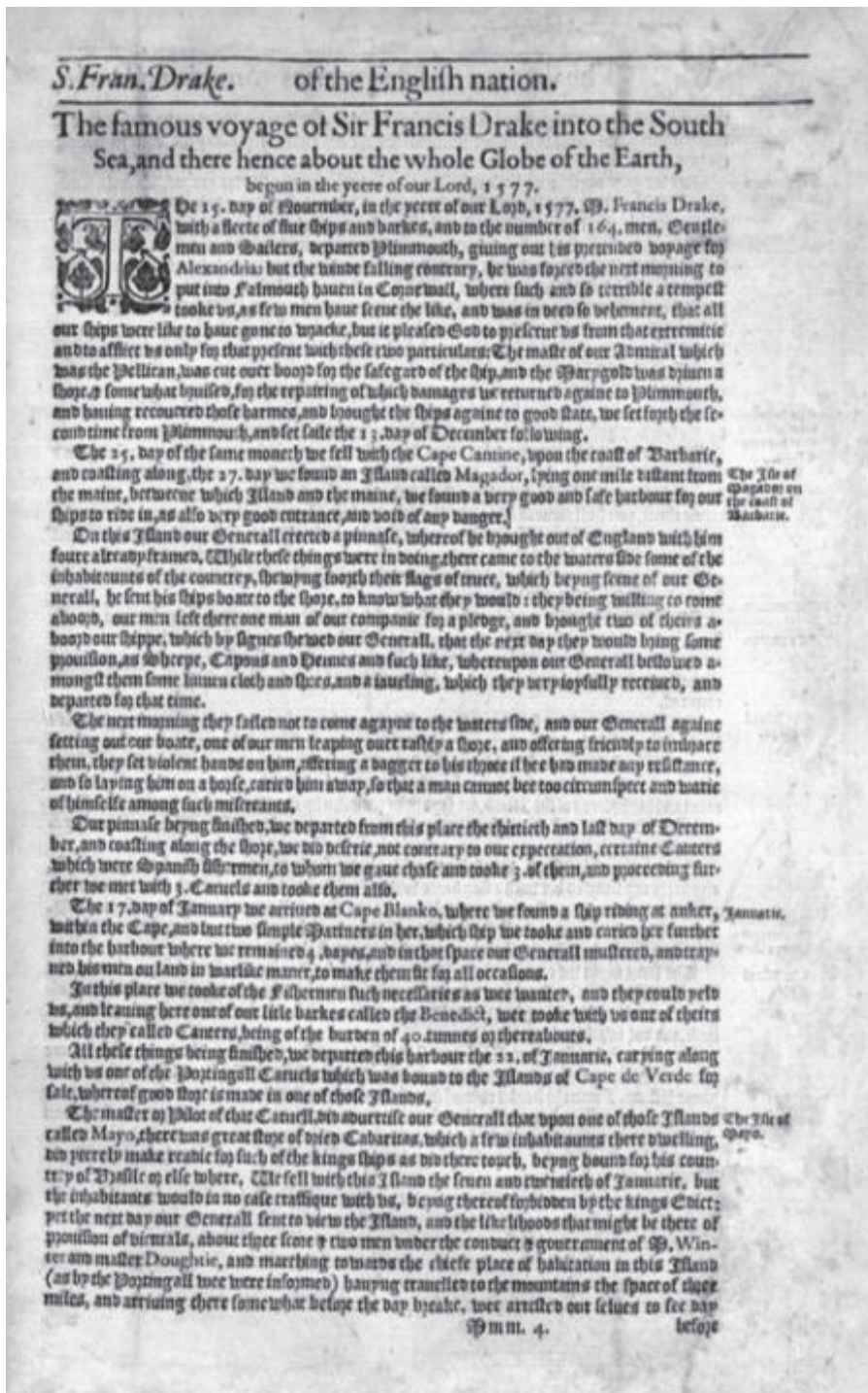

Figure 13. *The Ditchley Portrait*, **c.1592. Marcus Gheeraerts the Younger.**

Figure 14. *The Rainbow Portrait*, **c.1600. Attr. to Isaac Oliver. Hatfield House.**

Appendix 7: Samples Letters (Session 2, Activity 4)

Sample 1: Drake

The principal navigations, voyages, and discoveries of the English nation: made by sea or over land to the most remote and farthest distant quarters of the earth at any time within the compass of these 1500 years. In it, students can read Drake's travels (transcription would be provided).

(Retrieved from https://memory.loc.gov/cgi-bin/ampage?collId=rbdk&fileName=d027/rbdkd027.db&recNum=661)

Sample 2: Medina Sidonia

"Inasmuch as I have ordered that a large Armada be assembled in the port and river of Lisbon, in order to go and seek out the one that has sailed from England and cruises through the seas of these my kingdoms...Don Pedro de Sotomayor, I have decided to assign you in the said Armada ten escudos of ten Castilian reales each as remuneration to serve under the Marquess of Santa Cruz, my Captain-General of the Ocean and of the troops of my Kingdom of Portugal..."

Adapted:

"Considering that I have ordered that a large Armada is gathered in Lisbon, in order to go and look for the English fleet in the Spanish seas… I have decided to give you, Don Pedro de Sotomayor, ten escudos of ten Castilian reales each as compensation to your service to Marques of Santa Cruz, General Captain of the Ocean and of the troops of my Kingdom of Portugal…"

(Retrieved from https://www.loc.gov/rr/rarebook/catalog/drake/drake-8-invincible.html)

