

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

**Máster en Formación del Profesorado de Educación
Secundaria Obligatoria, Bachillerato y Formación
Profesional**

Trabajo Fin de Máster

Título: LA ENSEÑANZA DEL INGLÉS A TRAVÉS DE LA CULTURA:
Reflexiones teórico-prácticas, Programación didáctica 1º Bachillerato y Propuesta de
Innovación.

Autor: Isabel Juez Moreno

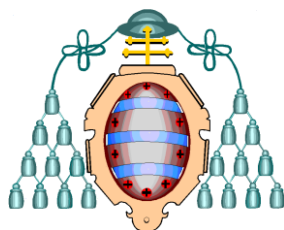
Director: Alberto Fernández Costales

Fecha: junio 2012

Nº de Tribunal

38

Autorización del directora/a. Firma



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ÍNDICE

Introducción	Pág. 4
Memoria	Pág. 5
Programación didáctica: 1º Bachillerato	Pág.12
Propuesta de innovación	Pág. 69
Referencias bibliográficas	Pág. 75

INTRODUCCIÓN

En mi trabajo de fin de Máster pretendo realizar una reflexión sobre todo lo aprendido a lo largo de las diferentes sesiones impartidas en este Máster y resaltar aquellos conocimientos que me han sido de más ayuda en mis prácticas. También pretendo resaltar aquellos contenidos que me han servido de base para realizar mi programación didáctica que va dirigida a primero de Bachillerato. En mi programación me he esforzado por presentarles a los estudiantes una metodología nueva en la enseñanza de idiomas, diferente a lo que están acostumbrados. He diseñado unas actividades que acerquen el verdadero inglés y su verdadero objetivo, comunicarse, al aula. No menos importante en el aula de inglés es la cultura y por ello mi innovación se trabaja a lo largo de toda mi programación para poder brindar a los estudiantes nuevos conocimientos culturales sobre los diferentes países donde se habla la lengua inglesa. De esta manera quiero que mis estudiantes adquieran estos conocimientos y se sientan más motivados a la hora de aprender este idioma.

MEMORIA

En esta primera parte del trabajo de fin de Máster pretendo reflexionar sobre los aspectos trabajados en el Prácticum y su relación con las materias cursadas en la facultad así como la aportación de las mismas para poder sacar el mayor provecho posible a mi estancia en el centro de Secundaria. Para poder situar mi reflexión, nada mejor que contextualizar el centro en el cual desarrollé mis prácticas, el IES N°5 de Avilés. Este instituto está situado en una buena zona de la ciudad y destaca por ser uno de los institutos de Avilés con un mejor nivel escolar y de convivencia. Es también muy popular en Asturias debido a su gran dotación en nuevas tecnologías de la educación. Es un instituto con un alumnado que posee un nivel cultural y socio-económico medio/alto y la convivencia en el centro es muy positiva teniendo unos niveles de conflictividad muy bajos. La organización interna del IES N°5 cumple con las necesidades básicas para alcanzar un buen funcionamiento y el equipo directivo trabaja de manera colaborativa y mantiene una buena relación con el profesorado en general. Se cumplen las reuniones que son necesarias y la mayoría de las veces se consultan siempre las nuevas decisiones con todos los profesores y profesoras del centro. Todas estas conclusiones pude realizarlas tras haber adquirido unos conocimientos muy útiles durante las diferentes asignaturas que cursé en este Máster.

Un ejemplo de ello es una de las partes de la asignatura de Procesos y Contextos Educativos, específicamente aquella dirigida a la organización y al funcionamiento de un centro, la cual me fue muy útil para poder analizar todos los documentos que posee un centro de Secundaria así como la organización del mismo. Previamente a esta asignatura, no tenía conocimiento de la gran cantidad de documentos institucionales de los cuales ha de disponer un centro de Secundaria, como la PGA o el PEC, así como el resto de documentos que estos integran como el PAT o el PAD entre otros. El análisis de estos documentos en las diferentes sesiones me facilitó el conocimiento de los órganos que componen un centro, las funciones que cada uno de ellos debiera de desempeñar en un instituto y las características que deberían de tener los organigramas de un centro. Como ya vimos en clase, en muchas ocasiones la teoría queda muy alejada de la práctica, y es por ello que muchas de las cosas que se afirman en estos documentos luego no llegan a verse en la realidad. Otro aspecto que me sorprendió es que, en algunos casos, la mayoría de nosotros al llegar a los centros teníamos más conocimiento sobre los diferentes documentos que el propio profesorado del centro.

Algo que no les ha ocurrido a todos los estudiantes del Máster es que nosotros estamos experimentando un momento de cambios en el ámbito educativo. Gracias a la parte de la asignatura de PCE relacionada con el proceso histórico y la evolución de la educación en España, podemos entender mejor el por qué de estos cambios legislativos

y muchas de sus posibles consecuencias. Los propios profesores y profesoras del centro estaban bastante perdidos en cuanto a lo que iba a ocurrir en un futuro y cómo deberán reaccionar a los cambios. Creo que en ese aspecto nuestra preparación así como la información que tenemos nos permite estar más alerta a los cambios y adaptarnos mejor a las necesidades actuales que se requieren en el campo de la educación. De la misma manera, el estudio del marco jurídico realizado en este postgrado nos fue muy útil ya que las leyes son las que marcan los criterios, los objetivos, las competencias y todo por lo que nos hemos de regir en nuestra docencia y en la elaboración de la programación didáctica. Aprender a manejar las leyes, los decretos y todos los documentos legislativos nos beneficia a la hora de crear nuestros propios materiales y estar seguros de que estos respetan todo lo establecido por la ley en vigor en cada momento.

Siguiendo con el análisis del centro he de destacar, positiva y negativamente, varios aspectos de la estructura organizativa y de gestión del IES N°5 de Avilés. Sí que es cierto, como comenté al principio, que el centro en el que realicé las prácticas está bien organizado; sin embargo, no hay una gran comunicación entre los diferentes departamentos didácticos y esto hace que en muchas ocasiones los grados de exigencia o la manera de impartir una asignatura no se complementa como debiera. Esto hace que la interdisciplinariedad, que tanto se apoya y se defiende en el centro, no se lleve a cabo de manera clara y efectiva. Otro aspecto criticable, desde mi punto de vista, es el organigrama del centro o más bien la ausencia del mismo. Durante las sesiones de estructura organizativa, gestión y calidad de los centros de secundaria, analizamos varios organigramas. Tras los diferentes análisis todos pudimos ver cómo no era tan difícil diseñar un organigrama que reflejase la realidad de un centro de Secundaria a la vez que cumplía con los requisitos expuestos en la ley vigente. Sin embargo, fue una sorpresa para mí constatar que no tenían organigrama y ninguno de los profesores de mi departamento sabía qué espacio ocuparía dentro del mismo. De hecho, lo único que nos dieron fue una especie de organigrama tipo que no correspondía con la realidad del centro. Creo que esta es una gran carencia en un centro que debería de regirse por una buena organización y por unas relaciones entre los diferentes órganos bien definidas. En mi opinión, este es otro ejemplo de cómo la teoría no siempre se lleva a la práctica sino que, en general, el profesorado se despreocupa de todo aquello que no tiene que ver con sus clases. Considero que si todo el profesorado hiciera lo mismo, el centro en su conjunto estaría fallando en ofrecer una educación de calidad y coordinada entre sí. Hay que tener en cuenta que estos documentos institucionales están diseñados para que sean públicos y para dar a conocer el esqueleto interno de un centro. No tiene sentido diseñar unos documentos meramente propagandísticos que para nada se corresponden con la realidad ni se llevan a cabo. En este aspecto, algo que me sorprendió fue comprobar que el PEC del IES N°5 fue elaborado en el 2006 y no se ha actualizado desde entonces. Si bien es cierto que el PEC no es uno de los documentos institucionales que tengan carácter anual, pero creo que 6 años son demasiados para no renovar lo que allí se afirma o mejorar aquellos aspectos que hayan demostrado no ser tan buenos como parecían. Supongo que esto es algo que no ocurre solo en el instituto en el que realicé

las prácticas y de hecho, intercambiando experiencias con mis compañeros del Máster, casi todos coincidíamos en que los centros no tenían bien elaborados ni actualizados los documentos, y que la mayoría de nuestros tutores no tenían el más mínimo conocimiento de la cantidad y del contenido de estos. Durante los seminarios de las diferentes partes de la asignatura de PCE todos llegamos a la conclusión de que lo único que encontramos en la mayoría de los casos era un caos con documentos inexistentes o anticuados y con un total desconocimiento, por parte del profesorado, del contenido o incluso de la existencia de los mismos. Creo que es evidente que todo este análisis con respecto a la organización y a la estructura del centro no hubiera sido posible sin las previas explicaciones y prácticas realizadas durante las clases del bloque 1 de Procesos y Contextos Educativos. Cada uno de los temas de este bloque nos aportaba un gran número de conceptos nuevos y aspectos analizables para poder comentar objetivamente y de la manera más precisa posible todo lo que tiene que ver con la organización de cualquier centro de secundaria.

Por otra parte, a favor de mi centro me gustaría destacar que los documentos relacionados con la atención a la diversidad están muy bien detallados, esto puede deberse a que el IES N°5 es un centro de integración preferente para alumnado con NEE, es por ello que no es raro encontrarse en las aulas con alumnado que posee deficiencias motoras o auditivas, por ejemplo. Para llevar a cabo el análisis del PAD, así como para afrontar la realidad, la asignatura de atención a la diversidad me fue realmente útil. Cuando en un principio el profesor nos decía todas las posibilidades que podríamos encontrarnos en las aulas, a todos nos parecieron un tanto exageradas; por el contrario la realidad me demostró que eso es lo que verdaderamente ocurre en las aulas. Gracias a varias de las actividades que desarrollamos durante las sesiones de esta asignatura tuve una mayor facilidad a la hora de afrontar la diversidad que me encontré en mi aula: una alumna con deficiencias auditivas, un niño con Síndrome de Asperger o un inmigrante con problemas de adaptación y de dominio de la lengua española son solo algunos ejemplos de la gran diversidad a la que me enfrenté en las aulas.

Sin embargo, como profesores no podemos centrarnos solo en esos casos ya que en las aulas no tenemos exclusivamente a esos alumnos y alumnas que requieren un esfuerzo extra y una atención más personalizada, sino a un grupo entero de chicos y chicas con sus propias relaciones y con su propia personalidad. Para poder controlar el aula, o al menos, para poder entender muchas de las conductas que allí se daban la asignatura de Aprendizaje y Desarrollo de la Personalidad me fue de gran ayuda. De hecho, puse a prueba muchas de las teorías que estudiamos y he de reconocer que en su mayoría dieron un buen resultado, como el separar a dos alumnos que juntos no rinden correctamente eliminando así el estímulo negativo para que mejore la conducta. Otra de las asignaturas que me ayudó a mejorar mi relación con los alumnos fue el bloque 4 de PCE relacionado con la organización y gestión del aula. La parte de Aprendizaje y Desarrollo de la Personalidad me dotó de una serie de teorías aplicables en el aula y la de Organización y Gestión en el Aula me brindó una serie de pautas que facilitaron mi

conocimiento del grupo y el poder aplicar dichas teorías. Gracias a la asignatura de Organización y Gestión en el Aula pude darme cuenta de que nuestro alumnado forma parte de un grupo con sus propias peculiaridades, relaciones, subgrupos, diferencias, roles, etc. Esto me permitió llegar al aula y empezar a fijarme en las relaciones que existen entre los estudiantes para poder dirigirme a ellos conociéndolos y estableciendo una relación más cercana con mi alumnado. Asimismo, aunque adquirimos una serie de estrategias para combatir conflictos o evitarlos en la medida de lo posible, afortunadamente en ningún momento tuve que hacer frente a ninguno. Otra de las cosas que aprendimos es que no solo el conocer nuestro grupo nos puede ayudar en nuestra labor como docentes, sino también otros muchos factores que son más difíciles de controlar porque son parte de nuestra personalidad y en muchas ocasiones no nos damos ni cuenta como pueden ser las posturas corporales o nuestro tono de voz. Para ello encontré muy útil la asignatura de Comunicación Educativa que nos brindó una gran cantidad de consejos para mejorar nuestro tono de voz, nuestra postura, nuestra manera de dirigirnos a los estudiantes, etc. Yo no era consciente de todo lo que podía ser evaluable en un profesor hasta que vi la hoja de autoevaluación del cuaderno de prácticas, en muchas ocasiones un tono de voz que no sea el adecuado o una respuesta impertinente puede generar respuestas o actitudes negativas por parte de los alumnos hacia el profesor. Es por ello que esa hoja de autoevaluación me fue de gran ayuda para darme cuenta de mis fallos y poder intentar mejorarlos a lo largo de los tres meses y de todo mi futuro profesional. Sin embargo, no debemos olvidar que por muchas técnicas y teorías que manejemos, ante todo estamos tratando con personas y no con máquinas por ello no habrá nunca un remedio finito, una panacea, que pueda crear profesores perfectos adaptables a todos los grupos y alumnos.

