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Back to Brokeback: Building oral coherence and cohesion in the ESL classroom through debate

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

TRABAJO FIN DE MÁSTER

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ABSTRACT

All along history several scholars have tried to establish the best way of learning a language. Different methods and approaches have been studied and implemented in the classroom, such as the Grammar-Translation or the Direct Method. However, in the past few years, the Communicative Approach has arisen, enhancing the learning of a second language following the same steps that would be followed in the learning of the mother tongue through collaborative work.This MA thesis aims at suggesting an educational proposal based on these latter theories. Its purpose is to present a proposal that will help our students improve their speaking skills in terms of coherence and cohesion, as well as promote tolerance as an essential cross-curricular element in our society.

Keywords: EFL classroom, educational proposal, cohesion, coherence, tolerance.

RESUMEN

A lo largo de la historia los investigadores han intentado hallar la mejor manera para aprender un idioma. Se han estudiado e implementado en el aula diversos métodos y teorías, como el método gramática-traducción o el método directo. Sin embargo, en los últimos años, el enfoque comunicativo ha ganado especial importancia, proponiendo el aprendizaje de una segunda lengua siguiendo los mismos pasos que se seguirían en la adquisición de la lengua materna a través del aprendizaje colaborativo. Con este Trabajo de Fin de Máster se pretende sugerir una propuesta de intervención educativa basada en estas últimas teorías. Su propósito es presentar un proyecto que ayudará a los estudiantes a mejorar su capacidad de comunicación oral en la segunda lengua con respecto a la cohesión y la coherencia, a la vez que promueve la tolerancia como un elemento transversal esencial en nuestra sociedad.

Palabras Clave: clase de inglés como lengua extranjera, propuesta de intervención educativa, cohesión, coherencia, tolerancia.

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INTRODUCTION

When learning a foreign language, we cannot underestimate the importance of coherence and cohesion as the base of every well-structured and comprehensible text. It is true that some scholars have focused their research on implementing coherence and cohesion activities when writing in the second language, but few studies have considered the importance of including these elements in the teaching and learning of spoken English. This looks surprising, especially if we consider that high school students should be ready to make use of spoken academic English in several tasks throughout the school year, according to the Spanish law.

However, it seems that those tasks which are based on speaking skills are usually omitted by EFL teachers. Among the former we find, for example, the debate, an activity that many teachers consider difficult to carry out in the classroom, either because of special restrictions or because it is time consuming. Nonetheless, we see in the debate a great opportunity to present our students a motivating activity in which they will be required to share their opinions and defend their arguments in front of their classmates. This not only will boost their speaking skills, but also will promote their participation as well as will soften their possible fear of speaking in front of an audience.

When creating this proposal, we saw the interconnection that existed between carrying out a debate and introducing coherent and cohesive devices to our students. If we could show them the importance of creating a well-structured text when presenting an argument, giving them the opportunity to put this into practice, they would see how these concepts, which might seem too vague, are necessary and useful to improve their proficiency. For this reason, we decided to elaborate an educational proposal in which students will be introduced to cohesive and coherent elements that they will need to use for elaborating their arguments in a final debate.

One of the problems that we encountered was that we had to find a suitable topic for the classroom that would encourage students to participate, and which could be exploited by both the teacher and the students. Eventually, considering the type of classroom we were dealing with, we decided to choose the cross-curricular element of tolerance. We consider that tolerance is a necessary topic in the classroom, especially if we want our students to become good citizens of a modern society. When facing the problem of how we could introduce this

topic in a debate, we selected a short story, "Brokeback Mountain" by Anne Proloux, which deals with homophobia by telling the story of two young cowboys in the USA. As this story included slang and some non-standard grammatical constructions, we decided to adapt the text for this specific level. Furthermore, we realized that this topic related to stereotypes and prejudices against people according to their sexual orientation could bring further debate on discrimination in relation to different cultural backgrounds or religions, and those were the topics that we decided to present to the classroom in the debate session.

Therefore, this MA Thesis will focus on the idea of using a debate to introduce coherence and cohesion in the EFL classroom, working with the topic of tolerance. In order to do this, a communicative approach will be followed, through which students will develop their autonomy as well as their collaborative learning skills. These ideas were developed in a five-session lesson plan named "Back to Brokeback" for *1º de bachillerato* students. Most activities will be carried out in groups, enhancing therefore group work and collaboration; and the last sessions will be devoted to evaluation and comments on the didactic intervention, which will also enhance their critical thinking skills.

In order to do this, we will first establish a theoretical framework where we will deal with the different methods and approaches applied in the EFL teaching and learning, the debate as a collaborative activity, and what coherence and cohesion are. This will serve as the background for our educational proposal which will be divided into five different sessions.

STATE OF THE ART

With regards to the implementation of coherence and cohesion activities in the classroom, we can see that most research has focused on enhancing the use of these devices in written texts, as in Bander's *From Sentence to Paragraph* (1980), or in Prasad Poudel's *Academic Writing: Coherence and Cohesion in Paragraph* (2018). These authors usually provide tasks in which students are asked to analyse coherence and cohesion in a given paragraph, or some activities where they are required to build a text in the foreign language using these devices properly, for instance in the case of Ji and Quiao's Cohesion and Coherence: Teaching Writing in English to Chinese High School Learners (2018). These strategies seem to be useful for students, and in the research provided in these authors' articles, we can see that they obtained good results on this topic.

However, this situation changes if we look at research on coherence and cohesion in oral texts. On this topic, we barely find a few authors, like Martinková in *Means of Coherence and Cohesion in Spoken and Written Discourse* (2013), who considers that teaching coherent and cohesive devices in oral production is interesting for students. Some activities are proposed in terms of analyzing students' spoken production to make them aware of the use of looser configurations of oral speech, but these proposals seem not to have been put into practice, at least for a desirable number of times, and we cannot really find reliable articles that deal with their success on students' production.

More pieces of information can be found on the use of the debate in the EFL classroom. For instance, we can mention Canals Cabau in El Debate como Estrategia Didáctica para Educar en la Participación Ciudadana (2012); Davey and Hughes in Teaching controversial issues (2006); or Green, Elsie and Lam in Developing Discussion Skills in the ESL Classroom (2002). In these we can find models for the organization of the class or the implementation of different topics, in order to enhance students' critical thinking skills as well as promote participation overcoming shyness. Some of them also deal with how to get students ready, proposing some activities that could be carried out in the previous sessions and that would serve as a warmup for the debate.

Nonetheless, no information is given on how to use the debate in order to improve students' oral accuracy in the foreign language. In some cases, they are given some established formulae that they can use for their interventions, but apart from this, no more

instructions are given, and of course, there is no reference to the use of coherent or cohesive devices. This is quite ashtonishing, since the debate is presented as one of the main discussion activities that we can implement in the EFL classroom, but there is no interest in using it to enhance structuring skills for oral speech.

1. THEORETICAL FRAMEWORK

1.1. Approaches to language teaching and learning

In the last fifty years we have seen different trends in language teaching. These trends can be grouped into traditional approaches, up to the late 1960s; classic communicative language teaching, from 1970s to 1990s; and current communicative language teaching, from late 1990s to the present (Richards, 2006). If we studied the syllabus design of all these methodologies, we would find several differences among them, especially with regards to the priorities in the teaching-learning process.

Traditional approaches to language teaching had their focus on the grammatical competence of students. Grammar was taught through a deductive approach in which students were given a set of grammatical rules that they had to practice. The techniques used were, for instance, drilling, memorization of dialogues, and guided speaking and writing practice; as well as word lists and grammar lists which the students were provided with according to their level. In these approaches, an accurate pronunciation was also essential, and so teachers paid special attention to phonetic mistakes. Among the methodologies that were based on these assumptions we can highlight the Aural-Oral Method, and the Structural-Situational Approach (Richards, 2006).

In the 1970s, the centrality of grammar in language learning and teaching was questioned, giving a major importance to what was named *grammatical competence*. According to van Ek and Alexander (1980), in order to develop the grammatical competence of students, they should be provided with the purposes for acquiring a new language, the different roles they can assume in the target language, the communicative events in which they will participate, the different varieties of the target language, and the grammatical and lexical content that will be needed. Learners need to communicate in the target language, because "communication that is meaningful to the learner provides a better opportunity for learning than through a grammar-based approach" (Richards, 2006, p.12).

Nowadays, we have evolved to a communicative language teaching approach in which real communication is the focus of language teaching and learning. Students are required to develop fluency and accuracy at the same time, and for this reason, the mistakes they might make are only considered a path they have to follow in order to build their communicative competence. Speaking, reading, writing and listening are no longer studied as separate skills:

we have to teach them together, as they occur together in the real world, and students need to have the opportunity to prove what they know in real situations, inducing grammar rules on their own.

With this new approach, a change in classroom techniques and activities is needed. Teachers and learners do not play the same role they did in grammar-based approaches, as syllabus courses no longer consist in repetition and memorization. Learners now have to negotiate meaning and to interact meaningfully with each other and the rest of society. This circumstance triggered the raising of collaborative learning, which includes all these characteristics, among other current trends (Richards, 2006).

1.2. Collaborative learning

Not so long ago we thought that learning was an individual process. We believed that children became aware of their environment as they grew up, but little by little new perspectives arose in this field, and we understood that children do not only apprehend their knowledge from the physical world, but also from their social environment. In fact, it is this social interaction which leads them to their cognitive development. From now on, intelligence will be linked to social reality, leaving aside individualistic theories (Gavilán Bouzas, 2009; Perret-Clemont, 1984; Mugny & Doise, 1979, 1983).

Vygotsky (1973) states that children do not start as individuals who will then be part of our society; but on the contrary, learning consists in internalizing social processes. This means that children will be able to solve difficult situations thanks to their social exposition. The social environment in which they grow gives them the tools to handle these situations. Thanks to this social interaction, children will be able to sort out individually those problems that they have previously solved with the help from other members of society.

However, we have to bear in mind that social interaction does not lead automatically to intellectual development, but we need a socio-cognitive conflict. This means that children will develop their cognitive abilities when there is a conflict between their own ideas and their social environment (Mugny & Doise, 1983; Piaget, 1972, 1983). We cannot think of the cognitive development of children without thinking of the relation between their own actions and those carried out by other children, as this is the key element for their cognitive development and their intellectual progress. These two will evolve as children find a sort of

balance between their ideas and others' points of view, which will only take place through collaboration.

Some authors belonging to the Geneva School stated three reasons that explain why a socio-cognitive conflict is essential for intellectual progress. First, when children face others' ideas, they find out that there are other possibilities that they have to take into account and internalize. Then, we have to bear in mind that even though others' ideas might be wrong, they still can trigger this intellectual development on children. Finally, children will try to coordinate all these alternatives that have been presented to them, and they will have to look for a possible solution that will lead not only to an intellectual progress, but also to a social progress in which they will have to interact and collaborate with the people that offered these new alternatives (Gavilán Bouzas, 2009; Piaget, 1972).

According to Piaget (1972), collaboration with other individuals is essential to develop educational issues like critical thinking, objectivity and discoursive reflection. Children focus on the actions and opinions of other members of society in order to regulate their own behaviour. Nevertheless, this collaboration must be among equals, leaving apart hierarchical relationships based on the obedience to an authority. If we have collaboration among equals, children can benefit from their relationship with other children even if they have higher or lower intellectual levels.

This sociocultural approach has led to many educational theories based on the Constructivism defended by authors like Vygotsky and Piaget, such as "collaborative learning," which comes from the conception of the importance of interaction with others and group work. We understand "collaborative learning" as "an instruction method in which students at various levels work together in small groups towards a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful" (Gokhale, 1995, p. 22).

We can also define collaborative learning in contrast to cooperative learning, as these two concepts are usually used as synonyms although they do not have exactly the same meaning. According to Panitz (1999) the main difference between these two concepts lays in how the task is divided: in the case of collaborative learning, students are in charge of interactions and those aspects which affect their learning; while in cooperative work, it is the teacher who designs and structures the interactions that will lead their students to the expected

results. In other words, there is a change of responsibility in the learning as well as a change in the roles of interaction. In cooperative learning we find a teacher-student interaction, but in collaborative work, there is peer learning, which, as we have stated before, is the key element in order to achieve a cognitive development.

Moreover, while in cooperative learning students do their tasks individually and then combine the results together, in collaborative learning students work together from the very beginning, so they have to discuss among each other every time a problem arises in order to solve it (Dillenbourg, 1999; Roschelle & Teasly, 1995). However, this also means that collaborative learning requires a higher degree of preparation as well as more autonomous students with a certain level of responsibility or maturity. For this reason, we might consider that collaborative learning should be applied by the teacher after the students have already dealt with cooperative learning (Brufee, 1995).

Collaborative learning is therefore based on reasoning and questioning through students' active participation, leaving aside memorization. This active exchange of ideas promotes critical thinking apart from increasing the interest among the participants. With this shared learning, students achieve higher levels of thought and retain the new information they have acquired for a longer time. They are given the opportunity to participate in the discussion, taking responsibility for their own learning and becoming critical thinkers (Totten, Sills, Digby & Russ as cited in Gokhale, 1995; Johnson & Johnson, 1986).

