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**THE PLURILINGUAL COMPETENCE IN LANGUAGE
TEACHING: ANALYSIS OF A PROPOSAL OF
INTERVENTION FOR BACHILLERATO**

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Resumen: Ante la diversidad lingüística del continente europeo, este Trabajo de Fin de Máster está enfocado hacia el diseño de una propuesta de intervención didáctica que abogue por una enseñanza plurilingüe en Bachillerato. Esta enseñanza se caracteriza por una serie de competencias transferibles y adaptables a otras materias que pueden servir como guía al alumno. La metodología de trabajo se ha basado en una metodología de aprendizaje donde el alumno toma un papel más activo colaborando en el proceso de aprendizaje tanto personal como ajeno. En este trabajo se propone desarrollar las competencias plurilingües en el alumnado como medio para, a través de la preservación lingüística que favorece el plurilingüismo, lograr una mayor cohesión social.

Palabras clave: plurilingüismo, competencia plurilingüe, enseñanza de lenguas, políticas lingüísticas.

Abstract: Due to the richness of the linguistic diversity of Europe, this dissertation focuses on the design of a proposal of intervention. This proposal looks to a plurilingual teaching in the higher secondary education courses. Plurilingualism has a range of transferable and adaptable competences that may guide students. The methodology used is based on a learning methodology where the student take a more active role in its own learning process as well as in that of their classmates. This methodology also aims to develop plurilingual competences within students as means of achieving social cohesion through the linguistic preservation promoted by plurilingualism.

Key words: plurilingualism, plurilingual competence, language teaching, language policies

Contents

Introduction	i
Purpose of the dissertation	ii
Objectives of the dissertation	iii
Part 1: Theoretical background	1
Chapter 1: The language and education policy from the Council of Europe	2
1.1. Context of education in Europe	2
1.2. Plurilingualism as a principle	9
Chapter 2: A plurilingual dimension in language teaching	12
2.1. The concept of plurilingual competence	12
2.2. Methodological issues in plurilingual education	18
Part 2: Methodological considerations	22
Chapter 3: Design of a proposal of intervention in Bachillerato	23
3.1. Principles of the proposal	23
Chapter 4: Presentation of a proposal of intervention	28
4.1. Context and linguistic profile of the students	28
4.2. Aims of the proposal of intervention	33
4.3. First considerations for the design of the lesson plan	34
4.4. Proposal of intervention	37
Chapter 5: Analysis of student's plurilingual competence	53
Conclusion	58
References	61

Index of Tables and Graphs

Table 1. Levels of the Common European Framework of Reference for Languages _____	4
Table 2. Communicative Language Competences _____	5
Table 3. Table of competences FREPA _____	16
Table 4. FREPA descriptors _____	18
Table 5. New requirements of teaching _____	21
Table 6. Teaching unit: A voyage of discovery across Italy _____	39
Table 7. Pisa _____	44
Table 8. Rome _____	45
Table 9. Venice _____	46
Table 10. Verona _____	47
Table 11. Summary _____	48
Table 12. Dimensions of the tasks _____	54
Graph I. Range of students in 1º B Bachillerato _____	31
Graph II. Range of nationalities in 1º B Bachillerato _____	32

Introduction

One of the central aims of this Master's dissertation is to understand to what extent language teaching should be based on plurilingualism as a value and a competence. The overall purpose is to contribute to the promotion of plurilingual education through a proposal of intervention rooted in the competences of FREPA descriptors.

This *Plurilingual competence in Language Teaching: analysis of a proposal of intervention for Bachillerato* is divided into two main parts:

- The first is the Theoretical background, in which are included all the theoretical concepts linked to plurilingualism. It starts with a short review of the policies and documents that lead to a Common European Framework of Reference for Languages (CEFR). It follows with the idea of plurilingualism as one of the keys to gain social cohesion in Europe. The Framework of Reference for Pluralistic Approaches to Languages and Cultures (FREPA) lists the competences that can contribute to gain the aforementioned social cohesion.

- The second is related to Methodological considerations, where the theory discussed in the theoretical background is put into practice and the results are analyzed in order to determine whether the purpose of the proposal was achieved. The analysis will also focus on the plurilingual competences students develop through this proposal of intervention.

The dissertation finishes with a conclusion and references.

Purpose of the dissertation

The interest in this topic comes from the great value I place on languages. During all my years of study, I had the opportunity to participate in several exchanges, trips and conferences with people from all around the world. The experience of all these encounters made me aware of the indispensable character of languages and the importance of their preservation in a globalized world.

As a future teacher, one of my objectives is to contribute to the personal development of my future students, helping them integrate into society as respectful, democratic, conscious and open-minded citizens.

From this point of view, the promotion of plurilingualism in language education can help me reach the goals I set for myself; to collaborate in a more united Europe, free of inequalities, poverty or exclusion.

My experience of the internship period in High School reinforced the positive effects of plurilingualism for students since, as it will be explained in the analysis of the proposal, they were very enthusiastic and acquired some of the competences.

Due to substantial evolution of the Spanish educational system, in terms of teaching and learning foreign languages, it is essential to embrace the new policies promoted by the European Union in terms of Education.

This Master's dissertation has allowed me to consolidate the competences and knowledges acquired during the Master which, in the future, will prepare me to be a competent professional, always in constant evolution.

Objectives of the dissertation

To expand upon what has just been explained, the objectives of this Master's dissertation are the following:

- To understand the European perspective of Education through research on the evolution of the language education policies.
- To understand the concept of plurilingualism as a principle and one of the keys of the European aims in Language Education.
- To design a proposal of intervention in a foreign language classroom based on the principles by the Council of Europe.
- To provide a description of the decision-making process when designing a proposal of intervention.
- To analyze the results obtained from the proposal of intervention.

Part 1:
THEORETICAL BACKGROUND

Part 1: Theoretical background

In the present theoretical framework, the language policies adopted by the Council of Europe will be discussed as well as its future direction. I will start by describing the educational context in Europe to conclude with the idea of plurilingualism as a principle. Plurilingualism is a competence recommended by the Council of Europe that can be applied in language teaching. Therefore, this theoretical background gathers the definition of plurilingualism and the methodological issues produced by it, which will be translated into a proposal of intervention in the second part of this dissertation.

Chapter 1. The language and education policy from the Council of Europe

To better understand the linguistic diversity of Europe and its implications in Education, this first chapter will provide an overview of the language policy in the context of education in Europe. The aim is to contextualize language learning in the European framework, revealing the first stages of the contemporary linguistic policies, as a means to understand what has been the route towards the common language regulations.

In this chapter, plurilingualism will also be discussed as a principle in order to clarify and define the goals of language education. Additionally, it will be demonstrated how plurilingual competence can be useful to achieve the goals of the European Union. The policies aimed at favoring plurilingualism are convergent with those of social cohesion and inclusion.

1.1. Context of education in Europe

In response to the need of better understanding of the linguistic problems of Europe and what has been its evolution, it is required to name some documents and studies which have been conducted under the premise of improving linguistic skills among students as well as valuing teaching aspects. As Beacco and Bryam say (2007) “Languages in and for Europe are a problem that is often avoided and one that cannot be resolved by resorting to ready-made solutions probably inappropriate to the cultural realities of the entire continent” (p.16).

The first steps to solve the problems issued from the different cultural realities were translated into diverse documents. The consequence of these policies and studies will be further explained.

Back in 1998, almost twenty years ago, the European Union began to emphasize on education and its consequences, namely in the knowledge of languages. The same year, the Council of Europe developed the European Language Portfolio. The European Union (2017) specifies that the European Language Portfolio is a document “in which citizens can record their language skills on the basis of the Common European Framework of Reference for Languages (CEFR)”.

Some years later, in 2002, a European commission aimed to integrate the use of the Europass Language Passport and the CEFR as a solution to have a common linguistic

framework. One year later, in 2003, the European Commission “prepared a proposal for a Decision of the European Parliament and of the Council on a single framework for the transparency of qualifications and competences (Europass)” (European Union, 2017). The Official Journal of the European Communities (2002) stated the following Council Resolution:

The Council Resolution of 14 February 2002 on the promotion of linguistic diversity and language learning, which stressed that the knowledge of languages is one of the basic skills each citizen needs in order to take part effectively in the European knowledge society and therefore facilitates both integration into society and social cohesion (p.2).

At the same time, the Europass Language Passport, adopted by the European Parliament and the Council in 2004 and updated in 2012, was promoted as, “a self-assessment tool for language skills and qualifications” as the European Union (2017) says.

Finally, in December 2012, the new European Skills Passport was launched: “The ESP is a user-friendly electronic folder to help students, workers or job-seekers build up personal, modular inventory of personal skills and qualifications acquired throughout life” (European Union, 2017). In 2007, the Council of Europe mentioned that:

It is first necessary to clarify the relationship between the Common European Framework and the European Language Portfolio. Pedagogically speaking, the two are inseparable, the CEFR being aimed at language teaching policymakers and the ELP being intended for learners. The difference is one of perspective and not of approach. We shall therefore talk of each according to the specific context (p.3).

The acceptance of linguistic and cultural diversity is at the core of several benchmarks settled by the Council of Europe. Therefore, the sub-categorization of skills and abilities was the first of several stages of an ongoing process to achieve the aims of the European Union:

- **A safe and secure Europe:** where all citizens can move freely; with secured external borders and an efficient migration policy

- **A prosperous and sustainable Europe:** promoting sustained and sustainable growth, with a strong single market

- **A social Europe:** fighting unemployment, discrimination, social exclusion and poverty
- **A stronger Europe on the global scene:** developing existing partnerships and building new ones, committed to strengthening its common security and defense.

PROFICIENT USER	C2	Can understand with ease virtually everything heard and read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help

Table 1. Levels of the Common European Framework of Reference for Languages

The table above shows the global scale of foreign languages skills designed by the Council of Europe on the basis of the CEFR in order to establish some standards open to all learners to acquire. The purpose of it is dual:

- To regulate the language skills to delimitate the levels of proficiency
- To qualify the language proficiency of speakers to recognize their value

More recently in 2011, the Business Platform for Multilingualism published a report that highlighted the relevance of language knowledge in contributing to economic growth. This helped to strengthen the proposals favoring language acquisition as beneficial for commercial relations across the Member States of the European Union. The suggestions mentioned the ratio of students per class, the use of ICT (Information and communication

technology) in education, the exposure to foreign languages outside the classroom and teacher training as imperative.

The regulation of language knowledge took a step forward by:

- accepting a single reference framework for language learning based on the transparency of qualifications and competences
- suggesting teacher training as a possible solution to increase the language knowledge of students

There arose a high number of surveys, studies and researches related to the multiple aspects of education. Nevertheless, this dissertation has selected only a few of them in order to identify some of the most relevant issues in education today. Even though some of the examples may not seem to be directly linked to language learning, they include reading skills, which are part of the set of linguistic competences that students should know.

The tables below show the communicative language competences that students should be able to manage according to CEFR, a document that measures the achievements of learners of foreign languages. The lexical, grammatical and semantic competences among others, embody the reading skills since they are included within the linguistic competences. That does not imply that sociolinguistic or pragmatic competences do not intervene in communication, but that they are categories other than linguistic.

Communicative language competences	
5.2.1	Linguistic competences
5.2.1.1	lexical competence;
5.2.1.2	grammatical competence;
5.2.1.3	semantic competence;
5.2.1.4	phonological competence;
5.2.1.5	orthographic competence;
5.2.1.6	orthoepic competence.

5.2.2. Sociolinguistic competence	
5.2.2.1	markers of social relations
5.2.2.2	politeness conventions
5.2.2.3	expressions of folk wisdom
5.2.2.4	register differences
5.2.2.5	dialect and accent
5.2.3 Pragmatic competences	
5.2.3.1	discourse competence
5.2.3.2	functional competence
5.2.3.2	interaction schemata

CEFR, panorama in Chapter 5

Table 2. Communicative Language Competences

The aforementioned studies are realized by the OECD, the Organization for Economic Co-operation and Development, and are sometimes also sponsored by the International Association for the Evaluation of Educational Achievement (IEA):

- PISA: Programme for International Student Assessment evaluates the performance of 15-year-old students in the subjects of mathematics, science and reading. It first took place in 2000, and happens every 3 years.
- PIRLS: Progress in International Reading Literacy Study assesses the student's learning in reading internationally. It evaluates fourth grade students. It first took place in 2001, and happens every 5 years.
- ESLC: European Survey on Language Competences supports the development of language learning policies across Europe. Its purpose is to compare foreign language competences within some European countries. It is aimed at 16-year-old high school students. It first took place in 2011, and happens every 5 years.
- TALIS: Teaching and Learning International Survey is explained by the Organisation for Economic Co-operation and Development (2017):

the international survey that offers an opportunity for teachers and school leaders to have their say in 6 areas: learning environment, appraisal and feedback, teaching practices and classroom environment, development and support, school leadership and self-efficacy and job satisfaction.

It first took place in 2007, and happens every 6 years.

Acknowledging that these studies are only a drop in the ocean compared to the wide scope of language acquisition, the conclusions drawn by the European Commission after having analyzed the results issued by the aforementioned studies (especially the ESLC on which several documents are based, such as the *Language competences for employability, mobility and growth*) are the following:

- First, despite years of studying the surveys and the educational and linguistic policies conducted by the European Union, there is still a long way for European students to go to achieve a linguistic language proficiency level in foreign languages. The majority of student participants are unable to maintain a conversation in a second language. However, the European Commission aspires that students of all Member States gain mastery in the so-called basic skills, notably language knowledge as means of a guarantee against inequalities, social exclusion, discrimination, etc.
- Second, the impact of the environment in language acquisition has been demonstrated and more precisely, the exposure to foreign languages outside the classroom in addition to the effectiveness of the methodology used in language teaching. Motivation has an equally heavy influence in language learning, the usefulness of the tools received boosts students to obtain the best possible performance.
- The urgency of this situation to change is widely demonstrated by the PISA program as the European Commission (2012) argued:

According to the 2009 PISA study, on average 9.3% of 15-year-old students belonged to immigrant families, 30 in the participating EU-27 countries in 2009. This average figure masks very different situations, with proportions ranging from less than 1% (Bulgaria, Poland, Romania and Slovakia) to 40% (Luxembourg). On the EU level, approximately half of immigrant students speak a language different from the language of instruction when they are at home (p.13).

Moreover, the fact that there is such a large number of pupils speaking another language in schools indicates that high schools can be viewed as a source of enrichment and stimulation

of the language usefulness for students. The European Commission is very keen on sponsoring language learning, admitting as a fact the linguistic diversity shown by the PISA study. In fact, one of the cornerstones of the European Union is that all the Member States coexist harmoniously, empowered by the union across diversity.

- Generally speaking, after the results obtained by the ESLC and gathered by the European Commission (2012) “Only 42% of tested pupils overall reached the level of ‘independent user’¹ in the first foreign language” (p.7). The Council of Europe should consider reinforcing the efforts made to improve language acquisition by young Europeans, since the progress obtained so far in language learning and teaching has been fairly slow. This is especially relevant in countries such as Belgium, Germany, Spain, Luxembourg, France and Austria, where according to the Council of Europe (2007) “more than 10% mainly speak another language at home than the language of instruction” (p.13).
- The number of efforts displayed by the Council of Europe in the first instance, the policies approved to raise language knowledge and to protect the linguistic diversity, and the continuous updating in data collection about several linguistic aspects prove that plurilingualism can help to reach further action in this field.

