Trabajo Fin de Máster

**IT’S GREEK TO ME:**
TEACHING ANCIENT GREEK LANGUAGE AND CULTURE IN THE ENGLISH CLASSROOM

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Abstract
This research presents a didactic unit based on a set of didactic principles revolving around the linguistic and cultural interrelation mainly between two languages: English as a foreign language and Ancient Greek. For such teaching performance, a methodology fully inspired by an eclectic approach is explored, which is composed by principles taken both from traditional linguistic methods and from current innovative approaches. Therefore, this study considers the English subject as a tool which has to incorporate a series of interdisciplinary objectives, competences and contents associated to other subjects. Ultimately, this is the method whereby feasible adaptation could be managed for any kind of contents, competences and objectives, as well as for any kind of subjects, classrooms or factors, either internal or external ones. Consequently, meaningful learning successfully occurs, through which students are capable of acquiring both individual and collective competences, becoming thus truly valuable for their professional and personal development.

Key words: CLIL, English, Greek, intercomprehension, interculturality, interdisciplinarity.

Resumen
Esta investigación presenta una unidad didáctica basada en unos principios didácticos que giran en torno a la interconexión lingüística y cultural principalmente entre dos lenguas: inglés como lengua extranjera y griego clásico. Para el desempeño de dicha labor docente se explora una metodología profundamente influenciada por un enfoque ecléctico, compuesto tanto de principios tomados de métodos lingüísticos tradicionales como de enfoques más actuales e innovadores. Así pues, este estudio considera la asignatura de inglés como una herramienta que debe incorporar una serie de objetivos, competencias y contenidos interdisciplinares a otras asignaturas. Es, en definitiva, de esta forma por la que se consigue adaptar fácilmente cualquier tipo de contenidos, competencias y objetivos a cualquier tipo de asignaturas, aulas y factores, bien internos bien externos; y consecuentemente, la culminación exitosa de un
aprendizaje significativo donde el alumnado adquiera competencias, individuales y colectivas, que resulten realmente valiosas para su desarrollo profesional y personal.

**Palabras clave:** AICLE, inglés, griego, intercomprensión, interculturalidad, interdisciplinariedad.
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1. INTRODUCTION AND TOPIC DESCRIPTION

1.1 Research nature

This research has been carried out by paying attention to different key aspects cited in Seliger & Shohamy (1989). It is significant to observe that the selection of an approach in one concrete aspect absolutely determine the selection of the following ones. In any case, in our attempt to avoid extreme positions, we have finally assumed that middle term must be the best option to cover all the following points in the most effective manner. As a consequence, elements from one field and another will be employed harmoniously. However, some priorities taken from one method or another have been also established, in most cases being due to the presence of determining factors such as lack of time and page restrictions.

First of all, as far as the general framework is concerned, it can be defined as mostly theoretical. This is to say, the nature of this research will be mainly based on the theoretical compilation of relevant written materials. Nevertheless, this does not mean that applied approaches will be left out, since it is undeniable that data to be analyzed must be determined and limited by the lesson plan itself, especially in terms of classroom group and level. In our case, attention will be focused on first year of Non-Compulsory Secondary Education (NCSE hereafter), whose level revolves around A2 - B1 according to the Common European Framework of Reference for Languages (CEFRL hereafter).

Secondly, concerning the information source, we do not deny that primary sources of information have to be conceived as the most reliable and direct source of information. However, they present determining factors which prevent us from employing them, among which time and resource consumption, need of experience and of a proper staff should be remarked on. Due to time limitation and the need to deal with a huge variety of topics, if primary sources were to be used only, they would definitely delimit the extension and the covering of topics in this research. Therefore, the main emphasis will lay on secondary sources, which is, written materials, academic papers, articles and analyses. This does not necessarily imply a disadvantage. In fact, the capacity to cover many issues in the research becomes significant, since secondary sources can work as facilitators of all types of materials, ranging from purely
theoretical to practical ones. However, we are aware that reference materials from a wide array of topics must be carefully selected. Otherwise, it would be impossible to cover all the key points and objectives appropriately. Thereby, such research will be silhouetted as holistic, since it will mainly deal with general aspects from different fields. As a result, analytic approach will remain on a second level, because, as mentioned above, it delimits too much the range of the research. However, analytic approach is not totally dismissed, since we are aware of the fact that some points will need to be analyzed more deeply and specifically in particular cases.

Concerning the research goals, deductive approaches will be mainly followed, since sections will be dealt from a more general and theoretical analysis (i.e. introduction, literature review, data and material analysis, conclusions and implications). Then, contents will move to a more specific and practical approach in the shape of an elaborate and comprehensive didactic unit, where, discerning from the research part, most contents are suggested to be taught in an inductive manner.

In connection to the form of the data, interest will mainly fall on qualitative data, this is, ideas, opinions and assumptions taken from well-known authors and sources, as well as their subsequent comments and conclusions drawn from myself. Nonetheless, quantitative data extracted from figures presented in other researches and from personal teaching experience in classroom, will be also complementing certain sections.

Moving to the data collection, a non-experimental method has been generally omitted, since there is no use of laboratories or tests. Instead, data collection is mainly fulfilled by means of relevant written references taken from relevant authors. However, the analysis of some results will be dealt in a quasi-experimental manner, especially those which have been included within the didactic unit and have been put into practice in class where I am currently doing my internships.

As far as the moment of the data collection is concerned, two alternatives are presented. On the one hand, a longitudinal approach will be carried out for theoretical data compilation, because different books and materials from dissimilar years of publication will be employed throughout the research. On the other hand, it will be necessary to resort to a synchronic approach for the practical application of some
materials in the current classrooms in the present educational reality. As a consequence, there is a clear division between the theoretical data compilation, which will be carried out diachronically, and the practical application of such contents, which will be done synchronically.

Lastly, the data analysis methodology can be highlighted for being similar to the aforementioned data form. In other words, as the main focus will fall on ideas and comments, interpretative methods are usually employed. Nevertheless, as some quantitative results are presented, statistical methods will be followed in such cases.

1.2 Background

In this section, attention will be paid to the main personal factors and experiences which drove me to undertake this research.

As it can be seen clearly, I have been a deep admirer of the classical age and the Mediterranean cultures since 4th year of Compulsory Secondary Education (CSE hereafter). That was one of the most determining years in my academic career, since I was determined to choose Humanities as the academic area in which I was interested. Consequently, that was the year when I started learning Latin and, thereby, when my passion about Ancient Languages and Culture began, especially related to the field of linguistic influence (i.e. etymology) and cultural heritage. Then, it was in the 1st year of NCSE when I had to take up Greek lessons. However, far from finding them boring and useless, they increased my interest about the ancient world in general terms when I managed to perceive many similarities in many linguistic and cultural aspects among these four two languages, as well as with Spanish and English.

With the passing of years of high school and university I became more and more driven to focus my study on language influences. Therefore, I decided to take on such opportunity through my BA final project, which was based on the Latin influence on the English language in terms of morphology and lexicon. Quite challenging though, the project turned out to be a success. However, due to time limitations and page restriction, among many other reasons, it could only be considered as a general theoretical overview, though successful enough to carry on the same research path. Accordingly, I still was determined to study the influence of classical languages on English, yet in a more specific and concrete manner. Hence, this end-Masters
dissertation has arisen as a unique chance to undertake such duty of which I was precisely thinking, which is to say, a research about the influence of one language and its culture projected towards the learning of another language, being English in my case.

1.3 Objectives

Certainly, many kinds of objectives might be well drawn to cover the English subjects from different perspectives. In addition, it would be vital to point out that concrete objectives associated to the didactic unit will be left aside in this section. Instead, they will be mentioned in full details in the corresponding section below. Therefore, the following objectives will include the general aspects to demonstrate and to show through the whole research.

1.3.1 Interdisciplinarity

To begin with, English cannot be conceived as another curriculum subject, with its own well-established objectives, competences and cross-curricular elements. Instead, English is to be perceived as an example subject of interdisciplinarity (cf. 1.6. Operational definitions). Accordingly, this research is aimed to prove that English can be taught as an interdisciplinary subject, or in simple terms, as a versatile subject, where all kinds of topics and contents can be exploited so as to fulfill well-established objectives, competences and cross-curricular elements, and simultaneously, in perfect harmony with the rest of the objectives, competences and cross-curricular elements embedded in curricula for CSE and NCSE.

Likewise, and still focusing on versatility of English, this research has the intention to show how well adapted contents may work on almost any kind of classroom, no matter the age of the students, their needs and their motivational factors. Thus, this means that contents suggested in this research will work effectively and efficiently with little or no variations for all the levels and years established by the curriculum. This objective is reflected in the fact that contents from the didactic unit, even though they are especially adapted to 1st year of NCSE for Humanities, they have been exploited successfully in a classroom of an official language school with adult students who work as teachers from different disciplines. Results will be presented in some sections below.
1.3.2 Interculturality

In addition, this research will attempt to strengthen the idea that English has to be defined mainly as a communicative tool, and especially relevant for an education based on interculturality (cf. 1.6. Operational Definitions). In other words, this research is aimed to the practical usage of English, which must become useful to learn a significant number of aspects, ranging from curriculum contents to resources for personal and cultural development, such as analytical and critical thinking, considerably important when taking different cultures for comparison, and sociocultural awareness of what Spanish, English and Greek cultures have in common and what aspects make them different.

Apart from all these objectives, this research can be also highlighted for its purpose to foster linguistic and sociocultural awareness. More specifically speaking, there is clear evidence that the Greek language still remains in the linguistic and cultural core of many modern languages and societies respectively. Definitely, Spanish and English should be definitely highlighted in this sense. Therefore, arising society’s linguistic and cultural awareness might be the reason why the learning of classical languages has been promoted, and Spain is not an exception by any means. Nevertheless, for many reasons and factors, more effort seems to be necessary if such learning objective has to be accomplished in a more efficient and effective manner. Consequently, this research is intended to cover the need to have a good linguistic and cultural knowledge of Greek, which will be employed as a perfect language tool not only to acquire a better knowledge of English, but also as a very useful resource to take both English and Spanish in comparison, both in linguistic and in cultural terms.

1.3.3 Intercomprehension

Lastly, a final and determining objective should be underlined, which, in fact, can be perceived as the resulting product of the previous ones. In more precise terms, this research attempts to facilitate the process of learning a foreign language by fostering intercomprehension. Although this term will be defined in full details below, it could be accomplished by means of contrasts and comparisons among particular features of the student’s L1 and of other languages such as Greek, Latin or English, leading thus to positive transfers from one language to the others and, thereby, to
subsequent learning through successful acquisitions of, for example, grammar or vocabulary items.

1.4 Relevance

Certainly, many researches have provided many good reasons supporting the exploitation of classical languages in classroom, either from a more subjective (as explained above) or to a more objective outlook. Therefore, apart from our own reasons, this research attempts to highlight some of the most significant ones.

First and foremost, focus must be lie on the need to increase linguistic and sociocultural awareness among students. In other words, students must perceive certain linguistic and cultural influence among modern languages both from a direct and an indirect (i.e. by means of other languages) perspective. As they progress in their language learning, students must find it out explicitly that both classical languages are still living in the core of our own modern languages and its features, ranging from the phonological to the discourse level. Besides, Ancient Greek and Roman civilizations might be well considered the cradle of our modern era culture in countless aspects: politics, administration, legislation, religion and literature, among many others. In short, students need to be conscious of an oncoming globalized world where contacts between cultures and languages did not only in the past, but also that they do not stop gathering more and more momentum.

Although such reason might seem relevant enough to put research contents into practice, reality provides us with further relevant reasons to do so. In this sense, general linguistic and cultural unawareness aside, general negative perception by most sectors of the society must be taken into account, as an increasing tendency can be observed whereby classical languages are labelled as dead, isolated and useless languages. Hence, students have to become aware that Latin and Greek have been considered the most essential facilitators of worldwide information and knowledge coming from the most leading figures of the academic, scientific, philosophical and linguistic fields throughout the ages, extending from the Ancient Times of Plato to the Modern Era of Einstein, who, incidentally, made use of Latin to write his thesis. In brief, as it is happening with English nowadays, Latin and Greek have worked as *linguae francae*, which means, languages for international communication among
different nations with different languages for numerous purposes as diplomacy, political relations and business.

Moreover, as far as the interconnection among languages and cultures is concerned, it could not be only accepted to focus on one single age (i.e. observations from a synchronic perspective). Instead, interdependence among languages are essential to be observed from a diachronic perspective, this is to say, by taking into account both past civilizations, as in the case of Greek and Latin, and contemporary languages, as Spanish, English or French, for instance. Although this conviction seems quite obvious to be assumed, that is only done in theory. Actually, practice poses a problematic situation where, just as the ancient Roman ideology, Latin has superimposed over Greek as the classical language to take into account. However, the truth is that they cannot be separated from each other. In another fashion, it seems illogical to perceive Latin without Greek and Greek without Latin.

Turning to arguments associated to synchronic linguistics, Latin and Greek coexisted simultaneously, and although the language of the Roman Empire became the dominating language in terms of territory, Greek could still keep its prestige (since then until now) as the language of science and knowledge. It seems thus quite logical to ponder about the need of both classical languages to be given together if we really want to understand all kinds of direct and indirect influences which came across each other (i.e. synchronically), as well as with the rest of languages throughout history (i.e. diachronically). Otherwise, a total different kind of Latin and a total different kind of Greek would exist, with huge differences both in linguistic and cultural fields, and thus with total dissimilar implications for successor languages.

Paying attention to the situation in Spain, many attempts have been carried out to solve such problems, especially through different subjects in different educational levels. For example, the general curriculum for NCSE find it essential to exploit a significant amount of contents related to such linguistic and sociocultural awareness across the two years of NCSE education, as in the case of syntax and morphology topics in Spanish as L1 or other subjects as History for the Contemporary World and Philosophy. Additionally, NCSE curriculum for Humanities puts considerable emphasis on linguistic awareness through the inclusion of the two classical languages (Latin and
Greek) and sociocultural awareness by means of other subjects such as Universal Literature or History of Art.

To conclude with this section, it might be useful to refer to several educational reforms so as to get an idea on how much they have insisted on the incorporation of certain compulsory elements to exploit which, in fact, are closely linked to language teaching in general, and especially to Latin and Greek. As this didactic unit has been especially adapted for first year of NCSE, it must follow the principles established by the Royal Decree 1105/2014 (RD 1105/2014 hereafter), of December 26th (BOE number 3 of January, 3rd –LOMCE in Spanish–). However, as this will be justified in full details below, attention will be put this time on its predecessor Organic Law 2/2006 of Education, 3rd May (LOE in Spanish), so as to understand the relevance of this topic from its past background until today. For instance, LOE lays emphasis on set contents useful for i) Reflecting upon the language and linguistic awareness and ii) Sociocultural aspects and intercultural awareness. As to cross-curricular issues, it fosters multicultural education. Moreover, half of the set key competences (i.e. 4/8) can be covered through the teaching of classical languages through English: i) communicative competence in one’s mother tongue and in a foreign language; ii) digital and technological competence; iii) Cultural and artistic expressions and iv) learning to learn competence.

1.5 Hypotheses

Concretely speaking, this research will formulate English teaching in a double sense. On the one hand, as another subject from the curriculum where relevant set objectives, competences and cross-curricular elements from the general curriculum (i.e. RD 1105/2014) must be established and exploited in an efficient and effective manner. On the other hand, this research will suggest English as a communicative tool which is to become useful for the development of certain personal skills and competences, mainly those associated to analytical and critical thinking, linguistic and sociocultural awareness and autonomous and cooperative learning, as established, for example, in Organic Law 2/2006 of Education, 3rd May (LOE in Spanish).

Ultimately, this research is projected to become a perfect model of the so-much-valued methodology called Content and Language Integrated Learning (CLIL
herafter). In a fashion, this research will not only work on relevant innovative proposals to integrate language learning with other contents from the curriculum, but also will support an *eclectic approach* by taking different positive aspects from dissimilar language methodologies and approaches throughout history, ranging from the traditional *Grammar-Translation* method to the cutting-edge *CLIL* method or *Task-based* approach (cf. 3. Design and Methodology for more details). Although such language methods and approaches will be explained in full details below, interdisciplinarity can be already stated to be evidently exploited throughout a didactic unit which is projected to become a model of dealing with a harmonious combination of different contents, objectives and competences across the academic curriculum and its subjects, mainly English as a Foreign Language, Spanish as L1, Latin, Greek; and even a few contents majorly associated to Humanistic subjects as Philosophy, History and Universal Literature.

As far as linguistic awareness is concerned, this research will examine that students manage to notice that the Greek language still remains in their linguistic core both of their mother tongues (e.g. Spanish) and in other foreign languages (e.g. English) in many senses. Therefore, this research will insist on the need to have a good knowledge of Greek so as to acquire a better knowledge of any other foreign language, especially in the case of English. Associated with the relation among languages, the already mentioned intercomprehension will be constantly put into practice. In other words, students will achieve, through their own innate strategies, to relate linguistic features characterizing their mother tongue (e.g. Spanish) with other foreign language’s ones (e.g. English) so as to perceive significant influences coming from a third language (i.e. Greek), which works as a common source for both of them. Simultaneously to the linguistic influence, this research will function as a model to exploit interculturality, whereby students will pay attention to cultural diversity, as well as cultural influences, similarities and differences in aspects such as linguistic expressions reflecting folk wisdom, mythology, arts and popular culture. In this case being, interculturality will be carried out among Spanish, English and Ancient Greek societies.
To put an end to this point, it can be seen that most of the following proposed hypotheses, apart from being closely related with one another, will bear a strong connection with most of the objectives and relevant topics described above, especially those having to do with the “know how” or “savoir faire” competence (CEFRL), integration of linguistic and cultural contents from different subjects (i.e. CLIL), as well as the incorporation of different language methods and approaches to promote a strongly recommended eclectic approach. Such eclectic approach, apart from all these aforementioned, must be also oriented towards an effective cooperative and an efficient autonomous learning, especially reflected in task and project-based approaches, which will also perform a determining role in this research.

1.6 Operational definitions

1.6.1 Deductive and inductive learning

On the one hand, deductive approach can be considered, according to Krashen (1982, in Sik 2015: 2142), as the clear and explicit explanation of rules and principles by the teacher and the internalization of such rules and principles by students through practice. In other words, as Nunan (1991, in Sik 2015: 2141) states, deductive reasoning happens when students are taught rules and principles consciously and they are provided with general or specific information about any language aspect.

