



Universidad Internacional de La Rioja
Faculty of Education and Humanities

Master's Degree in Teaching English as a Foreign Language

**Promoting Intercultural Competence
through Critical Discourse Analysis: An
Intervention Proposal for 1st-Year Basque
University Students**

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Abstract

In minority-language contexts, such as the Basque Country, EFL education generally adopts an acculturation approach, consisting of learning the history and culture of English-speaking cultures without considering the students' local culture, which may undermine local learner identity. This Master's Dissertation presents an intervention proposal to foster intercultural competence (IC) in first-year Basque university students by integrating Critical Discourse Analysis (CDA) and Task-Based Learning (TBL) as methodological tools in the EFL classroom. In doing so, an enculturation-based alternative is presented, as students' local identities are considered in learning the foreign language. In the proposed intervention, learners are encouraged to critically reflect on and deconstruct texts by identifying underlying power dynamics and ideologies and by comparing implicit cultural connections between Basque and English-speaking cultures. Although the proposal has not yet been implemented, a theoretical evaluation has been carried out through a SWOT analysis, thereby validating its potential. The dissertation concludes with a reflection on the potential integration of the CDA and TBL frameworks as successful, providing a valuable pedagogical structure to adopt an enculturation-based approach in minority-language contexts. Finally, limitations related to the scarcity of materials and the need for teacher training are discussed, along with recommendations for future research.

Keywords: Intercultural Competence, Critical Discourse Analysis, Task-Based Learning, Enculturation, English as a Foreign Language, the Basque Country

Table of contents

1. Introduction.....	8
1.1. Justification	9
1.2. Brief analysis of the state of the art	10
1.3. Objectives of the study	11
1.3.1. General objective.....	11
1.3.2. Specific objectives	11
2. Literature review	12
2.1. Intercultural Competence.....	12
2.1.1. Intercultural Competence and Intercultural Communicative Competence	12
2.1.2. Intercultural Competence in minority contexts	16
2.1.3. Intercultural Competence in the EFL classroom	17
2.1.3.1 Acculturation vs Enculturation	17
2.1.4. Intercultural Competence and historical texts.....	19
2.2. Critical Discourse Analysis in the EFL classroom.....	19
2.2.1. Intercultural Competence and Critical Discourse Analysis.....	19
2.2.2. Critical Discourse Analysis as a methodological approach.....	21
2.2.3. Critical Discourse Analysis and Task-Based Learning	22
3. Intervention proposal.....	24
3.1. Aims of the proposal.....	24
3.1.1. General objective.....	24
3.1.2. Specific objectives	24
3.2. Educational context and target group.....	26
3.3. Timing.....	27
3.4. Methodology of the proposal	35

3.4.1.	Methodology: Critical Discourse Analysis and Task-Based Learning	35
3.4.2.	<i>English Across the World</i> : link with other modules.....	38
3.5.	Sessions and activities	38
3.6.	Assessment	65
3.6.1.	Learning assessment	65
3.6.1.1	Initial assessment	66
3.6.1.2	Continuous assessment	66
3.6.1.3	Final assessment.....	67
3.6.2.	Assessment of the proposal	68
3.6.2.1	In-class assessment.....	68
3.6.2.2	SWOT Analysis	68
4.	Discussion.....	71
5.	Conclusions.....	74
6.	Limitations and further research	76
	References	78
	Annexes	83

List of figures

Figure 1. <i>Dimensions of Intercultural (Communicative) Competence</i>	14
Figure 2. <i>Intercultural Competence and Intercultural Communicative Competence</i>	15
Figure 3. <i>Mentimeter Word Cloud Prompt Unit 1 – Session 2.</i>	119
Figure 4. <i>Mentimeter Word Cloud Prompt Unit 2 – Session 4.</i>	119
Figure 5. <i>Mentimeter Word Cloud Prompt Unit 3 – Session 7.</i>	120
Figure 6. <i>Introductory Page Presentation Unit 1 – Session 1.</i>	121
Figure 7. <i>Introductory Page Presentation Unit 2 – Session 4.</i>	121
Figure 8. <i>Introductory Page Presentation Unit 3 – Session 8.</i>	122

List of tables

Table 1. <i>Chronology and Activities.</i>	28
Table 2. <i>Adapted TBL Framework for the Implementation of CDA.</i>	36
Table 3. <i>Unit 1: Contrasting English Discourse and Local Identities–Literary Allusions, Personal Communications, and Industrial History.</i>	39
Table 4. <i>Unit 2: Deconstructing Solidarity–A Comparative Analysis of Insider Resistance and Outsider Advocacy.</i>	45
Table 5. <i>Unit 3: Exploring Foreign Interpretations–Narratives on Basque Identity, Memory, and Place.</i>	52
Table 6. <i>Unit 4: Writing a Critical Essay–Analysing the Connection between English, Minority Status, and Plurilingual Identity.</i>	58
Table 7. <i>Overview of Learning Assessment.</i>	65
Table 8. <i>SWOT Analysis of the Intervention Proposal.</i>	69
Table 9. <i>Structural Framework for TBL.</i>	83
Table 10. <i>Adapted CDA Framework for Classroom Implementation.</i>	84
Table 11. <i>Colour-coding tool.</i>	87
Table 12. <i>Reflective Learning Diary Entry 1.</i>	87
Table 13. <i>Reflective Learning Diary Entry 2.</i>	91
Table 14. <i>Reflective Learning Diary Entry 3.</i>	95
Table 15. <i>Reflective Learning Diary Entry 4.</i>	98
Table 16. <i>Essay Outline Handout.</i>	102
Table 17. <i>Overview of Implemented Texts per Unit.</i>	105
Table 18. <i>Checklist to Assess Participation, Collaboration, and Teamwork.</i>	107
Table 19. <i>Checklist to Assess Accurate Implementation of the CDA Framework.</i>	108
Table 20. <i>Peer Feedback Checklist.</i>	111

Table 21. <i>Rubric Learning Diary Worksheet Entries.</i>	113
Table 22. <i>Rubric Critical Essay.</i>	115

1. Introduction

The following intervention proposal aims to contribute to English language learning in multilingual and minority-language contexts, with a specific focus on the Basque Country. In the Basque context, where language and culture are key in shaping one's identity, it is important to recognise that students' attitudes toward the English language may affect their motivation and emotional connection if the language is presented solely in a foreign cultural framework, which is generally the case in English Studies at a higher education level.

One of the central concepts examined in this Master's Dissertation is intercultural competence (IC), which, in the specific context of the Basque Country, is particularly interesting. As stated by the CEFR Expert Group (2023, p. 10), IC has always been a crucial criterion in language education. In the Basque educational context, fostering IC seems evident, as students are obliged to learn both Basque and Spanish, as well as one foreign language (Urkullu Renteria, 2024). However, integrating English into the Basque students' repertoire might pose an additional challenge, given its status as a *lingua franca*. Nevertheless, this issue will be elaborated on below.

Even if students are motivated, as is assumed from students learning English at university, this tension could affect their willingness to fully integrate the language into their plurilingual identity, which, in turn, could hinder the development of IC. There is thus a need to provide specific instruction that targets students' own/local linguistic identity through elements that connect to their culture, thereby encouraging intercultural learning. This view is supported by several authors and institutions who have confirmed the importance of integrating local cultures in foreign language learning and encouraging intercultural learning, as well as prioritising the promotion of IC in language education in our increasingly globalised world (Arslan et al., 2024; Council of Europe, 2022; Fauzi et al., 2025). Consequently, students' identities and local culture could be used as tools in the English as a Foreign Language (EFL) classroom.

In this intervention proposal, Critical Discourse Analysis (henceforth CDA) is put forward as an effective method for fostering intercultural competence in the EFL classroom. Specifically in the Basque context, a minority language context, CDA becomes a particularly potent tool, as the literature review will further develop.

With this in mind, the Master's Dissertation is divided into six sections. Section 1 is devoted to the introduction, which contains the justification, a brief analysis of the state of the art, and the objectives. Section 2 is a layout of the literature review, which thoroughly covers the concepts of IC and CDA in the EFL classroom. Section 3 is the intervention proposal itself, covering the aims of the proposal, educational context, timing, methodology, sessions and activities, and assessment. After that, possible results are reviewed in the discussion in Section 4, followed by the conclusions in Section 5. Lastly, the project concludes with Section 6, which provides an overview of the limitations encountered during the design of the intervention proposal and matters to consider in further research.

1.1. Justification

Recent research (Arslan et al., 2024; Hazaea, 2020) has confirmed the importance of integrating local cultures in foreign language learning, and in doing so, enhancing students' IC. Additionally, as is put forth by the CEFR Expert Group (2023, p. 4), higher education institutions should promote intercultural learning so that students can participate in Europe's democratic culture. In the EFL classroom, it is thus crucial to focus on more than linguistic competence, which Byram (2020, p. 61) confirms with his view on the impossibility of teaching linguistic competence without teaching IC.

Returning to the importance of integrating local cultures in foreign language learning, it seems necessary to change the learning approach in the EFL classroom. As will be thoroughly discussed in the literature review, English language courses generally teach English through acculturation, i.e., the history and culture of the dominant cultures. Contrarily, this intervention proposal aims to introduce an enculturation approach, meaning students learn English through connections with their local culture. Especially in the Basque Country, a revision of the approach in the EFL classroom seems indispensable, given its status as a minority culture (EHU, 2021), versus the English language's status as a lingua franca.

Regarding the pedagogical methods for fostering IC in the EFL classroom, Hazaea's (2025) research suggests that CDA is a promising pedagogical tool. Hence, the following proposal argues that IC can be effectively fostered by adopting a CDA approach, through analysing and working with authentic, historical texts of various text types from a cultural-comparative perspective. Therefore, the proposed methodology not only prioritises linguistic competence

but also intercultural awareness and the shaping of learners' cultural identity and linguistic autonomy, which makes this approach effective and adequate for first-year university students transitioning to academic discourse.

1.2. Brief analysis of the state of the art

Globally, institutions and researchers have demonstrated the importance of promoting IC in the foreign language (FL) classroom (Arslan et al., 2024; Byram, 2020; Council of Europe, 2022; Fauzi et al., 2025). Given that international and regional policies thus strongly emphasise plurilingual and pluricultural education, there has been an increased focus on integrating local cultures into FL classrooms (Arslan et al., 2024; Hazaea, 2020). However, given English's status as a lingua franca and the difficulty local cultures face in receiving equal value, the practical application of this matter might become challenging.

The CEFR Expert Group (2023, p. 26) is aware of English's status as a lingua franca and refers to the language as "the elephant in the room" (CEFR Expert Group, 2023, p. 26). They add that parents are especially focused on offering their children the best possible future, which includes educating them to be proficient users of the English language. Moreover, it appears that almost all bilingual CLIL programmes involve English, as stated in their report (2023, p. 26). This adds to the challenge of integrating local minority cultures, such as the Basque culture, in the FL classroom.

As hinted above, most EFL or English as a Second Language courses adopt an acculturation approach, as is confirmed by current research, which mostly focuses on the process of immigrants' and refugees' acculturation (Jasemi & Gottardo, 2023; Jasemi et al., 2025). However, little is known about minority cultures. Additionally, Siebold (2023) states that the term acculturation has a pejorative connotation in minority culture contexts.

The pedagogical responses to the importance of promoting IC in the EFL classroom have seen an increased focus on communicative language teaching (CLT), and more specifically, on task-based learning (TBL) approaches in recent years. CDA has been considered an effective tool to foster IC in the EFL classroom, as it encourages critical thinking, and learners become active participants (Hazaea, 2025). Additionally, it seems that CDA is well aligned with a task-based learning (TBL) methodology (Amari, 2015), which, in turn, portrays the core pillars of CLT. Nevertheless, implementing CDA and TBL in the EFL classroom requires commitment and

professional development from teachers, who are responsible for adapting lessons accordingly, as well as selecting authentic materials that increase learners' motivation and autonomy (Arboleda-Arboleda & Castro-Garcés, 2019).

Even though there has been progress, there is a lack of information about the advantages and effects of integrating local cultures, especially minority cultures, in the EFL classroom. This highlights the need to carry out further research on the application of enculturation-based CDA approaches in minority culture contexts, which, given the international and local policies and aforementioned studies, seems crucial to foster IC in the EFL classroom.

1.3. Objectives of the study

In the following section, the general objective of this project is presented, followed by the specific objectives that are to be achieved during the proposal.

1.3.1. General objective

This Master's Dissertation aims to create an intervention proposal for first-year Basque university students to foster intercultural awareness through the use of authentic historical texts and following a critical discourse analysis approach.

1.3.2. Specific objectives

To achieve the general objective stated above, the following specific objectives will be pursued:

- SO1: To explore cultural connections between Basque culture and English-speaking cultures with a view to foster IC
- SO2: To examine the pedagogical potential of CDA as a valuable resource for fostering critical thinking skills in EFL learners
- SO3: To carry out a pertinent selection of historical texts suitable for intercultural analyses
- SO4: To adapt existing theoretical CDA and TBL frameworks for practical application in the EFL classroom
- SO5: To design a sequence of sessions in which CDA is used as a pedagogical tool to foster IC in the EFL classroom

2. Literature review

The literature review provides a detailed overview of the theoretical concepts of this investigation, divided into two main sections: 2.1 Intercultural Competence and 2.2 Critical Discourse Analysis in the EFL classroom. Firstly, emphasis is placed on intercultural competence (IC), supported by educational regulations of the Basque Country as well as Europe, and by Byram's (2020) framework. The following subsection outlines IC in minority contexts. Consequently, Enculturation and Acculturation are analysed and discussed, with an emphasis on their application in the English as a Foreign Language (EFL) classroom. Finally, subsection 2.1.3 covers the connection between IC and historical texts.

The second main section examines Critical Discourse Analysis (CDA) in the EFL classroom, including the relation between IC and CDA, and the definition of CDA adopted in this intervention proposal, as defined in the seminal work of van Dijk (2012) and Fairclough (1995). Evidently, attention is devoted to the pedagogical potential of how CDA can serve as an effective tool in the EFL classroom and how it can foster IC. The final subsection focuses on how CDA is aligned with the principles of Communicative Language Teaching (CLT), and more specifically, with those of Task-Based Learning (henceforth TBL).

2.1. Intercultural Competence

2.1.1. Intercultural Competence and Intercultural Communicative Competence

As hinted above, institutions and researchers globally have emphasised the promotion of IC in the foreign language (FL) classroom. Considering the present educational landscape, it is important to cite the Education Strategy 2024-2030 Learners First - Education for Today's and Tomorrow's Democratic Societies (Council of Europe Education Department & Council of Europe, 2024), "whose main mission is to improve the quality and accessibility of education in order to enhance the acquisition of knowledge and competences and ensure equal opportunities for all learners" (Council of Europe Education Department & Council of Europe, 2024). Therefore, the Education Strategy stands on three core pillars: "renewing the democratic and civic mission of education, enhancing the social responsibility and responsiveness of education and advancing education through a human rights-based digital transformation" (Council of Europe Education Department & Council of Europe, 2024). Additionally, it aims to provide learners with the following four dimensions: 1) Citizen-Learner,

2) Intercultural Global Learner, 3) Digital Learner, and 4) The dimension concerned with learners' well-being.

IC is a key component of the first pillar mentioned above: 'Renewing the democratic and civic mission of education', more specifically in the first descriptor 'Democracy and citizenship education' (Council of Europe Education Department & Council of Europe, 2024). There, the Education Strategy aspires to "put democracy at the heart of education systems by enhancing citizenship education, fostering democratic and intercultural competences, and encouraging dialogue and cooperation based on shared democratic values across Europe" (Council of Europe Education Department & Council of Europe, 2024).

Furthermore, the CEFR Expert Group (2023, p. 4) recommends that higher education institutions adopt policies and practices that allow students to embrace linguistic and cultural diversity and promote intercultural learning so that students are prepared to participate in Europe's democratic culture. Similarly, the Basque law is in accordance with that, as it clearly points out that the educational community is responsible for helping their students to develop a plurilingual and pluricultural profile so that they can be integrated in a global and multicultural world. Additionally, they must be devoted to actively using Euskara, know the Basque culture, as well as contribute to its development and actualisation, whilst cultivating their curiosity and motivation for learning other languages and cultures (Urkullu Renteria, 2024).