It is also with this in mind that a definition of plurilingualism needs to be presented, since as pointed out earlier, it may contribute to raise the individuals’ knowledge of languages as well as protecting minor languages by raising the consciousness of the individuals. Goullier (2007) explains that:

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social agent has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or the

¹Levels B1 and B2 of the Council of Europe’s Common European Framework of Reference for Languages (CEFR).

juxtaposition of distinct competences, but rather as the existence of a complex and even composite competence on which the user may draw (p.105).

The language knowledge of European citizens could result for the Council of Europe in:

- An improvement in the conditions of employments

- A Europe ruled by the principle of non-discrimination

- Avoiding social exclusion

- A prosperous and sustainable Europe

The achievement of a mutual understanding would underpin the concept of a stronger Europe on the global scene, and because of this, the strengthening of the fight against poverty and the empowerment of European citizens due to their free transportability between the countries of the European Union in the first instance, and of the world more extensively.

The Council of Europe says that “Recognising the significance of language education in a multilingual Europe, the Council of Europe recommends the promotion of linguistic diversity in member States and plurilingualism for their citizens” (p.17). The value of plurilingualism lies in assuring communication and mutual understanding, due to the adaptability, mediation and decentering competences of the users’ trained. Mutual respect and tolerance are two of the outstanding consequences of plurilingualism.

1.2. Plurilingualism as a principle

The Council of Europe, in response to the need of a coherent approach in language education has developed language policies to clarify and define the goals of language teaching in all Member States. Those language policies have been developed according to

principles already established in several Council of Europe Recommendations and Conventions.²

These Recommendations and Conventions provide the basis for the regulation of language learning as well as promoting the study of the so-called minor languages, in other words, the languages which are not predominant or in use within the Member States.

The European Commission claimed that (2017) “Languages define personal identities, but are also part of a shared inheritance. They can serve as a bridge to other people and open access to other countries and cultures, promoting mutual understanding”. The stated aim of the numerous documents about education is to strengthen the life chances of citizens. Language learning plays a central role. A qualified citizen will be able to take part in the decisions of the Council of Europe for instance, to vote consciously for the policies applied by the governments, will have easier access to services, and will most surely be more aware of his / her rights. Last but not least, a plurilingual citizen is more likely to be open to dialogue (Council of Europe).

Once the steps taken towards the creation of a common linguistic framework have been explained in the section context of education in Europe, one of the most relevant documents is the Framework of Reference for Pluralistic Approaches to Languages and Cultures, FREPA. This document was created by the European Centre for Modern Languages, ECML an organization dependent of the Council of Europe (2001). It aims at presenting a hierarchically organized set of competences and resources to promote the linguistic development of individuals.

The concept of plurilingualism has been further developed in the Guide for the Development of Language Policies in Europe (2007). Plurilingualism is associated to the concept of democratic citizenship, therefore it promotes the study of a wide range of languages, and not only the majority or dominant. An example of the considered minor language could be Latin or Ancient Greek, for instance. In contrast, they are part of the

² Conventions:

- Framework Convention for the Protection of National Minorities, treaty open for signature on 1 February 1995 (www.coe.int/minorities)

Policy recommendations:

- Committee of Ministers of the Council of Europe (<http://cm.coe.int/>)
 - Recommendation R (98) 6 based on the results of the CDCC Project “Language Learning for European Citizenship” (1989 – 1996)

linguistic identity of the individuals, and are protected for that reason. The Council of Europe has recommended pursuing the preservation of the linguistic diversity of Europe.

These policies for this preservation complement other social policies promoted by the Council of Europe (2007) “which pursue social inclusion, geographical mobility, the free circulation of people, goods and ideas, and the maintenance of human and democratic rights” (p.17). The Council of Europe also says: “Policies are necessary not only for plurilingualism for its own sake but also because it is a condition and a constituent of democratic citizenship in Europe.”

To sum up, Castro and González-Cascos (2015) explain how the plurilingual approach in education is justified in our societies:

It is the diversity of our societies, in terms of identity, cultures and languages, which demands different perspectives in education. This perspective is based on understanding Education as means to contribute to and enhance the individual’s participation in society as citizens, based on an acceptance of that linguistic and cultural diversity. For those involved in education: teacher, teacher trainers, stakeholders and politics, it has become a key challenge to face (p.5).

Chapter 2: A plurilingual dimension in language teaching

This chapter involves the concept of plurilingual competence and the methodological issues in plurilingual education.

The concept of plurilingual competence involves the competences detailed by FREPA, as well as the factors that influence plurilingual competence such as: society, economy and politics. The key aspects of plurilingual competence for the Council of Europe are also considered.

The methodological issues make the point that the role of teachers in language teaching should submit to a renewed thinking. The multiple advantages and the necessity of a plurilingual education clearly testifies to the appreciable challenge of teaching.

2.1. The concept of plurilingual competence

The concept of plurilingual competence has been further developed in the Guide for the Development of Language Policies in Europe (2007) within the context of a democratic citizenship. The Council of Europe (2007) mentions that:

First, it allows participation in democratic processes not only in one's own country and language area but in concert with other Europeans in other languages and language areas.

Secondly, the acquisition of plurilingual competence leads to a greater understanding of the plurilingual repertoires of other citizens and a respect for language rights, not least those of minorities and for national languages less widely spoken and taught (p.18).

The *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (BOE Núm. 25., 29 de enero de 2015. pp. 6991 - 7002), includes linguistic communication, learning to learn, social abilities, entrepreneurial spirit, consciousness and cultural expressions and digital competence among the competences for high school students.

The purpose of a democratic citizenship is also stated in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (BOE Núm. 3., 3 de enero de 2015, p.188): "El Bachillerato contribuirá a desarrollar en los alumnos y las alumnas las capacidades que les permitan: a)

Ejercer la ciudadanía democrática, desde una perspectiva global, y adquirir una conciencia cívica responsable (...).”

The following lines seem to be essential to add that plurilingual competence is also defined by social, economic and political factors according to the Council of Europe (2007):

(...) policies for plurilingualism as these can be used in the educational process:

- social reasons: the evolution of multilingual societies, the integration of countries in a European and global scene require new approaches to language learning and conceptions of identity

- economic and environmental reasons: the need of contemporary societies for human capital with plurilingual competence in the marketplace, and the enhancement of quality of life in multilingual environments

- political reasons: the creation of understanding and respect for language and other human rights in Europe and beyond, and the conditions for participation in democratic and other social processes dependent on plurilingual competence; plurilingualism as a condition for active citizenship in Europe (p.38).

Recognition of the positive effects that the knowledge of languages could bring is not only based in economy, but also in the richness of the linguistic and cultural diversity Europe could have as part of a shared heritage, adding value to the European Union from a multilingual point of view as the Official Journal of the European Union (2008) includes: “multilingualism contributes to developing creativity by allowing access to other ways of thinking, interpreting the world and expressing the imagination” (p.2).

Communication is at the core of the three factors that depend on plurilingual competence. As was pointed out before, enhancing the respect for linguistic diversity can result in more productive social interactions. The Council of Europe within its several policies justifies language knowledge as a way of improving life chances of citizens with better jobs.

Bearing in mind that the ultimate purpose of language knowledge is communication, plurilingualism is a transversal competence that students can use to accomplish their communicative purpose, since they have a repertoire of communicative resources adaptable to their needs. Additionally, mutual understanding issued from the knowledge of a language can help citizens interact in the political framework of Europe.

Plurilingual education embraces the multiple values of linguistic diversity, therefore, a definition of the key concepts of the practice of plurilingual education according to the

Council of Europe are going to be presented. These concepts are specified by the EMCL (2017) European Centre for Modern Languages:

- **A holistic view of languages in education** – rather than considering each language as a separate entity each in its own compartment, there is a global approach to all the languages present in learning environments.
- **Linguistic repertoires and partial competences** – individual learners develop their own "repertoires" of the different languages they know and use. The competences acquired in one language can be of use in learning another one and there is complementarity and interplay among the languages known. Our competence in a language is always "partial" and our repertoires consist of several partial competences in different languages.
- **Bi- and plurilingualism are "normal" and achievable by all** – more than half the population of the world is bi- or plurilingual, so establishing education systems that promote it is a feasible aim.
- **Cognitive benefits of plurilingual education**
- **Plurilingual approaches contribute to social integration** – acknowledging and valuing the home languages and cultures of migrants help their integration into schools and society; and plural approaches encourage the development of openness, respect and intercultural competences in all learners. This in turn can contribute to more harmony in our schools and our society.
- **Plurilingual competences are empowering for all learners** – they are better prepared for employment, for further study, for effective additional language learning and for citizenship.

The table of competences of FREPA mentioned in the previous section shows how the dual aim of empowering learners as well as contributing to social integration is spelled out clearly by some specific competences that individuals may acquire.

As previously stated, one of the benefits of plurilingualism is the deepened understanding from the first instance that the multiple values of languages (Castro Prieto and González-Cascos 2015) can contribute to creating learning communities that would broaden mutual understanding, promote tolerance and acceptance of values.

The characteristic of plurilingualism as expanding the learner's capacities fosters the cognitive aspect of learning (the creativity of learners to make sentences without been native or their logical reasoning to understand any process of communication). This coincides with

one of the key aspects pointed out by the Council of Europe: empowering learners. There are two main competences among those detailed by FREPA that illustrates what has just been explained:

- C1. 1 Competence in resolving conflicts, overcoming obstacles, clarifying misunderstandings
- C1. 4 Competence of adaptability

Plurilingualism can also be considered as a means to improve the learner's autonomy, since it has as a starting point the general knowledge of the students, their past experiences in the learning process, and enriches them with cultural and language codes. For this reason, education is looking towards a plurilingual approach in which several skills interact per task and from which can be inferred a broadness of vision as well as surpassing the boundaries associated to employment due to a lack of education.

The Council of Europe in 2006 in the document *Conclusions of 19 May 2006 on the European Indicator of Language Competence*, remarked the impact that knowledge of foreign languages had in citizens, not only to contribute to a better understanding, but also as a means of getting a higher employment. Therefore, a linguistic policy that could enable European citizens to participate in the decisions that affect every Member State, and contribute likewise to foster their competitiveness became fundamental. The C 1.2 competence in negotiation and C 1.3. competence in mediation, have a direct relationship with the idea of contribution to a better understanding. In fact, the C 1.2 and the C 1.3 are two of the plurilingual competences that most favor the remarks of the Council of Europe.

<p>Competences which activate knowledge, skills and attitudes through reflection and action</p> <ul style="list-style-type: none"> - valid for all languages and cultures; - concerning the relationships between languages and between cultures. 			
<p>C1 Competence in managing linguistic and cultural communication in a context of otherness</p>		<p>C2 Competence in the construction and broadening of a plural linguistic and cultural repertoire</p>	
<p>C1.1 Competence in resolving conflicts, overcoming obstacles, clarifying misunderstandings</p>	<p>C1.2 Competence in negotiation</p>	<p>C2.1 Competence in profiting from one's own inter-cultural / inter-language experiences</p>	<p>C2.2 Competence in applying more systematic and controlled learning approaches in a context of otherness</p>
<p>C1.3 Competence in mediation</p>	<p>C1.4 Competence of adaptability</p>		
<p>C3 Competence of decentring</p>			
<p>C4 Competence in making sense of unfamiliar linguistic and/or cultural features</p>			
<p>C5 Competence of distancing</p>			
<p>C6 Competence of critical analysis of the (communicative and/or learning) situation and activities one is involved in</p>			
<p>C7 Competence in recognising the "other" and otherness</p>			

Table 3. Table of competences FREPA

The table above lists the plurilingual competences of FREPA. The descriptors of the competences within the table are rated as ESSENTIAL, IMPORTANT or USEFUL depending on their impact on plurilingual approaches. The dark green parts are considered ESSENTIAL to contribute to the values of plurilingualism, whereas the light green competences are important.

These competences are valued according to their usefulness in social interactions. This should be taken into account because the social “needs” of communications will shape the degree of mastery of the speakers according to these competences. The plurilingual competence of each individual is personal and non-transferrable, thus depending on the socio-cultural context of the individual.

The process of communication is not flat, rather it is a multi-directional combination of abilities that intervene as elements that enable people from different or same origins to understand each other. Having this in mind, FREPA points out that competences are dependent on the situation as well as the task in which they are mobilized.

As a result, FREPA distinguishes between:

- Knowledge (language),

- Attitudes (attention / sensitivity / curiosity / positive acceptance / openness / respect / valorization with respect to languages, cultures and the diversity of languages and culture)

- Skills (can observe / analyze, recognize / identify, compare, talk about languages and cultures, use what one knows of a language in order to understand another language or to produce in another language, interact, knows how to learn).

The table below contains some examples of descriptors which may help to better understand each category.

KNOWLEDGE	
K 4	Knows that languages are continuously evolving
K 4.1	Knows that languages are linked between themselves by so-called "kinship" relationships / knows that languages belong to families
K 4.1.1	Knows about some families of languages and of some languages which make up these families
ATTITUDES	
A 2.2	Sensitivity to linguistic or cultural differences
A 2.2.1	Being aware of different aspects of language or culture which may vary from language to language or from culture to culture
SKILLS	
S 3.4	Can perceive lexical proximity
S 3.4.1	Can perceive direct lexical proximity

Table 4. FREPA descriptors.

2.2. Methodological issues in plurilingual education

A renewed thinking in language education policies is required, due to the factors explained in the previous section. The European Commission (2012) argues that: “a serious rethink of the traditional way of teaching foreign languages at school, based on more innovative methods and approaches, is needed” (p.15).

The renovation of the role of the teacher, its characteristics and implications, has been the subject of discussion of certain institutions and authors who are aware of the relevance of education to achieve the biggest goals established by the Council of Europe as means of an egalitarian continent. Castro Prieto and González-Cascos (2015) agree with this new conception of the teacher’s profile, arguing that it implies a reflective actualization of professional competences, “This change of focus coming from the plurilingual approach entails a change in the expectations voiced towards teachers” (p.6).

The reality of actual teaching is more challenging and demanding for teachers that it was before. The European Commission (2012) indicates that teachers should provide students with all the necessary tools of a foreign language with the expectation that the mentioned

learners could later become qualified employees “able to perform a range of work-related tasks in a number of foreign languages” (p.15).

Plurilingualism gathers a set of competences which vary depending on the different learning contexts of the learners.

The suggestions of the European Commission can represent a challenge from the point of view of methodology too. New approaches are constantly arising in order to transform the learning process, making it more effective. In the second part of this dissertation it will be explained how the proposal was implemented using a methodology is based on a learning methodology where the student take a more active role. This methodology was used to promote a collaborative learning among students on the basis of their motivation. The idea of a collaborative learning implies the social abilities included in the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (BOE Núm. 25., 29 de enero de 2015. pp.6991 - 7002), as well as some of the competences of plurilingualism.

The European Commission (2012) also suggests that teachers should train learners from all levels and sectors of education with a superior and varied-in-methodology education “Hence, language teachers should be trained to use the European Language Portfolio and the Common European Framework of Reference for Languages, which provides guidance not only for assessment, but also for developing new materials and designing curricula” (p. 16).

The role of the teacher facing this key challenge is of vital importance. It is a challenge for every member which has something to say in education, but most of the responsibility is faced by teachers.

Thus, the high level of expertise of the teachers is imperative, since they should:

- Support students forward on their learning journey from the beginning.

- Collect data to monitor the progress of their students, encouraging them within the creation or development of their ability of learning to learn.

Marina, Pellicer, and Manso (2015) propose that involvement and or commitment have a considerable role during the learning process of students, which must be promoted by the teacher. The leadership role in schooling should be recognized.