We can find many different types of collaborative learning activities that can be implemented in the classroom by the teacher. In fact, we can consider that all those activities in which students need to work in groups in order to solve possible conflicts are considered to be collaborative. As an example we can think of jigsaw activities in which the group needs to solve some puzzles; group investigations, in which the students are required to find information on a given topic; role plays, or debates, where students are asked to give their opinion on different matters. We will focus on this latter type of activity on the following section.

1.3.   The debate

As we have just stated, the debate, which can be included in the broaden group of discussion activities, is one of those collaborative learning activities that we can implement in our teaching programme. We want our students to learn two main points in our discussion

activity: how to state their arguments properly, and how to follow some rules that will guarantee a respectful attitude towards others' opinions (Canals Cabau, 2012). This is why there are some other issues that we have to bear in mind when we organize a debate in class, such as the selection of the topic that we are going to discuss, the different stages that we are going to follow in the classroom, and the role of the teacher. Besides, we will also have to deal with how we are going to evaluate the activity, i.e. the assessment.

1.3.1.   The topic

Teachers do not usually work discussion skills in ESL classrooms, mainly due to "large class size, students' level of proficiency and time constraints" (Green, Elsie & Lam, 2002, p. 225). In order to overcome these difficulties, some teachers decide to take complete control over the class through guided discussions in which students are given concrete roles to perform. In these cases, they are even given some appropriate wordings, and a framework within which they have to operate (Green, Elsie & Lam, 2002; Hargraves & Fletcher, 1980; Alexander, 1968).

These guided approaches can be helpful, because students may feel more secure about their interventions, and they might prevent communication breakdown. Nevertheless, since the students are not in charge of deciding the topic they will be dealing with, we will most likely find a lack of motivation. They will probably not feel engaged to the task and therefore they might not be motivated enough to participate in the discussion. This approach is therefore more interested in linguistic accuracy than in the actual discussion skills or fluency in the second language (Green as cited in Green, Elsie and Lam, 2002).

It is true that students might improve their acquisition when they can select the topic they want to work on (Slimani, as cited in Green, Elsie and Lam, 2002; Ellis as cited in Green, Elsie and Lam, 2002), but in this case the teacher should make sure that the topic is more or less appealing to the whole class so that we do not find ourselves in the situation explained above. The success of discussion activities depends on the students' participation, so we should promote their willingness to express their opinions in the target language following a learner-centred approach (Green, Elsie & Lam, 2002). As students might find it difficult at the beginning to communicate their ideas in the second language, it is important that the teacher prepares the students for the discussion activity with a brainstorming or with mind-mapping techniques that will help them increase their confidence and fluency (Buzan,

1974, 1988, 1989). Even though we take these steps, discussion activities are often more appropriate for advanced second language learners, but we might as well create adaptations that could be used with other levels (Green, Elsie & Lam, 2002).

Learning how to state arguments is important for teenagers, as it is the way they can verbalize their differences with their family and the society they live in. Moreover, this is also the way they can defend their ideas in a democracy in which they will have to analyse other people's arguments and their own in order to solve possible conflicts (Camos & Dolz, 1995). In order to make our students aware of their possibilities in a debate, we could focus the discussion on controversial issues, such as bullying, religion or social values, which will also help our students develop "a number of skills, including enquiry, critical thinking and analytical skills" (Davey & Hughes, 2006, p.2).

In the mass media era in which we live, students will get the information on these issues mostly from the TV, newspapers or the internet. For this reason, it is important that we, as teachers, develop their critical awareness, so that they can discern the key information from all the data they are exposed to. According to Davey and Hughes (2006), by using this kind of emotive material, we can encourage several skills in our students:

(1) Information-processing skills, to gather and contrast information.

(2) Reasoning skills, to justify actions and opinions.

(3) Enquiry skills, to ask relevant questions and anticipate responses.

(4) Creative thinking skills, to suggest new hypotheses.

(5) Evaluation skills, to judge the value of other's works or ideas.

When confronted to controversial questions, we can face a wide variety of responses coming from our students, depending on their experiences or learning styles. Teachers should look for balance and objectivity in their approaches trying to avoid bias. In order to choose a suitable topic, they have to think of their confidence on the issue they will be discussing, as well as the maturity and skills of the students. In any case, what matters most is that teachers do not only provide one side of the controversial issue, but that students have access to both opposing views (Davey & Hughes, 2006).

1.3.2. Stages

With regards to how a debate should be implemented in a class, some authors suggest that the best way to carry out this activity is following a three-stage approach with a *Pre-Discussion*, a *Discussion* and a *Post-Discussion* (Green, Elsie & Lam, 2002; Dolz & Pasquier, 1996). It is important that the students and the teacher know exactly what they have to do in each stage. This way the class will be more organised and will be able to make the most of the activity.

In the pre-discussion, different groups of students will be organised and the topic will be selected. In this stage, groups will be required to look for information on the topic, and they will have to think of their position for or against the subject that will be discussed. Finally, they will think of the possible arguments they can use to defend their point of view, and the arguments that the students who are against the topic might expose, i.e. the counterarguments.

In the next stage -the discussion- the teacher, who acts as a moderator, will explain the norms that participants should follow, and then the different groups will talk about the topic defending one point of view or the other. The rules established by the teacher may vary depending on the characteristics of the group, but we will state here the most common ones, according to Cabau (2012). Among these rules we can find that students can only talk when they raise their hands and the moderator let's them start speaking; they cannot interrupt the person who is talking although they might intervene afterwards; and students must be respectful with their classmates all the time. Moreover, we have to take into account that a debate in which students simply state their points of view, leads to no collaboration. For this reason, we have to make sure that the students build new opinions on the topic as the activity goes by, trying to arrive to some final conclusions in which each one of these opinions will be regarded.

Eventually, the teacher will give feedback to the students in the post-discussion in terms of their linguistic appropriateness, vocabulary or paralinguistic elements. Some activities related to the discussion can be carried out in this stage, like a summary of the debate noting down the main conclusions on the topic, or even establishing new lines of

enquiry for future discussion activities, as we may like to link this activity with other discussion proposals in the future (Green, Elsie & Lam, 2002; Dolz & Pasquier, 1996).

1.3.3. Role of the teacher

Teachers therefore play a key role in this kind of activities. We have already stated that the teacher usually works as the moderator of the debate, although this role can also be played by one of the students. However, it is also important to know which position teachers are going to take while our students are discussing the topic. According to Harwood (1997), there are six different roles that can be played by the teacher, and we have to decide which one suits our learning purpose better:

- The *committed* teacher is free to state his/her own views, although this can lead to biased discussion.

- The *objective* or *academic* teacher explains all possible views on a topic without establishing his/her own position.

- The *Devil's advocate* teacher adopts contrary opinions to the students', which will be challenging for them.

- The *advocate* teacher presents all possible viewpoints and then states his/her own position with reasoned explanations.

- The *impartial chairperson* is like the advocate teacher, but in this case without expressing his/her own opinions.

- The *declared interest* teacher presents his/her own opinions on the topic, and then let students know all possible viewpoints so that they can state their position.

As we have said before, the role that the teacher decides to play in the discussion activity will depend on the topic, the age and level of the students or even the previous knowledge that they might have. It is possible that we encourage our students to take one of these roles themselves, which will also be challenging for them and might raise their interest, and therefore their participation in the activity.

1.3.4. Assessment

Another essential part in a discussion activity of this kind is to have in mind a clear assessment procedure. Ideally, this will not only consider the grammatical or lexical accuracy of the students' responses, but also their participation and attitude in the activity. In fact, this second part of our assessment will be of major importance in the final grading of our activity, dealing for example with the sensitivity to other people and ideas, the ability to build on the ideas of other participants, or the readiness to participate in the discussion. The final objective of this kind of assessment is the continuous improvement of all students' skills, both in their personal and academic level (Green, Elsie & Lam, 2002).

1.4. Cohesion and coherence

However, when carrying out this type of activity, we should not only be interested in the grammatical accuracy or the students' participation, but we should also pay attention to one of the most difficult aspects in every language: cohesion and coherence. It is a fact that high school students focus almost exclusively on the use of grammar and vocabulary when writing a text, leaving aside the time needed to organise their ideas carefully so that the text makes sense. The results are mainly inconsistent or illogical writings that are difficult to understand, which means that high school teachers should also focus their attention on this specific topic (Ji & Qiao, 2018).

It is true that most research on this aspect has been carried out dealing almost exclusively with written texts. Nonetheless, we cannot underestimate the importance of spoken texts, even though major research on oral speech was not conducted until the second half of the 20th century, mainly because before that time, technology means were not able to analyse spontaneous spoken texts (Martinková, 2013). Of course, oral and written texts are very different from each other. When students are told to write a text, they have time to organise their ideas and note them down in the order they want, but if they do not like the result, they can always organise them again as they please. This is not possible in oral discourse, for which students are required to express their ideas in a short period of time, but in the most accurate way that is possible (Müllerova & Skácel as cited in Martinková, 2013).

In spoken texts we find some identical constructions to those we find in written discourse. However, we can also point out some syntactic constructions that are more common in spoken speech, such as the use of loose coordination, repetitions, additive

constructions, and unfinished or irregular sentences. We can also find some other phenomena which are typical of this kind of oral interaction, like parentheses, idioms, deictic means or indeterminate expressions. We could say that in spoken language most linking devices are used, but they are not as frequent as in a written text (Müllerova as cited in Martinková, 2013). However, a minimum of cohesion and coherence in the text is still essential if we want our students to transmit a message efficiently, so we will now focus on these two concepts separately.

1.4.1. Cohesion

According to Halliday and Hasan (1976), cohesion is the relationship that can be established between the semantic and syntactic markers of a text. Cohesion is essential when building up a text, because if two sentences are related in terms of meaning, cohesion lies where the meaning of the elements is explained.[1] Cohesion can be expressed through the grammar and through the vocabulary in a text, so we can establish two different kinds of cohesion: grammatical cohesion, which can be realized through reference, substitution, ellipsis and conjunction; and lexical cohesion, which can be expressed in reiteration and in collocation. Reiteration consists in using the same or semantically related vocabulary, as in repetition, synonyms, superordinates or general words; while collocation refers to the co-occurrence of lexical items. We will now look at all these items individually in order to have a more clear perspective on what the concepts we will be dealing with are.

1.4.1.1. Grammatical cohesion

a. *Reference*

Reference is the relation between an element that appears in the text, and another element which it refers to. The referential meaning can be established in two different ways: with an element that also appears in the text, i.e. endophoric reference; or with an element in the real world that is known both by the sender and the receiver of the text, i.e. exophoric reference. Both are often used in order to avoid repetition. With regards to the categories, we can talk about three different types of reference: (1) personal reference, (2) demonstrative reference and (3) comparative reference. In figure 1 we can see a chart where we summarized

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[1] We have explained the cohesive elements of this section according to the classification presented by Halliday and Hasan in *Cohesion in English* (1976).

these types of references, the words through which they are usually realized, and an example of each of them.

Types of reference	Words	Example
Personal reference	I, me, mine, you, your, yours, we, us, ours, she, her, hers, he, him, his, they, them, their, theirs, it, its, one.	*Mark works as a doctor. <u>He</u> really enjoys <u>his</u> job.*
Demonstrative reference	This, these, that, those, here, there, now, then, the.	<u>*This*</u> *is the reason why I decided to leave my country: I was made redundant.*
Comparative reference	Same, equal, similar, other, so, much, more else.	A: *I'm fed up with this job* B: *The <u>same</u> happens to me.*

Figure 1: Types of reference

We can also establish two more types of reference depending on the order in which the words appear in the text. We will talk about *anaphora* when we first find the word that is going to be referenced, and then we find the pronoun, as in: *Could you please bring me <u>my</u> wallet? <u>It</u> is on my desk*. However, in other examples the pronoun is placed first, and the word it is related to appears afterwards, as in: *"Nobody seemed to know where <u>they</u> came from, but <u>there they</u> were <u>in the Forest</u>: <u>Kanga and Roo</u>"* (A. A. Milne, *Winnie-the-Pooh*). This type of reference is known as *cataphora*.

    b. Substitution

Substitution consists on replacing one item of the text by another. This is done again in order to avoid repetition, as the item that will be replaced is usually a group of words that have appeared earlier in the text. There are three different types of substitution, which we have summarized in figure 2 as we did in the case of reference.

