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Way to the Everest: Teaching Programme Proposal for *Escuela Oficial de Idiomas* – B2.2 Intermediate English Level

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ABSTRACT

The concept of *Escuelas Oficiales de Idiomas* in Spain is not new; they have existed in the country for over a hundred years, offering a thorough list of languages as supplementary education to people from the age of fourteen. However, it is worth noting that the majority of learners in language schools are adults, and although they make up the vast majority, the focus on adult learners in L2 is generally low. This is because there is not much research on adult language learning, perhaps because the field of children and young people is more visible and there is also a greater focus on this age group by teachers. Therefore, the main aim of this Master's thesis is to create a teaching programme and a teaching unit focused on the successful teaching of English to adults, using communicative and collaborative methodologies to put the student at the centre. In this way, the aim is to achieve greater visibility and justification for adult education, to give it the same importance as infant, primary and secondary education.

Keywords: adults' education, teaching programme, teaching unit, *Escuela Oficial de Idiomas*, Communicative Approaches

RESUMEN

El concepto del centro de Escuelas Oficiales de Idiomas en España no es nada nuevo, sino que llevan en vigor más de cien años en este país, ofreciendo una larga lista de idiomas como formación complementaria a personas desde los catorce años años en adelante. No obstante, cabe esclarecer que el porcentaje mayoritario de los alumnos de las Escuelas de idiomas está compuesto por población adulta y pese a ser la gran mayoría, el foco hacia la formación del alumnado adulto dentro de una L2 suele ser escaso. Esto se debe a que tampoco haya muchas investigaciones respecto a la educación de adultos en lengua extranjera, puede que, porque el ámbito de los más pequeños y jóvenes tenga más visibilidad, observando también un enfoque más grande del profesorado hacia estas edades. Por consiguiente, el objetivo principal de este Trabajo de Fin de Máster es crear una programación y unidad didáctica enfocada en la enseñanza exitosa para adultos del inglés, utilizando metodologías comunicativas y colaborativas, para poner el enfoque sobre los estudiantes. Consiguiendo con esto una mayor visibilidad y reivindicación hacia la enseñanza de adultos para poder darle igual importancia que a la infantil, primaria o secundaria.

Palabras claves: educación para adultos, programación didáctica, unidad didáctica, Escuela Oficial de Idiomas, enfoques comunicativos

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1. Introduction

Since English has become a lingua franca, many people feel it is necessary to learn it, whether for their education, work, or personal life, to progress in these areas. In addition, it has been prioritised as a foreign language to be learnt in the vast majority of schools and institutes in the country, as well as in the university itself, where most undergraduate and/or postgraduate courses include the language as a subject or as a complement to a specialisation.

The teaching of English as a foreign language, for example, tends to focus only on the younger age groups, from kindergarten to high school, but the needs, characteristics and/or motivations of adult learners are rarely analysed, leaving a wide range of studies unanalysed or underemphasised. As Cozma explains in his paper on common characteristics in adult education, the target learner is the youngest or youngest learner, so the study of adults has not gained as much importance and comparative information: "Consequently, when adult learners occupy the position of language students, the teaching process is considered more problematic" (2015, p.1). However, as published by the Spanish National Statistics Institute and according to its 2022 data, as its last survey, English is spoken by 42.1% of the adult population between 18 and 64, making it the most widely used non-native language in this population group (Instituto Nacional de Estadística, 2023). Therefore, we cannot ignore the fact that almost half of the adult population uses English as a foreign language, without studying the characteristics of the education they have received to learn it.

As this is usually an additional instruction in adulthood, many people turn to specialised academies, private tutored classes, or official language centres to learn and maintain their level of English. This is where we find the *Escuelas Oficiales de Idiomas*, which offer a non-formal type of education because, although they follow a curriculum and regulations (in this case, the relevant Spanish legislation), they take place outside the more traditional school environment. However, they also follow a set of objectives, competences, content, and assessments to achieve the results set out in *Decreto 37/2018, de 20 de septiembre, por el que se establece la ordenación y el currículo de los niveles básico, intermedio y avanzado de las enseñanzas de idiomas de régimen especial en la Comunidad de Castilla y León* (hereinafter *Decreto 37/2018*) and the Common European Framework of Reference for Languages.

For all these reasons, and because we believe that teaching adults is essential, both to know their motivations, their characteristics and their pedagogy and not to leave them aside, this Master's thesis has been designed to propose a programme for *Escuelas Oficiales de Idiomas* at

Intermediate B2.2 level of English. Ten topics will be presented around a central theme that will unite the whole programme and motivate the students themselves, with a particular focus on Unit 7, which corresponds to the proposed teaching unit already implemented and carried out during the training period of this Master's thesis.

This paper is divided into four main sections: first, a description of the *Escuelas Oficiales de Idiomas* and their basic foundations, especially their methodology and guidelines in Castilla y León; then, three communicative methods selected for this proposal are studied and analysed to promote not only communication between learners but also meaningful tasks and learner-centred teaching, namely the Communicative Approach, the Discourse-Based Approach and the Task-Based Learning. Then, the proposal of the ten topics will be presented, taking into account the more legal and theoretical framework, to then focus on unit seven, as a proposal for the teaching unit; finally, a series of conclusions will be drawn based on the theory and implementation of the teaching unit, as well as the limitations of the work and possible future studies or changes for its implementation.

To carry out this work, a series of objectives will be presented, from the most general ones (presented below), which describe the intentions of the final Master's project and what we want to achieve with it, to other more specific ones, depending on the content. In other words, there will also be some objectives imposed by *Decreto 37/2018*, which must be followed and on which we will necessarily base the development and creation of the programming and teaching unit; and then more specific objectives will be described for the teaching unit to be developed.

1.1 Objectives for this Final Dissertation

As mentioned in the abstract, the main objective of the work is to create a ten-subject programme (in line with what has been studied and applied in Escuelas Oficiales de Idiomas of Castilla y León) and, more specifically, a teaching unit. In addition, we highlight other more specific objectives:

- Explain and compare communicative and collaborative teaching methods.
- Identify the characteristics and features of adult education.
- Associate communicative teaching methods with the teaching laws of Castilla y León and the teaching guides followed by *Escuelas Oficiales de Idiomas*.
- Evaluate the sessions implemented in the teaching unit.

2. *Escuelas Oficiales de Idiomas* in Castilla y León

Language schools (or *Escuelas Oficiales de Idiomas)* are a type of language teaching centre that offers the possibility of learning and perfecting a wide variety of languages to achieve official certification, offering basic, intermediate, and advanced levels according to the proficiency of the language by the Common European Framework of Reference for Languages (CEFRL) in up to 23 different languages in Spain (Ministerio de Educación, Formación Profesional y Deportes, n.d.).

It is particularly characterised by its linguistic competence in all the languages taught, since the study of these languages contributes to the personal, academic, and professional enrichment of the students, promoting intercultural exchange, access to information, knowledge and different studies or jobs, integration, and the development of multilingualism (Ministerio de Educación, Formación Profesional y Deportes, n.d.).

Language schools correspond to official non-formal education centres, i.e. education outside the framework of formal, regulated education, but following a set of official parameters and regulations (Council of Europe [COE], 2024). They contribute in particular to self-learning, since it is the student himself who is enrolled in this type of course, and therefore has a more individual intention and effort to achieve a set of personal objectives (related to his education, profession, personal motivation...) (COE, 2024).

For the development of this teaching proposal, we will focus on the language schools in Castilla y León and, more specifically, in Valladolid since this is where the programmed and designed sessions were taught. According to Junta de Castilla y León (n.d.), the *Escuela Oficial de Idiomas* in Valladolid teaches seven languages, including Spanish for foreigners, in its four main centres in the municipality of Valladolid (one in the capital, the largest, and three others in the surrounding villages). Students can choose between two modalities, official and free, depending on whether they enrol during the course to attend classes or only to take the June and/or September exams; as well as two options of face-to-face or distance learning (this last one is just for learning English). Finally, as mentioned in the previous paragraph, it is a regulated course that follows the internationally recognised CEFRL (described in more detail in the following section) (Junta de Castilla y León, n.d.)

Therefore, for the development of this section, two main guides for the development and programming of activities, objectives and results will be studied and used as examples to be followed throughout the programming and teaching unit: The Common European Framework

of Reference for Languages and *Decreto 37/2018* for *Escuelas Oficiales de Idiomas*, both of which are described below.

2.1 Common European Framework of References for Languages (CEFR)

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) was first published in 2001, but was updated online in 2018 “to ensure quality inclusive education as a right of all citizens” (p. 27). This framework will be used to describe the communicative competences common to languages according to this book and to describe this section.

The CEFR defines competences as “the sum of knowledge, skills and attributes that enable a person to perform actions” (2018, p. 9). This in turn distinguishes between three communicative competences, depending on the intention and the relationship with the language: linguistic, sociolinguistic, and pragmatic competences (CEFR 2018, p. 129). Linguistic competence refers to the more specific features of the language and learners' accuracy in using them, i.e. language use (CEFR 2018, p. 130); sociolinguistic competence focuses on the relationship between knowledge and skills with the more social part of language use, such as registers, dialects, accent... (CEFR 2018, p. 136); and pragmatic competence is based on language use, like linguistic competence, but focuses more on discourse construction and learners' knowledge of language principles (CEFR 2018, p. 137-138).

The CEFR (2018) is the guide we will use to understand the description and design of the curriculum according to the proficiency level (A1 to C2) of a language since it is the one that language schools in Spain follow. Not only does it help us to understand the level of proficiency of a language according to a set of parameters and a positive formulation of objectives and results, but it also promotes the teaching and learning of the learner through communication, offering a new and empowering vision of the learner or, as defined in the book, the learner as a 'social agent', that is, as a real protagonist of his or her own learning, autonomy and participation (CEFR 2018, p. 27-28).

Furthermore, the CEFR (2018, p. 30) promotes a plurilingual and intercultural education for learners, distinguishing between multilingualism (“the coexistence of different languages at the social or individual level”) and plurilingualism (“the dynamic and developing linguistic repertoire of an individual user/learner”). Plurilingualism becomes more important in the development of teaching, as it is presented as a changing competence and flexible ability for

the learners themselves: 'The fundamental point is that plurilingual students have a single, the interrelated repertoire that they combine with their general competences and different strategies to accomplish tasks' (CEFR 2018, p. 30). Thanks to plurilingualism, the learner will be able to have much greater freedom to express him/herself in one language or to switch languages to understand the other person (even if the other person speaks another language), intending to know different languages and even mediating between people who do not have a language in common; as well as using all the paralinguistics of discourse (such as gestures or expressions) (CEFR 2018, p. 30).

Finally, the CEFR (2018, p. 36-37) differentiates the levels of proficiency that a person can have in a language, although it is very important to stress that these are socially constructed concepts, i.e. although the guide states that there are six different levels of proficiency, it does not mean that the lowest (A1) is necessarily the lowest, nor that, on the contrary, C2 means 'mastery' and is the highest level of the six, as there may be students who are both more beginners than A1 and more fluent than C2. They are divided into three main categories, each with two levels "basic user (A1 and A2), independent user (B1 and B2) and proficient user (C1 and C2)," bearing in mind that they can be further subdivided, as will happen in the intermediate course B2.2 (CEFR 2018, p. 36).

To conclude the section on the documents on which official language schools are based, it is important to highlight the 'four communicative skills' that English has and that are used in teaching it as a foreign language: speaking, listening, writing, and reading. Galaczi (2018) explains that when using a language in different contexts and situations, we must bear in mind that it requires different skills, so it is essential to assess them in a certain way: "Therefore, if we want to assess communicative language ability accurately, we need to include tasks that elicit a wide range of skills related to communicative language." The CEFR (2001) divides the four language skills into five as it adds the production and spoken interaction parts. Conversely, language schools also measure writing and divide it into two parts (production and written mediation). As Galaczi (2018) explains, this is because the two skills are different and require a more individual part (e.g. monologue) and another part requires at least two people to communicate (e.g. replying to a document). Therefore, when drawing up the programme and the teaching unit (especially when specifying the activities per session), the different skills (with their subdivision into speaking and writing) and a section on grammar and vocabulary will be followed.