Una vez que se es consciente de todos aquellos factores que hay que tener en cuenta en el aula, llega el momento de llevar a cabo las actividades. Para poder diseñar unas buenas actividades, atractivas y beneficiosa para mi alumnado tuve mucho en cuenta las asignaturas de Aprendizaje y Enseñanza y de Complementos de Formación Disciplinar dentro de nuestra especialidad, inglés. En el caso de las sesiones que tuvimos de Aprendizaje y Enseñanza relacionadas con metodologías en el aula, creo que nos aportó una gran cantidad de ideas para desarrollar nuestras propias actividades sobre temas actuales aprovechando al máximo la finalidad educativa en cada uno de ellos. En muchas ocasiones utilicé alguna de las actividades desarrolladas en clase y pude, desde mi propia experiencia, ver los beneficios de las mismas y explotarlas según la respuesta de los diferentes grupos hacia ella. En lo que se refiere a la asignatura de Complementos de Formación Disciplinar de inglés, las sesiones de dicha asignatura me abrieron los ojos hacia un enfoque más comunicativo en la enseñanza de los idiomas. Durante mi vida como estudiante me han enseñado los idiomas de una manera muy estructural y como si de una lengua muerta se tratase. Me pareció muy interesante que nos dieran muchos consejos y técnicas para poder implantar un enfoque más comunicativo en la enseñanza de idiomas, ya que al fin y al cabo lo importante es poder comunicarte con los demás. Es por ello que los contenidos de esta asignatura me han ayudado mucho a la

hora de diseñar mi programación didáctica a la que pretendo darle un enfoque comunicativo para fomentar la interacción del alumnado en el aula. No debemos de olvidar que el enfoque comunicativo se caracteriza por dotar al estudiante de una comunicación real, no solo en la parte oral sino también en la escrita, en la lengua meta, el inglés en este caso. Es por ello que para llevar a cabo este método se necesitan materiales reales y actividades que tienen como propósito imitar situaciones reales a las que pudieran enfrentarse cualquiera de nuestros estudiantes. La lengua ha de usarse como un método para alcanzar un fin, la comunicación y para poder alcanzar este fin es muy importante que los estudiantes interactúen entre sí. Para fomentar estas situaciones los *role plays* en las clases de inglés ayudan mucho a producir situaciones de comunicación y motivan a los estudiantes a intervenir. Podemos deducir de esto, que el enfoque comunicativo es un enfoque centrado en el alumnado y no en el currículo, se pretende analizar las necesidades de los estudiantes y facilitarles el aprendizaje

Siguiendo con la relación directa con el alumnado, aprendí mucho durante el bloque 2 de PCE dedicado a la tutoría y orientación así como en la asignatura de Sociedad, Familia y Educación. En mi caso, el centro de Secundaria donde yo estudié, no tenía ningún tipo de actividades para realizar durante las horas de tutoría, simplemente eran horas de estudio, ni tampoco había ningún tipo de iniciativas dirigidas a las familias. Es por ello que me sorprendió gratamente ver la cantidad de actividades que se desarrollan hoy en día en los centros para ayudar a la orientación del alumnado. En el centro en el que hice las prácticas asistí a varias sesiones de tutoría y me llevé una muy buena impresión; de hecho los tutores y tutoras del centro, en su mayoría, llevan a cabo las actividades que han sido diseñadas por del departamento de orientación y analizan los resultados intentando resolver las dudas y orientar al alumnado de la mejor manera posible. Por el contrario, encontré una gran carencia en lo referido a las relaciones familia-centro. Previamente a la asignatura de SFE ni se me pasaban por la cabeza la cantidad de actividades que se podían realizar en un centro para mejorar la relación familias-centro. Sin embargo, me decepcionó bastante enfrentarme con la realidad y ver cómo, excepto las reuniones de carácter obligatorio a principio de curso, no suele haber actividades que puedan mejorar la relación de las familias con el centro.

Por todo lo anteriormente afirmado, creo que aunque al principio creía que muchas de las asignaturas no se correspondían con la realidad o que no iban a ser útiles, sí que me sirvieron de mucha ayuda durante mi estancia en el centro. Sin todos esos conocimientos previos me hubiera sentido muy perdida y no hubiera sido capaz de fijarme en todos los detalles que se requerían o en el verdadero funcionamiento de un centro de Secundaria en todos sus aspectos. Sobre todo, y lo que yo más valoro, es todo aquello que nos han enseñado para poder mejorar nuestra relación con el alumnado así como mejorar el proceso de enseñanza-aprendizaje. Es por ello que creo que las asignaturas cursadas en el Máster han aportado muchos conocimientos necesarios así como pautas de comportamiento muy útiles para ser una buena profesora y poder aprovechar al máximo mi estancia en el instituto.

Como ya he comentado anteriormente, para realizar mi programación didáctica pretendo tomar un enfoque comunicativo, centrado en el alumnado. Para justificar los diferentes contenidos y objetivos que voy a desarrollar en mi programación, voy a analizar y valorar el currículo oficial del IES N°5 de mi materia, inglés, teniendo en cuenta el curso para el cual va dirigida mi programación didáctica: primero de Bachillerato. Para poder analizar el currículo, así como para organizar mis propios propósitos de una manera adecuada, tuve mucho en cuenta todo lo aprendido durante la asignatura de Diseño y Desarrollo del Currículo que nos aportó una serie de conceptos muy útiles para poder diseñar nuestra propia programación. Sin embargo, sí que eché de menos en esta asignatura que nos pusieran más ejemplos relacionados con nuestra especialidad y más ejemplos sobre cómo realizar programaciones didácticas.

En mi opinión, uno de los avances más importantes que han mejorado y con mucho la enseñanza de idiomas son las nuevas tecnologías, y así nos lo hizo ver nuestro profesor durante las clases de TIC. De hecho me parecieron muy interesantes muchas de las actividades que se nos sugirieron en esa clase para poder implantar las nuevas tecnologías en el aula. Estas nos permiten tener acceso a materiales reales así como mantener una comunicación a tiempo real con personas que viven en otros países y hablan una lengua diferente a la nuestra. Es por ello que, en mi opinión, las nuevas tecnologías nos ayudan a fomentar la comunicación y la realidad de un idioma dentro del aula. Y de ahí que, como ya he explicado anteriormente, pretendo seguir un enfoque comunicativo, usando siempre que me sea posible, materiales reales y cercanos a los estudiantes. Mi intención es que mi alumnado interactúe y haga frente a situaciones reales de comunicación para poder adquirir un vocabulario y unas estructuras gramaticales en un contexto real y útil. Asimismo, tengo muy presentes los contenidos y objetivos del Marco Común Europeo de Referencia para las Lenguas para establecer los criterios que han de ser evaluados y las competencias que han de ser alcanzadas, teniendo en cuenta el nivel B1 que sería el que debe alcanzar el alumnado de primero de Bachillerato. Creo que es muy importante que los estudiantes estén familiarizados con el Marco Común Europeo de Referencia para las Lenguas ya que este les permite autoevaluarse teniendo en cuenta las diferentes destrezas y el nivel que cada uno posea en cada una de ellas.

Mi principal objetivo es conseguir una clase activa, con unos estudiantes que interactúen entre ellos y sean capaces de comunicarse usando el inglés como instrumento y vehículo comunicativo. Es por ello que pretendo reforzar la autonomía de mis estudiantes y prolongar y consolidar aquellos valores que han ido adquiriendo a lo largo de la ESO. No menos importante, y algo con lo que voy a trabajar de manera sistemática en mi programación didáctica, son los aspectos culturales y el respeto a otras culturas y a otras lenguas. Creo que los estudiantes tienen muy poca información sobre la cultura inglesa y sobre la cultura de aquellos países de habla inglesa. En mi opinión, acercarlos a todo ese conjunto de costumbres y todo ese conocimiento les sirve de motivación para estudiar un idioma que les permitirá comunicarse con el mundo que los

rodea. Esta es una de mis críticas principales al currículo oficial de bachillerato de mi centro de Secundaria, en el sí que se afirma que se va a fomentar la comunicación y las nociones de cultura, pero en realidad eso se queda solo en el papel. En ningún momento se lleva a la realidad y las clases finalmente, están simplemente enfocadas a la enseñanza de conceptos gramaticales y a la repetición de estructuras. Creo que en la mayoría de los casos el Bachillerato es considerado como una mera preparación para pasar el examen de PAU y por ello la comunicación o los aspectos culturales pasan a tener un plano totalmente secundario e imperceptible.

Es por ello que, tras analizar el currículo oficial, lo valoro positivamente en general siempre y cuando todo lo que se afirma en el se traslade a las aulas tal cual. No tiene sentido ofrecer un currículo que cumpla con todos los puntos y que abogue por la comunicación si luego los profesores no realizan actividades que realmente amparen lo afirmado en el currículo. En la mayoría de los casos el currículo oficial solo se sigue en aquellos puntos referidos a las competencias lingüísticas: conceptos gramaticales y estructuras. Mi intención es realizar una programación didáctica que respete todo lo señalado en el currículo oficial de primero de Bachillerato pero diseñando unas unidades didácticas que puedan desarrollar todos los puntos y se enfoquen en la interacción y no solo a la práctica de gramática, llevando a la realidad lo que se afirma por escrito.

Como ya he comentado, creo que el alumnado en general no tiene unas nociones básicas de la cultura inglesa ni de la cultura de otros países de habla inglesa. Es por ello que pretendo enfocar mi innovación a la mejora de ese aspecto. Durante mi estancia en el centro de prácticas, y observando lo que se llevaba a cabo dentro de este, pude observar que había una gran cantidad de carencias, entre las que puedo destacar: falta de originalidad, monotonía, falta de preparación de las clases y de los exámenes, falta de contenidos culturales y de temas que fomenten la comunicación, falta de contextualización en las explicaciones, etc. Como se puede observar había bastantes terrenos sobre los que trabajar para poder mejorar el proceso de enseñanza-aprendizaje. Si bien es cierto que durante toda mi programación e intentado implantar unas actividades que fomenten la comunicación, que no sean monótonas ni aburridas mejorando dentro de lo posible todas esas carencias. Sin embargo, el aspecto por el que me decanté para mi innovación fue la cultura en la enseñanza de idiomas. Creo que hay que llegar a los estudiantes a través de nuevas realidades culturales y de contextos sobre los que encuadrar los nuevos conocimientos. Es por ello que mi innovación tratará de introducir a los estudiantes en aquellos países que tienen como lengua oficial el inglés y que quizás los desconocían. Mi objetivo es que cada unidad tenga algún aspecto cultural sobre las tradiciones y costumbres en diferentes países del mundo, sobre todo tratando aquellos países que tienen como lengua oficial el inglés y que son totalmente desconocidos para los estudiantes. Además de todo ello, mi innovación también tiene en cuenta el uso de las nuevas tecnologías y el fomentar la interacción en el aula, es por ello que se planteará la creación de un blog así como la realización de exposiciones en

el aula y de ejercicios que hagan que los estudiantes se comuniquen y reconozcan la lengua inglesa como lo que es: una lengua viva que se usa como instrumento y vehículo de comunicación e interacción social.

English Course Syllabus

First course of Post-Compulsory Education

This syllabus¹ is designed to be developed in the High School where I worked for three months this year. This centre is nowadays located in one of the places with the most urban development of Avilés. Most of the students belong to middle or middle-upper class families and there are not many immigrants. There are generally neither conflicts nor incidents so there is a nice atmosphere. The school also accepts students with special educational needs. As a consequence, it has a specialized teaching staff to take care of diversity and curriculum accommodation; also, the school has no architectonic barriers and it is provided with lifters, ramps and handrails. There are about 70 teachers and 650 students in the school so the groups are generally not very big, allowing for a fluent communication between teachers and students. The school has several big classrooms which are provided with all the technological resources needed to develop an interactive lesson. It also has sports facilities for Physical Education lessons and two schoolyards with benches, where the students can play during the breaks. Besides, there is a big library where the different events and expositions are held, a cafeteria and a parking area for the teachers' private use.

This syllabus addresses the first course of Post-Compulsory Education, specifically to a group of students with a good level of work, so teachers can develop all kinds of activities. We have to take into account that the great amount of teachers makes real the possibility to have small groups: 12 to 20 students. In this way you can be more ambitious regarding the contents. In my case, I have designed a syllabus of 15 units because the number of students allows me to have a good rhythm and squeeze the 50 minutes.

As I said before, my syllabus is addressed to the first course of Post-Compulsory Education and, so as to create a real syllabus, I have researched the official documents to be consistent and enshrine my work in the given laws and legal documents:

- Organic Law of Education 2/2006 of May 3rd.

¹ By Syllabus I mean *Programación didáctica*

- Decree 75/2008, 6th August, to establish the regularization and curriculum of the Post-Compulsory Education.
- Real Decree 1467/2007, 2th November, to establish the structure and to state the minimum teachings of the Post-Compulsory Education.

Regarding the key competences for lifelong learning, they are very important and they are fundamental for each individual in a knowledge-based society as the EU legislation states² and because of that they should be acquire by everyone. The aim of learning the key competences is to make students able to integrate knowledge, skills and attitudes in a practical way to solve real-life situations. In this way, English can and in fact should also contribute to the development of these competences, it is worth checking to what extent the teaching-learning process of English can contribute to develop the key competences. The aim of teaching English as a second language at this stage, as the Organic Law (2006) establishes, is to reinforce and consolidate the key competences which have been developed all throughout the Compulsory Secondary Education (CSE). Taking into account the legal dispositions, I will comment to what extent, even though it is not compulsory at this stage, we can go on improving and developing the key competences during the Post-compulsory Education.

1. Linguistic competence: we have to continue developing the communicative skills that they have been acquiring all throughout the CSE. A foreign language and a mother tongue share, in general terms, the main communicative skills: the ability to understand, to interact and or to interpret thoughts, feelings, etc. All this has been covered throughout the CSE but teachers must continue developing them during the Post-Compulsory Education. We cannot forget that language is the main vehicle of human thought and one of the most useful tools to interpret and represent reality and that being able to communicate and engage in conversation requires the ability to establish bonds and constructive interaction with other people and their context. Because of that, the subject of English in Secondary Education helps to improve the communicative skills, regardless the level in which we are.

2. Learning to learn: this competence has been reinforced in the CSE and it implies having some abilities to initiate the learning process and to keep on learning in an effective and autonomous way according to one's own objectives aims and needs. To develop this competence we have to help our students to be aware of their capacities and of the process and the strategies needed to develop them. We want them to identify both their strengths and weaknesses, so that advantage can be taken on the former and the latter may be overcome through motivation and willingness. During the Post-Compulsory Education we have to go on contributing to the enrichment of this competence in our lessons. The development of this competence all thought the

²Source:
http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm.
 Accessed on April 23rd 2012.

academic training of a student has to be a must so as to prepare them for their lifelong learning process all throughout their lives.