On the other hand, according to experts as Hammerly (1975, in Sik 2015: 2142) and Shaffer (1989, in Sik 2015: 2142), inductive learning occurs when learners acquire language on the basis of the unconscious exposure to the foreign language in the habit formation process. In other terms, students learn inductively when they study various examples of a structure until the use of the structure becomes automatic. Therefore, as it can be examined, inductive learning is really close not only to the school of behaviourism (i.e. habit formation), but also to the innatism doctrine, whereby learners are inspired to acquire a foreign language without dealing with the specific rules in the structure explicitly. However, inductive learning may pose a problem in the sense that students do not become fully aware of what they are learning until the end of the course, when the teacher tells the objectives clearly and explicitly. That is why inductive learning has contributed to lots of debate about its effectiveness.
1.6.2 Deep and surface learning

On the one hand, deep learning implies the critical analysis of new ideas which become associated to already-assumed concepts. As a result, deep learning paves the way to long-term retention of such concepts so that they can be employed for problem solving in other unfamiliar situations. On the other hand, surface learning, as it is indicated, only gives rise to superficial or short-term retention because information is learnt as isolated and disconnected (Coyle, Hood and Marsh 2010: 39).

1.6.3 Intercomprehension

Turning to Möller and Zeevert’s article (2015: 314), intercomprehension can be defined as the process of receptive multilingualism or “semicommunication” between languages, especially those which are more related in terms of grammar, phonology, or more often, in terms of vocabulary with common etymology (i.e. cognates). To put it simply, intercomprehension is the process of making use of language family relations (e.g. Spanish and English) by means of a bridge language (e.g. Greek).

1.6.4 Interculturality

Using the explanations provided by Osuna (2012: 38-58), interculturality can be synthesized as the mutual understanding and relationship among cultures, or better said, ethnicities. Interculturality, in contrast with multiculturality, advocates not the static and theoretical assumption of cultural variety, but rather the real lack of cultural impositions and categorisation in a practical democratic and constructive attitude, which should begin to be learnt at school (2012: 44-45).

1.6.5 Interdisciplinarity

According to the Oxford English Dictionary (www.oed.com), interdisciplinarity is defined as a feature, quality or fact “Of or pertaining to two or more disciplines or branches of learning; contributing to or benefiting from two or more disciplines”. Therefore, in the educational sense, interdisciplinarity can be applied to the usefulness of certain contents, techniques and objectives to successfully complement in more than one subject within the academic curriculum. In this didactic unit, for instance, interdisciplanrity can be found in the fact that certain contents typically learnt in the
Greek subject are not only useful for the English subject, but also for Spanish, Latin, and many other possible subjects within the curriculum of NCSE.

1.6.6 Positive vs. negative transfer or interference

On the one hand, positive transfer can be described as the successful application of certain rules, vocabulary and principles in L1 when learning a L2. In other terms, positive transfer occurs when there is rule or vocabulary coincidence among languages. As a result, positive transfer makes foreign language learning far more feasible and easier for learners, because they already have such necessary elements to learn internalized. That is the case, for example, of many Hellenic roots in Spanish, which are quite similar to the English ones in terms of word-formation and spelling.

On the other hand, interference, as referred to in Ellis (1998: 51-140), can be defined as a negative transfer process between the L1 and the L2. In other terms, interference, differently from positive transfer, leads learners directly to commit errors and mistakes when attempting to relate L2 to their L1 peculiar features. Therefore, learning becomes in this case more challenging and problematic. ‘False friends’ in English are clear examples of prone elements to be affected by the process of interference.

2. LITERATURE REVIEW

Before going in depth with this section, the most general idea about the literature review should be pointed out. In more specific terms, lack of specific materials must be remarked on, ranging from the most theoretical (e.g. researches, analysis, group investigations, conferences, etc.) to the most practical ones (e.g. resource books, handouts, leaflets, brochures, etc.). In this sense, many different attempts have been carried out, extending from Internet databases (e.g. Dialnet, JStore, Web of Science) and other library search engines (e.g. Metabuscador de la Biblioteca de la Universidad de Jaén) to getting in touch with Secondary teachers and experts in applied linguistics from the English Philology Department of the University of Jaén, in our endeavor to find as many specialized materials as possible in agreement with the field of study of this research, which would be shaped as the didactic application of the Greek influence on the English language in EFL classroom.
Nevertheless, as little success was managed, more general materials were first revised and then applied to our field of study.

Moreover, many materials must be highlighted that they have been written in Spanish or have been adapted to other case studies, such as German, as it will be seen below (see 2.4 Intercomprehension). Therefore, these circumstances led us to the need of many materials to be translated or adapted into English as a FL.

As it will be observed in the following sub-sections, resources have been divided into different categories by distinguishing among their contents, functions and applications to this research. Nonetheless, this organization shall not be considered as fixed, since many resources might be placed in more than one category, because they managed to cover, for example, more than one topic or methodology. Thus, this type of materials has become considerably useful for the exploitation of more than one issue presented in this research, although the process of reviewing and adaptation of contents can be also considered as more challenging and complex in such cases. Therefore, references with wider range of topics are assumed to fit adequately in all those section topics with which they deal –and which actually will be also explained–, even though they will be classified in one specific sub-section in this research.

Whatsoever, materials have not been by any means arranged according to prominence or priority, as all of them have been considered outstanding resources for the development of this research. Rather, references have been organized in alphabetical order within each section. Due to page limit restrictions, in contrast with the huge amount of materials, ideas have been synthesized as much as possible in order to get a decent approach of each aspect.

2.1 Legislative documents

For the elaboration of this research and its corresponding didactic unit, legislative documents establishing contents, objectives and rules are essential to be followed. In the case of this research, three different key legislative documents have been employed so as to obtain the very best result out of our proposals.

First and foremost, the Common European Framework Reference for Languages has been constantly taken into account. Nowadays, the also well-known CEFRL might be defined as the maximum regulator about language learning, teaching and
assessment in Europe “[…] to achieve greater unity among its [EU] members” (2001: 2), as it is clearly established in its aims and goals. Even though aspects as communicative language competences in the CEFRL (2001: 13-14) will be highlighted in the justification of the didactic unit below, other points are worth mentioning in this section. First of all, this research will mainly deal with one of the three basic principles of the CEFRL, which is “[to promote] rich heritage of diverse languages and cultures in Europe, [which is perceived as] a valuable common resource of mutual enrichment and understanding” (2001: 2). Concerning other general measures, this research emphasizes on the achievement of “a wider and deeper understanding of the way of life and forms of thought of other peoples and other cultural heritages” (2001: 3), in our case being English, Spanish and Ancient Greek. Moreover, CEFRL has also long advocated the importance of political objectives based on multiculturalism (2002: 3-4):

i. To promote mutual understanding and tolerance, respect for identities and cultural diversity through more effective international communication.

ii. To maintain and further develop the richness and diversity of European cultural life through greater mutual knowledge of national and regional languages, including those less widely taught.

iii. To meet the needs of a multilingual and multicultural Europe by appreciably developing the ability of Europeans to communicate with each other across linguistic and cultural boundaries […].

Therefore, we think that it will be essential to turn to the Greek language and culture throughout this research. In other terms, it will be impossible to understand such multicultural societies existing in the continent without looking back to the cultural cradle or root of Western Europe.

CEFRL has also focused primarily on the planning of language learning progress in many terms which are strongly associated with intercomprehension, interculturality and the arising of linguistic and sociocultural awareness, as it can be shown in the following statements: “assumptions regarding prior knowledge, and […] articulations with earlier learning” and “raising the learner’s awareness of his or her present state of knowledge” (2001: 6).
The general competences of an individual are also key topics in *CEFRL*. In fact, chapter 5 (2001: 101-130) is entirely devoted to the reference of different general competences to exploit, as well as how to carry it out. In the case of this research, attention should be paid to the four of them: knowledge (or *savoir*), ranging from personal experience (i.e. empirical knowledge) to academic knowledge resulting from a more formal learning; skills or know-how (or *savoir-faire*), moving from conscious and verbalized operations to the acquisition of certain facts; existential competence (or *savoir-être*) where personal development is promoted by means of, for example, critical thinking; and the ability to learn (or *savoir-apprendre*) through tasks projected to be carried out either individually, in such case being more associated to the development of personal skills, or in a cooperative manner, promoting thus “a shared knowledge of the world [by humans]”.

Apart from other relevant points which will be underlined in the didactic unit justification, we would like to conclude by remarking on our agreement with *CEFRL* and its assumption about language use and the language user, which basically may serve as a summary of interculturality, intercomprehension and their related sociocultural and linguistic awareness (2001: 43):

The learner does not simply acquire two distinct, unrelated ways of acting and communicating. The language learner becomes *plurilingual* and develops *interculturality*. The linguistic cultural competences in respect of each language are modified by knowledge of the other and contribute to intercultural awareness, skills and know-how. They enable the individual to develop an enhanced capacity for further language learning and greater openness to new cultural experiences.

In the second place, it seems logical to refer to the Spanish Government, and more concretely speaking to the Ministry of Education, Culture and Sports, which is not but the public and official institution to regulate educational laws nationwide through the recent implementation of the Royal Decree 1105/2014, 26th December, which establishes the general curriculum for Compulsory Secondary Education (CSE) and Non-Compulsory Secondary Education (NCSE) for the Improvement of Teaching Quality (*Ley Orgánica de la Mejora de la Calidad Educativa*—abbreviated as *LOMCE*—in Spanish). Since specific objectives, contents and competences can be considered as
key elements for the justification of the didactic unit, they will be comprehensively explained in such section. Instead, other important points will be mentioned in this section, such as Article 26 (2015: 188-189), which establishes the general organization of the two years of NCSE in terms of specializations: “a) Sciences, b) Humanities and Social Sciences (this case) and c) Arts”. On the other hand, Article 27 (2015: 189-190) and Article 28 (2015: 190-192) focus on the establishment per year (A. 27 for first year and A. 28 for second year of NCSE) of those core subjects for all types of specializations (e.g. English) and those compulsory subjects per specialization (e.g. Greek for students of Humanities).

Moreover, Article 34, named *Baccalaureate Diploma*, deals with foreign language learning in its second additional disposal (2015: 195-196). On the one hand, it places emphasis on using the official or co-official language(s) as mere supports for foreign language learning, whose priority must fall on oral comprehension (i.e. listening) and production (i.e. speaking). On the other hand, it pays considerable attention to diversity, advocating thus for possible flexibility in the curriculum in terms of contents and methodology.

As a final attribute which will be put in details in the didactic unit development, *LOMCE* becomes a significant resource because it breaks down, in the shape of charts, each subject comprehensively per year in terms of contents, evaluation criteria and assessable learning standards. Accordingly, LOMCE clearly highlights which points to develop and exactly how. Thus, both the teacher in charge of a concrete subject, such as English for the first year of NCSE (2015: 422-453) and the English teacher who wants to integrate contents from other subjects, as Greek in our case (2015: 315-320), might perfectly know what and how to make use of contents, objectives and established assessment criteria, among many other issues.

Finally, but not least, *A Core Inventory for General English* has been the third legislative document in this research. It was drawn up in Strasbourg, in the same Council of Europe’s official headquarters, by the *British Council* and the *European Association for Quality Language Service* (abbreviated as *EAQUALS*) in 2010. Despite its characteristics as a legislative document, differently from the other two, this is not officially implemented, or in other terms, it is not a political document. However, this
does not imply a reduction in its effectivity or usefulness. On the contrary, and as it has been anticipated, this document works as a key support for ensuring quality in foreign language teaching. In addition, as this document takes CEFRL as its main reference, the obtaining of the best results out of the established minimal requirements in each learning stage is guaranteed in all terms: from contents and objectives to key competences and communicative functions.

Focusing on salient characteristics per level, they are all included in Appendix A (2010: 23-25), which actually coincides with most points underscored in Section 3.6., named Content Coherence in Common Reference Levels, extracted from the CEFRL (2001: 33-36). In the case of B1, which is the level established in this didactic unit, there are two main features to cover, mainly by means of pair and group work (especially the final task: an oral presentation), and which can be quoted as follows (2010: 24):

[On the one hand,] the ability to maintain interaction and get across what you want to, in a range of contexts, for example: generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard dialect; express the main point he/she wants to make comprehensibly; keep going comprehensibly, even though pausing for grammatical and lexical planning and repair is very evident, especially in longer stretches of free production. [On the other hand,] the second feature is the ability to cope flexibility with problems in everyday life, for example cope with less routine situations [...] deal with most situations likely to arise [...] or enter unprepared into conversations on familiar topics.

Appendix E (2010: 43-71) is also worth mentioning, as it deals with exponents for language content divided into levels, and within them, split into other fields such as functions and notions, discourse markers and verb forms, among many others. Accordingly, we find feasible to exploit in this didactic unit (mainly through the suggested final task in the shape of an oral presentation) the following B1 functions and notions (2010: 52):

i. 20 Describing past experiences and storytelling

ii. 21 Describing feelings, emotions, attitudes [especially in the past]
iii. 29 Expressing opinions
iv. 33 Talking about films and books

Besides, discourse functions also play a considerable role in this type of didactic unit, especially (and again) in cooperative exercises and tasks such as the final oral presentation, whereby students will be prepared for fulfilling the following functions (2010: 52-53):

i. “40 Initiating and closing conversation”
ii. “42 Managing interaction: changing the topic, resuming a conversation, continuing”

Lastly, certain types of discourse markers will be strongly reinforced through the use of pair and group tasks, where, once again, the final oral presentation becomes outstanding, especially in the following points (2010: 53):

i. “48 Linkers: sequential – past time (later)
ii. “49 Connecting words expressing cause and effect, contrast, etc.”

In short, together with the other two official documents, A Core Inventory for General English contributes to help the teacher choose the most appropriate items in terms of contents, objectives, when to choose them (i.e. in the appropriate levels) and how to choose them (i.e. choose and exploit in an adequate manner).

2.2 Theoretical references

To begin with, it is vital to mention that it was difficult to put a label on such type of literature. Therefore, by theoretical references it is meant that such materials provide this research and the didactic unit in general with the necessary theoretical background mainly associated to the fields of linguistics and cultural studies.

In the first place, two works can be highlighted, which were written by the same author, Juan Jiménez Fernández, and they needed to be adapted to this research, since they only have been written in Spanish. At the beginning of the first book on which attention will be placed, the idea that the Phoenicians and the Greeks were the first eastern European civilizations to come into contact with the western part of the continent achieves considerable prominence. Therefore, to them we must primarily attribute the development of western European societies (Jiménez-
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Fernández 1993: 9-11). Then, emphasis must be placed on Hellenic themes occurring both in the first or second parts of the word (i.e. just like prefixes and suffixes respectively) such as auto- (self-), macro- (big-), -fobia (fear) and -cracy (power) (Jiménez-Fernández 1993: 13). They managed to gain special prominence for expressing technical and scientific terms which have penetrated not only in all Romance languages as Spanish, but also in many other languages from different language families as in the case of English.

However, Greek elements did not move from one language to another in a pure and immutable style. Instead, they were affected by certain phonological changes in concordance to the peculiar phonological patterns of the language which borrowed them, being Spanish the described language in the book. However, most examples of phonological phenomena and words taken from Spanish can be also found in English. That is the case of, for example, monophthongization, whereby a diphthong becomes a vowel, such as eidolatria becoming idolatry, or apocope, in which the unstressed vowel from the last syllable disappears, as in ángelos, which becomes angel (Jiménez-Fernández 1993: 16).

Morphological features do also appear in many forms, as in the case of hypostasis, this is, “stereotyped chain associations of simple words” (Jiménez-Fernández 1993: 18-19, my own translation), as in esophagus, stemmed from oisóphagus, combination of the words oiso and phagein, literally translated as “the one that carries food”. Lexical meaning extension or widening are also highlighted in words as cynical, coming from the word kyón (dog), which was firstly employed for Aristotle’s followers, who found the dog’s way of life as their own ones, but now it may also mean self-interested or skeptical (Jiménez-Fernández 1993: 22).

Furthermore, culture reflected in folk expressions is proven to suffer linguistic changes in terms of form, but not in terms of meaning. This idea might become extremely useful when dealing with idioms in the didactic unit. For instance, it’s Greek to me is the equivalent to Spanish me suena a chino. However, Greek was the language for expressing lack of knowledge or not knowing something in Spanish Golden Age, as reflected in Don Quixote (II, XIX, in Jiménez-Fernández 1993: 27): “[…] Todo esto para los labradores era hablarles en griego o en gerigonça, pero no para los estudiantes”.

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To conclude with this reference, linguistic aggression can be pointed out as another key idea. In other words, the author claims that language misuse occurs very often in words coming from Latin and Greek simultaneously which are not used in proper contexts, because they refer to different elements or realities. For instance, Jiménez Fernández explains the differences between word pairs wrongly used as *clime* (set of atmospheric conditions in a region) and *climatology* (science that studies climes); *geography* (description of Earth and reduced study) and *territory* (object of study) or the misinterpretation of *hyper* as higher or greater than *super* (cf. *supermarket* and *hypermarket*, but *superpower* and *hyperpower*).

Differently from the first work, the second one places emphasis on idioms and expressions coming from Greek, especially from mythology. Therefore, this reference has enormously contributed to the compilation of idioms coming from the Hellenic culture so as to apply them to future tasks and exercises appearing in the didactic unit, such as *To have an Achilles’ heel*, with the meaning of having a weak or vulnerable point (Jiménez-Fernández 1997: 9) or *To be the sword of Damocles*, for referring to continuous dangers and risks (Jiménez-Fernández 1997: 16-17). On the other hand, other many expressions such as *the apple of discord* (i.e. the cause of dispute) (Jiménez-Fernández 1997: 8) or *an odyssey* (i.e. tough, hard journey) (Jiménez-Fernández 1997: 11) have been found extremely useful for students to mention in their oral presentations, which is the final task, in which they have to make a small research about any Olympian god, demi-god, hero or myth in terms of plot, characters and their current presence in science, art or language, for example. However, the main disadvantage to be remarked on is that such contents are written in Spanish and oriented towards Spanish culture. In any case, as it can be observed, little differences exist in this respect between Spanish and English cultures. Therefore, as there is no need of huge modifications, intercomprehension and interculturality can be continuously exploited throughout the didactic unit.

Moving now on to deeper analysis of the English language and its external influences, relevant references have been found and constantly employed. One of these works to be underscored is Stockwell and Minkova (2001). Lots of issues can be excelled from this work. In connection to history and culture, it mainly emphasizes on
the continuous change of the English language with the incorporation of new terms together with the cease of many others (Stockwell and Minkova 2001: 3-4). Furthermore, it highlights the common historical background of languages in Europe, which is to say, Indo-European as the common source (Stockwell and Minkova 2001: 22-23). Turning attention to the Hellenic branch (Stockwell and Minkova 2001: 24), Ancient Greek can be already found in many dialects dating back to VII BC. Nonetheless, it is koine (ca. 450-350 BC) the Hellenic dialect which actually precedes Modern Greek and which will rival Latin in importance of language influence (mainly indirectly) on the English lexicon.