2.2 Specifications of the Level

For this part of the work, *Decreto 37/2018* has always been used as a reference, which also serves as the main basis for this whole proposal, since it is the one that will guide, direct, and mark out the main contents for the teaching of language schools. At the same time, a personal translation of the specific objectives of the level and a summary and paraphrase of the Decree itself are made for use in this work.

According to *Decreto 37/2018* (p. 37463-37464), Intermediate level B2 aims to enable learners to live independently in places where English is used; to develop personal and social relationships, both face-to-face and at a distance; and to study in an educational environment or to act effectively in situations requiring cooperation and negotiation. To achieve these aims, the learner must also acquire the skills to use the language with sufficient fluency and naturalness to communicate effortlessly and to live in everyday, more specific, or more complex situations. Furthermore, through the five blocks of content, learners will be able to understand, produce, collaborate, mediate, and process both oral and written texts on a wide variety of general, specific, or more abstract topics, using different registers, styles, and lexical repertoires according to the situation.

Decreto 37/2018 (p. 37463-37464) states that once the competences and content set out in the Regulation have been acquired, the learner will be able to understand and produce well-organised oral and written texts adapted to different contexts and communicative situations in English-speaking countries with fluency and accuracy, although with some possible errors. They will also be able to communicate and interact effectively in a range of personal, public, educational and professional contexts. This information is detailed in Table 1.

Objectives for the Intermediate B2 English Level
Understand the general meaning, the essential information, the main points, the most relevant details, and the opinions and attitudes, both implicit and explicit, of speakers in conceptually and structurally complex oral texts, on topics of a general nature or within one field of interest or specialisation, articulated at normal speed, in a standard variety of the language and through any channel, even when listening conditions are not good.
Produce and collaborate on clear and sufficiently detailed oral texts of some length, of whatever medium, which is well organised and appropriate to the interlocutor and the purpose of the communication, on a wide variety of subjects of general or personal interest or within one's field of interest or specialisation, in a variety of standard registers and styles, with clear, natural pronunciation and intonation, and with a degree of spontaneity, fluency and accuracy which enables him/her to communicate effectively. However, he/she may still make sporadic errors which cause misunderstanding, which he/she is usually aware of and can correct.

Understand with sufficient ease the general meaning, the gist, the main points, significant details, implicit and explicit opinions, and attitudes of the author of conceptually and structurally complex written texts on a variety of subjects of general, personal or specialist interest, in some standard variety of language and containing commonly used idiomatic expressions, provided he/she can reread difficult passages.
Produce and collaborate on well-organised and sufficiently detailed written text of some length, in any medium, on a wide range of general topics of personal interest or related to one's field of specialisation, making appropriate use of a wide range of linguistic resources of the written language and adapting register and style effectively to the communicative situation.
Communicate with speakers of the target language or other languages every day and more specific and complex situations in personal, public, educational, and professional contexts.
Mediate between speakers of the target language or different languages in both everyday and more specific and complex situations in personal, public, educational, and professional contexts.

Table 1. Objectives for Intermediate level B2 by Decreto 37/2018

3. Theoretical Framework

This section will be characterised as the more theoretical basis of the work, as it will describe the methods chosen and followed for the design of the proposed programme and teaching unit for the *Escuela Oficial de Idiomas*. First of all, three approaches will be presented, based on communication as the main approach to teaching adults; the textbook that has been followed according to the one used in the *Escuela Oficial de Idiomas* of Valladolid; the role of the adult teacher and the specific learners, that is, what characterises them and/or how they should be followed and demonstrated in their teaching; and finally, the framework that has been created as a thread to give shape and continuity to the ten topics of the proposed teaching programme.

3.1 Methodological Approaches

This section describes three main methodological approaches to be used in the design of the teaching programme and the teaching unit to see how this theory can be applied in a classroom.

3.1.1 Communicative Approach

This approach is the one currently used in *Escuelas Oficiales de Idiomas*, especially in Valladolid, as it integrates the performance of tasks that contextualise linguistic acts to achieve better assimilation of the language and its functions, with a special emphasis on cooperation and collaboration among peers, placing the learner at the centre of learning (Escuela Oficial de Idiomas Valladolid, n.d.).

Furthermore, we will describe the communicative approach as Canale and Swain (1980, p. 2), i.e. a method characterised by the communicative functions of language (e.g. inviting, promising, describing...), which involve knowledge and emphasis on grammatical forms appropriate to their use, i.e. it does not omit or neglect grammar, but the approach is more communicative and collaborative. In other words, to learn a language such as English, we must not only focus on the grammar and vocabulary of the language, but we must also understand and use the language in different contexts as the situation requires (Leung and Creese 2009, p. 8). These authors in turn, (through Brown, 2001), mention several characteristics for creating activities for language use and communicative practice in the classroom, which are:

> ... Attending to the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence; using activities and tasks that would engage learners in the pragmatic, authentic, functional use of language for meaningful purposes; [s]tudents are therefore encouraged

> to construct meaning through genuine linguistic interaction with others (Leung and Creese 2009, p. 8-9).

Piccardo (2014, p. 11-12), in his support guide for teachers of the communicative approach, explains that it is no longer just a matter of explaining and memorising vocabulary, but of focusing on more communicative aspects to understand its real use, regardless of the situation in which it may be used. It is also mentioned that it is particularly important for the teacher to use authentic materials, from real life and close to the learner (such as articles, radio programmes, videos...) to teach the real meaning and content.

In other words, if we take this approach as the basis for a language school and the creation of activities, we must not only create attractive activities for the students, linking the function of language with language as such, but we must also promote the use and communication of language to achieve this, through the use of authentic materials. We must give importance to language itself, not just its more grammatical forms, as Piccardo (2014, p. 11) states: “Language cannot simply be presented as a set of rules to be learned, and language learning cannot be reduced to imitation. Learners must learn the language, not just about the language.”

3.1.2 Discourse-Based Approach

The discourse-based approach is closely related to the communicative approach, as it partly derives from it, but goes a little further in the methodological part, as Piccardo (2014, p. 13) explains: "proposing a fuller and more thorough vision capable of linking teaching and learning, objectives and evaluation, the individual and the social, the classroom and the world beyond."

The CEFR (2020, p. 9) explains several changes or versions that move away from the communicative approach and create the discourse-based approach. Perhaps the most important is the concept that language users themselves are social agents, i.e. "members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action." This means that the method will be action-oriented and that the communication that takes place in the classroom will be part of a larger social context to offer an equally larger meaning. Therefore, we will not only talk about communication, but we will also take into account other more personal or individual characteristics of language, such as cognitive or emotional resources.

In this section we will analyse two proposals, one older and the other more recent, on communicative competence within the proposal of the Discourse-Based Approach, not only to

understand it better and be able to put it into practice in the following sections of the work, but also to observe how this proposal for a methodology of teaching a foreign language can be successfully used for programming. We will follow Canale and Swain's (1980, p. 29-30) integrative second language approach and Piccardo's guidelines in line with the CEFR (2014, p. 23), which, as we will see below, are similar.

The first competence we observe in Canale and Swain is grammatical competence, characterised by its lexical component and knowledge of morphological, syntactic, semantic, and phonological rules; this is represented in the CEFR by linguistic competence, which in turn adds the part of "orthographic and orthoepic." The second competence is sociolinguistic competence, which Canale and Swain divide into two parts: "sociocultural rules of use and rules of discourse," analysing, among other things, the tone, the role of the participant or the discourse; and likewise, in the CEFR there is also a sociocultural competence, analysing the more social and characteristic part of the language and the speaker. The third would be strategic competence, which refers to the verbal and non-verbal language of the language, as well as the appropriateness of one speaker to the other in the foreign language, i.e. the appropriateness of language use depending on the context; this corresponds to the pragmatic competence of the CEFR.

Finally, Piccardo (2014, p. 23) explains that this approach goes a little further than the communicative approach in that it adds to the competences themselves the more personal side of the learner, such as their life experience, thus creating a multifaceted character for the world of communication within foreign language teaching.

3.2.2 Task-Based Learning

The main aim of Task-Based Learning is that students learn the language as a tool, through its real use and by setting themselves a series of objectives. Therefore, it can be a particularly good complement to the two previous methods for use within an *Escuela Oficial de Idiomas* programme, as it helps students to create and place themselves in authentic and real situations in the English-speaking world, where the use of communication is essential to achieve this exchange.

Task-Based Learning focuses on the learner and his or her learning activity, so the teacher's role is not the main focus, but rather helping the learner to successfully complete the activities and experiences in the foreign language. According to Languages DK (2014, p.4), teachers should choose topics that motivate students and capture their attention, so that language acquisition

can be promoted. Languages DK (2014, p. 4) also points out four characteristics for creating a task to achieve such motivation: "Allows for a needs analysis to be matched to identified student needs; is supported by the research findings of classroom-centred language learning; allows evaluation to be based on testing referring to task-based criteria; and allows for form-focussed instruction." Languages DK. (2014, p. 7) also, distinct parts to create and follow activities, starting with the motivation phase for the learner; then a pre-activity, where prior knowledge is scaffolded; the task activity as such; and finally, the post-activity or language-focused activity as a recall and evaluation of acquired knowledge. Therefore, when performing the different activities and during the process and with the content, learners will always use the language to complete it, so there will be language acquisition (Celik 2017, p. 105).

Likewise, Celik (2017, p. 106), through Nunan (2004), refers to all the principles that benefit this type of teaching, which are:

- The focus is on learning to communicate through interaction in the target language; therefore the learner needs to produce ideas and opinions.
- The use of authentic materials in the learning process.
- Abstract knowledge in task-based learning is put into practice and used in real-world applications.
- Learners focus not only on the language but also on the learning process itself.
- The contribution of learner's individual experiences to classroom learning.
- The classroom language and the language used outside the classroom should be linked.

To complete a task successfully, the student will use the four language skills and will have to interact with others, so the communication and interaction part will be greatly benefited and accentuated. Thus, Celik (2017, p. 107) also refers to the fact that students will be able to develop more confidence in themselves and therefore in the language because they will have several opportunities to put the knowledge they have already acquired into practice, which in turn will increase their motivation by managing to complete the tasks and being able to use the language in an authentic context.

3.2 Textbook

To draw up this program proposal for a B2.2 level in an *Escuela Oficial de Idiomas* in Castilla y León, we have taken into account and followed the example of the book English File, Student's Book and Workbook Pack by Latham-Koening, Oxenden & Chomacki (2020), from

now on referred to as English File (2020), which is currently used in the Valladolid language school (where part of this proposal has been implemented). For this purpose, the ten topics covered in the book and the contents of each of them (taking into account grammar, vocabulary, phonetics, writing, etc.) were studied to make an appropriate correspondence and comparison with the proposal made in this work. In addition, to continue the theme explained in the previous section, each topic will have a specific name related to the topics of climbing, adventures, or Mount Everest, to give more importance to the setting and to continue the motivation of the students throughout the school year.

This book was chosen not only because it is currently in use at *Escuela Oficial de Idiomas* in Valladolid, but also because this publisher has been used for several years in all levels of English and the students are already used to its organisation and distribution. For this reason, we have found a series of important reasons or points to use this textbook as a reference:

- Predetermined pedagogical bases and structures: textbooks already used by language schools have pedagogical bases that have already been tested by teachers and learners themselves. As mentioned in Main (2021), pedagogy in adult education is based on creating a supportive and engaging space to meet their needs, for example by incorporating examples from the real world closest to them. For this reason, the textbooks have already been studied and analysed, so that they form a solid theoretical model to be used as an example in this programming proposal.
- Adaptation to regulations and level: as mentioned above, this publisher works with all levels of English at the language school (from the most beginner to the most advanced), so there is a previous analysis done in terms of adapting the level and content.
- Methodology: English File (and other language school textbooks) is based on a more communicative approach as the pillar or basis of these centres, so following this teaching approach, together with Task-Based Learning and Discourse-Based Approach, a broader and more specific approach to language learning will be achieved. In addition, this book takes into account that the vast majority of its students and users are Spanish, so it includes additional exercises or common mistakes for Spanish speakers. The content of the book, based on the levels of English and the requirements of the CEFRL framework and *Decreto 37/2018*, will be the main consideration for the design of the teaching unit and the proposal of the other nine units.