Appendix 8: Philip's Second Thoughts (Session 2, Activity 4)
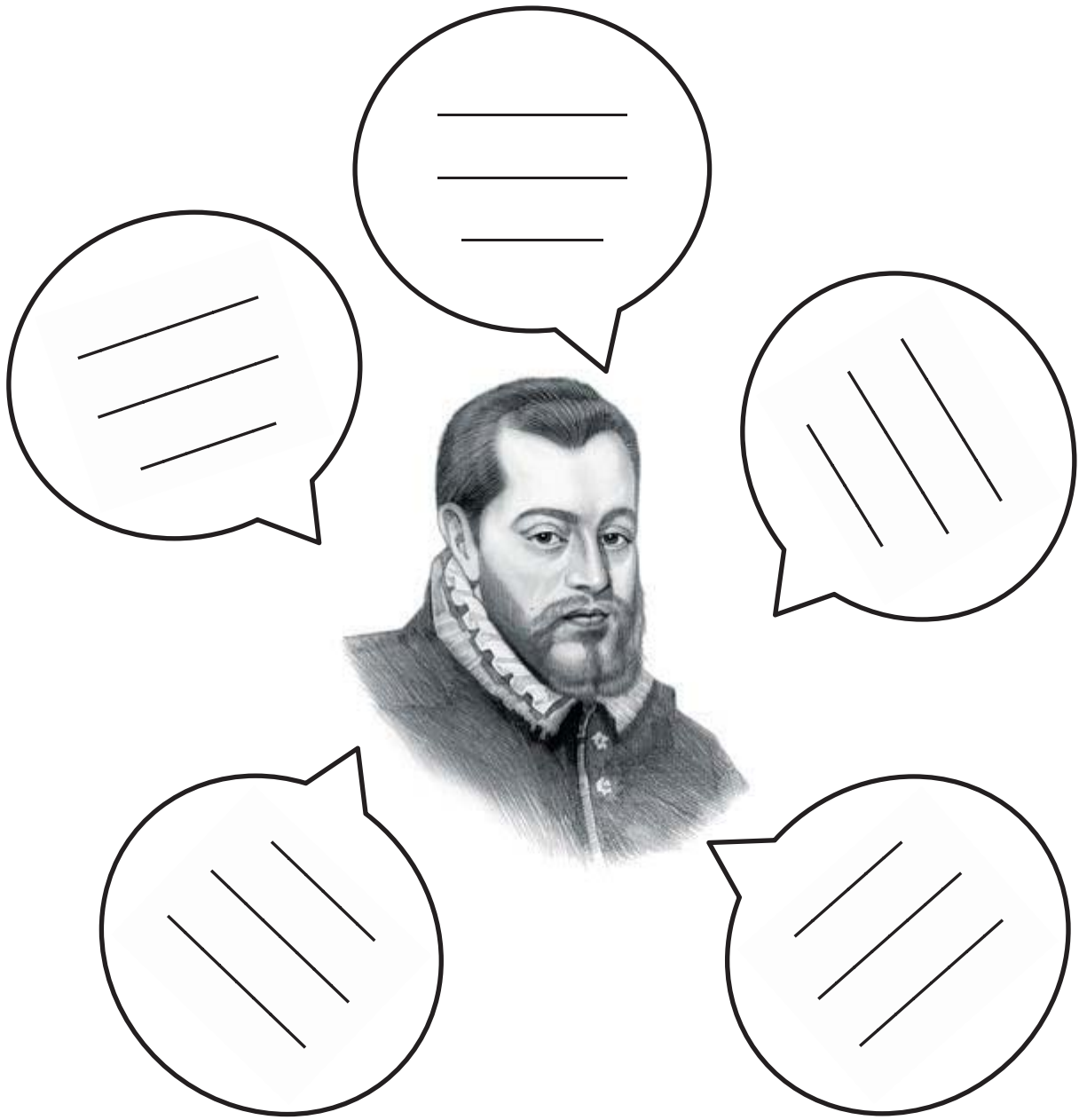
Appendix 9: Philip's and Elizabeth's Caricatures (Session 2, End of session)

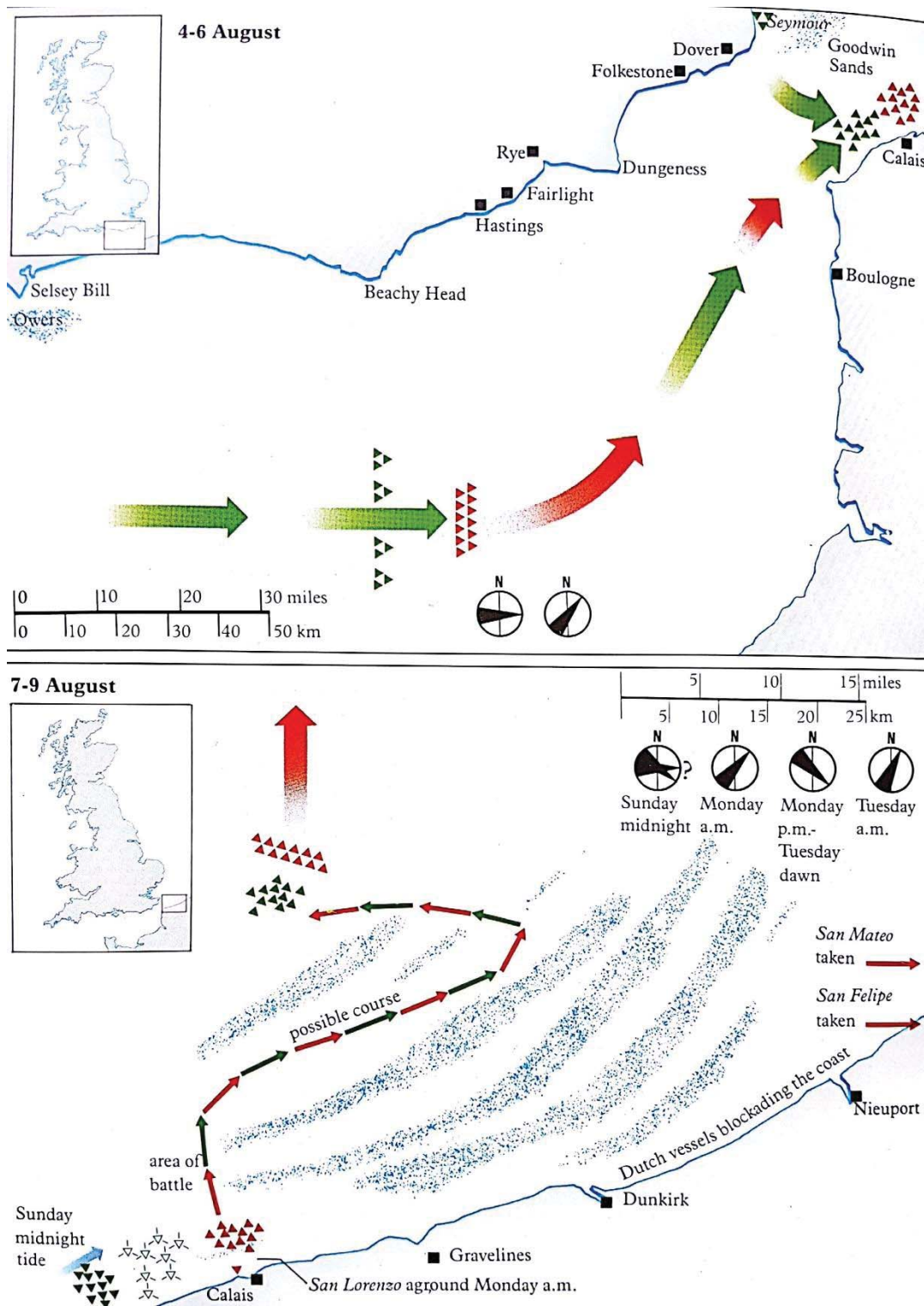**Appendix 10: Maps of the Armada's Itinerary (Session 3, Activity 3)**

Figure 15 and 16. Maps 1-2. Reproduced from Rodríguez-Salgado (1988), p. 236.