Even though entire units are devoted to comprehensive explanations and analysis of quantitative data about the external influence occurring in English through different ages, we find such contents rather irrelevant to be presented in this research and its didactic unit. However, the general idea can be summarized in the decisive Latin and Greek influence which took place with more and more intensity as time passed by. Accordingly, a great tendency can be observed from a homogenous Old English, with only 3% of vocabulary stock taken from Latin and Greek related to religion and philosophical knowledge (Stockwell and Minkova 2001: 32), to an oncoming heterogeneous Middle English and its successors Early Modern and Modern English, in which Latin and Greek loans, especially from the fields of arts, science and literature, managed to replace many old English words until becoming words of frequent use (Stockwell and Minkova 2001: 38-43).

Apart from lexicon, phonology and morphology can be found as essential topics, especially in relation to pattern changes in comparison to the original source (i.e. Indo-European) and many other languages, among which Latin and Greek can be included. Nevertheless, Appendix II (Stockwell and Minkova 2001: 193-204) has been considered the most outstanding section as far as morphology is concerned. Consequently, such appendix will become a very useful resource for the elaboration of many activities in the didactic unit, since it includes a detailed list of morphemes organized in alphabetical order in which meaning, examples and sources can be checked. Amid the significant amount of morphemes listed, we can conclude with the fact that external sources do delineate the English lexicon and morphology. However,
the number of Roman and Hellenic sources is proven to overwhelm the rest of sources from other languages.

Apart from Stockwell and Minkova’s work, Serjeantson 1968 must be underlined, since it also carries out a thorough analysis of English lexicon and morphology, agreeing with Stockwell and Minkova 2001 on the key role of Latin and Greek in English, that the latter was mainly incorporated into the English language indirectly through the former (Serjeantson 1968: 4 - 5), and essentially for specific terms associated to science and arts (Serjeantson 1968: 15). It also emphasizes on early Greek loans which spread across many Germanic languages as Gothic and Old English chiefly coming from ecclesiastical Greek, such as kuriakon, meaning the Lord’s house, giving rise to church.

Inflection is an issue which has achieved a considerable prominence in Serjeantson’s work as well, since it provides an extensive overview of nouns which still keep some plural inflection taken from external sources. As it can be observed (Serjeantson 1968: 5-7), Greek has also made its contribution with its neuter nominative and accusative plural -a applied to those nouns which still carry the Greek neuter nominative and accusative -on, as in criterion and phenomenon, giving rise to criteria and phenomena respectively. Again, we have found the Greek inflection as another issue to exploit extensively through the didactic unit.

However, should any concrete section be excelled from the rest, the list about Greek loans would be the best option. Basically, apart from the same purposes found in Stockwell and Minkova’s Appendix II (2001: 193-204), reasons also fall on the organization of Hellenic borrowings in English into Greek parts of speech, another issue liable to be exploited in the didactic unit. As a result, thanks to Serjeantson’s work, apart from knowing the Hellenic elements separately and reflected in set instances, it is also possible to know the part of speech to which such Greek theme belongs. For example, litho comes from the Greek noun lithos, meaning stone, and it can be combined with the Greek adjective mono, meaning alone, or -graphy, a Greek second element typical in many Greek and English compounds.
2.3 Didactic models and resources

Once the theoretical content has been clarified and gathered, it is essential to shape them as didactic contents for specific students and levels. As it has been mentioned above, our case focuses on the first year of NCSE. Therefore, linguistic and cultural matters which have been first found and analyzed from a linguistic and cultural theoretical point of view had also to undergo then relevant models and resources closely bound to the field of applied linguistics so as to find the most effective and efficient way to be taught. Due to the lack of suitable materials for this research, many enquiries to experts in different linguistic, teaching and cultural fields have been essential to hold at the same time deep research for appropriate materials has been vital throughout the development of this research.

As a consequence, some interesting materials must be remarked on. In the first place, attention should be paid to works carried out by Alcalde-Diosdado 1999 and 2000. Primarily, these didactic materials focus on Classical Culture, which is taught in the second stage of CSE (i.e. the third and the fourth year) as an elective subject. Hence, adaptation into the English subject was necessary. However, such adaptation was made mainly in terms of language forms, since contents appearing in both textbooks are extremely attractive and useful for teenage students of CSE and NCSE, especially to those ones with a big interest in Ancient Culture.

As far as textbook organization is concerned, they have ten units (1999) and 13 units (2000). In the second textbook, units are divided into three main blocks, which can be translated as follows: i) in the classical world; ii) learning in the classical society and learning to grow up and to organize according to the classics (Alcalde-Diosdado 2000: 2). Contents are developed through a storyline style where a character called Genius guides two teenagers who become trapped in the ancient world. As a result, they need to survive and to get by through their knowledge about the ancient world. Knowledge increases by means of illustrative pictures, either fantastic or based on real paintings, together with entertaining and dynamic explanations given by Genius according to the topic to deal with, which, at the same time, are directly relate to present survival of significant elements in Ancient Times, as in the case of outer space explorations and planets, which is included in unit 1 of Alcalde-Diosdado (1999: 8-19).
Therefore, this kind of storyline can be stated to facilitate students to feel more engaged in the subject and the different topics mentioned in the textbooks, because they feel as though they needed to cope with different questions and overcome different challenges appearing in the textbook units as they move on to the storyline.

In the case of this research, different aspects have been taken from different units, but especially those related to Greek mythology, gods and heroes covered in unit 9, titled “Looking for the classical gods” (Alcalde-Diosdado 1999: 122-135) and unit 10, named “Looking for the classical heroes” (Alcalde-Diosdado 1999: 136-151); and block 1 of the second book, which deals with epic poem, mainly Odysseus and his journey (Alcalde-Diosdado 2000: 24-25), Homer and Hesiod (Alcalde-Diosdado 2000: 30-31) and Aeneas and his quest after Troy’s fall (Alcalde-Diosdado 2000: 42-43).

For a more comprehensive explanation on how to exploit such units, I have been using the teacher’s book of both of them. Therefore, apart from contents in the student’s book, there is an important amount of objectives, competences and cross-curricular elements which have been fully inspired by ideas emphasized throughout the two teacher’s handbooks, such as civic education as a cross-cultural reference (Alcalde-Diosdado 1999: 15-16) or the proposal for flexibility in attention to diversity (Alcalde-Diosdado 1999: 17).

All in all, we have found Alcalde-Diosdado’s didactic materials as innovative resources to accomplish meaningful and assertive learning, or in other words, a way to prevent students from a bulimic learning which does not connect with students’ world at any stage of the learning process.

Still, other didactic materials have been widely used as models for the elaboration of the didactic unit. That is the case of Hernández 1994, which collects different theoretical and practical aspects and experiences of classical languages and mythology from different authors, careful selection has been done. Particularly speaking, we have been focusing on Gonzalo Yélamos Redondo’s chapter (Hernández 1994: 91-108), a case study about how mythology has been employed in classroom. Curiously enough, we have found a similar usage of pictures and drawings in comparison to Alcalde-Diosdado’s materials. However, they have not been adapted,
but rather, showed as they are in reality. More specifically, attention was put to pictures available at Museo del Prado.

Likewise, Ferrero-Celada, Lizar-Lizaur, Matamala-Rodríguez and Rodríguez-Monesillo deal with similar contents in the last chapter of the book (Hernández 1994: 153-172). In fact, they also make use of resources available at Museo del Prado. Moreover, both chapters agree on the exploitation not only of similar contents, but also on similar methodology based on interdisciplinarity, since they attempt to promote cooperative and autonomous tasks based on research analysis, oral discussions and group debates (Hernández 1994: 102-103) in order to reach similar objectives such as the familiarization of students with intertwined ideas across different disciplines, the knowledge acquisition of mythology through visual and artistic resources and the current relevance of the classical mythology in the western culture (Hernández 1994: 154, my own translation). Therefore, this research will propose a didactic unit whose ideas have been extremely inspired by this handbook, especially those connected to interdisciplinary knowledge, a methodology promoting oral communication and research analysis; as well as the use of pictures and other visual materials as key contents to exploit so as to get engaged students.

As a final step, once the didactic programs were covered, it was then time to get them harmonized with the English language, mainly in the shape of engaging activities. For such purpose, two didactic materials have been essentially employed. On the one hand, Latham-Koening and Oxenden (2013), which can be well considered as one of the most important textbook series in English teaching, especially for the inductive covering of grammar points, where past simple and present perfect achieve great prominence in the Grammar Bank of units 2, section a and B (Latham-Koening and Oxenden 2013: 134-135) and in unit 5, section A and B (Latham-Koening and Oxenden 2013: 140-141). Additionally, it includes a very useful Pocket Book which lies emphasis on typical mistakes made by students in their grammar constructions and utterances (Latham-Koening and Oxenden 2013: 3-5 for unit 2; 9-10 for unit 5).

On the other hand, Mensa Foundation & Research Foundation (2016), similarly to the didactic references aforementioned, provides very useful materials and engaging resources for an effective and efficient exploitation of the Greek language.
and culture through English in the classroom. Differently from Latham-Koening and Oxenden’s textbook, it is not a material oriented towards English as a foreign language (i.e. FL) lessons, but rather, to English as a first language (i.e. L1) lessons, close enough to the rest of didactic materials in Spanish which have been already analyzed. Accordingly, and in a similar fashion, some adaptation of activities and contents taken from such lesson plan has been required.

2.4 Intercomprehension

For a deeper analysis of intercomprehension, Möller and Zeevaert (2015) offers detailed explanations and methods about intercomprehension. Such case study, despite being adapted to German language, due to its theoretical assumptions, becomes quite feasible to be adapted into other case studies. As the definition of the term, also provided by this reference, has been already covered above (cf. 1.6 Operational definitions), it is time to pay attention to the main features of intercomprehension appearing in the article.

First of all, Möller and Zeevaert (2015: 314) emphasizes on that intercomprehension can be much more developed through written format, which remains over time, rather than through listening, since not only time available is much more restricted, limiting thus the input processing in one single attempt, but also because orthographic systems play a definite role in intercomprehension. In other words, orthography may strongly facilitate the recognition of similar words if it is characterized as conservative, which means, orthographical systems of the compared languages operate with similar phonology-spelling patterns, with little modifications. That is the case, for example, of Romance languages, as they make use of similar phonological patterns and Latin alphabet has become the model for their spelling systems. However, orthography may also complicate intercomprehension if graphic differences arise between phonological identical words, as in the case of Spanish and Arabic, or German and Russian.

However, this is not the only aspect to take into account. Obviously, words have to be etymologically related, or to put it simply, words have to stem from the same source. These types of words are called cognates, yet it is a term which will be explained in detail below (cf. 2.7 Vocabulary teaching). In the article (Möller and
Zeevaert 2015: 315) cognates are highlighted because of their capacity to establish transparency among languages, which consequently diminishes the degree of difficulty for mutual understanding. Nevertheless, this is a very serious issue that must be constantly kept under control in classroom, as many other inconveniences may emerge, especially related to more or less phonological and orthographic familiarization of phonemes and graphemes respectively. For instance, on the one hand, if the respective pair of cognates is more orthographically different than phonetically, this may hinder recognition. On the other hand, if words are less dissimilar orthographically than phonetically, they have the capacity to facilitate mutual recognition (Möller and Zeevaert 2015: 317-318).

Nonetheless, the analysis of intercomprehension might become quite challenging, since authors find considerable difficulties in their case study, since written tests based on multiple choices do not manage to provide with clear answers.

In short, we deeply agree on the exploitation of intercomprehension between Spanish and English words coming from Greek, since, despite belonging to different language families, phonological and especially orthographic systems are very much related to each other. Therefore, such transparency occurring among those cognates must be underlined as perhaps the most important factor for success (yet also failure) of effective vocabulary learning in this didactic unit.

2.5 Interculturality

In a similar vein, since language and culture must occur together in language learning, intercomprehension occurs together with interculturality, whose definition has been also covered above (cf. 1.6 Operational definitions). For the review of interculturality, Osuna 2012 has been extensively used. First, Osuna (2012: 40) develops the notion of school efficiency as a real education improvement centered on the optimization of learning and teaching, placing especial attention not to a pure theoretical multicultural framework, but to the real awareness on cultural diversity composed by ethnic and cultural minorities and majorities and where no “cultural essensialization”, as she calls it (Osuna 2012: 41), is established so as to avoid inequalities from “the right to be different” (ibid.). Moreover, she prefers to refer
culture as ethnicity, because she finds culture as a generalized term which may give rise to dangerous interpretations, together with strong stereotyped categorizations.

As a consequence, she advocates a socio-critical approach through the inclusion of cultural diversity contents in the curriculum as the only way to set up fair societies, capable of reproducing in their actions and thoughts critical views of a reality where no culture should superimpose among the others, but, instead, where mutual understanding prevails (Osuna 2012: 46-47).

In this sense, it seems that no cultural discrimination is made among English, Spanish and Ancient Greek societies. In fact, these three societies with which we are dealing in this research seem to be more and more highly regarded with the passing of time. However, we agree on Osuna’s statement that many cultural misunderstandings are produced when Spanish and English come into contact. Therefore, Greek might also work in this research as a cultural mediator, or in other terms, as the common source of two different societies which are not only to perfectly coexist in a more globalized world, but also to interconnect among each other as well as with other cultural minorities, either from the past or living in present, as Ancient and Modern Greek themselves.

### 2.6 Communicative skills

#### 2.6.1 Oral register (listening and speaking)

In language teaching, emphasis was placed on written skills (i.e. reading and writing) rather than on oral skills. However, many alternatives arose as counter-reforms towards language learning, focusing thus on oral skills mainly. Actually, this has been the position adopted by most current linguistic approaches. Therefore, more psycholinguistic studies on the acquisition of foreign languages have been required ever since. In this respect, Luque-Agulló (2008: 77-92) has been thoroughly employed.

Apart from providing an extensive overview (Luque-Agulló 2008: 77-78) about the historical evolution of linguistics through linguistic theories based on an increasing relevance of oral communicative skills (e.g. from Grammar-Translation to Audiolingualism and then towards communicative approaches), this article has especially abounded in the description of the three basic cognitive processes involving communication (Luque-Agulló 2008: 78-79). First, the phonological discourse
recognition takes places through different linguistic and prosodic strategies such as phonotactics, rhythm and entonation rules. Second, the comprehension and memorization processes occur, individual factors as the linguistic aptitude may determine a higher or lower development of phonological and operational memory. Although these two processes have to do with language comprehension, the former is a bottom-up procedure, since it moves from the unit analysis to the whole sense, whereas the latter is a top-down procedure, going from the whole sense to the unit analysis. Long-term memory is, on the other hand, the third cognitive process which involves learning, because it gives rise to the activation of formal cognitive schemes which allow the individual to connect and thus re-structure the new reality with his or her former perspectives or contexts.

Although more psycholinguistic theories are also deeply analyzed in this article Luque-Agulló 2008: 80-83), attention must be now placed to the practical application in didactics (Luque-Agulló 2008: 79 - 80), as patterns favoring the development of three cognitive processes are suggested, which will be thus put into practice in our didactic unit (Luque-Agulló 2008: 79-80). For example, activities must follow a pre, while and after structure, and they need to cover both listening training (i.e. bottom-up) and listening comprehension (top-down). Consequently, conceptual and formal cognitive schemes will allow the learner to connect the new topic to be dealt with his or her prior knowledge related to other perspectives or contexts.

2.6.2 Written register (reading and writing)

For the review of the written register, Luque-Agulló (2011: 233-234) has been taken into considerable account, since it describes the two main kinds of reading processes. In the first place, the bottom-up processing, also called mechanic reading, is based on a lineal recognition from smaller units (i.e. letters and words) to bigger ones (i.e. phrases and clauses). In the second place, the top-down processing or complementary reading has to do with the reading comprehension by means of paralinguistic information sources such as pictures or the knowledge about the topic.

Reading is also defined in the article as an interactive process between cognitive and psycholinguistic functions, which can take part either simultaneously or in a more flexible manner. Depending on the order, reading comprehension occurs at
different stages (Luque-Agulló 2011: 234). First, decodification is defined as the visual or phonological translation of symbols in order to facilitate comprehension by diminishing the operational memorization. Second, the reading comprehension procedure itself, which might be done either globally or interpretatively, as well as literally or critically, among many other alternatives. Thirdly, “meta-comprehension” arises by means of prior knowledge, leading thus to the fourth process, self-regulation, which is centered on when, in which contexts and how to apply certain strategies for fulfilling comprehension successfully.

Writing and reading procedures (Luque-Agulló 2011: 234-235) are also characterized for presenting linguistic interdependence, which means, common and distinctive features among each other whereby writing is directly influenced by reading strategies and vice versa. Nevertheless, several problems may arise, among which compensation problems (i.e. lack of balance between global and conceptual procedures), threshold minimum level (i.e. lack of linguistic competence in the L2 and the lack of complex codification strategies), or the relationship towards culture can be underscored. In any case, in spite of becoming determining factors, they do not necessarily have to condition the global comprehension or composition of the text.

Once again, not only global (i.e. top-down) and analytic (i.e. bottom-up) techniques are recommended to be exploited in the shape of pre (e.g. presentation and familiarization with the topic), while (e.g. specific details and critical analysis and after activities) and after activities (e.g. topic expansion), but also, as it is planned in this didactic unit, by means of the inclusion of creative and innovative tasks (e.g. flashcards, posters, headlines and titles, drawings, outlines and summaries) so as to get learners engaged in the topic and, consequently, to make them autonomous users of the language (Luque-Agulló 2011: 243).

2.7 Vocabulary teaching

Unarguably, vocabulary learning is a key aspect in any language learning which also deserves special attention. For the development of vocabulary teaching, a batch of relevant articles taken from GRETA (1998) has been analyzed. However, before dealing with each of them, attention must be paid to the general snapshot of
vocabulary teaching, which is also detailed at the introductory section of the journal (GRETA 1998: 4-8).

Differently from the rest of grammar areas and other communicative skills, low emphasis has been laid on the development of new methodologies for vocabulary teaching, mainly owing to the countless lexical combinations, an idea which extremely contrasts with the ease to make grammar generalizations, as combinations are much more finite (GRETA 1998: 4). Nevertheless, later research has proven that vocabulary, in fact, must gain more prominence than grammar. This is reflected in scholars as Michael Swan (1993: 38, in GRETA 1998: 4), who claims that “Functions without lexis is no better than structures without lexis”. Furthermore, Wilkins (1972: 111, in GRETA 1998: 4), in his endeavor to develop the Notional Syllabus, points out that “Without grammar very little can be achieved, without vocabulary nothing can be achieved”. Certainly, vocabulary must superimpose over grammar in language learning, as stated by Krashen (1983: 155, in GRETA 1998: 5), since “[…] we acquire morphology and syntax because we understand the meaning of utterances”. Additionally, in terms of Michael Lewis (1993: 38, in GRETA 1998: 4), since “Words carry more meaning than grammar, so words determine grammar” language must be conceived, and thereby taught, as a “grammaticalised lexis, not lexicalised grammar” (Lewis 1993: 89, in GRETA 1998: 5).