Types of substitution	Words	Examples
Nominal	One, ones, same	*Thanks for <u>the meeting</u>. Let's start the next <u>one</u>.*
Verbal	Do	*I <u>like orange juice</u>, and <u>so does</u> Johnny.*
Clausal	So, not	*Do you think <u>we'll need an hour</u>? If <u>so</u>, how about three to four?*

Figure 2: Types of substitution

c. *Ellipsis*

Ellipsis consists in omitting a word, a phrase or a part of speech for avoiding repetition. When using ellipsis, we assume that an earlier sentence or the context will make the meaning clear even if we do not include these items. As in the case of substitution, we also find three different types of ellipsis: (1) nominal ellipsis, as in *When Susan brings <u>her dog</u>, Sam brings his Ø*; (2) verbal ellipsis, as in *You might <u>do it</u>, but I won't Ø*; and (3) clausal ellipsis, as in *Ø A coffee, please*.

d. *Conjunction*

Conjunctions are those words that are used in order to establish the kind of relationship that exists between one clause or sentence and another. There are four different types of conjunctive relations: additive, adversative, causal and temporal. We have summarized these different groups in figure 3, where we have included the words that can have that specific function and an example of each of them.

Types of conjunctive relations	Words	Examples
Additive	And, also, or, in addition, alternatively, furthermore, besides, similarly, likewise, for instance, in other words, etc.	*Mike plays basketball <u>and</u> Mary plays football.*
Adversative	But, though, however, yet, instead, at the same time, at least, on the other hand, nevertheless, at any rate, as a matter of fact, etc.	*Susan didn't have much money, <u>but</u> she got by.*
Causal	So, consequently, as a result, because, for this reason, for, under the circumstances, etc.	*We didn't have any milk left, <u>so</u> I went to the supermarket.*
Temporal	Then, next, after that, finally, soon, after a time, at this moment, from now on, hence, on another occasion, etc.	*I had a shower <u>after</u> going to the swimming pool.*

Figure 3: Types of conjunctive relations

1.4.1.2. Lexical cohesion

a. *Reiteration*

Reiteration is the repetition of the same lexical unit, or the use of similar semantic units, like synonyms or general words. The repetition of the same word or words is sometimes desirable in order to produce an effect of emphasis as in: <u>Men</u> *do not cry, because* <u>men</u> *just have to be strong.* However, if we do not want to get this effect, it is more recommendable to use synonyms or general words instead, as in *Today I had a* <u>banana</u> *for lunch. Did you know this* <u>tropical fruit</u> *was originally found in India?*

b. *Collocations*

Collocations are lexical items with a significant meaning that usually co-occur together. It is difficult to establish the concrete role of collocations with regards to keeping the cohesion of a text, but one of the main theories dealing with this particular problem is that collocations can be considered as recurrent patterns which characterise different genres (Halliday, 2004; Williams, 2002; Gledhill, 2000). Nonetheless, most studies coincide in the need for paying specific attention to collocations in EFL classes.

Students usually fail when dealing with all these strategies. For example, they might have no sense of substitution and therefore they are not able to use it correctly, or they might omit subjects or objects resulting in ungrammatical sentences, instead of shortened utterances. For this reason, teachers of English should focus on these items which will improve students' proficiency considerably (Ji &Qiao, 2018).

1.4.2. Coherence

After dealing with cohesion and how it is achieved in a text, we will now look at coherence. When we say that a text is coherent, we are stating that it works as a united whole. This means that all sentences are related in terms of meaning, and the text is organised logically and clearly (Yule, 2008; Taboada, 2004). Nevertheless, coherence does not depend exclusively on the text, but also on how people interpret it. This means that the coherence of a text is only perceived if the receiver's background knowledge is enough to interpret the linkage of messages in the discourse (Tanskanen as cited in Richards, 2006).

In order to bind a text orderly, we have to use different connective words, phrases, clauses or sentences, which will help the receiver to follow the ideas more easily. These connectors will express the relation between utterances, as it happens in:

(a) Indicating order: *first, next, finally…*

(b) Indicating time: *now, at the same time, meanwhile, then, later…*

(c) Indicating position in space: *to the right, on the left, in the distance…*

(d) Adding ideas: *moreover, in addition, and, also, furthermore, similarly, besides…*

(e) Illustrating ideas: *for instance, for example…*

(f) Contrasting ideas: *but, on the other hand, nevertheless, still, however, yet, otherwise…*

(g) Showing result: *consequently, therefore…*

We can find texts that are coherent, but not cohesive, although this is not probable as it is uncommon to find a text with no cohesive links. In the same way, it is also possible to find many cohesive devices in one passage which is not coherent at all. Cohesion and coherence are independent, but they need to appear together in order to create more comprehensible texts (Tanskanen as cited in Richards, 2006; Halliday & Hasan, 1976).

2. EDUCATIONAL PROPOSAL

After having developed the theoretical framework that will serve as background for our study, in this section we will now design an innovative proposal based on the implementation of an educational debate in the classroom. This proposal, titled "Back to Brokeback," will focus on the improvement of the students' language skills mainly in terms of coherence and cohesion in their speech. In order to set forth our proposal, we will first deal with its contextualization, and then, we will look at its justification and objectives, to finally include a description of the proposal together with the assessment criteria.

2.1. Contextualization

With regards to the contextualization, we have to keep in mind two different aspects. First of all, we have to look at the legal framework on which our intervention is based, and then we will focus on the characteristics of the centre in which our proposal will be implemented, as well as on the characteristics of the classroom.

2.1.1. Legal framework

This proposal 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.*

- *Real Decreto 310/2016, de 31 de marzo, por el que se regulan las evaluaciones finales de Educación Secundaria Obligatoria y Bachillerato.*

- *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.*

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

These regulate the national curriculum, except for the last one, which develops it to be applied in Castilla y León. For this reason, our proposal will adhere to the latter with regards to contents, objectives, learning standards, etc.

2.1.2. Characteristics of the centre and the classroom

This educational proposal is to be implemented in a public high school located in the outskirts of the city of Valladolid. It provides a wide educational offer to the students, which comprises all six years of secondary education and *bachillerato*, with classes in the morning or in the afternoon; and several courses for post-compulsory education and vocational training in the afternoon. There are two groups for each year of secondary education, but one larger group in each academic course in *bachillerato*.

This high school promotes active participation of the students and innovative methods focused on cooperative learning and the development of critical thinking. For this reason, the school implements several projects throughout the year. Among these we can find:

- Reading promotion plan, in which each student can read a book of their choice for half an hour every day.

- Improve your school. Once a month, students are required to improve their school in many ways, from decorating classes and corridors with posters to proposing possible innovative measures to the academic secretary of the centre.

- LEA project. Students are given guidance to adequate study techniques that will lead their academic attainments.

- VIDA project. Students are given information and lectures on the topic of tolerance.

Our proposal will be linked to this latter project, which is of extreme importance in this centre, where students from several cultural backgrounds come together. These cultural differences usually trigger problems, as students form different groups that stand up to each other. For this reason, this project is essential when keeping a good social environment in the class.

Once we have dealt with the characteristics of the centre, it is now time to focus on the EFL classroom in which our proposal will be implemented. We will describe it regarding

different aspects, like the school hours, the spatial organization, the resources and the student body. Each of these features will be considered when implementing our educational proposal.

As we are dealing with a 1º *de bachillerato* group, the students benefit from English classes three days a week: on Mondays, from 12:30 to 13:20; on Tuesdays, from 8:30 to 9:20; and on Thursdays, from 11:35 to 12:25. With regards to the spatial organization, the classroom is prepared for cooperative learning activities, since the desks are distributed into groups of four and five students. The resources used for the school year are an English student book and its correspondent workbook, together with some extra material provided by the teacher in paper or in electronic form thanks to the educational platform of the school. Finally, as far as the student body is concerned, we are dealing with a class of 28 students who are between 16 and 18 years old. This group is characterized by heterogeneous levels of English proficiency (between A2 and B2); a high degree of cultural diversity, since most students come from different countries, especially from Eastern Europe; and two students repeating the same grade.

2.2. 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 key competences that students have to develop. Among these we find Linguistic Communication, and Cultural Awareness and Expression. These two competences will be the ones that we will try to exploit in our educational proposal, without leaving aside the other five, as we will see afterwards.

First, with regards to the Linguistic Competence, we want our students to be able to communicate successfully in a foreign language. For this reason, we should present them authentic material and samples of real communication. Here is where the debate as an EFL activity plays a key role, as students will share their ideas and opinions in English as they would do in a real context. Moreover, thanks to previous activities in which we will focus on coherence and cohesion, our students will be able to express their ideas in an orderly manner and in a native-like style. This improvement in the speaking skills can also be useful to show our students that they can communicate in a second language, and therefore they might feel encouraged to keep on with their EFL learning.

Besides, the debate is also an activity that is related to another of the seven competences that we have already mentioned: Social and Civic Competence. In a debate, not only speaking is important, but the students will also need to listen to their classmates. They will be required to pay close attention to what they say and what their opinions are in order to intervene afterwards. This ability of respecting others' opinions even when our students do not agree with them will be essential, not only when they are speaking in English, but in their lives as members of a democratic society.

Finally, with this educational proposal we also want to reinforce our students' Cultural Awareness through the materials proposed. As we have said before, we are dealing with a multicultural class, so we have to let our students know that being in contact with people from other cultures or with different beliefs will enrich themselves. This will be essential if we want them to stand for tolerance and equality while avoiding discrimination, not only inside the classroom, but also outside of it, as the students will find themselves in situations in which they will have to defend these values against other people. Moreover, thanks to the activities proposed, students will also develop their autonomy, initiative, group work and self-confidence.

2.3.   Objectives

After dealing with the contextualization and justification of our educational proposal, it is now time to set its objectives in the EFL classroom. In order to establish these objectives, we will look at modern language teaching and learning theories, as well as at the legal framework, i.e. 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*. In this latter document, we can find the so called "Stage objectives" (*Objetivos de etapa*), which are meant to be achieved by our students at the end of the school year. The objectives for our educational intervention are therefore:

(1) To develop and consolidate discipline, study and individual as well as group work habits, as a way of personal development and an efficient realization of the learning tasks.

(2) To develop self-confidence, participation, critical sense, personal initiative and the capacity of assuming responsibilities.

(3) To comprehend and express oneself in a foreign language in a proper way.

(4) To arise students' interest in English as a foreign language through the presentation of team building activities.

2.4. Competences

We will establish the competences that are going to be developed in our educational proposal according to 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*. In here, seven main competences are named, out of which we are going to develop the following ones:

(a) Linguistic Communication (LC)

(b) Digital Competences (DC)

(c) Learning to Learn (LL)

(d) Social and Civic Competences (SCC)

(e) Sense of Initiative and Entrepreneurship (SIE)

(f) Cultural Awareness and Expression (CAE)

2.5. General contents, evaluation criteria and learning standards

The general contents, evaluation criteria and learning standards that will be considered in this specific didactic intervention will be summarized in the following tables. All these features will be extracted from the specific information about 1º *de bachillerato* students that we can find in *ORDEN EDU 363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo de bachillerato en la Comunidad de Castilla y León*. Each of the following figures will focus on one of the four blocks that we can find in the *ORDEN*. These blocks correspond to the different skills that are required when acquiring a language:

(a) Block 1: Oral comprehension.

(b) Block 2: Oral production.

(c) Block 3: Reading comprehension.

(d) Block 4: Written production.

Block 1: ORAL COMPREHENSION		
CONTENTS	**EVALUATION CRITERIA** (students should be able…)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: ● Distinction of different types of comprehension (general sense, essential information, main points, relevant details, implications). **Communicative functions:** ● Management of social relationships in students' personal, public, academic and professional areas. ● Exchange of information, points of view and opinions, advice and warnings. ● Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief. ● Establishment and management of communication and discourse organization.	**Number 1:** To identify main ideas, relevant information, unifying thread or plot, and general implications of certain length and well-structured texts and with some complex 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 no specifically didactic use, 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 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 ideas and opinions either implicit or explicit in the text provided. **Number 5:** To distinguish and to apply in the comprehension of the oral text those specific functions generally associated to different commonly used syntactic structures depending on the context.	**Number 3:** Identify main points and relevant details in a formal or informal conversation of certain length among two or more speakers, provided that the acoustic conditions are good, the discourse is well-structured, and language is not idiomatically used. **Number 5:** Understand in a formal conversation, either in the academic or professional field, relevant details, points of view and opinions on their fields of interest, on daily activities or on less common fields, provided that they can ask questions to reassure that they have understood what the speaker wanted to say.

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
CONTENTS	**EVALUATION 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 type of text. **Communicative functions:** ● Management of social relationships in students' personal, public, academic and professional areas. ● Exchange of information, points of view and opinions, advice and warnings. ● Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief. ● Establishment and management of communication and discourse organization.	**Number 1:** To build coherent and well-structured texts on topics of personal interest or less habitual issues in a formal, neutral or informal register, efficiently using common cohesion resources and showing a reasonable command of expressions, structures and frequently used lexicon, both general and specific. **Number 5:** To use correctly morphosyntactic structures, discursive patterns and coherent and cohesive elements so that the discourse is well-organized and properly fulfills the correspondent communicative function or functions. **Number 8:** To be fluent enough in order to keep a conversation and guarantee the main communicative aim of the message, even though there might be some pauses and hesitancy in the expression of more complex ideas, using prosodic and gestural strategies to keep the attention of the audience, overcoming the fear to public speaking. **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.	**Number 3:** Efficiently participate in informal and face-to-face phone, or other medium conversations, in which they describe, with certain details, facts and experiences, feelings and reactions, dreams, hopes and ambitions, and properly show feelings like surprise, interest or indifference; tell stories, as well as the plot of books and films; offer and be interested in personal opinions on topics of their interest; make their opinions and reactions comprehensible, regarding possible solutions to problems or practical questions; kindly express beliefs, agreements, disagreements, and explain and justify their opinions and projects.