3. Information Management and Digital Competence: this competence entails having the skills to seek, collect, process and deliver information, and to transform it into knowledge. It incorporates different skills, ranging from the access to information stage to its dissemination in different formats once processed, including the use of information technology (IT) as a means to inform, learn and communicate. Information and communication technology offers the ability to communicate, in real time, with any part of the world and it also offers an easy and immediate access to an endless stream of information that increases every day. Commanding a foreign language also enlarges the possibility of communicating using ICTs. It also allows personal communication via e-mail exchanges with people from other places, and, even more important, it creates real and functional contexts of communication. Besides, to the extent that the foreign language requires contact with a wide range of linguistic models, the use of digital learning resources is inherent in the subject, and it contributes directly to the everyday development of this competence.

For all these reasons this competence has been treated all throughout the CSE, we cannot forget that English as a subject goes hand in hand with the use of technologies so we cannot let ICTs apart in the Post-Compulsory Education.

4. Social and civic competence: languages are very useful to communicate socially and as means of cultural transmission. We cannot forget that active citizenship implies the availability of skills to fully participate in civic life. It means building, accepting and practising standards of living consistent with democratic values, exercising our rights, freedoms, responsibilities and civic duties, and defending the rights of others. Because of that, learning a language is not just grammatical rules and vocabulary but it also implies the knowledge of cultural aspects and traditions which define the different speech communities. All throughout the Post-Compulsory Education, we have to improve aspects such as: express themselves in different contexts and be able to express their own ideas and listen to the ones of their classmates.

5. Artistic and cultural competence: during the CSE students have been introduced to the British and American culture; we have to take this knowledge and increase it during the Post-Compulsory Education. In this way we should encourage students to express their own opinions, likes, feelings and emotions towards the cultural diversity. That is why it is so important that our students continue acquiring cultural and artistic knowledge in English during the Post-Compulsory Education.

6. Understanding and interaction with the physical world: I consider that this is one of the most important key competences that we must develop in our lessons. Our students have to control the interaction with their world, which is in fact the most useful thing for them. Even though this competence has been treated all throughout the CSE,

we can go deeper and try to make our students able to talk in a more or less autonomous way using a huge variety of vocabulary: body parts, food, health, ecological issues, bullying, etc.

Once I have established the basic competences that are going to be reinforced all throughout the first course of Post-Compulsory Education I am going to comment on the general objectives that have to be developed during this course.

General objectives

According to the Decree 75/2008, 6th August, in order to establish the curriculum of the Post-Compulsory Education any teacher has to take into account the general objectives of this stage. I will highlight some of them:

- Promote a healthy life.
- Know, value and respect the historical, cultural and natural heritage of the Asturias principality.
- Be a democratic citizenship with a civic and respectful behaviour.
- Consolidate students' personal and social maturity so as to act in a responsible and autonomous way.
- Promote the equality of possibilities between men and women and value, in a critical way, the existent inequalities in the nowadays society.
- Use the new technologies in a responsible way.

These are just some examples of the general objectives that we can find in the Decree mentioned before for the Post-Compulsory Education. It does not matter the subject to be taught, teachers must be conscious of these objectives and implement them so as to improve our students' education. Besides, you also have to take into account the basic objectives which appear in the same Decree with regards your own subject, in this case English. So we, as English teachers, have to develop the following basic capacities:

1. Understand global and specific information from oral texts and be able to follow the thread of current issues given in habitual communicative contexts throughout the mass media.
2. Write several types of texts in a clear and well-structured style taking into account the communicative intention and the context.
3. Understand different types of written texts, of general and specific issues, and interpret those critically using comprehensive strategies to identify the main ideas of the text.
4. Interact orally in a spontaneous, comprehensible and respectful way with fluency and accuracy. Students have to use the appropriate strategies to cope with different communicative situations, such as decide the purpose of the speech to adequate this to different contexts and purposes.

5. Know the social and cultural features of a foreign language to understand and interpret in a better way different cultures.
6. Acquire and develop several learning strategies, using as many sources as they can such as: ICTs and dictionaries so as to enable successful self-study of the language.
7. Read autonomously different texts, related with their needs and interests, considering reading as a source of information, enjoyment and leisure.
8. Communicate with increasing accuracy and precision, both orally and in writing, using all the resources which facilitate communication.
9. Strengthen self-evaluating strategies in the acquisition of the communicative competence in a foreign language, with a positive attitude of initiative, confidence and responsibility.
10. Assimilate from a critical standpoint the value of the cultural conventions and norms of the native speakers of that language.
11. Deal with most situations likely to arrive whilst travelling in an area where the language is spoken.
12. Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

- **Course contents**

Section 1: communicative skills

Listening and understanding

- Understanding the general and the specific meaning of different speeches and lectures on specific topics, especially those related with culture and traditions.
- Obtaining relevant information in class presentations, interviews and debates.
- General and specific understanding of messages conveyed by the media both in the standard British English and in the case of speakers with different accents.
- Using strategies to understand and infer meanings which are not explicit and to catch and organize the main ideas of a listening.
- Understanding the main points of many radio or TV programmes on current affairs or topics of personal or professional interest.

Speaking and communicating

- Oral production of diverse messages on issues related to the students' interests, preparing presentations in advance about general or specific topics with grammatical accuracy and proper pronunciation, rhythm and intonation.
- Planning what you want to say and how to express it, using various resources to facilitate communication and reinforce mechanisms which may give coherence and cohesion to the discourse. Revising linguistic elements such as grammar, vocabulary and phonetics, to improve their speaking.

- Involvement in different conversations with some degree of fluency, naturalness and precision.
- Expressing different points of view about a known topic in debates, using appropriate examples, being respectful and critical with the contributions of others.
- Phrase connection in a simple way so as to describe experiences and events.
- Giving reasons and explanations in a briefly way.

Section 2: Read and write

Writing

- Writing texts of some complexity about personal, current and interesting topics in a clear and reasonable way, using an appropriate register and a correct use of grammar and vocabulary.
- Planning the organizational process of a text, using mechanisms to create them in an organized and cohesive way.
- Writing letters, both formal and informal, using formal language when necessary, following a given structure and describing experiences and impressions.
- Logical organization of sentences and paragraphs so as to create a coherent text using connects and linking words.

Reading

- Understanding general and specific information written in different styles referred to a variety of topics which help students to develop their humanistic and scientific training.
- Understanding implicit meanings and points of view in articles and reports referred to current topics.
- Autonomous reading of extensive and diverse texts related with their academic, personal and professional interests for the future, using different strategies to read a text depending on the final purpose of the student, appreciating reading as a way of obtaining information and leisure.
- Identifying the communicative purpose of the different texts and organize the different information distinguishing the different parts in which a text is organized, the precise vocabulary of each text, etc.
- Understanding descriptions of feelings, wishes, etc. in personal letters and private or public documents.

Section 3: language knowledge

Linguistic knowledge

- Expansion of the semantic field and of the vocabulary about general topics which are of a great interest for our students and which are also related to other subjects of the curriculum of Post-Compulsory Education.
- Revision and extension of grammatical structures, which have been already explained throughout CSE.
- Forming words knowing the different prefixes and suffixes to create adjectives, adverbs, compound words.
- Interpretation and production of different stress patterns, rhythms and intonations.
- Using the phonetic alphabet to improve their pronunciation autonomously.

Reflection about language

- Autonomous use of different resources to increase their own knowledge: digital and bibliographic resources for example.
- Implementation of strategies to revise, expand and consolidate the vocabulary and the linguistic structures.
- Recognition of the varieties of use of the language: differences among formal, informal, spoken and written language.
- Interest in making the most of learning opportunities, both inside and outside the classroom, using the ICTs.
- Reflection and implementation of self- evaluation strategies to reinforce the autonomous learning of a language.

Section 4: socio-cultural aspects

- Knowledge and valuation of the most relevant cultural elements.
- Valuation of English as means of communication and understanding among people, facilitating the access to other cultures and the personal enrichment as a person.
- Reflection on the similarities and relevant differences among different cultures, customs, attitudes, values or believes.
- Critical valuation of the cultural and sexual stereotypes in other cultures and how these issues are reflected in the language and in the media.
- Interest in establishing communicative exchanges and in knowing cultural information of other countries in which English is spoken.

CONTENT SEQUENCING					
Unit	Listening	Speaking	Reading	Writing	Grammar
1: The craze for fashion	Day in a life of a teenager	A normal day in my life	Real streets	A description of a person	Present simple & continuous
2: Touch the world with a click	Cyber bullying	Are you addicted?	Be careful with your mobile phone	Dangers of the Internet	Past simple & continuous Used to/ would
3: Time to celebrate	Halloween	Who are who?	The festival of lights	Informal letter	Present perfect
4: Are you fair?	Driving drunk	A trial	Salem witch Trials	Formal letter	Past perfect Be /get used to
5: Be sporty!	An interview: Roger Federer	Famous sportswoman and sportsmen.	Kids and sports, winning at any cost?	A discussion essay	Modals
6: We should have acted before	Global warming	Human disasters	The situation of beaches	Description of a place	Modal perfects
7: Whatever will be will be	Future of food	Future vision	Que será será	Film review	Future tenses
8: Are you a TV fanatic?	Subliminal messages on TV	What's on?	Turn off week	An opinion essay	Future perfect and continuous
9: Urban myths	Superstitions	Express disbelief and surprise	How superstitious are you?	A narrative	Gerunds and infinitives
10: Be wild	Animals with guarding angels	You can save them	Animal intelligence	Unreal situations	Zero, First and Second conditional

11: And the winner is...	<i>I wish you were here</i>	The most important things in my life	Fortune cookies	If I had won the price...	Third conditional <i>I wish/ if only</i>
12: Once upon the time	Bibliomaniac	Create your story	History of storytelling	Book review	Defining and non-defining relative clauses
13: The body	Anorexia	How healthy are you?	What are the advantages of yoga?	Write a narration	Clauses
14: Eureka!	Inventions that changed the world	Where can you see these signals?	History of Kodak	Report	Passive voice Have/get something done
15: There is life after education	Oxford university	Reporting game	Life after school	E-mail	Reported speech

CONTENT SEQUENCING				
Unit	Vocabulary	Pronunciation	Culture	Progress check
1: The craze for fashion	Clothes and accessories	/ae/	Traditions all around the world.	Unit 1
2: Touch the world with a click	Computers and mobile phones	/id/, /d/, /t/	Technology in other countries.	Unit 1 & 2
3: Time to celebrate	Special occasions and dates	Weak sounds	Famous traditions	Unit 1, 2 & 3
4: Are you fair?	Crime and justice	Minimal pairs /I/ and /I: /	Famous trials	Unit 1,2,3 & 4
5: Be sporty!	Sports	Word stress	Typical sports	Unit 1,2,3,4 & 5
6: We should have acted before	The environment	/ei/	Natural disasters	Unit 1,2,3,4,5 & 6

7: Whatever will be will be	Films and review	Sentence stress	Musical styles	Unit 1,2,3,4,5,6 & 7
8: Are you a TV fanatic?	Television	Diphthongs	Exotic countries	Unit 1,2,3,4,5,6,7 & 8
9: Urban myths	Doubt and belief	/ə/	British superstitions	Unit 1,2,3,4,5,6,7,8 & 9
10: Be wild	Wildlife	Vowel sounds	Asturias' fauna and flora	Unit 1,2,3,4,5,6,7,8, 9 & 10
11: And the winner is...	Fortune and future	<i>Would</i>	Teenager's interests	Unit 1,2,3,4,5,6,7,8, 9, 10 & 11
12: Once upon the time	Entertainment and arts	/u/	Famous storytellers	Unit 1,2,3,4,5,6,7,8, 9, 10, 11 & 12
13: The body	The body	Recognition of vowels	Medical disorders	Unit 1,2,3,4,5,6,7,8, 9, 10, 11, 12 & 13
14: Eureka!	Discoveries and inventions	Contractions	Famous inventions and discoveries	Unit 1,2,3,4,5,6,7,8, 9, 10, 11, 12, 13 & 14
15: There is life after education	Education	Recognition of consonants	Educational systems	Unit 1,2,3,4,5,6,7,8, 9, 10, 11, 12, 13, 14 & 15

UNIT 1

THE CRAZE FOR FASHION

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their hobbies and likes in an oral presentation.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a description using the appropriate vocabulary and connectors.
- Interact with their partners in English.
- Differentiate the context in which they use present simple and present continuous.
- Differentiate phonemes /ae/ and /ʌ/.
- Practice intonation.
- Use the vocabulary related to fashion and descriptions in a proper way and in a proper context.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions in different cultures.

Contents:

Section 1: communicative skills

Listening

They have to listen to a video on YouTube³ which is related to the “day in a life of a teenager”, in this case the character is Betsy DeValley. I have chosen this video because I want to use authentic materials as much as possible. Besides, this girl has an American accent what allows my students to listen and recognize different accents. Then, they have to listen again and answer multiple-choice questions which require an accurate understanding of the listening.

Speaking

They have to answer a questionnaire about their lives: what would you like to be in a future? What are your hobbies? etc. Afterwards, they have to prepare a presentation

³Source: http://www.youtube.com/watch?v=D3PPTc6737w&feature=plcp&context=C4f6c021VDvjVQa1PpcFP3EjO4jNP5JRHI4YEERC1vCX-ciE3_dT8=%29. Accessed on April 12th 2012.

to do in front of their partners telling what they usually do in a normal day of their lives and some information about their hobbies, likes, preferences, etc. They can use web sites, Power Point presentations, pictures, etc. In this way they get used to speak in public and they feel motivated as they are talking about their own preferences and likes.

Section 2: reading and writing

Reading

- They have to read a text related to the different gangs or styles we can find in the streets, such as Goths and Chavs. Then, they have to describe a number of pictures, which appear in the text, of gothic people, homeless people, chavs, etc. Afterwards, students have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinion using the text to support their answers. This exercise helps them to see if they have really understood the text.
- In the next exercise, they will be given a number of phrasal verbs which appear in the text, they have to guess their meaning from the context and complete some sentences choosing the right phrasal verb in the right form. I think that these exercises help students to contextualize their learning process.
- Finally, they have to work in pairs and compare their opinions about what they have read, and which factors may cause conflicts between young people. I want them to debate about prejudices towards people who have a different appearance or style.