Once the relevance of vocabulary has been demonstrated, several aspects for its teaching must be taken into account (GRETA 1998: 5-7). Firstly, the nature of lexicon and its pedagogic implications regarding the adequate selection of lexical contents and what it is actually meant by “knowing a word” (GRETA 1998: 5). Second, psycholinguistic hypotheses and investigations in connection to the lexical acquisition and memorization must be born in mind. In other words, questions must be arisen in association with on the most effective ways to present vocabulary for its acquisition, as well as the total amount of words which the human mind can process without any inconvenience. However, results are still inconclusive. Third, learning strategies to facilitate vocabulary acquisition, such as morphological analysis or mnemonic, can be also remarked on, and finally, activities to carry out in classroom, whereby vocabulary is to be presented in a direct (i.e. explicit) or indirect way (i.e. implicit).
With regard to the articles which have been employed throughout this research, and more concretely, those revolving around methodological approaches, three of them must be highlighted. First, Nation (GRETA 1998: 9-18) deals with the learner’s autonomy as a composition of three factors: attitude (i.e. a higher commitment for learning), awareness (i.e. the learner must feel that he or she is learning, that certain methods are being carried out, etc.) and capability (i.e. learners acquire a series of skills and competences with which they feel independent and autonomous). Moreover, Nation also sets a group of eight principle for accomplishing vocabulary learning effectively (GRETA 1998: 10-17), as the need to know exactly what kind of vocabulary to learn, the need to learn constantly new terms and notions, the word frequency as a determiner of what terms (not) to learn, and the need to enhance motivation among students as they learn more vocabulary, among many other ones.

Joe (GRETA 1998: 19-22), precisely as it has been aforementioned by Notion (GRETA 1988: 9), vocabulary learning awareness is greatly enhanced by taking into account aspects associated with the purpose and perception of the vocabulary task (e.g. why such terms will become useful and for what), the type of vocabulary task (e.g. aimed to a range of concrete factors and contexts, as well as to receptive and productive development), vocabulary task demands (e.g. required knowledge and skills to carry out the task) and a final vocabulary knowledge scale to check to what extent learners have acquired and might apply such lexical terms to what specific situations or contexts: “I have seen this word before”; “I can use the word in a sentence”; “I know this word. It means...” (GRETA 1998: 21).

Bueno-González (1998: 23-27) is perhaps the most relevant article for our purposes, since it pays attention to “true friends” for the improvement of linguistic competence. In other words, as aforesaid, cognates can be embedded in this category, as they stem from the same language. Thus, they carry similar morphological structure and little change in meaning in comparison among languages. However, such situation might have just the opposite effect, because, despite their common morphological origin, such terms do have different meanings. These are called “false friends” (GRETA 1998: 23). Therefore, Bueno-González (GRETA 1998: 25-26) provides with an outstanding list of general principles to apply to cognates’ changes among languages,
such as “English double consonant becomes single consonant in Spanish”; “Word-ending only changes to fit language traditions”; “Initial ‘e’ facilitating Spanish syllabification”; “Spelling simplification”, etc.). This might be determining to mention across the didactic unit, hence learners might become aware of the most general processes occurring between Spanish and English cognates coming from Greek, and thereby they could use them autonomously as vocabulary learning progresses.

Finally, we deeply agree on all methodological implications suggested by Bueno-González. However, in the case of this didactic unit, emphasis must be put on three of them (1998: 27):

- A knowledge of the morphology of both the mother tongue and the foreign language is essential.
- Mastering Greek and Latin morphology really helps in the case of Spanish students learning English,
- Being proficient in word-formation processes, namely affixation, helps learners to increase their stock of vocabulary by the creation of new words on existing patterns.

Cabezas and Ruiz-Rios (GRETA 1998: 74-76), differently from the previous articles, deal with useful classroom techniques which generally agree on the same principles described above, such as the use of cognates and the avoidance of problematic false friends (Bueno-González, in GRETA 1998: 23-27), as well as the use of word-formation as prefixation and suffixation (1998: 74). Even though proposals are oriented towards CSE teaching, they might be perfectly adapted for NCSE education, as in the case of this research. Therefore, Cabezas and Ruiz-Rios (GRETA 1998: 75) suggest a significant amount of useful vocabulary games to exploit in classroom such as the typical *Scrabble*, *Crosswords* or *Hangman* (as we will carry out, for example), but also other ones which become really creative, as *Words pyramids*, *Word tennis*, *What’s missing* (quite related to *Hangman*) and *Odd-man-out*, among many other examples.

### 2.8 Complementary materials for the research development

Apart from the obvious importance lying on the literature review and data analysis, form, coherence and cohesion are other aspects which are deeply involved, and hence become vital points to cover. For the achievement of such purpose, many
other relevant resources have been employed throughout the development of this research.

One of the most determining references has been Madrid and Bueno (2005: 641-677), because it enumerates the different steps to carry out in classroom research, ranging from theoretical assumptions of research (Madrid and Bueno 2005: 642-643) to more practical issues such as data collection and possible problems by means of, for example, questionnaires, as we will be presenting below (Madrid and Bueno 2005: 659-662) or data analysis through qualitative interpretation, as we have been mainly using throughout the research (Madrid and Bueno 2005: 664-665).

Another key handbook for the elaboration of this work has been Pérez-Cañado and Pennock-Speck (2015), since it provides with detailed and step-by-step instruction to carry out an academic dissertation successfully. Actually, no chapter should be considered more or less important than the other ones. In any case, I would like to place special emphasis to Bou-Franch and Dolón-Herrero’s chapter (Pérez-Cañado and Pennock-Speck 2015: 23-42), where useful language strategies are highlighted, among many other functions, for establishing the importance of the topic, identifying the controversies or problems in previous research or referring to scholarly contributions.

Another interesting chapter has been Bueno-González (2015: 75-91), which deals with similar topics included in Madrid and Bueno (2005: 641-677), yet with the advantage of incorporating extra useful examples and exercises for practice.

Alcaraz-Sintes (Pérez-Cañado and Pennock-Speck 2015: 107-130) is also a highly recommendable chapter, since it describes exactly, by intertwining theory with practice and explanations with clear underlined examples, how to make different types of references and quotations appropriately, so as to avoid the so troublesome plagiarism, fully examined by López-Peláez-Casellas in his chapter (Pérez-Cañado and Pennock-Speck 2015: 43-57).

We would like to conclude with this reference by considering Fuster-Márquez and Carmen Gregori-Signes (2015: 93-106) as another remarkable chapter, which has been placed in the last position on purpose, since it points out different steps to draw a conclusion. Furthermore, and similarly to chapter 2 aforementioned, it provides a batch of relevant useful language strategies to write a powerful conclusion.
Finally, assessment of teaching materials has been also vital to carry out in order to check whether it is valid or not. For that, we have decided to abide by the rules patterns established by Williams (1983: 251-255). Accordingly, Williams suggests a set of assumptions to take into account. First, the material should follow an up-to-date methodology, this is to say, consistency must exist between “psychological and linguistic principles underlying current, accepted methods of L2 teaching” (Williams 1983: 251). Second, the teaching material should include adequate guidance for non-native teachers of English (e.g. pictures, descriptions, control devices, etc.). Thirdly, needs of English learners should be taken into considerable account, since they do not always correspond to the set syllabus. Last, but not least, teaching materials should promote a relevant socio-cultural environment, since language teaching is a process which encompasses language and culture as two inseparable elements.

3. DESIGN AND METHODOLOGY

As presented in the British Council official website¹, our priority in this section is to advocate the use of an eclectic approach in teaching English. This means, we consider that successful language learning underlie in the teacher’s abilities to cover a wide range of many different language methods and approaches. Therefore, teacher should bear in mind that, even when principles might seem to absolutely disagree among language methods, there are many other points which are strongly interconnected somehow. Consequently, the four main language methods (arranged in alphabetical order, not in terms of prominence), as well as their most essential assumptions which we have been taking into account throughout this research design will be now analyzed as follows:

3.1 Audiolingual method

Audiolingual method, although it is not the main focus on this didactic unit, presents many interesting principles which have been taken into account for the elaboration of activities and tasks. For the compilation of data, Navarro-Romero (2013: 113-128) has been extensively employed. In such sense, despite paying special

attention to how the Vaughan System, a development of the Audiolingual method, works in the English immersion courses, subsidized by the Spanish Ministry of Education and organized by the International University Menendez Pelayo, a lot of emphasis is also placed on the general principles of Audiolingualism.

Therefore, to begin with, Audiolingualism is defined, according to Navarro-Romero (2013: 120-121), as a systematic and mathematical method where grammar structures and vocabulary are presented to be systematically repeated once and again so as to promote the formation of linguistic habits. In other words, Audiolingualism is based on a “military style”, based on behaviorist psychological theories, where structure repetitions, better known as drill, are constantly carried out in order to produce perfect grammatical sentences with considerable ease. This can be achieved, for example, by giving students a set of sentences to transform according to a concrete pattern, or employing a specific verb tense, or simply through linguistic structures to be constantly repeated so as to be memorized (Navarro-Romero 2013: 125). Evidently, prominence lies on form rather than on meaning, which, similarly to Grammar-Translation method (cf. 3.3 Grammar-Translation), activities and contents are taught deductively by following the order of PPP, also known as the three P’s (i.e. Presentation, Practice and Production) (Navarro-Romero 2013: 118).

Obviously, due to its strong convictions, Audiolingualism has had to cope with a lot of criticism coming from other methods and approaches (e.g. communicative approach) in many aspects (Navarro-Romero 2013: 121-122). First of all, as a machine-like system, neither synonyms nor mistakes are allowed under any circumstance. As a result, if necessary, interruption for correction in the middle of the student’s contribution or longer efforts to remember long sentences to be repeated with no single mistake can be absolutely valid alternatives. The only requirements are to repeat the perfect production of set sentences and to answer predictable questions without even the need to understand the context of such inquiry, because questions and answers are completely detached from one another. Thus, since sentences and structures are decontextualized, they present no coherence or sense of discourse. At the same time, creativity is also jeopardized, as there is no opportunity at all to discover new meanings to explore or to create. In short, communicative need is
considered completely unnecessary, a what eventually gives rise to such a lack of motivation, boredom and tiredness that many mistakes can be put down to such factors rather than to a low linguistic competence. Additionally, apart from the lack of communicative need, together with the limitation of creativity and the lacking affective factor of motivation and boredom, diversity and cultural intercommunication are considered useless aspects for language learning, reflected, for example, in the avoidance of varied English accents.

Nevertheless, Audiolingualism also counts on relevant assets which can be relevant to exploit in classroom (Navarro-Romero 2013: 123-124). First, as it is a method closely related to Grammar-Translation principles grammar and vocabulary learning are strongly fostered aspects in learning. Second, as it is a method based on drill repetition whereby sentence building and indirect translation occur, it can be a language method useful for exploiting intercomprehension in the classroom, for instance, by comparing and contrasting grammar structures and new vocabulary items deductively presented with the L1, whose rules and principles have been completely internalized. This asset can be especially interesting for adult learners, because their grammar competence is much higher, and hence they do not have to make such a considerable effort to internalize the grammar rules of the foreign language. Third, in spite of the big problems which students present in remembering long sentences, they are continuously employing memorization techniques. In psycholinguistic terms, this enables the observation of how memory works and where relationship between memory and language learning can be found, and whether such memory-language interrelation varies or not according to the main internal or external features and factors of each learner, such as age, attitude, motivation, and so on. Besides, if the acquisition of full sentences is done successfully, fluency and linguistic competence in general are enormously favored, especially in oral production, because teachers are capable of producing long complex sentences with perfect linguistic structures without any type of mistake, which, at the same time, might turn out as a motivational factor for the student to carry on learning.

In short, although Audiolingual method contains a significant amount of disadvantages, relevant assets which facilitate language learning can be still
highlighted. In that sense, we find assets such as repetition of set structures as very useful resources for perfecting the use of English, especially in terms of pronunciation and stress patterns, as appearing in the didactic unit. Nonetheless, we still consider that the presence of communicative approach and communicative competence are also vital, since language is much effectively learnt when it is considered a tool for authentic communication, this is to say, through meaningful and contextualized learning, promoting thus language in real context and language in real use (Navarro-Romero 2013: 126).

3.2 Content and Language Integrated Learning (CLIL)

Should any method or approach excel from the rest in this research, Content and Language Integrated Learning, better known as CLIL, would be definitely the chosen one. For the full understanding of CLIL, two highly commended handbooks have been employed. On the one hand, the work by Coyle, Hood and Marsh (2010) has worked as a perfect guide for theoretical explanations about CLIL. On the other hand, practical examples and further guidance for the development of CLIL in the classroom have been much better provided by Mehisto, Marsh and Frigols (2008).

As far as the definition is concerned, CLIL might be conceived as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coyle, Hood and Marsh 2010: 1). Therefore, CLIL is mainly a content-based approach in which flexibility and easy content adaptations become predominant.

Indeed, many reasons can be found which advocate the use of CLIL (Coyle, Hood and Marsh 2010: 10). First, because it enables students to get access to subject-specific vehicular language lexicon, or in other terms, it is an approach which qualifies learners for their studies in the future or for their future professions. Moreover, as more than one language is involved, CLIL promotes the learner’s cognitive development in their ability to process contents in different languages. Apart from linguistic competences, CLIL also strengthens both the self-enriching and the understanding of concepts and resources through better connections among them. Besides, motivation is another key factor in CLIL, as it is aimed to engage students both in the authentic use of the language (i.e. oriented towards real-life situations in which
language is acquired more naturalistically) and in the meaningful learning of the subject contents (i.e. hands-on knowledge for real world situations).

In the application of CLIL in the classroom, several operating factors must be also taken into account. For example, Coyle, Hood and Marsh (2010: 14-15) points out the teacher’s skills to work individually and in groups, the time available for setting the goals and contents, or the assessment process to carry out (e.g. formative or summative, content-based or language-based assessed as a whole or separately).

In addition, due to the flexibility for the implementation of CLIL, other holistic-oriented methods and approaches are highly recommended to be put into practice, especially those associated with communicative or task-based approaches, which will be developed below. Moreover, flexibility can be also applied to language use. In other words, since teaching is promoted through the use of more than one language, translanguaging (i.e. systematic shifts from one language to another for specific reasons) is also widely accepted. Consequently, CLIL is a perfect approach to exploit intercomprehension in classroom.

Turning to the interrelationship between content and language objectives, language and learning in CLIL can be observed through three different perspectives, giving thus rise to the so-called Language Triptych. First, language of learning depicts language as a way to access basic concepts and skills in connection to the subject theme or topic. Second, language for learning turns attention to the type of language which is required to operate in a foreign language environment by means of certain effective language use strategies. Thirdly, language through learning contends that effective learning cannot occur without the active involvement of language and learning, which is to say, language is a means to support and advance the process of thinking while new knowledge and new complexities about language are being acquired simultaneously (Coyle, Hood and Marsh 2010: 36-38).
Culturally speaking, CLIL also has an enormous impact on the move from cultural awareness to interculturality, or in other words, the understanding of varied cultures. In a fashion, CLIL approach enhances the assumption that “language is not only part of how we define culture, it also reflects culture” (2010: 39). Consequently, there is a transition from cultural awareness, strongly bound to multiculturalism in the simple theoretical assumption and knowledge of different cultures, to interculturality, which rather focuses on using different skills and strategies to mediate between one’s own and other cultures, on raising cultural awareness about one’s own culture and hence on the development of the cultural competence to critically analyze different social procedures and outcomes (Coyle, Hood and Marsh 2010: 39-40).

Even though both resources deeply agree on the same ideas, though explained in different terms, Mehisto, Marsh and Frigols (2008: 29-30) also devotes more effort not only to the careful elaboration of CLIL-oriented contents and to curriculum design in practical terms, but also to the explanation of other core features and principles of CLIL methodology. To begin with, scaffolding is emphasized as the building process “on a student’s existing knowledge, skills, attitudes, interests and experience” (Mehisto, Marsh and Frigols 2008: 29). Additionally, scaffolding is able to foster creative and critical thinking through repackaging information in user-friendly ways. As an example, this can be done by means of different responses to learning styles or by means of impeding students to get stuck in one comfortable issue, which means, teacher must encourage them to take a further step.
Active learning is also a determining factor in CLIL inasmuch as students should communicate with one another much more than the teacher, who is to act as a facilitator not only of contents and language, but also of peer co-operative work. Moreover negotiation has to take place, which is, students must participate in the setting of contents, language and learning skills. Similarly, students have to become another participant in the evaluation of the process in achieving learning outcomes.

Differently from other approaches, co-operation is given a position of special prominence in CLIL, since it is not only promoted by course and lesson planning between the CLIL and the non-CLIL teachers, but also through the involvement of parents and relevant members of the local community (e.g. authorities and employers) in learning about CLIL and how to support learners in the access to new information at the same time they learn how to connect such new facts with their prior existing knowledge, skills and attitudes (Mehisto, Marsh and Frigols 2008: 30).

Affection is another remarking point in CLIL. Unarguably, learning cannot occur without emotions, which directly affect the process of learning both in a positive and negative sense. Since language is perceived in CLIL as an emotional vehicle to express different attitudes and feelings, if contents are shaped in synchrony according to student’s outlooks and perceptions, altogether might result in a confident, aware and connected individual learner with a series of acquired skills useful to put into practice in their personal and work lives (Mehisto, Marsh and Frigols 2008: 184-185).

To conclude with this section, assessment in CLIL must be remarked on in several issues (Coyle, Hood and Marsh 2010: 116-118). First, concerning what to assess, factual and general understanding must be highlighted, as well as the ability to handle with the new content in the form of interpretation, analysis or synthesis, among many other options, and especially the ability to work autonomously and to extend the topic knowledge beyond what has been presented by the teacher. Second, regarding how to assess, many alternatives might be found, such as grids, draw diagrams or pictures, as well as true and false questions, correction of wrong facts, presentations and questions based on yes/no answer. Interestingly enough, CLIL offers the possibility to assess either individually or in groups. Nevertheless, and connected to who should assess, it is not only the teacher who must assess the rest of the class.
Instead, assessment should be carried out in a collaborative manner between students, who can assess among one another individually, in pairs or in little groups in cooperation with the teacher. In short, CLIL approach enables that learners feel totally engaged not only in terms of content and language learning, but also in the whole process, where each action and decision, coming either from the teachers or students, is conditioning.

3.3 Grammar-Translation

Despite the controversy aroused by grammar-translation method throughout language learning history and all the rest of emerged learning methodologies, we still consider that grammar-translation method, if it is oriented properly, might become another complementary method with useful principles, especially the basic one, which is, the critical importance of grammar and vocabulary learning in a foreign language.

For the deep analysis of grammar-translation, as well as the adequate projection of grammar teaching, two materials have been thoroughly employed: Tuğrul-Mart (2013: 124-129) and Sik (2015: 2141-2144).