Castro Prieto and González-Cascos (2015) coincide in these ideas, adding that teachers should mobilize their student's plurilingual competence, which entails a plural language and cultural repertoire.

El Libro blanco de la profesión docente y su entorno escolar also speaks about a "sociedad del aprendizaje" where school years do not culminate in the last course of High School, on the contrary, they rather last a lifetime, resulting in a lifelong journey of knowledge.

During the school years, teachers teach students the ability to learn, an ability which is also included in the Boletín Oficial Del Estado (BOE) among many others: "competencia para aprender a aprender". Plurilingualism also derives from this idea, promoting the personal development of students, pushing them to expand their full potential. Certainly it sharpens the attention in languages by working with these competences as a set of skills susceptible to be expanded, in accordance with the dedication of the person and the context of learning.

It is necessary to underline the fact that language learning is neither isolated from a cultural point of view, nor a linguistic point of view, nor from the schooling point of view, but interacts with other subjects or aspects of learning. The role of ICT (Information and communication technology) in education to furnish students with resources to help them achieve several languages to different degrees is another pillar of the plurilingual policy sought by the Council of Europe.

The use or lack of these ICT for this purpose can either tackle or enlarge the gap among educational spheres as signaled by Marina, Pellicer and Manso (2015). Owing to this, fostering mutual respect, acceptance and dialogue based on language knowledge can fulfill the aforementioned gap. The Council of Europe recommended thus as a solution, an education for and through plurilingualism.

New requirements of teaching
<ol style="list-style-type: none">1. Provide all the necessary tools of a foreign language2. Mobilize student's plurilingual competence3. Be more innovative to maintain the motivation of the students4. Use a varied methodology as means of attaining all students from different contexts5. Monitor the progress of the students6. Promote commitment among students for their learning7. Contribute to the lifelong learning8. Foster the ability to learn of the students9. Support their students

Table 5. New requirements of teaching

In the table above there is a summary of the capacities of a teacher issued from the analysis of the rethink of language education.

This theoretical framework allows me to identify the plurilingual competences to evaluate the second part of this Master's dissertation. From all this conceptual development, I analyzed thoroughly the evolution of language policies, to get to a single framework, which lead to a range of levels of language knowledge and the creation of a range of competences. Finally, it was considered the benefits of these competences and the factors that condition their need.

Part 2

METHODOLOGICAL CONSIDERATIONS

Part 2: Methodological considerations

In the previous section, the principle of Plurilingualism as stated by the Council of Europe was analysed by focusing mainly on the concept of plurilingual competence as the goal of language education. This section, Part 2, is about the design of a proposal for implementing the principles that have been analysed in the first part. It consists on 3 chapters. The first one is about establishing the principles in which the proposal is based. Those principles are taken from the analysis of official guidelines such as the ones from the Council of Europe and the National and Regional Curriculum from BOE, BOCyL and Reales Decretos. The second chapter gives an account of the decision-making process for designing the proposal, taking into consideration the context in which the proposal is embedded. The third and last chapter is aimed at analasing the results obtained from a research perspective adopted when the proposal was implemented at school.

Chapter 3: Design of a proposal of intervention in Bachillerato

This chapter gives an account of the principles in which our proposal is based. The purpose is to relate the concept of plurilingualism as developed by the Council of Europe to the National Official Guidelines, since the proposal is aimed at students from Bachillerato.

3.1. Principles of the proposal

We base our proposal on the following issues highlighted in the theoretical background of this Final Master Dissertation as a result of the analysis of documents, mainly coming from the Council of Europe and European institutions. It is useful to briefly highlight the following objectives signaled by the EMCL (2017):

- Access to quality education for all
- Social cohesion
- The preservation of the linguistic diversity of Europe

In this second practical part of this Master's dissertation research will be shown which aims to demonstrate whether the following objectives related to plurilingualism were accomplished during the internship in the High School Núñez de Arce, to what extent and suggestions on how to improve its use in teaching, increasing the benefits for the student participants.

An introductory list of goals is presented based in the previous part of this work. The Ministerio de Educación, Cultura y Deporte et al (2002) indicates that:

El plurilingüismo tiene que contemplarse en el contexto del pluriculturalismo. La lengua no es sólo un aspecto importante de la cultura, sino también un medio de acceso a las manifestaciones culturales (p.6).

- The first aim of plurilingualism is to raise the consciousness of students about the multiple values of languages. It has largely been explained how important and necessary languages are for communication, and this characteristic was one of the main purposes of the intervention during the internship, not only due to the guidelines assigned by the Council of Europe, but also owing to the characteristics of the class

itself where it was implemented the teaching unit. The *Orden EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794) explains that:

El conocimiento de otras lenguas, aparte de la lengua materna, constituye un bagaje indispensable de las personas inmersas en un mundo globalizado, donde las relaciones entre ellas, los países, organismos y empresas son cada día más frecuentes y estrechas.

- The second aim of plurilingualism is to foster the ability of mastering different languages to different degrees. It is true that while teaching a language it is not very productive to teach in the same lesson in another language. However, a swift exchange took place during the intervention since, as it is going to be explained further on, the teaching unit is based on a voyage of discovery across Italy. This is linked with the previous point, since if the students show an interest for different languages it is because they value them individually. It is not so much learning a language, but rather acquiring a linguistic competence which enables users to interact successfully in real world.
- The third goal of plurilingualism is to promote the development of learners' capacities, based on the idea of cultivating a set of competences. In the previous part it has been mentioned the two possible approaches to languages, one from the cognitive point of view, and another on the basis of grammar. The first one deals with the creativity of students to establish connections between languages, to improvise or to resolve any possible issue which may arise within a communicative process. The cognitive aspect is matured by students since they have to correctly perform several skills among other aspects.
- The fourth endeavor of plurilingualism is to protect the cultural diversity of the learning communities, which in addition, contributes to the personal development of students. Values such as acceptance, tolerance and respect derive from the understanding of the otherness, its similarities and its differences. This develops an

“intercultural competence”³ in the students who share a democratic behavior and are able to relation correctly with the others.

- The last milestone of plurilingualism is to give the learner the necessary tools so as he or she is autonomous. Once the first approach has already taken place, it is important to encourage the pupils to set targets by themselves and to achieve them. In that case, they will be more motivated because they have an active role in their learning process. As a rule, every learner has a different linguistic background, thus the fact of translating the language acquisition into an individual crusade can become more stimulating for learners, and consequently they will be more autonomous in their progress.

On the other hand, the teaching unit had a framework established by the Reales Decretos and BOCYL namely, which are the documents in charge of the regulation of the teaching in Spain. Two objectives stand out in these documents. The first one included in the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794) consists in “la utilización eficaz de la lengua extranjera en contextos reales y comunicativos”. The Ministerio de Educación, Cultura y Deporte et al (2002) explain that this objective aims to “desarrollo de un repertorio lingüístico en el que tengan lugar todas las capacidades lingüísticas” (p.5). In consequence, some other objectives more specific were added to the aforementioned of plurilingualism. In the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (BOE Núm. 3., 3 de enero de 2015, p.188) it is specified that:

Artículo 25. Objetivos.

El Bachillerato contribuirá a desarrollar en los alumnos y las alumnas las capacidades que les permitan:

f) Expresarse con fluidez y corrección en una o más lenguas extranjeras.

³Related concepts associated to plurilingual education. p. 12

- g) Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación.
- k) Afianzar el espíritu emprendedor con actitudes de creatividad, flexibilidad, iniciativa, trabajo en equipo, confianza en uno mismo y sentido crítico.
- l) Desarrollar la sensibilidad artística y literaria, así como el criterio estético, como fuentes de formación y enriquecimiento cultural.

These objectives are very similar to the ones emphasized by plurilingualism, since they also acknowledge the knowledge of more than one language, creativity and flexibility as the cognitive aspect of plurilingualism does. Furthermore, the progress of some capacities is of special relevance for Education, since they are named by the Council of Europe as well as the BOCYL. These capacities in which growth is linked to the knowledge of foreign languages through plurilingualism, and which contribute to educate the character of learners by their cultivation, according to the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794), are essentially:

- la **capacidad de aprender a aprender**
- Marcar objetivos de diverso carácter para construir un perfil personal de competencias es el primer paso de un **aprendizaje autónomo, eficaz** y que se desarrollará **a lo largo de toda la vida**.
- El estudiante es quien aprende y quien, por tanto, construye sus competencias y las utiliza (...) Por tanto, la Primera Lengua Extranjera contribuye al **desarrollo del sentido de la iniciativa** (...)
- La articulación clara y convincente de pensamientos e ideas, la capacidad de tomar riesgos, así como el estímulo que supone comunicarse en otras lenguas para resolver nuevos retos o resolver tareas en escenarios más o menos complejos, son fundamentales para el **desarrollo del espíritu emprendedor**.

The Real Decreto also highlights critical thinking as a quality for students to acquire; apart from this, the Real Decreto underlines the cultural enrichment through literary and artistic work. Valuing the culture behind languages is certainly a shared purpose which has transferred from higher spheres to the documents responsible for the organization of the

education more precisely. Finally confidence, motivation and autonomy in the communication competence are three pillars which have in common all the documents previously mentioned.

Plurilingualism, as well as BOCYL, enhance the benefits of learning communities, on the understanding that sharing is enriching, and describing cooperative work as one of the profits that students can enjoy if they embrace the goals of plurilingualism. Curiosity by knowledge of any source gathers every purpose of both documents.

Chapter 4: Presentation of a proposal of intervention

This chapter consists on a description of the decision-making process developed during the design of the proposal. First, the context and the linguistic profile of the students will be described. We think that the linguistic profile may have an impact on the learning process of the students, and this is the reason why we have included this issue. Second, we will focus on the aims of the proposal. The decisions made for designing the aims will be explained based on official documents such as the European Language Portfolio, the Council of Europe documents and the Spanish documents regulating education: BOCyL and Real Decreto. Third, we will explain issues such as factors that have influenced the decision-making on aims, contents and activities. And finally, we will describe the activities of the proposal, and other elements for the teaching unit such as assessment criteria, classroom management, materials used, and timing of the sessions.

4.1. Context and linguistic profile of the students

The learning of a language is an ongoing process for any student whose aim is to master any language to any degree. It is hence a lifelong process and the responsibility of the learner to remain up to date. However, the knowledge of a second language can help to smooth this challenge of language acquisition, since the communication competence is equivalent in the primary language to the second languages. The *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794) says that:

La reflexión consciente sobre el hecho comunicativo debe extenderse a las lenguas maternas para, de este modo, mejorar las competencias para comprender, expresarse, interactuar y articular pensamientos y sentimientos sobre uno mismo y el entorno mental y físico en el que se interactúa y se establecen relaciones personales.

The social context in which the teaching unit is implemented needs to be explained in order to provide a better understanding of all the factors involved in the process. It is also necessary to contextualize the performance of the teaching unit since plurilingualism

understands the learning of foreign languages based on the personal background on the one hand and on the other hand cultural settings play, as important roles in the learning process. Languages are not learnt separately in individual compartments; on the contrary, plurilingualism considers all the variables intervening in foreign language learning.

To be able to determine the most appropriate design for the intervention in the classroom, a period of observation was specified. The purpose of this period was to allow the opportunity of collecting some data such as: the student-teacher ratio was, the number of foreign students, the methodology used by the teacher, the level of English of the students among which the teaching unit could be implemented, their disposability and openness towards languages, the number of hours per week, what resources were available, the dates in which the proposal of intervention was going to take place, the skills which required further strengthening, what were going to be the contents explained to the audience in accordance with the student's level, etc.

Teaching consists of addressing the issue of the constraints considering the pupils needs, according to the EMCL (2017). Consequently, the careful observation of the class resulted in a positive analysis of the needs of the students, of the most motivating or attractive aspects for them, the personal domain and the external situations of the students which may have an impact in the learning process. This is especially meaningful, since the analysis of the needs of the students, the methodology or the text book used can contribute to the assessment of the creation of the most suitable teaching unit so as students could maximize the benefits of it.

Regarding the number of students per class, according to the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794), the number of students per class is a maximum of thirty-five:

Artículo 4. Número de alumnos por aula.

1. El número máximo de alumnos en cada uno de los grupos de la etapa será de treinta y cinco, salvo en el supuesto de incremento de ratios derivado de la permanencia de algunos alumnos durante un año más en un determinado curso o de cualquiera de los demás supuestos de incremento de ratios que se establezcan de conformidad con el artículo 87.2 de la Ley Orgánica 2/2006, de 3 de mayo, y sin menoscabo de las ratios que se establezcan para modelos de bachillerato específicos.

Nonetheless, the number of students of the class selected to perform the teaching unit was twenty-seven. This was not the biggest class of Bachillerato, and even though they were numerous enough, it was not an issue to distribute the work. A research carried out by the OECD (2011) showed that the average ratio of students per class in the OECD countries was around 24 (pp.392, pp.394). For this reason, the attention and time that a teacher could give individually was affected.

Besides that, the first decision to make after the period of observation was what was going to be the class selected for the intervention. After a careful observation of all the classes available for this practice, the class selected was 1º B Bachillerato. This decision was made upon a number of factors which were the following:

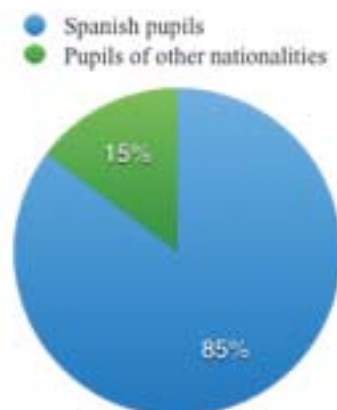
- Firstly, the characteristics of the project required some students of different nationalities to put into practice the project of plurilingualism, in order to observe them, collect data and analyze the results. Even though there were students of other nationalities in each of the classes available, this one was the most numerous. Apart from that, in most cases they had spent over seven years in Spain, for this reason, they were completely integrated in the group and in the Spanish education system.
- Secondly, the cultural richness of this class, their variety, also played an important role in their selection. They participated actively in the activities proposed by the teacher and did not require any curricular adaptation. Their presence in the group was an advantage and an attractive feature regarding the components of this project.

(...) el uso de las lenguas extranjeras supone un conocimiento y aceptación de otros usos, costumbres, culturas y creencias, y conlleva necesariamente tener una visión completamente abierta y positiva de otras realidades que contribuirán a un enriquecimiento personal y mutuo (...).

- Thirdly, after having completed the compulsory education, aged sixteen, students have acquired a set of competences which, according to the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8

de mayo de 2015, pp. 32785 - 32794), “Los contenidos necesarios para alcanzar los estándares de aprendizaje son considerados como contenidos competenciales (...)”. The sum of the competences described by the Common European Framework of Reference for Languages (CEFR), of which the students are examined, qualify them as “independent users intermediate”. In other words, they finish the last course of compulsory education accredited with a B1, which proves that they are able to manage a number of communicative situations as well as the fact that the objectives of plurilingualism regarding grammar issues could be performed with them.