Block 3: UNDERSTANDING WRITTEN TEXTS		
CONTENTS	**EVALUATION CRITERIA** (students should be able…)	**LEARNING STANDARDS** (students will…)
Comprehension strategies: ● Distinction of different types of comprehension (general sense, essential information, main points, relevant details, implications). ● Formulation of hypotheses on a basis of content and context. **Communicative functions:** ● Narration of on-time and habitual past occurrences, description of states and present situations, and expressions of prediction and short, medium, long-term future occurrences. **Discursive structures** ● Common and more specialized written lexicon, in the fields of interest in personal, public, academic and professional areas, dealing with the description of people, objects, time, space, events, activities and procedures; personal, social, academic and professional relationships; education, study, job and entrepreneurship; language and intercultural communication; science and technology; history and culture.	**Number 1:** To identify main ideas, relevant information, unifying thread or plot, and general implications of certain length and well-structured printed or digital-form texts, with or without visual support, and with some complex linguistic structures, in a variety of interest and 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 ideas and opinions either implicit or explicit in the text provided. **Number 3:** To know and to apply adequately to the text comprehension the sociolinguistic aspects derived from more or less habitual situations in personal, public, academic or professional areas on interpersonal relationships, hierarchy among groups, social conventions (attitudes, values, taboos) and the general aspects that allow the comprehension of the sociocultural meaning of the text.	**Number 6:** Understand, in manuals, encyclopedias and text books, either printed or in digital format, concrete information in order to solve homework or researches related to the 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 and informative texts. **Number 7:** Follow without difficulty the plot from fictional stories and short, well-structured novels, with an easy vocabulary, and a direct language, in a standard variety of language, and understand the nature of the different characters and their relations, when they are clearly described and with enough details.

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
CONTENTS	**EVALUATION 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, getting help, etc.). **Production strategies:** **Realization:** ● Clear expression of the message adjusting to the models and structures of each kind of text. **Communicative functions:** ● Exchange of information, points of view and opinions, advice and warnings.	**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, writing down descriptions with enough details, using one's own words, 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 lexicon depending on the communicative context. **Number 2:** To know, select and apply the most adequate strategies in order to elaborate clearly-structured texts with a certain length. **Number 6:** To recognize written, specialized, and commonly used lexicon related to one's own areas of interest and needs in personal, public and occupational fields, and expressions and idioms of common use provided that there is visual or contextual support.	**Number 1:** Fulfil easy-to-understand questionnaires with personal information in relation to the personal, public or academic field. **Number 3:** Take notes making a list of the most important aspects discussed on a lecture and write down a brief summary with the essential information provided that the topic is well known, and the discourse is clearly articulated. **Number 4:** Write notes, advertisements, messages and comments where they will transmit and ask for relevant information and opinions dealing with more personal, academic of professional aspects, respecting conventions and courtesy manners. **Number 5:** Write in a conventional format, brief essays giving relevant information on an academic, occupational, or less habitual topic, describing with sufficient details situations, people, objects and places; narrating occurrences in a coherent sequence; explaining motives for certain actions and offering brief and justified opinions and suggestions on the issue and on future courses of action.

2.6. Methodology and classroom management

In this educational proposal, we are looking forward to creating an environment in the classroom suitable for learning, following the principles of the Affective Filter Theory. Several studies have shown that some aspects such as the anxiety of the students, their

motivation and their attitude, or even the relationship that exists between the participants and the instructor can affect their learning processes (Pizarro & Josephy, 2011; Du, 2009). Thus, it is necessary that teachers guarantee through their proposed activities and lesson plans this desirable climate, which will be essential for the students' effective learning.

This special environment will also be achieved thanks to other factors based on the Constructivist Learning Theory and the Interactive Learning Techniques. These two promote learning from one's own mistakes, not seeing them as a failure, but as a way of improvement. Teachers should always provide feedback to their students by monitoring their work, as this procedure helps them in their dynamic learning. Accuracy and fluency are therefore acquired thanks to the constant communication among students and between the students and the teacher, creating examples of real communication in which the teacher's output in the second language will also be meaningful in the acquisition process (Pivec, Dziabenko & Schinnerl, 2003). For this reason, participation is a key element in the classes, especially with regards to speaking and listening skills, even though reading and writing should also be promoted.

Moreover, in this proposal autonomy is also fostered, since students have to work daily in order to achieve the set objectives (Ellis, 2006). But at the same time, cooperation is also enhanced, as most activities are thought to be carried out in groups (Swan, 1985). These collaborative skills will also be fostered thanks to peer assessment (Peng, 2010), which will be carried out in the last session of the proposal.

Finally, when implementing these activities for our proposal, we also considered Krashen's Acquisition vs. Learning Hypothesis (1985). Acquiring a language consists in getting to know it unconsciously, while learning a language is a conscious process. Although it might seem that acquisition is better in some way, our proposal implements both learning and acquiring activities, as it is necessary that our students learn those structures and patterns that have been established in the curriculum. Nevertheless, they will also acquire the language unconsciously thanks to the participants' output and the communicative activities.

Taking all this into account, in our proposal most activities will be carried out in groups organized by the teacher. The teacher will divide the students according to their skills and English proficiency, making sure that students of different levels come together in groups of four. With this organization we will guarantee that students help each other, and that each group can efficiently carry out the activities proposed in each session (Gavilán Bouzas, 2009).

These groups will be formed in the first session and will be maintained for the rest of the proposal. However, we will find some activities in which groups will change. For example, in the case of the debate, students will break those groups of four. In this case, the class will be divided into three different groups. A group of nine students will be in favor of the statements, and another group of nine will be against them. The rest of students will be given a rubric in which they will have to evaluate the performance of their classmates. In the end, they will decide which group performed best.

When designing the activities for the introductory sessions, we decided to follow an inductive approach. This means that students will not be given a theoretical explanation on cohesion and coherence, but they will need to look for some information by themselves. This will enhance their research skills, but as they may encounter a lot of information, the following activities will focus on substitution, synonyms and reference in the case of cohesion, and on some connecting words in the case of coherence. We consider that these elements are the most suitable ones for 1º *de bachillerato*, and at the same time, they are essential contents that they will need for the debate activity, and for future discussion tasks.

2.7. Description and timing

"Back to Brokeback": Educational Proposal	
Place	EFL classroom
Number of participants	28 students (1º *Bachillerato*)
Age	Between 16 and 18 years old
Timing	5 class sessions: (1) Cohesion in the classroom (50 minutes) (2) Coherence in the classroom (50 minutes) (3) Brokeback Mountain (50 minutes) (4) The debate (50 minutes) (5) Final Remarks (50 minutes)
Sessions	
(1) Cohesion in the classroom	Description of the educational proposal, and some activities on cohesion.
(2) Coherence in the classroom	Activities on coherence.
(3) Brokeback Mountain	Reading a short story before doing some activities with regards to comprehension, and pre-activities for the debate.
(4) The debate	Carrying out a debate on the topic of tolerance, which was introduced in the previous session.
(5) Final remarks	Writing down the conclusions on the debate and reflecting on possible future activities. Carrying out the evaluation process.

2.8. Sessions

2.8.1. Session 1: Cohesion in the classroom

Back to Brokeback: SESSION 1 (50 minutes)
Introduction to the task and activities on cohesion.
Competences
In reference to *Real Decreto 11052014 de 26 de Diciembre*:   (a) Linguistic Communication (LC).   (b) Digital Competences (DC).   (c) Learning to Learn (LL).   (d) Sense of Initiative and Entrepreneurship (SIE).   (e) Social and Civic Competences (SCC).
Objectives
● To make students aware of the importance of cohesion in a text.   ● To provide students with the necessary tools to produce texts with cohesion.
Contents, evaluation criteria and learning standards
(See Annex I)
Description of the session

1. The teacher greets the students and asks them to summarize the contents of the previous session.
 	
 2. The teacher presents the "Back to Brokeback" proposal and the debate.
 	
 3. After organising groups of four students, the teacher asks their students to look for some information on cohesion on their phones.
 	
 4. The teacher summarizes the results of their research on the blackboard, and gives the required explanations, together with some useful expressions for the next activity.
 	
 5. The students are given a sheet of paper with some activities on cohesion and several debate topics. They will have to ask other students about their opinions on these topics.
 	
 6. The teacher asks some random students to say the opinion of their classmates followed by their own. We are looking for the following structures:
     a. *He thinks that …, and so do I*
     b. *She thinks that…, but I don't, although….*
     c. *They don't think that…, and neither do I, even if….*
 	
 7. The teacher gives the required clarifications on these constructions, summarizes the contents explained in the session and says goodbye.
 	
 Classroom management: groups of four students and whole class.
 	
 Place: regular EFL classroom.

Skills	Resources
● Listening. ● Speaking.	● Students' phones. ● Cohesion worksheet (Annex II).

2.8.2. Session 2: Coherence in the classroom

Back to Brokeback: SESSION 2 (50 minutes)
Activities dealing with coherence.
Competences
In reference to *Real Decreto 11052014 de 26 de Diciembre*: (a) Linguistic Communication (LC). (b) Digital Competences (DC). (c) Learning to Learn (LL). (d) Sense of Initiative and Entrepreneurship (SIE). (e) Social and Civic Competences (SCC).
Objectives
● To make students aware of the importance of coherence in a text. ● To provide students with the necessary tools to produce texts with the required coherence together with the cohesive devices explained in the previous session.
Contents, evaluation criteria and learning standards
(See Annex I)
Description of the session
1. The teacher greets students and asks them to summarize briefly the contents of the previous session. 2. The teacher asks their students to look for some information on coherence on their phones. 3. The teacher summarizes the results of their research on the blackboard and gives the required explanations. 4. The students are again in groups. They will be given some activities dealing with coherence. 5. Students are asked to tell some stories using the trigger words that the teacher has written on the blackboard, like *first time, school trip* or *best friend*. Then, the other students will tell other stories that they are reminded of, or which are somehow connected, using the proper coherent and cohesive devices. The teacher will monitor the work of all the different groups. 8. The teacher summarizes the contents explained in the session, asks the students to read the text selected for the debate (an adapted version of "Brokeback Mountain" by Anne Proloux), and says goodbye. **Classroom management**: groups of four students. **Place**: regular EFL classroom.

Skills	Resources
● Listening. ● Speaking.	● Blackboard. ● Students' phones. ● Coherence worksheet (Annex III).

2.8.3. Session 3: Brokeback Mountain

Back to Brokeback: SESSION 3 (50 minutes)
Reading and comprehension activities of the selected text, which will be discussed in the debate of the following session.
Competences
In reference to *Real Decreto 11052014 de 26 de Diciembre*: (a) Linguistic Communication (LC). (b) Social and Civic Competences (SCC).
Objectives
● To guarantee the full understanding of a written text. ● To set in students' minds some ideas on tolerance towards people with different sexual orientations. ● To establish the points that will be discussed for the debate in the following session.
Contents, evaluation criteria and learning standards
(See Annex I)
Description of the session
1. The teacher greets students and asks them to summarize the contents of the previous session. 2. The students answer some questions (Annex V) related to the text they had to read at home (Annex IV). 3. The teacher guides a mini discussion on the topic of sexual orientation and tolerance. 4. Students go back to their groups and discuss some further topics mentioned in the second part of the worksheet (Annex V). 5. The teacher summarizes the contents explained in the session and says goodbye. **Classroom management:** whole class and groups of four students. **Place:** regular EFL classroom.

Skills	Resources
● Listening. ● Speaking. ● Reading.	● Text (Annex IV). ● Reading comprehension worksheet (Annex V).

2.8.4. Session 4: The debate

Back to Brokeback: SESSION 4 (50 minutes)
Debate on the topics introduced in the previous session.
Competences
In reference to *Real Decreto 11052014 de 26 de Diciembre*: (a) Linguistic Communication (LC). (b) Sense of Initiative and Entrepreneurship (SIE). (c) Social and Civic Competences (SCC).
Objectives
● To carry out an organised debate in which students will learn to give their point of view on a topic in a respectful way, always trying to understand others' opinions. ● To work on coherence and cohesion in oral texts in a more authentic context. ● To raise students' awareness on the importance of tolerance towards other people.
Contents, evaluation criteria and learning standards
(See Annex I)
Description of the session
1. The teacher greets students and sets the rules for the debate (Canals Cabau, 2012). The teacher will not express personal opinions but will try to show all points of view playing the role of an impartial chairperson. 2. The teacher assigns a role to each of the students, either that of jury; or in favour, or against the topics presented. 3. The debate starts and the teacher monitors and controls students' interventions. 4. Students who have the role of jury are given some peer evaluation grids (figure 6) to take notes on their classmates' participation. 5. The teacher summarizes the points of view expressed by the students and says goodbye. **Classroom management:** groups of nine and ten students, whole class. **Place:** regular EFL classroom.