Yet, first of all, an accurate definition of grammar is worth mentioning in order to understand its importance in language learning. However, complexity in such definition cannot be either denied. That may explain the different alternatives presented, among which two of them can be excelled. Therefore, according to Larsen-Freeman (2001, in Tuğrul-Mart 2013: 124), “grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints”. Additionally, Thornbury (1993: 13, in Tuğrul-Mart 2013: 124) also contends that “grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey”.

Consequently, based on these definitions, reasons why grammar should be taught can be stood out (Tuğrul-Mart 2013: 124-125). Essentially, grammar helps learners to organize words and messages to make them meaningful and clear enough to be understood. In other words, grammar contributes to communicate effectively and efficiently, since learners are able to understand the nature of the language they are learning through, which means, grammar is able to show learners how language works. Thereby, at the same time grammar reinforces the communicative competence
by means of rules, notions and functions, it also fosters the linguistic awareness competence, for which learners are capable of identifying not only different parts of speech (i.e. verbs, nouns, etc.), but also how they operate in language, what features make them similar or different among each other and in comparison to other languages, and many other relevant points.

Nevertheless, we should bear in mind what Thornbury highlights about grammar in context (1999: 69, in Tuğrul-Mart 2013: 125). More concretely speaking, language is context-sensitive, and it thus means that, in the lack of context, it is very difficult to render the meaning of a single word or phrase. As a result, context becomes vital for grammar teaching, because it gives a more precise understanding of how to operate with grammar. Similarly, as underlined by Wajnryb (1990: 6, in Sik 2015: 2142), context provides accuracy in the studied language both in oral and written skills, as it allows learners to observe how grammatical structures function in certain sentences, and hence grammar processing becomes more efficient (McLaughlin, Rossman, McLeod 1983: 138, in Sik 2015: 2142). Actually, grammar in context can be put into practice in many different styles. For example, as mentioned by Hadley (2003: 152, in Sik 2015: 2142.), authentic discourse-length input or language learning materials which stimulate authentic input might turn out really useful to exploit in classroom. Using dialogues and texts can be also an excellent way to teach grammar in context, since they allow teachers to focus attention on concrete sentences from such text or dialogue, where they can underline the form of the structure or the high frequency of such instances (e.g. subject + adverb + verb: how many times is this structure repeated over the text or dialogue?). Moreover, both teachers and students can move forward by finding other relevant examples either taken from the text or dialogue or directly stemmed from personal experiences, which is clear to reinforce the acquisition of grammar structures.

To conclude with this section, we would like to turn to Koran’s conviction (1972, in Sik 2015: 2142) about the importance of grammar teaching and the need to adopt an effective approach depending on the learner’s profile, age, purposes and learning style. In fact, for instance, adults seem to conceive deductive grammar teaching more effective for academic success and language proficiency than inductive
learning, which becomes for them more vulnerable in grammar teaching and even a more difficult style to internalize grammar aspects which they have to learn (Sik 2015: 2143-2144). In any case, either deductively or inductively, grammar is a key part to deal in classroom. Moreover, no matter how grammar is perceived or oriented, as well as to whom, it has not been affected by any change at all through the development of foreign language teaching or the emergence of more traditional or modern language methods.

3.4 Task-based approach

Similarly to CLIL, task-based approach has also gained considerable prominence in the methodological design of this didactic unit. Therefore, several task-based principles have been taken into great account. In the development of this didactic unit, Littlewood (2004: 319-326) has been greatly employed.

But before moving to the analysis of the main task-based approach features, it is vital to remark on the controversy as far as the definition of ‘task’ is concerned, which has been defined by many well-known scholars in so many senses that some of them even might be contradictory. Accordingly, from some experts’ viewpoint, the communicative factor does not become essential at all. That is the case of scholars as Williams and Burden (1997: 168, in Littlewood 2004: 320), who define task as “any activity that learners engage in to further the process of learning a language”, or of Breen (1987: 23, in Littlewood 2004: 320), who claims that a task is “a range of learning activities ‘from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making”.

Estaire and Zanon (1994: 13-20, in Littlewood 2004: 320) can be also included in this group. However, they go even further by dividing tasks into two categories: ‘communicative tasks’, where attention is paid on meaning rather than form, and ‘enabling tasks’, where emphasis lies on linguistic aspects (e.g. grammar, vocabulary, pronunciation, discourse, among others) rather than in communication.

On the other hand, tasks are conceived as primary communicative essence through realistic language. That is the case of scholars as Stern (1992: 195-196, in Littlewood 2004: 321), with whom we deeply agree on the perception of task as “communicative exercises […] [which] provide opportunities for relatively realistic
language use, focusing the learner’s attention on a task, problem, activity, or topic, and not on a particular language point”. Still, other authors as Willis prefer defining tasks as only those activities involving communication, or in his own words, “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (1996: 23, in Littlewood 2004: 321).

Whatsoever, even though we opt for the second conception of task, task-based approach must be undeniably conceived as a communicative approach development, or what is the same, both approaches bear a strong relation with each other. In full details, both task-based and communicative approaches establish a link between outside-classroom reality, where communication tasks enable the course to be structured around ‘chunks of communication’ reflecting learners’ interests, needs and experiences, and inside-classroom pedagogy, where there is a strong focus on language components in general (e.g. structures, lexicon), which are vital for students to learn if they have to communicate (Littlewood 2004: 324).

Still, there is a key difference in comparison to the communicative approach, and that is the role of tasks within the course, which transcend from significant elements of the methodology to “units around which a course may be organized” (2004: 324). Task involvement is another factor characterizing task-based approach, since learners are to take part in the development of the task more actively and personally, whatever the nature of that task may be. This is what Prahbu (1987, in Littlewood 2004: 323) defines as ‘mind-engagement’, whereby teachers might put in practice a considerable set of “educational and psychological wisdom in exploring the conditions that stimulate [mind-engagement, this is, task involvement by the learners]”

As aforementioned above, tasks may acquire two different types of dimensions. On the one hand, focus can be placed on form (i.e. linguistic features) or on meaning (i.e. communication). In the distinction and elaboration of one type of task or another, the following diagram might be applied:
All in all, as proven in the didactic unit, task-based must be centered both on the perfect combination among both dimensions aforesaid and on to what extent the task involve the learners. Therefore, it is not rare to consider different outcomes according to the kind of mixture between tasks dimensions and involvement, which are generally depicted in the following diagram:

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### Fig. 2: The continuum from focus on form to focus on meaning. Taken from Littlewood (2004: 322).

<table>
<thead>
<tr>
<th>Focus on forms</th>
<th>←</th>
<th>→</th>
<th>Focus on meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-communicative learning</td>
<td>Pre-communicative language practice</td>
<td>Communicative language practice</td>
<td>Structured communication</td>
</tr>
<tr>
<td>Focusing on the structures of language, how they are formed and what they mean, e.g. substitution exercises, ‘discovery’ and awareness-raising activities</td>
<td>Practising language with some attention to meaning but not communicating new messages to others, e.g. ‘question-and-answer’ practice</td>
<td>Practising pre-taught language in a context where it communicates new information, e.g. information-gap activities or ‘personalized’ questions</td>
<td>Using language to communicate in situations which elicit pre-learnt language, but with some unpredictability, e.g. structured role-play and simple problem-solving</td>
</tr>
</tbody>
</table>

| ‘Exercises’ | ← | (Ellis) | → | ‘Tasks’ |
| ‘Enabling tasks’ | ← | (Estaire and Zanon) | → | ‘Communicative tasks’ |

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### Fig. 3: The two dimensions in task-based foreign learning. Taken from Littlewood (2004: 324).
4. DIDACTIC UNIT

4.1 Title: It’s all Greek to me!

We have chosen this title because, on the one hand, an idiom is employed, which is to say, a daily common expression strongly related to real language use and the sociolinguistic competence mentioned in the Common European Framework of Reference for Languages (CEFRL hereby). On the other hand, it gives the teacher the opportunity to pre-introduce and, above all, engage learners in association to what the topic will be about by means of, for instance, a discussion about the meaning of the idiom and the equivalence with the L1. Furthermore, this title will be useful to manage a successful sequencing of the following present in the next sessions. It must be remarked on the fact that no textbook title has been used as a reference for choosing this title.

4.2 Justification

Firstly, it is vital to point out that the official document corresponding to the specific NCSE level of this didactic unit currently lacks both a Decree and Order of reference. Therefore, we will be referring to the Royal Decree 1105/2014 (RD 1105/2014 hereafter), 26th December (BOE number 3 of January, 3rd), corresponding to the Organic Law 8/2013 for the Improvement of Teaching Quality, 9th December (LOMCE in Spanish), as the only valid legal justification at this point.

Nonetheless, this does not imply that LOE and LOMCE must be given in an absolute separately way, since, despite apparent differences, they share several points which intertwine among one another. For instance, LOMCE excludes linguistic and sociocultural awareness as separate key competences and contents, whereas LOE used to distinguish them as set contents and competences (cf. 1.4. Relevance). However, as it will be seen below, contents and objectives imposed by LOMCE will make teachers incorporate linguistic and sociocultural awareness implicitly within their own syllabi if they really want to foster those communicative competences and objectives promoted by LOMCE.

Cf. 1.4. Relevance for more details about the exploitation of the contents of this didactic unit. In such section, Organic Law 2/2006 of Education, the 3rd May (LOE in Spanish) is employed to provide other key arguments.
Still, before moving to the RD 1105/2014 in more details, it is essential to take into account the CEFRL, because, as detailed above (cf. 2. Literature Review), this unit will fulfil many of the communicative language competences listed (2001: 13-14):

1. Linguistic competence:
   - Grammatical: past simple, present perfect, morphemes
   - Lexical: Greek derivatives, idioms and vocabulary
   - Phonological: pronunciation patterns in Greek suffixes
   - Orthographic: Greek and Latin god names, derivatives and themes
   - Orthoepic: correlation between pronunciation and writing

2. Sociolinguistic competence:
   - Expressions of folk wisdom (e.g. It’s all Greek to me; To have the Midas touch; To be one’s Achilles’ heel).
   - Register differences: formal and academic contexts

3. Pragmatic competence:
   A. Discourse: coherence and cohesion, logical order, style and register, thematic organization
   B. Functional:
      i. Microfunctions: factual information (reporting), expressing and finding on attitudes (emotions)
      ii. Macrofunctions: narration, exposition, commentary and description

Owing to the present internationalization of the European countries thanks to the CEFRL, the teaching of foreign languages in secondary education has become a key element of the current educational curriculum. As it has been advanced above, this fact is recorded in the RD 1105/2014, which, within Article 15 (2015: 188), states the following objectives for NCSE:

b) To consolidate a personal and social maturity allowing to act responsible and autonomously, as well as to develop critical thought [...].

d) To reinforce habits related to reading, study and discipline, as essential conditions for an effective learning fulfillment, and as means for personal development.
e) To reinforce the reading, study and discipline habits, as necessary conditions for the successful academic progress, and as means of personal development.

f) To express oneself with fluency and correction in one or more foreign languages.

g) To use with solvency and responsibility the Information and Communications Technology (ICT hereby).

l) To develop the artistic and literary sensitivity, as well as the aesthetic criterion, acting as academic training sources and cultural enrichment.

The current didactic unit, which is meant for the subject of English in the first year of Non Compulsory Secondary Education (NCSE), will go deeper into the interactive skills and general abilities on the L2 which were learnt by the students throughout the previous courses. Concurrently, according to the legislation in force, the students will work the four block of contents listed in the BOE number 3 of January, 3rd, and on which we will be focusing throughout the didactic unit:

1. Comprehension of oral texts
2. Production of oral texts: expression and interaction
3. Comprehension of written texts
4. Production of written texts: expression and interactions

However, if there is a point that makes this didactic unit, it is not definitely the exploitation of the four aforementioned key competences separately. Rather, as cited in the RD 1105/2014, it is the integration of the four key competences what makes this didactic unit effective and practical for the language teaching and learning:

However, if there is a point that makes this didactic unit, it is not definitely the exploitation of the four aforementioned key competences separately. Rather, as cited in the RD 1105/2014, it is the integration of the four key competences what makes this didactic unit effective and practical for the language teaching and learning:

For an effective acquisition of the competences and their effective integration within the curriculum, it will be necessary to prepare integrated learning activities that allow the students to progress towards the learning results of more than a single competence at the same time. The development of the Linguistic Communication competences [...] will be potentiated. (2015: 179).
4.3 Contextualisation

1. Temporal and spatial context:
   - Institution: IES Santo Reino. Location: Torredonjimeno (Jaén). I have chosen this high school because I studied there, so I am more familiarized with that learning environment, teachers and conditions.
   - Number of students: 35, composed by 20 male students and 15 female students. Actually, it is a large number of students because there are only two high schools in a town which has around 15.000 inhabitants. Besides, these figures clearly depict a homogenous class, at least in terms of sex, just as it was when I was studying there.
   - Type of classroom: As to the level, the class belongs to the 1st year of NCSE, and more concretely, to the branch of Humanities and Social Sciences. Further to the classroom venue, it is quite a big room space. In addition, it is distributed in three columns, so learners normally sit in pairs or in groups of three.
   - Resources in classroom and school: Large walls full of pictures, illustrations, murals, etc. Wooden desks, big blackboard, central computer (for teachers), speakers, beamer, laptops for students. However, if the teacher is interested in working with most of these materials, he must ask for them previously and, if available, take them from
     - A storeroom. Actually, a cupboard can be found in almost every class with some textbooks, set readings, dictionaries and other relevant reference books.
   - Physical constraints: bad acoustic conditions (echo), irregular luminosity: too much sunlight in noon, few sunlight the first hours.

2. Level of students: Pre-Intermediate (A2.2 - B1.1).
   - Features:
     - Linguistic / ethnic background: As most small towns in Jaén, the majority of students are Spanish. Nonetheless, there are two Arabs, who also speak little Arabic, and two Romanians with little
knowledge of Romanian. It is also relevant the presence of a bilingual English student whose father is a native English speaker who teaches EFL in a private academy. This situation may result in the need of supplementary materials. Apart from the ethnic background, the class also counts on a student with Asperger Syndrome, what might give rise to additional materials for additional needs.

- Educational / Language background: More than a half wants to do a degree. In addition, eight students are repeaters, three of them having failed in English in previous years and terms. In a general fashion, there is low level in oral skills: receptive (listening) and productive (speaking). Five are in reinforcement private classes.

- Motivation and general interest: six students like English very much, 22 simply do not mind, and 7 dislike it. One even wants to study an English degree. The general motivation falls on listening and understanding English songs and videos –mainly from YouTube–. Learners also claim that they feel motivated in English learning for meeting new people both in person and in social networks. Most students are also hooked on watching and understanding films in the original version or with subtitles, as well as on travelling abroad. There is also a great interest to pass the PAU entrance exam with a good mark. Some of them want to obtain an English level certificate, preferably from B1 upwards. Other learners claim that they would like to learn English as another merit for their CV and thereby favoring job seeking.

- Personalities: eight or nine students are outgoing, not so shy. They like participating in classes, and they are really hard-working. Between fifteen and twenty of them are a bit shyer, so they contribute to classes when they are only asked. About five learners have quite a passive attitude. They do not only avoid contributing to
class, but they also harm it by cheating all the time. Furthermore, when they are asked, they answer in Spanish.

- Out-of-class responsibilities: although all attend to classes regularly, the two Arab students also help in the family-run business, as well as the Romanian ones. Additionally, around three Spanish students frequently go to work in the field.

- Point in time where the unit is included within the general planning of the course: 1st term of NCSE. Previous knowledge and recent work: Present simple and continuous. Future form with will. Vocabulary related to food, music and cinema respectively. Learners have also learnt the basics on how to make a summary, as well as on how to make predictions and the basics on how to express one’s opinion.

#### 4.4 Temporalization

1. Timing: 50 - 55 mins. per class; 3 sessions per week.

2. Number of sessions. Considering that this didactic unit will be developed in a November week, 7 sessions would be distributed as follows:

| Monday  
| (2\textsuperscript{nd} Nov.) | Tuesday  
| (3\textsuperscript{rd} Nov.) | Thursday  
| (5\textsuperscript{th} Nov.) |
|-----------------|-----------------|-----------------|
| 11:45-12:45: Session 1  
| (Introduction) | 10:15-11:15: Session 5 (Grammar) | 9:15-10:15: Session 3  
| (Vocabulary)  | | | (10\textsuperscript{th} Nov.) |

| (9\textsuperscript{th} Nov.) | | | (12\textsuperscript{th} Nov.) |
|-----------------|-----------------|-----------------|
| 11:45-12:45: Session 4 (Final task) | 10:15-11:15: Session 5 (Presentation 1) | 9:15-10:15: Session 6  
| (Presentation 2) | | | (17\textsuperscript{th} Nov.) |

| (16\textsuperscript{th} Nov.) | | |
|-----------------|-----------------|
| 11:45-12:45: Session 7  
| (Analysis & self-assessment) | 10:15-11:15: Session 8 (New topic) |
4.5 Didactive Objectives (DO)

1. Cognitive:
   a. To get familiarized with the correct pronunciation pattern of Greek mythological and linguistic-related words.
   b. To get to know the essential cultural and religious background characterizing the Ancient Greek civilization.
   c. To get an approach about specific English lexical and cultural items influenced by Greek language and culture respectively.

2. Procedural:
   a. To use the past simple tense in order to express facts and personal experiences which occurred in the past.
   b. To use the present perfect tense in order to refer to facts and personal experiences which still remain at present.
   c. To make use of English lexical items derived from Greek stems in right formal contexts.
   d. To foster intelligibility and fluency in oral communication through certain pronunciation patterns.
   e. To reinforce coherence and cohesion in written contributions.

3. Attitudinal:
   a. To promote independent and autonomous work and research.
   b. To enhance group and pair work research.
   c. To strengthen the capability of critical thinking.
   d. To respect and understand other students’ viewpoints.
   e. To emphasize on multiculturality and interculturality in class.
   f. To encourage the use of digital resources so as to overcome with the suggested tasks and exercises.

4.6 Contents

1. Listening:
   a. Listening and answering the questions related to the general understanding of a myth or story: multiple choices, T/F, filling the gaps, etc.
b. Listening and retaining the controversial pronunciation of Greek names associated with gods and heroes.

c. Listening and repetition of the pronunciation patterns of certain Greek suffixes (e.g. -logy, geo-, chrono-, etc.).

2. Speaking and interacting:
   a. Putting into practice the English lexicon and idioms influenced by Greek language and culture, mainly used in formal contexts.
   b. Finding equivalences of vocabulary, idioms and grammar with L1: discussing similarities and differences.
   c. Expressing facts and personal events either finished in the past (past simple tense) or still present (present perfect tense) among students.
   d. Delivering a group oral presentation about a Greek myth: characters, plot, current influences, etc.