- Activities and resources: although the proposal and focus of the teaching unit for this work have been made mostly from scratch and own creation, the textbook itself contains a wide variety of activities and resources (exercises, videos, audio files, texts...) that can continue to be used for the student's learning.
- Accessibility: this textbook is available in both physical and digital formats so that students will continue to use it in a certain way and will continue to benefit from all kinds of material, as well as from its use in class by the teacher with the digital whiteboard. As Main (2021) also mentions, access to education for adults is essential, as many of them may find it difficult for distinct reasons (work, education, family...). Therefore, a book with a strong pedagogy for adult education that focuses on making adult education as accessible as possible will be used as a basic model for this work.

The table below (Table 2) shows an example of the correspondence between topics, the content to be covered and the material to be given to students at the end of the topic, following the example of the English File (Latham-Koening, Oxenden & Chomacki, 2020).

Nº	**Unit name**	**Unit connection with the book**	**Contents**	**Mt. Everest material**
1	We all are Mt. Everest	Questions and answers It's a mystery	Question formation, auxiliary verbs, comparatives; compound adjectives	Oxygen tank
2	The big giant	Doctor, doctor! Act your age	Present perfect and continuous, adjectives in order and as nouns; illnesses and injuries, and clothes and fashion	Climbing helmet and first aid kit
3	VISA to Nepal	Fasten your seat belts A really good ending?	Narrative tenses, past perfect continuous, the position of adverbs; air travel and adverbs	Crampons
4	Are you sure you want to climb it?	Stormy weather A risky business	Future perfect and continuous, zero and first conditional; the environment and phrases with take	Prussiks
5		I'm a survivor		

	The revolution continues	Wish you were here	Unreal conditionals, use of wish; feelings and -ed/-ing adjectives	Alpine climbing harness
6	Eye of the Tiger	Night night Music to my ears	Used to, be used to, get used to, and gerunds and infinitives; sleep and music	Ice Axe
7	If Once You've Slept on an Island	Let's not argue It's all an act	Past modals and verbs of the senses; verbs often confused and the body	Trekking poles
8	On the run	Cutting crime Fake news	Passive voice and reporting verbs; crime and punishment, the media	Ascender
9	Is it culture or just business?	Good business? Super cities	Clauses of contrast and purpose and uncountable and plural nouns; business and word building	Rappel
10	Does the Everest exist?	Science fact, science-fiction Free speech	Quantifiers and articles; science and collocation	An award

Table 2. Summary of the units

As can be seen in the table above, as in the book, the proposal of this work consists of ten units, titled with the name of a film, documentary, book, or song related to Mount Everest, as the main protagonist, and other complementary themes, in order to relate it to the content of grammar, vocabulary, and pronunciation. Moreover, it can be used to introduce the topic or as a resource and/or activity during the teaching of this topic. All the proposed topics correspond to those already designed by the publisher and authors of the book, and the contents are in line with those of the book and those required by *Decreto 37/2018*. In addition, as explained above, the proposal includes the material for climbing Everest to be distributed at the end of the topic, as a symbol of the students' process.

3.3 Role of the Teacher and the Student

In this section of the paper, we will first define the learner as the most essential part of adult learning, i.e. what factors and characteristics define them and how they differ from younger

learners, to be able to see that although they are older and adults, they can achieve equally successful learning.

3.3.1 Characteristics of the adult learner

There is an eternal debate about the most appropriate or perfect age to start learning a second language, with many arguing that it should be as early as possible, i.e. the younger the child, the better they will be able to acquire the language skills. However, many other experts disagree with this, so this part of the paper will use various articles and papers to define and understand the different learning needs of adults, as they are different from those of a child. As Cozma (2015, p. 2) explains in her work discussing the characteristics that adults present: "Although not all methodologists share this view, there seems to be a consensus that the age of the learner is associated with specific needs, competencies and cognitive abilities, which in turn are associated with characteristic patterns of teaching and learning."

In turn, she takes research and articles from other authors such as Knowles (1984), Harmer, (2007), Lightbown and Spada (2006), and Frentiu and Cozma (2013) who have studied the problems of adults in learning. Therefore, we will follow the article by Cozma (2015) as a summary to observe and define the "cognitive, attitudinal and behavioural characteristics presented by the adult students" (Cozma 2015, p. 2-3):

- Cognitive characteristics: although we know that young children's brains have more plasticity than adults so that they can develop more language skills and acquire language more easily, we must not forget the many other advantages that an adult can have over a child, nor declare that they are less efficient learners when it comes to learning a language. More adult learners have an advantage in terms of how the language works in general (grammar, conjugation...), so teaching must be adapted to their level of maturity to achieve positive and appropriate results. In the same way, Alhasov et al. (2020, p. 15), in their study on the motivations of adults learning a foreign language, concluded that one of the barriers or fears of learners that they had encountered the most was that of making mistakes, i.e. learners were afraid and/or anxious of making mistakes when speaking, starting a new language or not learning it as such, so they often preferred not to speak in class in order not to fail. Therefore, we can see that adults still have different insecurities when it comes to being in class and learning a new language, so the classroom should be a safe space where they are not afraid to act.

- Attitudinal characteristics: a key factor and one of the biggest differences we can find between younger learners and adults is the reason and motivation for learning, in this case, a foreign language. For adults, it will always be their main motivation, whether it is personal, professional, educational, or simply for life change and leisure. Therefore, many will see learning something new as a factor in improving their self-image and achieving individual goals, so they will be more naturally cooperative than a much younger learner. This can be observed in a language classroom, as it is an 'extracurricular' and entirely optional education, and students enrol to achieve several personal goals. Alhasov et al (2020, p. 18) argue that to achieve an effective methodology for teaching English to adults, one must first create a safe and relaxed space in which these fears and insecurities can be put aside. This can be achieved by providing examples of activities that can be motivating enough to make learning productive and interesting for them, such as online applications, videos, or audiobooks (Alhasov et al. 2020, p. 18). Therefore, we observe that the motivational factor is essential for adult education, which is why Sogunro (2014, p. 28-33), through his research on adults and the characteristics that most motivated them in higher education, concluded that eight factors are essential for them to achieve successful learning: relevance and pragmatism, interactive classrooms and effective management practices, progressive assessment and timely feedback, self-direction, conducive learning environment, and effective academic counselling practices.
- Behavioural features: another factor that distinguishes adults from younger children is the way they behave in the classroom, taking their educational process seriously, participating actively and with attitude in the classroom (without asking irrelevant questions, carrying all the necessary materials, informing the teacher of their possible changes...). Therefore, it is important to establish a relationship between teacher and student as equals in order to achieve the proposed personal and educational goals.

In addition, Knowles et al. (2005) refer to Lindeman's previous study, which distinguishes adult education from “conventional” education in that young adults may also be learning new knowledge alongside older adults, a situation that occurs daily in the classrooms of *Escuelas Oficiales de Idiomas*. As he notes: “The implication here is that youths might learn better, too, when their needs and interests, life situations, experiences, self-concepts, and individual

differences are taken into account" (Knowles et al. 2005, p. 40). On this basis, we can further contrast Lindeman's assumptions regarding his research on adult motivation to learn, which form the basis of current adult learning theory (Knowles et al. 2005, p. 39). Lindeman (1926) develops 5 main characteristics:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy and should therefore be proposed as a starting point for adult activities.
- Adults' orientation to learning is life-centred, therefore, when creating units and topics a kind of real, everyday situation for adults should be taken into account, i.e. life situation and not only subject.
- Experience is the richest source for adult learning, so the methodology of adult learning should be based on the previous experiences of adults.
- Adults have a deep need to be self-directing, therefore the teacher should.
- Individual differences among people increase with age, therefore, education will have to focus on reaching all audiences, taking into account differences in style, time, place, or pace of learning.

3.3.2 What the adult teacher is like

Having described the target group of adult learners and their main factors and characteristics to achieve a successful and enjoyable lesson, removing fears and insecurities, we need to look at how a teacher of English as a foreign language for adults should be or act. As Simpf (2022) explains, the teacher must try to meet the needs of all learners, which is quite difficult as she is at a disadvantage in large classes; however, the teacher's key role is to stimulate interest in the subject, so she must adapt and take on distinct roles depending on the time of the lesson.

This can be clearly and quickly observed thanks to Harmer (2007, p. 112), who explains the distinct types of teacher roles and how to adopt them, concluding that although there are eight different roles, a teacher can and should adapt and change his or her behaviour depending on the activity. In other words, the teacher should change his or her performance and therefore we consider the teacher as a performer (Harmer 2007, p. 112-113), as he or she will be able to change his or her performance by changing the tone, the energy used or the attitude, for example.

We, therefore, understand that the role and attitude or behaviour of the teacher during the lesson will, in turn, affect the student's confidence and enjoyment of the lesson itself. If we ignore this relationship, or if the teacher's role is affected in such a way that he/she cannot empathise or understand the students themselves, the affective filter will be raised, which will harm the students' learning, as Du (2009, p. 164) explains. In addition, a language teaching method that

uses humorous language and enlightens students must be achieved to achieve all that has been described so far, i.e. a light and safe environment for the students, adding cultural characteristics and background knowledge of English (Du 2009, p. 164). In addition to the importance of lowering the affective filter of the learners, creating peer relationships and trust in the classroom, and considering the importance of the adaptability of the language teacher, Lucardie (2014, p. 443) mentions that the inclusion of humour and laughter, in a more informal aspect, helps to create such an environment free of anxiety or fear for the learners. In other words, students need to have fun, communicate, and interact with the rest of their peers, so by interacting with each other, they contribute to having fun and enjoying the educational experience (Lucardie 2014, p. 443).

Finally, it is important to refer to the obstacles that teachers must also help their students to overcome and those that they may encounter, referring to the factors described in the section on previous adult learners, this time following Alhasov's work (2020, p. 16):

- Cognitive-communicative barriers, taking into account the fears and insecurities that adults may have. Therefore, the teacher will aim to create a supportive environment, without penalising or criticising mistakes, but teaching that they are part of the educational process.
- Negative perceptual barriers are related to the previous one as they relate to the learner's own negative self-image of learning English, i.e. low self-confidence; here the teacher has to act as a language helper and supporter.
- Organisational barriers refer to the educational system and methodologies used, as the learners have already had various experiences with the language, but with other systems or teaching methods that may no longer be used. An example of methodological differences to understand this possible obstacle, as explained by Cozma (2015, p. 12-13), is the fact that adults usually prefer prior exposure to grammar and then move on to practice and communication, so an important part is the presentation of grammar or vocabulary.
- Behavioural barriers refer to a more personal part of adult learners' lives, either because of their limited free time, the way they organise themselves or their self-control. However, the point is that by finding and using the right teaching method, adults themselves can overcome such barriers to learning a new language.

We can end this section with some conclusions about how to achieve successful adult education and how the teacher, the classroom and the learner need to relate to each other, taking into account all the factors mentioned above. There is a need to create a safe classroom environment where learners can learn without fear and/or anxiety; and to create the kind of learning activities and situations that can be useful or have real application in their everyday lives, using their previous experiences for learning. Adult teachers still have a wide variety of resources and activities at their disposal, without falling into the traditional children's game, adults can do any activity that has a purpose, and a motivating goal and that they find fun and enjoyable. The teacher will act as a mediator and facilitator of knowledge for the students, assuming a closer personality and relationship between the students and themselves. In other words, the rapport, the relationship between teacher and student must be close, respectful between equals and enjoyable for all (Harmer 2007, p. 113). In other words, the teacher must be someone who adapts to the needs of his or her students to adapt the activities and methodology to be taught, as Piccardo (2014, p. 10) points out when explaining the role of the teacher within the communicative approach. Alsahov et al. (2020, p. 7) mention that when teaching a language, it is necessary to use a variety of tools to get the adult to approach it, so that we do not only have to focus on teaching the most grammatical part of the language, but the teacher has to create situations that are related and connected to the students: "This means that it is necessary to simulate a context in which an adult chooses a certain tense form and uses it in communication." Finally, Piccardo (2014, p. 12) explains that thanks to the Communicative Approach, there is a change of roles between the teacher and the student: "The learner not only becomes a communicator engaged in the negotiation of meaning but also takes greater responsibility for his or her learning. The teacher is by turns "a 'model,' a 'facilitator,' an 'organizer' of activities in the classroom."