Skills	Resources
● Listening. ● Speaking.	● Peer evaluation grid (figure 6). ● Debate worksheet (Annex VI).

2.8.5. Session 5: Final Remarks

Back to Brokeback: SESSION 5 (50 minutes)
Post-discussion activities. Students will be required to draw some conclusions on the debate, and the evaluation process will be carried out.
Competence
In reference to *Real Decreto 11052014 de 26 de Diciembre*:   (a) Linguistic Communication (LC).   (b) Learning to learn (LL).   (d) Sense of Initiative and Entrepreneurship (SIE).   (e) Social and Civic Competences (SCC).
Objectives
● To help students summarize the conclusions of the debate in a proper written form.   ● To carry out the evaluation process.
Contents, evaluation criteria and learning standards
(See Annex I)
Description of the session
1. The teacher greets students and explains what they will be doing in the session.   2. Students get into their groups and draw some conclusions on the topics discussed in the previous session.   3. Students share their conclusions with the rest of the class.   4. Again in groups, students think of some other related topics or possible further research that could be discussed in future debates.   5. Each group discusses these ideas with the rest of the class, and the teacher asks them to also give their opinion on the activity, even though they will be given an evaluation grid afterwards (figure 7).   6. The teacher gives some final remarks on the activity, regarding the students' performance and the activity in general, and thanks them for their participation.   7. The teacher says goodbye to the students and carries out the evaluation process using an evaluation rubric (figures 4 and 5).   **Classroom management:** groups of four students, whole class.   **Place:** regular EFL classroom.

Skills	Resources
● Listening. ● Speaking. ● Writing.	● Proposal evaluation grid (Figure 7). ● Debate rubric (Figure 5). ● Continuous assessment grid (Figure 4). ● Final remarks worksheet (Annex VII).

2.9. Assessment

With regards to the assessment of this proposal, the debate will receive more weight on the final mark, as we consider that this is the activity that requires more time and dedication from our students. Besides, this is where they will have to show what they have learnt, not theoretically, but putting their knowledge into practice, in a real English-speaking context. Nonetheless, not only this activity will be assessed, but the students' effort and work all throughout the process will be also considered, as the teacher will be monitoring every activity. Therefore, the final mark for the task will be:

- 60% Debate.

- 30% Participation and group work.

- 10% Peer assessment.

Thus, we will find two different types of evaluation. First, there will be a regular assessment carried out by the teacher at the end of the final task, but also, students will need to evaluate their classmates using a peer evaluation grid. Finally, another kind of evaluation will be carried out by the students in relation to the activity, as they will be asked to assess the whole lesson plan.

2.9.1. Teacher evaluation

In order to carry out the evaluation of the students, the teacher will use two different evaluation rubrics. One of them will be destined to the students' performance throughout the whole lesson plan, while the other will only focus on the final task. The mark that students get from these two processes will be added to the mark obtained in the peer evaluation.

We will present now these two rubrics in the form of a chart. These will also be used afterwards as a model to create an evaluation grid. This latter chart will be given to the students in order to carry out a peer evaluation, as we will explain later.

These rubrics have been specifically designed with the purpose of assessing the students as efficiently as possible. Nevertheless, they may need changes depending on the type of students we are dealing with, as they might not be accurate for all classes. For this reason, although we consider these rubrics will be useful for our group, we recommend making the necessary changes for future proposals with different students.

	4	3	2	1
Efficiency of the group	The student is aware of the efficiency of the group and works and makes suggestions to improve it.	The student is aware of the efficiency of the group and works to improve it.	The student is sometimes aware of the efficiency of the group and works to improve it.	The student isn't aware of the efficiency of the group and doesn't work to improve it.
Quality of the work	The work provided is of the highest quality.	The work provided is of good quality.	The work provided usually needs to be corrected by other members of the group.	The work provided needs to be corrected by other members of the group.
Collaborative work	The student listens to other members of the group and tries to keep a good environment in the group.	Usually, the student listens to other members of the group and does not cause any troubles.	Sometimes, the student listens to other members of the group, but there are moments in which he is not a good group member.	The student barely listens to other members of the group and usually, he is not a good group member.
Attitude	The student never criticises openly other members' work.	The student hardly ever criticises openly other members' work.	Occasionally, the students criticises openly other member's work.	Usually, the student criticises openly other member's work.
Problem solving	The student suggests and looks for solutions to problems.	The student carries out solutions suggested by other members.	The student is willing to solve problems if solutions are suggested by other members.	The student is not willing to solve problems.
Effort	The work reflects the biggest effort coming from the student.	The work reflects a lot of effort coming from the student.	The work reflects some effort coming from the student.	The work doesn't reflect any effort coming from the student.
Preparation	The student brings the necessary materials to class, and is always ready to start working.	Usually, the student brings the necessary materials to class, and is usually ready to start working.	Usually the student brings the necessary materials to class, but often needs some time to start working.	The student usually forgets to bring the necessary materials to class and is not ready to start working.

Figure 4: Continuous assessment grid

	4	**3**	**2**	**1**
Understanding of the topic	The team clearly understood the topic and presented the information with conviction, supporting their ideas with relevant facts, statistics or examples.	The team clearly understood the topic and easily presented the information. Some of their ideas were supported by relevant facts, statistics or examples.	The team seemed to understand the main ideas of the topic. When presenting information, they barely used relevant facts, statistics or examples.	The team did not understand the topic discussed and they never used relevant facts, statistics or examples to support their ideas.
Organization	All arguments were linked to a main idea, and they were properly organised.	Most arguments were linked to a main idea and they were properly organised.	All arguments were linked to a main idea, but the information presented was not clear.	No arguments were linked to a main idea.
Body language	The team always used body language, eye contact and an adequate tone of voice to keep the audience's attention.	The team generally used body language, eye contact and an adequate tone of voice to keep the audience's attention.	The team sometimes used body language, eye contact and an adequate tone of voice to keep the audience's attention.	One or more members of the team did not manage to keep the audience's attention.
Counter-arguments	Counterarguments were always precise, relevant and strong.	Most counterarguments were precise, relevant and strong.	Most counterarguments were precise and strong, but some of them were weak.	Counterarguments were not precise and/or relevant.
Accuracy	All sentences were grammatically correct and linked by the adequate coherent and cohesive devices.	Most sentences were grammatically correct and linked by the adequate coherent and cohesive devices.	Some sentences were ungrammatical, and they were not always linked by the adequate coherent and cohesive devices.	Most sentences were ungrammatical, and the team barely used any coherent or cohesive devices.

Figure 5: Debate rubric

2.9.2. Peer evaluation

Several studies have proved the importance of peer assessment in order to foster learner's autonomy and critical thinking (Peng, 2010; Nilson, 2003). For this reason, we have decided to include peer assessment in our educational proposal, hoping that our students will

improve their analytical skills by giving feedback to their classmates. Furthermore, peer assessment also enhances collaborative skills (Nilson, 2003), and these are key in this lesson plan, as most activities are carried out in groups. We want our students to work with their classmates through constructive feedback that will help them improve in future activities.

In order to carry out peer assessment, we have created a peer evaluation grid (figure 6). This grid will have two different purposes. During the debate activity, those students who have been deisgned as the jury will be given these grids in order to take notes on their classmates' interventions. This will be useful for them to decide who the "winners" of the activity are.

However, once the debate has finished, the teacher will give one of these grids per group, which means that the members will have to discuss and reach an agreement on what they think of other groups' performances. At the end of the activity, the teacher will collect them all, and the marks obtained by the rest of the groups will affect the mark selected by the teacher.

	Team members:		Team members:		Team members:	
	Mark	Notes:	Mark	Notes:	Mark	Notes:
Understanding of the topic (The group clearly understood the topic)						
Organization (Ideas are properly organised)						
Body language (The team members make an adequate use of body language, tone of voice, eye contact…)						
Counter- arguments (The team efficiently presents their point of view respecting other groups)						
Accuracy (Sentences are grammatically correct and they are linked with coherent and cohesive devices)						

Figure 6: Peer evaluation grid

2.9.3. Proposal Evaluation

The last step for the evaluation process will also be carried out by the students. In this case, they will be asked to fill in another grid in which they will give their opinion on the lesson plan. We consider that this step is essential for the teacher, as it is necessary if we want to improve in future sessions either with this proposal or with others, since students are the only ones who can tell if these activities were useful for them in their learning process.

In this case, the teacher will also give them a grid (Figure 7) in which they will have to write down their experience in the different sessions, as well as possible recommendations or suggestions. After collecting all these grids, the teacher will read them thoroughly, and will take the necessary measures to improve this lesson plan for future courses. Taking into account the opinions of the students is essential in order to improve a teacher's educational practice.

Name of the Proposal: Student's name:	
What is your opinion on this proposal?	
What did you like about this proposal?	
What would you have changed about this proposal?	
What other activities would you have included?	
What was your experience in your group work?	
Are you happy with your experience in this proposal and the results obtained?	
Other comments.	
Final mark for the proposal.	

Figure 7: Proposal evaluation grid

2.10.   Diversity Awareness

In this proposal, we wanted to pay special attention to diversity in the classroom. In our intervention group, we have to deal with two different types of diversity. First, we have to bear in mind that not all students have the same English level, and besides, they have different learning rhythms, especially in the case of those two students who are taking this subject for the second time. Apart from this, as we have said before, this group of students is characterised by a high level of cultural diversity, so working with cross-curricular elements such as tolerance is very important as well if we want to keep a good environment in the classroom.

With regards to diversity in relation to the students' English proficiency, we have created a proposal in which most activities are carried out in groups, so students can help each other in a collaborative learning process. In order to guarantee this, the teacher has formed the groups considering students' level and their skills in English as a second language, mixing those students with a higher proficiency and those who do not have a good command of English in each of the groups. Moreover, as we are dealing with a proposal in which it is necessary to speak in front of an audience, students' personality has also been considered. The teacher has made sure that introvert and extrovert students are mixed as well among the different groups. The purpose of this is that students with a higher English level help those with lower proficiency, and that more extrovert students encourage those who are less confident to speak.

Concerning the high level of cultural diversity, teachers must be aware of the importance of including in their sessions cross-curricular elements that enhance tolerance among students. For this reason, in this proposal we have decided to carry out a debate as a final activity. In this debate, students will be required to participate and to respect others' opinions even if they express the contrary to their own beliefs. Moreover, the topic of tolerance is included in the class thanks to literature, as the text students have to read, "Brokeback Mountain" by Annie Proulx, is a short story that deals with the life of a homosexual couple who has to face the social intolerance of the 1970s in the United States.

With this story, we want our students to analyse the problems that people with different sexual orientations had to face in the past, but also have to deal with in the present. Students will be asked to talk about this topic taking into account their closer environment.

However, the topic of sexual orientation can be expanded into cultural diversity, as we see in the worksheet that is presented to the students and in the debate. We have to make sure that students understand the importance of accepting and respecting everyone without taking into account their beliefs, tastes, opinions or origin.

CONCLUSIONS

The main purpose of this MA Thesis was to examine the idea of using the debate to learn and teach coherent and cohesive elements in oral speech in English. We wanted our students to improve their English skills by creating opportunities of using it with communicative purposes. This way, we also enhanced their fluency as well as their proficiency in the language. Apart from this, we have also followed some communicative techniques like the Affective Learning Theory, which guarantees a good environment in the classroom, essential for a meaningful learning.

With this educational proposal, we wanted to reinforce the importance of carrying out speaking activities in the classroom, especially those ones which also help in the learning of essential cross-curricular elements as it happens with tolerance towards any other groups in this didactic intervention. For this reason, EFL teachers shouldn't be afraid of implementing a debate in their classrooms, as it might not only improve students' proficiency in terms of coherence and cohesion, but it might also be very beneficial for their growth as members of society.

We know that this educational proposal has to be implemented in the classroom before we can evaluate its success. However, we are also aware that no proposal is perfect, as there are many factors that might affect the teacher, the students and how the learning process takes place in the classroom. For this reason, any changes applied to this proposal in terms of topic or activities will be more than welcome if it is done in order to suit the students' interests.

What seems clear is that nowadays new teaching and learning approaches are arising in our society, and we should take advantage as EFL teachers to implement activities and lessons in our classrooms that motivate our students and at the same time help them learn some essential values. We have to bear in mind the importance of learning a foreign language in terms of our students' professional opportunities in the future, but our purpose is to make them see that learning English will open their minds and their world to new information and enjoyment that they might have never known otherwise. This proposal is only an example of what we can do in an EFL classroom, but there are many other possibilities that we can present our students in order to guide their English learning process.