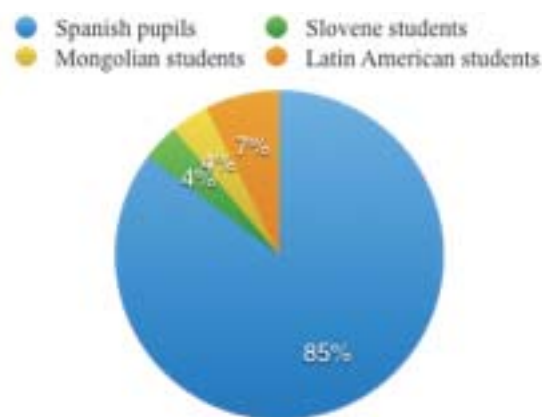
- Fourthly, this class was composed of students who had high levels of participation. Their level of compromise with the subject was very high as well as their motivation. They were respectful and collaborative and had a positive attitude. These factors consolidated their selection because they possessed many of the characteristics depicted by plurilingualism.
- Fifthly, the attentive observation first, and the posterior analysis of the class resolved a teaching unit more incarnated for the students. The choices made were based on the comments supplied by the students as well as by the teacher in charge of the class, underpinning some of the factors indicated in the description of the social context.



Graph I. Range of students in 1º B Bachillerato

In the previous chart it is observable that the 15 % of the class was composed of students of other nationalities, whereas the remaining 85% represented the proportion of Spanish students. In a country such as Spain where the number of foreign speakers is significant, the composition of this chart confirms the positive effects plurilingualism can have in the society.

As a result of the multiple nationalities present in this classroom that are depicted in the next page of this document, acceptance and tolerance were essential values. The current tendency of the mobility of European citizens who speak several documents is demonstrated in this classroom in particular, and in the educational environment in general. It is patent an increment in the exchange of nationalities in the labor, educational and social aspects? It goes without saying thus, the imperative of educating for openness and a European citizenship where pupils activate all their knowledge to achieve the communicative purpose and are able to build a healthy relationship with all the citizens besides mutual enrichment.



Graph II. Range of nationalities in 1º B Bachillerato

Apart from this, of the foreign students that represented the 15% of the class, their nationalities were highly diverse. Considering the graph II above, the 15% can be separated into three nationalities: Mongolian, Slovene and Latin American (Peruvian). Mongolian and Slovene nationalities each respectively represent 4% of the class, while Peruvian students represent 7% of the class. The similarities and differences that may exist within these students and also within the rest of the class may influence the understanding of some of the activities proposed.

4.2. Aims of the proposal of intervention

Goullier (2007) says that:

Plurilingualism (...) is usually taken to mean that all teaching of (and through) languages requires a global approach, which covers first, classroom, foreign, regional, minority and immigration languages, and includes the development of individual plurilingualism among the aims of education (p.47).

The competences related to plurilingualism which will be developed through the teaching unit are based on the plurilingual approach described by the documents of several European institutions. Beacco and Bryam agree that plurilingualism is rooted in any communicative exchange in Europe; they identify it as a prerequisite to accept the linguistic diversity as the Council of Europe (2007) too. The teaching unit has been based thus, on the guidelines of plurilingualism after the European Language Portfolio, the Council of Europe and the Spanish documents regulating Education: BOCyL and Real Decreto.

The European Language Portfolio (ELP) is one of the documents created to contribute to the progress of plurilingualism within students. It is, as the name already predicts, a portfolio that enables students to monitor their progress in language learning. It is a tool offered to the students that Goullier (2007) says that it is composed by:

- A Language Passport in which users record information concerning their level in all the languages they know or are learning;
- A Language Biography which encourages reflection on previous learning and self-assessment;
- A Dossier containing materials and documents certifying the levels mentioned and the experiences reported (p.7).

The most relevant section of the ELP is the Language Passport in which learners' record information concerning their level in the languages they speak, determine by their achievements in several skills, specifically understanding and producing oral and written texts. In other words, speaking, listening, writing and reading are the four core competences which position the language knowledge of students in one of the levels described by the CEFR.

The aims of the proposal of intervention are:

- To develop the four competences which are at the core of language learning during six modules, each of them allocated in sixty minutes in addition to the two individual work hours where pupils are allotted individual or group tasks.
- To promote the following plurilingual competences through the reinforcement of speaking, writing, listening and reading skills:
 - ✓ Competence in recognising the "other" and otherness, since students will be exposed to language acquisition through a trip across Italy.
 - ✓ Competence in managing linguistic and cultural communication in a context of otherness. Because the use of ICT's will contribute to create different context where students should be able to communicate with different groups and in different situations.
 - ✓ Competence of critical analysis of the (communicative and/or learning) situation and activities one is involved in. This competence can be part of the previous one, since as learners are going to be presented diverse activities; they will have to analyze what does each of them require.

4.3. First considerations for the design of the lesson plan

The design of a teaching unit is a work that requires several stages to accomplish before it is possible to actualize it. In the previous section the importance of social context has been explained, since it may have an impact in language learning. In addition, the choice of the class which have been taught the teaching unit was an important point, because otherwise the decision of the evaluation and the tools to perform it couldn't have been possible. The contents are adapted to the target audience to which it is going to be presented.

The following stage to accomplish was the design or creation of suitable activities for the target audience. Before the possible design, job shadowing provided the necessary knowledge to adequate the intervention. During this period, students introduced themselves

and shared their point of view of language learning, which was taken as a starting point to begin to build the teaching unit.

One of the information that had a powerful impact on the decision of the activities and the structure of the proposal was the fact that these students were going to go on a trip to Italy. Within the Centre Project, which is other of the documents that structure the organization of the High School and gathers all the directives and Plans, there is a section where the out-of-school activities proposed by the High School are displayed.

These activities have a shared coordination between the High School members and the families present in the association. They are considered heavily important, and a vital complement in the academic formation of the students. The journey to Italy had been conceived by the departments of History and Modern Languages to promote an enhancement of the cultural and linguistic knowledge of the students.

This trip was not the only activity proposed to students. Every class of 1º Bachillerato was offered an exchange with a High School of Nîmes, France. The selection of the student's participant was dependent on a number of factors.

For this reason, the level of pluriculturalism of these students due to all the possibilities opened to them was very high, and this conditioned the final choice of the connecting thread of a "voyage of discovery across Italy" where students could develop their plurilingualism thanks to the activities designed.

The cultural out-of-school activity of the trip also conditioned the period and duration of the implementation of the teaching unit, since it was necessary to adapt the contents to the dates available. Students were at the end of a school period, and a week before holidays they were going to go to Italy. Therefore, time also played an important role in the decision making process.

The content of the proposal was also a key aspect of the decision making process. First of all there was the selection of the class, secondly the job shadowing to collect some essential data, and from the data collection came the theoretical content which fulfills all the characteristics that conferred this group a special character (ratio of students, foreign students, the trip to Italy, the exchange with France...).

However, this resolution was taken in the pursuit of the best interest of the pupils, notwithstanding the order of the theory in the textbook of the students. Finally the relative

clauses were selected as the contents of the teaching unit altogether with the vocabulary of the textbook of the teaching unit (technology and commercial exchanges). The selection of the contents was made considering also the plurilingual competences that I wanted to practice in the class.

The fact that students could learn to add information (thanks to the relative clauses) enhanced the final pursuit of plurilingualism of facilitating communication. It can also be argued that, as relative clauses are defining and non-defining, students train the plurilingual competence of critical thinking or the capacity to analyze the communicative situation in which they are involved. Besides, if they have more tools to communicate, they would become more autonomous in this process. At the same time, as the vocabulary is about technology, it is explained while students are making use of it, because ICTs will be very present in the teaching unit, opening their minds to new ways of learning that would develop their capacities, another characteristic of plurilingualism.

In this way the plurilingual competences of autonomy, critical thinking and developing learner's capacities are included. Two other plurilingual competences that I wanted to start developing within my students were: Competence in recognizing the "other" and otherness, which I did through the voyage, and the Competence in managing linguistic and cultural communication in a context of otherness, that was achieved namely through classroom management and the help of ICT.

The *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (BOE Núm. 25., 29 de enero de 2015. pp. 6991 - 7002) is one of the documents consulted during the first considerations of the teaching unit, since it provides the competences that students of Bachillerato should acquire. The first of them, the linguistic competence enhances the final purpose of plurilingualism: communication. For that reason, the efforts displayed by the Council of Europe coincide and have a translation in the Spanish regulation. Furthermore, the linguistic competence implies a personal factor where motivation plays an important role, as it will be explained in the next sections of this dissertation.

However, in the linguistic competence do not only intervene personal factors, there are also four more factors that are decisive. These factors are: linguistic component, pragmatic

component, socio-cultural component and strategic component. All of them are shared with plurilingualism.

The last stage before the design of the proposal of intervention derived from job shadowing. In order to create a teaching unit benefiting from the voyage of discovery of the pupils, a plan of the cities that they were going to visit was developed, since undergraduates may be more motivated if they could learn something in advance about the cities they were going to visit. In addition, the underlying specific object of emphasizing plurilingualism was already enhanced due to the cross-disciplinary character of the proposal. At the same time, the class was proposed a new way of learning a language, through the discovery of another culture.

4.4. Proposal of intervention

The proposal of intervention consists of a teaching unit which, as previously stated, is rooted in the voyage of discovery across Italy of the students of 1º Bachillerato.

It is necessary to say that the teaching unit is planned following the curricular determinations contemplated in the LOE, Ley Orgánica de Educación and LOMCE, Ley Orgánica para la Mejora de la Calidad Educativa, which is a complement of the LOE. Specifically I considered the Real Decreto 1105/2014, *de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (BOE Núm. 3., 3 de enero de 2015, p.188), and given the fact that the proposal of intervention was aimed for Castilla y León, I have taken into account the curricular elements of the ORDEN EDU/363/2015, *de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794). The considerations of great value provided by the ORDEN ECD/65/2015, *de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (BOE Núm. 25., 29 de enero de 2015, pp.6991 - 7002), which includes the competencies as it has already been mentioned, influenced the design of the teaching unit too.

Nonetheless, since the plurilingual competence is not explicitly included in the curriculum yet, I intended to develop the plurilingual competencies that are still not officially included in the curriculum.

Once the legislative context that regulates the design of the teaching unit has been clarified, it is necessary to continue with other aspects.

The next stage is to itemize the teaching unit. This proposal is aimed for an audience of 1º B Bachillerato, in the last part of their second evaluation period, therefore, the dates available to perform this teaching unit were very settled. The practice of this proposal of intervention took place from the 13th of March to the 21st 2017. Even though this implied 7 days, it extended to another day due to an activity proposed by the High School which involved the whole class.

Bearing in mind that the cities that they were going to visit were: Pisa, Rome, Venice, Florence and Verona. It was decided that, given the tight schedule, Florence would not be included, whereas Rome would occupy two lessons. The overload of information of all the cities of the roadmap was not the purpose of the activity; therefore a more precise knowledge of the cities prevailed over a more general approach.

The organization of the lessons is as follows. The first day would be Pisa, the two next days were due to Rome, the fourth day would be dedicated to Venice, the fifth day to Verona, and the last day would be a summary and review of what it has been developed in the six lessons for the purpose of consolidating the knowledge and reducing uncertainties. The following tables offer a detailed description of the activities of each day, indicating the titles, their duration, the classroom management, the contents, the objectives, the evaluation criteria and the material.

TEACHING UNIT: A voyage of discovery across Italy

Students should be able to

- ❖ Express themselves in English, overcoming the difficulties that might arise derived from the different communicative situations that they will have to face.
- ❖ Recognize the “other” and the otherness in the present teaching unit, valuing positively the knowledge of the Italian culture.
- ❖ Strengthen their entrepreneurial spirit while resolving conflicts derived from the debates or the decision making process during Kahoot (game-based learning platform) or the Roman sightseeing tour.
- ❖ Perform correctly in group activities as well as in pair work, showing self-confidence to express themselves in front of the rest of the class, being flexible and creative to clarify the misunderstandings.
- ❖ Develop their literary sensitivity due to the role play of Romeo and Juliet, showing equally their cultural enrichment.
- ❖ Acquire a responsible citizenship, acting democratically to allow an equal and equitable participation of all the members of the group or pair in all the activities due.

Contents of the teaching unit

According to the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794), the contents of the teaching unit are:

Bloc 1: Comprehension of oral texts

- ✓ Exchanging information, indications, opinions, beliefs and points of view, advices, warnings and notices.

Bloc 2: Production of oral texts

- ✓ Expressing the message with clarity and coherence, organizing it appropriately and adjusting, where appropriate, the models and formulas of each type of text.
- ✓ Expressing curiosity, knowledge, certainty, confirmation, doubt, conjecture, skepticism and unbelief.

Bloc 3: Comprehension of written texts

- ✓ Inferencing and formulating hypothesis on meanings from the understanding of linguistic and paralinguistic significant elements.
- ✓ Describing and appreciating physical and abstract qualities of people, objects, places, activities, procedures and processes.

Bloc 4: Production of written texts

- ✓ Expressing interest, approbation, appreciation, praise, admiration, satisfaction, hope, trust, surprise, and its contrary.

These general contents are translated into a more specific content:

1. Language competence:

- 1.1. Use of the relative clauses to add information.

Learning standards of the teaching unit

According to the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794), the learning standards of the teaching unit are:

Bloc 1: Comprehension of oral texts

4. To understand, in an informal conversation or discussion in which he or she participates either in live speech or through the technology, specific information relevant to general topics or of his/her interest, and to understand feelings such as surprise, interest or indifference, as long as the interlocutors avoid a very idiomatic use of the language and if there is no acoustic interferences.

Bloc 2: Production of oral texts

1. To make well-structured presentations and of a certain duration on an academic subject (e. g. The design of a device or gadget, or on an artistic or literary work), with sufficient clarity so it is possible to follow it without difficulty most of the time and whose main ideas are explained with a reasonable precision, and to respond to complementary questions of the audience formulated with clarity and at normal speed.

2. To manage effectively in transactions and managements that arise while traveling, to arrange the trip or dealing with the authorities, as well as in less common situations in hotels, shops, travel agencies, health centers, study or work (e. g. To make claims), to raise their reasoning and points of view clearly and following the socio-cultural conventions that demand the specific context.

3. To participate effectively in informal conversations face-to-face or by telephone or other technical means, in which he or she describes with some detail facts, experiences, feelings and reactions, dreams, hopes and ambitions, and responds appropriately to feelings such as surprise, interest or indifference; (...) he or she offers and is interested in personal opinions on topics of its interest; to make understandable his/hers opinions or reactions regarding possible solutions of problems or practical issues; to express himself or herself with kindness beliefs, agreements and disagreements, and to explain and to justify his/her opinions and projects.

Bloc 3: Comprehension of written texts

7. To understand without difficulties the storyline of fictional stories and clearly structured short novels, of simple and direct language, in a standard variety of the language, and to understand the character of the different characters and their relationships, when they are clearly described and in sufficient detail.

Bloc 4: Production of written texts

5. To write, in a conventional format, brief reports in which he or she gives pertinent information on an academic, occupational or less common subject (e.g. a problem arising during a trip), describing situations, persons, objects and places in sufficient detail; to narrate events in a coherent sequence; to explain the reasons of certain actions, and to offer brief and justified opinions and suggestions on the subject and on future lines of action.

Assessment criteria of the teaching unit

According to the *ORDEN EDU/363/2015, de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794), the assessment criteria of the teaching unit are:

Bloc 1: Comprehension of oral texts

- ✓ Knowing and knowing how to apply the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.

Bloc 2: Production of oral texts

- ✓ Showing some flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift, the collaboration with the interlocutor and the maintenance of the communication, although it may not always be done in an elegant way.
- ✓ Participating effectively, even making mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc., of long duration, having the possibility to prepare and manage their participation in them.

Bloc 3: Comprehension of written texts

- ✓ Knowing and knowing how to apply the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.