Map 3. Main Battles Map. (Retrieved from http://www.britainfirst.org/the-defeat-of-the-spanish-armada/)

Appendix 11: Map in blank (Session 3, Activity 3)

Appendix 12: Adams' Charts of the Spanish Armada (1590) (Session 3, Activity 4)

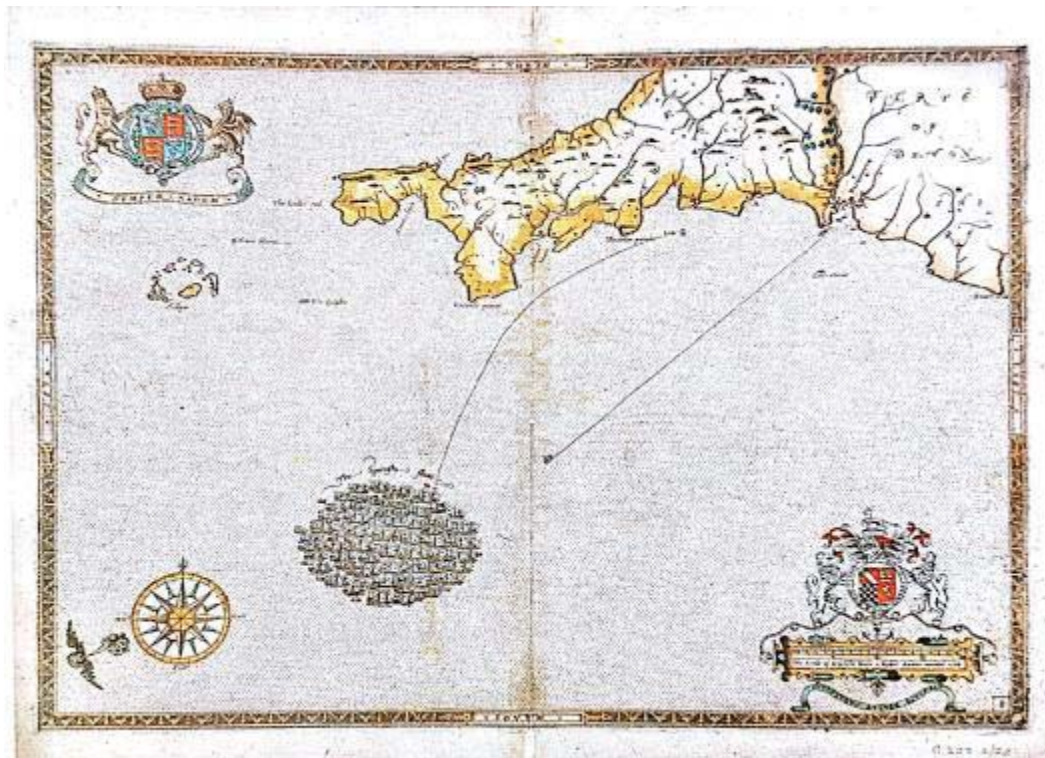All reproduced from Rodríguez-Salgado, 1988, p. 243-8.

Chart 1. The arrival of the Spanish Armada off Cornwall, July 29th, 1588

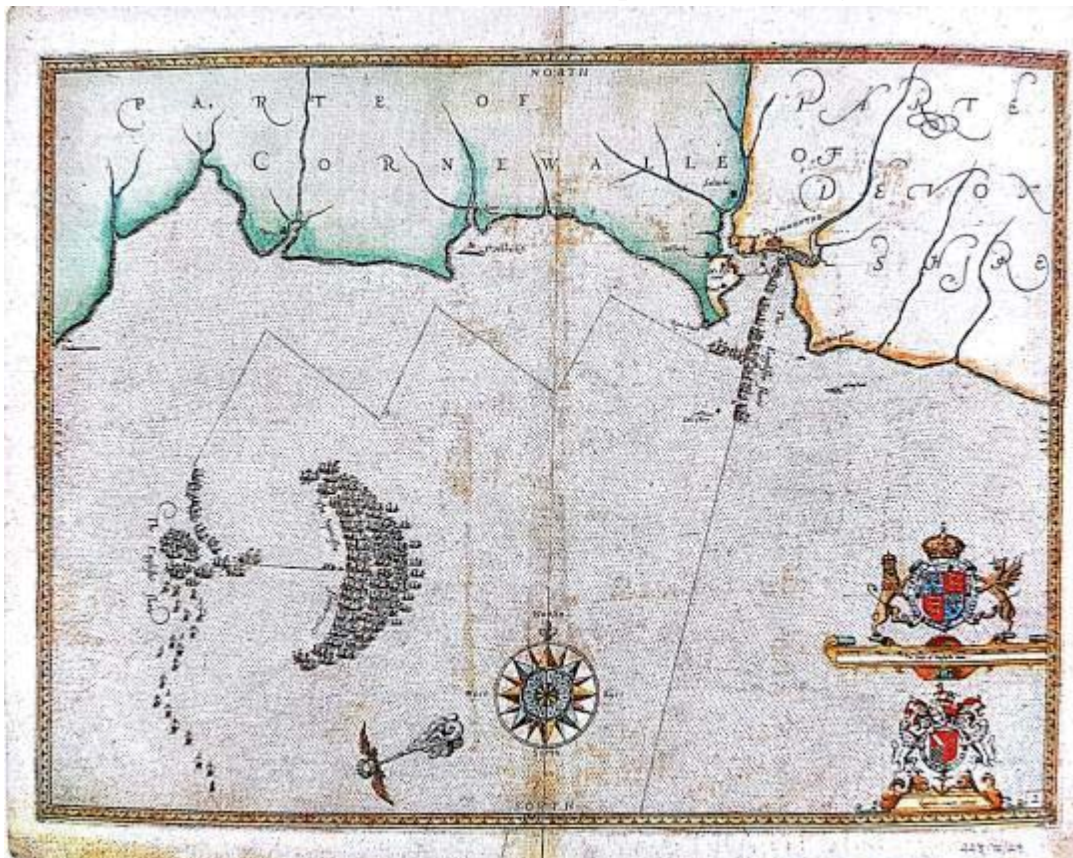**Chart 2. The Armada off Plymouth and the departure of the English fleet, July, 30th-31st**