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ANNEXES

Annex I: Contents, evaluation criteria and learning standards

- **Session 1**

Back to Brokeback: SESSION 1		
Contents, evaluation criteria and learning standards		
Block 1: ORAL COMPREHENSION		
Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Comprehension strategies: • Distinction of the most important information in the explanation of the proposal. • Distinction on the most important information in the teacher's explanation on how to use cohesive devices in a text. **Communicative functions:** • Management of social relationships when listening to other classmates. • Exchange of information, points of view and opinions on the selected topics.	**Number 1:** To identify the most important information in the teacher's explanation of the proposal. **Number 1:** To identify the most relevant information to comprehend the explanation given by the teacher on the expression of cohesion in a text. **Number 2:** To apply adequate strategies to comprehend the information given by the students in relation to the debate topics selected. **Number 2:** To apply adequate strategies to establish and keep a conversation with their classmates.	**Number 3:** Identify the most important information in a formal conversation with the teacher and in informal conversations with their classmates, taking place in pairs and in a group work when discussing their opinions. **Number 5:** Understand in an academic context the relevant information given by the teacher on the cohesion strategies and those points of view given by other students' on the debate topics selected.
Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Production strategies. Realization: • Clear expression of the students' ideas on the topics selected. **Communicative functions:** • Management of social relationships when talking to other classmates. • Exchange of information, points of view and opinions on the selected topics.	**Number 1:** To build a cohesive text on the topics selected for the debate. **Number 8:** To be fluent enough in order to keep a conversation with their classmates on the topics selected.	**Number 3:** Efficiently participate in an informal conversation with their classmates where they will describe with certain detail their opinion on the topics selected. **Number 3:** Efficiently participate in an informal conversation where they will make use of the appropriate cohesive devices explained in the lesson.

- **Session 2**

Back to Brokeback: SESSION 2		
Contents, evaluation criteria and learning standards		
Block 1: ORAL COMPREHENSION		
Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Comprehension strategies: • Distinction on the most important information in the teacher's explanation on how to use coherent devices in a text. **Communicative functions:** • Management of social relationships when listening to other classmates. • Expression of curiosity, knowledge and certainty when listening to other students' stories.	**Number 1:** To identify the most relevant information to comprehend the explanation given by the teacher on the expression of cohesion in a text. **Number 2:** To apply adequate strategies to comprehend the information given by the students in relation to their stories **Number 2:** To apply adequate strategies to ask for more information about other students' stories.	**Number 3:** Identify main points and relevant information of the stories told by the students during the activity. **Number 5:** Understand in an academic context the relevant information given by the teacher on the cohesion strategies and those points of view given by other students on the debate topics selected.
Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Production strategies. Realization: • Clear and coherent expression of the students' stories. **Communicative functions:** • Management of social relationships when sharing stories with other classmates. • Expression of curiosity, knowledge and certainty when telling stories to other classmates.	**Number 1:** To build a cohesive and coherent story using the trigger words selected. **Number 5:** To use correctly morphosyntactic structures, discursive patterns and coherent and cohesive elements when telling a story to their classmates. **Number 10:** To efficiently participate in the story-telling activity, even making mistakes.	**Number 3:** Efficiently participate in an activity where they will share a story with their classmates, expressing with certain detail facts, experiences, feelings and reactions. **Number 3:** Efficiently tell a story using the proper coherent and cohesive devices that were mentioned in the lesson.

- **Session 3**

Back to Brokeback: SESSION 3		
Contents, evaluation criteria and learning standards		
Block 1: ORAL COMPREHENSION		
Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Comprehension strategies: • Distinction of the most important information in the students' opinions on the text. **Communicative functions:** • Management of social relationships when listening to other classmates.	**Number 1:** To identify the most relevant information to comprehend the opinions expressed by their classmates. **Number 2:** To apply adequate strategies to comprehend the information given by the students in relation to the short story.	**Number 3:** Identify main points and relevant information in their conversation with other classmates. **Number 5:** Understand in an academic field the points of view and opinions expressed by the students on the short story.
Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
Contents	**Evaluation Criteria**	**Learning standards**
Production strategies. Realization: • Clear expression of the opinions and points of view on the short story. **Communicative functions:** • Management of social relationships when talking to other classmates. • Exchange of information, points of view and opinions on the short story.	**Number 1:** To build a cohesive and coherent text on the topics related to the short story. **Number 5:** To use correctly morphosyntactic structures, discoursive patterns and coherent and cohesive elements when sharing their opinions and points of view with their classmates. **Number 10:** To efficiently participate in the activity, even making mistakes.	**Number 3:** Efficiently participate in an activity where they will share their opinions on a short story and some related topics with certain detail. **Number 3:** Efficiently produce an oral text using the proper coherent and cohesive devices that were mentioned in the lesson.
Block 3: UNDERSTANDING WRITTEN TEXTS		
Contents	**Evaluation Criteria**	**Learning standards**
Comprehension strategies: • Distinction of the main points and essential information expressed in the short story. • Formulation of hypotheses before, after and during the reading process. **Communicative functions:** • Narration of the short story, describing the characters' states and present situations. **Discoursive structures** • Common and more specialized written lexicon that will appear in the short story, with descriptions of people, events, space, etc.	**Number 1:** To identify main ideas and the unifying plot of the short story, without visual support and with some complex linguistic structures. **Number 2:** To know and know how to apply strategies that will help students understand the text. **Number 3:** To know and to apply to the comprehension of the text, those strategies related to the sociolinguistic aspects that are present in the text dealing with social conventions, attitudes, values and taboos.	**Number 6:** Understand concrete information coming from the short story in order to solve homework or researches related to the topic studied. **Number 7:** Follow without difficulty the plot of the short story.

- **Session 4**

Back to Brokeback: SESSION 4
Contents, evaluation criteria and learning standards
Block 1: ORAL COMPREHENSION

Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Comprehension strategies: • Distinction on the most important information in the students' opinions in the debate. • Formulation of hypotheses before, after and during the debate activity. **Communicative functions:** • Management of social relationships when listening to other classmates. • Exchange of information, points of view and opinions, advice and warnings in the debate. • Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief in the debate. • Establishment and management of communication and discourse organization throughout the debate.	**Number 1:** To identify the most relevant information about the opinions given by their classmates throughout the lesson. **Number 2:** To apply adequate strategies to comprehend the information given by the students in the debate. **Number 2:** To apply adequate strategies to ask for more information about other students' opinions. **Number 5:** To distinguish and to apply in the comprehension of the students' interventions those functions associated to the syntactic structures that are commonly used in a debate.	**Number 3:** Identify the most important information in a formal conversation with the teacher and their classmates in the form of a debate, taking place in pairs and in group work when discussing opinions. **Number 5:** Understand in an academic context the relevant information given by the students in relation to the topics discussed in the debate activity.

Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION

Contents	**Evaluation Criteria**	**Learning standards**
Production strategies. Realization: • Clear expression of the opinions and points of view during the debate. **Communicative functions:** • Management of social relationships when talking to other classmates, respecting their opinions on the topic. • Exchange of information, points of view and opinions on the topic of debate. • Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief throughout the debate. • Establishment and maintenance of communication and discourse organization in the debate.	**Number 1:** To build a cohesive and coherent text on the topic of debate **Number 5:** To use correctly morphosyntactic structures, discoursive patterns and coherent and cohesive elements when sharing their opinions and points of view with their classmates. **Number 8:** To be fluent enough in order to keep a conversation and defending one's own arguments even if sometimes there are some pauses and hesitancy throughout the debate. **Number 10:** To efficiently participate in the debate, even making mistakes.	**Number 3:** Efficiently participate in an activity where they will share their opinions on the topics in the debate with certain detail. **Number 3:** Efficiently produce an oral text using the proper coherent and cohesive devices that were mentioned in the previous sessions.

- **Session 5**

Back to Brokeback: SESSION 5		
Contents, evaluation criteria and learning standards		
Block 1: ORAL COMPREHENSION		
Contents	**Evaluation Criteria** (students should be able…)	**Learning standards** (students will…)
Comprehension strategies: • Distinction on the most important information selected from the students' opinions in the previous session. • Formulation of hypotheses before, after and during the post-debate activity. **Communicative functions:** • Management of social relationships when listening to other classmates. • Exchange of information, points of view and opinions, advice and warnings in the group. • Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief dealing with the opinions expressed in the previous session.	**Number 1:** To identify the most relevant information about the opinions given by their classmates throughout the lesson. **Number 2:** To apply adequate strategies to comprehend the information given by the students in the discussion activities. **Number 2:** To apply adequate strategies to ask for more information about other students' opinions.	**Number 3:** Efficiently participate in an activity where they will share their opinions discussing them with their classmates. **Number 3:** Efficiently produce an oral text using the proper coherent and cohesive devices that were mentioned in the previous sessions.
Block 2: ORAL PRODUCTION: EXPRESSION AND INTERACTION		
Contents	**Evaluation Criteria**	**Learning standards**
Production strategies. Realization: • Clear expression of the opinions and points of view during the post-debate activity. **Communicative functions:** • Management of social relationships when talking to other classmates, always respecting their opinions. • Exchange of information, points of view and opinions on the topics discussed. • Expression of curiosity, knowledge, certainty, confirmation, hesitation, speculation, skepticism and disbelief dealing with the opinions expressed in the previous session.	**Number 1:** To build a cohesive and coherent text when intervening in the classroom discussion. **Number 5:** To use correctly morphosyntactic structures, discoursive patterns and coherent and cohesive elements when sharing their opinions and points of view with their classmates. **Number 8:** To be fluent enough in order to keep a conversation throughout the activity **Number 10:** To efficiently participate in the post-debate activity, even making mistakes.	**Number 3:** Efficiently participate in an activity where they will share their opinions in a discussion. **Number 3:** Efficiently produce an oral text using the proper coherent and cohesive devices that were mentioned in the previous sessions.

Block 4: PRODUCTION OF WRITTEN TEXTS: EXPRESSION AND INTERACTION		
Contents	**Evaluation Criteria**	**Learning standards**
Production strategies. Planning: • Mobilize and coordinate one's general and communicative competences with the aim to efficiently carry out a summary of the conclusions on the debate. • Locate and suitably use linguistic or thematic resources, such a dictionary, in order to write down the conclusions on the debate as accurately as possible. **Production strategies. Realization:** • Clear expression of the conclusions drawn adjusting following the proper text structure. **Communicative functions:** • Exchange of information, points of view and opinions, advice and warnings about the debate and their classmates' and their own performance.	**Number 1:** To write clear-structured conclusions on the topics discussed in the previous sessions. **Number 2:** To know, select and apply the most adequate strategies in order to elaborate a clearly structured summary of conclusions with cohesion and coherence. **Number 6:** To recognize written, specialized, and commonly used lexicon related to the topics that were discussed in previous sessions.	**Number 1:** Fulfil easy-to-understand questionnaires related to their performance and their opinion on the activity. **Number 3:** Take notes making a list of the most important aspects discussed in the group discussion and write down a brief summary with the essential information. **Number 4:** Write notes and comments where they will transmit and ask for relevant information and opinions dealing with the topics discussed. **Number 5:** Write in a conventional format a brief summary with the conclusions from the sessions, giving relevant information and describing their experiences with enough details, offering brief and justified opinions and suggestions on the didactic intervention and on future courses of action.

Annex II: Cohesion worksheet

1. **Get into the groups of four that have been designed by your teacher and look for some information on cohesion on your phones. You should look for a definition, what devices you can use to create cohesion on a text, as well as some examples.**

_____

_____

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_____

_____

2. **Try to avoid repetition in the following sentences:**

   a. If Alan comes to the party, I will give Alan my phone number. If he doesn't come to the party, I will not give Alan my phone number.

   _____

   _____

   b. I didn't go to the party, but Sally went to the party.

   _____

   _____

   c. I can't speak French, and Mark can't speak French.

   _____

   _____

   d. I may go to the cinema tomorrow. If I go to the cinema tomorrow, I'll let you know.

   _____

   _____

   e. We need some eggs. If you see eggs in the supermarket, could you buy some eggs?

   _____

   _____

   f. I'll know if I passed the exam tonight, so I'll let you know tonight.

   _____

   _____

3. **With those devices that we have seen in the previous activity, try now to join the following sentences in order to create a cohesive paragraph:**

> *The Dursleys had everything the Dursleys wanted. The Dursleys also had a secret. Their greatest fear was that somebody would discover the secret. The Dursleys didn't think they could bear it if anyone found about the Potters. Mrs. Potter was Mrs. Dursley's sister. Mrs. Potter and Mrs. Dursley hadn't met for several years. Mrs Dursley pretended she didn't have a sister. Her sister and her good-for-nothing husband were as unDursleyish as it was possible to be. The Dursleys shuddered to think what the neighbours would say if the Potters arrived in the street. The Dursleys knew that the Potters had a small son, too. They had never seen the Potters's son. The Potters's son was another good reason for keeping the Potters away. The Dursleys didn't want Dudley mixing with a child like the Potters' son.*

> - *Harry Potter and the Sorcerer's Stone* (JK Rowling)

4. **Stand up and ask your classmates about their opinions on the following topics. You will then be asked to say out loud what you found out, comparing it with your own opinion.**

   a. A college degree is essential for getting a good job.
   b. Homeschooling is better than traditional schooling.
   c. Do you need to do homework in order to learn?
   d. School uniforms should be mandatory.

   e. Everyone should be able to have guns.
   f. Politics should be kept out of schools.

g. Voting should be mandatory for all citizens.

h. The sale of fur should be banned.

i. Everyone should be vegetarian.

j. Artificial inteligence is dangerous.

k. Should humans colonize other planets?

l. Dance should be considered a sport.

m. Violent video games should be banned.