Writing

Students have to read an example of a text which describes the obsession of a girl to be fashionable. This text will have words and expressions in bold, such as “specially, regarding, as for, besides, etc.” These expressions may help students to use them in their own texts. Then, they have to write a description, (about 100 or 120 words), of a famous character, a singer, a model, an actor or even themselves or someone they know who is craze for fashion. Students have to make a description and give their own opinions about the situation and the nowadays obsession with fashion. They have to use the vocabulary they have learned all throughout the unit and they will be given a guideline to help them.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe their style and the style of others.
- Ask and give opinions about a reality in the world.
- Express routines and habits in present tense.

Grammar

- Present tenses: present simple and present continuous.
- State verbs.
- Adverbs of frequency.
- Students will be presented with a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: clothes and accessories.
- They will be given a list of different words and they have to organize them into four categories: clothes, make –up, footwear and accessories. Some of the words are: boots, wristband, gloves, lipstick, scarf, etc.
- Adjectives for describing clothes: stylish, baggy, etc.

Useful language:

- Expressions: look good, fits on you, it's too baggy, it's too expensive, etc.
- Describing people: he has got, she has got, she looks, he's a bit/very..., she seems..., etc.
- To practice all these vocabulary they will have to do a crossword and complete the descriptions of people who appear in different pictures.

Pronunciation

- The use and pronunciation of the phoneme /æ/.
- They will practice minimal pairs to compare the phonemes /æ/ and /ʌ /.
- Intonation: they will have to repeat some sentences with different intonations.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different trendy styles to reinforce the autonomy of the student.

Section 4: Socio-cultural aspects

Different cultures represent different traditions and ways of living and different trends and ways to be dressed. Students will be shown a presentation, taken from two webs⁴, of the way in which people in the Philippines dress and live. This is part of my innovation: introduce my students the culture of the countries in which English is an

⁴ Source: <http://tagaloglang.com/Filipino-Culture/Traditional-Clothing/national-costume-of-the-philippines.html> and http://en.wikipedia.org/wiki/Culture_of_the_Philippines. Accessed on April 20th 2012.

official language using the ICTs. Afterwards, my students have to look for a country, and they have to make a presentation in which they describe the typical costumes of these people and the main traditions in the particular country they have chosen. The aim of these exercises is to teach my students to be respectful towards different cultures.

Progress check

Students have to do a number of exercises which comprise all the contents of the unit: complete definitions with the vocabulary they have achieved, complete dialogues with the correct verbal tenses, describe a photo, etc. These exercises will help them to revise for the exam.

UNIT 2

TOUCH THE WORLD WITH A CLICK

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their habits and addictions in an oral presentation.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Create a poster using the appropriate vocabulary and summarizing the main ideas.
- Interact with their partners in English.
- Differentiate the context in which they use past simple and past continuous.
- Differentiate the pronunciation of past endings of regular verbs (-ed): /id/, /d/, /t/.
- Use the vocabulary related to new technologies in a proper way and in the proper context.
- Active and dynamic participation in the different activities and in the blog.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the world which surrounds them.

Contents:

Section 1: communicative skills

Listening

Students have to listen to a video clip from the CBS news⁵ which talks about the problem of cyber bullying among teenagers. I have chosen this video because it helps students to be conscious of the benefits but also the dangers of surfing the net. Besides, it is a video taken from an authentic source, the news, which allows students to be conscious of the real language and the real contexts. They have to listen again and answer multiple-choice questions which demand an accurate understanding of the listening. Finally, they have to complete some parts of the tape script with words from a box, some of the options are similar, in this way students have to listen carefully to distinguish the sounds.

Speaking

Students have to answer a questionnaire about new technologies and how often they use their mobile phones, their computers, etc. Some examples are: how often do you use your mobile phone? Do you have a Facebook, Tuenti or Twitter account? How many messages can you send per day? Do you think you can live without your computer or your mobile phone? Then, they have to prepare a presentation interpreting their own results or just exposing the results and then the whole class will give their opinions. Some of them may even have an addiction to new technologies. With this exercise I want my students to express their actions orally and also to be conscious of the dangers of being “addicted” to new technologies.

Section 2: reading and writing

Reading

Students have to read a text related to the dangers of talking with the mobile phone while we are walking or doing other things. The text is titled “Walking while talking on your cell phone could get you killed”⁶, I have chosen this text because it is very catchy and most of them use their mobile phones all the time, so they are interested in knowing the dangers of being absent minded when looking at this small screen. Besides, the text is taken from a newspaper what makes the reading more real and amusing. Then, they have to read the text again and choose the best answers for a number of options. In this way, they can check if they have completely understood the text. Finally, they have to write a guideline with their opinions about the issue and compare them, orally, with their partner. Even though this is a reading section, my aim

⁵Source: <http://www.youtube.com/watch?v=aa6Vxc4cB2w&feature=fvst>. Accessed on April 20th 2012.

⁶ Source: <http://www.dailyfinance.com/2009/11/17/walking-while-talking-on-your-cell-phone-could-get-you-killed-i/>. Accessed on April 16th 2012.

is to make my students speak as much as possible, in this way they can see English as a way of communication and not just as a written language.

Writing

Students have to read an example of a poster which describes the dangers of the Internet. Then, in small groups (3 or 4 people) they have to create a poster in which they describe the main dangers of the Internet, of using the mobile phones or of the social networks. Students have to do it using pictures and a power point presentation. Their poster just needs to have 10 points such as: “You can get arrested if you download copyrighted material or you can get a computer virus”. The aim of this exercise is to work with ICTs and to be able to summarize their ideas.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe the dangers of the new technologies.
- Ask and give opinions about a reality in the world.
- Express actions in the past.

Grammar

- Past tenses: past simple and past continuous.
- *Used to* and *would*.
- They will practice these new concepts creating sentences which contrast past simple to past continuous situations and compare them with their partners.

Vocabulary

- Topic: computers and mobile phones.
- Students have to match a number of verbs such as: delete, attach, install, download, etc. with the pictures which symbolize the meaning of the different verbs.
- Compound words: they will listen to a number of compound words and then they will have to use them to complete some sentences. Some of the words are: text message, toolbar, software, etc.

Useful language:

- Expressions: out of order, dial, turn down, etc.
- Talking about past events: How was your day? What were you doing while you were writing a text message? etc.

Pronunciation

- -ed endings: they will listen a number of verbs which have a regular past and they have to classify them in three columns: /id/, /d/ or /t/.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use of the Internet to look for information: dangers of the new technologies, to reinforce the autonomy of the student.

Section 4: socio-cultural aspects

Students have to write in a blog which has been created for the subject titled “Our English shelter”. They have to write about the way in which technology is seen in other parts of the world, some topics are: most used social networks in Spain, the technological advances in Japan and China, the lack of technologies in Africa, etc.

Progress check

Students have to do a number of exercises which comprises all the contents of unit one and two: complete definitions with the vocabulary they have achieved, complete dialogues with the correct verbal tense, complete an e-mail choosing the best option, etc. These exercises will help them to revise for the exam.

UNIT 3

TIME TO CELEBRATE

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their preferences.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write an informal letter to a friend.
- Interact with their partners in English.
- Differentiate the context in which they use present perfect and present perfect continuous.
- Practice the pronunciation of weak sounds: *was/were*.
- Use the vocabulary related to traditions and festivals in a proper way.
- Active and dynamic participation in the different activities and in the blog.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the different festivals and traditions of other countries.

Contents:

Section 1: communicative skills

Listening

First of all, we will do a brainstorming about the celebration of Halloween and what they know about it. Then they have to watch a documentary⁷, 45 minutes long, on YouTube about the real story of Halloween. I have chosen this video because it is easy to understand and we have different speakers so students are shown different accents and native speakers in an authentic situation. As it is very long, I will divide it into five sections, each section will have their own questions and after each section we will also do a kind of debate to interchange ideas of what they are watching. In this way I will check if my students have understood the main ideas of the listening.

Speaking

They have to imagine that they are in a party; each of them will have a card with the role and the information of the character that they have to interpret. In small groups (3 or 4 people) they have to interchange information according to their cards, for example: "You are Catherine, you have just met Paul and you are tired because you have been studying all the morning." With this information they have to interact with each other and make questions to the rest such as: Have you met him/her before? Why are you so tired? What have you been doing all the night? etc. The aim of this activity is to speak in English at the same time that they are practicing the grammatical structures of the unit.

Section 2: reading and writing

Reading

Students have to read a text, taken from an online magazine⁸, about a famous tradition in Malaysia which is called "The festival of lights". After reading the text, they have to answer to some questions to see if they have really understood the text. Finally, they have to answer some questions orally with their partners, such as: have you ever heard of this festival? What do you think is the most interesting thing of this celebration? Would you like to go there? etc. I want them to communicate and to interchange their ideas supporting their views with the text they just have read.

Writing

Students have to read an example of an informal letter which describes the experiences of a girl in a festival. Afterwards, they have to write an informal letter to a friend describing a special occasion or festival which he or she and his or her family or

⁷ Source: <http://www.youtube.com/watch?v=izfwvrA4V-I&feature=related>. Accessed on April 20th 2012.

⁸ Source: <http://www.best-of-langkawi.com/culture/43-culture-festivals-celebrations-deepavali>. Accessed on April 14th 2012.

friends celebrate every year. They will be given writing strategies, tips to organize the letter, etc.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe the traditions and festivals of the different countries.
- Ask and give opinions about a reality in the world.
- Express actions using the present perfect and the present perfect continuous.

Grammar

- Present perfect simple and present perfect continuous.
- *For, since, already* and *yet*.
- They will practice these new concepts with different written exercises and in the speaking section. They will be given a number of sentences to infer the rules.

Vocabulary

- Topic: special occasions and dates.
- Students have to guess the meaning of some phrasal verbs related with parties from a text, some of them are: get together, clear up, set up, dress up, etc.
- Adjectives + prepositions: students have to match some adjectives with the correct preposition in the list, some examples are: depressed about, interested in, sorry for, etc. These new vocabulary may help students to do better in the writing and speaking section. Some examples are: depressed about, interested in, sorry for, etc.

Useful language:

- Expressions: for ages, since 1998, etc.
- Talking about past perfect events: How long have you been waiting? Have you ever seen this film? etc.
- Reflexive pronouns.

Pronunciation

- Weak sounds: *was/were*.
- They will listen and repeat the pronunciation of the weak sounds *was* and *were*.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use of the Internet to look for information: festivals and traditions all over the world.

Section 4: socio-cultural aspects

Students have to write in a blog which has been created for the subject titled “Our English shelter”. They have to write a paragraph about a famous tradition or festival in any country of the world. Then they have to make a brief presentation to the rest of the class. With this activity I want my students to know more about different cultures and traditions.

Progress check

Students have to do two exercises which comprise all the contents of unit one, two and three: they have to complete a text using the correct tense of the verbs in brackets and then they have to complete the description of a photograph using all the vocabulary they have acquired all throughout the three units.

UNIT 4 ARE YOU FAIR?

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their preferences.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a formal letter for complaining.
- Interact with their partners in English.
- Use the past perfect in the right context.
- Practice the pronunciation of minimal pairs /I/ and /I: /.
- Use the vocabulary related to trials and law.
- Active and dynamic participation in the different activities and in the blog.
- Increase their historical knowledge.
- Emulate situations in a real way with a positive attitude.

Contents:

Section 1: Communicative skills

Listening

Students will listen to a video⁹ which makes reference to the problems you may have with justice if you drive drunk. This video is taken from a piece of news so it is an authentic material, what makes it more interesting. Afterwards, students have to decide if a number of statements are true or false and give reasons to justify their options. Then all together will debate the dangers of driving drunk and their general opinion about the punishment of this behaviour.

Speaking

Students have to form groups of four people and create a simulation of a trial. Each of them will have a role: judge, lawyer, defendant and claimant. Besides, they will be given a topic: murder, robbery, rape, etc. They have to simulate a trial of 5 minutes approximately, using the vocabulary they have acquired all throughout the unit related to crime and justice.

Section 2: reading and writing

Reading

Students have to read a text related to the Salem witch Trials¹⁰. As the unit is related to law I found this text really interesting as well as informative about some details of the American culture. Then, they have to answer some questions and give their opinions about this situation in the past.

Writing

Students have to read an example of a formal letter complaining about the bad conditions of the hotel in which the main character spent his holydays. They will be given a number of connectors and formal expressions to write a formal letter. Afterwards, they have to write a formal letter complaining about a situation, they are given several options such as: your flight has been delayed; the shop assistant didn't want to give you a refund, etc.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Simulate a real situation with a real language.
- Express actions using the past perfect.

⁹ Source: <http://www.youtube.com/watch?v=olLMc7YGcgs>. Accessed on April 22nd 2012.

¹⁰ Source: <http://www.eyewitnesstohistory.com/salem.htm>. Accessed on April 22nd 2012.

Grammar

- Past perfect.
- Be used to/ get used to.
- They will practice these new concepts with different written exercises and with some online games.

Vocabulary

- Topic: crime and justice.
- Students have to choose the correct option of some definitions of vocabulary related to the courtroom, law and punishment: innocence, murder, guilt, etc. Then, they have to look at examples of antisocial behaviour at school and then discuss in pairs how serious they think each offence is and they have to decide a punishment for each one. Some of these antisocial behaviours are: sleeping in class, dropping litter, cheating, swearing or bullying.
- Adverbs of manner.

Useful language:

- Expressions: it depends, so what punishment should we give? I think the student should, etc.

Pronunciation

- Minimal pairs /I/ and /I: /
- They have to listen and repeat some minimal pairs and decide which sound corresponds to each one: tin – teen, fill – feel, etc.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use of the Internet to look for information: famous trials in history.

Section 4: socio-cultural aspects

Students have to make a presentation about a famous trial in the history of the human kind. In the blog of the subject they will be given a web page¹¹ in which they can find lots of examples and links where they can find information. Then in five minutes they have to present the trial and their opinion about it in front of the class. With this activity I want my students to know more about historical contents and to express their opinion using the vocabulary they have acquired in this unit.