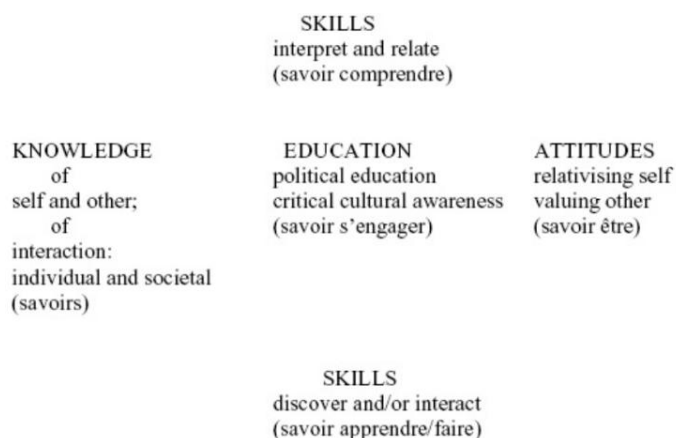
Consequently, it is necessary to define IC and how the term is used in this intervention proposal. Firstly, the Council of Europe provides the following statement in their report *The importance of plurilingual and intercultural education for democratic culture* (2022):

Intercultural competence is the capacity to approach other people with respect, openness and understanding; to argue for and justify one's own point of view in a sensitive and responsible manner; and to use one's experience of cultural diversity to reflect critically on issues that one usually takes for granted. Intercultural competence may or may not include the ability to communicate in two or more languages. (Council of Europe, 2022, pp. 12-13)

Secondly, it seems fundamental to analyse Byram's view on IC in his monograph, *Teaching and assessing intercultural communicative competence: Revisited* (2020). Notably, Byram has

a preference for the use of Intercultural Communicative Competence (ICC), which he defines as the foundation of intercultural citizenship (2020, p. 28). Moreover, he makes the distinction between IC and ICC, i.e., IC is what a person uses when communicating ‘the same’ language, whereas ICC is needed when a ‘foreign’ language is involved (p. 30). Apart from that, he differentiates foreign language teaching (FLT) from CLT, as he states that FLT has to do with ICC and communication is more about exchanging information and sending messages, which is the core of CLT (p. 31). To summarise, according to Byram, ICC consists of “components of the ability to understand and relate to people from other countries and/or cultural groups [...]” (p. 34). Considering a more specific definition, Figure 1 below presents the following dimensions of ICC (Byram, 2020):

Figure 1. *Dimensions of Intercultural (Communicative) Competence.*



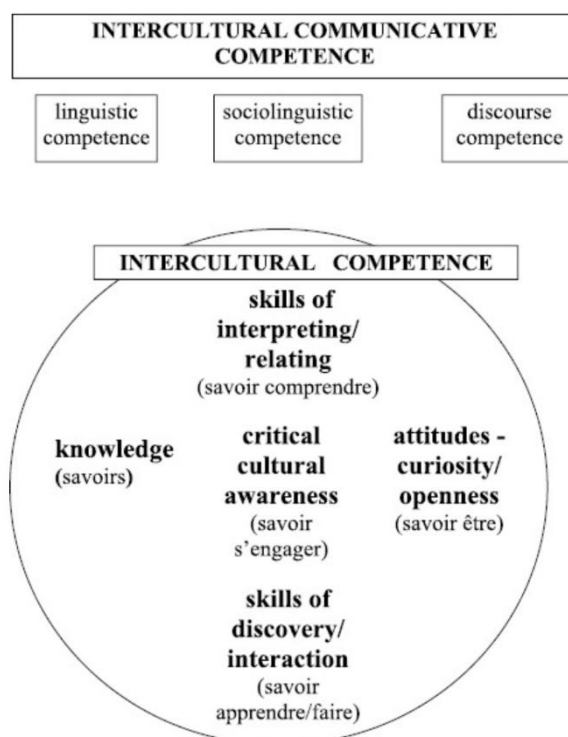
Source: Byram, 2020.

According to Byram (2020), the four factors—‘knowledge’, ‘attitudes’, ‘skills of interpreting and relating’, and ‘skills of discovery and interaction’—presented in Figure 1 are the building blocks of interaction. Additionally, when acquired with the help of a teacher, they can be embedded within a broader educational philosophy, which in this case would be integrating teaching intercultural communication as part of a political education and aiming to develop learners’ Critical Cultural Awareness (Byram, 2020, pp. 82-83). An additional factor mentioned by Byram is that, for an interaction between two interlocutors to succeed, ICC is to be expected from both participants: the host—often the person speaking in their first language—and the guest. He thus argues that successful interaction depends on both interlocutors’ capacity to see the other’s perspective and, therefore, on having similar knowledge, attitudes and skills to

understand each other and support the relationship, even though they do not share the same culture (Byram, 2020, p. 95).

Moreover, Byram emphasises the relation between language competences and IC, pointing out that the combination of language competences and the competences that IC consists of transforms IC into ICC (Byram, 2020, p. 107), as can be observed in Figure 2 below:

Figure 2. *Intercultural Competence and Intercultural Communicative Competence.*



Source: Byram, 2020.

The concepts in Figure 2 establish the correlation between ICC and IC. The first dimension, 'Attitudes', refers to the "[c]uriosity and openness, readiness to suspend disbelief about other cultures and belief about one's own" (Byram, 2020, p. 109). 'Knowledge' is the "[s]pecific knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general knowledge of processes of societal and individual interaction" (Byram, 2020, p. 111). 'Skills of interpreting and relating' entails the "[a]bility to interpret a document or event from another culture, to explain it and relate it to documents from one's own" (Byram, 2020, p. 112). 'Skills of discovery and interaction' covers the "[a]bility to acquire new knowledge of cultural practices and the ability to operate knowledge, attitudes

and skills under the constraints of real-time communication and interaction” (Byram, 2020, p. 113). Lastly, ‘Critical cultural awareness/political education’ involves “[a]n ability to evaluate, critically and on the basis of an explicit, systematic process of reasoning, values present in one’s own and other cultures and countries” (Byram, 2020, p. 114). When a speaker or learner thus successfully integrates all four building blocks of interaction in their intercultural communication, the distinction between a native speaker and an intercultural speaker becomes apparent, according to Byram (2020). In other words, an intercultural speaker is someone capable of mediating and managing constraints and dysfunctions inherent in real-time social interactions with another interlocutor (Byram, 2020, p. 90). With this in mind, it seems natural to transfer to IC in minority contexts.

2.1.2. Intercultural Competence in minority contexts

Given that this intervention proposal is contextualised in the Basque Country, i.e., a minority culture, it is necessary to mention and analyse the challenge of integrating, thus valuing, the minority culture – in this case, the Basque culture – in the FL classroom of a dominant culture – in this case, the English culture. It speaks for itself that English holds a high status, given that it is the language used by the highest number of people worldwide, i.e., around 1,49 billion people, either as an L1 or an L2, according to a study published by Statista in April 2026. Moreover, the CEFR Expert Group defines English as “the elephant in the room” (2023, p. 26), as parents seem to consider it to be the most important language in their children’s path to future success. In a seemingly subtle manner, English thus continuously evolves into a lingua franca indispensable in academic, business and intellectual life (CEFR Expert Group, 2023, p. 26). Furthermore, the CEFR Expert Group warns about the Council of Europe’s Recommendation CM/Rec (2022), stating that “one additional language – English – is enough, and that minority/immigrant languages are harmful to social cohesion” (CEFR Expert Group, 2023, p. 27). They further address the problem implied by this recommendation:

The combination of these two tendencies is a process of uniformization: to privilege the locally dominant language and English and to reduce the space granted to other languages, whether these be home languages or additional languages, for example that of the neighbouring country. (CEFR Expert Group, 2023, p. 27)

Aligned with this view are the findings of a study on the function of the foreign language, which included the concept of lingua franca in the 1990s in the Arab Gulf States, mentioned

in Byram's monograph (2020). He shares that there is a concern about how learning an FL could affect how learners view their own culture, whilst adding the fear that English might have a negative effect, given its dominance and high status (Byram, 2020, p. 62).

As highlighted in Section 1, the Basque law clearly states that students should respect, use, update and develop Euskara, the Basque culture, as well as be open and motivated to learn other languages and cultures (Urkullu Renteria, 2024). Notably, the educational community needs to help their students to become plurilingual and pluricultural citizens (Urkullu Renteria, 2024). It should thus directly aim to develop interculturally competent learners, therefore fostering intercultural competence in the classrooms. Furthermore, in minority contexts, Christensen's view on applying the interests of a powerful minority versus introducing a national culture in FLT (1994, as cited in Byram, 2020, p. 56) must be considered:

In this way of thinking, learners are not limited to interaction only with those who have access to the dominant culture capital. Instead their own cultural capital, even if not dominant in their own society, is valued in any interaction, as is the cultural capital of their interlocutors. This is particularly important for those learners who do not have access to the dominant culture in their own or another society and who are therefore not attracted by the worlds that FLT offers them. It is also important when the language is a lingua franca, and neither interlocutor is familiar with the cultural capital of the other. (Christensen, as cited in Byram, 2020, p. 56)

Christensen's citation thus implies that by integrating local (not dominant) cultures in the EFL classroom, learners are taught to interact with and value both one's own (minority) culture and the foreign (dominant) culture, which would, in turn, foster learners' intercultural awareness.

2.1.3. Intercultural Competence in the EFL classroom

2.1.3.1. Acculturation vs Enculturation

As mentioned in Section 1.1 of this project, Arslan et al. (2024, p. 906) confirm the importance of integrating the local culture in FL learning. They do so by stating that it is imperative to "provide for cultural resources and linguistic rights, therefore promoting inclusiveness in education" so that "faces can be embraced while enhancing social integration". Hence, it is

proposed in this project that there be a shift in language teaching by adopting an enculturation approach rather than an acculturation approach.

Generally, foreign languages are taught by acculturation, i.e., “the learning and acquisition of the new cultural patterns and practices” (Kim, 2012), which, in this case, would refer to learning the history and culture of the United Kingdom and the United States of America without considering the students’ local culture. However, in order to fully adopt the FL into the individual’s repertoire, students could benefit more from learning the foreign language by being “socialized [...] in the company of others around them who share a similar image of reality and self [...]” (Kim, 2012), i.e., enculturation, and thus learning a foreign culture through connections with their local culture. This aligns with the Council of Europe’s recommendation that

[s]chool principals, directors and managers [are encouraged to] implement whole-school policies and practices that welcome and valorise linguistic and cultural diversity, promote language learning and the development of plurilingual repertoires, [and] encourage intercultural learning and prepare pupils and students to participate in democratic culture. (Council of Europe, 2022, p. 9)

Likewise, Fageeh highlights the necessity of enhancing students’ intercultural awareness, as well as giving importance to the value of global and local cultures in the EFL classroom (2011, as cited in Hazaea, 2020, p. 19). What is more, both teachers and learners are participants in the process of learning an FL, given that the FL itself is the tool to become competent in intercultural communication by “learning [the] language and its relationship to the cultural practices and identities interlocutors bring to an interaction” (Byram, 2020, p. 103). Complementing this is the significance of knowing one’s own country as part of the social identity a FL speaker adds to a communicative situation, and which is crucial for their interlocutor (Byram, 2020, p. 80).

Although it seems evident to integrate culture into the EFL classroom, there are various challenges that need to be considered, such as “limited resources, teacher training gaps, and narrow curricular standards” (Fauzi et al., 2025, p. 110). Nonetheless, Fauzi et al. (2025, p. 110) state that it is imperative that teachers, policy makers and curriculum developers “1) Embed intercultural competence as a core learning outcome. 2) Provide sustained teacher training on intercultural pedagogy. 3) Diversify teaching materials to include both global and

local cultural perspectives” (2025, p. 110). Furthermore, Gorski (2008, as cited in Eide et al., 2022) warns about the risk of the notion of IC and its application in the classroom and in teaching materials, emphasising the need to address it critically, as it can reproduce power structures and cultural stereotypes. In addition, suitable teaching materials are thus crucial, as they may contain stereotypes while also serving as a potential tool for critical approaches to intercultural education (Eide et al., 2022).

2.1.4. Intercultural Competence and historical texts

As suggested in every course of the TEFL Master’s, educators should use authentic materials in their EFL classroom to foster student autonomy and motivation. This is aligned with what was indicated earlier: developing IC in the EFL classroom involves working with authentic materials. This project thus proposes the implementation of CDA to examine the layers in a range of historical, authentic texts of different text types.

One approach involves working with literary texts, as those texts inherently present another world (Eide et al., 2022). Furthermore, Heggernes (2021) confirms that, although generally fiction texts are used, there is a preference for working with nonfictional texts that represent the reader’s own cultural perspectives or those of others. Complementing this is the significance of presenting a range of media and text types in order to provide representations of multiple perspectives and viewpoints, thereby activating the “cognitive and emotional transformations necessary to foster ICC” (Heggernes, 2021). Moreover, the study concludes that text-based activities are generally student-centred, experiential and dialogic, and that critical approaches are more often applied in intercultural language learning (Heggernes, 2021). These findings suggest that historical texts could lend themselves perfectly to a CDA-based analysis, as is examined below.

2.2. Critical Discourse Analysis in the EFL classroom

2.2.1. Intercultural Competence and Critical Discourse Analysis

CDA has the potential to be an excellent tool to find cross-cultural relations between local and target cultures. This link is explored by Hazaea’s research on the effectiveness of CDA in fostering IC in the EFL classroom (2025, p.29). Particularly, his research pointed out that CDA

“proved to be effective for increasing CIA¹ and contributed to EFL teaching and learning for intercultural communication”. Additionally, he found that by using CDA, the students became active participants and that CDA “encouraged critical thinking, learner autonomy, and research skills [...]” (Hazaea, 2025, p. 29).

Notably, this Master’s Dissertation applies the definition of CDA as established in the seminal work of van Dijk (2012) and Fairclough (1995). In *Critical discourse analysis: the critical study of language* (1995), Norman Fairclough defines CDA as an “analytical framework for studying connections between language, power and ideology” (p. 23). This three-dimensional framework aims “to map three separate forms of analysis onto one another: analysis of (spoken or written) language texts, analysis of discourse practice (processes of text production, distribution and consumption) and analysis of discursive events as instances of sociocultural practice” (Fairclough, 1995, p. 2). The former thus suggests that, even though a text, which may take many forms, contains three different layers that can be analysed. It is not only about the text itself, but also about what is below the text’s surface: cultural, social, and power references amongst others, which aligns with what Fairclough (1995) says about the different types of analyses: “Textual analysis can often give excellent insights about what is ‘in’ a text, but what is absent from a text is often just as significant from the perspective of sociocultural analysis [...]” (p. 5). CDA is a useful and important approach, especially for students and teachers at university, as it provides them with a tool that gives an overview of those underlying connotations and implications that are not immediately visible.

Another prominent author in the field of CDA who must be discussed is Teun van Dijk. As Fairclough does, he divides his CDA framework into three different levels: ‘Discourse’, ‘Cognition’, and ‘Society’. Following his line of thought (van Dijk, 2012), language use, text, talk, verbal interaction, and communication are labelled under ‘Discourse’. ‘Cognition’ considers the “mental aspects of ideologies, such as their nature as ideas or beliefs, their relations with opinions and knowledge, and their status as socially shared representations” (van Dijk, 2012, p. 7). Lastly, ‘Society’ examines “the social, political, cultural and historical

¹ In his 2020 article *Fostering Critical Intercultural Awareness Among EFL Students Through Critical Discourse Analysis*, Hazaea adopts the term Critical Intercultural Awareness (CIA), a concept grounded in Byram’s term Critical Cultural Awareness, which is defined as “the ability to critique one’s own way of thinking and acting and how this is influenced by societal factors” (Byram, 2020, p. 84).

aspects of ideologies, their group-based nature, and especially their role in the reproduction of, or resistance against, dominance” (van Dijk, 2012, p. 7). He does state that the three levels overlap, but that they are labelled as such since the concepts, theories and methods to analyse them are distinct (van Dijk, 2012, p. 7).

2.2.2. Critical Discourse Analysis as a methodological approach

Turning to the context of the Basque Country, CDA becomes a valuable tool in the EFL classroom, as “[it] is not just another form of academic analysis. It also has aspirations to take the part of those who suffer from linguistic-discursive forms of domination and exploitation [...]” (Fairclough, 1995, p. 186). This form of ‘exploitation’ is particularly relevant in a context such as the Basque Country, in which Euskara, the Basque language, is a minority language (UNESCO & Salminen, 2010; Urkullu Renteria, 2024).

In order to implement CDA in the EFL classroom, the educator needs to have a good understanding of what it is, and especially, the potential of CDA as a teaching/learning/analysis tool. Therefore, the analysis of the definition of ‘ideologies’ is necessary, as “[they] not only may control *what* we speak or write about, but also *how* we do so” (van Dijk, 2012, p. 21). Ideology could be broadly defined as the shared fundamental beliefs of a group and its members (van Dijk, 2012, p. 5). Notably, ideologies are not individual, personal opinions, but shared, social beliefs regarding life and death, health, class, gender, race, ethnicity, amongst others (van Dijk, 2012, p. 8). These shared views are thus “associated with the characteristic properties of a group, such as their identity, their position in society, their interests and aims, their relations to other groups, their reproduction, and their natural environment” (van Dijk, 2012, p. 8). Hence, the aforementioned ideologies are part of the discourses, which van Dijk (2012) describes as:

icebergs of which only a small amount of meanings (propositions) are actually expressed, and of which most other information may be tacitly presupposed, and hence remain implicit, simply because recipients of the same culture are able to supply this information themselves in the construction of their own models of an event. (p. 18)

When connecting ideology to power, more specifically, power abuse or dominance, CDA looks at how the ideologies are used to legitimate that dominance (van Dijk, 2012, p. 27).