3.4 Setting

For the proposal of this Master's thesis, we have considered the possibility of programming a programme for the *Escuela Oficial de Idiomas* under the same theme or common thread to increase the motivation and participation of the students. It is not easy to decide or think of a theme that will motivate and please students equally, as they all have different preferences and tastes, especially when the profile is as diverse as it is in *Escuelas Oficiales de Idiomas*. We should not forget that language schools in Castilla y León are open to students from the age of 16 (with parental authorisation) and there is no age limit for staying in the school and moving on to the next course. Therefore, it is necessary to analyse and plan a subject that can be of

interest to both a 16-year-old teenager and a person over 70 years old, studying together in the same class and at the same level.

We often observe a decrease in the use of settings and decorations in classrooms: in preschool education, teachers decorate their classrooms extensively for the youngest children, to achieve a safer and even more playful learning environment; in primary education, they also decorate, but we observe changes, focusing more on exhibitions of projects or more formative aspects; in secondary education and baccalaureate, we find almost no decorations or ornaments on the walls of classrooms, maintaining a more sombre and less atmospheric environment. Finally, language schools often do not have much decoration, apart from the odd poster relating to the language being taught in the classroom or important notices for the students. In other words, when teaching is aimed at adults, the environment and layout of the classrooms lose importance or impact.

Taking into account the importance of the setting, the design of the class, the role of the teacher and the students and other factors, a theme needs to be created that can incorporate the interests of adults aged 18 to 70, and that is not only based on their interest or taste, but also addresses other factors such as fun, socialisation or a safe classroom environment. According to Lucardie's study and research (2014, p. 439), the inclusion of elements of fun and enjoyment in adult education means a greater motivation to participate in this type of education or course. According to his study, several teachers and adult learners were asked about fun and enjoyment in adult learning and all learners were quick to respond about aspects they liked or enjoyed about the courses they were enrolled in, i.e. all the positive aspects they saw. On the other hand, the teachers interviewed responded from another perspective, they did not talk so much about fun or enjoyment in the classes, but about other aspects that were equally important for them to carry out their teaching, such as motivation, participation, or the safety of the learners themselves to be in class (Lucardie 2014, p. 442).

With this in mind, the importance of motivation in adult learning to achieve safety, confidence and enjoyment in the classroom is undoubtedly important. As Penman and Ellis (2009, p. 156-157) point out in their study on the concept of “love of learning,” students responded that for them this term meant pleasure, a kind of individual love of learning and the motivation that comes with it, the passion for knowing and understanding new things, feelings of curiosity, empowerment and the relationships and aspects learned or acquired beyond the course itself.

To achieve this, a realistic, but at the same time unattainable or difficult-to-achieve theme has been chosen to try to motivate all students equally: climbing Mount Everest. In order to implement this theme and make it last from the beginning to the end of the course, the following option is proposed: at the end of each subject, the students will receive an individual object (to make it easier and more achievable, the objects will be drawings) made of the material corresponding to what is needed to climb Mount Everest (an ice axe, crampons, a harness, a helmet...) as a symbol that they have passed the "level" or subject. In addition, the class will have various decorations, in particular a large drawing of the mountain, so that at the end of each topic a pupil can present a photocopied picture of the class as a representation of the effort and group work, they have done together. The figure below (figure 1) shows a graphic representation of how the topics and the central theme would be distributed around Mount Everest.

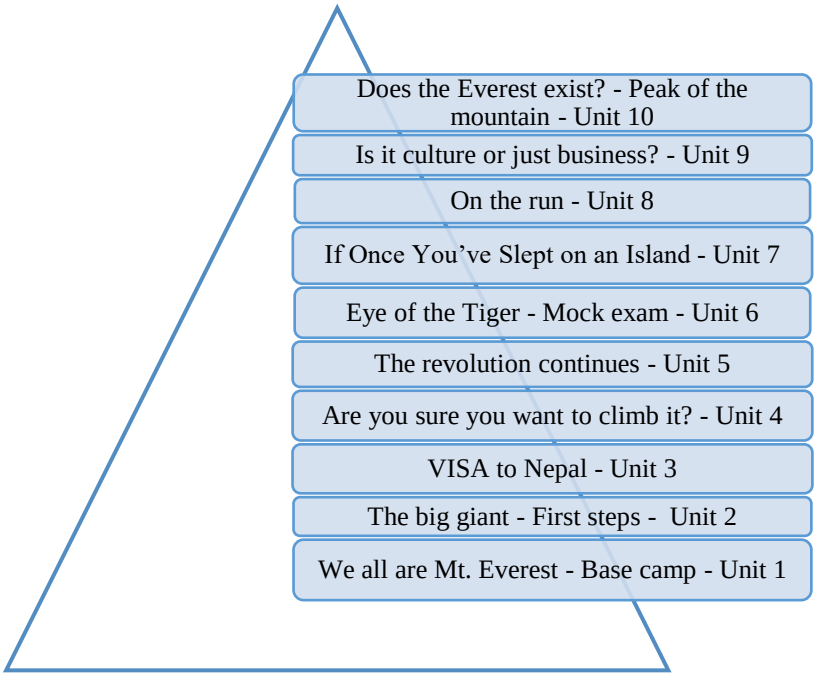

Figure 1. Representation of the poster with the units and topics

4. Teaching Programme

In this section we will present the ten units of the teaching programme, which have been created by bringing together the main contents of the book and the theoretical and legal framework of this work, thus creating an innovative and authentic programme. As explained above, the tables are divided into the four language skills plus the teaching part, which consists of written or oral activities; there is also a content part (referring to more specialised grammar and vocabulary) and a pronunciation part with phonetics or specific speech elements.

UNIT 1 - WE ALL ARE MT. EVEREST	
Main topic	Interviews and mysteries
Contents	**Grammar:** question formation, auxiliary verbs, and comparatives
	Vocabulary: working out meaning from context; and compound adjectives and modifiers
Pronunciation	Intonation: showing interest and sentence rhythm
Reading	Students will read a text about the different myths in the world
Writing	Students will create a short biography about themselves comparing their lives
Listening	Students will see part of the documentary "Everest for Mountaineers" (https://www.youtube.com/watch?v=y7wo6IwOyWc)
Speaking	Students will make guesses about another person
Mediation	Students will have to represent an interview having different roles and features
Mt. Everest material	Oxygen tank

Table 3. Unit 1 from the teaching programme

UNIT 2 – THE BIG GIANT	
Main topic	Medical aspects and fashion
Contents	**Grammar:** present perfect simple and continuous; using adjectives as nouns, and adjective order.
	Vocabulary: illnesses and injuries; clothes and fashion
Pronunciation	Vowel sounds and the following sounds: /k/, /ʃ/, /ʧ/, /dʒ/
Reading	Students will read the poem *Everest* by Silas S. https://www.montana.edu/everest/resources/documents/EverestPoems.pdf
Writing	Students will create an infographic about first-aid cares
Listening	Students will watch a TED Talk about clothes
Speaking	Students will compare their age-gap differences and similarities
Mediation	Students will answer an email from a friend who is asking for fashion advice
Mt. Everest material	Climbing helmet and first aid kit

Table 4. Unit 2 from the teaching programme

UNIT 3 – VISA TO NEPAL	
Main topic	Air travel and stories
Contents	**Grammar:** narrative tenses, past perfect continuous, so/such ... that; and position of the adverbs and the adverbial phrases.
	Vocabulary: air travel and adverbs (plus adverbial phrases).
Pronunciation	Irregular past forms, sentence rhythm; word stress and intonation
Reading	Students will read a blog about a trip to Nepal (https://worldexpeditions.com/Blog/traveller-story-nepal-everest-base-camp-trip)
Writing	Students will write an opinion essay about the dangers of travelling
Listening	Students will listen to a flight attendant announcing safety instructions
Speaking	Students will advise on the benefits of reading
Mediation	Students will compare different return tickets to Nepal, and they will choose the best option
Mt. Everest material	Crampons

Table 5. Unit 3 from the teaching programme

UNIT 4 – ARE YOU SURE YOU WANT TO CLIMB IT?	
Main topic	Environment and risky aspects
Contents	**Grammar:** future perfect and future continuous; zero and first conditionals, future time clauses
	Vocabulary: the environment and weather; expressions with take.
Pronunciation	Vowel sounds and linked phrases
Reading	Students will read an report about extreme sports
Writing	Students will create different predictions about our environmental future
Listening	Students will watch part of the documentary "The Inside Story of Mount Everest's Deadliest Climbing Season" (https://www.youtube.com/watch?v=gOG8ufHmqIY)
Speaking	Students will debate about taking risks (buying something expensive online, starting a new business, online dating...)
Mediation	Students will write an answer to a friend of hers/his to explain the information of a poster about being eco-friendly
Mt. Everest material	Prussiks

Table 6. Unit 4 from the teaching programme

UNIT 5 – THE REVOLUTION CONTINUES	
Main topic	Feelings
Contents	**Grammar:** unreal conditionals; wish for present/future and wish for past regrets.
	Vocabulary: feelings and expressing feelings with verbs or -ed/-ing adjectives
Pronunciation/Phonetics	Word stress in three- or four-syllable adjectives; and sentence rhythm and intonation
Reading	Students will read the story of the first woman to climb and reach the peak of Everest (https://www.nationalgeographic.com/adventure/article/first-woman-to-climb-everest-junko-tabei-dies)
Writing	Students will write a post about staying safe in different scary situations (being lost in the jungle, walking alone at night...)
Listening	Students will listen to the song "Ain't no Mountain High Enough" by Marvin Gaye and Tammi Terrell
Speaking	Students will talk about their past regrets and what they wish they could have done instead
Mediation	Students will answer a friend, through a short voice message, explaining his/her wishes for the future holidays
Mt. Everest material	Alpine climbing harness

Table 7. Unit 5 from the teaching programme

UNIT 6 – EYE OF THE TIGER	
Main topic	Sleep facts and music
Contents	**Grammar:** used to, be used to, and get used to; gerunds and infinitives.
	Vocabulary: sleep and music
Pronunciation	/s/ and /z/; words from other languages
Reading	Students will read an article about the benefits of sleeping
Writing	Students will write a for and against essay about listening to music while doing homework (studying, working, doing housework...).
Listening	Students will listen to the song "Eye of the Tiger" by Survivor (https://www.youtube.com/watch?v=btPJPFnesV4)
Speaking	Students will research sleeping facts and compare them with their partners
Mediation	Students will give their opinion (orally or written) about the following statement: "Meditation and yoga are beneficial for your anxiety."
Mt. Everest material	Ice axe

Table 8. Unit 6 from the teaching programme

UNIT 7 – IF ONCE YOU'VE SLEPT ON AN ISLAND	
Main topic	Arguments and the body
Contents	**Grammar:** past modal verbs, and verbs of the senses
	Vocabulary: verbs often confused; and the body
Pronunciation	Weak form of have; and silent consonants
Reading	Students will read "If Once You've Slept on an Island" by Rachel Field (https://allpoetry.com/If-Once-You-Have-Slept-On-An-Island)
Writing	Students will write about a photo or a picture, describing everything they can see (what are they doing, feeling, the objects surrounding...)
Listening	Students will listen to the song "Feel" by Robbie Williams
Speaking	Students will do a roleplay in which they are flatmates and have several arguments because of the housework
Mediation	Students will have to summarise and explain to somebody (orally or written) a picture about "how to win an argument with your boss"
Mt. Everest material	Trekking poles

Table 9. Unit 7 from the teaching programme

UNIT 8 – ON THE RUN	
Main topic	Crimes and fake news
Contents	**Grammar:** passive voice, and reporting verbs
	Vocabulary: crime and punishment; and the media
Pronunciation/Phonetics	The letter "u" and word stress
Reading	Students will read a newspaper about a felony on Mount Everest: "Mt. Everest Beckoned, So He Climbed Without a Permit. Now He's Under Arrest" (Bandari and Najar 2017) (https://www.nytimes.com/2017/05/17/world/asia/mount-everest-climber-arrested-permit.html)
Writing	Students will rewrite different crime statements using the passive voice
Listening	Students will watch a video talking about the dangers of social media
Speaking	Students will play "Never have I Ever" using vocabulary about crimes
Mediation	Students will have to give the main information to another partner about a poster talking about "how to spot fake news on the Internet"
Mt. Everest material	Ascender