Chart 3. The English engage the Spanish fleet near Plymouth, July 31ˢᵗ

Chart 4. The English pursue the Spanish fleet east of Plymouth, July 31ˢᵗ-August 1ˢᵗ

Chart 5. The fleets off Berry Head and the engagements near Portland Bill, August, 1st-2nd

Chart 6. Engagement of the fleets between Portland and the Isle of Wight, August, 2nd-3rd
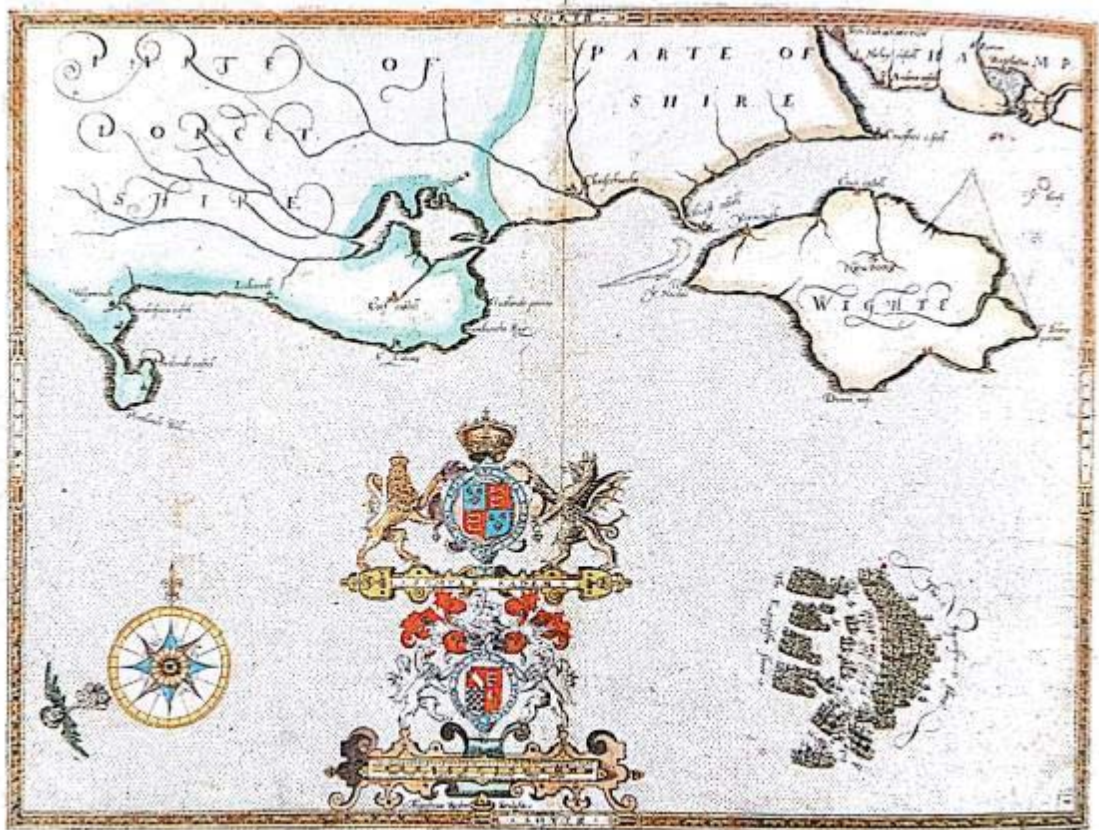
Chart 7. The battle off the Isle of Wight, August 4ᵗʰ
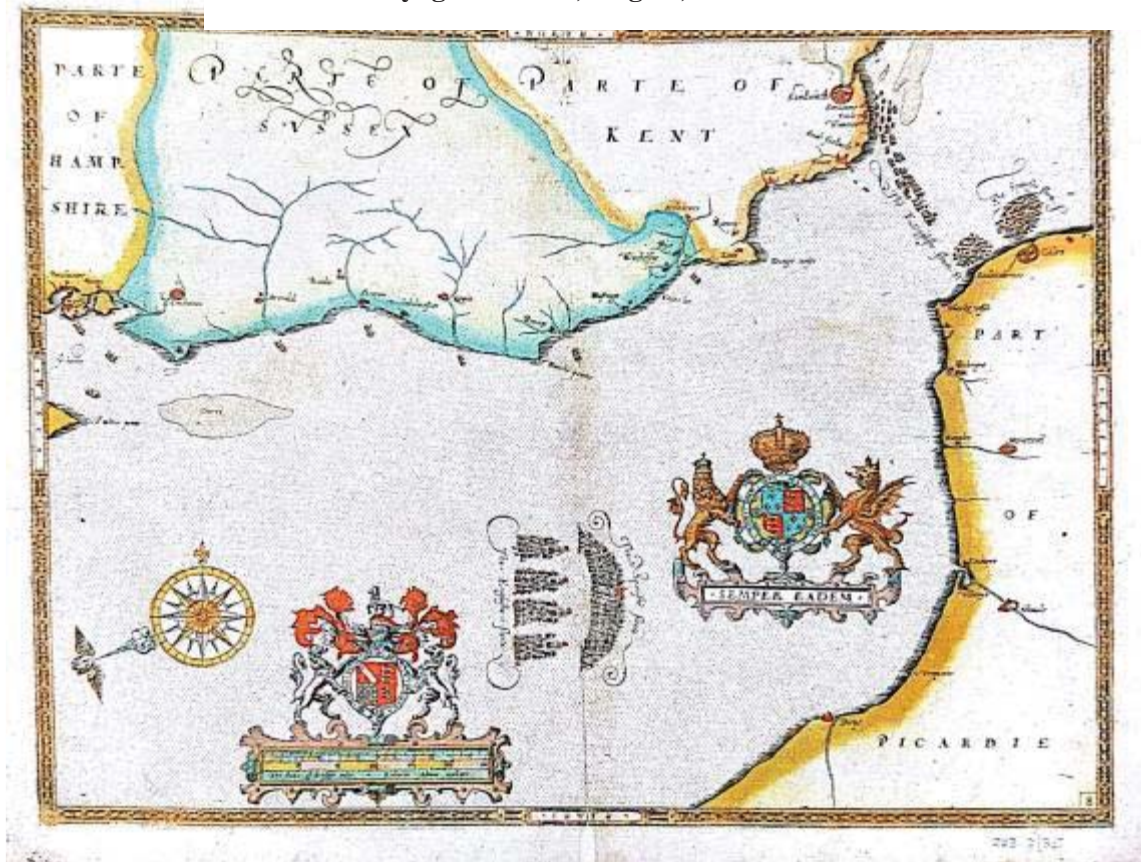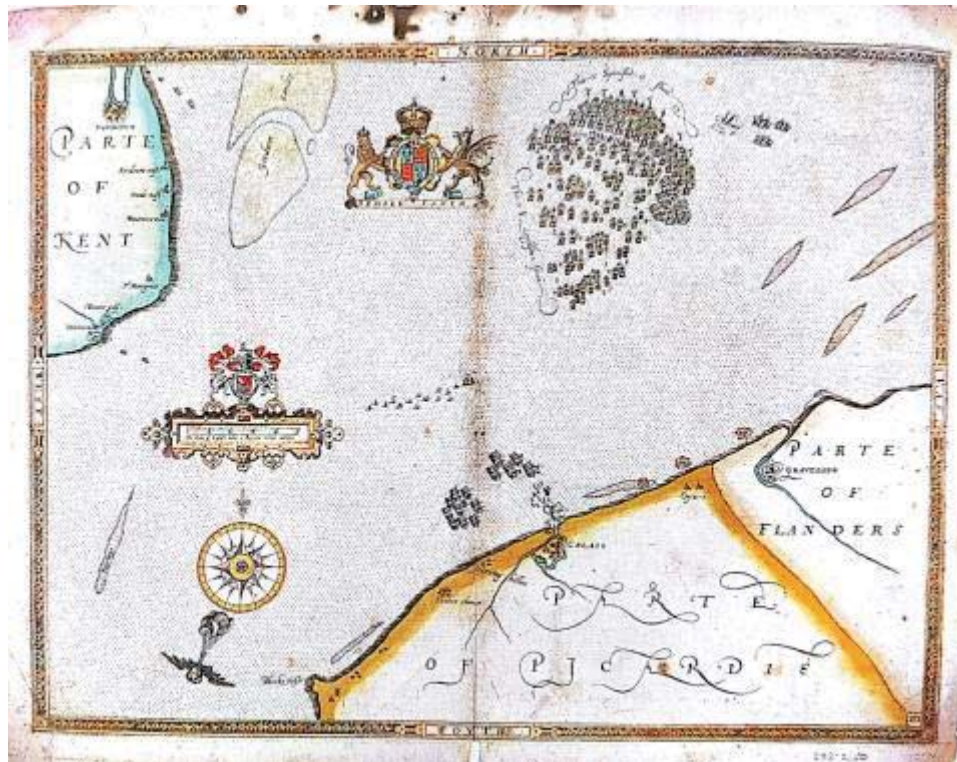
Chart 8. The voyage to Calais, August, 4ᵗʰ-6ᵗʰ