TIP

You can use these structures to compare your own opinion to that of your classmates:

a. *He thinks that…, and so do I.*

b. *She thinks that …., but I don't, although….*

c. *They don't think that…, and neither do I, even if…*

Annex III: Coherence worksheet

1. **Get into the groups of four that have been designed by your teacher and look for some information on coherence on your phones. You should look for a definition, what devices you can use to create coherence in a text, as well as some examples.**

_____

_____

_____

_____

_____

2. **Place the following paragraphs in the correct order. Keep in mind that the result must be coherent!**

__ As soon as they had said good night to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.

__They were sent to the house of an old professor who lived in the heart of the country, ten miles away from the nearest railway station and two miles from the nearest post-office. He had no wife and he lived in a very large house with a housekeeper called Mrs Macready and three servants. (Their names were Ivy, Margaret and Betty, but they do not come into the story much).

__ Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids.

__ He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and

Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose.

3. **Story time! In your groups, you will be required to tell a story to your classmates starting with the sentences that appear down below. Then, other members of the group will have to tell another story that they have been reminded of. Remember to use the adequate coherent and cohesive devices that we have seen in class.**

   a. *The first time I…*

   b. *In my last school trip…*

   c. *My best friend…*

   d. *My first day of school…*

   e. *When I was on holidays…*

   f. *Last summer…*

4. **Giving an opinion. When you are giving your opinion on a topic, it is good that you follow a coherent reasoning. It is good that you support your idea with facts or examples, because that way you can be more convincing; but always follow a logical order. In groups of four, give your opinion on the following topics. Try to keep the following structure:**

   a. **In my opinion…**

   b. **First…**

   c. **For example...**

   d. **A second reason is that…**

   e. **Also…**

   f. **For these reasons I feel that…**

   Topics that you can discuss, although you can choose a different topic if you want:

   - Is it important to have hobbies?
   - "Time is money." Do you agree or disagree?
   - Is artificial beauty (cosmetic surgery) still beauty?
   - Can you be too young to be in love?
   - Are premonitions real?

Annex IV: Brokeback Mountain by Anne Proloux (adapted)

Ennis Del Mar wakes up before five. The shirts hanging on a nail. He gets up, scratching his belly, he walks to the gas burner, pours leftover coffee in a pan. He turns on the tap and urinates in the sink, pulls on his shirt, his jeans, and his boots. He can hear the scratching of fine gravel and sand under his trailer. It could be bad on the highway with the horse trailer. He has to pack his things and leave the place that morning. Again the ranch is on the market and they have sold out the last of the horses, paid everybody off the day before. The owner said, "Use that money to pay your bills, I'm out of here," dropping the keys in Ennis's hand. He might have to stay with his married daughter until he picks up another job, yet he still has a sense of pleasure because Jack Twist was in his dream.

Jack and Ennis were raised on small, poor ranches in opposite corners of the state; Jack Twist in Lightning Flat up on the Montana border; Ennis del Mar from around Sage, near the Utah line. Both, country boys who had left high school with no prospects, brought up to hard work and privation; both, rough-mannered, rough-spoken. Ennis, had been raised by his older brother and sister after their parents drove off the only curve on Dead Horse Road. They only left their children twenty-four dollars in cash and a two-mortgage ranch.

In 1963 when he met Jack Twist, Ennis was engaged to Alma Beers. Both Jack and Ennis claimed to be saving money; in Ennis's case that meant a tobacco can with two five-dollar bills inside. That spring, hungry for any job, each had signed up with Farm and Ranch Employment. They came together as herder and camp tender for the same sheep operation north of Signal. The summer range lay above the tree line on Forest Service land on Brokeback Mountain. It would be Jack Twist's second summer on the mountain, Ennis's first. Neither of them was twenty.

"Forest Service has designated campsites on the allotments. The camps can be a couple of miles from where we pasture the sheep. If no one looks at the sheep at night, predators might kill them. What I want: a camp tender in the main camp where the Forest Service says, but the HERDER," said Joe Aguirre pointing at Jack, "he's going to put up a tent with the sheep, out of sight, and he's going to SLEEP there. Eat supper, breakfast in the main camp, but SLEEP WITH THE SHEEP every single night. DON'T USE FIRE, don't leave ANY SIGN. Roll up

that tent every morning in case Forest Service comes around. Last summer I had near a twenty-five percent loss. I don't want that again. YOU," he said to Ennis. "Fridays at twelve o'clock a.m. get down at the bridge with your next week provision list and mules. Somebody with supplies will be there waiting for you. TOMORROW MORNING we'll take you there to start with the job."

The sheep trucks and horse trailers unloaded at the road, and a Basque man showed Ennis how to pack the mules. "Don't ever order soup," he advised. "The boxes of soup are really difficult to pack." Ennis and Jack, the dogs, horses and mules, a thousand sheep and their lambs followed the path, like dirty water through the woods, and out above they could see the tree line into the great meadows and the coursing, endless wind.

During the day, Ennis looked up at the mountains, and sometimes saw Jack, a small dot moving across a high meadow as an insect moves across a tablecloth; Jack, in his dark camp, saw Ennis as night fire, a red spark on the huge black mass of mountain.

They had supper by the fire, a can of beans each, fried potatoes and a quart of whiskey on shares. They sat with their backs against a log, sharing the bottle while the lavender sky emptied of color and the chill air drained down. They spent their evenings drinking, smoking cigarettes, getting up every now and then to piss, talking horses and rodeo, wrecks and injuries sustained, dogs each had owned and known. Jack said his father had been a pretty well-known bull rider years back but he kept his secrets to himself. He never gave Jack a word of advice, never came once to see Jack ride, even after he had put him on the woolies when he was a little kid. Ennis said the kind of riding that interested him lasted longer than eight seconds and had some purpose. "Money's a good purpose," said Jack, and Ennis had to agree. They were respectful of each other's opinions, each glad to have a companion where none had been expected.

The summer went on and they moved the herd to new pasture. The distance between the sheep and the new camp was greater and the night ride longer. Ennis rode easy, sleeping with his eyes open, but the hours he was away from the sheep stretched out and out. "Too late to go out with the damn sheep," said Ennis at the main camp one night, dizzy drunk. "I have an extra blanket. I'll roll up out here and ride out at first light in the morning."

"Freeze your ass off when that fire dies down. Better off sleeping in the tent."

"Doubt I'll feel nothing." But he pulled his boots off, snored on the ground cloth for a while, and then woke Jack with the clacking of his teeth.

"Jesus Christ, quit hammering and get over here. Bedroll's big enough," said Jack in an irritable sleep-clogged voice. It was big enough, warm enough, and in a little while they deepened their intimacy considerably. Ennis did to Jack something he had never done before to any other man, although no instruction manual was needed. They went at it in silence, then out, down, and asleep.

Ennis woke in red dawn with his pants around his knees, a top-grade headache, and Jack against him. Without saying anything about it both knew how it would go for the rest of the summer. Sheep be damned.

They never talked about the sex, but they just let it happen. At first, only in the tent at night, then in the full daylight with the hot sun striking down, and at evening in the fire glow. There were only the two of them on the mountain flying in the euphoric, bitter air, suspended above ordinary affairs and distant from ranch dogs barking in the dark hours. They believed themselves invisible, not knowing Joe Aguirre had watched them through his 10x42 binoculars for ten minutes one day, waiting until Ennis rode back to the sheep.

In August, Ennis spent the whole night with Jack in the main camp and in a hailstorm the sheep took off west and got among a herd in another allotment. There was a damn miserable time for five days in which Ennis and a Chilean herder who didn't speak any English tried to sort them out. The task was almost impossible as the paint brands of the sheep were worn and faint at this late season. Even when the numbers were right Ennis knew the sheep were mixed. In a disturbing way everything seemed mixed.

The next week Joe Aguirre sent word to bring the sheep down, since another, bigger storm was moving in from the Pacific. Jack and Ennis packed their stuff and moved off the mountain with the sheep with the metal smell of coming snow pressing them on. Joe Aguirre

paid them, said little. He had looked at the sheep with a sour expression. "Some of these never went up there with you," he commented. The count was not what he had hoped for either, as there were less sheep than expected. Guys coming from a ranch never did much of a job.

"Are you going to do this next summer?" said Jack to Ennis in the street with one leg already up in his green truck. The wind was hard and cold.

"Maybe not. Like I said, Alma and I are getting married in December. I'll try to get something on a ranch. You?"

"If nothing better comes along. I thought about going back to my daddy's place, give him a hand over the winter, then maybe head out for Texas in the spring. If the bills don't get me."

"Well, see you around, I guess."

"Right," said Jack, and they shook hands, hit each other on the shoulder.

Then, there was forty feet of distance between them and nothing to do but drive away in opposite directions. Within a mile, Ennis felt like someone was pulling his guts out. He stopped at the side of the road and, in the snow, tried to puke but nothing came up. He felt as bad as he ever had, and it took a long time for the feeling to disappear.

In December, Ennis married Alma Beers and had her pregnant by mid-January. He picked up a few ranch jobs, and then settled in as a herder on the old Elwood Hi-Top place in Washakie County. He was still working there in September when Alma Jr., as he called his daughter, was born and their bedroom was full of the smell of old blood and milk and baby shit.

The fourth summer since Brokeback Mountain came on and in June, Ennis had a letter from Jack Twist, the first sign of life in all that time:

"Friend, I should have sent this letter before. Hope you get it. I heard you were in Riverton. I'm coming through on the 24th, thought I could stop and buy you a beer. Drop me a line if you can. Say if your there."

The return address was Childress, Texas. Ennis wrote back, "you bet," and gave him his address.

Ennis, wearing his best shirt, didn't know what time Jack would get there and so had taken the day off. He paced back and forth, looking down into a street pale with dust. Late in the afternoon, he saw Jack get out of the truck. Ennis ran out the house, pulling the door closed behind him. Jack took the stairs two and two. They seized each other by the shoulders, hugged mightily, squeezing the breath out of each other, saying, "son of a bitch," "son of a bitch," then, their mouths came together, and hard. The door opened, and Alma looked out for a few seconds at Ennis and shut the door again. But still they were grabbing each other, pressing their chests and thigh and leg together until they pulled apart to breathe.

The door opened again a few inches and Alma stood in the narrow light.

Ennis walked to his door house. What could he say? "Alma, this is Jack Twist, Jack, my wife Alma." His chest was heaving. He could smell Jack – the intensely familiar odor of cigarettes, sweat and a faint sweetness like grass, and with it the rushing cold of the mountain. "Alma," he said, "Jack and I are going out and get a drink. I might not get back tonight."

"Sure enough," Alma said.

They went off in Jack's truck, bought a bottle of whiskey and within twenty minutes, they were in the Motel Siesta jouncing a bed.

Ennis pulled Jack's hand to his mouth, took a hit from the cigarette, and exhaled. "You know, I was sitting up here all that time trying to figure out if I was –? I know I'm not. I mean here we both got wives and kids, right? I like doing it with women, yeah, but Jesus, it isn't nothing like this. I never had thoughts of doing it with another guy except you. You do it with other guys? Jack?"

"Shit no," said Jack, who had been riding more than bulls. "You know that. Old Brokeback got us good and for sure it isn't over. We got to work out what the fuck we're going to do now."

"I doubt there's nothing we can do now," said Ennis. "What I'm saying, Jack, is that I built a life up. I love my little girls. Alma? It isn't her fault. You got your baby and wife and that place in Texas. You and I can't hardly be decent together. If we do this in the wrong place we'll be dead."

"Listen," said Jack. "I'm thinking that if you and I had a little ranch together, little cow and your horses, it'd be some sweet life."

"Whoa, whoa, whoa. It isn't going to be that way. We can't. I'm stuck with what I got, caught in my own loop, and I Can't get out of it. Jack. I don't want to be like the guys you see around sometimes. And I don't want to be dead. There was these two old guys ranched together down home, Earl and Rich. Dad would pass a remark when he saw them. I was what, nine years old and they found Earl dead in an irrigation ditch. They had taken an iron bar to beat him up, they dragged him around by his dick until it pulled off. It looked like pieces of burned tomatoes all over him."

"Did you see that?"