Table 10. Unit 8 from the teaching programme

UNIT 9 – IS IT CULTURE OR JUST BUSINESS?	
Main topic	Advertisements and supercities
Contents	**Grammar:** clauses of contrast and purpose; uncountable and plural nouns
	Vocabulary: advertising, business; and word building (prefixes and suffixes).
Pronunciation	Changing stress on nouns and verbs; word stress with prefixes and suffixes
Reading	Students will read an article which explains fake cosmetics and consumer trends
Writing	Students will write a short story using the following: "What makes my city the most beautiful in the country is that..."
Listening	Students will watch a part of the movie "Sherpa" (2015)
Speaking	Students will ask their partners questions about past and future travels
Mediation	Students will explain to a partner the controversies about an advert they looked for
Mt. Everest material	Rappel

Table 11. Unit 9 from the teaching programme

UNIT 10 – DOES THE EVEREST EXIST?	
Main topic	Science fiction and speeches
Contents	**Grammar:** quantifiers, and articles
	Vocabulary: science and colocations
Pronunciation	Stress in words families, and pausing and sentence stress
Reading	Students will read three different speeches made by politicians talking about the future world and they will then compare them
Writing	Students will make up a short story about what they think future cities will be like
Listening	Students will listen to a part of a science fiction short story by Isaac Asimov, “Everest” (2023).
Speaking	Students will answer different questions or statements asked by children about science facts (why the clouds are white, why the sky is blue...)
Mediation	Students will summarise the information of a picture talking about Artificial Intelligence
Mt. Everest material	An award

Table 12. Unit 10 from the teaching programme

5. Teaching Unit

In this section, we will present and explain the teaching unit selected and implemented in the *Escuela Oficial de Idiomas* of Valladolid, which corresponds to unit number 7 of the previous programme. The specific objectives of the teaching unit will be described to promote the general objectives of this work and to contribute to the achievement of the objectives of the annual teaching programme. Likewise, the key and specific competences and contents according to *Decreto 37/2018* will be translated and written in order to carry out the activities and sessions, as well as the proposed evaluation and the results to be achieved by the students themselves. A series of tables specific to the curricula are presented below.

As already mentioned, the unit chosen for this Master's thesis proposal is number seven, entitled "If Once You've Slept on an Island", referring to the poem by Rachel Field, as explained in the previous section. To be able to carry out the programmed sessions, a prior analysis of the methodology, approach and relevant Spanish legislation described above will be carried out, taking into account the target group, as well as the specification of the objectives, contents, and evaluation criteria to be followed for each lesson and as a general one for the whole unit 7. As mentioned at the beginning of this work, part of this teaching unit was carried out in the *Escuela Oficial de Idiomas* of Valladolid during the Master's course, specifically the first four sessions to be described and presented.

The unit has been designed for a class of twenty adult learners aged between 17 and 65, although on most days there are only ten or twelve learners in the English class. Although they are of quite different ages, they share other similarities, such as being motivated to come to English classes to improve their level of English, whether for academic or work-related needs or personal motivation; they all want to obtain a level certificate in preparation for the certification exams in June. In addition, they have all attended previous courses at the same *Escuela Oficial de Idiomas*, so many of the students knew each other beforehand, so they were greatly confident with each other from the beginning of the course. This teaching unit will be able to develop the five areas of communicative competence within the *Escuelas Oficiales de Idiomas* (oral comprehension, written comprehension, oral production, written production, and mediation), which in turn correspond to the four skills (speaking, writing, reading, and listening, as explained before).

The central theme of this unit is Rachel Field's poem, which deals with the personal and individual transformation a person can undergo after embarking on an adventure, in our case

climbing Mount Everest. It is linked to topics already studied, as can be seen in the previous section since this topic deals with the use of modal verbs and verbs of the senses. Still, thanks to the use of the poem in the first sessions, it will be linked to the topics of conditionals and the present perfect, as well as the study or analysis of the vocabulary of feelings and the use of adjectives, since it is a poem.

5.1 Specific Objectives, Competences, and Contents

Some specific objectives have been taken into account in the creation of the teaching unit, as set out and translated in *Decreto 37/2018* (p. 37463- 37475). In the following Table 13, only the specific objectives considered in the didactic unit are listed, i.e. not all of them will appear and they will be divided according to the type of activity specified (understanding oral texts, producing and co-producing oral texts or understanding written texts, among others). The number, which is observed together with the specific objective, refers to the order it occupies within the *Decreto 37/2018*.

Specific Objectives	
Activities for understanding oral texts	3. Understands, with the help of images (diagrams, charts, graphs, photographs, videos), the main ideas, relevant details, and general implications of linguistically and grammatically extensive presentations, talks, speeches… 4. Understands the main ideas and broader implications of relatively long, lively, informal conversations and discussions between two or more people on familiar, topical, or self-interested subjects…
Production and co-production of oral texts:	1. Makes public statements on general matters and more specific matters within one's field of interest or specialization, with a degree of clarity, fluency and spontaneity which does not cause tension or discomfort to the listener. 2. Produces clear, detailed text of some length, prepared in advance, on a wide range of general or specialist topics, explaining points of view on a subject, giving reasons for or against a particular…
Understand written texts	1. Understands long and complex instructions, directions, and other technical information in their field of interest or specialization, including details of conditions and warnings.
Activities for producing and collaborating on written texts	8. Writes medium-length, clearly structured reports in a conventional format, presenting a topic in some detail and developing an argument,

	arguing for or against a particular point of view…
Mediation activities	2. Synthesizes and communicates orally the main information and arguments and relevant aspects from a variety of written texts from different sources…

Table 13. Specific Objectives for the Teaching Unit by Decreto 37/2018

In the following Table 14, we will refer to the competences and contents of the level, followed by the specific objectives, so that, as in the case of the latter, only those that are integrated into the teaching unit will be mentioned (*Decreto 37/2018,* p. 37463- 37475). Following these indications, we can see that the learner will be able to use a wide range of vocabulary and grammatical repertoires, for example, to formulate hypotheses about content and context, to narrate past events, to describe present states and to predict future events; or to express needs, desires, intentions, and other communicative acts. In turn, the learner will be able to use both epistemic and deontic modalities and to produce and co-produce oral and written texts. Table 14 is subdivided according to the type of activity and the contents and competences chosen to be worked on during this teaching unit (dividing them into different numbers, according to their place within *Decreto 37/2018*).

Competences and Contents for Intermediate level B2	
Listening comprehension activities	1.2.2 Strategic skills and content: Formulate hypotheses about content and context. 1.2.3. Functional and content competence: - Narrating specific and habitual past events, describing present states and situations, and expressing future events and short-, medium-, and long-term predictions. - Expressing needs, wishes, intentions, wills, decisions, promises, orders, permissions and prohibitions, exceptions, and objections: to advise; to warn; to alert; to threaten; to encourage; to encourage... 1.2.5. Syntactic competence and content: - Epistemic modality (ability, necessity, necessity, possibility, probability) and deontic modality (will, permission, obligation, prohibition).
Production and co-production of oral texts	2.2.2. Strategic competence and content: expressing the message clearly and coherently, structuring it appropriately and adapting it to the models and formulas of each type of text. 2.2.3. Competence and functional content. Expression of need, desire, intention, will, decision, promise, command, authorization

	and prohibition, exemption, and objection: advise, warn, alert, encourage... 2.2.5. Syntactic competence and content: Knowledge, selection, and use of varied and complex syntactic structures specific to the spoken language, depending on the communicative domain and context, to express oneself...
Written text comprehension activities	3.2.2. Strategic competence and content: Formulating hypotheses about content and context. Identify the type of text and adapt comprehension. 3.2.3. Functional competence and content: Exchanging information, indications, opinions, beliefs and points of view, advice, warnings, and messages. Formulating proposals, conditions, and hypotheses. 3.2.5. Syntactic competence and content: Epistemic modality (ability, necessity, possibility, probability) and deontic modality (will, permission, obligation, prohibition).
Competences and contents	4.2.2. Strategic competence and content: expressing the message clearly according to the models and formulas of each type of text. 4.2.3. Functional competence and content: Expressing needs, wishes, intentions, wills, decisions, promises, orders, permissions and prohibitions, exceptions, and objections... 4.2.5. Syntactic competence and content: epistemic modality (ability, necessity, possibility, probability) and deontic modality (will, permission, obligation, prohibition).
Mediation activities	5.2. Intercultural competence and content: Management of intercultural knowledge, skills and attitudes that enable mediation activities to be carried out with a certain degree of flexibility: cultural self-awareness; sociolinguistic awareness; sociolinguistic awareness; intercultural competence and content.

Table 14. Specific Competences and Contents for the Teaching Unit by Decreto 37/2018

5.2 Aims

Taking into account, in particular, *Decreto 37/2018*, the contents that we want to develop with all the units and the main objectives of this Master's thesis, this teaching unit has its own objectives directly addressed to the learner, so that the learner will be able to:

- Understand and use past tense modal verbs appropriately in verbal contexts.
- Differentiate between the use of past and present tense modal verbs.
- Recognise and use the weak forms of 'have' in appropriate contexts.

- Compare "would rather" with other similar structures such as "prefer" and "would prefer".
- Explain the differences in meaning and usage between verbs that are often confused in English.
- Use correctly “verbs often confused” according to the context and purpose of communication when discussing or debating in English.
- Identify vocabulary relevant to arguments and/or debates.
- Create and write sentences using modal verbs of deduction in both present and past tenses.
- Solve and negotiate with a partner using the specific grammar and terminology used during the unit.

5.3 Assessment

In this part, as in the previous two parts, we will take *Decreto 37/2018 (*p. 37465 - 37475) as a reference to mention the specific evaluation criteria that will be worked on and obtained through the activities of the teaching unit corresponding to Unit 7. It is also important to point out that no other type of evaluation is carried out on the students because, unlike in other types of education (such as formal education in high schools, for instance), in *Escuelas Oficiales de Idiomas* there are no continuous evaluations since there is only one test exam in February to monitor the student's progress, but this does not count for a mark. Only June (and/or September) exams are used to progress or certify the language level. However, in the appendix section, a sample of the sections that they assess within the exams themselves is added (provided by *Escuela Oficial de Idiomas de Valladolid*, see Appendix I). Table 15 specifies first the type of evaluable activity (as in Table 14) and then, in the right-hand column, the number of the assessment criteria and its description. As specified in the assessment criteria for this level, the learner will be able to select and use appropriate strategies to understand the real meaning of texts; demonstrate good control of simple or more complex syntactic structures; manage interaction effectively and collaboratively; and adapt texts to the given situation.

Assessment Criteria for Intermediate Level B2	
Listening comprehension activities	1. Knows and effectively selects the most appropriate strategies in each case for understanding the overall meaning, the essential information, the main points, the most relevant details, and the signalled opinions and attitudes...

	3. Distinguishes the communicative function(s) of the text, both secondary and primary, and appreciates the differences in intention and meaning of different speakers according to context, genre, and text type.
Production and co-production of oral texts	7. Demonstrates good control of common and some more complex syntactic structures, with some sporadic slip or non-systematic error that can be corrected retrospectively, selecting them flexibly and appropriately... 9. Initiates, maintains, and closes discourse appropriately, making effective use of turns, although not always elegantly, and manages interaction flexibly, effectively, and collaboratively, confirming his/her understanding...
Written text comprehension activities	3. Distinguishes the communicative function(s) of the text, both secondary and primary, and appreciates the differences in communicative intention and meaning of different exponents of the same according to context, genre, and text type.
Competences and contents	5. Demonstrates good control of common syntactic structures and some more complex ones, with some sporadic slips or non-systematic errors that do not affect communication, selecting them flexibly and appropriately according to the communicative intention in the specific context.
Mediation activities	2. Knows, selects with attention, and knows how to apply effectively and with a certain naturalness appropriate strategy to adapt the texts to be processed to the purpose, situation, participants, and communication channel, through different procedures.