Chart 9. The fireship attack, August, 7th

Chart 10. The battle of Gravelines, August 8th

Appendix 13: Transcript of BBC video clip 'Fireships' (Session 3, Activity 5)

Historians Dan Snow, Sam Willis, and Saul David on the English fireship attack at Calais. Actor Alun Raglan features as Juan Martinez de Recalde.

TRANSCRIPT

At midnight, the skeleton crews *on board the fireships ignited their hulls and let them drift toward the anchored Spanish.*

[D.S.:] 'They must have suspected that the English might try something like this, so he put a screen of small boats round the Armada to protect it. And they did manage to tow away two of the fireships, but the rest of the burning vessels sailed on right into the heart of the Spanish Armada.'

As the six remaining fireships drifted ever nearer, the Spaniards looked on in horror.

[Recalde:] 'Raise the anchor. Move! And fast!'

[S.W.:] 'The problem with fireships is that by very definition they are on fire, they've got no crew on them, so actually they're relatively easy to avoid, and Medina Sidonia had given orders to avoid the fireships and all of his captains managed to do that.'

[S.D.:] 'They do it, but how do they do it? They panic, of course, because he's effectively said to the Duke to maneuver, bring up your anchors and get out of the way. They do not do that, they cut the anchors, and the problem with cutting an anchor is you cannot then reanchor. It is a tactical disaster in terms of the overall plan here, and the Armada is heading in flight away from Calais.'

[S.W.:] 'I'll accept that there was extreme panic in Calais Roads, but they all still managed to get out, leaving just a handful of ships, fighting for their lives, I admit, on the Flanders' banks.'

Drake's audacious plan worked. The enemy's ships were scattered and vulnerable. Now, for the first time, the English could launch an all-out attack, and just possibly save England and Elizabeth.

From *Armada: 12 Days to Save England*, Episode 1 (BBC Two, 2015).

Appendix 14: 'Fireships', Video clip, 2'06'' (Session 3, Activity 5)

Link: http://www.bbc.co.uk/programmes/p02stmpn

Appendix 15: Questions on video clip (Session 3, Activity 5)

Sample questions:

- According to the video clip you have just watched, what are the fireships?
- Where was the Spanish Armada anchored
- What military disadvantage does a fireship have?
- What tactical error did the Spaniards make?
- Did the attack end successfully for the English?

Appendix 16: Text with interpretation (Session 4, Activity 2)

Link: http://www.bbc.co.uk/bitesize/ks3/history/tudors_stuarts/the_armada/revision/6/

English and Spanish nationalist interpretations

For the English people of the time, the defeat of the Armada was a wonderful victory. Petruccio Ubaldini (1590), an Italian living in England, claimed that God had defeated the Armada to save Protestantism. He wrote it for Lord Howard of Effingham, the Admiral in charge of the English fleet, so you can guess why it was biased.

- The 'Whig' historians

They developed a 'myth' of the Armada, variously crediting Elizabeth, Drake, or the navy for the victory. They depicted the Armada as an event of world importance, a 'now or never' moment which:

- saved English freedom
- laid the cornerstone of the British Empire
- shifted the world balance of power

At the same time, Spanish historians came to the same conclusions! Trying to discover why the Spanish empire failed, they worked back and decided that the 'decline' of Spain started with the Armada.