3. Reading:
   a. Reading texts related to idiomatic expressions coming from Greek culture and their definitions: putting the correct title for each one and contrasting results with L1.
   b. Different types of questions related to the texts, which would encourage the use of skimming and scanning reading styles (e.g. matching the headlines, T/F, multiple choice, etc.).

4. Writing:
   a. Small composition about a specific Greek god or hero: current influence at present in scientific, cultural fields, etc.
   b. Drawing up a well-structured group presentation which must be delivered orally afterwards: characters, plot, current influences, etc.

4.7 Key competences (KC)

1. Linguistic communication
2. Digital competence
3. Learning to learn competence
4. Cultural expression and artistic awareness
4.8 Cross-curricular issues (CCII)

1. Reading comprehension
2. Oral and written expressions
3. Audiovisual communication
4. Information and communication technologies

4.9 Interdisciplinarity

– Curriculum subjects: Greek ( Humanities subject), Spanish as L1
– Washback effect: support for contents and questions liable to be included in the entrance exam for different subjects: English (vocabulary, grammar, etc.) and Greek (translation, literature, lexical derivation, etc.).

4.10 Evaluation criteria (EC)

1. Cognitive:
   a. If the student can pronounce the name of Greek mythological and linguistic-related words properly.
   b. If the student gets to know the basics of the Ancient Greek religion and culture and puts such contents into practice appropriately.
   c. If the student has got a significant knowledge about the English lexical and cultural items derived from Greek stems.

2. Procedural:
   a. If the student uses the past simple tense to express facts and personal experiences which occurred in the past.
   b. If the student uses the present perfect tense to refer to facts and personal experiences which still remains at present.
   c. If the student employs appropriately lexical items derived from Greek stems in the right context.
   d. If the student still makes intelligible and fluent contributions both in written and oral formats.
   e. If the student still makes coherent and cohesive written contributions.
3. Attitudinal:
   a. If the student still proves how to work independently and in groups.
   b. If the student still reflects critical thinking in his contributions.
   c. If the student still shows respect for other people’s viewpoints.
   d. If the student displays certain multicultural and intercultural values in his contributions.
   e. If the student is able to keep working with digital resources when dealing with tasks and exercises.

4.11 Assessable learning standards (ALS)

1. The student follows without problems the storyline of fiction stories and of clearly-structured short novels, which has a simple and direct language in a standard variety of the language, and he understands the personality of the different characters and their relations, when one and the other are described clearly and with enough detail. (BOE, 2015: 438)

2. The student identifies the main points and relevant details of a shorter or longer formal or informal conversation with certain duration between two or more interlocutors around him, if and when the acoustic conditions are good, the discourse is structured and there is not an idiomatic use of the language. (BOE, 2015: 436)

3. The student makes well-structured presentations with certain duration about an academic topic (e.g. [...] an artistic or literary work), with enough clarity so as to be followed without difficulty during most of the time and whose main ideas are explained with a reasonable accuracy, and he answers complementary questions of the audience which are formulated with clarity and at normal speed. (BOE, 2015: 437)

4. The student participates in informal conversations face to face [...], in which he describes with a certain degree of detail facts, experiences, feelings, ambitions [...]. He tells stories, as well as the plot of books and films, indicating his reactions [...] He expresses with kindness his beliefs, agreements and disagreements, and explain and justify his opinions and projects (BOE, 2015: 437).
4.12 Evaluation tools

‒ Self-assessment handout (cf. Appendix 4)
‒ Assessment grid for oral presentations (cf. Appendix 5)

4.13 Marking criteria

‒ Oral presentation: 40%
‒ Written presentation: 30%
‒ Homework and other extra tasks: 20%
‒ Participation: 10%

4.14 Attention to diversity

<table>
<thead>
<tr>
<th>Supplementary / Extension activities*</th>
<th>Additional students with additional needs</th>
<th>Remedial activities</th>
</tr>
</thead>
</table>
| Feasible set readings adapted to the language level and needs of students:  
  - Homer’s *Iliad & Odyssey*: selected chapters.  
  - Aeschylus, Sophocles and Euripides: *Tragedies*  
  - Aristophanes & Menander: *Comedies* | Audio Story: “Hercules”. Adapted to lower level students with additional needs. Answering questions through concrete replies, pictures, flashcards, matching concepts, miming actions, etc.  
  Link to the listening: [https://www.youtube.com/watch?v=R038m5lu87E](https://www.youtube.com/watch?v=R038m5lu87E) [Last access: 08/06/2016]. | Classifying the main Greek figures into gods and goddesses, demigods and demigoddesses or heroes and heroines. Making use of pictures and images of Greek characters or myth to illustrate mainly any grammar, vocabulary or pronunciation point. |
<p>| Small task based on a concrete set reading: summary, essay-like commentary, plot analysis, | Adapted vocabulary and grammar in the shape of game-like activities (dices, puzzles, crosswords, <em>Snake</em>), | Flashcards and flips: dividing Greek stems. Students need to join flashcards to make Greek derivatives: |</p>
<table>
<thead>
<tr>
<th>Character descriptions, influence with the contemporary world, etc.</th>
<th>Parcheesi.</th>
<th>Combining different possibilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic material and texts, mainly in relation to grammar and vocabulary and resembling those that appear in official exams: help students prepare their own language official tests.</td>
<td>Use of flashcards with pronunciation patterns: matching, making pairs, guessing games, etc. Aided repetitions: step-by-step process.</td>
<td>Games and websites from the Internet: set readings, listening tracks, songs, outlines, charts, etc.</td>
</tr>
<tr>
<td>Individual attention to individual needs that may arise in class.</td>
<td>Textbook and Workbook (extra) activities</td>
<td></td>
</tr>
</tbody>
</table>

*They will be carried out by mutual agreement with interested learners. They are mainly aimed to favor language learning by considering more advanced levels of English. These activities will never be imposed, but rather suggested to the interested students. Needless to say, they will not exclude the student from the general dynamic of the classroom either. Instead, they will serve as homework or as complement tasks for to improve certain skills at more advanced levels. Please check Appendix 1, 2 and 3 for more details about activities related to attention to diversity.*
4.15 Materials

SESSION 1: INTRODUCTION

IT’S ALL GREEK TO ME!

Warming up:

- Have a look at the title of the unit and try to guess its meaning.
- Is there any equivalence in your mother tongue? Which one?
- What conclusions or comments can you draw when comparing this idiom with your mother tongue?

Pre-task:

Greek mythology makes distinction between gods, demigods and heroes. Fill in the chart with the main features of each section expressed below.

<table>
<thead>
<tr>
<th>Features:</th>
<th>Gods</th>
<th>Demigods</th>
<th>Heroes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Life:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Parents:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Power:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Attitude:</td>
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<td></td>
</tr>
</tbody>
</table>

1. Life:
   a. Long life
   b. Mortals
   c. Immortals

1. Parents:
   a. They are the result of a union between gods and human beings who normally possesses special features.
   b. Sons of divinities, mostly other gods, nymphs and Titans.
   c. Sons of ordinary human beings, mostly kings and princes.

2. Power:
   a. Outstanding human skills: intelligence, bravery, willingness, etc.
   b. Distinctive superpowers: strength, speed, foretelling, etc.
   c. Almighty and powerful in all terms.
3. Attitude:
   a. Many of them rebel against gods and try to survive on their own.
   b. Rule the world and other people’s life. They like and hate indistinctively.
   c. Many serve gods and do labors on behalf of them to get recognition.

GET IT RIGHT!
The feminine for (demi-)gods is (demi-)goddesses; and for hero is heroine.

While-task:
The Greeks believed that there were a total of 12 main divinities called the Olympian gods, as they lived in Mount Olympus, in the north of Greece. Every of these gods had different Greek and Latin names. They were special because they had a series of distinctive peculiarities in comparison to others.

Get in groups and complete the profile chart of each Olympian god. You may need to search for more details or make use of the word lists below.

<table>
<thead>
<tr>
<th>Greek name</th>
<th>Roman name</th>
<th>God / Goddess</th>
<th>Of...</th>
<th>Symbol</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeus</td>
<td>Jupiter</td>
<td>God</td>
<td>King of gods and the sky</td>
<td>Eagle, scepter, thunderbolt</td>
</tr>
<tr>
<td>Poseidon</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Hades</td>
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<td></td>
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</tr>
<tr>
<td>Hera</td>
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<td></td>
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<tr>
<td>Athena</td>
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</tr>
<tr>
<td>Apollo</td>
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<tr>
<td>Artemis</td>
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<tr>
<td>Ares</td>
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<tr>
<td>Hephaestus</td>
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<tr>
<td>Aphrodite</td>
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<tr>
<td>Dionysus</td>
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<tr>
<td>Hermes</td>
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<tr>
<td>Demeter</td>
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<tr>
<td>Hestia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>God</td>
<td>Attribute(s)</td>
<td>Attribute(s)</td>
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<tr>
<td>----------</td>
<td>---------------------------------------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceres</td>
<td>Sun, light, beauty and arts</td>
<td>Moon, bows and arrows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mars</td>
<td>Home protection</td>
<td>Spear, helmet, dog, vulture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pluto</td>
<td>War</td>
<td>Hammer and anvil</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minerva</td>
<td>King of gods and the sky</td>
<td>Sandals with wings, lyre, rooster</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apollo</td>
<td>The Underworld and the dead</td>
<td>Eagle, scepter, thunderbolt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neptune</td>
<td>Messenger of gods</td>
<td>Bonfire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diana</td>
<td>Crops and harvest</td>
<td>Grain stalk, torch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jupiter</td>
<td>Seas and earthquakes</td>
<td>Sun, lyre, laurel, bows and arrows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mercury</td>
<td>Queen of gods and marriage</td>
<td>Trident, fish, horse, bull</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vesta</td>
<td>Moon, hunt and chastity</td>
<td>Cypress, his dog Cerberus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juno</td>
<td>Wisdom and war strategies</td>
<td>Owl, olive tree, spear</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vulcan</td>
<td>Fire and forge</td>
<td>Pomegranate, peacock, cow, lily</td>
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</tbody>
</table>

**Follow-up:**

Discuss in pairs the following questions:

- Which god or goddess would you like to be? Why?
- Which god or goddess do you dislike most? Why?
- You have the chance to meet a god or a goddess. Which one would you choose? Why?

**READING**

1) **Pre-reading:** Answer the following questions. You can share impressions with your partner.
   - Have a look at the idioms in the following exercise. Are you familiar with any of them?
   - Do you know anything about the origin of these idioms? Do you think it a linguistic, cultural influence or both? Why?

2) **While-reading:**
   - Read the following text. Fill in the gaps with one of the idioms below and answer the following questions:

   a. *To have the Midas touch*
   b. *To have an Achilles’ heel*
   c. *To be the sword of Damocles*
   d. *To shed crocodile tears*
HOW HAS GREEK INFLUENCED THE ENGLISH LANGUAGE?

Greek mythology has been very influential in Western culture, particularly its art and literature. Unsurprisingly, some common expressions in English derive from these ancient myths and beliefs.

_________ means to have a weak point. The character of the idiom was a Greek hero and central character in Homer’s epic poem, *The Iliad*, and he was only vulnerable at that body part.

_________ is another common expression deriving from Greek mythology. Describing a near-magical ability to succeed at anything one undertakes, the expression originates from a story of that famous Greek king, who is remembered for his ability to turn everything he grabbed into gold.

An idiom which has its roots in Greek antiquity is _____________. The phrase comes from the popular ancient belief that those creatures weep while eating their victims. In fact, such living beings do lubricate their eyes via those types of body ducts, usually when their eyes start to dry out after being out of the water for a long time.

Nevertheless, the behavior also happens when they feed. It’s used in English to describe expressions of sorrow that are insincere.

_________ : According to the story, this figure was praising to Dionysius, his king, and exclaimed to him that he was truly fortunate as a great man of power and authority, surrounded by magnificence. Dionysius then offered to switch places with him, so that this character could taste that very fortune firsthand. He quickly and eagerly accepted the king’s proposal, so he sat down in the king’s throne surrounded by every luxury, but Dionysius arranged that a big blade should hang above the throne, held at the pommel only by a single hair of a horse’s tail. As a result, this character finally begged the king to leave because he no longer wanted to be so fortunate, realizing that with great fortune and power come also great responsibility and danger.

Adapted from the article written by Martha Peraki, Catherine Vougiouklaki for *The British Council’s* official website. Retrieved from [https://www.britishcouncil.org/voices-magazine/how-has-greek-influenced-english-language](https://www.britishcouncil.org/voices-magazine/how-has-greek-influenced-english-language).
• Match the definitions with the words to which they refer:

  a. Promise to do a project or agree to be responsible for a job (line 8)
  b. Take or hold something, normally in a rough or rude way (line 10)
  c. Synonym of the verb to cry (line 12)
  d. The action whereby some or all the water of an item or body comes out of it (line 14)
  e. Great sadness (line 16)
  f. Not expressing your feelings or opinions honestly (line 16)
  g. To express strong approval or admiration for someone or something, especially in public (line 17)
  h. Do or taste something in person, directly (line 20)
  i. Type of sword or long dagger with a sharp edge employed to prick or pierce someone or something (line 22)
  j. Rear part of an object or the back limb of an animal (line 23)

3) **After-reading:** It is time for you to put into practice such idioms in personal experiences. Talk to your partner and share impressions of your own personal events. You can also make comments on similarities and differences of such idioms in comparison to your mother tongue.

  *Example: I’m trying to eat healthily, but chocolate is my Achilles’ heel!*

**LISTENING**

You will hear a brief story about the most famous hero in Greek culture. Have a look at the questions below and answer them.

[Link: http://www.storynory.com/2013/01/27/the-labours-of-heracles-part-1/]

Read by Richard. Adapted by Bertie (mostly following Apollodorus). Proofread by Claire Deakin.

1. What was the name of the hero according to…?
   a. Greeks: ________ b. Romans: ________

2. He is well-known for his ... impossible labors.
   a. 10 b. 12 c. 7
3. He completed the labors in the name of...
   a. The king  
   b. The gods  
   c. Humankind

4. Two ... came into the babies’ nursery.
   a. Snakes  
   b. Rats  
   c. Eagles

5. The mother of the hero was a...
   a. Goddess  
   b. Demigoddess  
   c. Mortal

6. The father of the hero was...
   a. Zeus  
   b. The king  
   c. A mortal

7. Hera hated the hero so much because she was jealous. T / F.

8. Finally, the hero was killed. T / F.

9. The hero helped the Greek city-state of... fight against enemies.
   a. Thebes  
   b. Athena  
   c. Sparta

10. As a reward for his victories, the hero married Megara, King Kreon’s...
    a. Sister  
    b. Daughter  
    c. Cousin

[TRANSCRIPT FOR LATER LISTENING REPETITIONS]:


Hello, this is Richard, and I’m here to tell you about a hero from ancient times. I’m pretty sure you will have heard of him before. The Greeks called him Heracles, and the Romans changed his name slightly to Hercules. He is most famous for performing 12 impossible labors on behalf of mankind. He had so many adventures, that his story is a long one—and for that reason, I’m going to tell it to you in two parts.

Long ago, two baby boys, twins, were asleep in a nursery. The door was open onto the veranda to let the cool breeze waft into the room. But it was not just the air that could enter the room. First one, and then a second snake slithered in through the gap. They had been sent by the goddess Hera, Queen of Heaven. It’s hard to understand how anyone, even a goddess, could hold anything against innocent children, but her immortal heart was filled with hatred for the twins. Their mother was a human woman, but their father was none other than Zeus, Lord of Heaven, and husband of Hera. In short, she was jealous. The snakes slid towards the bed. The larger of the two children stretched and yawned. The viper which was out in front stuck out
his tongue and hissed. It reared its head to see if it could reach the top of the mattress. That was the last thing it did, because the boy shot out his hand and grabbed it by the neck. The other snake slid swiftly across the floor towards him, but the child grabbed that one too and began to shake it violently. The nurse heard the commotion and came rushing into the nursery, but it was too late—for the snakes! The boy, whose name was Heracles, had killed them both!

The boy grew into a teenager, and he was without doubt the strongest human who had ever walked on the face of the Earth. Still young, he was a formidable sight, with his towering height and his rippling muscles. Oh, how the Theban girls loved him and how he loved the girls of Thebes! When other Greeks attacked the City of Thebes, Heracles sent the enemies packing. As a reward, Kreon, King of Thebes, married Heracles to his daughter, Megara.

SESSION 2: GRAMMAR
Inductive presentation:
Look at the sentences taken from previous sessions and complete the tasks.

a. The Greeks called him Heracles, and the Romans changed his name slightly to Hercules.

b. Greek mythology has been very influential in Western culture, particularly its art and literature.

1. Which of them are used for...?
   i. Recent or unspecified past actions which still remain at present:
   ii. Past finished actions and past experiences at a specific time:

2. Accordingly, which sentence is expressed in...?
   i. Past Simple Tense:
   ii. Present Perfect Tense:

3. Look at the underlined words and try to guess their grammar tenses and their rule formation. Have you found any similarities or differences in comparison to your mother tongue?
   i. Verb + -ed:
   ii. *Have / Has* + Past Participle Verb (+ -ed / Irregular verb):
Mixed inductive and deductive practice:
Now that you know the basics about Past Simple and Present Perfect Tense, fill in the gaps of following chart:
### Tense

<table>
<thead>
<tr>
<th>Use</th>
<th>Formulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finished past actions</td>
<td>Past unspecified experiences and recent past actions</td>
</tr>
</tbody>
</table>

#### Formation

1. **Affirmative form:**
   - Regular verbs: verb + **ed** / Irregular verb
     - Examples: ________________________

2. **Negative form:**
   - Examples: ________________________

3. **Interrogative form:**
   - Examples: ________________________

#### Associated items

- **Past time expressions:**
  - yesterday, last week,
  - Examples: ________________________

- **Just:** Recent past actions; **before** the main verb.
  - Examples: ________________________

- **Already:** emphasis; in **affirmative** sentences; **before** the main verb.
  - Examples: ________________________

- **Yet:** emphasis; in **negative** and **interrogative** sentences; at the **end** of the phrase.
  - Examples: ________________________
For + period of time (two months, ______________________________)
- Examples: ________________________________

Since + point of time (1993, ______________________________)
- Examples: ________________________________

How long: asking about unfinished period of time (from past to now)
- Examples: ______________________________?

Ever:
- Interrogative form: asking about past (personal) actions or experiences > Have + Subject + Ever + Past Participle Verb (-ed / Irregular verb).
- Affirmative form: emphasis for past (personal) actions or experiences > Have + Ever + Past Participle Verb (-ed / Irregular verb).
- Negative form: lack of action or experience (= never in affirmative form).
- Examples: ________________________________

Production
Go back to the chart about Greek gods, their features and symbols (session 1). In pairs, make meaningful sentences for one god or goddess by using the right information about him through past simple and present perfect tenses. Do you know anything else about that god? Share with the rest of the class. Examples: Zeus was the father of all gods. He has been the king of Mount Olympus for centuries. Romans called him Jupiter, which has been also employed for the name of a planet.
SESSION 3: VOCABULARY ACTIVITIES

Pre-task
Do this quiz about the Greek influence on the English language. Compare the results in pairs or groups.