¹¹Source: <http://www.crf-usa.org/research-links/famous-trials.html>. Accessed on April 22nd 2012.

Progress check

Students have to do some exercises which comprise all the contents of unit one, two, three and four: they have to complete a text using the correct tense of the verbs in brackets, complete expressions, choose the correct option, etc.

UNIT 5 BE SPORTY!

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their hobbies and likes in an oral presentation.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a discussion essay using the appropriate linkers.
- Interact with their partners in English.
- Differentiate the context in which they use the different modal verbs.
- Recognize the stress pattern of some words.
- Use the vocabulary related to hobbies and sports.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions and historical facts of the different countries.

Contents:

Section 1: communicative skills

Listening

Students will watch and listen to an interview¹² to one of the best tennis players ever: Roger Federer. I have chosen this video because I want to use authentic materials and it is a very interesting interview in which modal verbs are used. Then, they have to listen again and answer multiple-choice questions which require an accurate understanding of the listening.

¹² Source: <http://www.youtube.com/watch?v=u8h35oYvFoc>. Accessed on April 23rd 2012.

Speaking

They have to choose a famous sportsman or sportswoman and describe, orally, his or her physical appearance and personality, what he or she can or can't do, etc. Then they have to speak about their own abilities and sportive preferences.

Section 2: reading and writing

Reading

Students have to read a text related to the limits to which sport is sometimes taken. The text, taken from the newspaper Gallup, is titled "Kids and sports: winning at any cost?"¹³, I have chosen this text because its content is very interesting and I think some students, those who play football for example, will be identified with some situations that appear in the text. Besides, it is an authentic text taken from a newspaper what motivates the students. Afterwards, they have to decide if a number of statements are true or false and give reasons to justify their opinions using the text to support their answers. This exercise helps them to see if they have really understood the text. Then, we will make a debate about their opinions related to the violence and the limit situations in sports.

Writing

Students have to read an example of a discussion essay and practice some linkers of contrast such as: on the one hand, in spite of the fact that, although, etc. Afterwards, they have to write their own discussion essay (about 100 words) about this statement: "Top sports stars are bad role models".

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe their abilities.
- Ask and give opinions about a reality in the world.
- Express what they can or cannot do, what they have to do or should do, etc.

Grammar

- Modals of speculation and deduction, ability and permission, prohibition and obligation and advice.
- For each type of modal students will be given a number of situations to practice the use and the context of each of the modals.

¹³ Source: <http://www.gallup.com/poll/5233/kids-sports-winning-any-cost.aspx>. Accessed on April 23rd 2012.

Vocabulary

- Topic: sports.
- Students have to choose the correct option of some definitions of vocabulary related to sports and hobbies: board, dangerous, sailing, challenging, etc.
- Easily confused verbs and phrasal verbs: they have to choose the best option, some examples are: threw/hit, ride/drive, earn/score, etc.
- Adjectives + -ing/-ed.

Useful language:

- Adjectives suffixes.
- Prepositions + noun phrases: in favour of, by chance, in trouble, etc.
- Students have to complete a text to practice this useful language.

Pronunciation

Word stress: they have to listen and read some words and identify the stress on them.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different sports in different countries.

Section 4: socio-cultural aspects

Students are generally familiarized with the typical sports in our country, such as football or tennis. However, there are lots of sports which are really unknown to them. Because of that, I want them to search information about the typical sports in one of these countries: India, Malta, Singapore or Jamaica. These are countries in which English is still the official language because of the colonial times. I want my students to be conscious of the huge culture that exists far away our frontiers and how English allows them to communicate with any part of the world.

Progress check

Students have to do a number of exercises which comprise all the contents of this unit and the previous ones: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 6
WE SHOULD HAVE ACTED BEFORE

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about the world's situation using the appropriate vocabulary.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a description of a place using the appropriate vocabulary and connectors.
- Interact with their partners in English.
- Differentiate the context in which they use modal perfects.
- Recognize the phoneme /ei/.
- Use the vocabulary related to the environment.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about different events in the history of the human kind.

Contents:

Section 1: communicative skills

Listening

Students will watch a video from the NASA¹⁴ which deals with the problem of global warming and the facts that may have caused it. I think this is a very good video in a clear language and taken from a real source with native speakers. Afterwards, they have to listen again and answer multiple-choice questions which require an accurate understanding of the listening and then we will comment on the answers and their opinions about the matter.

Speaking

Students will be given different photographs about places where the human hand has caused a clear disaster: contaminated beaches, parks full of litter, etc. They have to analyse the pictures and say what we should have done to avoid this situation.

¹⁴Source: <http://www.youtube.com/watch?v=ROZJmX73FF4>. Accessed on April 24th 2012.

Section 2: reading and writing

Reading

Students have to read a text taken from the Huffington post which is titled: “Beach contamination: The United States’ Worst offenders”¹⁵. This text deals with the situation of the beaches nowadays and how they are always full of litter and rubbish. Afterwards, they have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinions using the text to support their answers. This exercise helps them to see if they have really understood the text. Finally, in pairs they will compare opinions about this issue.

Writing

Students have to read an example of a text which describes a place. They will be given a structure to follow when writing their own descriptions: my choice, why I think it’s special, additional reasons of my choice, etc. This text will have adjectives in bold, such as “unspoilt, ugly, picturesque, etc.” which may help students to describe their own place. Then they have to write a description of their favourite place (about 100 words).

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe places and situations.
- Ask and give opinions about a reality in the world.
- Express regrets using the modal perfects.

Grammar

- Modal perfects.
- Comparatives.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny and communicative way.

Vocabulary

- Topic: the environment.
- Students will be given two lists of words and they have to match them to make compound nouns: toxic-waste, renewable energy, etc.

Useful language:

- Expressions: there is a fantastic beach; one of my favourite places is..., etc.
- Describing places: it’s more exciting than..., it’s less interested than..., etc.

¹⁵Source: http://www.huffingtonpost.com/2011/06/29/beachcontamination_n_887259.html#s300807&title=Repeat_Offender_Avalon . Accessed on April 29th 2012.

- To practice all these vocabulary they will have to describe different photos of places to their partners.

Pronunciation

- The use and pronunciation of the phoneme /ei/.
- They will listen to some words and they have to identify the /ei/ sound and repeat them.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different natural disasters in the world.

Section 4: socio-cultural aspects

All throughout the history of the human kind, humans have been destroying the world. I want students to look for different disasters, natural disasters or those made by the humans. They have to make a five minutes presentation in front of the class and give their opinions about the topic. In this way, I will raise students' awareness of the reality of the world and how we have to take care of it and they express themselves using English.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 7

WHATEVER WILL BE WILL BE

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about future plans.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a film review.
- Interact with their partners in English.
- Differentiate the context in which they use the different future tenses.

- Recognize the sentence stress.
- Use the vocabulary related to films and reviews in a proper way and in a proper context.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students have to listen to a video related with the “future of food”¹⁶. I have chosen this video because it deals with a future issue and it is an authentic material. Then, students have to answer multiple-choice questions which require an accurate understanding of the listening.

Speaking

They have to make a presentation about the future of some of the elements of our reality such as: mobile phones, computers, televisions, etc. Afterwards, they have to share their views about future with their partners.

Section 2: reading and writing

Reading

Students have to read the lyrics of a Doris Day’s song: *Que será será*. Then, they have to listen to it and answer some questions about the basic understanding of the lyrics and they have to compare their views of their own future with their partners.

Writing

Students have to read an example of a film review. Then, they have to write their own film review of about 250 words following a given structure. Afterwards, they will be given a number of sentences which may be useful to do their own review: truly awful, poor acting, very funny, etc.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe their ambitions to the future.
- Ask and give opinions about a reality in the world.
- Express intentions and plans in the future.

¹⁶ Source: <http://www.youtube.com/watch?v=RbkLM6tr-nI>. Accessed on April 29th 2012.

Grammar

- Future simple, *will* and *going to*.
- Adverbs of probability.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: films and review.

They will be given a list of different statements to describe films and they have to decide whether they are positive or negative: exciting from start to finish, highly recommended, weak plot, etc.

Useful language:

- Expressions: very soon, never, in my lifetime, etc.
- Describing films: amazing, ridiculous, awful, brilliant, etc.
- To practice all these vocabulary they will have to complete some sentences.

Pronunciation

Sentence stress: they have to listen to some sentences and decide where the stress falls.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about films and reviews.

Section 4: socio-cultural aspects

Each country has its music style and preferences. Students have to look for the typical music of a given country, choose a song and make a five minutes presentation saying why they have chosen this song, what the main message of the song is, etc.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 8
ARE YOU A TV FANATIC?

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their preferences when watching TV.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write an opinion essay.
- Interact with their partners in English.
- Differentiate the context in which they use future perfect and future continuous.
- Use “do” and “make” in the right contexts.
- Identify the different diphthongs in English.
- Use the vocabulary related to Television.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students have to watch and listen to a video on YouTube related to the subliminal messages on TV¹⁷. I think that this video deals with a very interesting topic and it is taken from an authentic source with a native speaker. Afterwards, they have to answer some questions about basic understanding of the listening and then they have to listen again and answer multiple-choice questions which require an accurate understanding of the listening

Speaking

They have to make suggestions with their partners about what to watch on TV: We could watch..., why don't we watch...? Let's watch..., etc.

¹⁷ Source: <http://www.youtube.com/watch?v=NlhPIEbHjLO>. Accessed on May 2nd 2012.

Section 2: reading and writing

Reading

Students have to read a text about the Turnoff TV week¹⁸, this text helps them to have contact with authentic materials and to be conscious of the impact that TV can have on their lives. Afterwards, they have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinions using the text to support their answers. This exercise helps them to see if they have really understood the text. Finally, they have to work in pairs and compare their opinions about what they have read.

Writing

Students have to read an example of an opinion essay which will have words and expressions in bold, such as “I don’t agree with, I also think that, etc.” These may help students to use these expressions in their own texts. Then, they have to write an opinion essay dealing with this topic: “TV is bad for us and the world would be a better place without it. Do you agree?”.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Give their opinions about different issues.
- Ask and give opinions about a reality in the world.
- Express facts using the future perfect and future continuous.

Grammar

- Future perfect and future continuous.
- *Do* and *make*.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: television.
- They will be given a list of different words and they have to match them with the proper picture: cartoon, chat show, documentary, the news, etc.
- Expressions with do and make: make an effort; do well at school, etc.

Useful language:

- Expressions: I really want to watch, you’ll really enjoy..., etc.
- Words related to TV: broadcast, appear, record, miss, change, etc.

¹⁸ Source: http://www.whitedot.org/issue/fix_tvturnoffweek.asp. Accessed on May 2nd 2012.

- To practice all these vocabulary they will have to match the words and expressions with the definitions and practice it with their partners.

Pronunciation

Diphthongs: they have to practice them and recognize them in different words.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different TV programs.

Section 4: socio-cultural aspects

Students in groups of four, have to look for a video on YouTube related to a documentary or interesting information about an aspect of nature, different traditions, etc. They have to choose among these countries: Nigeria, Pakistan, Somalia, Ghana or Ruanda.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 9

URBAN MYTHS

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about superstitions and believes.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a narrative using a number of expressions and linkers.
- Interact with their partners in English.
- Differentiate the context in which they use gerunds and infinitives.
- Recognize the /ə/ sound.
- Create compound nouns and use prefixes in an accurate way.
- Use the vocabulary related to superstitions.
- Active and dynamic participation in the different activities and in the blog.

- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions and superstitions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students will listen to a video about superstitions: “Are you superstitious?”¹⁹. This video deals with different superstitions and it is part of a TV programme with the intervention of different native speakers. Afterwards, students have to listen again and answer multiple-choice questions which require an accurate understanding of the listening.

Speaking

Students will practice to express surprise and disbelief. They are given a number of expressions: who!, that’s right, really?, I suppose to, etc. Then they have a number of situations and they have to maintain a conversation with their partners following the topic (you’ve seen a ghost, etc.).

Section 2: reading and writing

Reading

Students have to read a text which is titled: “Are you superstitious?”²⁰. I want them to have their own opinions and express their beliefs using English. Afterwards, they have to answer a number of questions to see if they have understood the text and then they have to compare their opinions with their partners.

Writing

Students have to read an example of a narrative, they have a number of linkers which may help them to connect their texts: first, second, afterwards, then, etc. Then they have to write a short-story of 250 words with the title: “A strange story”.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Express beliefs.
- Ask and give opinions about a reality in the world.

¹⁹ Source: <http://www.youtube.com/watch?v=U0H-hwrtnuw>. Accessed on May 2nd 2012.

²⁰ Source: <http://psychbits.com/black-catsbroken-mirrors-are-you-superstitious/>. Accessed on May 2nd 2012.

- Use gerunds and infinitives in the right contexts.

Grammar

- Gerunds and infinitives.
- Time and place expressions and linkers.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: doubt and belief.
- They will be given a list of different words and they have to organize them into two categories: true/sure or false/unsure. Some of the words are: believe, fiction, real, authentic, etc.
- Prefixes: ex-, inter-, micro-, non-, etc. They will have to create words with these prefixes.
- Compound nouns: students have to create compound nouns and complete some sentences with them: police station, computer games, traffic jam, etc.

Useful language:

- Expressions: what do you think about...? In my opinion, I don't agree, etc.
- Expressing disbelief and surprise: that's amazing, that can't be true! I don't believe a word of it, etc.

Pronunciation

Practice the pronunciation of /ə/: students have to listen to some words and recognize the sound.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about superstitions.

Section 4: socio-cultural aspects

Superstitions exist in every country and culture and they are slightly different in each place. I want my students to look for the typical superstitions in the British culture and in groups of four they have to comment on one of them in the blog of the subject. Then they will give a brief presentation to the rest of the class.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the

verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 10 BE WILD!