- The Revisionists

Since 1988, revisionist historians have rethought the Armada, suggesting that:

- The fact of not being able to join Parma played a significant part in the defeat of the Armada.
- Philip never intended to conquer England, only to 'teach her a lesson'.
- Spanish ships built on the Atlantic coast were every bit as good as the English ships.

As a result, the Spanish historian Felipe Fernandez-Armesto (1988) challenged the idea that the English defeated the Armada.

What is your interpretation of the Armada? Was it a brilliant victory by England over the greatest power in the world, and the beginning of England's greatness or was it a lucky escape? Think about it from the Spanish point of view too.

Appendix 17: Map of Return Route (Session 4, Activity 2)

Retrieved from http://www.theirishstory.com/2015/08/19/ireland-and-the-spanish-armada-1588/#.V3L0vdEkrEY.

Appendix 18: Worksheet with scenes (Session 5, Activity 3)

Sample:

Scene 1: Philip and Mary are thinking about their wedding (each in their own country).Then, they receive the respective portrait of their future "lover". When Mary sees the portrait, she thinks Philip is handsome, whereas when Philip sees Mary's portrait, he thinks she is pretty ugly.

In this case, the students having this scene will have to write something like:

- [In Spain]
- Philip: *If I marry Mary Tudor, I will have my reign expanded.*
- Subject: *That's true my Lord, but remember that your child will have the whole reign only if you do not have another child with her.*
- Philip: *I already know that my loyal subject, if we had another child, he would have half of the reign.*
- Subject: *So maybe you could think about not having another child!*
- Philip: *we will see, we will see. Oh my god! Look at the portrait she has sent me! She is really ugly!*
- [In England]
- Mary: *Oh my dear lady, what should I do? If I marry Philip, Catholicism could be spread through our two reigns.*
- Lady: *I know my Queen, you could be a really strong queen if you marry him.*
- Mary: *I could have a son with him. If I had a son, he would have a really large reign.*
- Lady: *Oh my Queen! Look at the portrait!*
- Mary: *He is pretty handsome! But we will never see each other.*

Appendix 19 (Self-evaluation → Session 8)

STUDENTS' PROJECT EVALUATION

Name: _____ Class: _____

What do you think about the project? Why? _____
_____

What would you have done if you had had more time? _____
_____

What did you like about this project? _____
_____

What was the hardest part about this project? _____
_____

What aspects do you think should be changed for the future? _____
_____

What aspects do you think should be kept for the future? _____
_____

Do you want to add any other comment about the project?_____
_____

How would you evaluate your work on this project? Great Good   Bad

STUDENTS' GROUP EVALUATION

	Great	Good	Fair	Poor
Did you work all together?				
Did you divide the work appropriately so that you all worked?				
Did you work equally in the project?				
Did you find resources easily?				
Were the resources you found good?				
Did you use your time appropriately?				
Did you finish on time?				
Are you happy with the result?				

Considering the work carried out along these days, your group deserves a/an
_____

BIBLIOGRAPHY

Abdullah Bingimlas, K. (2009). Barriers to the successful integration of ICT in teaching and learning environments: A review of the literature. *Eurasia Journal of Mathematics, Science & Technology Education,* *5*(3), 235-245. Retrieved from http://www.ejmste.com/v5n3/eurasia_v5n3_bingimlas.pdf

Alonso-Cortés Fradejas, Mª D. (n.d.). *Las tareas y proyectos como un método para el trabajo con textos en Educación Infantil*. Universidad de León. Retrieved from http://sedll.org/es/admin/uploads/congresos/12/act/19/Alonso-Cortes,_M.D..pdf

Amar Rodríguez, V. M. (2008). Tecnologías de la información y la comunicación, sociedad y *educación. Sociedad, e-herramientas, profesorado y alumnado*. Madrid: Tébar. Print.

Ariza, E. et al. (2011). Methods/Approaches of teaching ESOL: A historical overview. In Zainuddin et al. (Eds.), *Fundamentals of Teaching English to speakers of other languages in K-12 Mainstream Classrooms.* (pp. 63-74). 3rd ed. Dubuque: Kendall Hunt Publishing Co. Retrieved from https://www.kendallhunt.com/uploadedFiles/Kendall_Hunt/Content/Higher_Education/Uploads/CH11_Zainuddin_3e.pdf

Arnaiz Sánchez, P. & Garrido Gil, C.F. (1999). Atención a la diversidad desde la programación de aula. *Revista Interuniversitaria de Formación del Profesorado*, *36*, 107-121. Retrieved from http://www.uam.es/personal_pdi/psicologia/agonzale/Asun/2007/DF/Artic/ArnaizDiverPA.htm

Ávila Plasencia, D. (1982). La historia de las matemáticas. Un recurso didáctico. Sociedad Canaria Isaac Newton de Profesores de Matemáticas. Retrieved from https://dialnet.unirioja.es/servlet/articulo;jsessionid=3435A49A8B6524627E97367496753625.dialnet02?codigo=2365974

Aydin, S. (2014). The Use of Blogs in Learning English as a Foreign Language. In *Mevlana International Journal of Education (MIJE)*, *4*(1), 244-259. Retrieved from http://dx.doi.org/10.13054/mije.13.79.4.1

Bachillerato internacional bilingüe, *British Council*. Britishcouncilschool.es. Retrieved 12 March 2016, from https://www.britishcouncilschool.es/programa-educativo/bibac

Ballesteros, C. et al. (2001). *El aula como espacio de investigación y reflexión. Investigaciones en didáctica de la lengua*. Camps, A. (coord.). Barcelona: Graó. Print.

Barba C. & Capella S. (2010). O*rdenadores en las aulas. La clave es la metodología.* Barcelona: Graó. Print.

Bbc.co.uk. (2016). *BBC Bitesize - KS3 History - The Spanish Armada - Revision 1*. [online] Retrieved 20 Jun. 2016 from http://www.bbc.co.uk/education/guides/z4s9q6f/revision

Blood, R. (2000). "Weblogs: A History and Perspective", *Rebecca's Pocket*. 07 September. 18 Jun. 2016. Retrieved from http://www.rebeccablood.net/essays/weblog_history.html

Bueno Velazco, C. & Martínez Herrera, J.M. (2002). Aprender y enseñar inglés: cinco siglos de historia. *Revista Hum Med* [serial on line] 2002 Ene - Abr; *2* (1). Retrieved from http://bvs.sld.cu/revistas/revistahm/numeros/2002/n4/body/hmc050102.htm

Cabero, J. (coord.) (2000). *Nuevas Tecnologías Aplicadas a la Educación*. Madrid: Síntesis. Print.