1. According to some estimate, more than ... words of English are derived from Greek words.
   a. 500,000  b. 300,000  c. 150,000  d. 50,000

2. Greek has mostly influenced the English language in ______ terms.
   a. Scientific and technical  b. Business
   c. Informal and slang  d. Food

3. What is a morpheme?
   a. An individual speech sound that makes one word different from another.
   b. A group of words that containing at least a subject and a verb.
   c. The smallest unit of meaning in a language.
   d. A word with a more specific meaning than another more general word.

4. What is a bound morpheme?
   a. A word element that can stand alone as a word.
   b. A word element that cannot stand alone as a word.
   c. A linguistic element integrated within the structure of a sentence and that can be omitted.
   d. A linguistic element that makes reference to the content or manner of a sentence.

5. What is a free morpheme?
   a. A word element that can stand alone as a word.
   b. A word element that cannot stand alone as a word.
   c. A linguistic element integrated within the structure of a sentence and that can be omitted.
   d. A linguistic element that makes reference to the content or manner of a sentence.
6. What is the **root** of a word?
   a. The most basic form of a word with meaningful content which serve as the base for other words.
   b. A new part added to the beginning or end of a word that changes its meaning.
   c. The part of a word that does not change when an ending is added.
   d. The linguistic element that expresses a condition or hypothesis.

7. What is the **prefix** of a word?
   a. The most basic form of a word with meaningful content which serve as the base for other words.
   b. A new part added to the beginning of a word that changes its meaning.
   c. The part of a word that does not change when an ending is added.
   d. A new part added to the end of a word that changes its meaning.

8. What is the **suffix** of a word?
   a. The most basic form of a word with meaningful content which serve as the base for other words.
   b. A new part added to the beginning of a word that changes its meaning.
   c. The part of a word that does not change when an ending is added.
   d. A new part added to the end of a word that changes its meaning.

**While-task**

Greek roots are vastly present in English language. Such roots make possible the formation of endless lists of words in English, from different parts of speech, within different registers, and used for different purposes.

- Work individually: choose a Greek root and complete the following template.
Fig. 4 Model of the template which students should complete on their own (one root per student). The same template will be compared among students and their results afterwards. Taken from http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html
Some possible examples among which students can pick their preferred roots:

<table>
<thead>
<tr>
<th>Greek root</th>
<th>Meaning</th>
<th>English derivatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>-agog</td>
<td>Teach, induce</td>
<td>Pedagogue, demagogue, synagogue</td>
</tr>
<tr>
<td>Al(lo)-</td>
<td>Other</td>
<td>Alibi, allegory, alien, allomorph, allophone</td>
</tr>
<tr>
<td>-alg</td>
<td>Pain</td>
<td>Analgesic, analgesia</td>
</tr>
<tr>
<td>Ambi-/amphi-</td>
<td>Both, around</td>
<td>Ambidextrous, ambivalent, preamble, amphibian</td>
</tr>
<tr>
<td>Ana-</td>
<td>Back</td>
<td>Anatomy, analogy, analog</td>
</tr>
<tr>
<td>Ander-</td>
<td>Man, male</td>
<td>Android, androgen, androgynous</td>
</tr>
<tr>
<td>Anth-</td>
<td>Flower, collection</td>
<td>Anthology, anthological</td>
</tr>
<tr>
<td>Anthrop-</td>
<td>Human being</td>
<td>Anthropology, anthropoid, anthropaltry</td>
</tr>
<tr>
<td>Ant(i)-</td>
<td>Opposed, instead</td>
<td>Antidote, anti-Semitic, antagonist</td>
</tr>
<tr>
<td>Arch(aeo)-</td>
<td>Rule, begin, foremost</td>
<td>Archaeology, archaic, archaism, hierarchy</td>
</tr>
<tr>
<td>Arch-</td>
<td>Chief, principal, high</td>
<td>Archbishop, archduke, archenemy</td>
</tr>
<tr>
<td>Ast(e)r-</td>
<td>Star</td>
<td>Asteroid, astronomy, astrology</td>
</tr>
<tr>
<td>Auto-</td>
<td>Self, same</td>
<td>Automobile, autobiograpy, automatic</td>
</tr>
<tr>
<td>Bio-</td>
<td>Life</td>
<td>Biology, biography, biogenetic, biogenic</td>
</tr>
<tr>
<td>Card-/Cord-</td>
<td>Heart</td>
<td>Cardiac, cardiology, concord, accord</td>
</tr>
<tr>
<td>Cata-</td>
<td>Down, away, back</td>
<td>Catapult, catastrophe, catalyst</td>
</tr>
<tr>
<td>Chrom(at)-</td>
<td>Color, embellishment</td>
<td>Chromosome, chromatic, chrome, chromium</td>
</tr>
<tr>
<td>Chron-</td>
<td>Time</td>
<td>Chronicle, chronic, chronology, anachronism</td>
</tr>
<tr>
<td>Cli-/Cliv-/Clin-</td>
<td>Lean, lie, bed</td>
<td>Client, climate, climax, clinic, decline, incline</td>
</tr>
<tr>
<td>Cosm-</td>
<td>Universe, world, order</td>
<td>Cosmic, cosmology, cosmos, cosmetic, microcosm, cosmonaut</td>
</tr>
<tr>
<td>Cra(t)-</td>
<td>Rule, power</td>
<td>Autocrat, democracy, bureaucracy, aristocracy</td>
</tr>
<tr>
<td>Crit-</td>
<td>Discern</td>
<td>Critic, criticize, critical, criticism</td>
</tr>
<tr>
<td>Crypt(o)-</td>
<td>Secret</td>
<td>Cryptography, crypt, cryptoanalytic</td>
</tr>
<tr>
<td>Dem-</td>
<td>People</td>
<td>Demagogue, democracy, endemic, epidemic, pandemic</td>
</tr>
<tr>
<td>Idio-</td>
<td>Particular</td>
<td>Idiom, idiolect, idiot, idiosyncratic</td>
</tr>
<tr>
<td>T(o)m-</td>
<td>Cut</td>
<td>Anatomy, atom, dichotomy, epitome</td>
</tr>
</tbody>
</table>

**Follow-up**

Compare results with your partner and make in turns sentences about yourself, your favorite topics, etc.
**Pronunciation task**

Some Greek suffixes tend to determine certain fixed pronunciation patterns in words including those suffixes, no matter their roots.

- Try to guess the stress of the following words and mark it. Then, listen and check.
  1. Nouns:
     a. Words with -logy: Biology, geology, theology, psychology, philology.
     b. Words with -graphy: Biography, geography, radiography, lithography.
  2. Verbs:
     a. Words with -ise / -ize: Characterize, organise, generalize, centralise

- Listen again and repeat the words. Can you notice any pattern? Try to find it out and tell the common rule.
- In terms of English varieties, where are -ise and -ize used? Can you guess the corresponding nouns of these verbs? Which noun suffix do they have in common? Do you know any other examples?

**Follow-up game (Hangman)**

Play in groups of four or five and try to get more points than the rest of the groups. Once you have guessed the words, try to pronounce them correctly. You can also provide definitions, well-known figures and sentences to obtain extra points!

---

**SESSION 4: FINAL TASK**

**Pre-task**

Discuss on the following questions:

- What is a linker? How can you define it?
- How many types of linkers are you familiar with?
- Do you have any example(s)? What do you use them for?
- Do you find any similarities or difference between English linkers and your mother tongue’s ones?
**While-task**

Complete the chart based on types of linkers with the linkers below. You are also allowed to include other linkers that you may know.

<table>
<thead>
<tr>
<th>In conclusion / In short / In brief</th>
<th>To sum up / Summing up</th>
<th>Personally</th>
<th>Nevertheless</th>
<th>Furthermore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consequently / As a consequence</td>
<td>Thus</td>
<td>Moreover</td>
<td>First of all</td>
<td>Then / Next</td>
</tr>
<tr>
<td>On the contrary / opposite</td>
<td>Therefore</td>
<td>In fact</td>
<td>Eventually</td>
<td>On balance</td>
</tr>
<tr>
<td>In the second, third place</td>
<td>Lastly</td>
<td>First(ly)</td>
<td>Nonetheless</td>
<td>For instance</td>
</tr>
<tr>
<td>Particularly / In particular</td>
<td>To a certain extent</td>
<td>In spite of / Despite</td>
<td>Finally (but not least)</td>
<td>Generally / In general</td>
</tr>
<tr>
<td>On the one hand... On the other hand...</td>
<td>Actually</td>
<td>However</td>
<td>In contrast</td>
<td>As a result</td>
</tr>
<tr>
<td>In my view / In my opinion</td>
<td>To put it simply</td>
<td>Accordingly</td>
<td>In the first place</td>
<td>All in all</td>
</tr>
<tr>
<td>This, that, which is to say / means</td>
<td>Besides</td>
<td>As a matter of fact</td>
<td>To begin with</td>
<td>Second(ly), third(ly)</td>
</tr>
<tr>
<td>In other words / In other terms</td>
<td>So to say / speak</td>
<td>Basically / Essentially</td>
<td>For example</td>
<td>Honestly / To be honest</td>
</tr>
<tr>
<td>More concretely / specifically (speaking)</td>
<td>In addition / Additionally</td>
<td>While / Whereas</td>
<td>To put it into other words / other terms</td>
<td>From my point of view</td>
</tr>
</tbody>
</table>
Follow-up

Describe and compare in pairs the following pictures by using different linkers. What conclusions can we draw from a cultural perspective?

<table>
<thead>
<tr>
<th>Contrast</th>
<th>Consequence</th>
<th>Facts</th>
<th>Extra information</th>
<th>Exemplification</th>
<th>Succession</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>a. First paragraph (introduction):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>b. Second, third paragraph(s) (onwards):</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>c. Concluding:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Opinion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Paraphrasing</td>
</tr>
</tbody>
</table>

*Hercules and the Hydra* (c. 1475), by Antonio del Pollaiolo

*Superman vs Doomsday*
### 4.16 Lesson plan: step-by-step

<table>
<thead>
<tr>
<th>Activity</th>
<th>Interaction Patterns</th>
<th>Objectives</th>
<th>Aids, materials and resources</th>
<th>Language: skills and aspects</th>
<th>Anticipated Problems</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm-up: It's all Greek to me</td>
<td>T → C Pairwork (PW hereafter) C → T</td>
<td>- To guess about what the unit will be about. - To get to know the idiom meaning. - To put the idiom into practice in real context. - To reflect upon idiom equivalences with the L1.</td>
<td>- Textbook, blackboard - Laptops and Internet connection if students feel the need to search for more information</td>
<td>- Speaking &amp; interaction: discussion - Vocabulary learning</td>
<td>- Lack of knowledge and intuitive skills by the students - Introversion: low contribution and participation - Misunderstanding and misinterpretations</td>
<td>5 mins.</td>
</tr>
<tr>
<td>Greek gods and goddess; demigods and demigoddess; heroes and heroines. Complete the chart with their distinctive features.</td>
<td>Group work (GW hereafter)</td>
<td>- To get to know the most remarkable names of Greek gods and heroes likely to be used in the final task. - To get familiarized with the English</td>
<td>- Textbook - Charts and pictures - Speakers for reproducing the phonology of Greek gods.</td>
<td>- Speaking and interaction. - Writing. - Listening: pronunciation</td>
<td>- Lack of knowledge and intuitive skills. - Sense of being lost in research, which may lead students to lack of commitment.</td>
<td>15 mins.</td>
</tr>
<tr>
<td>Activity</td>
<td>Key Points</td>
<td>Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and answering the questions on English idioms influenced by Greek culture</strong></td>
<td>Individual work (IW hereafter) C ↔ T - To check student’s written comprehension. - To foster their habit and skills of reading - To make them learn new useful vocabulary.</td>
<td>15 mins.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening: “The Labours of Heracles” Multiple choice, T/F, filling the gaps, discussion, etc.</strong></td>
<td>IW C ↔ T - To check student’s oral comprehension. - To make them learn about the origin of Heracles and its current influence.</td>
<td>15 mins.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Final task presentation: basic notions. Solving posible doubts.</strong></td>
<td>C ↔ T S ↔ T To clarify possible doubts arisen through the session. Determined by students and their possible doubts.</td>
<td>5 mins.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SESSION 2: GRAMMAR

| Warming-up: showing examples of sentences taken from the previous listening and readings: past simple and present perfect marked in bold. Matching uses with tenses. | S ↔ S  
C → T | To make students reflect inductively in the use of past simple and present perfect structures. | Textbook and blackboard | Grammar  
- Misunderstaning and mismatching  
- Low-level grammar competence | 10 mins. |
|---|---|---|---|---|---|
| Mixed deductive and inductive presentation: past simple and present perfect tenses. Filling the gaps of the chart with your own suitable examples. | T → C | To the grammar formation and main uses of both the past simple and the present perfect to the students. | - Textbook  
- Explanations on the blackboard  
- Additional material handed out by the teacher. | - Grammar  
- Listening and reading comprehension.  
- Lack of attention to the teacher’s explanation due to lack of motivation.  
- Misunderstanding and errors which may become fossilized. | 15 mins. |
| Production: Going back to the chart about Greek gods (session 1). Making meaningful sentences for each god information and his influence through past simple and present perfect tenses. | PW or GW | To make students produce their own sentences, both in written and in spoken format, about their own experiences based on previous information. | - Textbook  
- Sheet of paper and blackboard  
- Handout and web references | Grammar: written and spoken production  
- Students feel reluctant because they do not know how to carry on with the activities or because they finish them very soon.  
- Fossilized errors and interference with the L1. | 15 mins. |
<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SESSION 3: VOCABULARY</td>
<td>Relate the grammar topic to the final task: telling past finished actions or past facts still remaining at present. Solving possible doubts</td>
<td>C ↔ T&lt;br&gt;S ↔ T</td>
</tr>
<tr>
<td>Warm-up (pre-task): small multiple-choice quiz about some basic linguistic concepts which may help students understand word-formation with Greek stems.</td>
<td>S ↔ S&lt;br&gt;C ↔ T</td>
<td>- To get an overview about the importance of Greek in the English language and in which register. - Learning new linguistic terms in English.</td>
</tr>
<tr>
<td>While-task: matching the Greek stems with their English derivatives and their definitions. Make your</td>
<td>IW&lt;br&gt;C ↔ T</td>
<td>- To learn the English terms derived from Greek stems.</td>
</tr>
<tr>
<td>Pronunciation activity: listen and repeat the fixed pronunciation patterns indicated. Mark the stress where convenient.</td>
<td>IW T → C C → T</td>
<td>To learn the common patterns in pronunciation for English derivatives from Greek.</td>
</tr>
<tr>
<td>Follow-up game: <em>Hangman</em>; Using Greek derivatives. Getting into groups and guessing the lexical items. Getting extra points with correct pronunciation patterns.</td>
<td>C ↔ T S ↔ T</td>
<td>- To reinforce the new vocabulary terms in a funny and dynamic way. - To make contrast between L1 and L2.</td>
</tr>
<tr>
<td>Session 4: Final Task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Warm-up (pre-task: presentation I):</strong> discussion about linkers—definition, categories, meaning, similarities with L1, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T ↔ C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To provide students with a general overview about what linkers are and what types there are.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Blackboard and textbook</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening, speaking and interaction. Possible reading and writing might be needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Misunderstandings and misinterpretations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Mismatching and interference with L1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- General lack of ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 mins.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Presentation II and practice: Students are organized in groups. Each group is in charge of one column, which represents a linker category. They have to work together and make use of different resources to fill the chart with the right set phrases and sequencing linkers presented in a random list. |
| GW C ↔ T |
| To familiarize students in a cooperative way with useful set phrases and linkers for their future presentations. |
| - Textbook - Sheets of paper and blackboard |
| Written production, speaking and interaction. |
| - Mismatching of contents |
| - Lack of coherence and cohesion in their practice. |
| - Lack of disposition to work in groups. |
| 20 mins. |

| Production: making use of previous |
| C ↔ T |
| To practice linkers by |
| Possible use of |
| Listening, speaking and |
| - Lack of disposition to participate. |
| 10 mins. |
linkers to describe and to compare two pictures depicting two heroes with many similarities and less differences than expected: Hercules, from Ancient Times, and Superman, from the modern era, fighting against two enemies.

| T ↔ C | producing students’ own sentences  
To draw some relevant conclusions related to culture, which will be the point of reference for their oral presentations. | blackboard and sheets of paper as a supportive material. | interaction. |
|------|------------------------------------------------------------------------------------------------|------------------------------------------------|---------------|

- Lack of critical thinking and of cultural knowledge.  
- Misuse of linkers that may become fossilized.

Content selection and organization: each group chooses one Greek myth from a list given by the teacher (cf. Appendix 6). They must draw up a draft with relevant and detailed notes about the structure and topics with which they will deal (cf. Appendix 7 for minimum requirements) Specific organization per group and distribution of roles, tasks, etc. will be also carried out. Teacher must supervise that students’ tasks progress adequately and must make all decisions official.

| C ↔ T | - To guide in the most successful way as possible the first steps taken by the students and groups in their initial stages of their oral presentations  
- To promote group work, role-taking and interaction among the class and, if necessary, the teacher. | - Lists given by the teacher  
- Sheets of paper for the draft  
- Laptops and Internet connection for students’ tasks and researches | Depending on their progress. Generally, all 5 skills are developed (listening, reading, speaking and writing), plus grammar and vocabulary, which must be constantly put into practice throughout the task. |
|------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------|

- Students are reluctant to participate or show no commitment to take part in groupwork tasks.  
- Students have not consolidated their knowledge yet and do not know exactly how to handle with the presentation, so they become stuck and do not progress at all.

Remaining time for the class (ca. 20 mins.).
5. DATA / MATERIAL ANALYSIS

This section will be devoted to the explanation of those lesson materials which have been suggested below and which have been exploited in classroom during my period of internships at Xauen Official Language School, located in the city of Jaén.

However, before turning to the description of the classroom and the way in which materials were exploited, versatility is worth mentioning here again, as it was advanced in sections above. In other words, materials which have been employed for those teaching sessions at the Official Language School were initially adapted to the first year of NCSE. This is to say, the feeling of failure to handle with these topics in another type of classroom with different features was considerably high, since, even though versatility of the didactic unit was the basic purpose to manage, we still bore in mind that contents were carefully planned for students of Humanities. Thus, versatility was not guaranteed in the beginning.