Bloc 4: Production of written texts

- ✓ Writing, in any support, clear structured texts on a series of general and more specific topics related to their own interests or specialty, making descriptions in sufficient detail; writing in their own words, and organizing in a coherent way, information and ideas extracted from various sources, and justifying their own opinions in general, or more specific topics, using elements of cohesion and coherence and a lexicon of common use, or more specific according to the context of communication.
- ✓ Using with reasonable correction the morphosyntactic structures and the discursive patterns, using connecting and cohesive elements of common use to ensure that the discourse is well organized and adequately fulfills the function or communicative functions concerned.

PISA		
<p>Material</p> <ul style="list-style-type: none"> ● Computer ● Projector ● Photocopies ● Speakers 	<p>Timing</p> <p>60 minutes</p>	<p>Classroom management</p> <ul style="list-style-type: none"> ● Individual work ● Group work
<p>Procedure</p> <ul style="list-style-type: none"> ▪ Activity 1 -warm-up-. Pisa: short explanation of the city, location and characteristics (10 minutes). ▪ Activity 2 -reinforcement-. Students will be presented a comic strip which represents a group of students discussing their trip to Italy and how are they going to do to organize themselves. In the cartoon, they will divide justifying each selection with a relative clause. Students will discuss what they are seeing, and how the students from the comic strip arrange themselves (20 minutes). ▪ Activity 3 -reinforcement-. Listening to a recorded video from Pisa, explaining the most famous monuments of the Piazza del Duomo. Students will have some questions to answer after the video. With this activity students will start to practice the vocabulary related to trips and exchanges (20 minutes). ▪ Activity 4 -relaxation-. Students are invited to take part in a debate on the topic: Will the leaning tower fall or not? When the roles are finally given, the students can play a set role. In all cases, they will have to take account of the other person in order to be able to answer. They will have to use relative clauses when possible to justify their answers (10 minutes). 		

Content
<p>Bloc 1: Comprehension of oral texts</p> <ul style="list-style-type: none"> ✓ Exchanging information, indications, opinions, and points of view about Pisa, understanding what are the monuments of the square, some details of the region, when was the Duomo built, and some aspects of the architecture and the local customs.
Learning standards
<p>Bloc 1: Comprehension of oral texts</p> <p>4. To understand, in an informal conversation through the technology, at least the specific information relevant to the topic of Pisa. To identify the key words of the listening to answer the questions proposed.</p>
Assessment criteria
<p>Bloc 1: Comprehension of oral texts</p> <ul style="list-style-type: none"> ✓ Knowing and knowing how to apply the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information related to Pisa exposed in the listening, identifying the main points with the help of the questions asked.

ROME		
<p>Material</p> <ul style="list-style-type: none"> ● Computer ● Photocopies ● Maps of Rome ● Speakers ● Projector ● Scotch 	<p>Timing</p> <p>120 minutes</p>	<p>Classroom management</p> <ul style="list-style-type: none"> ● Individual work ● Group work

Procedure

- Activity 1 -warm-up-. **Rome**: short explanation of the city, location and characteristics (10 minutes).
- Activity 2 -consolidation-. Students will have to fill in a written exercise with gaps about the mythology of Rome. They will practice the vocabulary related to mythology and buildings (5 minutes).
- Activity 3 -reinforcement-. Students will “go” to the Tourist Information Office to ask for a map of Rome. Next they will have to read some texts about the monuments of Rome which will be stuck in the classroom, create a sightseeing tour and show it in front of the class with the help of the maps. Students will choose some monuments to present in the sightseeing that they will describe using the relative clauses (30 minutes).
- Activity 4 -relaxation-. Italy and the cinema, students will be shown some trailers of films shot in some of the cities of the teaching unit and they will comment it briefly (5 minutes).

Content

Bloc 2: Production of oral texts

- ✓ Expressing curiosity, knowledge and conjectures about the informations of the monuments of Rome and the cinema.

Learning standards

Bloc 2: Production of oral texts

1. To make a well-structured presentation and of a certain duration about the sightseeing of Rome, with sufficient clarity so it is possible to follow it without difficulty most of the time, so as it is possible to at least, identify all the monuments exposed and the information explained.

Assessment criteria

Bloc 2: Production of oral texts

- ✓ Participating effectively, even making mistakes, in the activities of oral interaction of the sightseeing tour of Rome and the discussion of Italy and the cinema. These interventions are of long duration, after having prepared their intervention with the groups with which they are working.

VENICE

VENICE		
Material	Timing	Classroom management
<ul style="list-style-type: none"> ● Computer ● Speakers ● Projector ● Photocopies 	60 minutes	<ul style="list-style-type: none"> ● Pair work
<p>Procedure</p> <ul style="list-style-type: none"> ▪ Activity 1 -warm-up- Venice: short explanation of the city, location and characteristics (5 minutes). ▪ Activity 2 -reinforcement-. Kahoot with mysteries and legends of Venice and strengthening the practice of the contents of the teaching unit (15 minutes). ▪ Activity 3 -consolidation-. Students will have to create a typical tourist conversation to ask other tourist who have already visited the city for recommendations and perform it in front of the class (20 minutes). ▪ Activity 4 -relaxation-. During the last 10 minutes of the class I will give the students the script of the balcony scene of Romeo and Juliet that they will have to represent the next day to discuss about the play and give them an overview. 		

Contents	
<p>Bloc 2: Production of oral texts</p> <ul style="list-style-type: none"> ✓ Expressing the message with clarity and coherence, after having decided the right answer for the Kahoot game, organizing it appropriately so as it is understandable their final decision or to express the message with clarity during the tourist conversation. 	
Learning standards	
<p>Bloc 2: Production of oral texts</p> <p>3. To participate effectively in an informal conversation face-to-face, in which the student describes at least with five detail facts, its experiences and feelings during their trip around Italy. To ask for some information of interest about other places and to make understandable his/hers opinions or reactions regarding possible solutions of problems or practical issues such as the opening hours of monuments or the prices of the tickets for instance.</p>	
Assessment criteria	
<p>Bloc 2: Production of oral texts</p> <ul style="list-style-type: none"> ✓ Showing some flexibility in the interaction during the informal tourist conversation with regard to the mechanisms of taking and transfer of the word shift, collaborating with the interlocutor so as to maintain the communication, asking questions and facilitating the intervention. 	

VERONA		
<p>Material</p> <ul style="list-style-type: none"> ● Computer ● Projector ● Photocopies ● Speakers 	<p>Timing</p> <p>60 minutes</p>	<p>Classroom management</p> <ul style="list-style-type: none"> ● Pair work ● Group work ● Individual work

Procedure

- Activity 1 -warm-up- **Verona**: short explanation of the city, location and characteristics (10 minutes).

- Activity 2 -reinforcement-. Performance of the balcony scene of Romeo and Juliet. Additionally some students will have to pretend to be the “rehearsal aide” adding some extra information as if the audience needed a clarification, using the relative clauses to add that information (20 minutes).

- Activity 3 -reinforcement-. Students will have to write a post about their experiences during the Italian week using all the contents practiced in the teaching unit, both the vocabulary and the relative clauses (10 minutes).

- Activity 4 -relaxation-. It will be commented with the students the great culinary wealth of Italy, adding something of their countries and of other experiences that they might had (10 minutes).

Contents

Bloc 2: Production of oral texts

- ✓ Expressing the message of the balcony scene of Romeo and Juliet with clarity and coherence, and adjusting, where appropriate, the models and formulas to the literary text.

Learning standards

Bloc 2: Production of oral texts

3. To participate effectively in the informal conversation face-to-face of the performance of the balcony scene of Romeo and Juliet, in which he and she describe at least, its feelings, dreams, hopes and ambitions, and responds appropriately to feelings of surprise and interest.

Assessment criteria

Bloc 2: Production of oral texts

- ✓ Participating effectively, even making mistakes, in the role-playing game of Romeo and Juliet, of twenty minutes of duration, after having prepared it the previous day in class and at home, managing their participation in them.

SUMMARY

SUMMARY		
<p>Material</p> <ul style="list-style-type: none"> ● Computer ● Speakers ● Projector 	<p>Duration</p> <p>60 minutes</p>	<p>Classroom management</p> <ul style="list-style-type: none"> ● Group work
<p>Procedure</p> <ul style="list-style-type: none"> ▪ Activity 1 -warm-up-. Last day of the teaching unit. Brainstorming to review what they have been learning in the last weeks using the blackboard to write the essential information (10 minutes). ▪ Activity 2 -consolidation-. True or false questions about the main contents of the teaching unit and giving several examples (15 minutes). ▪ Activity 3 -consolidation-. Trivial (using Trivinet (free online trivial game that can be customized)) with the following categories: (20 minutes) <ul style="list-style-type: none"> ○ Culture ○ Grammar ○ Gastronomy ○ Vocabulary ▪ Activity 4 -relaxation-. Farewell and thanks for their participation and positive attitude. 		

Contents
Bloc 1: Comprehension of oral texts ✓ Exchanging information and indications about the teaching unit that has been implemented, reinforcing the contents practiced during the six days.
Learning standards
Bloc 1: Comprehension of oral texts 4. To understand the information explained and the questions asked in live speech about the contents and experiences of the teaching unit to at least, be able to answer more than 75% of the questions.
Assessment criteria
Bloc 2: Production of oral texts ✓ Showing some flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift during the decision-making process of choosing the right answer among the possible options available and communicating the decision of the group.

At the end of the dissertation there is an appendix with the activities and documents used during the teaching unit. There is also an evaluation rubric based on qualitative descriptors of achievement. This evaluation rubric would be implemented in several stages so as it covers the whole learning process of the teaching unit.

The aims of the proposal of intervention are:

- To promote the plurilingual competences within students such as the personal development of each student so as all of them can as Beacco, Bryam et al. (2010) explain: “realise their full potential” (p.18) through the aims expressed in each session.
- To reach the linguistic knowledge of a language by contributing to the development of a range of skills using several activities in which the interactions were very varied. This involves the development of these skills with a range of resources to attain individual repertoires.

On the one hand, the proposal was conceived to work the skills of reading, writing, listening and speaking in a balanced way. On the other hand, the classroom management and the use of ICT (Information and communication technology) aided to the strengthening of other capacities within the students such as the plurilingual competences that will be considered in the analysis.

In order to achieve this, the methodology used is based on a learning methodology where the student take a more active role. Through this methodology, students could enhance their skills not only in regard to language, but also their personal abilities since they had to negotiate, decide, choose, interact, etc, and unfailingly they had an active role in their learning process, integrating all the members of the class. For this reason, the motivation and autonomy of the students were within the objectives attained.

Chapter 5: Analysis of student's plurilingual competence

This chapter deals with the analysis of the implementation of the Teaching Unit Plan. The aim of the analysis is to check if the activities from Teaching Unit have contributed to the development of the plurilingual competence in the students from Bachillerato. It goes without saying that in a single teaching unit it is very hard to contribute to the use of every competence of the plurilingualism, however, I observed some encouraging evidence.

It is convenient to begin the analysis of the implementation by saying that, in spite of the intended novelty of the methodology and the tools used, there were some factors which remained fixed: first, the lesson was in the target language; second, every lesson reinforced more than one skill, normally they are worked together, therefore, at the end of the school year, all the skills have been reinforced intertwined. The fact that I did so, contributed to the adaptability competence of students among others; and third, the duration of the lessons consisted of sixty minutes three times a week.

On the other side, the ORDEN EDU/363/2015, *de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794) is very precise while describing the characteristics necessary to be fulfilled by the methodology and the key aspects of Bachillerato.

For instance, it insists on the importance of a methodology adapted to the socio-cultural environment of the class, -which is a shared characteristic of plurilingualism- always having into account the constitution of the subject and the sources available to implement it so as the learning process is effective.

The teaching unit designed for 1º B Bachillerato had a communicative purpose, where an authentic subject was presented: a trip to Italy. What is more, the resources available for students were from real sources of information, that is, the information for tourist available on several sites such as the Councils pages for instance. The subject was not only aimed to be interesting, but also useful for the students. As a result, students were trained in a creative and efficient use of the language as well as in the decision making process.

In the regard of a productive learning process, the election of the Italian trip, and the fact that all the cities were presented via PowerPoint succeeds in complying the objective of an effective and useful learning process. Italy was a reality that students were going to face,

and the cultural exchanges that would necessarily take place had already been prepared within this teaching unit. Hence, one of the first competences that learners had the chance to train was the competence in recognizing the "other" and otherness, as well as the competence in the construction and broadening of a plural linguistic and cultural repertoire.

At the same time, since this was an event in their foreseeable future, their motivation was already very high as well as their attention. The fact that they had such a participative role in their own learning, combined with the use of ICT were the two aspects that stimulated most a more active participation and interest on the part of the students. ICT specially facilitated the learning process and the integration of the contents within a context that they could experiment directly through the images showed. The idea of creating an integrating context where students can learn from a more diverse and rich point of view as plurilingualism aims becomes a reality thanks to the intervention of ICT. The communicative contexts are where plurilingual competences are best developed, and they are facilitated in this teaching unit by the use of ICT.

It is worth stressing that this was a cooperative learning, where students were more autonomous to achieve the purpose of the activity. The fact that they had to share ideas in order to produce a final result was very beneficial for them, since they acquired an enterprising character, and the ability to negotiate and select the best ideas for a common purpose favored their critical capacity. Thanks to this shared learning, individuals practiced the competence in managing linguistic and cultural communication in a context of otherness, in particular, the competences in resolving conflicts, overcoming obstacles, clarifying misunderstandings and the competence in negotiation had a more substantial role.

Every activity, particularly some role plays or presentations, contributed to the problem-solving ability of the students. During the role-play displayed in one of the two days dedicated to Rome for example, students had to create a route through the most important monuments of the city according to them, based on the previous information given to them via PowerPoint and some photocopies which had been displayed in the classroom. Students had to do a preliminary reading and select all the information they wanted to include in their performance and synthesize it in a brief presentation of five minutes in front of the rest of the class with the help of the maps that had been given and the pictures.

The activity of the sightseeing tour was one of the most useful to make students reflect on the value of learning communities, the cooperative work and their autonomy. On the other hand, the ORDEN EDU/363/2015, *de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794) establishes within the methodological principles of the stage, the development of the communicative ability of the student through presentations, or oral expositions as means of managing the information. This objective was widely promoted during the six days that comprised the intervention. Through this activity, students reinforced the competence in managing linguistic and cultural communication in a context of otherness in general, and the four in which it is divided as well.

In the same way that the previous activity of Rome enhanced student's capacities, especially their oral capacities, the rest of the activities proposed had different nature from the point of view of the tools used to develop them, or the objectives pursued or their execution. The activity of the sightseeing tour of Rome not only contributed to the oral production of the students, but also to their oral comprehension.

Oral comprehension was equally fostered through the listening activity of Pisa, where students were given a photocopy to complete with the listening and afterwards there was a small debate to comment on what they had listened to. For this reason, all the students had a chance to succeed in oral comprehension as specified the ORDEN EDU/363/2015, *de 4 de mayo, por la que se establece el currículo y se regula la implantación, evaluación y desarrollo del bachillerato en la Comunidad de Castilla y León* (BOCyL Núm. 86., 8 de mayo de 2015, pp. 32785 - 32794). Both activities raised the active participation of students. At the same time, due to the double character of the activity, learners trained their competence of critical analysis of the (communicative and/or learning) situation and activities one is involved in.

In the activity of debate of Pisa, the strategy consisted in promoting students' negotiating competence, since they had to reach an agreement, proving that they were able to resolve the conflict that represented the question presented. Taking into account that they had to listen first in order to produce suitable answers, learners also had to overcome the difficulty of improvising new ideas and expressing them in English.