Regarding a practical ideological analysis, van Dijk (2012) offers valuable dimensions to which CDA can contribute in the classroom, through decoding and interpretation of texts. Namely, he discusses various layers a text could consist of, so that students can analyse them accordingly: A) Meaning (1. Topics, 1A. Level of description and degree of detail, 1B. Implications and presuppositions, 2. Local coherence, 3. Synonymy, paraphrase, 4. Contrast, 5. Examples and illustrations, 6. Disclaimers, 7. Propositional structures, 7A. Actors, 7B. Modality, 7C. Evidentiality, 7D. Hedging and vagueness, 8. Topoi), B) Form (1. Formal structures, 2. Sentence syntax, 3. Discourse forms, 4. Argumentation, 5. Rhetoric), C) Action and interaction (pp. 34-46).

Unquestionably, it seems necessary to categorise the criteria that organise the ideologies of the same group. Classroom dynamics and textual analyses can therefore be structured around a set of questions provided by van Dijk (2012):

- Membership: Who are we? Who belongs to us? Who can be admitted?
- Activities: What are we doing, planning? What is expected of us?
- Aims: Why are we doing this? What do we want to achieve?
- Norms: What is good or bad, allowed or not in what we do?
- Relations: Who are our friends or enemies? Where do we stand in society?
- Resources: What do we have that others don't? What don't we have what others do have? (van Dijk, 2012, p. 33)

2.2.3. Critical Discourse Analysis and Task-Based Learning

This final subsection centres on the practical application of CDA in the EFL classroom. As previously stated, to foster IC, it is important to use authentic materials, provide student-centred text-based activities, and adopt critical approaches (Heggernes, 2021). Moreover, Amari (2015, p. 92) insists on the importance of introducing CDA in the EFL classroom, as it “provides language students with an alternative to traditional [...] activities”, offering meaningful content in a format that lends itself perfectly to Task-Based Learning (TBL). This is in accordance with the notion that all language education should be grounded in Communicative Language Teaching (CLT), a base perfectly portrayed by TBL.

TBL operationalises the core pillars of CLT: communication, authentic materials, interaction, and negotiation. Sholeh et al. (2020, p. 142) confirm that “[L]anguage is the center of attention. TBL's central concept is that language learning happens in a natural learning environment, and more success in facilitating language acquisition is students are exposed to practical experiences with authentic materials”. Additionally, the connection to CDA becomes evident, as “[TBL] promotes the process of language learning as students learn how to communicate in that language by exploring the language system” (Sholeh et al., 2020, p. 142). Furthermore, if students consider authentic texts connected to their lifestyle as a tool, it can increase their motivation (Arboleda-Arboleda & Castro-Garcés, 2019, p. 118). However, it cannot be forgotten that the teacher must have knowledge of ICC and be interculturally communicatively competent themselves, given that they are responsible for selecting appropriate texts and adapting activities with the purpose of fostering ICC (Eide et al., 2022).

To foster IC in the EFL classroom, intertwining CDA and TBL thus seems a promising approach, as CDA lends itself to a practical implementation where tasks and projects are at the core. As clearly pointed out, in order to enhance learner motivation and promote learner autonomy, these tasks and projects must be authentic materials and contain cultural references that the learners can identify with. Therefore, the intervention proposal in Section 3 adopts TBL to provide the structure and the sequencing of the tasks, while CDA is implemented to work on the content of the tasks themselves.

3. Intervention proposal

Drawing upon the theoretical foundations explored in the literature review—particularly the importance of fostering Intercultural Competence (IC) in the EFL classroom and the potential value of adopting a Critical Discourse Analysis (CDA) approach within a Task-Based Learning (TBL) framework—this section outlines the design of a tailored intervention proposal. The proposal's main purpose is to equip first-year Basque university students with the necessary tools to adopt a critical and culturally aware discourse in English by offering pedagogical materials in which CDA is placed at the centre. Emphasis lies on identifying connections between the local minority Basque culture and the foreign English-speaking cultures, thereby creating a platform to construct and shape students' identities as a minority plurilingual language user. Therefore, by integrating authentic texts and an adapted CDA framework, this proposal aims to foster linguistic competence as well as intercultural competence and learner autonomy.

3.1. Aims of the proposal

3.1.1. General objective

This intervention proposal aims to enable students to present a critical essay applying CDA to a historical text, examining cross-cultural references and reflecting on how English connects to one's identity as a minority plurilingual language user.

3.1.2. Specific objectives

By the end of this proposal, students will be able to:

- SO1: Identify relationships between the English and Basque cultures in authentic historical texts, thereby activating prior knowledge
- SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective
- SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA
- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own

- SO5: Produce creative and reflective personal discourse that demonstrates IC by mediating between Basque and English cultural references, and critically evaluating similarities and differences
- SO6: Articulate one's evolving plurilingual identity in a reflective learning diary worksheet, evaluating how the integration of one's local culture has influenced motivation and learner autonomy

With regard to the European and national educational law framework, the objectives guiding this intervention are in compliance with the Organic Law 2/2023 of 22 March on the University System (*Ley Orgánica 2/2023, de 22 de marzo, del Sistema Universitario*), henceforth LOSU, and more specifically in the Royal Decree 822/2021 (*Real Decreto 822/2021*). There, it is stipulated that the universities must adopt approaches to foster learner autonomy so that students become free yet critical and dedicated citizens in our democratic societies. This is in accordance with the European Union Council Recommendation of 22 May 2018 on key competences for lifelong learning, which emphasizes that “[s]kills such as critical thinking, problem solving, team work, communication and negotiation skills, analytical skills, creativity, and intercultural skills are embedded throughout the key competences” (Council of the European Union, 2018), which the Council of the European Union (2018) define as:

- Literacy competence
- Multilingual competence
- Mathematical and competence in science, technology and engineering
- Digital competence
- Personal, social and learning to learn competence
- Citizenship competence
- Entrepreneurship competence
- Cultural awareness and expression competence

Consequently, the general and specific objectives of this pedagogical proposal aim to foster IC by providing learners with the skills described above: critical thinking, problem-solving, teamwork, communication and negotiation, analytical, creativity, and, above all, intercultural skills.

3.2. Educational context and target group

As discussed in previous sections, the Basque context is that of a minority culture; it coexists with Spanish and French cultures. Additionally, in the Spanish state, the Basque Country has the status of an autonomous community with two co-official languages: Basque and Spanish (Suárez González, 1979). In light of this, Urkullu (2024) points out that Article 11 of Law 3/400 on the Basque University System indicates that both Basque and Spanish are the official languages in the Basque university system.

The potential implementation setting of this proposal is Euskal Herriko Unibertsitatea (University of the Basque Country, henceforth EHU). The university is located in the Basque Country and has campuses in Gasteiz (Álava), Leioa (Bizkaia), and Donostia (Gipuzkoa). Since 1980, EHU has been the sole public university in the Basque Country, meaning it is fully funded by the Basque Government. The university community consists of almost 50,000 people: 43,000 students, 6,000 teaching and research staff, and some 2,000 people in administration and other services. Additionally, EHU is responsible for 60% of the research projects carried out in Euskadi (EHU - EHU, n.d.). Notably, the university's logo is designed by the Basque artist Eduardo Chillida, whose vigorous support for *Euskara* has made him a key agent in the normalisation process of the Basque language (EHU - EHU, n.d.). Additionally, one of the university's main objectives is to promote its students' critical reflection, providing spaces for reflection and debate in 'EHUgune' (*Espacios De Reflexión Y Debate - Ehugune - EHU*, n.d.). There, students are offered opportunities to debate and reflect on themes such as the environment, economy, rights, among others, through activities, conferences, projects, and workshops (*Espacios De Reflexión Y Debate - Ehugune - EHU*, n.d.). This identity of fostering critical reflection makes EHU the perfect choice to implement the intervention proposal laid out in this master's dissertation.

Regarding the potential target group, it consists of 24 first-year university students enrolled in *English Across the World*, which is part of the Bachelor's Degree in English Studies (Faculty of the Arts, in Gasteiz). They are plurilingual, with an English proficiency level of B2 (at least), and, given the sociolinguistic context, their L1 is/are assumed to be Basque and/or Spanish, meaning that some students may thus be more comfortable in Basque, others in Spanish. Regarding learning styles, the group includes analytical and holistic learners, suggesting that both CDA and the didactic content itself could be appealing to all. To support visual and

auditory learners, various scaffolding strategies (e.g., concept maps, colour coding, group discussions) are integrated into the proposal. Furthermore, students in need of more support regarding planning and monitoring are provided with structured timelines and checklists. Considering special educational needs (SEN), the group contains one student with dyslexia and one with ADHD. To ensure accessibility, they are closely monitored and offered support, such as dyslexia-friendly fonts and clear formatting, while maintaining a consistent task format that allows all students to be assessed equally.

3.3. Timing

The proposed intervention is structured as a 6-week module, divided into biweekly 2-hour sessions. The module is built on three pedagogical blocks, aligned with Bloom's Taxonomy, and thus the specific objectives of the proposal. Furthermore, as described in Subsection 3.5, the didactic content is organised into four units according to theme and text type. The calendar provided below is an example of how the sessions would be organised. The highlighted days are the days when the course lessons are expected to take place.

APRIL 2026

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

MAY 2026

M	T	W	T	F	S	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Source: own work, 2026.

Table 1. *Chronology and Activities.*

Week	Session	Activities	Specific Objectives (SO) to be achieved	Timing
1	1	Unit 1, part 1 (TBL phases: pre-task, task)	SO1, SO2, SO3, SO4	
		Warm-up: Introduction to the module, presentation of objectives and expectations, and introduction to Unit 1		15 min.
		Activity 1: Modelling text layers		20 min.
		Activity 2: Introducing the CDA tool (CDA framework and colour-coding system)		20 min.
		Activity 3: Collaborative identification and analysis using jigsaw reporting: John Adams' Letter, the introduction of Pareja Alonso's article, and the Guardian's report on the Basque industrialisation		60 min.
		Activity 4: Group discussion: sharing thoughts on the first session		5 min.

1	2	Unit 1, part 2 (TBL phase: task)	SO2, SO3, SO4
		Warm-up: recap of the previous session (Mentimeter word cloud)	10 min.
		Activity 1: Collaborative identification and analysis: fragments of Shakespeare's <i>Hamlet</i>, and <i>Love's Labour's Lost</i>	30 min.
		Activity 2: Synthesising cultural connections	40 min.
		Activity 3: Presentation of cross-cultural interpretations and gallery walk	25 min.
		Activity 4: Group discussion on key findings	15 min.
2	3	Unit 1, part 3 (TBL phase: post-task)	SO4, SO6
		Warm-up: recap of the previous session and contextualising today's lesson (anonymous word cloud)	10 min.
		Activity 1: Deconstructing links between form and meaning: changing the narrative	50 min.

		Activity 2: Writing entry 1 of the reflective learning diary worksheet	50 min.
		Activity 3: Discussion in pairs to share final thoughts on Unit 1 & homework instructions	10 min.
2	4	Unit 2, part 1 (TBL phases: pre-task, task)	SO1, SO2, SO3, SO4
		Warm-up: Introduction to Unit 2 (Mentimeter word cloud)	15 min.
		Activity 1: Modelling text layers	15 min.
		Activity 2: Contextualising the subject: poetry and Basque Radical Rock	20 min.
		Activity 3: Collaborative identification and analysis: <i>The Nabara</i>	35 min.
		Activity 4: Collaborative identification and analysis: 'Spanish Bombs'	25 min.
		Activity 5: Group discussion: sharing thoughts on the first session of Unit 2	10 min.
3	5	Unit 2, part 2 (TBL-phase: task)	SO2, SO3, SO4

		• Warm-up: Recap of the previous session: one-word recap and predictions	10 min.
		• Activity 1: Collaborative identification and analysis: 'Bildur Naiz', 'Rokanrol Batzokian', 'Sarri Sarri', 'Gernika 37-87', 'Radio Rahim'	45 min.
		• Activity 2: Synthesising cultural connections (<i>The Nabara</i> vs 'Spanish Bombs' vs 'Bildur Naiz' vs 'Rokanrol Batzokian' vs 'Sarri Sarri' vs 'Gernika 37-87' vs 'Radio Rahim')	45 min.
		• Activity 3: Resistance spectrum: from internal sorrow to external resistance	20 min.
3	6	Unit 2, part 3 (TBL phase: post-task)	SO4, SO6
		• Warm-up: Recap of the previous session and contextualising today's lesson (anonymous word cloud)	10 min.
		• Activity 1: Deconstructing links between form and meaning: all texts	50 min.

		Activity 2: Writing entry 2 of the reflective learning diary worksheet	50 min.
		Activity 3: Discussion in pairs to share final thoughts on Unit 2 & homework instructions	10 min.
4	7	Unit 3, part 1 (TBL-phases: pre-task, task)	SO1, SO2, SO3, SO4
		Warm-up: Introduction to Unit 3 (Mentimeter word cloud)	10 min.
		Activity 1: Modelling text layers	15 min.
		Activity 2: Contextualising the subject: literature, movies and documentaries, and personalities	20 min.
		Activity 3: Collaborative identification and analysis using jigsaw reporting: <i>Kinds of Water</i> and <i>Beautiful Losers</i>	40 min.
		Activity 4: Collaborative identification and analysis: Alice Gulick	25 min.
		Activity 5: Group discussion: sharing thoughts on the first session of Unit	10 min.

4	8	Unit 3, part 2 (TBL-phase: task)	SO2, SO3, SO4
		Warm-up: Recap of the previous session: the gaze check	10 min.
		Activity 1: Collaborative identification and analysis: <i>Land of the Basques</i> and <i>Brokeback Mountain</i>	45 min.
		Activity 2: Synthesising cultural connections	45 min.
		Activity 3: Power matrix	20 min.
5	9	Unit 3, part 3 (TBL-phase: post-task)	SO4, SO6
		Warm-up: Recap of the previous session and contextualising today's lesson (anonymous word cloud)	10 min.
		Activity 1: Deconstructing links between form and meaning: all texts	50 min.
		Activity 2: Writing entry 3 of the reflective learning diary worksheet	50 min.

		Activity 3: Discussion in pairs to share final thoughts on Unit 3 & homework instructions	10 min.
5	10	Unit 4, part 1 (TBL-phase: post-task)	SO2, SO4, SO5
		Warm-up: Introduction to Unit 4: reviewing the final objective and expectations	10 min.
		Activity 1: Modelling the essay-structure	20 min.
		Activity 2: Text selection and identification of a new element/problem/challenge	20 min.
		Activity 3: Collaborative planning	15 min.
		Activity 4: Writing block 1 (1. Introduction A, 2. Body B-C) and feedback round	55 min.
6	11	Unit 4, part 2 (TBL-phase: post-task)	SO3, SO4, SO5, SO6
		Warm-up: Scaffold strategy: How does the CDA analysis align with one's minority, plurilingual identity	10 min.
		Activity 1: Writing block 2 (2. Body D-E, 3. Conclusion F)	90 min.

		Activity 2: Peer outline and logic check	20 min.
6	12	Unit 4, part 3 (TBL-phase: post-task)	SO4, SO5, SO6
		Warm-up: Two stars and a wish	15 min.
		Activity 1: Writing block 3 (revision and edit)	25 min.
		Activity 2: Format swap and submission	15 min.
		Activity 3: Writing entry 4 of the reflective learning diary worksheet	45 min.
		Activity 4: Post-it gallery and group discussion: feedback and thoughts on the module	20 min.

Source: own work, 2026.

3.4. Methodology of the proposal

3.4.1. Methodology: Critical Discourse Analysis and Task-Based Learning

This intervention proposal is guided by the methodological principles of Critical Discourse Analysis (CDA) and Task-Based Learning (TBL) outlined in Section 2. They are reflected in the specific methodology applied in the classroom, i.e., implementing CDA in class activities and assignments, and the practical setup of the sessions, i.e., implementing TBL by organising activities into pre-task, task, and post-task phases.

Adopting a TBL approach, the sessions are structured following the practical framework established by Skehan (1996, 2003) and Pools-m (n.d.), as presented by Grau Sempere (n.d.) (see Annex A). Importantly, the teacher thus relies on the following TBL framework, grounded

in that of Annex A, to organise the sessions. Table 2 below provides an overview of the adapted framework, with a focus on CDA.

Table 2. *Adapted TBL Framework for the Implementation of CDA.*

PHASE	PROCEDURE as cited in Grau Sempere, A. (n.d.)	ADAPTED ACTION FOR CDA	EXAMPLES / APPLICATION
Pre-task	Raise consciousness	Modelling the existence of layers	<i>The teacher introduces the concept of layers of meaning in texts, for example, by presenting two texts about the same topic but written from two different perspectives.</i>
	Introduction to subject and task	Contextualising and introducing the framework	<i>The teacher provides historical and cultural context about the introduced text. Additionally, the students are provided with the CDA framework as the tool to analyse the layers of meaning in texts.</i>
Task	Task	Collaborative identification and analysis	<i>In groups, students identify specific discourse markers and cross-cultural references in the provided texts. The teacher provides scaffolding throughout the identification process.</i>
	Planning	Synthesising cultural connections	<i>In groups, students organise their findings to answer the question about how the connections between</i>

	<i>English and Basque culture are represented in the provided texts.</i>			
	Report	Presenting cultural interpretations	cross-	<i>In groups, students present their findings. Finally, the class discusses each groups' perspectives.</i>
Post-task	Analysing	Deconstructing links between form and meaning	and	<i>The teacher links linguistic forms to the cultural references identified by the students.</i>
	Practise	Articulating identity through CDA		<i>Students write their final essay, as well as a reflective learning diary throughout the module.</i>

Source: own work, 2026.