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about animals and nature in an accurate way.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a “what if” narration about a hypothetical situation.
- Interact with their partners in English.
- Differentiate the context in which they use zero, first and second conditionals.
- Recognize the different vowel sounds.
- Use the vocabulary related to animals and species.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions in different cultures and their region.

Contents:

Section 1: communicative skills

Listening

Students have to watch and listen to a video from the CBS news titled: “Animals with guarding angels”²¹. The video deals with the issue of people who save animals which are going to be killed. Then, they have to answer some questions about basic understanding of the listening and then they will have to listen again and answer multiple-choice questions which require an accurate understanding of the listening.

Speaking

Students will be given six photos of different animals (a horse, a cow, a tiger, etc.) then they have to imagine that all these animals are in danger of extinction. They will work in pairs and they will have the power to save two of them, they have to discuss the

²¹ Source: <http://www.youtube.com/watch?v=8HHmeiwrijpk&feature=relmfu>. Accessed on May 11th 2012.

reasons for saving the different animals and why they save these two. Then each pair will tell the rest of the class why they have chosen these two animals. Besides, students will be given some expressions to help them: the problem with...is..., I suppose you are right, that's not true, we need..., etc.

Section 2: reading and writing

Reading

Students have to read a text about the most intelligent animals in the world²². Afterwards, they have to read the different extracts again and decide if a number of sentences are true or false. Finally, each of them has to select one animal from the list, describe it and give reasons of his or her decision.

Writing

Students will read an example of a “What if...” situation and then they have to write their own one dealing with the topic “If I were an animal I would be...”. Furthermore, they have to give reasons for their decisions in their hypothetical situations and read their classmates’ writings and exchange opinions.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe animals and ways of living.
- Ask and give opinions about a reality in the world.
- Express hypothetical situations.

Grammar

- Zero, First, and Second conditionals.
- *If* and *when* clauses; *as soon as*, *provided that*, *as long as*, *unless*.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts such as songs and virtual games.

Vocabulary

- Topic: wildlife.
- Students will be given a list of different words and they have to organize them into four categories: insects, birds, fish and mammals. Some of the words are: whale, rat, hake, swallow, otter, vulture, beetle, etc.
- Animal similes: as sick as a dog, as wise as an owl, as quiet as a mouse.

²² Source: <http://travelforumglobe.com/travel-forum-general-discussion/most-intelligent-animals/>. Accessed on April 24th 2012.

Useful language:

- Expressions: keep as pets, have a nasty sting, in danger of extinction, etc.
- Common abbreviations: i.e., e.g., ASAP, etc.

Pronunciation

Vowel sounds: they will listen and repeat the sounds of some words and then they will have to match some words which have the same vowel sound.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about animals and different species.

Section 4: socio-cultural aspects

Even though most of the students are from Asturias, they do not really know a lot about the fauna of their region. Because of that, in this section they have to form groups of four people and look for typical animals in Asturias. Then, they will select one each group and make a presentation describing the animal and if it is in danger of extinction, if they live near the coast or not, etc.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 11

AND THE WINNER IS...

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about hypothetical situations in the past.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write about a hypothetical situation in the past.
- Interact with their partners in English.
- Differentiate the context in which they use third conditionals.
- Use *I wish / if only* in an accurate and right way.

- Pronounce “would” in a proper way.
- Use the vocabulary related to fortune.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students will listen to the song “*I wish you were here*” of Avril Lavigne. They will have to complete some gaps of the lyric. I have chosen this song because it is related with the grammatical contents of the unit “I wish” and it is also interesting to see if the students can identify all the missing words.

Speaking

Students will be given six pictures which symbolize six different concepts: friends, holidays, victory, love, money and sport. In pairs they have to talk about them and which of these things are the most important ones in their lives. Then, they will be given some expressions to practice: I don’t agree, I think this is more important because..., love is very important too, etc.

Section 2: reading and writing

Reading

They have to read a text related with the history of the fortune cookies²³ which are typical from China. I have chosen this text because it is related with the topic and with the traditions of other countries. Afterwards, they have to answer some questions about the text and give their opinions about the veracity of the fortune cookies and if they have ever tried one.

Writing

Students have to read an example of a hypothetical situation and then write one following this topic: “If I had won the price, I would have...” This is an opportunity for the students to practice the third conditional and be imaginative and original.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describing hypothetical situations.
- Ask and give opinions about a reality in the world.

²³ Source: <http://www.infoplease.com/spot/fortunecookies.html>. Accessed on April 23rd 2012.

Grammar

- Third conditionals.
- I wish / If only.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: fortune and future.
- Students will be given a list of different words and they have to complete a crossword with them: lottery, money, coupon, etc.
- Word building: students are given a noun and they have to form the verb and the adjective.

Useful language:

- Expressions: it's a good idea to..., remember to..., you'd better..., etc.
- Collocations: miss an opportunity, etc.

Pronunciation

Pronunciation of “would”.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different trendy styles to reinforce the autonomy of the student.

Section 4: socio-cultural aspects

In groups of four people, they have to discuss “what is the most important thing for teenagers in the society nowadays?”. They have to give reasons and even make a criticism if they do not support this view and make a five minutes presentation to the rest of the class.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 12
ONCE UPON THE TIME

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their likes and preferences in relation to literature.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a book review using the appropriate vocabulary.
- Interact with their partners in English.
- Differentiate the context in which they have to use defining and non-defining clauses.
- Recognize the different relatives and their use: who, which, that, etc.
- Recognize and pronounce in a proper way the /u/ sound.
- Use the vocabulary related to storytelling and entertainment.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students will watch and listen to a video, set in Paris, which deals with the problem of bibliomaniac people²⁴. It is a very interesting video which gives some information about a not very popular illness. Afterwards, students have to answer some questions about the general understanding of the listening and give their opinions.

Speaking

Students will be given different cards with information in them such as: a forest, a king, in summer, etc. In pairs they have to make up a story using this information.

²⁴ Source: <http://www.youtube.com/watch?v=nHfR5QZAZkE&feature=fvsr>. Accessed on May 6th 2012.

Section 2: reading and writing

Reading

They have to read a text about the history of storytelling²⁵. Afterwards, they have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinions using the text to support their answers. This exercise helps them to see if they have really understood the text.

Writing

Students have to read an example of a book review and then write their own one about any book they want. They will be given some expressions to help them: as a result, the plot, consequently, etc. Once the compositions are checked, I will upload them to the blog so everyone can read the different reviews and maybe decide to read a new book.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Summarize the main ideas in a book.
- Ask and give opinions about a reality in the world.
- Express their opinions about reality.

Grammar

- Defining and non-defining relative clauses.
- Relatives.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: entertainment and arts.
- Students will be given a number of words and they have to complete some sentences with these words trying to guess the meaning: script, genre, chapter, scene, play, writer, etc.
- Adjectives for describing books and characters: terrible, brilliant, ridiculous, lovely, friendly, etc.

Useful language:

- Expressions: Would you like to..? I'd love to read this book, etc.
- Summarizing the main ideas of a book.

²⁵ Source: <http://www.storytellingday.net/history-of-storytelling-how-did-storytelling.html>. Accessed on May 6th 2012.

Pronunciation

- The use and pronunciation of the phoneme /u/.
- Students will listen and repeat some words and then find words in the reading text with this sound.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different literary genres and storytelling.

Section 4: socio-cultural aspects

In the reading section we have dealt with the topic of storytelling, now my students have to look for famous storytellers in history and in pairs make a presentation to the rest of the class.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 13

THE BODY

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about their bodies and their healthy diet.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a narration in an original way.
- Interact with their partners in English.
- Differentiate the context in which we use the different clauses: purpose, reason, etc.
- Recognize in different words the same sound.
- Use the vocabulary related to the body and to English idioms in the right context.
- Active and dynamic participation in the different activities.

- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about healthy problems and their dangers.

Contents:

Section 1: communicative skills

Listening

Students will listen to a video taken from the CBS news related to the problem of anorexia²⁶. I think that this is a very interesting and amusing video which has a lot of information and an important message. Then, my students have to answer some questions about basic understanding of the listening and then we all make a debate exchanging opinions about the video.

Speaking

Students will be given a test called “How healthy are you?” Then, in pairs, they have to compare the results and comment on the differences.

Section 2: reading and writing

Reading

Students have to read a text titled: “What are the advantages of Yoga?”²⁷ Afterwards, they have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinion using the text to support their answers. This exercise helps them to see if they have really understood the text. Finally, they have to work in small groups (3 or 4 people) and exchange their ideas about yoga and any similar practice. Then every group will share their conclusions to the rest of the class.

Writing

Students have to read an example of a narration. Then, they will be given a number of English idioms based on parts on the body, which have been explained in the vocabulary section, and make up a story which has to contain at least four of these idioms. The main objective of this writing is that students will be original and learn and use idioms in a given context.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe healthy practices.
- Ask and give opinions about a reality in the world.

²⁶ Source: <http://www.youtube.com/watch?v=VS2mfWDryPE&feature=fvst> . Accessed on May 4th 2012.

²⁷ Source: http://www.activefitnessworld.com/articles/yoga/about_yoga.php . Accessed on May 12th 2012.

- Express routines and habits in present tense.

Grammar

- Clauses: concessive clauses, purpose, reason and result clauses.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: the body.
- Students will be given a list of English idioms related to parts of the body: see eye to eye with someone, lose your head, find your feet, get your fingers burnt, etc. I will prepare a power point presentation to introduce these idioms in a clear way with a proper context.
- Parts of the body: students have to complete a crossword with parts of the body such as: leg, armpit, knee, elbow, etc.

Useful language:

- Expressions: break new ground, make your mark, tighten your belt, etc.
- To practice all these vocabulary they will have to do a crossword and complete the description of people who appear in different pictures.

Pronunciation

Students have to listen to some words and decide which vowel sound is common to all of them.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different illnesses and health problems.

Section 4: socio-cultural aspects

In this unit I have introduced the topic of anorexia, but there are a lot of illnesses which are related to an obsession, such as: bulimia, bigorexia, alcoholism, etc. In small groups (3 or 4 people) they have to make a 5 minutes presentation in which they explain the causes and consequences of these medical disorders.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 14
EUREKA!

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about inventions and discoveries in an oral presentation.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Write a report using the appropriate vocabulary and connectors.
- Interact with their partners in English.
- Differentiate the context in which they use the passive voice.
- Pronounce contractions in a right way.
- Use the vocabulary related to discoveries and inventions.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.
- Increase their knowledge about the traditions and inventions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students will watch and listen to a video, taken from a BBC documentary²⁸, related with the inventions that changed the world. Then, they have to answer some questions about basic understanding of the listening and then they will have to listen again and answer multiple-choice questions which demand an accurate understanding of the listening.

Speaking

Students will be given a number of sentences taken from signal and headlines. In pairs they have to decide where you can see the following notices or headlines such as these ones: You are requested not to smoke, not to be photocopied without permission, reserved for members, etc.

²⁸ Source: http://www.youtube.com/watch?v=WO7hpEy8_Wg&feature=related. Accessed on May 12th 2012.

Section 2: reading and writing

Reading

They have to read a text taken from the BBC²⁹ related to the history of the Kodak industry. Afterwards, they have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinion using the text to support their answers. This exercise helps them to see if they have really understood the text.

Writing

Students have to read an example of a report and then they have to write their own one (about 180-200 words). They will be given the following situation: your local museum is quite old-fashioned and not many people visit it. You, as the director of the local tourist newspaper, have to give some recommendations on how to improve this image and describe the famous paintings and sculptures that people can see in the museum.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Describe inventions.
- Ask and give opinions about a reality in the world.
- Express facts in the passive voice.

Grammar

- Passive voice.
- Have / get something done.
- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: discoveries and inventions.

Students will be given a number of useful nouns and verbs to describe inventions: was discovered by, penicillin, breakthrough, etc.

Useful language:

Differences between *by* and *with*.

²⁹ Source: <http://www.bbc.co.uk/news/business-16627167> . Accessed on May 12th 2012.

Pronunciation

Pronunciation of contractions. They will listen to some words and repeat them in the right way.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different inventions and discoveries.

Section 4: socio-cultural aspects

Going on with the topic of the unit, in pairs, they have to look for famous inventions and discoveries and make a 5 minutes presentation to the rest of the class. Then I will upload their presentations to the blog of the subject so they can read them more carefully.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

UNIT 15

THERE IS LIFE AFTER EDUCATION

Objectives:

- Listen and recognize the main ideas expressed by a native speaker.
- Express their ideas orally and in a fluent and accurate way.
- Talk about education.
- Understand the main ideas of a written text.
- Guess the meaning of words from a given context.
- Via e-mail, rewrite a conversation in the right way.
- Interact with their partners in English.
- Use reported speech accurately and in the right context.
- Recognize the same consonantal sound in different words.
- Use vocabulary related to education.
- Active and dynamic participation in the different activities.
- Reflect on the similarities and differences among the cultures and be respectful towards them.

- Increase their knowledge about the traditions in different cultures.

Contents:

Section 1: communicative skills

Listening

Students will watch and listen to a promotional video of Oxford University³⁰. I have chosen this video because it has a lot of vocabulary related to education and because it deals with important information related with the future of my students. Afterwards, they have to complete parts of the tape script and exchange opinions about what has been said in the video.

Speaking

Students will practice reported speech playing a board game. In this game they have to throw the dice and change into reported speech the sentences that appear in the different squares.

Section 2: reading and writing

Reading

Students have to read a text dealing with the difficulties they may encounter once they finish their studies. The text is titled “life after school³¹” and has a lot of interesting tips and advices for students. Afterwards, they have to read the text again and decide if a number of statements are true or false and give reasons to justify their opinions using the text to support their answers. Then, I want them to discuss what they have read and their thoughts about the topic.

Writing

Students have to read an example of an e-mail and then they have to write their own one dealing with this topic: You have had a huge argument with your best friend, and now you are reporting to your mum what you and your friend said.

Section 3: language knowledge

Language in use

- Ask and give personal information.
- Give opinions about their beliefs and expectations.
- Ask and give opinions about a reality in the world.
- Express what other people say in the right way.