Cardoso, C. F. S. (1989). *Introducción al trabajo de la investigación histórica. Conocimiento, método e historia.* 4th ed. Barcelona: Crítica. Print.

Casanova, Mª A. (2011). *Educación inclusiva: un modelo de futuro*. Madrid: Wolters Kluwer España, S. A. Print.

Castilla y León. ORDEN EDU/363/2015, de 4 de mayo por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León. *Boletín Oficial de Castilla y León,* 8 de mayo de 2016, núm. 86, pp. 32486-32792.

Cerezal Sierra, F. (1996) *Foreign language teaching methods: Some issues and new moves* (pp. 110-132). Alcalá de Henares: Universidad de Alcalá. Retrieved from http://www.encuentrojournal.org/textos/8.7.pdf

Collins, A. (1998). El potencial de las tecnologías de la información para la educación. In C. Vizcarro and J.A. León (Eds.), Nuevas tecnologías para el aprendizaje. Madrid: Piramide. Print

D'Angelo, E. & Oliva, J. (2003). Lectura y escritura en contextos de diversidad. Madrid: Conserjería de Educación. Retrieved from: http://www.educacion.navarra.es/documents/57308/57729/LECTO-ESCRITURA.pdf/c31e10fb-5419-472e-b765-272e66f9b540

Du, X. (2009). The Affective Filter in Second Language Teaching. In *Asian Social Science, 5*(8). Retrieved from http://www.ccsenet.org/journal/index.php/ass/article/view/3457/3131

El curriculum Inglés. *British Council*. Britishcouncilschool.es. Retrieved 12 March 2016, from https://www.britishcouncilschool.es/programa-educativo/sistema-educativo-ingles

Ellis, R. (2006). The Methodology of Task-Based Teaching. *Asian EFL Journal*, 8(3), 79-101. Retrieved from https://www.kansai-u.ac.jp/fl/publication/pdf_education/04/5rodellis.pdf

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings. *International Journal of Applied Linguistics*, 19(3), 221-246. Retrieved from http://unacunningham.com/tecs351/misunderstandings.pdf

España. Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa. *Boletín Oficial del Estado*, 10 de diciembre de 2013, núm. 295, p. 97909.

España. Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. *Boletín Oficial del Estado,* 3 de enero de 2016, núm. 3, pp. 173-5.

Estaire, S. (2001). Un enfoque por tareas en el aula de Primaria: Principios y planificación de unidades didácticas. En G. López, (dir.), *Metodología en la enseñanza del inglés*. Madrid: Ministerio de Educación, Cultura y Deporte, pp. 141- 165. Print

Fernández Armesto, F (1989). *The Spanish Armada: The Experience of War in 1588*. Oxford: Oxford University Press. Print.

Fernández Prieto, M. S. (2001). *Las nuevas tecnologías en la educación. Análisis de modelos de aplicación.* Madrid: Departamento de Didáctica y Teoría de la Educación, Universidad

Autónoma de Madrid. Retrieved from https://www.uam.es/personal_pdi/stmaria/msfernan/libro.pdf

Finocchiaro, M., and Brumfit, C. (1983). *The Functional-Notional Approach: From Theory to Practice*. New York: Oxford University Press. Print.

Frese, M. and Altman, A. (1989). The treatment of errors in learning and training. In L. Bainbridge & A. Ruiz Quintanilla (Eds.), *Developing skills with information technology.* Hoboken, NJ: John Wiley & Sons Ltd. Retrieved from http://www.evidence-based-entrepreneurship.com/content/publications/137.pdf

Hicks, A. & Martin, D. (1997). Teaching English and History through historical fiction. *Children's literature in education, 28,* 49-59.

Hişmanoğlu, M. (2005). Teaching English Through Literature. In *Journal of Language and Linguistic Studies*, *1*(1), 53-66.

Howatt, A. P. R. (1984). *A History of English Language Teaching*. Oxford: Oxford University Press. Print.

Hurtado Montesinos, Mª D. and Díaz Carcelén, L. (n.d.). *Tema 8: Tecnologías para la enseñanza-aprendizaje de la lengua extranjera*. Webcache.googleusercontent.com. Accessed 27 February 2016. Retrieved from http://webcache.googleusercontent.com/search?q=cache:48UCXbDynisJ:ocw.um.es/cc.-sociales/tecnologias-de-apoyo-yatencion-a-la-diversidad/material-de-clase/tema8.pdf+&cd=1&hl=es&ct=clnk&gl=es&client=firefox-a

Hutchinson, R (2013). *The Spanish Armada*. London: Weidenfeld & Nicolson. Print.

Inglis, A. & Cutlack, J. (2009). *Using Information and Communications Technology (ICT) for Learning and Teaching*. Retrieved from https://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwiy0q658sXLAhWJbRQKHVL5AboQFggrMAI&url=http%3A%2F%2Fwww.pldfscotland.ac.uk%2Fdownload-document%2F2893-f22r-34-section-1&usg=AFQjCNH-rSw_-

S16p1JBZ0WKCicDfYSYBA&sig2=m92XFXQbEkBqX7cz4SZgHQ&bvm=bv.116954456, d.ZWU

Krashen, S. (1985). Chapter 1: The Input Hypothesis. In S. D. Krashen and K. R. Gregg (eds.) *The Input Hypothesis. Issues and Implications*. United Kingdom: Longman Group. Retrieved from

http://www.uio.no/studier/emner/hf/iln/LING4140/h08/The%20Input%20Hypothesis.pdf

Madrid, D. (2001). Materiales didácticos para la enseñanza del inglés en Ciencias de la Educación". In Bruton, A. y Lorenzo, F. J. (Eds.), *Perspectivas actuales en la metodología de la enseñanza del inglés en las Universidades andaluzas*, *Revista de Enseñanza Universitaria*, nº extraordinario 2001, 213-232. Retrieved from http://www.ugr.es/~dmadrid/Publicaciones/Materiales%20didacticos%20ensegnanza%20ingles%20CC%20Educacion.pdf

Martín Sánchez, M. A. (2009). *Historia de la metodología de enseñanza de lenguas extranjeras* (pp. 54-69). Universidad de Extremadura. Retrieved from https://dialnet.unirioja.es/descarga/articulo/2983568.pdf

Mattingly, G. (2005). *The Defeat of the Spanish Armada*. London: Jonathan Cape, 1959. Reed. Boston and New York: Houghton Mifflin. Transl. into Spanish. *La derrota de la Armada Invincible*. Turner: Madrid, 1985. Print.