Consequently, sessions 1, 4, and 7 cover the pre-task and task phases; sessions 2, 5, and 8 cover the task phase; and sessions 3, 6, and 9 cover the post-task phase. Lastly, sessions 10, 11, and 12 are a mix of task and post-task phase, as they focus solely on writing the final essay and finalising the learning diary. It is important to note that scaffolding is gradually decreased from Unit 2 onwards. Finally, in Unit 4, students are required to work autonomously, with little to no scaffolding.

Considering the practical study of the course content, CDA is implemented to linguistically and pragmatically analyse cultural differences in various text types. Importantly, students are provided with an adapted CDA framework based on van Dijk (2012), in Table 10, Annex B.

With respect to spatial resources, the lessons are to take place on campus, in a classroom with table isles that fit four students each. The professor has a smartboard, and students can use their computers and/or paper to take notes, and depending on the task phase, they must use their computer or pen and paper. Finally, regarding grouping, students are to collaborate in groups of 3-4 students, work individually, do whole-class work, and do pair work.

3.4.2. *English Across the World*: link with other modules

The proposed module is part of the subject *English Across the World*, which “looks at the spread of English and its linguistic and sociolinguistic consequences” (Euskal Herriko Unibertsitatea, n.d.). The specifications of the syllabus clarify that the subject “aims at achieving the Module competence M02CM03: To become familiar with the sociocultural impact of the spread of English worldwide and with the effect of speaker attitudes on language use” (Euskal Herriko Unibertsitatea, n.d.). Additionally, after finishing this course, students would have partially fulfilled the cross-curricular competence “G007: To connect knowledge specific to the degree with knowledge in other areas and disciplines, to transmit it and to foster an attitude of tolerance towards multilingual and multicultural diversity” (Euskal Herriko Unibertsitatea, n.d.). *English Across the World* is interconnected with the other course subjects, as it provides a global overview of English as a world language. That way, it provides opportunities for critical reflection of the role of the English language in the world, emphasising cultural and social connections, linguistic and pragmatic differences and similarities, among others.

3.5. Sessions and activities

The sessions and activities integrated in this proposal are organised according to the TBL task phases (pre-task, task, and post-task). Given that the module, *Constructing Identity through Discourse: A Critical Analysis of English in the Basque Minority Context*, spans six weeks, it consists of 12 sessions (biweekly, 2-hour sessions). Furthermore, the didactic content is organised into four units according to theme and text type. Consequently, three sessions cover one unit. Whereas in Units 1-3, students work with a variety of texts, Unit 4 is completely devoted to writing the final essay and finalising the learning diary worksheet, as mentioned in Section 3.4.1. For a full overview of the texts implemented throughout the module, see Table 17, Annex C.

Table 3. Unit 1: Contrasting English Discourse and Local Identities—Literary Allusions, Personal Communications, and Industrial History.²

Session 1
Objectives: At the end of this session, students will be able to • SO1: Identify relationships between the English and Basque cultures in authentic historical texts, thereby activating prior knowledge and stimulating emotional commitment • SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective • SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA • SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
Duration: 2 hours
Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic Skills: reading, writing, speaking, listening Contents: lexis, grammar, discourse, pragmatics
Groupings: whole class work, group work
Materials and resources: • Students' laptops / notebooks • Texts Unit 1, part 1: 2 newspaper headlines, John Adams' letter, Pareja Alonso's article, the Guardian's report • Presentation Introduction Unit 1 – Session 1 (see Figure 6, Annex G)

² For clarity purposes, Table 3 integrates Session 1, Session 2 and Session 3.

- CDA framework (see Table 10, Annex B)
 - Colour-coding scaffolding tool (see Table 11, Annex B)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
-

Assessment:

- Initial: informal needs analysis through activating prior knowledge at the start of the session, and group discussion at the end (group assessment)
 - Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
-

Procedure:

- **Warm-up (15 min.):** The professor introduces the module with a brief brainstorming session, asking questions about students' prior knowledge and expectations (1. *What are the first words or images that come to mind when you think of the Basque culture versus the English culture?*, 2. *When reading a news article or watching a video in English about the Basque culture, what do you usually notice first?*, 3. *What makes it difficult to talk about your Basque reality in English?*, 4. *Can you name a historical event or character that connects the Basque culture to the English culture?*). The professor writes the students' answers and key words about the content on the board and takes a picture of the final outline (to use for the present situation needs analysis). Then, the professor presents the module's objectives and expectations on the board. After that, the professor provides a quick outline of Unit 1.
 - **Activity 1 (20 min.):** The professor presents two newspaper headlines about the same event, emphasising how grammatical structure (active vs passive, syntax), tone, choice of picture, and word choice, among others, can change meaning, and that newspaper articles about the same event can be described very differently.
 - **Activity 2 (20 min.):** The CDA framework is handed out to the students and presented on the board to facilitate reading. Classically, the professor guides the students through its contents, using the newspaper headlines as an example for
-

analysis. Additionally, the professor provides a colour-coding scaffolding tool to facilitate practical analysis in the following activity.

- **Activity 3 (60 min.):** In groups, students identify and analyse their respective texts, using the CDA framework and colour-coding tool. The professor circulates the classroom and provides support where necessary. In the final 15 minutes, three groups present their findings in short 2-minute presentations; each group shares a summary of their analysis, while the others take notes.
- **Activity 4 (5 min.):** The lesson finishes with a group discussion about the first session. The professor guides the discussion, providing prompts (1. *What specific skills do we need to critically analyse texts?*, 2. *What historical topics might we need to make cultural connections between the Basque and the English culture?*, 3. *What type of support do you need to be able to express your thoughts and arguments in your final essay?*, 4. *What are you most worried about to write the final essay?*), and takes notes for the target situation needs analysis.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork.

Session 2

Objectives:

At the end of this session, students will be able to

- SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective
- SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA
- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: speaking, reading, listening, writing

Contents: lexis, grammar, discourse, pragmatics

Groupings: whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - Mentimeter word cloud prompt (warm-up) (see Figure 3, Annex F)
 - Texts Unit 1, part 2: *Hamlet* and *Love's Labour's Lost*
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Post-it notes (gallery walk)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
 - Checklist to assess accurate implementation of the CDA framework (see Table 19, Annex D)
-

Assessment:

- Continuous: observation and note-taking during the gallery walk and final group discussion (group assessment)
 - Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
 - Continuous: use of a checklist to assess accurate implementation of the CDA framework (group assessment)
-

Procedure:

- **Warm-up (10 min.):** To recap the previous session, the Mentimeter word cloud prompt (*What is one key concept from the CDA framework that we used to analyse texts in the previous session?*) is displayed on the board, and students use their laptops or phones to answer the question. Classically, the answers are discussed, with the professor assisting when necessary.
-

- **Activity 1 (30 min.):** In groups, students identify and analyse both text fragments, using the CDA framework and colour-coding tool. The professor circulates the classroom and provides support where necessary.
- **Activity 2 (40 min.):** In groups, students organise their findings to answer the following question: *How are the connections between the Basque and English cultures presented in the covered texts?* After 30 minutes, they write keywords about their findings on different Post-it notes (categorised into meaning, form, and action and interaction) and paste them in their respective places on the wall.
- **Activity 3 (25 min.):** In groups, students briefly present their key findings worked on in the previous activity. After that, all students walk around the Post-it gallery, taking notes on interesting findings. Meanwhile, the professor takes notes of the Post-it gallery (or a photo to analyse it after the lesson).
- **Activity 4 (15 min.):** The lesson finishes with a group discussion on the key findings, in which each student contributes, shares and justifies one aspect they find interesting. The professor guides the discussion when necessary and takes notes.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork, and another to assess the accurate implementation of the CDA framework.

Session 3

Objectives:

At the end of this session, students will be able to

- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
- SO6: Articulate one's evolving plurilingual identity in a reflective learning diary, evaluating how the integration of one's local culture has influenced motivation and learner autonomy

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: speaking, reading, listening, writing

Contents: lexis, grammar, discourse, pragmatics

Groupings: individual work, group work, whole class work

Materials and resources:

- Students' laptops / notebooks
 - A bag / box (warm-up)
 - Paper slips (warm-up)
 - Text fragment from Unit 1 to model text de- and reconstruction: John Adams' letter (Activity 1)
 - Learning diary worksheet entry 1 (see Table 12, Annex B)
 - Scrap paper (learning diary)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
 - Rubric: diary worksheet assessment (see Table 21, Annex E)
-

Assessment:

- Continuous: use of a rubric to assess learning diary worksheet entry 1 (individual assessment)
 - Continuous: informal peer feedback (individual assessment)
 - Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
-

Procedure:

- **Warm-up (10 min.):** The professor hands out paper slips and presents the following instruction: *Write one word that describes your relationship with English or your feelings after having covered Unit 1.* After collecting the paper slips and putting them in a box/bag, the professor takes out as many as time allows, encouraging a short class discussion about why someone would write a certain feeling, and what the common patterns are.
-

- **Activity 1 (50 min.):** In the first 15 minutes, the professor presents an example text fragment and models how to rewrite the narrative, focusing on form and meaning and asking the following questions: *Who is the agent now? How did meaning change? How could this change of narrative make the reader feel?* In the remaining activity time, students are to select one text fragment from the texts covered in Unit 1 and rewrite the narrative, justifying their choices. The professor circulates the classroom and provides prompts when necessary.
- **Activity 2 (50 min.):** Individually, students work on their first entry of the learning diary. They are given the learning diary worksheet entry 1 and scrap paper for taking notes if necessary. The worksheet is handed in at the end of the lesson.
- **Activity 3 (10 min.):** In pairs, students share their thoughts on the previous activity and Unit 1 as a whole. Finally, the students are provided with the text fragments that will be covered in Unit 2. They are to read/listen to the text fragments and songs before the next session.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork. Additionally, the professor evaluates the learning diary worksheet entry 1.

Source: own work, 2026.

Table 4. *Unit 2: Deconstructing Solidarity—A Comparative Analysis of Insider Resistance and Outsider Advocacy.*³

Session 4
Objectives: At the end of this session, students will be able to • SO1: Identify relationships between the English and Basque cultures in authentic historical texts, thereby activating prior knowledge and stimulating emotional commitment

³ For clarity purposes, Table 4 integrates Session 4, Session 5 and Session 6.

- SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective
 - SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA
 - SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
-

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: reading, writing, speaking, listening

Contents: lexis, grammar, discourse, pragmatics, phonology

Groupings: whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - Mentimeter word cloud prompt (see Figure 4, Annex F)
 - Presentation Introduction Unit 2 – Session 4 (see Figure 7, Annex G)
 - Texts Unit 2, part 1: *The Nabara*, 'Spanish Bombs'
 - A speaker to listen to the songs
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
-

Assessment:

- Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
 - Continuous: observation and note-taking during the final group discussion (individual assessment)
-

Procedure:

- **Warm-up (15 min.):** The professor presents the following question on the board, using Mentimeter (*When thinking about using music as a medium for resistance, what is the first word that comes to mind?*). Students use their laptops or phones to answer the question, and the professor asks additional questions (e.g., *Why do we associate these words with resistance?*), while identifying common patterns in the students' answers.
- **Activity 1 (15 min.):** On the board, the professor presents two sentences: one from 'Bildur Naiz' and one from *The Nabara*. The professor briefly identifies the layers and how the texts are written from different perspectives.
- **Activity 2 (20 min.):** The professor projects a presentation on the board, providing context and background information about the text genres (poetry and Basque Radical Rock). Then, the group listens to the song to be analysed in Activity 4 (*Spanish Bombs*).
- **Activity 3 (35 min.):** In groups, students identify and analyse a fragment of their choice from *The Nabara*, using the CDA framework and colour-coding tool. The professor circulates the classroom and provides support where necessary.
- **Activity 4 (25 min.):** In groups, students identify and analyse a fragment of their choice from 'Spanish Bombs', using the CDA framework and colour-coding tool. The professor circulates the classroom and provides support where necessary.
- **Activity 5 (10 min.):** The lesson finishes with a group discussion in which each student shares their thoughts on the first session of Unit 2. Meanwhile, the professor takes notes.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork.

Session 5

Objectives:

At the end of this session, students will be able to

- SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective
 - SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA
 - SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
-

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: speaking, reading, listening, writing

Contents: lexis, grammar, discourse, pragmatics, phonology

Groupings: whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - A ball (warm-up)
 - Texts Unit 2, part 2: English translation of the lyrics of 'Bildur Naiz', 'Rokanrol Batzokian', 'Sarri Sarri', 'Gernika 37-87', 'Radio Rahim'
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Post-it notes of 7 different colours (Activity 3)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
 - Checklist to assess accurate implementation of the CDA framework (see Table 19, Annex D)
-

Assessment:

- Continuous: observation and note-taking during the final group discussion (group assessment)
-

- Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
 - Continuous: use of a checklist to assess accurate implementation of the CDA framework (group assessment)
-

Procedure:

- **Warm-up (10 min.):** When handed the ball, students say one word that best describes the previous session, as well as make a prediction for today's lesson (e.g., what elements will be mainly identified, what kind of cultural connections will be made). The professor arbitrarily tosses the ball to a student to start the game; that student then tosses it to another, and the game ends when each student has had a turn.
 - **Activity 1 (45 min.):** In groups, students identify and analyse a fragment of their choice from one song (one song is analysed by two groups), using the CDA framework and colour-coding tool. The professor circulates the classroom and provides support where necessary. In the last 10 minutes, each group shares a summary of their analysis, while the others take notes.
 - **Activity 2 (45 min.):** In groups, students organise their findings to answer the following question: *How are the connections between the Basque and English cultures presented in the covered texts? Pay attention to how identity and resistance are portrayed linguistically in both cultures.*
 - **Activity 3 (20 min.):** The professor draws a horizontal continuum on the board, with the terms 'internal sorrow' on the left side and 'external resistance' on the right. Each group is handed one colour Post-it notes, on which they must write the titles of the texts they analysed. Then they place them on the board in their respective places on the spectrum. The lesson finishes with a discussion in which the groups justify their texts' placement on the spectrum, and students take notes on the text fragments they did not analyse. The professor asks additional questions to support the discussion dynamics (e.g., *Why is X closer to internal sorrow than external resistance?*) and takes notes to complete the checklists afterwards.
-

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork on the one hand, and another to assess the accurate implementation of the CDA framework on the other.

Session 6

Objectives:

At the end of this session, students will be able to

- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
- SO6: Articulate one's evolving plurilingual identity in a reflective learning diary, evaluating how the integration of one's local culture has influenced motivation and learner autonomy

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: speaking, reading, listening, writing

Contents: lexis, grammar, discourse, pragmatics

Groupings: individual work, group work, whole class work

Materials and resources:

- Students' laptops / notebooks
 - A bag / box (warm-up)
 - Paper slips (warm-up)
 - Text fragment from Unit 2 to model text de- and reconstruction: 'Bildur Naiz' (Activity 1)
 - Learning diary worksheet entry 2 (see Table 13, Annex B)
 - Scrap paper (learning diary)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
-

- Rubric: diary worksheet assessment (see Table 21, Annex E)
-

Assessment:

- Continuous: use of a rubric to assess learning diary worksheet entry 2 (individual assessment)
 - Continuous: informal peer feedback (individual assessment)
 - Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
-

Procedure:

- **Warm-up (10 min.):** The professor hands out paper slips and presents the following instruction: *Write one word that describes your relationship with English or your feelings after having covered Unit 2.* After collecting the paper slips and putting them in a box/bag, the professor takes out as many as time allows, encouraging a short class discussion about why someone would write a certain feeling, and what the common patterns are.
 - **Activity 1 (50 min.):** In the first 15 minutes, the professor presents an example text fragment and models how to rewrite the narrative, focusing on form and meaning and asking the following questions: *Who is the agent now? How did meaning change? How could this change of narrative make the reader/listener feel?* In the remaining activity time, students are to select one text fragment from the texts covered in Unit 2 and rewrite the narrative, justifying their choices. The professor circulates the classroom and provides prompts when necessary.
 - **Activity 2 (50 min.):** Individually, students work on their second entry of the learning diary. They are given the learning diary worksheet entry 2 and scrap paper to take notes if necessary. The worksheet is handed in at the end of the lesson.
 - **Activity 3 (10 min.):** In pairs, students share their thoughts on the previous activity and Unit 2 as a whole. Finally, the students are provided with the text fragments that will be covered in Unit 3. They are to read/watch/listen to the text/video fragments before the next session.
-

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork. Additionally, the professor evaluates the learning diary worksheet entry 2.

Source: own work, 2026.

Table 5. *Unit 3: Exploring Foreign Interpretations–Narratives on Basque Identity, Memory, and Place.*⁴

Session 7
Objectives: At the end of this session, students will be able to • SO1: Identify relationships between the English and Basque cultures in authentic historical texts, thereby activating prior knowledge and stimulating emotional commitment • SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective • SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA • SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
Duration: 2 hours
Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic Skills: reading, writing, speaking, listening Contents: lexis, grammar, discourse, pragmatics
Groupings: whole class work, group work
Materials and resources:

⁴ For clarity purposes, Table 5 integrates Session 7, Session 8 and Session 9.