Table 15. Specific Assessment Criteria for Intermediate Level B2 by Decreto 37/2018

5.4 Sessions: Lesson Plans

In this section, a series of tables will be presented to specify the proposed teaching unit. The following table (Table 16) is a general summary of the eight sessions that would be carried out during the teaching unit, each lasting two hours, following the timetable of the *Escuela Oficial de Idiomas* of Valladolid. In addition, the first four sessions are those that were carried out in practice during March and therefore require a series of evaluations, suggestions, and improvements to be made; the other four are proposed to complete the teaching unit and as a possibility to be carried out in the future.

Activities per session			
Session 1 Introductory activity: reviewing modal verbs Speaking: let's think… Grammar explanation and activities: modal verbs Reading: "If Once You've Slept on an Island" by Rachel Field Speaking activity: let's argue Closure: teacher explanation	**Session 2** Introductory activity: let's argue Listening activity: psychological tips Speaking activity: roleplay Grammar activity: Would you rather…? Grammar activity: verbs often confused Closure: homework	**Session 3** Introductory activity: Checking homework Reading Writing: for and against Speaking: hypothesis board game Listening activity: BBC shows Closure: mediation activity	**Session 4** Introductory activity - Listening: "Feel" Grammar activity: feeling adjectives Listening activity: what is going on? Speaking: roleplay Reading and writing: do you feel the same? Pronunciation activity "have" Closure: teacher explanation
Session 5 Introductory activity – Speaking game: taboo Reading and listening activity Grammar games: revision Grammar: passive voice Writing: my favorite movie Closure: teacher explanation	**Session 6** Introductory activity: pronunciation activity Writing: description of a photo Reading and speaking: "the best way to spot a liar" Listening: can you keep a secret? Grammar activity: crossword game Closure: homework	**Session 7** Introductory activity: checking homework Reading and listening activity Grammar activities Writing: for and against statements game Speaking: boardgame Closure: homework	**Session 8** Introductory activity: board game Listening: describing a film Mediation activity: "how to win an argument with your boss" Writing: Reading and speaking: "wave of emotions after hiking" Closure: teacher explanation
Attention to diversity There were no students with special needs or types of disability, so it was not possible to develop the concepts learned and work on the curricular adaptation in this teaching unit.			

Table 16. Sessions general chart

Tables below (Tables 16 to 19) are specific to each session (sessions 1 to 4), i.e. they are designed as a proposed guide to follow the activities created. They are made up of three main columns: the type of activity (differentiation and having at least one of each in each session: speaking, writing, listening, reading and mediation); the estimated time for each activity; and notes for the teacher on how to carry out the activity in question (class management, specific links, or comments). In addition, there is a section with extra 'just in case' activities to add two activities per session, to be done in case the main activities are not enough and there is time left over. Finally, there is a section with the material necessary to carry out each session and, in the last one, as already mentioned, the specific material for the end of the unit to be given to the students.

It has been decided to separate them from the rest of the tables (see Appendix II to V) since these four lessons are the ones that have been put into practice, as explained above, and they are the ones that will be used in particular for the conclusions part since they are the ones from which general evaluations can be drawn for their future better development and implementation.

SESSION 1		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity	15 minutes	Revision of the modal verbs already seen (in the present tense) through sentence completion exercises (individually and correction in pairs and into groups). Make group discussion to review how modal verbs work.
Speaking	15 minutes	Projection on the digital screen of different pictures of couples, families, and friends in which they have to answer individually (the whole class as a whole) to different questions ("Do you think they are friends or a couple"). They have the help of sentence starters to help them with manners ("They can't be a couple, they must be...) (see Appendix VI).
Grammar explanation and activities	20 minutes	Students are given a photocopy with an explanation of past tense modals: their constructions and different uses. Students read it (the explanation and the examples) and doubts are resolved. Then, they are given a sheet of paper with several exercises to complete with the corresponding modal.
Listening	20 minutes	A video of the Friends series will be shown to finish reviewing the modal verbs and will have two parts as a game: in the video, they will have to select the modal that corresponds to each moment that stops and then they will be corrected as a group. They will be given a photocopy of the questions to complete (see Appendix VII). * Do you like Friends? Have you seen it before? * In that situation, what would you have done?
Reading: "If Once You've Slept on an Island" by Rachel Field	15 minutes	They are given a photocopy of the poem to read together in class. They will then answer a series of questions in writing to compare them with their partner and then correct them together.
Reading and speaking	25 minutes	Introduce the topic of 'arguments' on page 111 and complete exercise 3 individually and in pairs.
Closure: teacher explanation	10 minutes	Explanation by the teacher to explain what will be covered in this topic, during the sessions and a review of today's lesson.
JUST IN CASE (bonus activities)		
Listening	10 minutes	My Way (Frank Sinatra) + photocopy to complete
Speaking	20 minutes	Boardgame: "If... + I wish
MATERIALS		
Photocopies: modal verbs exercises; modal verbs explanation; images; Friends video; poem photocopy and questions; textbook; digital screen; laptop; school material.		

Table 17. Lesson Plan for the First Session

SESSION 2		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity – Speaking	20 minutes	Students will be given a set of situations and/or problems that could happen to them or have probably happened to them. They have to choose some of them and give solutions to these problems, explaining why they find them annoying or why they think they are problems for them. For example: "Family is always more important than friends" Make a connection between this topic and the end of the past lesson.
Listening	20 minutes	Explain the listening activity from page 112 (b. and c.) and give them enough time to read all the exercises before playing the audio. Play it twice and then check the answers in partners and then all together.
Speaking	20 minutes	Students will do the role play suggested in the book (p.181-185): divide them into pairs or groups of three. They have two short texts (A and B) with their characteristics to play. First, they read them, and then they start to ask questions and argue about the topic. *Go around the class to question them.
Grammar	25 minutes	1. There will be a brief explanation of the use of "would you rather" with the help of a photocopy; then link it to page 112 of the book. 2. Oral grammar exercise in which they will have to play "Would you rather...?" with cards, choosing one of the options and giving reasons for their choice (see Appendix VIII).
Grammar	15 minutes	Link the part of grammar "verbs often confused" with their textbook by explaining to them the reasons why they are confused in English. Then, give them a sheet with a series of sentences to choose the correct verb.
Closure: homework	10 minutes	Revision of today's lesson and exercises from page 212 for next day.
JUST IN CASE (bonus activities)		
Listening	10 minutes	Someone Like You (Adele) + photocopy to complete
Writing	10 minutes	Give a text so students have to decide which answer best fits each gap. Then they check their answers with their partners.
MATERIALS		
Arguments photocopy; grammar photocopies; "would you rather…" cards; textbook; digital screen; laptop; school material.		

Table 18. Lesson Plan for the Second Session

SESSION 3		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity	15 minutes	Check homework from the last day asking individually.
Reading	15 minutes	Use the textbook to go to page 113 and let them read the article about "how to win an online argument" individually. Then, in pairs, they will answer the questions in a) and b) and they will check their answers with the rest of the class.
Writing	30 minutes	Divide them into groups of three or four people and give them different statements about controversial topics. They have to choose one individually and write a sentence (about 20-30 words arguing whether they agree or not). Then they will fold the paper, give it to the next person, and have to write again a "for or against sentence" but about another topic. When everyone has written something, they will read everything together and choose the winning argument (the best one).
Speaking	25 minutes	Give them a board game to deduce different situations from the sentences given in the boxes and to argue using modal verbs as a revision of past lessons (see Appendix IX).
Listening	25 minutes	Give them a photocopy with different questions and fill in the gaps exercises and play a BBC listening activity talking about the top 10 shows seen in the UK. Play the audio twice and check the answers with the class.
Closure - Mediation	10 minutes	Give them a picture of a poster talking about the feelings you get when hiking or climbing; they have to summarise the information for a friend. Then, take the answers to correct them.
JUST IN CASE (bonus activities)		
Listening	5 – 10 minutes	My Way (Frank Sinatra) + photocopy to complete
Speaking	20 minutes	Boardgame: "If... + I wish
MATERIALS		
Statements cards; board game; BBC photocopy and audio; the picture of the poster; textbook; digital screen; laptop; school material.		

Table 19. Lesson Plan for the Third Session

SESSION 4		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity - Listening	15 minutes	Play Feel by Robbie Williams and give them a photocopy with the lyrics and some missing words to fill the gaps while listening to the song (see Appendix X). Play it twice and then check the answers.
Grammar activity	15 minutes	Go to page 114 and explain to them what "verbs of senses" are by doing first a mimic game (exercise a.). Then complete exercises b) and c) altogether and explain to them why some verbs are similar ("look alike, looks like, looks if…).
Speaking	25 minutes	Project a presentation with different pictures of movies, shows and theatre plays to the students and ask them different questions about what is happening in the picture or what they can observe. *Do you know what movie is this? Have you seen it? What is it about? *What do you think is going to happen after? What face and body expressions do the actors have?
Listening	25 minutes	Give them a photocopy with different sections and questions to answer about the listening; then play a video talking about body and face language and how to read expressions. Play it twice and check the answers with them.
Reading	20 minutes	Give them a short text about "are celebrities bad for you" and leave them enough time to read it individually; then, they will complete two exercises: true or false, and fill in the gaps. Finally, ask them to write a short sentence if they agree or not with the text and ask them orally to share it.
Pronunciation activity	10 minutes	Play a pronunciation video talking about the strong and weak forms of "have" and ask them to repeat the examples.
Closure	10 minutes	Revision of today's lesson and solve any doubts or questions.
JUST IN CASE (bonus activities)		
Listening	10 minutes	Someone Like You (Adele) + photocopy to complete
Writing	10 minutes	Give a text so students have to decide which answer best fits each gap. Then they check their answers in groups.
MATERIALS		
"Feel" song; movie presentation; "body language" photocopy and video; short text; "weak and strong forms of have" video; textbook; digital screen; laptop; school material.		

Table 20. Lesson Plan for the fourth session

6. Conclusion

This paper has presented a proposal for an annual programme for an Intermediate level B2.2 in an *Escuela Oficial de Idiomas*, by first studying the legal framework that governs it and the basic educational documents that these schools follow (such as the CEFR or the four skills guide). The methods and approaches that could contribute most to this programming were also selected for subsequent analysis and comparison. The ten units were then presented as a proposal for each year, focusing on one unit to develop it further and present it in practice to a group of students at this level. We have tried to create a more attractive, motivating, and innovative programme for an *Escuela Oficial de Idiomas* in Castilla y León, to give more relevance to adult education. In doing so, we have produced a proposal for an annual programme that complements what already exists in these language schools, but with a twist, through the creation of new materials and resources, as well as the proposal of a setting, that is, a kind of annual project for non-formal adult education.

In general terms, the objectives of this work have indeed been achieved one by one, since first of all, communicative and collaborative methods and approaches have been selected and explained to be able to compare them and link them to the autonomous community's educational law. The use of Task-Based Learning provides a method of doing the activities and exercises, i.e. using the second language in an authentic way to complete the meaningful tasks set. In this way, it is positively linked to the Communicative Approach and thus to the Discourse-Based Approach, which would be the channels for carrying out such activities and exercises. Then, the main characteristics of adult education have been detailed to be able to carry out a precise teaching programme according to them, taking into account the possible difficulties that we may encounter. Finally, as regards the objective of evaluating the sessions, it should be noted that this was not entirely possible because, firstly, an evaluation as such (such as a rubric, for example) was not created for individual choice. After all, within *Escuelas Oficiales de Idiomas*, rubrics are given by the Ministry of Education, which are used to evaluate all students in the June and September exams.

Although it is not possible to make a clear evaluation of the results obtained, since only part of the sessions designed within the teaching unit were put into practice, it is worth highlighting some comments and reactions made by the students themselves, as well as by the tutor, at the end of the placement period, which can be used for future improvements. Thanks to the tutor, we can highlight the importance of always having extra activities in case the class is short,

because the groups, even if they are at the same level, they can spend different amounts of time on the activities. For this reason, a “just in case” section has been added to the tables of each session, to have extra resources in case this happens. In addition, although much emphasis is placed on technology in the classroom and its responsible use, whether by older or younger students, in a classroom where there may be a high percentage of students who have difficulty seeing the blackboard or using electronic devices, they need to be complemented with more material resources, such as physical games or worksheets. This was also observed when students themselves asked for more material rather than digital resources, since although they had access to the school's platforms where they could access their homework or notes, they preferred to spend their time in class on material activities (such as board games, cards, or even more physical games to move around the classroom). Moreover, the insistence and importance of teaching grammar, not only transversally with innovative activities, but also with the support of notes and diagrams provided by the teacher, is pointed out as an improvement and adaptation of the programme and methodology itself. Students insisted a lot on the more grammatical part, where they usually have more problems understanding it, therefore during the teaching unit, although it was taught more inductively (first the activity, then to reflect on what grammatical elements they had used), it is important to always give the students as much support and help as possible. Finally, as a future improvement if the missing sessions were to be implemented, there was not much emphasis on the mediation part, as there were only a few of activities (written and oral); however, part of this was complemented by speaking in pairs and small groups.