It is also likely that the realization of all the activities proposed led to a transferable learning, training students to develop a wide range of competences through a joint resolution of exercises essentially designed to build a shared knowledge as requested to active methodologies.

The connecting thread of the trip and the discovery of a city per day can be seen as a project-based approach where students have to produce a final product. The final product of this teaching unit was a writing proposed to the students where, as if they were using social networks, they had to post using relative clauses, the positive, interesting, surprising, and unexpected, shocking activities of the teaching unit. Due to the intercultural character of the class, the products were very different. Nevertheless, there was a consensus valuing the experience of a trip as an excellent way of learning.

It is striking the fact that all the students valued very positively the integration of the culture of another country, its geography, monuments, origins, or the literature that took place in Verona with Romeo and Juliet. They opened their minds and fulfilled their curiosity of the discovery of a new country and some of the aspects that this implies. As plurilingualism aspires, students recognized and welcomed the approach to the language through the culture, respecting and accepting it as very enriching and constructive. Some of the adjectives employed by the students to qualify the experience were “interactive, educative, fresh, amusing, interesting, etc”. They also enjoyed learning something more than the language itself, what coincides with another of the aims of plurilingualism: mutual understanding.

The use of ICT was another major asset of the teaching unit according to the feedback given by the students. In a world of technology, the practical usages of it converge with the useful character of language. Additionally, the use of them can contribute to create communicative contexts where the plurilingual competence is better developed due to the diversity present in them. The development of the lessons with the help of a computer coincides with one of the objectives established as a framework of the teaching unit from the Real Decreto 1105/2014, *de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* (BOE Núm. 3., 3 de enero de 2015, p. 188): “g) Utilizar con solvencia y responsabilidad las tecnologías de la información y la comunicación”. Technology usage proved very entertaining and enjoyable for students who were very enthusiastic about the idea of using their mobile phones to learn.

The enthusiasm of students by technologies helped to the social cohesion of the class, since regardless of the nationality, they agreed in the positive effects, as they did with the idea of visiting different cities, describing it as “very helpful for the future” and surprised by the “unexpected learning at distance”. During their performance they demonstrated a perfect democratic citizenship, respecting the opinions, turns of speaking, and backgrounds of their classmates. These values shown by the students are evidence of the success of the plurilingual approach displayed.

It is essential to say that, in the communicative tasks of which is composed the teaching unit, intervene several factors before having an outcome. The weight of a given factor in an activity will result in a different approach to the activity. Goullier (2007) created the table below (p.27). It is a scheme of all the possible options that might be considered.

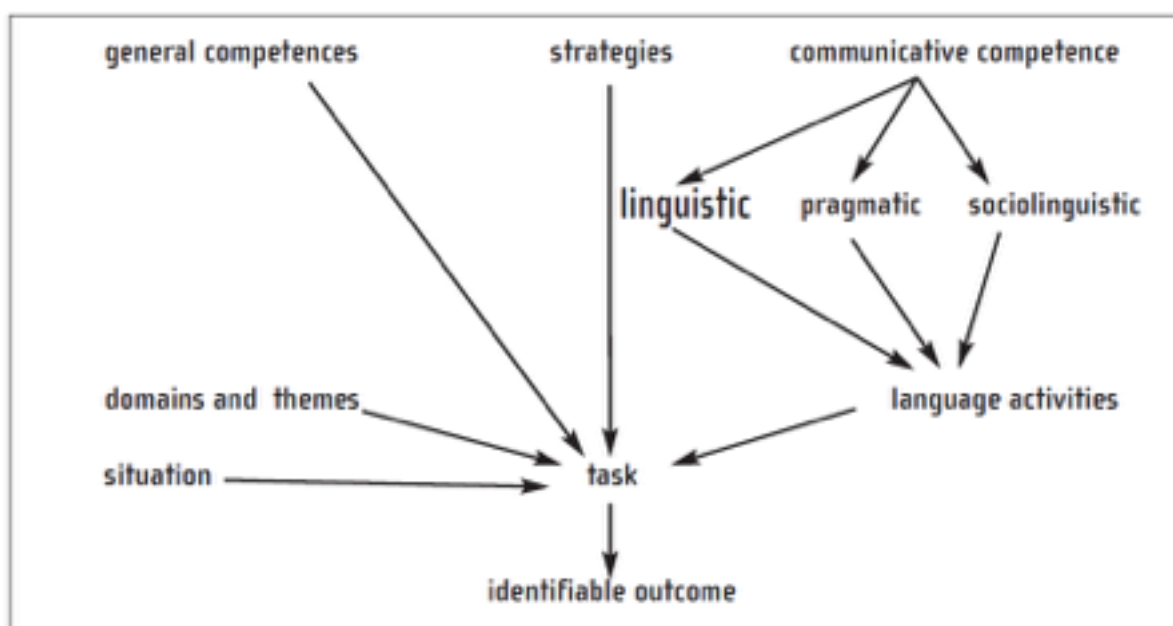


Table 12. Dimensions of the tasks

This chapter has tried to focus therefore, in the communicative competences which intervened in the creation of the language activities and that would lately be translated into an identifiable outcome produced by the students. These communicative competences were added to the plurilingual competences detailed in the part: 4.2. Aims of the proposal of intervention, where it was explained what competences I wanted to promote among my students.

To conclude, it is essential to highlight the great weight oral production and comprehension had in this proposal of intervention, which surprisingly was very treasured by students. Notably the Romeo and Juliet role play, where they learnt from literature, they overcame their fear to speak in another language since they felt encouraged by having a script, even though they had to add their interpretation and notes, and they succeed in expressing themselves with fluidity in the target language which is one more element pursued by plurilingualism.

Conclusion

Throughout this Master's dissertation I have tried to summarize the factors that affect plurilingual competence as well as to explain the definition of the competence itself. The purpose of it was to demonstrate how plurilingualism can be the key to achieve a stronger Europe thanks to social cohesion.

The proposal of intervention created is the result of a research on the theoretical background. That is why in the analysis of the implementation it has been explained what competences of plurilingualism were developed with certain activities. The implementation of the teaching unit allowed me to have a deeper understanding of plurilingualism, and of each of the competences that it entails.

The implementation of the teaching unit revealed that students showed the right attitude and skills for the development of the activities proposed. In the section: 2.1. The concept of plurilingual competence, it was explained how three aspects articulated the plurilingual competence: knowledge, skills and attitude.

In other words, these three aspects can also be seen as the three moments of the learning process: before, the attitude of students was very positive, since they were curious and accepted with respect and open-mind the learning of another culture; during the learning process, the skills: they used what they knew of English to interact during the lessons and showed that they knew how to learn; finally, the last step is the knowledge that they acquired during the implementation of the teaching unit.

The six days that took place the implementation of the teaching unit aiming at reinforcing the plurilingual competence, the activities developed had an impact especially in two competences:

- ✓ Competence in recognising the "other" and otherness, since students were exposed to language acquisition through a trip across Italy
- ✓ Competence in managing linguistic and cultural communication in a context of otherness, due to the classroom management of the activities where students worked either individually, in pairs or in groups.
 - Competence in resolving conflicts, overcoming obstacles, clarifying misunderstandings

- Competence in negotiation
- Competence in mediation
- Competence of adaptability

At the same time, students had to demonstrate a good knowledge of the contents of the teaching unit, as well as to being able to adapt their register according to the necessities of each activity. As it is observable in the tables of the sessions where there is a short description of the activities per day, normally they were aimed to work several skills at the same time. For this reason, other of the competences of plurilingualism trained by the students was:

- ✓ Competence of critical analysis of the (communicative and/or learning) situation and activities one is involved in

The goal pursued during the planning was not the final evaluation of the students, because this was a single teaching unit among all that compose the curriculum of Bachillerato. On the contrary, I paid special attention to the learning process, where students learn by doing in a collaborative environment.

For this reason, the role of the teacher and the role of the students were complementary. Students had a very active role, having to participate and interact constantly during the lessons, and the teacher was more a counselor, who gave advice when it was required so as the students could complete the task. As it was said in the section: 2.2. Methodological issues in plurilingual education, the role of the teacher was to encourage the students, promoting their commitment. Due to the enterprising character of the activities, students were autonomous and it improved their ability to learn.

From this proposal of intervention I infer that the plurilingual competence should be contemplated in the official documents which regulate the formal education, and that the plurilingual competence should be implemented from an early age so as when students are in Bachillerato they are able to manage correctly the plurilingual competence.

In conclusion, the plurilingual competences were successfully implemented due to the positive results obtained with the students, thanks to the innovative character of the activities and the varied methodology which maintained the motivation of the students.

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Material used during the implementation of the teaching unit:

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- Video Pisa <https://www.youtube.com/watch?v=9ZZtZdMJ0BU>

Appendix

Assessment criteria	A	B	C	D	E
Knowing and knowing how to apply the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.	Always knows and knows how to apply during all the time the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.	Usually knows and knows how to apply during almost all the time the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.	Knows and sometimes knows how to apply during part of the time the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.	Occasionally knows and does not know very well how to apply the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.	Doesn't know and doesn't know how to apply the appropriate strategies to understand the general sense, the essential information, the main points, the relevant details, or information, ideas and opinions both implicit and explicit of the text if they are clearly signposted.

Assessment criteria	A	B	C	D	E
Showing some flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift, the collaboration with the interlocutor and the maintenance of the communication, although it may not always be done in an elegant way.	Always shows during all the intervention, some flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift, the collaboration with the interlocutor and the maintenance of the communication, although it may not always be done in an elegant way.	Usually shows during most of the intervention, some flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift, the collaboration with the interlocutor and the maintenance of the communication, although it may not always be done in an elegant way.	Sometimes shows during some parts of the intervention, some flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift, the collaboration with the interlocutor and the maintenance of the communication, although it may not always be done in an elegant way.	Occasionally shows any flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift, the collaboration with the interlocutor and the maintenance of the communication, although it may not always be done in an elegant way.	Does not show any flexibility in the interaction with regard to the mechanisms of taking and transfer of the word shift. Does not collaborate with the interlocutor and the maintenance of the communication.
Participating effectively, even making mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc., of long duration, having the possibility to prepare and manage their participation in them.	Always participates effectively, even making mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc., of long duration, having the possibility to prepare and manage their participation in them.	Usually participates effectively, with few mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc., of long duration, having the possibility to prepare and manage their participation in them.	Sometimes participates successfully, with some mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc., of long duration, having the possibility to prepare and manage their participation in them.	Occasionally participates correctly, making relevant mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc., of long duration, having the possibility to prepare and manage their participation in them.	Does not participate effectively, making too many mistakes, in activities of oral interaction dramatized such as global simulations, role-playing games, etc. Does not intervene very long.

Assessment criteria	A	B	C	D	E
Writing, in any support, clear structured texts on a series of general and more specific topics related to their own interests or specialty, making descriptions in sufficient detail; writing in their own words, and organizing in a coherent way, information and ideas extracted from various sources, and justifying their own opinions in general, or more specific topics, using elements of cohesion and coherence and a lexicon of common use, or more specific according to the context of communication.	Always writes, in any support, clear structured texts on a series of general and more specific topics related to their own interests, making descriptions in sufficient detail; writing in their own words, and organizing in a coherent way, information and ideas extracted from various sources, and justifying their own opinions in general, or more specific topics, using elements of cohesion and coherence and a lexicon of common use, or more specific according to the context of communication.	Usually writes, in any support, clear structured texts on a series of general and more specific topics related to their own interests, making good descriptions; writing in their own words, and organizing in a coherent way, information and ideas extracted from various sources, and justifying appropriately their own opinions in general, or more specific topics, using several elements of cohesion and coherence and a lexicon of common use, or more specific according to the context of communication.	Sometimes writes, in any support, clear texts on a series of general and more specific topics related to their own interests, making descriptions; writing in their own words, and presenting structured information and ideas extracted from various sources, and justifying nicely their own opinions in general, or more specific topics, using many elements of cohesion and coherence and a lexicon of common use, or more specific according to the context of communication.	Occasionally writes, in any support, clear texts on a series of general and more specific topics related to their own interests, making short descriptions; writing in their own words, and presenting structured information and ideas extracted from various sources, and justifying nicely their own opinions in general, or more specific topics, using many elements of cohesion and coherence and a lexicon of common use, or more specific according to the context of communication.	Does not write, in any support, texts on a series of general and more specific topics related to their own interests, makes poor descriptions; copying the vocabulary of the model, and presents information and ideas extracted from various sources that needs to be checked. Does not justify very clearly their own opinions in general, or more specific topics, without using elements of cohesion and coherence and using a poor lexicon.

Assessment criteria	A	B	C	D	E
Using with reasonable correction the morphosyntactic structures and the discursive patterns, using connecting and cohesive elements of common use to ensure that the discourse is well organized and adequately fulfills the function or communicative functions concerned.	Always uses with reasonable correction the morphosyntactic structures and the discursive patterns, using connecting and cohesive elements of common use to ensure that the discourse is well organized and adequately fulfills the function or communicative functions concerned.	Usually uses with a lot of correction the morphosyntactic structures and the discursive patterns, using frequently connecting and cohesive elements of common use to ensure that the discourse is well organized and adequately fulfills the function or communicative functions concerned.	Sometimes uses with some correction the morphosyntactic structures and the discursive patterns, using normally connecting and cohesive elements of common use to ensure that the discourse is well organized and reasonably fulfills the function or communicative functions concerned.	Occasionally uses with some correction the morphosyntactic structures and the discursive patterns, rarely using connecting and cohesive elements of common use to ensure that the discourse is well organized and punctually fulfills the function or communicative functions concerned.	Does not use with correction the morphosyntactic structures and the discursive patterns, hardly ever using connecting and cohesive elements of common use to ensure that the discourse is well organized and rarely fulfills the function or communicative functions concerned.

Relative clauses

“Italy is a dream that keeps returning for the rest
of your life”

– *Anna Akhmatova*

Relative clauses

- **Defining Relative Clauses**
information. Cannot be deleted.
- **Non-defining Relative Clauses**
information. Between comas.

Non-defining relative clauses

- **Who**
- **CANNOT** be omitted or substituted by **THAT**.

Defining relative clauses

Who, which, They do NOT
that function as
can be omitted if SUBJECT

When can be omitted or
substituted by that

Where can be substituted by that

If there is a **preposition** with the
relative, it is commonly **omitted**.
The preposition goes after the verb

1. How do you say “La torre pendente” in English?

2. What is the name of the river?

3. In which region is it located?

4. What’s in “Campo de Miracoli”?

5. How can you experience the truly uniqueness of the tower?

6. When was the Duomo built?

7. What represents a combination of gothic and romanesque architecture?

8. What is brought to Pisa during the IV crusade?

9. What do open air markets offer?

10. What is hard and easy to find in those markets?

ROME

The Eternal City

Arch of Constantine



Bocca della Verita



Castel Sant'Angelo



Catacombs of St. Callixtus



Colosseum



Fontana dei Trevi



Fori Imperiali (Imperial Forums)



Palatino



Piazza del Campidoglio



Piazza Navona



Scala di Spagna



The Pantheon



Trastevere





Villa Borghese



Vatican square



Italy and the cinema



Italy and the cinema



Italy and the cinema





Rhea was a princess and a mortal woman who was married to Mars, the Roman god of war. Rhea and Mars had twin sons and (**named**) them Romulus and Remus. Some of the other (**gods**) were jealous of Mars and Rhea, and plotted to (**kill**) Romulus and Remus. Rhea heard about the plot. Since Mars was away she needed to protect the boys. She put them in a basket and set it floating down the (**river**) hoping that they would be found. They were found by a female (**wolf**) who decided to raise them as her own cubs. After the boys had grown some the wolf knew she couldn't keep them so she put them where a (**shepherd**) would find them. The shepherd and his wife continued to raise Romulus and Remus.