- Students' laptops / notebooks
- Mentimeter word cloud prompt (warm-up) (see Figure 5, Annex F)
- Presentation Introduction Unit 3 – Session 7 (see Figure 8, Annex G)
- Texts Unit 3, part 1: *Kinds of Water*, *Beautiful Losers*, text fragments about Alice Gulick
- CDA framework (see Table 10, Annex B) – provided in session 1
- Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
- Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)

Assessment:

- Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
- Continuous: observation and note-taking during the final group discussion (individual assessment)

Procedure:

- **Warm-up (10 min.):** The professor presents the following question on the board, using Mentimeter (*When an author or film director from another country portrays your culture, what is the first word that comes to mind?*). Students use their laptops or phones to answer the question, and the professor asks additional questions (e.g., *Why do we have such different/similar reactions?*), while identifying common patterns in the students' answers.
 - **Activity 1 (15 min.):** On the board, the professor presents two sentences: one from *Kinds of Water* and one from *Beautiful Losers*. The professor briefly identifies the layers and how the texts are written from different perspectives.
 - **Activity 2 (20 min.):** The professor projects a presentation on the board, providing context and background information about the text genres (literature, movies and documentaries, and personalities).
 - **Activity 3 (40 min.):** In groups, students identify and analyse a fragment of their choice from *Kinds of Water* and *Beautiful Losers*, using the CDA framework and
-

colour-coding tool (each text is analysed by three groups). The professor circulates the classroom and provides support where necessary. In the final 10 minutes, each group shares a summary of their analysis, while the others take notes.

- **Activity 4 (25 min.):** In groups, students identify and analyse a fragment of their choice from the text fragments about Alice Gulick, using the CDA framework and colour-coding tool. The professor circulates the classroom and provides support where necessary.
- **Activity 5 (10 min.):** The lesson finishes with a group discussion in which each student shares their thoughts on the first session of Unit 3. Meanwhile, the professor takes notes. Before leaving, the professor reminds the students to bring their tablets or laptops to carry out the text analysis in the next lesson (film fragments).

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork.

Session 8

Objectives:

At the end of this session, students will be able to

- SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective
- SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA
- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: speaking, reading, listening, writing

Contents: lexis, grammar, discourse, pragmatics, phonology

Groupings: whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - Texts Unit 3, part 2: *Land of the Basques, Brokeback Mountain*
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Post-it notes (Activity 3)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
 - Checklist to assess accurate implementation of the CDA framework (see Table 19, Annex D)
-

Assessment:

- Continuous: observation and note-taking during the final group discussion (group assessment)
 - Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
 - Continuous: use of a checklist to assess accurate implementation of the CDA framework (group assessment)
-

Procedure:

- **Warm-up (10 min.):** To start the lesson, the professor provides statements about texts covered in the previous session (e.g., *This author uses metaphors of water. This author produces a fragmented narrative.*). The students must raise one hand, raise two hands, or clap, depending on the author they think is most aligned with the provided statement. After each statement, students justify their answer.
 - **Activity 1 (45 min.):** In groups, students identify and analyse a fragment of their choice from one movie (each movie is analysed by three groups), using the CDA framework and colour-coding tool. The professor circulates the classroom and
-

provides support where necessary. In the final 10 minutes, each group shares a summary of their analysis, while the others take notes.

- **Activity 2 (45 min.):** In groups, students organise their findings to answer the following question: *How are the connections between the Basque and English cultures presented in the covered texts? Pay attention to how the 'gaze' of the author or movie director constructs the Basque identity.*
- **Activity 3 (20 min.):** The professor draws a 2X2 matrix on the board. On the vertical line, there is 'Low power (observing/witnessing)' on one end, and 'High power (controlling)' on the other. On the horizontal line, there is 'Distance' on one end, and 'Proximate' on the other. In groups, students must write the titles of the covered texts on separate Post-it notes and decide which quadrant each Post-it note belongs in. The lesson ends with a 10-minute discussion in which students justify their choices, while the professor takes notes and guides when necessary.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork, and another to assess the accurate implementation of the CDA framework.

Session 9

Objectives:

At the end of this session, students will be able to

- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
- SO6: Articulate one's evolving plurilingual identity in a reflective learning diary, evaluating how the integration of one's local culture has influenced motivation and learner autonomy

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: speaking, reading, listening, writing

Contents: lexis, grammar, discourse, pragmatics

Groupings: individual work, group work, whole class work

Materials and resources:

- Students' laptops / notebooks
 - A bag / box (warm-up)
 - Paper slips (warm-up)
 - Text fragment from Unit 3 to model text de- and reconstruction: *Beautiful Losers* (Activity 1)
 - Learning diary worksheet entry 3 (see Table 14, Annex B)
 - Scrap paper (learning diary)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
 - Rubric: diary worksheet assessment (see Table 21, Annex E)
-

Assessment:

- Continuous: use of a rubric to assess learning diary worksheet entry 3 (individual assessment)
 - Continuous: informal peer feedback (individual assessment)
 - Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
-

Procedure:

- **Warm-up (10 min.):** The professor hands out paper slips and presents the following instruction: *Write one word that describes your relationship with English or your feelings after having covered Unit 3.* After collecting the paper slips and putting them in a box/bag, the professor takes out as many as time allows, encouraging a short class discussion about why someone would write a certain feeling, and what the common patterns are.
 - **Activity 1 (50 min.):** In the first 15 minutes, the professor presents a fragment from *Beautiful Losers* and models how to rewrite the narrative, focusing on form and
-

meaning and asking the following questions: *Who is the agent now? How did meaning change? How could this change of narrative make the reader/spectator feel?* In the remaining activity time, students are to select one text fragment from the texts covered in Unit 3 and rewrite the narrative, justifying their choices. The professor circulates the classroom and provides prompts when necessary.

- **Activity 2 (50 min.):** Individually, students work on their third entry of the learning diary. They are given the learning diary worksheet entry 3 and scrap paper to take notes if necessary. The worksheet is handed in at the end of the lesson.
- **Activity 3 (10 min.):** In pairs, students share their thoughts on the previous activity and Unit 3 as a whole. Finally, the professor reminds the students to review their reflections and the content they have worked on so far to help them write the essay in Unit 4. Furthermore, they are reminded to bring their laptops or tablets to look up additional information during the essay planning if necessary.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork. Additionally, the professor evaluates the learning diary worksheet entry 3.

Source: own work, 2026.

Table 6. *Unit 4: Writing a Critical Essay—Analysing the Connection between English, Minority Status, and Plurilingual Identity.*⁵

Session 10
Objectives: At the end of this session, students will be able to • SO2: Use critical thinking skills to interpret historical texts from a cultural-comparative perspective • SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own

⁵ For clarity purposes, Table 6 integrates Session 10, Session 11 and Session 12.

- SO5: Produce creative and reflective personal discourse that demonstrates IC by mediating between Basque and English cultural references, critically evaluating similarities and differences
-

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: reading, writing, speaking, listening

Contents: lexis, grammar, discourse, pragmatics

Groupings: individual work, whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - Essay outline handout (Activity 1) (see Table 16, Annex B)
 - Scrap paper (Activity 2, Activity 3, Activity 4)
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
-

Assessment:

- Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
-

Procedure:

- **Warm-up (10 min.):** At the start of the lesson, the professor asks students whether they remember the module's final objective. The professor writes the students' answers on the board, providing a clear overview of the unit's expectations.
 - **Activity 1 (20 min.):** The professor activates prior knowledge by asking the students what parts an essay usually consists of and writes those answers on the board (introduction – body – conclusion). Then, the professor asks additional questions to
-

connect the essay to the course content, such as: *What types of questions could we answer in a critical essay? Think about the module's content.* and writes the students' answers on the board. The professor guides and prompts the students to arrive at the necessary questions. After that, the students receive the essay outline handout and review it classically. Students must come up with their own examples to complete column 4, and the professor provides support when necessary.

- **Activity 2 (20 min.):** Individually, the students take 2 minutes to select a text from all those covered in the module. Then, they use the remaining activity time to identify an element/problem/challenge that has not been covered in the lessons. Students can use their laptops or tablets to look up additional information.
- **Activity 3 (15 min.):** The professor writes the following prompt on the board: *By analysing [new element/challenge/problem] in [text choice], I argue that [identity connection/claim].* In pairs, students verbally fill in the blanks with their text selection and new element. While student A shares their text choice and new element, student B asks additional questions (*Is the new element specific? Is the identity connection clear?*), and then they swap roles.
- **Activity 4 (55 min.):** Students now start writing the first part of their essay (1. Introduction A, 2. Body B-C). They can use their computers or paper to write their essay and are provided scrap paper to take notes if necessary. The activity finishes with a quick feedback round on challenges encountered during this first writing block.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork.

Session 11

Objectives:

At the end of this session, students will be able to

- SO3: Analyse texts from historical periods linguistically and pragmatically, with emphasis on form, use, and (intercultural) meaning, by implementing CDA
-

- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
 - SO5: Produce creative and reflective personal discourse that demonstrates IC by mediating between Basque and English cultural references, critically evaluating similarities and differences
 - SO6: Articulate one's evolving plurilingual identity in a reflective learning diary, evaluating how the integration of one's local culture has influenced motivation and learner autonomy
-

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: reading, writing, speaking, listening

Contents: lexis, grammar, discourse, pragmatics

Groupings: individual work, whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - Scrap paper
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Peer feedback checklist (Activity 2) (see Table 20, Annex D)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
-

Assessment:

- Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
 - Final: peer feedback checklist (individual assessment)
-

Procedure:

- **Warm-up (10 min.):** The professor writes three prompts on the board (1. *The way in which [text choice] constructs [new element] mirrors my own experience of ...*, 2. *Analysing the power dynamics in [text choice] makes me realise that my plurilingual identity is ...*, 3. *Unlike [text choice], which silences [new element], my identity as a Basque person allows me to ...*) and students must choose one. Then they fill in the gaps by writing in their notebooks or on their computers. The warm-up ends with four students sharing their answers.
- **Activity 1 (90 min.):** Students now start writing the second part of their essay (2. Body D-E, 3. Conclusion F). They can use their computers or paper to write their essay and are provided with scrap paper to take notes if necessary.
- **Activity 2 (20 min.):** In pairs, students swap their drafts and use the peer feedback checklist to revise each other's draft. They must underline three elements in the essay with three different colours (1. Logic flow, 2. Identity link, 3. CDA evidence) and write one priority feedback comment for each of the three categories (on scrap paper). The professor circulates to provide support when necessary. After 10 minutes, student A provides feedback to student B, and vice versa. Meanwhile, the professor circulates and takes notes of the students' feedback.

After the lesson, the professor completes a checklist to assess students' participation, collaboration, and teamwork.

Session 12

Objectives:

At the end of this session, students will be able to

- SO4: Collaborate with peers to reflect, discuss, and analyse historical texts, as well as creations of their own
 - SO5: Produce creative and reflective personal discourse that demonstrates IC by mediating between Basque and English cultural references, critically evaluating similarities and differences
-

- SO6: Articulate one's evolving plurilingual identity in a reflective learning diary, evaluating how the integration of one's local culture has influenced motivation and learner autonomy
-

Duration: 2 hours

Competences: plurilingual and pluricultural, pragmatic, sociolinguistic, linguistic

Skills: reading, writing, speaking, listening

Contents: lexis, grammar, discourse, pragmatics

Groupings: individual work, whole class work, group work

Materials and resources:

- Students' laptops / notebooks
 - Green and blue Post-it notes (warm-up)
 - CDA framework (see Table 10, Annex B) – provided in session 1
 - Colour-coding scaffolding tool (see Table 11, Annex B) – provided in session 1
 - Learning diary worksheet entry 4 (see Table 15, Annex B)
 - Scrap paper (learning diary)
 - Yellow and orange Post-it notes (Activity 4)
 - Checklist to assess participation, collaboration, and teamwork (see Table 18, Annex D)
 - Rubrics: essay assessment, diary worksheet assessment (see Tables 21 and 22, Annex E)
-

Assessment:

- Continuous: use of a checklist to assess participation, collaboration, and teamwork (individual assessment)
 - Continuous: use of a rubric to assess learning diary worksheet entry 4 (individual assessment)
 - Final: informal peer feedback (individual assessment)
 - Final: use of a rubric to assess the essay (individual assessment)
-

Procedure:

- **Warm-up (15 min.):** At the start of the lesson, students revise the feedback they received in the previous session. They then take two green and one blue Post-it notes. On a green Post-it note, each student writes down one thing their peer thought was strong in their draft, and on the other green Post-it note, they write one thing they wrote in the previous session and felt proud of. They use the blue Post-it note to write one element in their essay that they will fix today. The students paste their Post-it notes on their desks, and the warm-up finishes with a quick walk through the classroom during which every student observes their peers' Post-it notes.
- **Activity 1 (25 min.):** Students revise and edit their essay. Specifically, they use the essay-outline handout and the blue Post-it note from the warm-up to check their work. The professor circulates the classroom and provides support when necessary.
- **Activity 2 (15 min.):** Students swap their essay with a partner, who revises it, focusing on format. After 5 minutes, they do a quick feedback round and make minor adaptations if necessary. Finally, students submit their essay.
- **Activity 3 (45 min.):** Individually, students work on their fourth entry of the learning diary. They are given the learning diary worksheet entry 4 and a scrap paper to take notes if necessary. The worksheet is handed in at the end of the lesson.
- **Activity 4 (20 min.):** The professor hangs up the two gallery prompts on different walls of the classroom and hands each student one orange and two yellow Post-it notes. On the orange Post-it note, they write the answer to the question: *What is one thing you will remember from this module?*. On the yellow Post-it notes, they write the answer to the questions 1) *What was the most useful activity?*, and 2) *What would you change for future students taking up this module?*. Then, they paste their Post-its under their respective prompts on the walls and walk through the Post-it gallery to observe what their peers wrote. The professor then asks for the common themes in each category (1. *Discoveries*, 2A. *Feedback: useful*, 2B. *Feedback: something I would change*), enabling a final class discussion. The professor wraps up the session by telling the students they will receive feedback on their essay and

assessment in two weeks and by sharing a reassuring statement about their work, dedication and participation.

After the lesson, the professor takes a picture of the Post-it gallery to assess the module and make necessary adaptations for future implementation. Furthermore, the professor completes a checklist to assess students' participation, collaboration, and teamwork, and revises and assesses the learning diary worksheet entry 4 and the final essay.

Source: own work, 2026.

3.6. Assessment

3.6.1. Learning Assessment

Table 7 below provides an overview of the learning assessment components. The critical essay counts for 30% of the final mark, while the reflective learning diary, participation, and the accurate implementation of the CDA framework each contribute 20%. Finally, collaboration and teamwork count for the remaining 10%.

Table 7. *Overview of Learning Assessment.*

COMPONENT	TYPE	TOOL	WEIGHT
Essay	Summative	Rubric	30%
Reflective learning diary	Formative	Rubrics	20%
Participation	Formative	Checklists	20%
Accurate implementation of CDA framework	Summative	Checklists	20%
Collaboration and teamwork	Formative	Checklists	10%
Total			100%

Source: own work, 2026.

3.6.1.1. Initial Assessment

In Session 1, an informal needs analysis is proposed to determine students' present knowledge of the topic and the target knowledge to be achieved at the end of the module. More specifically, a combination of a present situation needs analysis and a target situation analysis would be conducted through guided group discussions (see questions and prompts Warm-up and Activity 4, Session 1). The present situation needs analysis would allow the professor to adapt the upcoming sessions if necessary, meaning the informal needs analysis also assesses the intervention proposal itself.

3.6.1.2. Continuous Assessment

At the end of each session, the professor completes a checklist to assess student participation, collaboration, and teamwork (see Table 18, Annex D), which aims to assess SO4 of the intervention proposal. The checklist is meant to be completed efficiently, as the professor needs to assess each student individually. Therefore, the criteria assessed in the checklist are clearly defined: 1) Participation and contribution, 2) Active listening, 3) Task focus, 4) Shared responsibility, and 5) Constructive feedback. The professor indicates whether that criterion is achieved ('OK' / 'NOT OK') and can add information to elaborate further. Once the module is completed, the professor analyses these checklists to make adjustments for future implementation. If less than 70% of the students' participation, collaboration, and teamwork checklists do not show overall positive outcomes (i.e., no progress from Sessions 1 to 12), the proposal must be adapted accordingly. Therefore, these checklists assess both the learning process and the intervention proposal itself.

In Sessions 2, 5, and 8, the professor assesses groups' accurate implementation of the CDA framework using a checklist (see Table 19, Annex D) to assess SO1, SO2, and SO3 of the intervention proposal. Given that the professor needs to assess the groups quickly and efficiently, the criteria are clearly defined and strictly related to the CDA dimensions and cultural connections: 1) Meaning: A. Topics, B. Coherence and synonymy, C. Contrast, D. Disclaimers, E. Actors, F. Evidentiality, hedging and vagueness, 2) Form: A. Formal structure, B. Sentence syntax, C. Discourse forms, D. Argumentation, E. Rhetoric, 3) Action & interaction, 4) Cultural-linguistic connections, 5) Cross-cultural connections, 6) Tool application. The professor indicates whether the criterion is achieved, partially achieved, or not, and can add notes to elaborate further.