This teaching programme and teaching unit can also serve as a guide for future or current teachers, not only in *Escuelas Oficiales de Idiomas* but also in adult education, to continue to innovate and create new materials for their lessons. It also offers an attractive and different vision from what is usually offered in a language school, which is easily seen in the choice and selection of a year-long framework aimed at motivating older students.

Another aspect to highlight is the information found on the field of study, i.e. adult education. Although studies on the characteristics of adult education have been found (generally outside Spain, as opposed to this work, which focuses on *Escuela Oficiales de Idiomas* in Valladolid), this area of education has not been given much importance. For example, Spanish national reforms in education emphasized secondary education (such as the current LOMLOE law,

which will end its implementation during the last academic year 2022/2023); or the specific teacher training courses, which always emphasize these years of teaching).

In conclusion, we would like to refer to a statement by the psychologist Lindeman (1926) on the relevance and importance of continuing to instruct adults:

> Small groups of aspiring adults who desire to keep their minds fresh and vigorous; who begin to learn by confronting pertinent situations; who dig down into the reservoirs of their experience before resorting to texts and secondary facts; who are led in the discussion by teachers who are also searchers after wisdom and not oracles: this constitutes the setting for adult education, the modern quest for life's meaning.

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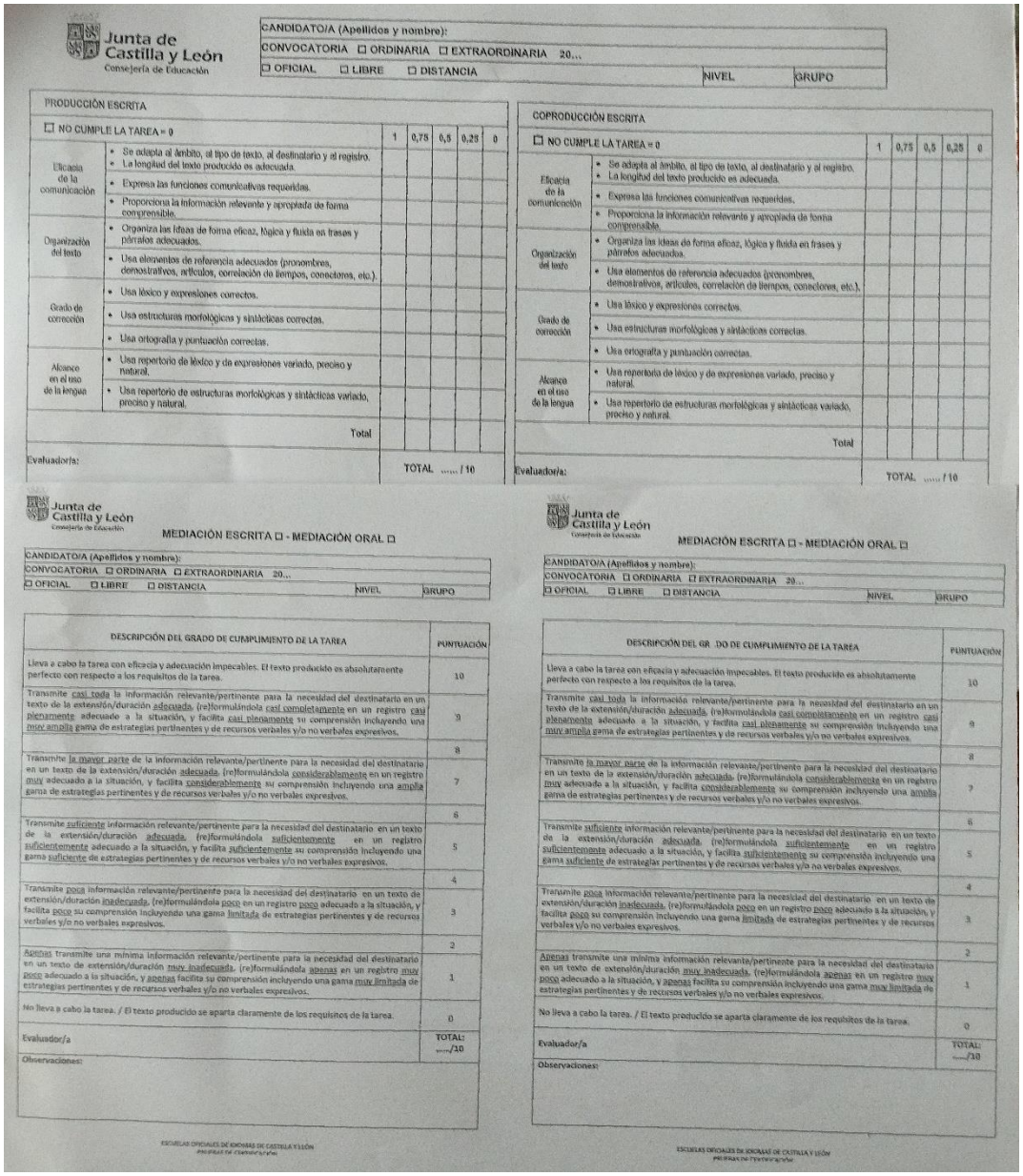
Appendixes

Appendix 1. Assessment Rubric



Junta de Castilla y León
Consejería de Educación

CANDIDATO/A (Apellidos y nombre):
CONVOCATORIA ☐ ORDINARIA ☐ EXTRAORDINARIA 20...
☐ OFICIAL ☐ LIBRE ☐ DISTANCIA NIVEL GRUPO

PRODUCCIÓN ESCRITA

☐ NO CUMPLE LA TAREA = 0		1	0,75	0,5	0,25	0
Eficacia de la comunicación	• Se adapta al ámbito, al tipo de texto, al destinatario y al registro. • La longitud del texto producido es adecuada.					
	• Expresa las funciones comunicativas requeridas.					
	• Proporciona la información relevante y apropiada de forma comprensible.					
Organización del texto	• Organiza las ideas de forma eficaz, lógica y fluida en frases y párrafos adecuados.					
	• Usa elementos de referencia adecuados (pronombres, demostrativos, artículos, correlación de tiempos, conectores, etc.).					
Grado de corrección	• Usa léxico y expresiones correctos.					
	• Usa estructuras morfológicas y sintácticas correctas.					
	• Usa ortografía y puntuación correctas.					
Alcance en el uso de la lengua	• Usa repertorio de léxico y de expresiones variado, preciso y natural.					
	• Usa repertorio de estructuras morfológicas y sintácticas variado, preciso y natural.					
	Total					

Evaluador/a: TOTAL ..... / 10

COPRODUCCIÓN ESCRITA

☐ NO CUMPLE LA TAREA = 0		1	0,75	0,5	0,25	0
Eficacia de la comunicación	• Se adapta al ámbito, al tipo de texto, al destinatario y al registro. • La longitud del texto producido es adecuada.					
	• Expresa las funciones comunicativas requeridas.					
	• Proporciona la información relevante y apropiada de forma comprensible.					
Organización del texto	• Organiza las ideas de forma eficaz, lógica y fluida en frases y párrafos adecuados.					
	• Usa elementos de referencia adecuados (pronombres, demostrativos, artículos, correlación de tiempos, conectores, etc.).					
Grado de corrección	• Usa léxico y expresiones correctos.					
	• Usa estructuras morfológicas y sintácticas correctas.					
	• Usa ortografía y puntuación correctas.					
Alcance en el uso de la lengua	• Usa repertorio de léxico y de expresiones variado, preciso y natural.					
	• Usa repertorio de estructuras morfológicas y sintácticas variado, preciso y natural.					
	Total					

Evaluador/a: TOTAL ..... / 10

Junta de Castilla y León
Consejería de Educación

MEDIACIÓN ESCRITA ☐ - MEDIACIÓN ORAL ☐

CANDIDATO/A (Apellidos y nombre):
CONVOCATORIA ☐ ORDINARIA ☐ EXTRAORDINARIA 20...
☐ OFICIAL ☐ LIBRE ☐ DISTANCIA NIVEL GRUPO

DESCRIPCIÓN DEL GRADO DE CUMPLIMIENTO DE LA TAREA	PUNTUACIÓN
Lleva a cabo la tarea con eficacia y adecuación impecables. El texto producido es absolutamente perfecto con respecto a los requisitos de la tarea.	10
Transmite casi toda la información relevante/pertinente para la necesidad del destinatario en un texto de la extensión/duración adecuada, (re)formulándola casi completamente en un registro casi plenamente adecuado a la situación, y facilita casi plenamente su comprensión incluyendo una muy amplia gama de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	9
	8
Transmite la mayor parte de la información relevante/pertinente para la necesidad del destinatario en un texto de la extensión/duración adecuada, (re)formulándola considerablemente en un registro muy adecuado a la situación, y facilita considerablemente su comprensión incluyendo una amplia gama de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	7
	6
Transmite suficiente información relevante/pertinente para la necesidad del destinatario en un texto de la extensión/duración adecuada, (re)formulándola suficientemente en un registro suficientemente adecuado a la situación, y facilita suficientemente su comprensión incluyendo una gama suficiente de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	5
	4
Transmite poca información relevante/pertinente para la necesidad del destinatario en un texto de extensión/duración inadecuada, (re)formulándola poco en un registro poco adecuado a la situación, y facilita poco su comprensión incluyendo una gama limitada de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	3
	2
Apenas transmite una mínima información relevante/pertinente para la necesidad del destinatario en un texto de extensión/duración muy inadecuada, (re)formulándola apenas en un registro muy poco adecuado a la situación, y apenas facilita su comprensión incluyendo una gama muy limitada de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	1
No lleva a cabo la tarea. / El texto producido se aparta claramente de los requisitos de la tarea.	0
Evaluador/a	TOTAL: ...../10
Observaciones:	

ESCUELAS OFICIALES DE IDIOMAS DE CASTILLA Y LEÓN

Junta de Castilla y León
Consejería de Educación

MEDIACIÓN ESCRITA ☐ - MEDIACIÓN ORAL ☐

CANDIDATO/A (Apellidos y nombre):
CONVOCATORIA ☐ ORDINARIA ☐ EXTRAORDINARIA 20...
☐ OFICIAL ☐ LIBRE ☐ DISTANCIA NIVEL GRUPO

DESCRIPCIÓN DEL GR DO DE CUMPLIMIENTO DE LA TAREA	PUNTUACIÓN
Lleva a cabo la tarea con eficacia y adecuación impecables. El texto producido es absolutamente perfecto con respecto a los requisitos de la tarea.	10
Transmite casi toda la información relevante/pertinente para la necesidad del destinatario en un texto de la extensión/duración adecuada, (re)formulándola casi completamente en un registro casi plenamente adecuado a la situación, y facilita casi plenamente su comprensión incluyendo una muy amplia gama de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	9
	8
Transmite la mayor parte de la información relevante/pertinente para la necesidad del destinatario en un texto de la extensión/duración adecuada, (re)formulándola considerablemente en un registro muy adecuado a la situación, y facilita considerablemente su comprensión incluyendo una amplia gama de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	7
	6
Transmite suficiente información relevante/pertinente para la necesidad del destinatario en un texto de la extensión/duración adecuada, (re)formulándola suficientemente en un registro suficientemente adecuado a la situación, y facilita suficientemente su comprensión incluyendo una gama suficiente de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	5
	4
Transmite poca información relevante/pertinente para la necesidad del destinatario en un texto de extensión/duración inadecuada, (re)formulándola poco en un registro poco adecuado a la situación, y facilita poco su comprensión incluyendo una gama limitada de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	3
	2
Apenas transmite una mínima información relevante/pertinente para la necesidad del destinatario en un texto de extensión/duración muy inadecuada, (re)formulándola apenas en un registro muy poco adecuado a la situación, y apenas facilita su comprensión incluyendo una gama muy limitada de estrategias pertinentes y de recursos verbales y/o no verbales expresivos.	1
No lleva a cabo la tarea. / El texto producido se aparta claramente de los requisitos de la tarea.	0
Evaluador/a	TOTAL: ...../10
Observaciones:	