Regarding the classroom features at the Official Language School, we must underline that I was assigned a B1 level within the Linguistic Updating Course module (CAL in Spanish). Therefore, students whom I encountered were adults from different ages whose profession was related to teaching, ranging diverse areas as for maths, technology, chemistry, philosophy, or history, among many others. Concerning the class number, it revolved around sixteen and seventeen students. Consequently, pair and group work became quite feasible and easy. However, huge differences in their linguistic and educational backgrounds, as well as in their attitudes, aptitudes and personalities was a key factor to take into account, and which made the teaching of such contents much more challenging. In any case, among such factors, one was commonly shared, which is the motivation and interest for English learning, whatever their purposes.

Once classroom features were delimited, two of their sessions were exclusively devoted to the teaching of some of the contents appearing in this didactic unit. In the first session, attention was mainly paid to activities and topics found in session 1 of this didactic unit (cf. 4.15 Materials, Session 1). Therefore, activities such as the discussion
of the title of the unit (i.e. *It’s Greek to me*), the chart filling about the main features of
gods, demigods and heroes, as well as the reading and the listening task were fully
exploited. Nevertheless, contents are essential to highlight that they were taught in a
different way in comparison to how they are presented in the didactic unit. More
precisely, due to the lack of digital resources at the Official Language School,
autonomous research competence was pointless to be dealt. Instead, to compensate
for such technological limitation, and owing to their higher level of education, guessing
and students’ intuition to carry out the tasks were reinforced. As a result, we decided
to make students work in pairs so as to facilitate the guessing labor by means of a
more communicative-oriented approach towards activities, rather than research-
based.

As far as the second session is concerned, emphasis was placed on the fourth
session of this didactic unit (cf. 4.15 Materials, Session 4), which has to do with the
teaching of linking words, their classification into a chart divided into different
categories associated to such linkers’ functions (e.g. contrast, adding information,
exemplification, etc.). This was decided for several reasons, although two of them can
be especially remarked on. First, influenced by the “wash-back effect”, as students
needed to sit their official B1 exam in the following days, we considered that they
should be provided with meaningful and resourceful contents to put into practice in
the exams, mainly in their written and oral production, which were their most
important weaknesses. In this sense, we believed that could perfectly work as essential
and useful contents for them to use in their exams and written compositions. Second,
differently from the other three previous sessions, we felt that session 4 in the didactic
unit required a bit more delimitations, since contents were conceived as a bit doubtful
and confusing in terms of usefulness, meaningfulness and of being practical for future
learning. Therefore, we deemed that the best test to manage such topic limitation and
the practicality of contents was through classroom teaching. In simple terms,
classroom practice had to be the “judge court” which would tell us which aspects
worked well and which ones did not and why. Definitely, as we will observe in the
survey which was carried out at the end of each session, and whose result will be
presented in the section below, we were not wrong at all in such conception.
6. CONCLUSIONS

6.1 Result presentation

After the conclusion of each teaching session, surveys were handed out so as to check objectively whether contents worked well or not, as well as positive of negative explanations, student’s conception of activities, their alternative choices, and so on. Therefore, attention in this section will be devoted to the quantitative and qualitative analysis of the median figures obtained or of their own written answers in those questions presented in such survey respectively. Accordingly, by following a set of general questions classified into three main blocks (contents, activities and teacher, students needed to respond to the answer either in their own words (i.e. open answers) or ranked from 0 (Not at all) to 5 (Absolutely) (i.e. close answers). Nonetheless, ranked questions (i.e. quantitative data) can be conceived in this case as more valid results, since very few students responded to the open questions (i.e. qualitative data), mainly due to time restrictions. However, for unknown reasons, very few ranked questions have been also left unanswered randomly by a small number of participants. In any case, to avoid these kinds of problems, I also encouraged my tutor and my internship partner to carry out the same survey, because, as they witnessed the development of contents in the classroom from the teaching (rather than the learning) point of view, more reliable information was considered to be obtained through their surveys.

Moving to the result analysis, each question will be presented with the exact number of answers divided into the two sessions: session I, with a total amount of 16 students; and session II, with a total number of 17 students. In order words, we consider answer frequency as the best method to get a much accurate idea about the students’ observations as a whole and the classroom in general as a heterogeneous unit. Accordingly, concerning contents, we find the following data:

- Did students enjoy the contents exploited in class?

<table>
<thead>
<tr>
<th>RANK</th>
<th>FREQUENCY (SESSION I)</th>
<th>FREQUENCY (SESSION II)</th>
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<tbody>
<tr>
<td>5</td>
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• How did students find the level of the contents?

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<thead>
<tr>
<th>RANK</th>
<th>FREQUENCY (SESSION I)</th>
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• Did students find contents relevant to be learnt?

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• Which contents did you like most? Why?

Most comments were made towards session I, since it dealt with Greek mythology in a more intense manner than session II. Generally, they really liked the use of Greek idioms and their equivalence into Spanish, because they were able to perceive differences and similarities in terms of language and culture, which, as teachers from different disciplines, was considered as a very interesting and original idea.

Additionally, one of the teachers who carried out the survey stated that he did like the exercise related to linkers because he found it really useful for future practice for the final exam (i.e. wash-back effect).

• Which contents did you like least? Why?

No comments were made for this question.

• Would you exploit some of these contents in class? Which one(s)?

Most of them underscored that if they were teachers of English they would definitely exploit most of the tasks presented in class.

• Would you change anything about contents? If so, what?

No comment was made at all in this respect.

In regard to questions associated to activities, we find the following data:
• Did students enjoy the activities exploited in class?

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• How did you find the level of the activities?

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• Were the activities exploited in class relevant for...?

  ‒ Learning English:

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  ‒ Personal development (e.g. cultural enrichment):

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  ‒ Exam practice:

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• Which activity did you like most? Why?

  In session I, students highlighted both reading and listening exercises, because the types of activities were quite useful for practicing for the final exam (i.e. wash-
back effect). Therefore, as most of them felt that they needed to improve such communicative skills, these activities became an ideal opportunity to increase their levels in listening and reading tasks.

In session II, and for similar reasons to the ones explained in session I, they definitely liked the exercises about linkers. This was because, even though it was focused on form and a bit more monotonous than the others, the format of the activity was a really good practice for their final exam, especially for putting them into practice in writing and speaking skills.

- Which activity did you like least? Why?

As to session I, a few students actually underlined the listening task, since such students considered listening exercises were really difficult to work on. Regarding session II, no point was made in this sense.

- Would you exploit these activities in class? Which one(s)?

Similarly to contents, the format and sequencing of activities were generally assessed positively for being employed in class in the case students had to teach some aspect associated to the English language.

- Would you change anything about activities? If so, what?

Few comments were made for this question. However, most of them laid emphasis on the need to correct some exercises, especially the chart about linkers in session II, on the blackboard, since there was a huge amount of linkers, so they got lost in some of them.

Finally, the teacher’s block was assessed as follows:

- Did he exploit contents and activities adequately?

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- Was his attitude to the classroom appropriate and motivating?

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• Did he teach confidently?

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• Did he solve all the arisen doubts and questions adequately?

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• Was he dynamic in the development and sequencing of activities?

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• Did he treat students respectfully?

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• Do students have any other relevant aspect related to the teacher to remark on? Would you change anything about him?

Little information was provided in this section. However, as positive comments, students placed emphasis on the teacher’s patience and kindness, as well as his great knowledge about the English language. However, a student remarked on the need for more repetitions and slower explanations of contents and exercises.

To conclude with this section, we can observe that the didactic unit has resulted in a general success in all terms: contents, activities and the teacher himself. In fact, as other possible comments, both positive and negative, even though students did not contribute so much, workmates did it quite much. Therefore, they remarked on the optimal adaptations of contents and activities, on the appropriateness of both
of them, and on the capacity and the huge motivation of the teacher to explain and to make every single point easier than it was expected at first sight. Nevertheless, some suggestions related to simpler clarifications of doubts were also included, since the teacher tended to make some doubt explanations a bit more complex and confusing for learners.

6.2 Implications

Taken together, these results suggest that a didactic unit which serves as a model for teaching different aspects at the same time is actually possible to be carried out. First and foremost, intercomprehension and interculturality is greatly favored by means of a three-pronged approach which has become absolutely inspired by many academic competences, especially linguistic and sociocultural awareness. In other words, meaningful teaching advocating the interrelation of languages and their cultures plays a considerable role in this didactic unit through three languages (i.e. English, Spanish and Ancient Greek), as well as their respective cultural similarities and differences. Consequently, this didactic unit also counts on a huge implication in terms of academic curriculum, as it might work as a perfect model for interdisciplinary education from different academic subjects, mainly Ancient Greek, Spanish as L1 and English as FL.

Another important implication is that of versatility, or in another fashion, the practical development throughout this didactic unit of a wide array of aspects which integrate in perfect harmony and, thereby, become useful for different teaching purposes. Definitely, the integration of different language approaches and methodologies is one of the most significant aspects to highlight. Nonetheless, it is not only the integration of numerous language approaches and methods what makes this didactic unit relevant, but also the fostering of a high-quality eclectic approach based on principles emphasizing the teaching of language as a form, stemming from traditional methods such as grammar-translation or audiolingualism, to principles where language is seen as a tool for social and intercultural communication, especially developed from cutting-edge approaches and methodologies such as communicative approach, task-based and, especially in this didactic unit, Content and Language Integrated Learning (CLIL). Integration of a great variety of competences, objectives
and contents can be also included as significant implications to take into account. In
detail, this is a didactic unit which incorporates a numerous batch of competences,
objectives and contents from different categories which, however, are exploited in
total harmony, such as individual work combined with group work, communicative
compeences with the digital one, or the existence of cognitive, procedural and
attitudinal objectives which might seem to have no connection at all at first sight.

Another implication, which is really bound to such harmonious interconnection
among principles and competences described above, is the capability of applying such
didactic unit and its contents to different students and classrooms, no matter their
higher or lower levels, linguistic and communicative competences or their internal and
external factors. Age and education background are two of these factors which have
been tested, since, in theoretical terms, this didactic unit was initially projected for the
first year of NCSE, especially adapted for the branch of Humanities). However, in
practical terms, and due to my opportunity to undertake my internships in an
Language Official Schools, contents and activities had to be re-adapted for the third
year, equivalent to B1, of the so-called Language Updating Course module (Cursos de
Actualización Lingüística –CAL- in Spanish–), which are especially oriented towards
adult students who work as teachers ranging from different disciplines (e.g. maths,
physics, chemistry, history, etc.). As a result, although content versatility became an
enormous challenge in the beginning, results taken from the surveys which were
carried out at the end of the two sessions (cf. 6.1 Result presentation) proved that
versatility is absolutely present in this didactic unit, leading thus to the assumption
that, by little variations, especially depending on the contents with which to deal, this
didactic unit can perfectly work in the same pace for the teaching of contents and
language altogether, this is to say, a real and practical application of CLIL.

On balance, there are a number of important changes which need to be made,
especially in the academic field. Nonetheless, these findings suggest several courses of
action for raising linguistic and sociocultural awareness in language-content teaching,
especially by paying attention to ancient civilizations and their contribution to present-
day societies. In this sense, this didactic unit might serve as a starting point in the
elaboration of academic materials promoting the teaching of not only classical
languages such as Latin and Greek, but also of many other ancient languages which also achieved prominence in the past, as in the case of Norse, Gothic or Arabic.

### 6.3 Suggestions and recommendations

This research has thrown up many questions in need of further investigation. First of all, it would be interesting to assess the effects of this lesson plan in the long run, this is to say, how meaningful contents, activities and their sequencing might endure with the passing of time in the academic and personal development of learners. Thereby, it would be easier to manage a better adaptation of this didactic unit to any level, any course, any teaching need and any educational background so as to favor the teaching of language and contents altogether, as well as their usefulness for future job or academic prospects, for instance.

Additionally, due to lack of possibility to put some of the activities in other classes from different institutions (e.g. Secondary Education), key features presented in this didactic unit such as intercomprehension, interculturality, interdisciplinarity and language-content versatility have not been fully tested. Consequently, further research might explore the efficacy and efficiency of this lesson plan in different classes with different students having different linguistic and cultural backgrounds, encompassing different levels and attitudes towards FL learning, as well as different activity orientations (e.g. from guessing tasks to the originally planned tasks based on autonomous research). In this sense, similarly to this didactic unit and its contents related to Greek, further study would be needed to find out if it would be possible to bind other contents and activities from other subjects in the curriculum (e.g. history, philosophy, geography) together with meaningful language teaching. Likewise, this would determine if such content adaptations become as much successful as this didactic unit. If not, it would be interesting to have a look at the necessary variations of such lesson plans, especially in terms of methodology, task procedures and activities.

Whatsoever, against the traditional conception of education as separate entities, where few aspects seem to be intertwine, and where personal development takes place through tedious and demotivating learning styles, this didactic unit might well work as a turning point for the promotion of such further studies by means of innovative content-language teaching, intercomprehension and interculturality among
languages and cultures taught in the official academic curriculum, yet with the assumption that, for succeeding in this, we still have to look to the past civilizations as Greek, where current innovations, especially in education, had been already put into practice.
7. REFERENCES


8. APPENDICES

App. 1 Root Word Tree handout for students with special needs. This can be also employed as a supplementary activity or remedial work. Taken from http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html (Last accessed: 09/06/2016).

App. 2 Root Word Bingo as an example of a game-like activity which can be employed for attention to diversity. Taken from http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html (Last accessed: 09/06/2016).
App. 3 Example of an activity based on flashcards which can be exploited in classroom for attention to diversity for the teaching of English derivatives stemming from Greek themes, as in the example. Taken from [http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html](http://www.gottoteach.com/2015/06/teaching-greek-and-latin-roots.html) (Last accessed: 09/06/2016).

<table>
<thead>
<tr>
<th>I KNOW...</th>
<th>YES</th>
<th>NO</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>The correct pronunciation pattern of Greek mythological and linguistic-related words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The essential cultural and religious background characterizing the Ancient Greek civilization.</td>
<td></td>
<td></td>
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<tr>
<td>The general assumptions about English lexical and cultural items influenced by Greek language and culture respectively.</td>
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<table>
<thead>
<tr>
<th>I CAN...</th>
<th>YES</th>
<th>NO</th>
<th>NOT YET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the past simple tense in order to express facts and personal experiences which occurred in the past.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the present perfect tense in order to refer to facts and personal experiences which still remain at present.</td>
<td></td>
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<tr>
<td>Make use of English lexical items derived from Greek stems in right formal contexts.</td>
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<tr>
<td>Sound intelligible and fluent in oral communication through certain pronunciation patterns.</td>
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<tr>
<td>Reproduce coherence and cohesion in written contributions.</td>
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<tr>
<td>Work both individually and in groups efficient and effectively.</td>
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<tr>
<td>Transmit critical thinking and respect in my oral and written contributions.</td>
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</table>
### Sample assessment grid for assessing student's oral presentations

<table>
<thead>
<tr>
<th>Criteria and prompt questions</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Very good</th>
<th>Impressive</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td><strong>Audibility</strong></td>
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<tr>
<td>Can you hear clearly throughout?</td>
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<tr>
<td><strong>Pace</strong></td>
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<tr>
<td>Is the pace of the speech, or flow of ideas, too fast or too slow?</td>
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<tr>
<td><strong>Fluency</strong></td>
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<tr>
<td>Is the speech pattern fluent, indicating familiarity with the material and rehearsal of delivery?</td>
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<tr>
<td><strong>Tone and Energy</strong></td>
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<tr>
<td>Is there sufficient variation in tone? Does the presenter seem enthusiastic?</td>
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<td><strong>Eye Contact</strong></td>
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<td>Is the presenter making eye contact across the audience and avoiding becoming note-bound?</td>
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<tr>
<td><strong>Body Language and Gesture</strong></td>
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<td>Is the presenter’s posture upright and confident? Does their movement and gesture enhance, not distract from, what they are saying?</td>
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<tr>
<td><strong>Appropriateness to the Audience</strong></td>
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<td>Is the content and approach relevant, interesting and engaging?</td>
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<tr>
<td><strong>Structure and Cohesion</strong></td>
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<td>Was the structure clearly outlined? Is the order logical and easy to follow? Is it signposted throughout? Is the balance of various elements effective? Is timing accurate?</td>
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<td><strong>Use of Visual Aids</strong></td>
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<td>Is there a suitable amount? Are they easy to read? Do they effectively support the oral delivery? Does the presenter use them competently?</td>
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### Ovid, *Metamorphoses* (myth selection)

<table>
<thead>
<tr>
<th>Book I</th>
<th>Book II</th>
<th>Book III</th>
<th>Book IV</th>
<th>Book V</th>
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<tbody>
<tr>
<td>The flood</td>
<td>Phaeton (II)</td>
<td>Narcissus and Echo</td>
<td>Pyramus and Thisebe</td>
<td>The rape of Proserpina</td>
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<tr>
<td>Deucalion and Pyrrha</td>
<td>Jupiter and Europa.</td>
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<td>Salmacis and Hermaphroditus</td>
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<td>Apollo and Daphne</td>
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<td>Perseus and Andromeda.</td>
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<td>Jupiter and Io</td>
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<tr>
<td>Phaeton (I)</td>
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<thead>
<tr>
<th>Book VI</th>
<th>Book VII</th>
<th>Book VIII</th>
<th>Book IX</th>
<th>Book X</th>
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</thead>
<tbody>
<tr>
<td>Arachne</td>
<td>Medea and Jason</td>
<td>The Minotaur</td>
<td>Hercules, Nessus, and Deianira</td>
<td>Orpheus and Eurydice</td>
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<tr>
<td>Niobe</td>
<td>Theseus</td>
<td>Daedalus and Icarus</td>
<td>The death and apotheosis of Hercules</td>
<td>Ganymede</td>
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<tr>
<td>Marsyas</td>
<td>The Myrmidons</td>
<td>Philomen and Baucis</td>
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<td>Pygmalion</td>
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<td>Philomela</td>
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<td>Venus and Adonis</td>
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<td>Boreas and Orithya.</td>
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<td>Atalanta.</td>
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| Book XI –       | Book XII        | Book XIII –     | Book XIV                          | Book XV                 |
| The death of Orpheus | The death of Achilles. | The pilgrimage of Aeneas (I) | The pilgrimage of Aeneas (II) | Asclepius               |
| Midas           |                 | Acis and Galatea | The island of Circe               |                        |
|                 |                 |                  | The triumph and apotheosis of Aeneas |                       |

App. 6 Selection of myths extracted from Ovid’s *Metamorphoses*, among which each group has to pick one and deliver an oral presentation based on the myth plot, characters, present-day influences, etc.
ORAL PRESENTATION: MINIMUM REQUIREMENTS

1. **Introduction** (e.g. justification, choice reason, relevance, etc.)

2. **Myth analysis**
   a. Contextualization (author, book, chapter, etc.).
   b. Description of the characters and their backgrounds: gods / heroes, parents, importance, etc.
   c. Explanation of the plot: significant events and actions, characters, etc.

3. **Influence**: modern culture, language, literature, sciences, arts, etc.

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App. 7 Handout with the minimum requirements to carry out by students in their oral presentations