In sessions 3, 6, and 9, students receive informal peer feedback through pair discussions. Additionally, in Sessions 2, 4, 5, 7, 8, and 12, the professor observes and takes notes during pair and group discussions. These notes are meant to informally assess the students and the intervention proposal itself. Once the module is finished, the professor thus uses these notes to make adaptations for future implementation.

In Sessions 3, 6, 9, and 12, the professor assesses students' reflective learning diary worksheet entries using a rubric (see Table 21, Annex E) that assesses SO2, SO3, SO5 and SO6 of the intervention proposal. Given that each student is assessed individually, the rubric contains clear criteria for efficient yet honest assessment: 1) Linguistic evidence and CDA application, 2) Critical thinking and intercultural awareness, 3) Plurilingual identity and stance, and 4) Academic register and cohesion. Per criterion, students attain one of the following levels: 1) Excellent (8-10/10), 2) Satisfactory (5.5-7.5/10), or 3) Needs improvement (0-5/10). Students are assessed after each entry, meaning they receive four rubrics in total. Once the module is completed, the professor uses these rubrics to make adaptations for future implementation. If less than 70% of students' reflective learning diary entry assessment rubrics do not indicate overall positive outcomes (i.e., no progress from Sessions 3 to 12), the proposal must be adapted accordingly. Therefore, the rubrics assess both the learning process and the intervention proposal itself.

In Session 11, students give each other feedback on their critical essay draft through a peer feedback checklist (see Table 20, Annex D) assessing SO4, SO5, and SO6 of the intervention proposal. In pairs, students swap their essays and complete the checklist with the following criteria: 1) Logic flow, 2) Identity link, and 3) CDA evidence. In their peer's essay, they should underline one example per category, as well as write one priority feedback comment per category and one positive aspect of the draft in the spaces provided on the checklist forms.

3.6.1.3. Final Assessment

In the last session of the module, Session 12, students receive informal peer feedback. After that session, the professor assesses students' critical essay using a rubric (see Table 22, Annex E) to assess SO1, SO2, SO3, SO5 and SO6 of the intervention proposal. Given that each student is assessed individually, the rubric contains clear criteria for efficient yet honest assessment: 1) Introduction, roadmap, and conclusion, 2) Rationale and personal connection, 3) CDA analysis and application, 4) Identity synthesis and intercultural mediation, and 5) Academic

register and cohesion. Per criterion, students attain one of the following levels: 1) Excellent (8-10/10), 2) Satisfactory (5.5-7.5/10), or 3) Needs improvement (0-5/10). This rubric is meant to assess the learning process and the intervention proposal itself; if fewer than 70% of students' essays do not show overall positive outcomes (between 'Satisfactory' and 'Excellent'), the proposal must be reviewed and adapted accordingly.

3.6.2. Assessment of the Proposal

3.6.2.1. In-class Assessment

As outlined in Subsection 3.6.1, many tools used to assess the learning process also assess the intervention proposal. Firstly, the informal needs analysis conducted in Session 1 should allow the professor to adapt the following 11 sessions of the proposal. Furthermore, the checklists assessing participation, collaboration, and teamwork should provide an overview of overall progress from Session 1 to Session 12. As previously stated, the proposal should be adapted for future implementation if less than 70% of the students' participation, collaboration, and teamwork checklists do not show progress from Session 1 to Session 12. Moreover, the observations and note-taking during group discussions in Sessions 2, 4, 5, 7, 8, and 12 should be analysed, and provide an overview of students' progress and student feedback given on the proposal itself. Evidently, if the overall feedback is negative or neutral, adaptations should be made accordingly.

Other tools used to assess this intervention proposal are rubrics. They offer numerical assessment, which, in turn, facilitates an objective assessment of the intervention proposal. As detailed in Subsection 6.3.1, the proposal must be adapted if fewer than 70% of students' reflective learning diary entry assessment rubrics do not show progress from Session 3 to Session 12. Additionally, the quality of the final critical essays provides a clear assessment of the intervention proposal. The proposal must be reviewed and revised if fewer than 70% of the students' essays do not show overall positive outcomes (between 'Satisfactory' and 'Excellent').

3.6.2.2. SWOT Analysis

As the intervention proposal has not been practically implemented, a SWOT analysis is proposed to verify its potential, as detailed in Table 8 below.

Table 8. *SWOT Analysis of the Intervention Proposal.*

STRENGTHS	OPPORTUNITIES
• Pedagogical innovation of integrating Critical Discourse Analysis within a Task-Based Learning framework to foster Intercultural Competence • Use of authentic materials • Learner-centred methodological approach • Gradual decrease of scaffolding to foster learner autonomy • Provision of didactic materials with clear instructions and scaffolding tools, (e.g., colour-coding tool)	• Applicability to other minority-language contexts • Establishment of a foundational model for enculturation approaches in EFL teaching • Potential for the CDA-TBL framework to be adopted as a model for other EFL modules in diverse minority-language contexts
WEAKNESSES	THREATS
• Overambitious timing: potential insufficiency of time for students to master and apply new CDA terminology • High textual complexity for the students' English proficiency level (B2) • High lesson density (e.g., Session 12) • High administrative load for the instructor (high frequency of continuous assessment) • High cognitive load/expectations (students and instructor)	• Potential student resistance to engage in political discourse due to cultural or linguistic insecurity • Significant heterogeneity in student levels • Political decisions/institutional devaluing of local (minority) cultures within a broader educational context

Source: own work, 2026.

As illustrated in Table 8, the main strength of this intervention proposal lies in the pedagogical innovation of integrating CDA within the TBL framework to foster IC. This aligns with the opportunities, specifically because the framework could potentially serve as a model for other EFL modules in minority-language contexts, therefore providing a base for an enculturation approach in EFL teaching. Additional strengths are the use of authentic materials and the strategic, gradual decrease of scaffolding to foster learner autonomy, which reinforce the learner-centred nature of the proposal.

Complementing these strengths, potential weaknesses may arise. For instance, the proposal might be overly ambitious in its timing, as students may require more time to grasp and apply the new CDA terminology. Combined with the high textual complexity and lesson density, these weaknesses may increase the threat of potential student resistance to engaging in political discourse, as well as the significant heterogeneity in student proficiency levels. However, as noted in the strengths, providing materials with clear instructions and scaffolding tools could potentially mitigate some of the weaknesses. Therefore, the SWOT analysis presented in Table 8 indicates that, provided the identified weaknesses—such as timing, textual complexity, and high cognitive and administrative load—are managed, the intervention proposal has the potential to offer pedagogical innovation in EFL teaching within minority-language contexts.

4. Discussion

This section discusses the theoretical implications and pedagogical insights of the designed intervention proposal outlined in Section 3. Given that the proposal has not been implemented, the results presented here are mainly grounded in critical reflections that arose during the design process. Notably, considering the Literature review in Section 2 and the Intervention proposal in Section 3, it is suggested that, particularly in minority contexts, teaching English through acculturation may undermine a positive and successful learning process. Consequently, the design process indicates that implementing Critical Discourse Analysis (CDA) to facilitate an enculturation-based approach is a viable and theoretically sound alternative for the EFL classroom in minority contexts.

A primary theoretical insight emerging from the design process has been the realisation of the potential of transforming Critical Discourse Analysis (CDA) into a practical pedagogical tool to foster intercultural competence (IC) in the EFL classroom in the Basque minority context. Instead of adopting a rather superficial approach to promote IC, CDA fosters critical intercultural awareness by explicitly highlighting hidden ideologies in texts. Especially in minority contexts, this critical approach is necessary, as it provides a platform for understanding the power dynamics in a language. Additionally, this implies that, for Basque students, understanding those hidden layers in a language is as crucial as mastering grammar and vocabulary.

Regarding the effectiveness of implementing CDA to foster IC, the design demonstrates that the framework allows the invisible to become visible, implying that hidden cultural references and ideological foundations within texts can be systematically uncovered. Consequently, students are encouraged to transition from passive to active and autonomous learners. This aligns with Hazaea's (2025) findings on the effectiveness of CDA in fostering IC in the EFL classroom, as the tasks designed in this proposal actively promote critical thinking, learner autonomy, and research skills. As a result, this work shows that CDA ensures the explicit integration and valuation of a language's cultural aspects, a dimension often absent in standard Communicative Language Teaching (CLT) approaches. By deconstructing specific textual features, students are required to identify underlying power dynamics; in this intervention proposal, focus is therefore placed on intercultural references. Additionally,

through the comparative analysis of different text genres written from various perspectives, learners are empowered to critically reflect on and construct their identity as minority plurilingual language users, thereby validating both local and foreign cultures.

Another key insight that emerged from the design process is the implication of integrating CDA and Task-Based Learning (TBL). The proposal demonstrates that, while TBL provides the structural framework for organising the sessions, its practical implementation required a structured definition of the CDA analysis process. More importantly, by dividing the CDA framework into different scaffolded steps aligned with the TBL phases, the design ensured that CDA was accessible rather than overwhelming. This strategic integration of both CDA and TBL offers an alternative to traditional activities and increases student participation. As outlined in Section 2, the findings of Amari (2015) and Sholeh et al. (2020) demonstrate that TBL requires the use of meaningful and authentic materials, thereby offering students the opportunity to explore the language system. Consequently, the design process highlighted that this emphasis on authentic materials creates an ideal environment for CDA, as the focus on such materials makes the abstract concepts of power and ideology, as well as intercultural references, tangible for learners.

As outlined in Sections 1 and 2 of this Master's Dissertation, Arslan et al. (2024) emphasise the need to integrate local cultures in FL learning in order to promote inclusive education. However, as noted previously, fostering IC effectively in EFL teaching in minority-language contexts seems challenging. Given the preference for traditional acculturation approaches and the potential tension between English as a lingua franca and the local minority language, teaching English in the Basque Country's specific socio-cultural context might be difficult. Consequently, the proposed design highlights the necessity in minority contexts of moving beyond acculturation. By validating students' local Basque culture through comparative analysis with English-speaking cultures, this intervention proposal offers an alternative enculturation-based approach. As a consequence, the design process gives grounds for reassessing the potential of English to serve not merely as a global lingua franca, but as a tool for raising awareness, asking critical questions and constructing one's identity.

Finally, the design of the intervention proposal has managed to underscore the critical need for additional specialised teacher training, aligning with Eide et al. (2022), who emphasise that teachers must be interculturally communicatively competent. The successful implementation

of the proposed design relies heavily on the instructor's dual knowledge of both TBL and CDA, particularly within the delicate context of the Basque Country. Instructors must not only be fully competent in applying CDA to authentic texts—more specifically in identifying and comparing the cultural references that are not necessarily explicit—but also capable of managing sensitive topics such as culture and politics, as CDA requires a critical interpretation of underlying ideologies. Furthermore, given the significant administrative load associated with the high frequency of continuous assessment, instructors need institutional support and must be motivated to implement the module. Concurrently, the proposal highlights the need for student disposition; learners must be ready and willing to become active, collaborative learners, prepared to share opinions, and engage with sensitive sociopolitical topics. Lastly, this suggests that, while the pedagogical framework is solid, its practical implementation relies heavily on trained and motivated educators, supportive institutions, and engaged learners.

5. Conclusions

As noted in Subsection 1.3 of this project, the general objective of the Master's Dissertation has been to design an intervention proposal for first-year Basque university students to foster intercultural awareness through the use of authentic historical texts and following a Critical Discourse Analysis (CDA) approach. This objective has been successfully achieved through the development of the intervention proposal, thereby offering a viable enculturation-based alternative to EFL teaching. Consequently, the design ensures that both local Basque identity and the global English context are valued through the application of CDA to authentic texts.

Regarding the specific objectives stated in Subsection 1.3, the dissertation successfully addressed the need for authentic materials by conducting research and selecting pertinent historical text materials from various print and digital sources. In doing so, the Master's Dissertation achieved SO3 (to carry out a pertinent selection of historical texts suitable for intercultural analyses) and SO1 (exploring cultural connections between the Basque culture and English-speaking cultures). Furthermore, this thorough selection process, in combination with an examination of CDA as a valuable resource in the EFL classroom (SO2), provided a solid foundation for proposing an enculturation-based alternative to integrate local minority cultures in the EFL classroom.

In terms of pedagogical design, the project integrated both existing theoretical frameworks, carefully organising their elements into a format that lends itself to tangible, future practical implementation. Specifically, the Master's Dissertation successfully adapted theoretical CDA and Task-Based Learning (TBL) frameworks to facilitate their integration in the EFL classroom (SO4). By structuring the content accordingly, the proposal established a coherent sequence of sessions (SO5). This structured TBL framework ensures that CDA serves as a valuable tool for fostering critical thinking skills (SO2) and learner autonomy, achieved through a strategic gradual decrease of scaffolding throughout the module.

In conclusion, this dissertation contributes to the pedagogical field by providing a viable model for practical implementation that integrates CDA and TBL. Moreover, the project successfully addresses the challenge of integrating local cultures to foster intercultural awareness in the EFL classroom, offering an alternative approach that values the local minority culture within a lingua franca context through the application of CDA and TBL. Finally, this enculturation-based

approach has the potential to empower learners who identify themselves as minority language users to perceive English not as a cultural threat but rather as a strategic tool for constructing their plurilingual identities.

6. Limitations and further research

This section considers the main constraints that have conditioned the elaboration of this work and suggests alternatives for future adaptations. The main limitation found during the design process was the scarcity of textual materials and practical CDA frameworks. Given that not many connections between the Basque and English-speaking cultures are explicitly studied, the text selection process was highly time-consuming. Furthermore, there are significant gaps in the current resources, as finding suitable texts for CDA application while still considering the target group's proficiency level (B2) was almost impossible. Moreover, the existing CDA frameworks are mainly theoretical, which makes it challenging to adapt them to viable practical implementation tools at the university level in minority contexts, given that in this project no references were found.

The lack of implementation and the time required for designing the proposal constitute a second significant limitation. As the intervention proposal has not been practically implemented, it was impossible to provide empirical evidence of its validity. Likewise, there was not enough time to thoroughly analyse the results, due to the scope of the research project.

Another important limitation concerns the topic's complexity and the practical realities of the potential module implementation. CDA terminology is extensive and complex, which added a layer of complexity in designing learning materials suitable for the target group. Apart from the terminology complexity, the reality is that, even though the proposal is theoretically sound, it might not be entirely feasible to implement a 6-week module with biweekly 2-hour sessions, given the already excessive teacher workload. To conclude, these limitations indicate that necessary adaptations, such as reviewing session timings and additional teacher training, must be made for the module to be implemented in real-life contexts.

In what concerns future research lines, the main priority must be a realistic adaptation of the module's practical organisation to carry out a pilot test. That way, empirical data can be collected and necessary changes made to fully adopt the module into the university subject. Once it is validated and adapted, the module can be tested in other minority contexts to test its transferability. Additionally, in the long term, research could examine whether this enculturation approach for fostering intercultural competence in the EFL classroom in

minority-language contexts leads to broader shifts in individuals' perceived plurilingual identity beyond the classroom.

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Annexes

Annex A. Original TBL framework (Grau Sempere, A., n.d.)

Table 9. *Structural Framework for TBL.*

STRUCTURAL FRAMEWORK FOR TBL			
Phase	Procedure	Action	Example
Pre-Task	Raise consciousness	Modeling	Using authentic material, demonstrations.
	Introduction to subject and task	Establish target language	Using pictures, posters, audio tapes, interactive glossary.
Task	Task	Teacher assisting with L2	Accuracy, pronunciation, and language use.
	Planning	Students working with L2	Information gap activities, Planning, researching, reporting, presenting.
		Pair/group work	
	Report	Students problem-solving	Reading report and listening for differences or problems.
Post-Task	Analyzing	Building personal dictionaries/glossaries	Selecting, identifying and classifying common words or phrases.
	Practice	Presenting procedures/tasks in groups	Practicing and using language in task.

Source: Grau Sempere, A., n.d.