As the boys grew into (**manhood**), they decided to build a city and rule it as its king. They had a contest to see who would be the top (**king**). They couldn't decide who would rule the city so they gave it to omens. Finally Romulus was the one who was designated. One day, Remus visited Romulus and made fun of his wall by (**jumping**) over it and saying how easily it could be (**breached**). Romulus was so annoyed that he killed Remus and said the he would kill anyone who (**mocked**) his city or tried to break through the walls of Rome.

Romulus buried Remus, and carried on with building his city. After having reigned over Rome for 38 years, Romulus (**disappeared**) in a violent storm, and it was announced that he had been taken up to (**heaven**), from where he would continue to look after Rome's (**destiny**) as the god Quirinus.



Piazza del Campidoglio

The Campidoglio stands on the summit of Capitoline Hill, the most sacred of ancient Rome, where the Temples of Jupiter and Juno once stood. This was the spiritual heart of ancient Rome, where triumphant generals made sacrifices to the gods for giving them victories.

Piazza Navona

The most beautiful square in all of Rome — and best seen at night — is like an ocher-colored gem, unspoiled by new buildings, or even by traffic. The shape stems from the Stadium of Domitian, whose ruins lie underneath. Great chariot races were once held here. In the center is Bernini's Fountain of the Four Rivers, floodlit at night. During summer evenings there are outdoor art shows. Some of the oldest streets in Rome surround Piazza Navona. There is no more romantic place to dine in all the city.

Scala di Spagna (Spanish Steps)

Rising over the Piazza di Spagna in the very heart of Rome is a monumental baroque staircase — best viewed in spring when the flowers are in full bloom. It was the work of Francesco de Sanctis in the 18th century. The stairs lead to the Trinità dei Monti Church.

The sumptuous, aristocratic staircase, at the summit of a straight sequence of streets leading down to the Tiber, was designed so that the scenic effects increase more and more while approaching to it.

The Pantheon

The Pantheon stands on Piazza della Rotonda, which is complete with obelisk and baroque fountain. It is in an astonishing state of preservation, considering nearly 2 millennia of vandalism.

Trastevere

A microcosm encapsulating epochs, peoples and living styles. All wound up in a fascinating complex of intertwining medieval streets and dwellings, both aristocratic and common. Street vendors, artists, the mouthwatering aroma of freshly baked pizza and "all manner of folk" characterize Trastevere.

To this day, the "Trasteverini", the inhabitants of Trastevere, are "authentic Romans", known for their dialectic use of Italian and down to earth "live and let live" approach to life, who for centuries have lived in a working environment of cultural integration.

Villa Borghese

Stretching from above Piazza del Popolo to the top of Via Veneto, Villa Borghese crowns Rome in a glorious canopy of Green.

Villa Borghese is literally a breath of fresh air for those who visit it. There are museums, a theatre, a bio park, a lake, a winter ice skating piste, rollerblade and skateboarders space as well as numerous fountains dotted throughout.

The Park was originally a private vineyard. Villa Borghese had two "secret spaces": one, shrouded by trees, is the garden of bitter oranges (Giardino dei melangoli) and has a lovely eagle fountain in front of its adjacent mansion; the second "The Flower Garden", is the beautifully laid out formal garden. A third secret garden stretches in front of the Aviary, accompanied by the Meridiana (Sun dial) mansion.

Bocca della Verità

In the portico of the Paleochristian church of Santa Maria in Cosmedin, at the foot of the Aventine hills, a Roman statue is conserved that has attracted the attention and curiosity of tourists from all over the world.

The reason for its unshakeable fame is a rather macabre legend associated with the mask since ancient times. If a liar puts their hand inside its mouth, they will lose it.

Castel Sant'Angelo

Powerful guardian of the most sacred place in the city, for almost 2,000 years, Castel Sant'Angelo has towered over the Tiber, first as a symbol of Rome's imperial power, later as papal fortress.

It was built in 123 AD by Emperor Hadrian as a monumental tomb for himself and his family.

The monument consisted of three blocks, one on top of the other, and must have been an imposing sight.

Catacombs of St.Callixtus

The catacombs of St.Callixtus are among the greatest and most important of Rome. They originated about the middle of the second century and are part of a cemeterial complex. In it were buried tens of martyrs, 16 popes and very many Christians.

They are named after the deacon Callixtus who, at the beginning of the third century, was appointed by pope Zephyrinus as the administrator of the cemetery and so the catacombs of St.Callixtus became the official cemetery of the Church of Rome.

Colosseum

Covered with marble, it could hold 80,000 spectators who watched games that nearly rendered extinct many species of animals from the Roman Empire in the 5 centuries it was opened.

It was the biggest amphitheater built during the Roman Empire.

Fori Imperiali (Imperial Forums)

Right off Piazza Venezia stands **Trajan's Column**, with its intricate bas-relief sculpture depicting Trajan's victorious campaign against Dacia at the dawn of the 2nd century. Immediately east of the column is **Basilica Ulpia**, whose gray marble columns rise roofless into the sky. Moving east you come to the **Forum of Julius Caesar**, the site of the ancient Roman stock exchange and the Temple of Venus. Next you'll pass on your left the **Forum of Augustus**, built before the birth of Christ and once home to a mammoth statue of Augustus. On your right is the **Forum of Nerva**, honoring an emperor with a 2-year reign (A.D. 96-98). Directly east of Nerva is the **Forum of Vespasian** begun by the emperor after the capture of Jerusalem in A.D. 71. Immediately following that is the **Temple of Venus and Roma**, or what little is left of it.

Fontana dei Trevi (Trevi Fountain)

This is an 18th-century extravaganza of baroque stonework ruled over by a large statue of Neptune. Visitors come here at night for 20 minutes or so to toss a coin into the fountain, which is said to ensure that you will some day return to Rome.

Arch of Constantine

This spectacular arch was erected in honor of Constantine's defeat of the pagan Maxentius in A.D. 312. It is the triumphal arch more modern in Rome.

Forum Romano (Roman Forum), Palatino (Palatine Hill), and Museo Palatino (Palatine Museum)

The Roman Forum was the literal heart of ancient Rome, a center for trade, religion, and politics. The entrance is off Via dei Fori Imperiali, right at the intersection with Via Cavour. There is also a walking tour of the area if you need more guidance.

Palatino Hill was the residence of the wolf named Luperca, as well as of the high society of Rome. This hill is considered the cradle of Roman culture.

St Mark is the patron of Venice because

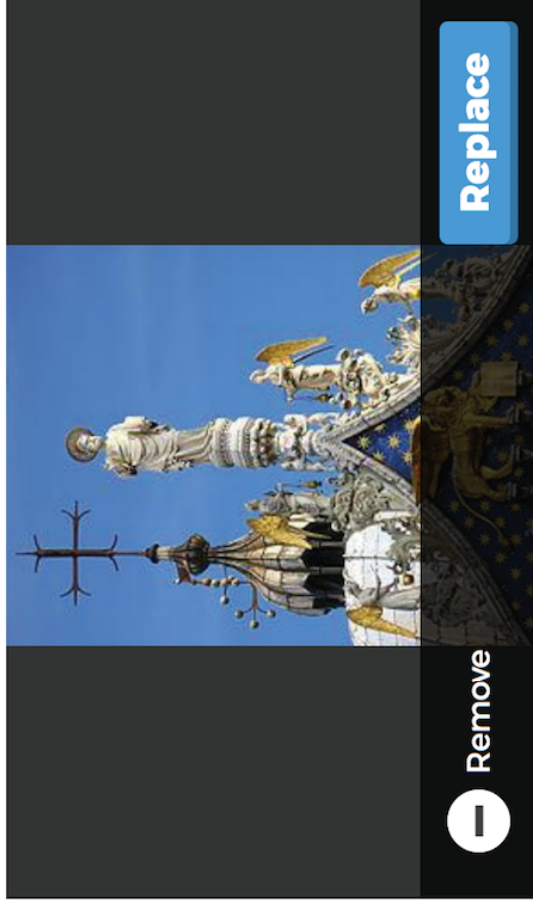
e...

Time limit

30 sec

Award points ?

YES



Answer 1 (required)

St Mark escaping from Egypt first
took shelter in Venice



Answer 2 (required)

Because he is one of the four evangelists



Answer 3

Because he was designated by God



Answer 4

Because his origins are as legendary as those of Venice



The first meeting point was when Marco traveling from Ravenna to Aquileia, was caught in a terrible storm and took refuge in a small island, San Francesco della Vigna, then uninhabited, of the Venetian lagoon. Here he dreamed of an angel who greeted him with the famous phrase "pax tibi Marce evangelista meu"¹ (paz a ti Marcos, mi evangelista) and promised him that he would sleep in those places waiting for the end of time.

The enigma is soon revealed, in time of peace the **book** was opened, while the book closed, according to the popular version, symbolized the wartime.

El **león**, símbolo de fuerza y de majestad, tradicionalmente asociado con San Marcos, se convirtió en el emblema de Venecia. Su bandera adoptó el rojo de San Marcos y la figura de un león alado (las alas representan su elevación espiritual) que sostiene un libro abierto en el que se leen las palabras Pax Tibi Marce Evangelista Meus (paz tengas, Marco, mi evangelista).

¹ La frase hace justicia a una ciudad que nació sin perímetros ni fronteras, en las lejanas fechas en que el Imperio Romano era presa de los bárbaros, como refugio de fugitivos en un entorno lacustre y hostil, y que, no contenta con un origen tan poco noble, nunca cesó de inventar y adornar leyendas alternativas. Las más repetidas hablan de una ciudad construida sobre el agua por decreto celestial, de un milagro nacido del mar, de un lugar providencial y predestinado a los prodigios.

Question (required)

Media ?

Venice, city of canals

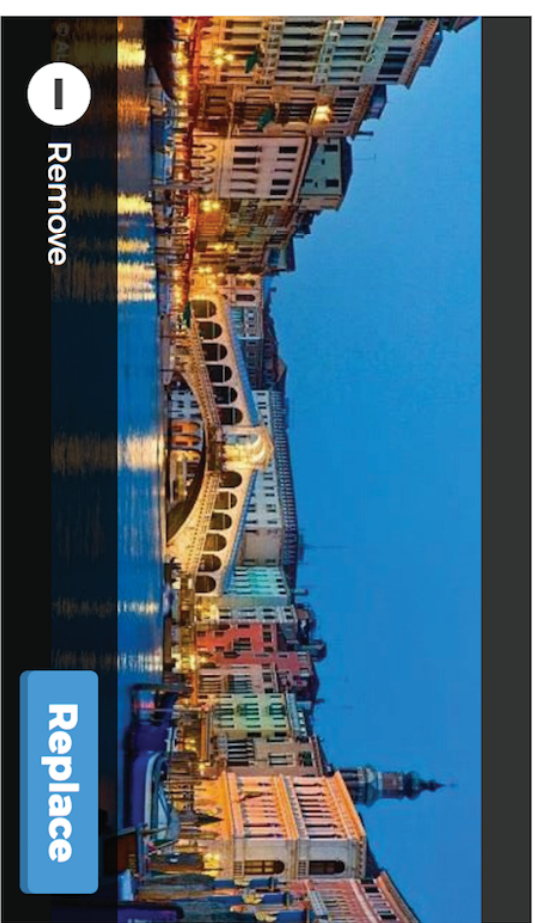
Time limit

Award points ?

30 sec



YES



Answer 1 (required)

Answer 2 (required)

Was founded by people who were descendants from Germans



Suffers from *acqua alta* in winter



Answer 3

Answer 4

There are as many bridges as small islands



Has always been part of Italy



The **Casin degli spiriti** owes its name to
O...

Time limit

30 sec

Award points 

YES

Answer 1 (required)

The surname of the first owners

Answer 3

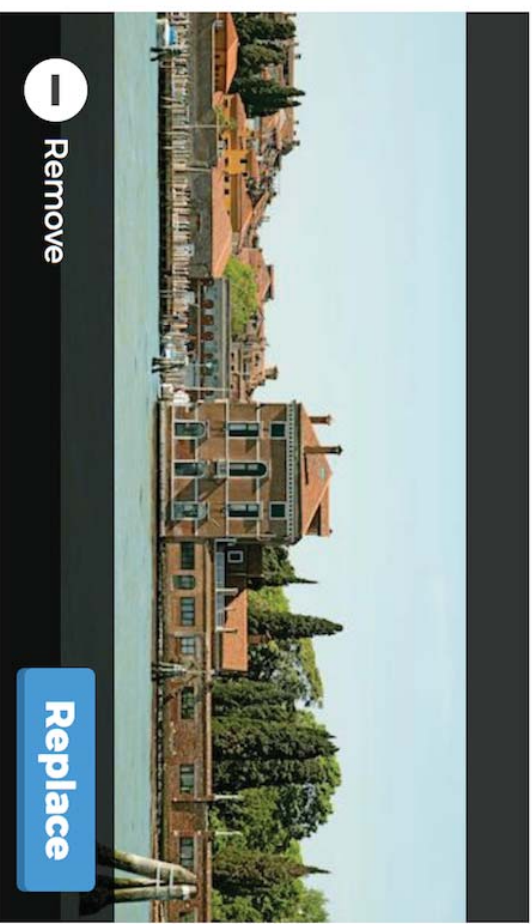
A ghost named Luzzo killed by his
lover, Cecilia

Answer 2 (required)

A passionate suicide

Answer 4

A dreadful murder in the late 180
0's



Casin degli spiriti, an elegant palace facing a charming bay in the northern part of the island. Casin degli Spiriti means “house of souls” and for centuries it was believed to be a cursed location. There are stories about the many religious sects that came here to invoke spirits and demons, and there is also a legend about the ghost of Luzzo. Luzzo was a famous 16th century painter who committed suicide in this house because of his unrequited love for Cecilia, Giorgione’s lover. The ghost is said to wander through the palace, crying for his impossible love. The final fact that makes this place famous is more recent. In the 1950s a young woman was killed, cut into pieces, closed up in a trunk and sunk in the lagoon. The body was only discovered many years later. From that moment on, the Casin degli Spiriti was considered to be a cursed place and Venetian fishermen don’t dare to sail its waters.

The legend of **Palazzo Mastelli** says that...

Time limit

30 sec

Award points ?

YES

Answer 1 (required)

The palace was sold illegally

Answer 3

There is a cursed ghost living in the palace

Answer 2 (required)

Three rich merchants were cursed after its fraudulent sale

Answer 4

Every owner of the palace turned into stone statues



Remove

Replace

Palazzo Mastelli, another ancient Venetian palace with a troubled history and a mysterious legend. There is an old story about three very rich merchants named Rioba, Afani and Sandi who, around 1100 AD, tried to sell a poor quality fabric to a Venetian lady for a very high price. After she discovered the fraud, she cursed the money she gave them and when the three criminals touched it, they were transformed into stone statues. You can admire them today in the square right behind the palace.

The carnival of Venice

Time limit

60 sec

Award points [?]