Mecd.gob.es. (2016). Competencias clave - Ministerio de Educación, Cultura y Deporte. [online] Accessed 22 Jun. 2016. Retrieved from http://www.mecd.gob.es/educacion-mecd/mc/lomce/el-curriculo/curriculo-primaria-eso-bachillerato/competencias-clave/competencias-clave.html

Méndez Holguín, J.C. (2007). El enfoque por tareas como propuesta metodológica para la enseñanza del inglés como lengua extranjera en niños de tercer grado de la IED Francisco de Paula Santander. Bogotá, Colombia: Universidad de la Salle: Retrieved from http://repository.lasalle.edu.co/bitstream/handle/10185/8003/26021061.pdf?sequence=1

Mihaljevic Djigunovic, J. M Medvec Krajnovic (1991). *Language teaching methodology and second language acquisition*. Croatia: Department of English, University of Zagreb. Retrieved from http://www.eolss.net/sample-chapters/c04/e6-91-13-01.pdf

Ministerio de Educación, Cultura y Deporte (2001). *Metodología en la enseñanza del inglés*. Madrid: Ministerio de Educación, Cultura y Deporte. Print.

Ministerio de Educación, Cultura y Deporte. Recursos digitales - educaLAB. Educalab.es. Retrieved 20 February 2016, from http://educalab.es/intef/tecnologia/recursos-digitales

National Centre for Technology in Education. (2011). *Creating ICT resources using the Internet.* Dublin: Dublin City University. Retrieved from http://www.pdsttechnologyineducation.ie/en/Training/ICT-in-Classroom-PDFs/Archived-Course-Materials/Creating-ICT-Resources-Using-the-Internet.pdf

--- (2011) *Creating ICT resources using digital media.* Dublin: Dublin City University. Retrieved from http://www.pdsttechnologyineducation.ie/en/Training/ICT-in-Classroom-PDFs/Archived-Course-Materials/Creating-ICT-Resources-Using-Digital-Media.pdf

--- (2011) *Creating ICT resources with digital storytelling.* Dublin: Dublin City University. Retrieved from http://www.pdsttechnologyineducation.ie/en/Training/ICT-in-Classroom-PDFs/Archived-Course-Materials/Creating-ICT-Resources-With-Digital-Storytelling.pdf

National Council for Curriculum and Assessment. Information and Communication Technology (ICT) in the Primary School Curriculum: Guidelines for teachers. Retrieved from http://www.ncca.ie/en/Publications/Syllabuses_and_Guidelines/Information_and_Communications_Technology_ICT_in_the_Primary_School_Curriculum_Guidelines_for_Teachers.pdf

Nunan, D. (1989). Designing Tasks for the Communicative Classroom (2). Cambridge: Cambridge University Press. Print.

Nunan, D. (1991). Communicative Tasks and the Language Curriculum. TESOL Quarterly, 25(2), 279-295. Print.

Nunan. D. (2004a). Chapter 6. Focus on Form in Task-based Langauge Teaching. In D. Nunan (Eds.), Designing Tasks for the Communicative Classroom. Cambridge: Cambridge Language Teaching Library. CUP. Print.

Nunan D. (2004 b.) Chapter 7: Task-Based Language Teaching and Learning. In D. Nunan (Eds.), *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge Language Teaching Library. CUP. Print.

Peng, J. (2010). Peer Assessment in an EFL Context: Attitudes and Correlations. In M. T. Prior et al. (Eds). *Selected Proceedings of the 2008 Second Language Research Forum*, 89-107. Somerville, MA: Cascadilla Proceedings Project. Retrieved from http://www.lingref.com/cpp/slrf/2008/paper2387.pdf

Pizarro Chacón, G. & Josephy, D. (2011). *El efecto del filtro afectivo en el aprendizaje de una segunda lengua.* Costa Rica: Universidad Nacional. Retrieved from https://dialnet.unirioja.es/descarga/articulo/5476250.pdf

Rashmi, R. (2011). ICT Advantages & Disadvantages. *Ict-adv-disadv.blogspot.com.es*. Retrieved 9 March 2016 from http://ict-adv-disadv.blogspot.com.es/

Richards, J. C. & Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching. A description and analysis.* Cambridge: Cambridge University Press. Retrieved from https://aguswuryanto.files.wordpress.com/2008/09/approaches-and-methods-in-language-teaching.pdf

Rodríguez-Salgado, Mª J., & Adams, S. (1988). Essays from the Anglo-Spanish Conferences London and Madrid. *England, Spain and The Gran Armada*. Edinburgh: Donald, 1991. Print.

Swan, M. (1985). A Critical Look at the Communicative Approach. In *ELT Journal*, *39* (1): 2-12

Tejada Molina, G. et al. (2005). Chapter 4: Current approaches and teaching methods. Bilingual programmes. In N. McLaren, D. Madrid, & A. Bueno (Eds.), TEFL in Secondary Education. Granada: Editorial Universidad de Granada. Retrieved from http://www4.ujaen.es/~gluque/Chapter4HANDBOOKDEFINITIVO.pdf

The National Archives. (2016). *Home - The National Archives*. [online]. Retrieved 24 May 2016 from http://www.nationalarchives.gov.uk/

Tomlinson, B. (Ed.) (2006). *Materials Development in Language Teaching*. 9th ed. Pr. Cambridge: Cambridge University Press. Print.

Touchie, H. Y. (1986). Second Language Learning errors. Their types, causes, and treatment. *JALT Journal, 8*(1). Retrieved from https://www.google.es/url?sa=t&rct=j&q=&esrc=s&source=web&cd=7&cad=rja&uact=8&ved=0ahUKEwj94v3V6sXLAhXHOBQKHR4GCPgQFghaMAY&url=http%3A%2F%2Fjalt-publications.org%2Ffiles%2Fpdf-article%2Fart5_8.pdf&usg=AFQjCNF-ZTEEA-w4yMKMn6wLmsAZ6NEBLQ&sig2=uAY_IEFxBtNnp0Mx9qGpjA

What is ICT in education? (2012). ICT is Information and Communication Technology. *'ICT in Education' means 'Teaching and Learning with ICT'*. Elmoglobal.com. Retrieved 29 February 2016, from http://www.elmoglobal.com/en/html/ict/01.aspx