Annex B. Student handouts

Table 10. *Adapted CDA Framework for Classroom Implementation.*

CDA Framework			
DIMENSION	CATEGORY (sub-dimension)	WHAT TO LOOK FOR	IDEOLOGICAL QUESTIONS TO BE ASKED
MEANING	1. Topics	<i>What is the main topic/theme? What is emphasised? What is left out/implicit?</i>	- MEMBERSHIP: <i>Who are we? What belongs to us? Who can be admitted?</i>
	A1. Level of description and degree of detail	<i>Is the description detailed or vague? Who/What is described in detail?</i>	- ACTIVITIES: <i>What are we doing, planning? What is expected of us?</i>
	1B. Implications and presuppositions	<i>What is assumed to be true? Is it explicitly stated? What is implied?</i>	- AIMS: <i>Why are we doing this? What do we want to achieve?</i>
	2. Local coherence	<i>Do the connections between the facts/information stated in the text make sense?</i>	- NORMS: <i>What is good or bad, allowed or not in what we do?</i>
	3. Synonymy and paraphrase	<i>What different words are used to refer to the same concepts?</i>	- RELATIONS: <i>Who are our friends or enemies? Where do we stand in society?</i>
	4. Contrast	<i>Is there an explicit polarisation of 'us' vs 'them'?</i>	- RESOURCES: <i>What do we have that others don't? What don't we</i>

5. Examples and illustrations	<i>What specific examples are used to justify the argument/discourse? Are they representative?</i>
6. Disclaimers	<i>Are there phrases denying the following arguments, such as "I am not racist, but..."?</i>
7. Propositional structures	<i>Is the thought expressed in the sentence positive or negative?</i>
7A. Actors	<i>How are the agents represented? (collective vs individual, general vs specific, 'ingroup' vs 'outgroup')</i>
7B. Modality	<i>Are there phrases affecting modality used to justify the arguments, such as "It is necessary that ...", "It is possible that ...", "It is known that ..."?</i>
7C. Evidentiality	<i>What is the source of information? Are they stating facts or opinions?</i>
7D. Hedging and vagueness	<i>Is certain information/language left out to avoid responsibility?</i>

		<i>Does the speaker (seem to) know the answer?</i>
	8. Topoi	<i>Are there standardised, ready-made argumentations?</i>
FORM	1. Formal structures	<i>Are there (e.g., derogatory) implications in the use of certain formal linguistic elements, such as pronouns, or a change in the conventional structure of the specific text type? Where does the emphasis lie?</i>
	2. Sentence syntax	<i>What does the sentence form look like? (word order, active vs passive, nominalisation)</i> <i>Does this form emphasise or de-emphasise what is being expressed?</i>
	3. Discourse forms	<i>What kind of sentences appear upfront? Do they contain positive or negative meanings about 'us' or 'them'?</i>
	4. Argumentation	<i>What is the meaning/content of the argument itself?</i>

	5. Rhetoric	<i>What style figures (hyperboles, euphemisms, metaphors, allusions, ...) are used to emphasise 'our' positive and 'their' negative aspects?</i>
ACTION & INTERACTION	(general category)	<i>Looking at discursive acts, such as speaking, debating, quarrelling, etc.: What does the speaker say, and how do they say it?</i>

Source: own work following van Dijk, 2012.

Table 11. *Colour-Coding Tool.*

Colour codes

Colour	CDA dimension
	Meaning
	Form
	Action and interaction

Always use the colour-coding tool with the CDA framework, as the latter contains detailed information necessary to apply colour codes.

Source: own work, 2026.

Table 12. *Reflective Learning Diary Entry 1.*

Learning Diary Worksheet – Entry 1

Unit 1: Contrasting English Discourse and Local Identities–Literary Allusions, Personal Communications, and Industrial History.

Student name:

Date:

Instructions:

This learning diary is a space for you to reflect on what we have seen so far. The goal is not to write correct or incorrect answers, but rather to connect the CDA analysis you carried out in class to your identity as a Basque speaker learning about the English language. Please note that you must write full sentences, and that, even though this is a diary, you must consider the academic context. If necessary, you can write some parts (not all) in Basque or Spanish, provided a brief justification for the language switch.

PART 1: Discourse and reader response

Select one text from Unit 1 and identify a specific linguistic feature (e.g., passive vs active voice, use of specific pronouns, lexical choices, synonymy, nominalisation etc.) that positioned the Basque representation in a certain way.

Text choice:

Analysis:

Identify the feature and explain what type of relationship it established between the writer and the Basque subject. Did it create distance? Did it portray the subject as passive or voiceless?

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PART 2: Cultural comparisons

In Unit 1, we found that the same events or concepts are sometimes portrayed differently in English and Basque contexts.

Linguistic comparison and impact on meaning:

Choose one concept discussed in class (e.g., resistance, history, identity, etc.). How is this concept presented differently in the English texts compared to local texts in Basque, especially when looking at the linguistic layer (e.g., is one more direct than the other? Does one use more hedging? Is the vocabulary choice neutral or rather emotional?)? What kind of consequences do these different representations bring about (e.g., are certain power dynamics normalised and/or devalued?)?

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PART 3: Plurilingual Identity and Intercultural awareness

Reflect on your own linguistic repertoire as a plurilingual speaker, meaning you are navigating different discursive worlds, which sometimes entail strategic shifts in stance.

1. Linguistic repertoire and stance:

When discussing topics of local identity and history, do you notice any changes in your linguistic stance when using Basque or English? Do you use different vocabulary? Do you structure your sentences differently? Are you more direct when using one language or the other? Give an example.

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2. Intercultural awareness and critical shift:

Has the CDA analysis in Unit 1 made you more aware of the hidden cultural layers and meanings in the (English) texts you read or listen to? Give one example of something you might have normalised before but now view critically.

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PART 4: Focus for Unit 2

Based on what you know after having covered Unit 1, which aspect would you like to explore further in the upcoming unit? Have you got any further questions about Unit 1?

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Table 13. *Reflective Learning Diary Entry 2.*

Learning Diary Worksheet – Entry 2

Unit 2: Deconstructing Solidarity–A Comparative Analysis of Insider Resistance and Outsider Advocacy.

Student name:

Date:

Instructions:

This learning diary is a space for you to reflect on what we have seen so far. The goal is not to write correct or incorrect answers, but rather to connect the CDA analysis you carried out in class to your identity as a Basque speaker learning about the English language. Please note that you must write full sentences, and that, even though this is a diary, you must consider the academic context. If necessary, you can write some parts (not all) in Basque or Spanish, provided a brief justification for the language switch.

PART 1: Discourse and reader response

Select one text from Unit 2 and identify a specific linguistic or poetic feature (e.g., passive vs active voice, use of specific pronouns, lexical choices, synonymy, nominalisation etc.) that constructed or portrayed a specific narrative of resistance or identity.

Text choice:

Analysis:

Identify the feature and explain how it might have positioned the listener or reader. Did it create distance or rather a sense of solidarity? Was resistance portrayed as an internal fight or an external action? How did this linguistic feature influence your engagement with the text or its subjects?

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PART 2: Cultural comparisons

In Unit 2, we analysed the different portrayals of resistance, identity and solidarity in English and Basque contexts.

Linguistic comparison and impact on meaning:

Choose one concept discussed in class (e.g., resistance, solidarity, history, memory, identity, etc.). How is this concept portrayed differently in the English texts compared to the Basque texts, especially when looking at the linguistic layer (e.g., is one more direct than the other? Is the vocabulary choice neutral or rather emotional? What about the tone)? What kind of

consequences do these different representations bring about (e.g., do the Basque texts normalise experiences whereas the English texts exoticise them)?

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PART 3: Plurilingual Identity and Intercultural awareness

Reflect on your own linguistic repertoire as a plurilingual speaker, meaning you are navigating different discursive worlds, which sometimes entail strategic shifts in stance.

1. Linguistic repertoire and stance:

When expressing ideas of resistance or political identity, do you notice any changes in your linguistic stance when using Basque or English? Do you use different vocabulary? Do you structure your sentences differently? Are you more direct when using one language or the other? Give an example.

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2. Intercultural awareness and critical shift:

Has the CDA analysis in Unit 2 changed how you listen to politically layered music? Give one example of something you might not have noticed before but now view critically.

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PART 4: Focus for Unit 3

Based on what you know after having covered Unit 2, which aspect would you like to explore further in the upcoming unit? Have you got any further questions about Unit 2?

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Table 14. *Reflective Learning Diary Entry 3.*

Learning Diary Worksheet – Entry 3

Unit 3: Exploring Foreign Interpretations–Narratives on Basque Identity, Memory, and Place.

Student name:

Date:

Instructions:

This learning diary is a space for you to reflect on what we have seen so far. The goal is not to write correct or incorrect answers, but rather to connect the CDA analysis you carried out in class to your identity as a Basque speaker learning about the English language. Please note that you must write full sentences, and that, even though this is a diary, you must consider the academic context. If necessary, you can write some parts (not all) in Basque or Spanish, provided a brief justification for the language switch.

PART 1: Discourse and reader response

Select one text from Unit 3 and identify a specific linguistic feature (e.g., passive vs active voice, use of specific pronouns, lexical choices, synonymy, nominalisation etc.) that constructed or portrayed a specific image of Basque identity.

Text choice:

Analysis:

Identify the feature and explain how it might have positioned the viewer or reader. Did it create distance or proximity? Was the Basque subject portrayed as an object of observation or rather as an active agent? How did this linguistic feature influence your engagement with the text or its subjects?

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PART 2: Cultural comparisons

In Unit 3, we analysed how foreign authors and directors interpret Basque culture.

Linguistic comparison and impact on meaning:

Choose one concept discussed in class (e.g., solidarity, history, memory, identity, community, etc.). How is this concept portrayed by foreign authors or directors compared to how it is typically represented by the local Basque authors or directors? Specifically, look at the linguistic layer (e.g., is one more direct than the other? Is the vocabulary choice neutral or rather emotional? What about the tone?). What kind of consequences do these different representations bring about (e.g., do the foreign texts reduce the Basque identity to a stereotype whereas the local narrative emphasises complexity)?

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PART 3: Plurilingual Identity and Intercultural awareness

Reflect on your own linguistic repertoire as a plurilingual speaker, meaning you are navigating different discursive worlds, which sometimes entail strategic shifts in stance.

1. Linguistic repertoire and stance:

When reacting to or analysing a foreign description of Basque culture and identity, do you notice any changes in your linguistic stance when using Basque or English? Do you use different vocabulary? Do you structure your sentences differently? Are you more direct when using one language or the other? What tone do you adopt? Give an example.

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2. Intercultural awareness and critical shift:

Has the CDA analysis in Unit 3 changed how you consume international media about your culture or other minority cultures? Give one example of something you might not have noticed before but now view critically.

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PART 4: Focus for Unit 4

Based on what you know after having covered Unit 3 and knowing what we will do in Unit 4, which aspect would you like to explore further or work on in the upcoming unit? Have you got any further questions about Unit 3?

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Table 15. *Reflective Learning Diary Entry 4.*

Learning Diary Worksheet – Entry 4

Promoting Intercultural Competence through Critical Discourse Analysis: An Intervention Proposal for 1st-Year Basque University Students

Student name:

Date:

Instructions:

This learning diary is a space for you to reflect on what we have seen throughout this module. The goal is not to write correct or incorrect answers, but rather to connect the CDA analysis you carried out in class to your identity as a Basque speaker learning about the English language. Please note that you must write full sentences, and that, even though this is a diary, you must consider the academic context. If necessary, you can write some parts (not all) in Basque or Spanish, provided a brief justification for the language switch.

PART 1: Discourse and Agency

In Unit 4, we went from analysing texts to writing our own critical essay. Write about a specific linguistic or argumentative choice you made in your text (e.g., how you contextualised its content, choice of evidence, choice of pronouns, how you integrated the Basque and English cultural concepts, etc.).

Linguistic or argumentative choice:

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Analysis:

Identify your choice and explain how it allowed you to take ownership of your writing. Did you consciously avoid passive voice to emphasise Basque agency? Did you use specific terms to resist generalisation? How did applying the CDA framework on your own text change the way you constructed or developed your arguments?

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PART 2: Synthesis of cultural comparisons

Throughout the module, we compared and analysed connections between English and Basque discourses across various text types.

Linguistic comparisons and impact on meaning:

Looking back at the module as a whole, what is the most significant linguistic difference you have identified between English and Basque discourses regarding identity, resistance, solidarity, history, etc. Is there a difference in directness, use of grammar, vocabulary, stylistic figures? Has recognising this difference influenced how you mediate between both cultures (in your writing or speech)?

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PART 3: Plurilingual Identity and Intercultural awareness

Reflect on your own linguistic repertoire as a plurilingual speaker throughout this module.

1. Linguistic repertoire and stance:

How has your linguistic stance towards English (and Basque) changed from Unit 1 to Unit 4? Do you now see English as a tool for resistance rather than just a foreign language? Do you feel more confident using Basque ideas or concepts within English discourse? Give an example if you do.

2. Intercultural awareness and critical shift:

Keeping in mind the entire module, what is the most important aspect of the relationship between language, power, and identity, in your opinion? Will this influence how you read, write, or speak in the future?

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PART 4: Focus for the future

Based on your learning experience throughout this module, which aspect of critical discourse analysis and intercultural communication would you like to explore further or develop in future studies or career? Have you got any further questions about Unit 4 or the module itself? Are there any thoughts you would like to share?

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Table 16. *Essay Outline Handout.*

Critical Essay Outline – Unit 4

Requirements:

- Word count: 1,000-1,200 words (excl. references)
- Format: Word document

- Referencing: APA
- Submission: Session 12

ESSAY STRUCTURE	SUB-STRUCTURE	CRITICAL QUESTION	KEY ELEMENTS & EXAMPLES
1. Introduction	A. The hook & roadmap	1. <i>What is my essay about (main argument)? What is the lay-out (form) of my essay?</i>	Hook: provide context about CDA and identity. Roadmap: shortly describe your text choice and new element.
	B. Rationale: text choice vs identity	2. <i>What text did I choose and why? Did that text make me feel closer or further away from my Basque identity?</i>	Personal connection Identity stance
2. Body	C. The new element	3. <i>What is a specific challenge/problem/element I can analyse that was not covered in class?</i>	Definition Justification Relevance
	D. CDA analysis	4. <i>How do I deconstruct this text using CDA?</i>	Apply CDA framework and colour-codes
	E. Identity synthesis	5. <i>How does this text connect to my identity as a minority and plurilingual language user?</i>	Reflection Position/stance Impact

3. Conclusion	F. Conclusion and final thoughts	6. <i>What are my final thoughts? How can I summarise them?</i> Summary Final thoughts
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Source: own work, 2026.

Annex C. Overview of texts implemented in the intervention proposal

Table 17. *Overview of Implemented Texts per Unit.*

UNIT	TYPE/TOPIC	TITLE AND SOURCE
Unit 1	Personal communication	1. John Adams' letter to his wife Abigail Adams, written in Bilbao, on 16 th of January 1780 (Agirreazkuenaga, 2003).
	Industrialisation	1. The introduction of Pareja Alonso's article <i>THE DEMOGRAPHY OF THE INDUSTRIALIZED PROVINCE OF BISCAY IN NORTHERN SPAIN: Spatial Differences and Long-Term Changes</i> (Pareja Alonso, 2000, pp. 431-432). 2. The Guardian's report on the British industrialisation of the Basque Country (The Guardian & The Report Company, 2014).
	Literature	1. ACT V, SCENE II of <i>Hamlet</i> , by William Shakespeare (<i>Hamlet: Entire Play</i> , n.d.). 2. ACT I, SCENE I, Ferdinand's entrance, of <i>Love's Labour's Lost</i> , by William Shakespeare (<i>Love's Labour's Lost: Entire Play</i> , n.d.).
Unit 2	Literature	1. <i>The Nabara</i> , by C. Day Lewis (Lewis, 1954, pp. 191-200).
	Music	1. Article: <i>The Punk Ethos in the Basque Identity</i> (Arostegui, 2019). 2. Song: 'Spanish Bombs', by The Clash (theclashVEVO, 2016). 3. Song: 'Bildur Naiz', by Zarama (Zarama - Topic, 2014). → translation provided

		4. Song: 'Rokanrol Batzokian', by Hertzainak (Hertzainak - Topic, 2014). → translation provided 5. Song: 'Sarri Sarri', by Kortatu (Kortatu - Topic, 2014b). → translation provided 6. Song: 'Gernika 37-87', by Kortatu (Kortatu - Topic, 2014a). → translation provided 7. Song: 'Radio Rahim', by Negu Gorriak (Negu Gorriak - Topic, 2014). → translation provided
Unit 3	Literature	1. <i>Kinds of Water: an essay on the road to Compostela</i>, by Anne Carson (Carson, 2000, pp. 149-156). 2. <i>Beautiful Losers</i>, by Leonard Cohen (Cohen, 1993, p. 10). 3. <i>The Lionheart's Bride</i>, by Austin Hernon (<i>The Lionheart's Bride (Berengaria of Navarre Medieval Trilogy) - Historical Novel Society</i>, 2024). → this is a synopsis; the book is provided by the teacher
	Movies and documentaries	1. <i>The Land of the Basques</i>, by Orson Welles (Teatro de Basauri - Social Antzokia, 2020). 2. <i>Brokeback Mountain</i>, by Ang Lee (Rotten Tomatoes Classic Trailers, 2011). → this is the trailer; the movie is provided by the teacher
	Personalities	1. Alice Gordon Gulick's biography (<i>Biography of Alice Gordon Gulick (Boston, 1847 - Londres, 1903) - American Women Exploring Spain (1880-1936) - AWESOME</i>, n.d.). → there is a possibility to watch a mini docuseries about Alice Gulick's actions in Spain and the Basque Country (in Spanish)

Source: own work, 2026.

Annex D. Assessment checklists

Table 18. Checklist to Assess Participation, Collaboration, and Teamwork.