YES

Answer 1 (required)

Festivities, which couldn't be interrupted, lasted 3 weeks

Answer 3

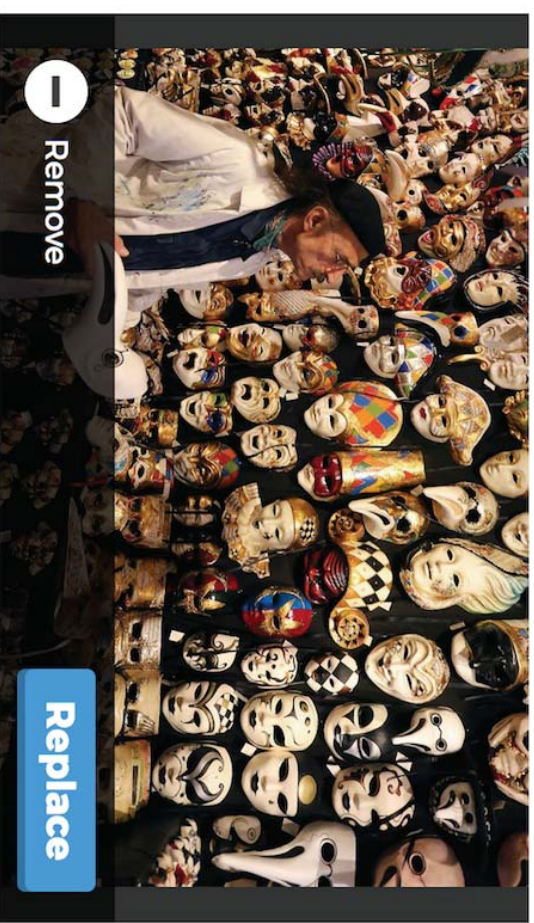
Masks, which are pieces of craftsmanship, were banned

Answer 2 (required)

Masks, pieces of craftsmanship, were only worn in carnival

Answer 4

Strolo del Turco, who walked on a tightrope, was a painter



The quintessential festivity of the carnival is not meant to be interrupted in any way. In 1789, the Doge of Venice, Paolo Renier suffered an untimely death and the carnival still continued with all its festive frenzy. It was only at the end of the carnival that the death was made public on 2nd March.

Cà Dario is also known as "the house of no return" due to...

Time limit

30 sec

Award points ?

YES

Answer 1 (required)

The superstitious nature of the Venetians

Answer 3

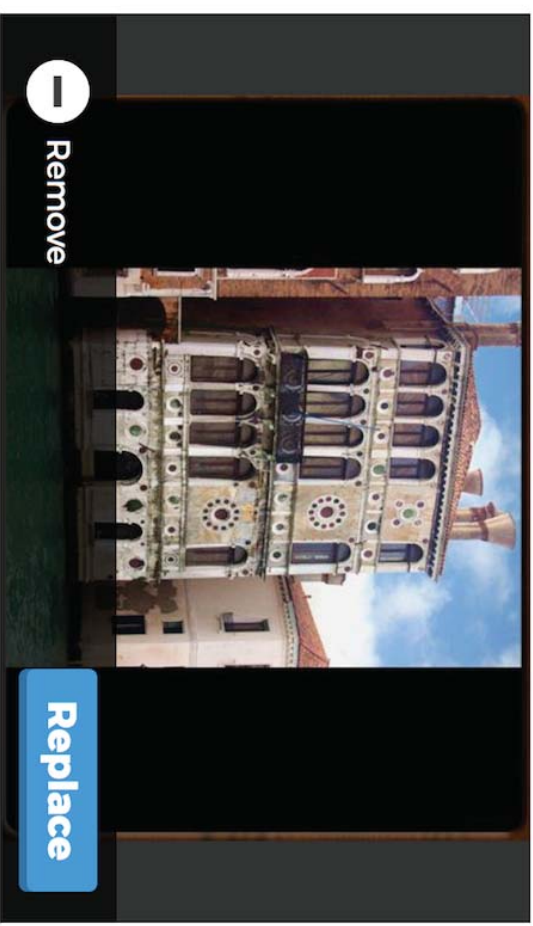
The spread of uncertain news by Italian tabloids

Answer 2 (required)

The mysterious death or bankruptcy of every owner

Answer 4

The tragedy of its first owner



Cà Dario, an ancient and fascinating palace on the Grand Canal, has a terrifying story to tell. Local people call it “The House of No Return” because it is believed to eventually kill or ruin all of its owners, as well as anybody that has anything to do with it. The murder chain starts back in the 15th century when the daughter of its first owner, Giovanni Dario, committed suicide in the house after her husband went bankrupt and their son was killed in a fight. After these first three events, more than twelve of the palace’s owners died in mysterious circumstances including famous people such as Christopher Lambert (manager of The Who) who committed suicide, Nicoletta Ferrari who died in a car accident and industrialist Raul Gardini who killed himself under suspicious circumstances. Five other owners went bankrupt and three of them had severe accidents.

Doge Paolo Renier...

Time limit

30 sec

Award points ?

YES



Answer 1 (required)

whose death took place around February 13th 1789...



Answer 3

who death took place around February 13th 1789...



Answer 2 (required)

which death took place around February 13th 1789...



Answer 4

Death took place around February 13th 1789...



The toss of a ring in St. Mark's square means

Time limit

60 sec

Award points ?

YES

Answer 1 (required)

The Doge, who was the main authority, started the carnival

Answer 3

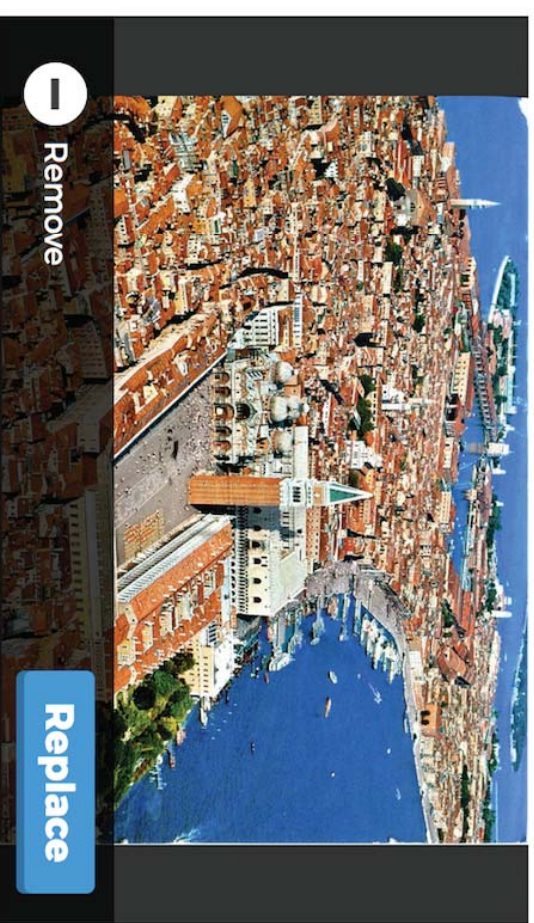
There was a period of peace

Answer 2 (required)

The union between Venice and water

Answer 4

The Venetians who wore masks had to take them off



On Ascension day, the Doge and the city's most important members got on board and sailed out to the Adriatic, to the Lido port. Here the Doge threw a ring, symbolizing union between Venice and water, into the sea and pronounced the solemn formula: "We wed you oh sea, in the sign of true, eternal dominion".

VERONA

The setting for Shakespeare's tragedy Romeo and Juliet

CASA DI GIULIETTA

Juliet's House (a 13th-century inn) was purchased by the city in 1936. It was "restored" in the Gothic style with a balcony.

Additionally the statue of Juliet in the courtyard is rubbed for good luck and visitors leave locks in the courtyard



CASA DI ROMEO

Casa di Romeo is a 14th-century house.

The house is private and closed to the public. A plaque containing a quote from the play adorns its facade.





PIAZZA DELLE ERBE

Colored fruit and vegetable market and the most ancient square in Verona, where people of Verona meet to do the shopping or for the evening aperitif ritual.

In this square you can find the **Town Hall**, **Torre dei Lamberti**, **Casa dei Giudici** and **Mazzanti's houses**. On the smaller side there is the baroque **Palazzo Maffei** adorned with several statues of Greek gods.



PIAZZA BRA

one of the largest squares in Europe, dominated by the Arena and made precious by some historical buildings.

There's a tradition that goes back in the past: Goethe, in his Italian Journey essay, wrote: "on the pavement of the Bra a multitude of people used to walk." In addition to the Arena, in the square you can find the **Gran Guardia Palace** place for exhibitions and events and **Palazzo Barbieri** town hall.



FOOD

- **Pearà**: boiled beef with a peppered cheese sauce.
- **Astisada de caval**: stew made of horse meat.
- **Paparele**: homemade pasta with peas and beans.
- **Renga de Parona of Verona** made with anchovies.
- **Pandoro**: dessert which is known all over the world.
- **Nadalin** (eight tips star).
- **Mandorlato** (nut brittle).

Romeo and Juliet's explanation

Romeo and Juliet are the children of two feuding families, the Montagues and the Capulets. The Capulets have just held a party which Romeo attends in disguise. Romeo and Juliet meet and instantly fall in love. Only afterwards does Juliet discover that Romeo is a Montague and therefore an enemy of her family.

These three scenes show the most important relationships and turning points in the play: Romeo and Juliet deciding to marry in secret; Tybalt killing Mercutio, which leads to Romeo killing Tybalt; and the Capulet's arranged marriage for their daughter Juliet.

Act 2 Scene 2 <u>Balcony Scene</u>	Romeo steals into the Capulet orchard to find Juliet on her balcony, talking to herself. Romeo makes his presence known. Overcome with love, they agree to marry, despite the feud between their families.
Romeo's Soliloquy	It talks of how Romeo has no plan for if he's discovered in the Capulet orchard. Romeo plays with the language and how Juliet is compared to sources of light and an angel.
Juliet's Soliloquy	Juliet wonders about the problem of Romeo's name and the solution: should Romeo change his name, or should he marry her so that she can change hers?
Lovers Unite	Romeo has put his life in danger by entering the Capulet orchard. Romeo and Juliet discuss the response to this danger.
Act 3 Scene 1 <u>Fight Scene</u>	Young men from the Montague and Capulet families fight with tragic consequences. Romeo attempts to stop the brawl but Tybalt fatally wounds Mercutio. Mercutio dies cursing both their families.
Death of Mercutio	Mercutio plays with words, making Tybalt feel foolish. Romeo attempts to be a peacemaker which disarms Tybalt and infuriates Mercutio. Does Tybalt intend to kill Mercutio?

Romeo and Juliet's explanation

Act 3 Scene 1 <u>Family Scene</u>	Lady Capulet tells Juliet she must marry Paris. Following a dramatic argument Juliet pretends to go along with the marriage plans, before arranging to see Friar Laurence.
An Arranged Marriage	Juliet repeats the most important words from Lady Capulet's speech. Juliet feels trapped by the arranged marriage.
A Family Argument	Lord Capulet's emotions explode when Juliet tries to sidestep. There is a discussion of how he switches from loving father to violent rage when Juliet disobeys his wishes.
Juliet is abandoned	Juliet becomes increasingly isolated, from her mother, her father, and finally her nurse.

ACT 2 SCENE 1

Benvolio, Mercutio and Romeo are in the garden outside the Capulet's house. Romeo is hiding from the others.

BENVOLIO Come on Mercutio. It's late. Let's go home. Where's Romeo?

MERCUTIO I saw him a few minutes ago. Romeo! Romeo! Come on, forget about Rosaline! *(He laughs.)* Forget about love! Come with us! *They leave, then Romeo comes out.*

ROMEO It's easy for him to laugh - he's never been in love. I must be near Juliet. I love her. *Juliet opens a window and looks out.* But look! What light is that? It is the east, and Juliet is the sun! *(He hides.)*

JULIET Oh, Romeo! What's in a name? You are a Montague and I am a Capulet. They're just names, they don't mean anything. Why are our families enemies? I love you, and that's the only thing that matters.

ROMEO You're right, Juliet. *(He comes out again.)* Nothing else is important. Call me love, not Romeo.

JULIET I know that voice. Romeo! Why did you come here? If my cousin finds you here, he'll kill you.

ROMEO It's love that brings me here. I am not afraid of Capulet swords. I think nothing of the danger, if you really love me.

JULIET Romeo - you've already heard me say it - I love you. Do you love me? Perhaps I love you too much. Perhaps it's wrong to say so openly that I love you...

ROMEO Lady, I love you and I will always love you. Tell me, when can we be together - together for the rest of our lives? *The Nurse calls out from inside the house.*

JULIET Oh, Romeo - I must go. Listen. If you really want to marry me, I'll send my Nurse to you tomorrow. Give her a message for me. Tell me when and where to meet you, and I'll follow you, my lord, anywhere in the world. Good night, my love.

ROMEO Good night, sweet Juliet. (*Juliet closes the window and goes inside.*) I must talk to the priest, Father Lawrence. I'll ask him to marry us, secretly, without telling our families.

Nombre y apellidos:

Asignatura/Materia/Módulo:

0.- That's the girl that you noticed at the party

- It's a defining relative clause
- It's a non-defining relative clause
- It's not a relative clause
- I don't know

1.- The prize goes to Howard, who answered all the questions correctly

- It's a defining relative clause
- It's a non-defining relative clause
-
-

2.- This is Mr Gerald, whose daughter is in your class

- It's a defining relative clause
- It's a non-defining relative clause
-
-

3.- She babysits for twins whose parents work long hours

- It's a defining relative clause
- It's a non-defining relative clause
-
-

4.- The sing which they sang was fantastic

- It's a non-defining relative clause
- It's a defining relative clause
-
-

5.- Romeo, who is a Montague, lived in Verona

- It's a non-defining relative clause
- It's a defining relative clause
- I don't know
- Romeo didn't exist

6.- When you qualify a device as CUTTING-EDGE

- It means that it's the STATE OF THE ART
- It means that it has CRASHED
- It's RELIABLE
- It's a FAULTY device

7.- Mobile phones, computers, laptops, tablets...

- Don't use SCREENSAVERS
- Can't have a picture as WALLPAPER
- Can be qualified as DEVICES
- They don't have a DESKTOP

8.- One of the best things when you DELETE is...

- That you ELIMINATE unnecessary information
- That you don't remain OUT OF DATE
- That the device is CHARGED
- That the device is UPLOADED

9.- The video you POSTED on YouTube WENT VIRAL

- Has been SHARED thousands of times
- Nobody has LIKED it
- Hasn't had any FOLLOWER
- Because it's UPLOADED

10.- Usually a WIRELESS connexion...

- Is more USER FRIENDLY than the other ones
- Has no WIRE
- Needs to be DOWNLOADED
- It's a KEYBOARD

11.- Nowadays almost every gadget has a TOUCHSCREEN

- A TACTILE screen
- A screen that you UNLOCK by touching
- Needs to enter a PASSWORD to protect your privacy
- A WEBCAM of high resolution

12.- In Venice some statues hold a CLOSED book

- Because according to popular version, when it was closed it symbolized the wartime
- Because they run out of material to sculpt it opened
- Because they wanted to write on the cover of the book
- Because so

13.- The statue of Juliet in Verona

- Is rubbed for good luck
- Has always been there
- Has been recently restored
- Is made of gold

14.- When you visit Fontana dei Trevi

- You toss a coin to ensure coming back to Rome
- Take a picture with your friends
- Jump over the stones
- Ask for an untold wish

15.- The bocca della verità

- Bite the hands of the liars
- Predicts your future
- Catches the hands of the liars
- Ignores you

16.- Romulus and Remus

- Governed together Rome
- Founded the city of Rome
- Governed Rome after the omen's verdict
- Ran away from Rome

17.- Pisa

- Is located in the region of Tuscany
- Is the capital of Tuscany
- Has no leaning tower
- Has a market full of pizza and pasta