Grammar

- Reported speech: reported verbs, reported statements, orders, suggestions, etc.

³⁰ Source: <http://www.youtube.com/watch?v=vxAU88LxLis>. Accessed on May 14th 2012.

³¹ Source: <http://thegreatofficeescape.com/life-after-school/>. Accessed on May 6th 2012.

- Students will be presented a number of exercises to practice the use of these new grammatical concepts. Some of the exercises will be based on oral conversations and games which help them to practice grammar in a funny way.

Vocabulary

- Topic: education.

They will be given a list of different words and then they have to guess their meaning and complete some sentences with them: degree, career, graduated, freshman, etc.

Useful language:

- Expressions: it is said..., arrive on time, in charge of, out of work, earn a living, etc.
- To practice all these vocabulary they will have to do a crossword and complete the description of people who appear in different pictures.

Pronunciation

Students have to listen to some words and decide which consonantal sound is common to all of them.

Reflection about learning

- Use and contextualize the new vocabulary.
- Use the Web to look for information about different educational systems.

Section 4: socio-cultural aspects

We all know that depending on the country, the educational system is different. Because of that I want my students, in small groups (3 or 4 people) to make a brief presentation of the educational system of one country. They will be given a web page³² where they have a lot of information and some links (each group has to choose a different country). In the presentation they have to include their opinions about the educational system of these countries.

Progress check

Students have to do a number of exercises which comprise all the contents of the previous units we have finished: they have to complete a text with the right form of the verbs in brackets and complete another text choosing the right word related with the vocabulary they have studied so far.

³² Source: http://www.nafsa.org/publication.sec/epublications/online_guide_to/ . Accessed on May 9th 2012.

Sequencing and temporal distribution of the contents in this course:

Level	1 st Term	2 nd Term	3 rd Term
First course of Post-Compulsory Education	Units 1 – 4	Units 5 – 10	Units 11 – 15

Methodology

As an English teacher I would like to be a learner-centred teacher and not a curriculum-centred one, changing the role of the teacher is one of my objectives. To guide this part of my methodology I have taken into account the book *Classroom practice* (House, 2011) especially the chapter called *Effective Grammar teaching Classroom management* which gave me lots of tips to create effective and motivating activities. I want to develop the active participation of the students as well as to improve their self-learning process. To achieve this aim, I will try to select interesting situations and topics for the students that allow them to participate in an active and spontaneous way so communication may come up in a more attractive way. As teachers we should consider first our students' interests and needs than the content requirements established.

My goal is to implement a communicative approach by creating real-life situations and, as a consequence, my aim is to talk less and listen more. Even though grammar is an important factor, it can be explained in a communicative way trying that the students can see the point of studying grammatical structures. Therefore, students will be in touch with English through interactive games, presentations and interventions in the blog of the subject called Our English Shelter to practice grammar. In my opinion, game-based learning can be also really useful in Secondary Education using truly educational games adapted to their level. I think that this is a funny and motivating resource to practice some grammatical structures in a context and in a no so traditional and "artificial" way. I will also introduce exercises in which students have to guess the meaning of words from a context; can deduce the rules of different grammatical structures, etc. In short, exercises in which the student is autonomous to create their own knowledge and can acquire some strategies to learn autonomously.

I think that the communicative approach has lots of advantages with regards other methods. For example, unlike the audio-lingual method which was based on drills and repetitions, the communicative approach creates open situations which may vary according to the students' responses. Even though some experts have criticised this method, such as Michael Swan in his *Critical look at the Communicative approach* (1985), I fiercely defend that, developed in a proper way, this approach can be very beneficial for the English acquisition of the students during the Secondary Education. I

want to stimulate my students to use the language not just to write but to speak and to communicate trying to create an active interaction among students. I think that what really motivates students is to be able to communicate in meaningful situations as Stephen Krashen (1960s) defended in his acquisition-learning hypothesis and in his input hypothesis in a second language acquisition. I completely agree with his belief that learning a language is less effective than acquisition which requires a meaningful interaction in the target language, during which the student is focused on meaning rather than form. Besides, for the communicative approach to be successful it is necessary the cooperation of the students, they have to be responsible and participative. Because of that, I will also implement cooperative learning, I want my students to cooperate among them and interchange ideas and opinions. In this way, students realised how they can learn from each other and how their classmates' ideas and opinions are as worthy as the teacher's ones.

The way to select and organize the contents of my lessons will have into account the previous knowledge of my students. Not the "supposed" level they should have, but the real level they have. There is no point in going on with the contents if the previous ones haven't been understood yet. Because of that before starting a unit I will make a brainstorming to see what they know so far. With regards the culture, all throughout the different units I will introduce a new aspect of the culture and traditions of England and of other countries, which are not so popular, where English is spoken.

Furthermore, I think that students have to be in contact with authentic materials, we have to show them the reality of the language and to achieve this goal I have chosen authentic texts, catchy texts from the net which deal with amusing topics, newspapers, videos, listening, etc. It is obvious that I have checked the level and difficulty of the materials and I have selected those that were more accessible to my students. Besides, I think that the use of ICTs in an English lesson is essential and all the units have some materials taken from the Internet and students have to make presentations using their computers. I think that this is a way to help them to select the right information from the chaos they may encounter in the different web pages and a way to improve their oral presentations and to demolish their panic to speak in public.

As I want my students to talk, all the sections (reading, writing, grammar, etc.) will have a written and an oral part. We cannot forget that write in an accurate and fluent way is also important as well as to use in a right way the different grammatical structures. However, I think that speak and communicate your feelings, opinions and emotions is also essential. I don't want my students just to remember grammatical structures or vocabulary lists, that is what is really happening today, I want them to successfully intervene in real situations and conversations to better their communicative skills and their cultural knowledge of the world. I want them to use English, not as a dead language, but as the spoken language that it really is. So as we can see, I do not want to be identified with just one method, but what I did was to research about the

different possibilities and I have tried to select those which are more beneficial for my students, taking the best for my students.

Materials and didactic resources

As regards the materials and the didactic resources I will use some photocopiable materials which are available in different webs³³. I will also need access to Internet because all throughout my syllabus I have chosen authentic materials taken from different webs. However, I have alternative activities just in case the Internet access may not be available at some point. I will also use films in English with subtitles in English, songs related with the unit topics and with and interesting vocabulary and some interesting videos. Access to Internet is also necessary to develop the different interactive games that I have selected to practice grammatical structures and to read different newspapers. My purpose is to read the front page of a virtual newspaper everyday at the beginning of the lesson; I have chosen some newspapers such as: *The London Gazette* or *The Guardian*.

Evaluation Criteria and marking system

Procedures and instruments to evaluate the learning process

I think that the instruments to evaluate the different capacities of my students of the first course of Post-Compulsory Education should be:

Expression and comprehension

A listening test, a writing test, a reading test, a speaking test and a grammar and vocabulary test each term. In the case of the listening, writing and reading tests I will just take into account the skill which is evaluated in each case, and not so much the grammatical accuracy. I will write down personalized notes of the different results of each student as well as their improvement all thought the different terms. In these notes, apart from the marks, I will take into account the behaviour, the homework, the positive interventions and the attendance as well as the global progression of each student.

Evaluation criteria

- Extract the main ideas of the oral productions of their partners, their teacher or native speakers of the foreign language. I will evaluate if the students are able to identify the main idea and the relevant aspects in face-to-face or recorded conversations. The conversations might be related to nowadays topics, general interests, culture, etc.

³³ Source: <http://busyteacher.org/> and <http://esl4free.blogspot.com.es/2009/02/reading-extra-photocopiable-cup.html> . Accessed on May 9th 2012.

- Fluent participation in conversations or debates which have been prepared in advance. To this purpose they have to use different strategies to produce a coherent message. I will also take into account if they use a proper pronunciation and intonation and if they adequate the discourse to the context. What is evaluated is if the student, autonomously, can organize their own ideas in a clear way using the appropriate mechanisms to produce a coherent speech.
- Extract the main ideas of written texts which appear in newspapers, webs, magazines, novels, etc. I will take into account if the student can understand the global meaning of real texts. I will also take into account if they can recognize the register of the text, formal or informal, give critical opinions of what they have read and be able to sum up the text without repeating what is in the original one.
- Write texts using the necessary correction regarding grammar and syntax. I will be very persistent in the use of connectors and linkers, the use of these elements enrich the texts a lot and help students to write in a more coherent way. I will take into account if the student is autonomous to plan and create different kinds of texts (descriptive, prescriptive, narrative...), if they can do so in an organized and clear way using connectors and linkers using the right spelling and following the main purpose of their writing.
- I will also evaluate students' capacity to deduce or induce some grammatical rules from examples. This mechanism improves the students' learning process. Students have to use in a conscious way the knowledge they have acquire so as to reinforce the key competence: learning to learn. I just want to be a guide to my students and I want them to acquire knowledge by their own. Because of that, I will also take into account the self-evaluation that each of them will have to do about themselves.
- Use new technologies to practice English, I will take into account if the students participate in our activities which will be done through the net, in the blog of the subject, etc.
- Show a positive attitude and respect towards the different cultures and traditions. I want them to see the positive point of learning English which will allow them to communicate with people all over the world. The positive attitude of the students as well as their participation in conversations, their interest to know new socio-cultural aspects, etc. will be evaluated as well as their capacity to criticize racist messages or discriminatory messages in general.
- Analyse from authentic texts geographical and cultural aspects. I will give a lot of importance to culture so I want them to extract the main ideas of these texts and videos to enrich their knowledge of the world. A positive attitude to this as well as an active contribution will be taken into account for the evaluation.

Marking system

I will take into account these aspects: grammar, reading, listening, speaking, writing and attitude (do their homework, attendance, participation, intervention in the blog, etc.)

The procedures to evaluate these aspects are:

- Since English is a subject based on a continuous assessment, students will have to pass tests created to each term which enclose the contents of this term plus everything that has been explained before. This is because the progression will be taken into account in any of the different skills.
- With regards their attitude, participating in class with questions and suggestions will be taken as a positive attitude. If they do their homework and the different tasks, answer when the teacher asks them something, work every day in class and at home and participate in the blog, they will obtain a positive mark into the attitude aspect.
- Writing tests: they have to do one in class each term and one per unit at home. The one done in class will be more important, as there they do not have the support of a dictionary or external help. These tests are made to see if the students know how to use the new grammatical structures and the new vocabulary that they have acquired. Originality and organization as well as the use of linkers and connectors will be positively taken into account.
- Students have to pass the speaking test, one per term. In these tests I will take into account the accuracy, the pronunciation, the intonation and the use of vocabulary and grammatical correctness. Besides, they will be evaluated of the oral competence each time they participate in class; this will help those who get nervous when doing the test in front of the class.
- As regards the listening and reading tests they will have one each term. In the case of the reading test they will be evaluated of their capacity to understand the main ideas of a written text and in the case of the listening test they will be evaluated of their capacity to understand the main ideas of an oral test.

The percentages of the evaluation will be the following

The 80% of the final mark will be calculated on the basis of the marks obtained from the tests (listening, writing, grammar, vocabulary, reading, etc.). And the 20% of the final mark will be calculated taken into account their attitude, if they do their homework, the compositions, active participation in class and in the blog, attendance, etc. In any case to pass the subject they have to obtain a 5. All the different tests will be shown to the students. In this way they can be conscious of what they have done wrong so as to improve their knowledge. Just to give a mark without showing what they have done has no sense under my point of view because in this way students cannot learn from their errors. In the same way, I will be open to any doubt or problem that they may encounter in the test. They can retake a test during the next term to recover the fail in the previous one. Those students who do not attend classes or choose not to follow the

continuous assessment will have to take an exam in June with all the contents taught during this course.

The key competences that were enumerated at the beginning will also be evaluated. I will take notes of the progression of the students in each of the key competences and the positive or negative mark will form part of the 20% of the final mark regarding their attitude.

Cross-curricular topics

In the teaching-learning process, I think that all the teachers have to implement the cross-curricular topics. Besides, these cross-curricular topics are mentioned in the Organic Law of Education 2/2006 of May 3rd, as an essential component all throughout the Secondary Education to better the human consciousness of our students. In my opinion, learning values such as respect and equality is as important as the proper contents of the different subjects. Because of that, in the different units I have tried to deal with some topics such as: sexism and equality, interculturality, influence of the mass media in our society, abuses and physical or physiological maltreatment and environmental consciousness.

These topics will be worked out with different activities: texts, videos, songs, debates, etc. These exercises will help students to communicate and to be able to express their own opinions and feelings in English about interesting topics that concern all of us.

Remedial activities

I will just prepare recovery activities for the students who have passed to first Post-Compulsory Education but who have failed the English subject in the fourth course of CSE. These students will have to do extra activities related to the contents of the course they have not passed as well as compositions, listening through the web, readings, etc. They will also have to read a book and do some activities related to it. Then, I will make them to sit an exam each term with the contents that they have been studying with the different exercises and activities. A good behaviour and attitude will be very positive to the final mark.

With regards the students of my course (first course of Post-Compulsory Education) if they fail a term they can recover it in the following term sitting an exam. However, I would prefer them to ask me for activities to practice those contents which have not been passed.

Measures for diversity

According to the Organic Law of Education 2/2006 of May 3rd, meeting the needs of diversity is established as a fundamental principle which must be applied to the Secondary education so as to provide the students with an education adapted to their proper needs. Even though, in the Post-Compulsory Education we, as teachers, cannot implement different objectives depending on the students, this does not mean that we

cannot facilitate the understanding of some contents to the students with specific needs of education.

We have to take into account the different measures that are available with relation to diversity: flexible groups, support in ordinary groups, the different elective subjects, reinforcement measures, curriculum adaptations, diversification programs of the curriculum, and personalised measures to students with specific needs of education. As we can see there are lots of situations in which measures for diversity are needed. Attending to the different needs of the students I have prepared several activities adapted to the diversity of my students and graded in difficulty without changing the basic objectives for the Post-Compulsory Education. In this way there will be activities to reinforce those contents which have not been easy to understand for the students and extension activities to those who are faster in the realization of the different exercises.