ESCUELAS OFICIALES DE IDIOMAS DE CASTILLA Y LEÓN

Image 1. Assessment Rubric by Junta de Castilla y León

Appendix II. Table 21 for Session 5

SESSION 5		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity - Speaking	20 minutes	They will play to "taboo," so give them some cards with movies/shows/plays and the words they cannot say. They can play in pairs or small groups.
Reading and listening	25 minutes	Go to page 115 and read the article about "how to improve you acting skills;" then do exercises c) and d) in small groups to check the answers with all the class. * Are you good actors and actresses? * Have you ever acted? Did you like it?
Grammar	20 minutes	Review the vocabulary of the unit with a photocopy with different games on it: crossword to complete with the definitions; fill in the gaps in a text; and show them different pictures with questions to answer. Work individually and then check the answers with the whole group.
Grammar	15 minutes	To complete the revision and to clarify the verbs that are usually confused, on page 230 there are two columns with the meaning of the verb pairs and their corresponding verbs. Students have to match each verb with the meaning individually, then correct them together.
Writing and speaking	30 minutes	Students have to choose their favourite film or series and write a series of statements describing it and explaining why it is the best for them. They then have to explain it to their classmates and compare films. *Would you rather watch a three-hour movie or just a chapter from a show? *Would you go to the cinema by yourself?
Closure	10 minutes	Revision of today's lesson and solve any doubts or questions. Ask them to look for a personal photo they really like for the next day.
JUST IN CASE (bonus activities)		
Speaking game	10 minutes	Students will play "Never Have I Ever…" in small groups.
Listening	10 minutes	Play "She" by Elvis Costello + photocopy with blank spaces
MATERIALS		
Taboo cards; vocabulary photocopy; textbook; digital screen; laptop; school material.		

Table 21. Lesson Plan for the fifth session

Appendix III. Table 22 for Session 6

SESSION 6		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity - Pronunciation	10 minutes	In order to explain and introduce the silent consonants, a photocopy will be given with an explanation and a series of exercises: cross out the silent consonants; write the word you listen to; and repeat the words with your partner.
Writing	25 minutes	With the photo they had to look for (said the day before), ask them to write a short text describing what is in that photo, as well as the feelings it transmits to them.
Reading	20 minutes	Turn to pages 116 and 117 to read the article on 'the best way to spot a liar'. You will have to read individually and do exercises b and c and then correct them together.
Speaking	20 minutes	As a continuation of the previous exercise and to practise the oral part, explain that they are going to play "truth or lie" in pairs or small groups. First, they will have to ask themselves a series of questions and it is up to them to decide whether to lie or not to see if they get caught. Then, they will write two truths and a lie about themselves and they will have to find out which one is false.
Listening	25 minutes	Give them a photocopy with different parts and questions for when they listen to a video about 'the psychology of keeping secrets'. Play the video twice, but stop at the first part, so that they can do the exercises gradually. Correct with the whole class together.
Closure	10 minutes	Review what you have seen in today's lesson and ask questions if you have any doubts. Homework on page 120 a) and b) to review modal verbs.
JUST IN CASE (bonus activities)		
Speaking game	10 minutes	Students will play to "find someone who…" Give them a bingo card and they will have to ask between them
Listening and speaking	10 minutes	Play "The Night we met" and ask them questions about their feelings.
MATERIALS		
Pronunciation sheet; "keeping secrets" photocopy and audio; textbook; digital screen; laptop; school material.		

Table 22. Lesson Plan for the Sixth Session

Appendix IV. Table 23 for Session 7

SESSION 7		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity	15 minutes	Check the homework from the last day, asking them individually.
Reading and listening	25 minutes	To review the parts of the body and the emotions they can have, they are given a photocopy of a short text on 'facts about the human body' to read individually and answer a series of questions. They correct themselves with the whole class. Afterwards, an audio is played talking about similar aspects and they have to order the paragraphs according to the order in which they appear.
Grammar	20 minutes	To start introducing passive voice for the next unit, give them a photocopy with two columns (one with the subject and the other with the object). They will have to join both columns according to famous conspiracy theories. *What is a conspiracy theory? Have you heard of some before? *Which of these theories do you think is the most likely?
Writing	25 minutes	Students have to write five statements about the positive and negative aspects of arguing with a friend, family member, or work/school partner.
Speaking	30 minutes	The students are going to play the board game 'Dixit' in small groups: give them several cards per group so that they can choose several different cards. When they have 4-5 cards chosen, they have to make up a sentence about what that card conveys to them. The others throw in a card that reminds them of it. They discuss the winning card and continue the game.
Closure	10 minutes	Revision of today's lesson and solve any doubts or questions.
JUST IN CASE (bonus activities)		
Speaking game	10 minutes	Students will play "Never Have I Ever…" in small groups.
Listening	10 minutes	Play "She" by Elvis Costello + photocopy with blank spaces
MATERIALS		
textbook; digital screen; laptop; school material.		

Table 23. Lesson Plan for the Seventh Session

Appendix V. Table 24 for Session 8

SESSION 8		
SKILL / ACTIVITY	**TIME**	**NOTES**
Introductory activity	25 minutes	They will have to play a board game in which, by rolling a dice, they will move around the board and answer review questions from the whole unit (‘what would you prefer...’ compare two verbs that are very similar and so on).
Listening	20 minutes	Play a video summarising the movie “COCO” and give them a photocopy with different questions about the video. Play it twice and check the answers all together.
Mediation activity	15 minutes	Show them a picture of “how to win an argument with your boss” and tell them they have to summarise the information for a friend orally. Give them a couple of minutes to think and write some notes (if needed) and let them compare their answers with their partners.
Speaking	25 minutes	Give them different headlines from the news talking about arguments and feelings, read them together and talk about the topic. Then give them some other statements and let them talk to discuss whether they think they are positive or negative.
Reading and writing	20 minutes	They will be given a text on ‘wave of emotions after hiking’ and will have to read it individually and then answer a series of questions in pairs or small groups.
Closure	15 minutes	Reviewing everything that has been done during the unit and solving doubts or questions from the students. In addition, the unit will be finished by giving them the corresponding object of the setting and explaining the next steps.
JUST IN CASE (bonus activities)		
Speaking game	10 minutes	Students will play “Never Have I Ever…” in small groups.
Listening and speaking	10 minutes	Play “The Night we met” and ask them questions about their feelings.
MATERIALS		
Board game; COCO listening and photocopy; picture mediation; headlines; emotions text; textbook; digital screen; laptop; school material; trekking poles picture		

Table 24. Lesson Plan for the Eight Session

Appendix VI. Modal verbs Canva presentation

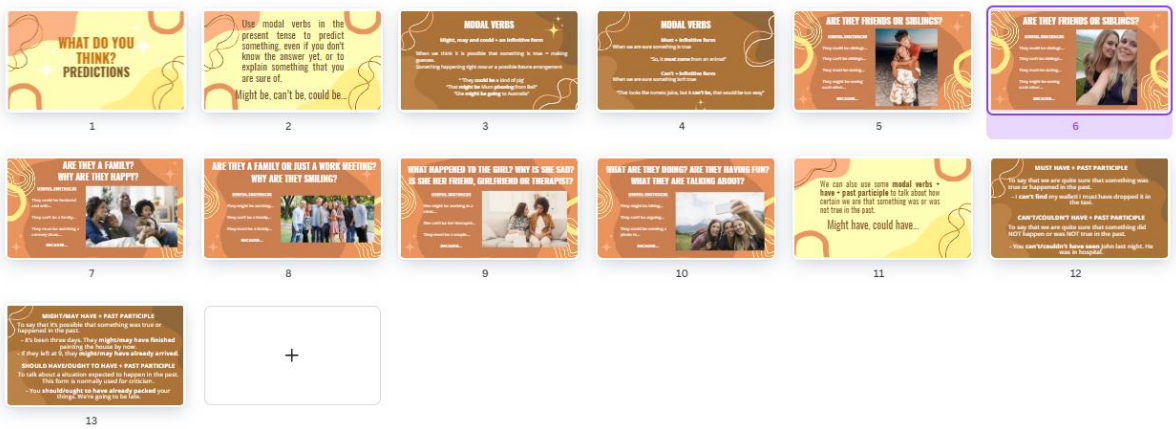


Image 2. Modal verbs presentation

Appendix VII. Friends video

Image 3. [Friends modal verbs game]

Appendix VIII. Would you rather...? Game

Would you rather be able to speak every language in the world or be able talk to animals?	Would you rather have the ability to be invisible or to read people's minds?	Would you rather live with a barnyard of animals in your house or live in the barn with the animals?	Would you rather meet Bigfoot or an alien?
Would you rather always feel hungry or always feel tired?	Would you rather be a kid your whole life or an adult your whole life?	Would you rather give up showering or internet for a month?	Would you rather have a food fight or a water balloon battle?
Would you rather need to sleep for 12 hours every day or never sleep again?	Would you rather live on your own or share a flat with friends	Would you rather go to a concert or a Sporting event?	Would you rather have more time or more money?
For your birthday, would you rather receive cash or gifts?	Would you rather go to a movie or to dinner alone?	Would you rather be the most popular person at work or school or the smartest?	Would you rather explore space or the ocean?

Image 4. Would rather game

Appendix IX. Modal verbs board game

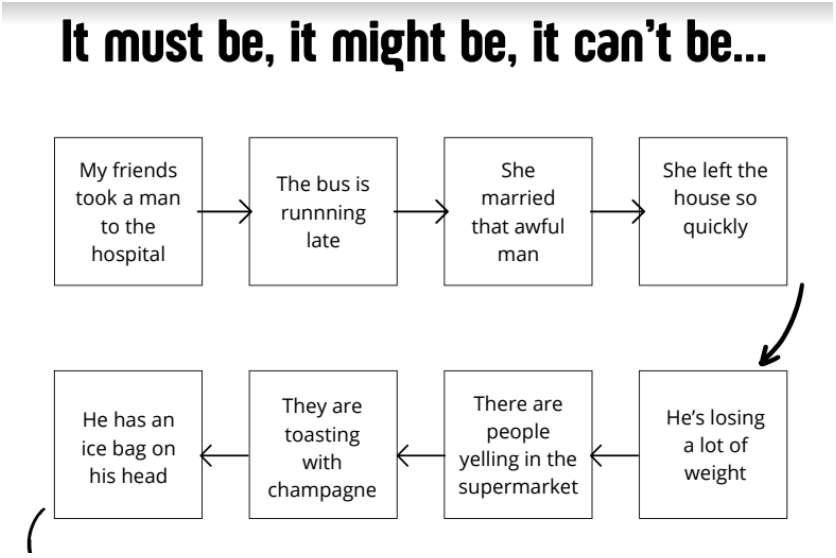


Image 5. Modal verbs game

Appendix X. Song Listening

FEEL – ROBIN WILIIAMS

Listen to the song and complete the blank spaces using the correct words

Come on, hold my hand	I just wanna feel real love
I wanna contact the living	Feel the home that I live in
Not sure I _____	'Cause I got too much life
This role I've been given	_____ through my veins
I sit and talk to God	Going to waste
And he just laughs at my plans	And I need to feel
My head _____ a language	Real love and the love ever after
I don't understand	I cannot get _____
I just wanna feel real love	I just wanna feel real love
Feel the home that I live in	Feel the home that I live in
'Cause I got too much life	I _____ too much love
Running through my _____	Running through my veins
Going to waste	To go to waste
I don't wanna die	I just wanna feel real love
But I ain't keen on living either	And life ever after
Before I fall in love	There's a _____ in my soul
I'm preparing to leave her	You can see it in my face
I _____ myself to death	It's a real big place
That's why I keep on running	Come and hold my hand
Before I've arrived	I wanna contact the living
I can see _____ coming	Not sure I understand

Image 6. Feel by Robin Williams listening task