Assessment: participation, collaboration, and teamwork

Name student:

Session:

Date:

CRITERION	OK	NOT OK	ADDITIONAL INFORMATION
1. Participation and contribution: <i>the student actively contributes by sharing insights, relevant ideas, or asking questions during whole-class and group discussions.</i>	☐	☐	
2. Active listening: <i>the student respects turn-taking and listens carefully to peers' input.</i>	☐	☐	
3. Task focus: <i>the student remains on task during individual and group activities and uses English throughout.</i>	☐	☐	
4. Shared responsibility: <i>the student takes on their part of group task responsibilities without dominating or withdrawing.</i>	☐	☐	

5. Constructive feedback: <i>the student provides constructive and useful feedback during peer feedback or group discussions.</i>	☐	☐
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Source: own work, 2026.

Table 19. Checklist to Assess Accurate Implementation of the CDA Framework.

Assessment: CDA framework implementation

Group members:

Session:

Date:

Text(s) analysed:

CDA DIMENSION & CULTURAL CONNECTIONS	CRITERION	YES	NO	PARTIALLY	NOTES
MEANING	<i>Topics: The group can identify the main theme, where emphasis lies, and what aspects are omitted or implicitly stated.</i>	☐	☐	☐	
	<i>Coherence and synonymy: The group can identify coherence in the information presented in the text, as well as detect synonymy and paraphrasing.</i>	☐	☐	☐	

	Contrast: The group can identify polarisation ('us' vs 'them'), whether explicitly stated or implied.	☐	☐	☐
	Disclaimers: The group can identify phrases that deny prejudice while putting forth an argument stating the contrary.	☐	☐	☐
	Actors: The group can distinguish representation of agents, such as collective vs individual, general vs specific, ...	☐	☐	☐
	Evidentiality, hedging and vagueness: The group can distinguish sources of information (opinion vs fact) and can detect vagueness or hedging to avoid responsibility.	☐	☐	☐
FORM	Formal structures: The group can identify linguistic features used	☐	☐	☐

	<i>to convey derogatory implications.</i>		
	Sentence syntax: The group can identify syntactic forms that emphasise or de-emphasise what is being expressed.	☐	☐
	Discourse forms: The group can identify strategic placement of sentences containing negative/positive meanings about 'us'/'them' upfront.	☐	☐
	Argumentation: The group can identify what the meaning/content of the argument itself is.	☐	☐
	Rhetoric: The group can identify what style figures are used to emphasise 'our' positive and 'their' negative aspects.	☐	☐
ACTION & INTERACTION	The group can clearly identify what speakers	☐	☐

	<i>say, and, especially how they say it.</i>			
CULTURAL-LINGUISTIC CONNECTIONS	<i>The group can successfully link the linguistic findings to the broader historical and cultural context of the Basque Country (minority status, identity, resistance, ...).</i>	☐	☐	☐
CROSS-CULTURAL CONNECTIONS	<i>The group can successfully detect links (cultural, linguistic, social, ...) between the English and the Basque cultures in the text.</i>	☐	☐	☐
TOOL APPLICATION	<i>The group consistently and systematically implements the provided CDA framework and colour-coding tool to organise their analysis.</i>	☐	☐	☐

Source: own work, 2026.

Table 20. *Peer Feedback Checklist.*

Peer Feedback Checklist: Critical Essay Draft

Author:

Reviewer:

Session:

Date:

Instructions: Read your peer's essay and underline one example per category using three different colours (label them: 1. logic, 2. identity, 3. CDA). Then, write one priority feedback comment per category, and one positive aspect of the draft in the spaces provided.

Remember: Be brief and concise. You only have 10 minutes to read, underline, and write feedback. Then, swap your checklists and discuss the main points for 10 minutes.

Specific feedback				
CRITERION	ITEMS TO LOOK FOR	ONE COMMENT	PRIORITY	FEEDBACK
Logic flow	<i>Is the roadmap clear? Are the sentences and paragraphs structured in a logical order? Is the conclusion strong?</i>			
Identity link	<i>Is the Basque identity link clear? Is the personal connection to the text choice clear? Is there critical mediation between cultures?</i>			
CDA evidence	<i>Is the CDA terminology used in the text accurate? Are there direct quotes/examples used from the chosen source text? Is the analysis critical (not just a description)?</i>			
General feedback				

What is the strongest aspect of this draft? Write it in one sentence.

Annex E. Rubrics

Table 21. *Rubric Learning Diary Worksheet Entries.*

Assessment Rubric: Learning Diary Worksheet

Student name:

Session:

Date:

Entry:

CRITERION	WEIGHT	SCORE (.../10)	EXCELLENT (8-10/10)	SATISFACTORY (5.5-7.5/10)	NEEDS IMPROVEMENT (0-5/10)
1. Linguistic evidence and CDA application (SO3)	20%	___/10	<i>The student successfully identifies and justifies the linguistic feature, providing a specific example. The student applies CDA terminology accurately to explain the feature's function.</i>	<i>The student identifies a relevant linguistic feature, providing an example. The student's explanation and justification are correct but may lack specific CDA terminology or depth.</i>	<i>The student mentions a linguistic feature but does not provide a specific example. The analysis is too vague and lacks specific terminology learnt in class.</i>

2. Critical thinking and intercultural awareness (SO2, SO5)	30%	___/10	<i>The student clearly demonstrates the ideological consequences and connects the linguistic forms to the broader social and cultural contexts.</i>	<i>The student identifies the general meaning or effect of the text. The student makes a connection between linguistic layers and context, but is a bit superficial in their explanation of ideological consequences.</i>	<i>The student describes what the text says but struggles to explain or analyse the ideological layer. The student struggles to demonstrate or describe the connection between the linguistic forms and their context.</i>
3. Plurilingual identity and stance (SO5, SO6)	30%	___/10	<i>The student thoroughly questions and analyses their own linguistic stance and provides concrete examples of how their identity and relationship with English has shifted.</i>	<i>The student discusses their linguistic stance and identity. The student makes a general connection to the module, but their personal examples</i>	<i>The student mentions identity or language preferences but their justification lacks depth. The student's reflection feels more general than analytical.</i>

				<i>might</i>	<i>lack</i>		
				<i>detail.</i>			
4. Academic register and cohesion (SO5)	20%	___/10	<i>The student writes full, academic sentences in which arguments are logically structured. If applicable: code-switching is fully justified.</i>	<i>The student writes full sentences that are structured yet lack academic register at times. If applicable: code-switching is only briefly justified.</i>	<i>The student writes full sentences that are sometimes incomplete or informal, and their logic is hard to follow. If applicable: code-switching is not justified.</i>		
TOTAL SCORE	100%	___/10					

Additional information:

Source: own work, 2026.

Table 22. *Rubric Critical Essay.*

Assessment Rubric: Critical Essay

Student name:

Session:

Date:

CRITERION	WEIGHT	SCORE (.../10)	EXCELLENT (8-10/10)	SATISFACTORY (5.5-7.5/10)	NEEDS IMPROVEMENT (0-5/10)
1. Introduction, roadmap, and conclusion (SO2, SO5)	10%	___/10	<i>The introduction provides a clear introduction and roadmap. The conclusion summarises key insights and a strong final argument.</i>	<i>The essay contains a clear introduction and conclusion. The roadmap is clear but the conclusion may lack a strong final synthesis.</i>	<i>The introduction is vague or missing the roadmap. The conclusion fails to summarise the main argument.</i>
2. Rationale and personal connection (SO1, SO6)	20%	___/10	<i>The student clearly explains why the text and new element/problem/challenge were chosen. The personal connection to the Basque identity is clear, specific, and engaging.</i>	<i>The student explains the text choice and new element/problem/challenge. The personal connection to the Basque identity is present but may lack specific depth.</i>	<i>The text choice or new element/problem/challenge is unclear. The personal connection to the Basque identity is missing or superficial.</i>
3. CDA analysis and application (SO3)	30%	___/10	<i>The student successfully deconstructs the texts using the</i>	<i>The student applies the provided CDA categories.</i>	<i>The student mentions CDA but struggles to apply it</i>

			<i>provided CDA. However, the accurately. The categories and analysis may analysis is accurate lack specific descriptive terminology to terminology or rather than support their textual critical. The claims. evidence. essay lacks textual evidence.</i>
4. Identity synthesis and intercultural mediation (SO5, SO6)	30%	___/10	<i>The student The student The analysis and connects the connects the identity linguistic analysis analysis to reflection are to their identity as their identity. not intertwined. a minority and Even though The student plurilingual the link is clear, struggles to language user. it lacks explain the The student mediation or text's impact on demonstrates critical their own critical mediation evaluation of plurilingual between Basque differences. identity. and English cultural references.</i>
5. Academic register and cohesion (SO5)	10%	___/10	<i>The student The student The student writes full, writes full writes academic sentences that sentences that sentences in are structured are sometimes which arguments yet lack incomplete or are logically academic informal, and structured. register at their logic is times. hard to follow.</i>

TOTAL SCORE	100%	__/10
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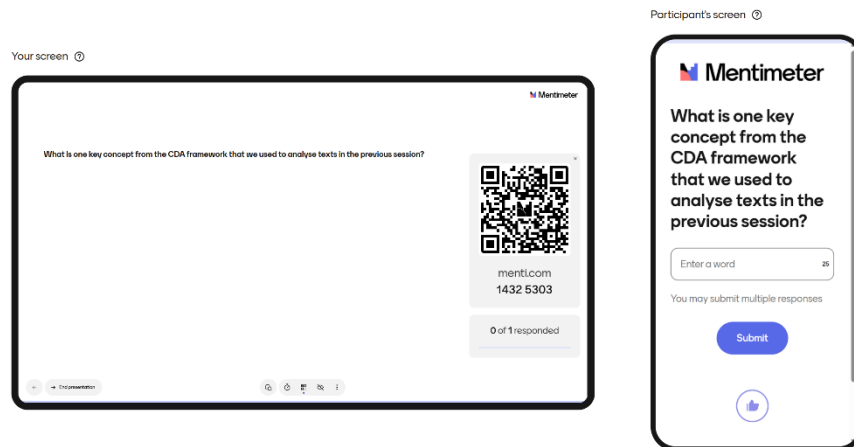
Additional information:

Source: own work, 2026.

Annex F. Links

Mentimeter word cloud Unit 1 – Session 2 (warm-up): <https://www.menti.com/alw7i4mhuxbi>

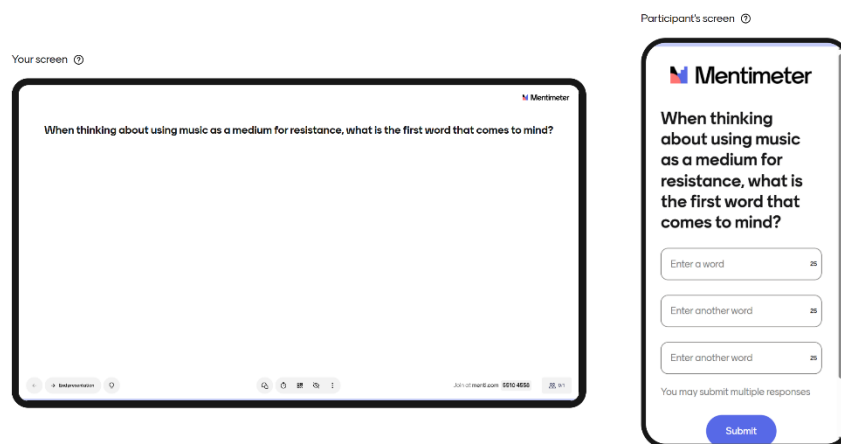
Figure 3. *Mentimeter Word Cloud Prompt Unit 1 – Session 2.*



Source: own work, 2026, generated via Mentimeter.

Mentimeter word cloud Unit 2 – Session 4 (warm-up): <https://www.menti.com/alnin3hm6oqi>

Figure 4. *Mentimeter Word Cloud Prompt Unit 2 – Session 4.*



Source: own work, 2026, generated via Mentimeter.

Mentimeter word cloud Unit 3 – Session 7 (warm-up): <https://www.menti.com/al2q5p2pzvs9>

Figure 5. *Mentimeter Word Cloud Prompt Unit 3 – Session 7.*

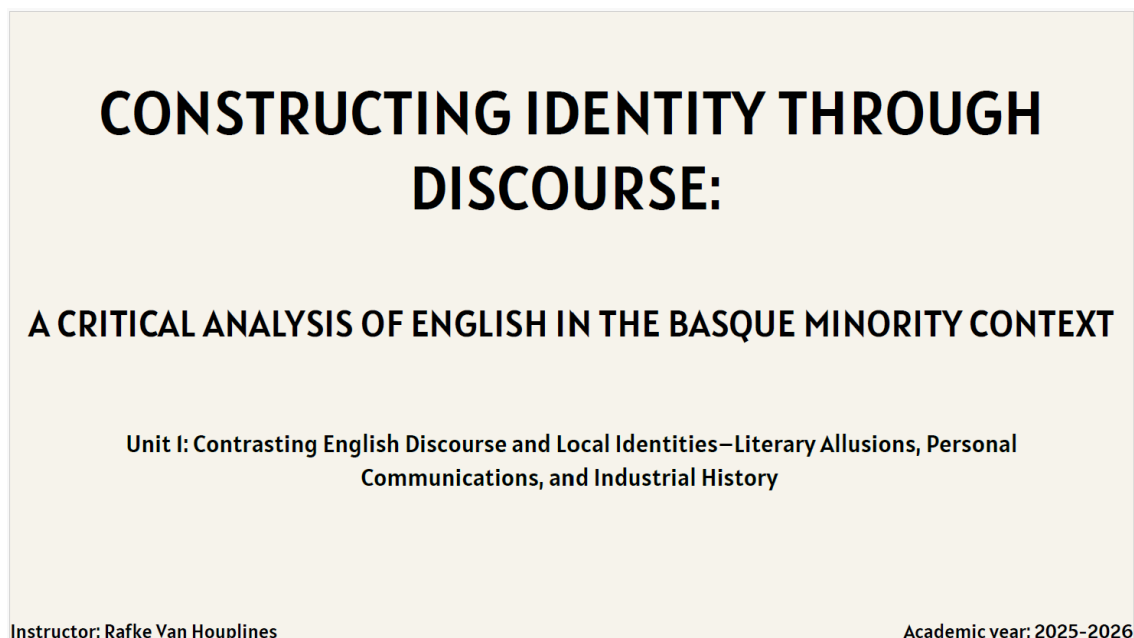


Source: own work, 2026, generated via Mentimeter.

Annex G. Presentations

Canva presentation Unit 1 – Session 1: <https://canva.link/nadtv1ayof34hym>

Figure 6. *Introductory Page Presentation Unit 1 – Session 1.*



Source: own work, 2026, generated via Canva.

Canva presentation Unit 2 – Session 4: <https://canva.link/jk9bl7encopn8k1>

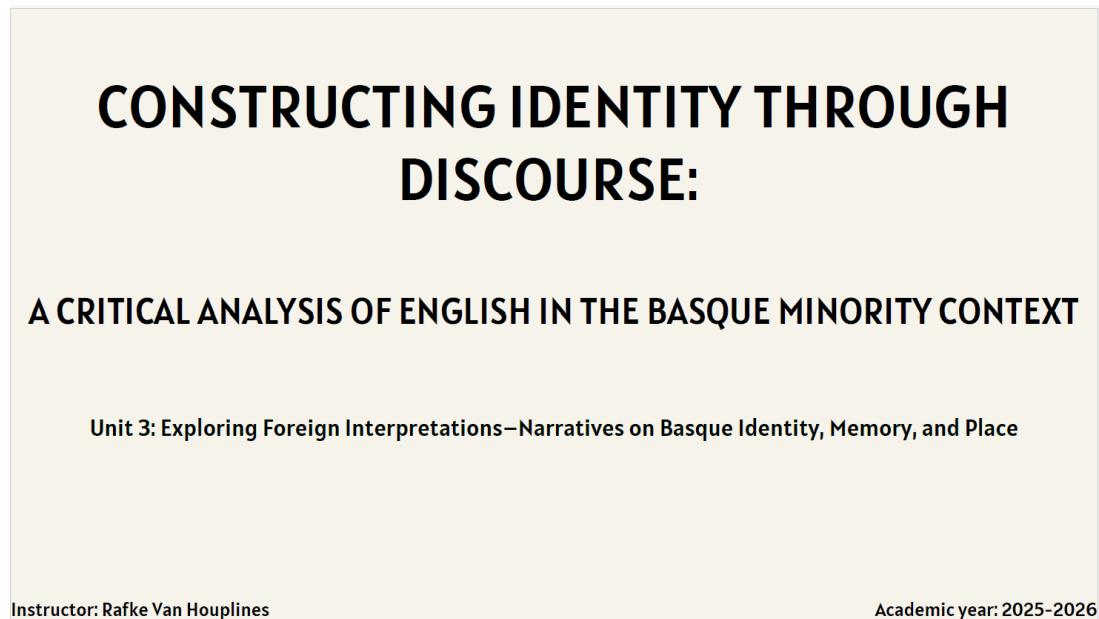
Figure 7. *Introductory Page Presentation Unit 2 – Session 4.*



Source: own work, 2026, generated via Canva.

Canva presentation Unit 3 – Session 7: <https://canva.link/2fl2oe3o54grsig>

Figure 8. *Introductory Page Presentation Unit 3 – Session 7.*



Source: own work, 2026, generated via Canva.