PROPUESTA DE INNOVACIÓN

EL INGLÉS COMO LLAVE A UN MUNDO NUEVO



Uno de los mayores problemas a los que nos enfrentamos los profesores de idiomas es la manera en la que podemos trasladar la cultura relacionada con los países donde se habla el idioma que enseñamos. Esto se debe a que, tradicionalmente, la inclusión de dichos contenidos culturales es meramente imperceptible dentro de las aulas y pasa a tener siempre, y en los mejores casos, un segundo plano. Esta situación es el resultado de muchos factores entre los que se pueden destacar los siguientes: profesorado despreocupado por la completa formación de los estudiantes, un currículo que está muy sobrecargado o el miedo a la hora de enfrentarse a enseñar algo que no aparece guiado en los libros de texto. Es por ello que mi innovación va a basarse en la importancia que tiene la cultura en la enseñanza de idiomas y cómo esto ayudaría en gran manera a mejorar muchas de las competencias básicas así como la relación de nuestros estudiantes con el resto del mundo que los rodea. Mi innovación será llevada a cabo en las aulas de inglés de primero de Bachillerato del centro en el que realicé mis prácticas. Es por ello que el contexto para el cual está diseñada esta innovación es el mismo que el de mi programación didáctica. Es importante recordar que se trata de un centro con un gran número de docentes lo que permite tener grupos de estudiantes pequeños de unos 15 alumnos y alumnas de media por aula.

Mi interés en realizar este tipo de innovación es poder demostrar cómo hay elementos susceptibles de mejora en la enseñanza de idiomas y cómo el dejar de lado los aspectos culturales no beneficia en nada a nuestros estudiantes. No puede considerarse como una buena práctica que, desde los 12 años, cuando los niños y niñas comienzan la ESO, hasta los 18 que acaban el Bachillerato, los estudiantes no tengan un contacto directo con la cultura del país más allá de los meros estereotipos relacionados con Gran Bretaña. En muchas ocasiones esto sucede porque el profesorado no se siente tan cómodo en el terreno de algo que no cree dominar en su totalidad. Sin embargo, no hay nada que no pueda prepararse con antelación para transmitirlo al resto de la clase, por lo que creo que como docentes deberíamos de ir más allá del currículo e intentar brindar a nuestros estudiantes materiales beneficiosos y enriquecedores para su formación. De esta manera mejoraríamos la relación de los estudiantes con la enseñanza del inglés ya que de otra manera el alumnado ha de enfrentarse no solo a una lengua nueva, sino también a una cultura totalmente desconocida. Si las clases de inglés están bien enfocadas pueden abrir la puerta a un mundo nuevo con nuevas y atractivas tradiciones y culturas.

En mi labor como docente pretendo que mis estudiantes puedan hacer frente a posibles futuras situaciones en culturas diferentes a la nuestra, siendo capaces de desenvolverse en esa nueva realidad. Es por ello que mi innovación pretende, de una manera sistemática e integradora, incluir aspectos culturales en el aula. Aunque parezca que esta innovación no lo es tanto ya que la inclusión de los elementos culturales aparece bien descrita en el currículo oficial de la materia, en la realidad del centro en el que yo estuve ninguno de los objetivos o contenidos relacionados con la cultura se llevan a cabo. Mi innovación va dirigida a un alumnado de primero de Bachillerato que

course la asignatura de inglés. Parto de la realidad en la que estuve, alumnos y alumnas que no recibían ningún tipo de información cultural de ninguna clase antes de mi llegada. Gracias a las prácticas, pude darme cuenta de esta carencia en el centro, y la tuve en mente a la hora de realizar mi unidad didáctica.

La cultura es un aspecto muy importante en la enseñanza de idiomas, son muchas las referencias bibliográficas que abalan esta idea como: *Theory and Practice in English Language Practice* (House, 2011), especialmente el capítulo titulado *Cultural, Social and Educational Aspects of English as a World Language* que hace referencia a la importancia de la cultura en la enseñanza del inglés. Una de las ideas principales es que la cultura aporta una serie de valores que fomentan las relaciones entre los estudiantes con el mundo así como una actitud mucho más abierta y tolerante con respecto a otras culturas y tradiciones. Es por ello que creo que debería de haber una relación muy estrecha entre la enseñanza de inglés como segunda lengua y la enseñanza de la cultura de los países donde se habla dicho idioma. En muchas ocasiones a nuestros estudiantes se les muestran únicamente los clichés y estereotipos que existen sobre los ingleses: el Big Ben, the London Eye, siempre llevan paraguas, etc. Pero realmente esto no es cultura, sin olvidar que el inglés como lengua nos permite llegar mucho más lejos de Gran Bretaña y viajar a países igualmente enriquecedores cada uno con su propia cultura y tradiciones, teniendo todos ellos unos rasgos diferentes y atractivos que hacen únicos los diferentes lugares del mundo.

Muchas de las preguntas que me surgieron cuando vi la realidad de lo que se enseñaba en mi centro de prácticas eran: ¿Por qué no se les enseñan aspectos culturales? ¿Cuáles son los verdaderos motivos? ¿Hasta qué punto un buen profesor de inglés no considera que la cultura va ligada a la propia lengua?, etc. Muchos de los interrogantes quedaron sin respuesta y otros me llevaron a la conclusión de que, en la mayoría de las ocasiones, es la comodidad del profesorado, así como la monotonía y el miedo a lo nuevo, lo que hace que exista esta situación actual.

Creo que una clara justificación de mi investigación es que de los nueve profesores y profesoras que conformaban la totalidad del departamento de inglés del instituto donde realicé las prácticas, ninguno de ellos en ninguno de los niveles de enseñanza secundaria, introducía contenidos culturales más allá de las meras anécdotas “artificiales” que nos ofrecen los libros de texto. Si bien es cierto que antes de realizar mis prácticas ya tenía más o menos claro que la cultura era un aspecto secundario en la enseñanza de idiomas, mi propia experiencia me abalaba, ya que exceptuando en la carrera (Filología Inglesa), durante mi formación como estudiante en ningún momento se me habló de aspectos culturales o de los diferentes países donde se habla inglés. Puedo decir que lo que me impulsó finalmente fue el encontrarme con la realidad y ver que en cierta manera las sesiones de lengua inglesa se centraban especialmente en conceptos gramaticales que, aun siendo totalmente necesarios, creo que deberían de complementarse con contenidos más dinámicos y comunicativos.

Uno de los documentos que más me inspiró a la hora de realizar mis planteamientos teóricos así como la estructura de mis actividades es la tesis de Evi Saluveer (2004) titulada *Teaching culture in English classes*. Se trata de una tesis sobre la importancia de la cultura en las clases de lengua inglesa que trata de una manera muy adecuada y exhaustiva este problema. Otra lectura que me pareció interesante es el ensayo de Mar Galindo Merino de la Universidad de Alicante titulado *La importancia de la competencia sociocultural en el aprendizaje de segundas lenguas* (2006). En él se resalta una idea muy importante que es la del concepto de cultura. Cuando se hace referencia a los contenidos culturales, estos no se refieren solamente a todo aquello que tiene que ver con las costumbres y las tradiciones, sino también a los aspectos culturales que afectan más cercanamente al uso de la lengua. Con esto me refiero a las diferentes convecciones que hay en las culturas que afectan al tono en el que hablamos, las expresiones, lo que entendemos por una palabra, etc. Es por ello que creo que no basta solo con explicarles en qué consiste el día de acción de gracias por ejemplo, sino también explicar aquellos malentendidos lingüísticos causados por una carencia cultural.

El objetivo general de mi innovación es brindar a mis estudiantes unos contenidos culturales relevantes y motivadores en el proceso de enseñanza-aprendizaje de la lengua inglesa. Es por ello que, a través de diferentes actividades, pretendo de una manera lúdica y entretenida, que los estudiantes empiecen a relacionarse con países que puede que ni conocieran y donde se habla la lengua inglesa. El objetivo principal es despertar una conciencia cultural en mis estudiantes y motivarlos para aprender una lengua sintiendo que esta es real y utilizando materiales auténticos y no solo diálogos forzados y lecturas poco atractivas sin contenido real. Pretendo elaborar una serie de actividades que estén ligadas con temas de interés actual y cultural, hacer que mis estudiantes busquen información sobre países que puede que no conocieran con anterioridad para abrirles la puerta a un mundo nuevo despertando su interés por el mundo que los rodea.

Mi innovación tiene repercusión en toda mi programación didáctica, así pues los objetivos previamente citados serán desarrollados a través de una serie de actividades que tendrán lugar a lo largo de las 15 unidades didácticas. Es por ello que, todas las unidades tendrán una sección de contenidos culturales y sociales y, además, en las diferentes secciones como lectura o audición, también se les presentarán materiales reales que a su vez están relacionados con la cultura. En algunos casos se les presentarán textos con una gran carga cultural y de interés general como: “The Salem Trials”, o “The Festival of Lights” que tiene lugar en Malasia. En otros casos se les pide a los estudiantes que investiguen sobre los deportes más famosos en países como India, Malta, Singapur o Jamaica, en donde el inglés es todavía la lengua oficial. La gran mayoría de las veces estos son países desconocidos para ellos y creo que este tipo de ejercicios les ayudan a tener un mayor conocimiento del mundo a la vez que aprenden inglés y utilizan las nuevas tecnologías. En otra actividad, los estudiantes han de encontrar en “YouTube” algún video relacionado con las tradiciones, anécdotas o

cualquier dato de interés sobre los siguientes países: Nigeria, Ruanda, Pakistán, Somalia o Ghana. Como se puede ver son unidades en las que la cultura empapa la mayoría de los contenidos, creo que no es necesario que la cultura aparezca exclusivamente en su propio apartado. Por lo contrario, el uso de materiales auténticos en las secciones de escritura, audiciones y lectura, te permite que los estudiantes puedan tener un contacto constante con la cultura y la realidad de la lengua que están aprendiendo. En todo momento he intentado seleccionar materiales auténticos relacionados con el tópico de cada unidad, ir más allá de las típicas lecturas y buscar algo que los estudiantes vean que ha sido leído o escuchado por los propios nativos, lo que hace que sean materiales mucho más atractivos para ellos. De esta manera se les facilitan una serie de ejercicios para practicar y mejorar en las diferentes destrezas a la vez que se les introducen contenidos de una manera significativa y contextualizada. Los aspectos más propiamente culturales se les presentan en la sección de cultura, en las diferentes secciones he intentado que todos los países donde el inglés es todavía lengua oficial sean nombrados y que los alumnos aprendan algo de la historia del inglés, porqué se habla en esos países y la importancia de un idioma que te permite viajar a lo largo y ancho del mundo. Internet es una herramienta muy importante dentro de mi innovación, ya que permite a mis estudiantes tener acceso a toda la información que se les pide, además, para los estudiantes buscar información en Internet les resulta fácil y lúdico y en muchas ocasiones acaban investigando curiosidades y detalles más allá de lo meramente necesario. Cuando esto ocurre conseguimos algo que todo docente persigue, motivar a sus estudiantes de tal manera que quieran saber más de lo que les presentamos en las aulas.

Los agentes implicados en esta innovación son claramente los estudiantes, que podrán aprovechar al máximo la selección de materiales que tienen en cada unidad, y el profesorado que lleve a cabo la enseñanza de dichas unidades. En cuanto a los materiales de apoyo y los recursos, será necesaria un aula, un cañón proyector y un ordenador con acceso a Internet. Las nuevas tecnologías van a tener un papel muy importante en mi innovación, como ya comenté previamente, ya que estas nos permiten tener un contacto directo con el mundo a tiempo real, así como encontrar cualquier información que se nos ocurra sobre hechos pasados. Además, los alumnos y alumnas tendrán que intervenir en el blog que se creará para la asignatura, llamado Our English Shelter, de manera que todas sus presentaciones, aportaciones así como dudas se hagan públicas para poder volver a consultarlas y para mejorar las relaciones interpersonales entre los estudiantes y mejorar también la comunicación de estos con su profesor o profesora en cuestión. En cuanto a las fases en las que se realizará esta innovación, seguirá la planificación general del curso ya que en cada unidad podremos encontrar una serie de contenidos nuevos. Es por ello que durante las nueve sesiones que tuve disponibles para desarrollar mi unidad en primero de Bachillerato, en un grupo de 19 alumnos y alumnas, introduje elementos culturales así como materiales reales que fueran más atractivos y cercanos para los estudiantes. Lo que pretendía era ver cómo ellos respondían ante esta nueva información y si les gustaría seguir recibiendo y

aprendiendo. De sus comportamientos y aportaciones pude deducir que el alumnado recibió de una manera muy agradecida aquellos nuevos contenidos que les ofrecí sobre tradiciones y países desconocidos para ellos en los que la lengua oficial es el inglés así como los materiales reales que les presenté. Además, les entregué un cuestionario al final de la unidad para comprobar qué les había parecido la experiencia. Los resultados de dicho cuestionario dejaban claro como a la mayoría les había gustado mucho tener contacto con materiales reales y tener conocimiento de la cultura general así como de hasta qué punto el inglés les podía servir para comunicarse con todas las partes del mundo.

El éxito de mi innovación dentro del centro de prácticas fue lo que finalmente me impulsó a introducirla en mi programación didáctica. Sí que es cierto que preparar unos materiales auténticos, atractivos así como elementos culturales relevantes y variados es una labor muy sacrificada que te exige una gran cantidad de tiempo, que multiplicado por todos los grupos que tenemos se convierte en un gran esfuerzo. Sin embargo, creo que este merece la pena ya que tener ante ti unos alumnos motivados así como interesados por aprender más acerca de la cultura y de la lengua no tiene precio. Hemos de intentar cambiar poco a poco la enseñanza de idiomas hacia algo más real y útil y no ceñirlos a un libro de texto que nos consume el tiempo repitiendo estructuras gramaticales y creando un clima artificial al rededor de lo que debiera ser una enseñanza viva y activa como lo es la lengua que transmitimos.

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