"Dad made sure I saw it. He took me to see it. Dad laughed about it. Hell, for all I know he may have done the job. If he was alive and he put his head in that door in front of us right now you bet he'd go get his iron bar. Two guys living together? No. All I can see is we get together once in a while way."

"Son of a bitch, Ennis, take a couple days off. Right now. Get us out of here. Throw your stuff in the back of my truck and let's get up in the mountains. For a couple of days. Call Alma up and tell her you're going."

Ennis picked up the phone on the bedside table and dialed his own number.

Alma's resentment opened out a little every year: the embrace she had glimpsed, Ennis's fishing trips once or twice a year with Jack Twist and never a vacation with her and the girls, his disinclination to step out and have any fun; his yearning for low paid, long-houred ranch work; his propensity to roll to the wall and sleep as soon as he hit the bed, his failure to look for a decent permanent job with the county or the power company. All this put her in a long, slow dive and when Alma Jr. was nine and Francine seven she said, "what am I doing hanging around with him?" So she divorced Ennis and married another man.

They were no longer young men with all of it before them. Year after year they worked their way through the high meadows and mountain. He went into the Big Horns, Medicine Bows, south end of the Gallatins, Absarokas, Granites, Owl Creeks, the Bridger-Teton Range, the Freezeouts and the Shirleys, Ferrises and the Rattlesnakes, Salt River Range, into the Wind Rivers over and again, the Sierra Madres, GrosVentres, the Washakies, Laramies, but never returning to Brokeback.

In May of 1983, they spent a few cold days at a series of high lakes with no name. It was the last day they spent together. In the parking lot, with the horses already loaded into the trailer, Ennis was ready to head back to Signal, Jack up to Lightning Flat. Ennis leaned into Jack's window, and said what he had been putting off the whole week, that it was likely he couldn't get away again until November after they had shipped stock and before winter feeding started.

"November. What in hell happened to August? Tell you what, we said August, nine, ten days. Christ, Ennis! Why don't you tell me this before? You had a fucking week to say some little word about it. And why's it we're always in the frigging cold weather? We ought to do something. We ought to go south. We ought to go to Mexico one day. You know, friend, this is a goddamn bitch of an unsatisfactory situation. You used to come away easy. It's like seeing the Pope now."

"Jack, I got a job. The earlier days I used to quit the jobs. You got a wife with money, a good job. You forget how it is being broke all the time. Have you ever heard of child support? I have been paying out for years and I have more to go. Let me tell you, I can't quit this one. And I can't get the time off. It was tough getting a job this time. The trade-off was August. Have you got a better idea?"

"I did once." The tone was bitter and accusatory.

"Have you been to Mexico, Jack?" Mexico was the place. He had heard.

"Hell yes, I have. Where's the fucking problem?" He had been ready for it all these years and here it came, late and unexpected.

"I'm going to say this to you one time, Jack, and I am not fooling. What I don't know," said Ennis, "all the things I don't know could get you killed if I should come to know them."

"Try this one," said Jack, "and I'll say it just one time. We could have had a good life together, a fucking real good life. You wouldn't do it, Ennis, so what we got now is Brokeback Mountain. Everything built on that. It's all we got, boy, fucking all. Count the damn few times we have been together in twenty years. Measure the fucking short leash you keep me on, then ask me about Mexico and then tell me you'll kill me for needing it an hardly never getting it. You got no fucking idea how bad it gets. You're too much for me, Ennis, you son of a whoreson bitch. I wish I knew how to quit you."

They torqued things almost to where they had been, for what they'd said was no news. Nothing ended, nothing begun, nothing resolved.

Ennis didn't know about the accident for months until his postcard to Jack saying that November still looked like the first chance to stay together came back with a stamp that said DECEASED. He called Jack's number in Childress. Jack would answer, he had to answer. But he did not. It was his wife. "Who? Who is this?" she asked. And when he told her again, she said in a level voice "Yes, Jack was pumping up a flat on the truck on a back road when the tire blew up. The force of the explosion slammed the rim into his face, broke his nose and jaw and knocked him unconscious on his back. By the time someone came along he had drowned in his own blood."

No, Ennis thought, they got him with the tire iron.

"Jack used to mention you," she said. "You're the fishing buddy or the hunting buddy, I know that. Would have let you know," she said, "but I wasn't sure about your name and address. Jack kept most of his friends' addresses in his head. It was a terrible thing. He was only thirty-nine years old."

The huge sadness of the northern plains rolled down on him. He didn't know which way he had died, the tire iron or a real accident, blood choking down Jack's throat and nobody to turn him over. Under the wind drone he heard steel slamming off bone.

"Is he buried down there in Texas?" He wanted to curse her for letting Jack die on the dirt road.

The little voice came down the wire. "We put a stone up. He used to say he wanted to be cremated, with his ashes scattered on Brokeback Mountain. I didn't know where that was, so he was cremated, like he wanted, and like I say, half his ashes were buried here, and the rest I sent up to his parents. I thought Brokeback Mountain was around where he grew up. But knowing Jack, it might be some invented place where the bluebirds sing and there's a whiskey river."

"We herded sheep on Brokeback one summer," said Ennis. He could hardly speak.

"Well, he said it was his place. I thought he meant to get drunk. He drank a lot."

"Are his parents still up in Lightning Flat?"

"Oh yeah. They'll be there until they die. I never met them. They didn't come down for the funeral. I suppose they'd appreciate it if his wish was carried out."

No doubt about it, she was polite but the little voice was cold as snow.

The road to Lightning Flat went through a desolate country. Past dozen ranches and corral fences, he saw a mailbox that read John C. Twist. The ranch was a miserable little place. A porch stretched across the front of the tiny brown house, four rooms, two down, two up.

Ennis sat at the kitchen table with Jack's father. Jack's mother was careful in her movements as if she was recovering from an operation. The old man sat silent, his hands folded on the plastic tablecloth, staring at Ennis with an angry, knowing expression.

"I feel awful bad about Jack. Can't begin to say how bad I feel. I knew him for a long time. I come by to tell you that if you want me to take his ashes up there to Brokeback like his wife said he wanted I'd be proud to."

The old man said, "I know where Brokeback Mountain is. He thought he was too goddamn special to be buried in the family plot."

Jack's mother ignored this, and said, "He used to come home every year, even after he was married and down in Texas, and helped his daddy in the ranch. I kept his room like it was when he was a boy and I think he appreciated that. You are welcome to go up in his room if you want." Ennis nodded.

The bedroom was tiny and hot, with afternoon sun coming through the west window, hitting the narrow boy's bed against the wall, an ink-stained desk and a wooden chair. He could hear Jack's mother downstairs running water, filling the kettle.

The closet was a shallow cavity. There was a faded curtain on a string closing it off from the rest of the room. In the closet hung two pairs of jeans and on the floor a pair of worn packer boots Ennis thought he remembered. At the north end of the closet a tiny space in the wall made a slight hiding place and here, stiff with long suspension from a nail, hung a shirt. He lifted it off the nail. Jack's old shirt from Brokeback days. The dried blood on the sleeve was his own blood, a gushing nosebleed on the last afternoon on the mountain when Jack, in their contortionist grappling and wrestling, had slammed Ennis's nose hard with his knee.

The shirt seemed heavy until he saw there was another shirt inside it, the sleeves carefully worked down inside Jack's sleeves. It was his own plaid shirt, lost, he'd thought, long ago in some damn laundry. His dirty shirt with the pocket ripped and buttons missing, stolen by Jack and hidden here inside Jack's own shirt, the pair like two skins, one inside the other, two in

one. He pressed his face into the fabric and breathed in slowly through his mouth and nose, hoping for the faintest smoke and mountain sage and salty sweet stink of Jack, but there was no real scent, only the memory of it, the imagined power of Brokeback Mountain of which nothing was left but what he held in his hands.

A few weeks later on the Saturday he threw all dirty horse blankets into the back of his truck and took them down to the Quick Stop Car Wash to turn the high-pressure spray on them. When the wet clean blankets were again in the truck bed, he stepped into Higgins's gift shop and looked around until he found the postcard shelf.

"Ennis, what are you looking for rooting through the postcards?" said Linda Higgins, throwing a brown coffee filter into the garbage can.

"Scene of Brokeback Mountain."

"I can get you a hundred. I have to order some more cards anyway."

"One's enough," said Ennis.

When it came – thirty cents – he pinned it up in his trailer. Below it he drove a nail and on the nail he hung the two old shirts. He stepped back and looked at the ensemble through a few bitter tears.

"Jack, I swear–" he said, although Jack had never asked him to swear anything and he was not himself the swearing kind.

There was some open space between what he knew and what he tried to believe, but nothing could be done about it, and if you can't fix it you've got to stand it.

Annex V: Reading comprehension and debate sheet

Group members:

1. **Answer the following questions related to the text.**

   a) Summarize the content of the short story.

   _____

   _____

   _____

   _____

   _____

   b) How are cohesion and coherence built up in this paragraph?

   > *Ennis didn't know about the accident for months until his postcard to Jack saying that November still looked like the first chance came back stamped DECEASED. He called Jack's number in Childress. Jack would answer, had to answer. But he did not. It was his wife and she said who? who is this? and when he told her again, she said in a level voice yes, Jack was pumping up a flat on the truck out on a back road when the tire blew up. The bead was damaged somehow and the force of the explosion slammed the rim into his face, broke his nose and jaw and knocked him unconscious on his back. By the time someone came along he had drowned in his own blood.*

   _____

   _____

   _____

   _____

   _____

c) How does prejudice and discrimination affect these two characters?

_____

_____

_____

_____

_____

d) What do you think was the turning point of the story?

_____

_____

_____

_____

_____

e) What does the nail with the two shirts represent?

_____

_____

_____

_____

_____

2. Discuss the following topics with your group. Take some notes as you will share your opinions with the rest of your classmates.

a) How do you think Jack died? Why?

b) How would you have handled the situation if you were Ennis after knowing Jack was dead?

c) Do you think that people's sexual orientation should be enough reason to discriminate them?

d) Does discrimination towards people still exist in the USA? And in Spain?

3. Think of the following questions. Some of them will be useful for our next session. Share your opinions with your group and add any other topics that you might consider interesting.

a) Can you think of any other reasons why people are discriminated?

b) What do you think these Spanish expressions convey?

   i) *Trabaja como un negro.*

  ii) *Los hombres no lloran.*

 iii) *Mujer tenía que ser.*

 iv) *Color carne.*

c) How would you avoid discrimination in Spain?

Annex VI: Debate worksheet

> **Rules for the debate (Canals Cabau, 2012):**
>
> - Raise your hand if you want to talk.
> - You can only intervene when the teacher allows you to do so.
> - You cannot interrupt the person who is talking. You'll have your chance of talking again once your classmate has finished.
> - You must always be respectful, even when you don't agree with what is being said.
> - If you do not agree, try to justify your opinion.
> - Take notes about those matters that you think are important.

1. **The teacher will now divide you in groups, and you will have to adopt a position of agreement or disagreement in relation to several topics. Each group should take a sit following the draft of the class that you will find down below. You will find here all the information that you are going to need during the debate.**

   - Topics that will be discussed:
     - *Discrimination is allowed in some particular cases.*
     - *There are no cases of discrimination in Spain.*
     - *Spanish expressions that convey discriminatory messages should be avoided.*
     - *Cultural diversity is good for a country.*
   - Organization of the class:
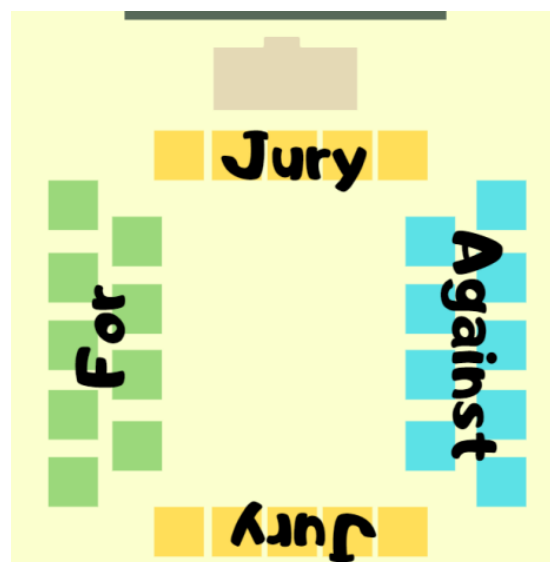
- Speaking turns:
    - Student A: Gives an opinion.
    - Two students can support or refute that opinion.
    - Students B: Gives another opinion
- As the debate goes on, the jury will fill an evaluation grid.

Annex VII: Final remarks worksheet

1. **Get into your groups and write down some conclusions you reached in the debate session. Use the notes you took as a guide.**

   _____

   _____

   _____

   _____

   _____

2. **Do you think any topic should have been dealt with apart from the ones we saw? Write down those ideas that you think we could talk about in future debates.**

   - ……
   - ……
   - ……
   - ……

3. **Now fill the evaluation grids that the teacher is going to give you. Try to be as honest as possible.**