

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

***El Inglés en la Enseñanza de Secundaria: Reflexiones
Teórico-prácticas, Programación Didáctica y
Propuesta de Innovación
Mobilizing Interdisciplinary Experiences***

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3 de julio de 2012

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ÍNDICE

I.	Reflexiones teórico-prácticas.....	4
	1. Análisis y reflexión sobre las prácticas.....	4
	2. Análisis y valoración del currículum institucional.....	7
	3. Propuestas innovadoras y de mejora a partir esta reflexión	8
II.	Long Term Plan.....	13
	1. Introduction.....	13
	2. Aims.....	14
	3. Timing	15
	4. Contribution of the course to the key competences.....	15
	5. General objectives.....	17
	6. General contents.....	17
	7. Methodology.....	18
	8. Units.....	20
	9. Evaluation.....	57
	10. Retake planning.....	59
	11. Attention to diversity.....	59
III.	Innovación.....	61
	1. Introducción.....	61
	2. Justificación y enmarque teórico.....	61
	3. Objetivos.....	64
	4. Desarrollo.....	64
	5. Evaluación y seguimiento.....	66
	Bibliografía	68

I. REFLEXIONES TEÓRICO-PRÁCTICAS

1. Análisis y reflexión sobre la teoría y la práctica

Ya ha pasado algún tiempo desde que abandonamos las aulas de la Facultad de Profesorado y Educación, y es ahora el momento idóneo para poder observar desde otra perspectiva nuestro paso por este máster. El análisis que haré en este apartado sobre la formación que hemos recibido asignatura por asignatura será breve y conciso, que posteriormente se verá complementado con unas reflexiones de carácter más general. En cuanto al análisis sobre la práctica, aprovecharé para presentar las particularidades del centro donde estuve y describir a grandes rasgos algunas observaciones vinculadas con la programación didáctica que presento.

Este máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional ha hecho posible en nosotros un gran cambio de ‘especialistas’ en una materia, a aprendices en el trato con alumnos y en la enseñanza de nuestra especialidad; y digo bien al llamarnos aprendices porque aún no hemos hecho más que empezar a rodar en este largo camino de las buenas prácticas. La asignatura de Aprendizaje y Desarrollo de la Personalidad nos descubrió, entre otras cosas, las etapas del desarrollo cognitivo, patrones de comportamiento y las consiguientes pautas metodológicas adaptadas para aplicar en cada caso. Este saber que se nos presentó desde un enfoque científico, se vio complementado a la perfección con una versión eminentemente práctica en el bloque de Interacción y Convivencia, dentro de la asignatura de PCE, que se sirvió de mayoritariamente de ejemplificación y reflexión conjunta. Otros bloques de Procesos y Contextos Educativos fueron esenciales para poder esbozar en nuestra mente una primera imagen de la trayectoria del sistema educativo y sus agentes, en el bloque correspondiente a Características Organizativas de las Etapas y Centros de Secundaria, y otros aspectos más específicos pero sumamente importantes en la labor docente; la tutoría y orientación, y la atención a la diversidad en los bloques así llamados.

En la asignatura de Sociedad, Familia y Educación nos hemos aproximado a los distintos modelos familiares; y su repercusión en los estudiantes que luego tratamos en nuestras aulas, y hemos analizado las relaciones entre los centros educativos y las familias. Asimismo, la asignatura me ha ayudado a comprender la necesidad de transmitir no solo conocimientos disciplinares, sino también valores democráticos e igualitarios; y fuera preciso, hacer un alto en el camino; pero nunca anteponer los contenidos de la materia ante una falta de respeto, o gesto discriminatorio. En la asignatura de TICs he descubierto varios recursos que podré usar en la enseñanza de mi especialidad. Finalmente, Innovación Docente e Iniciación a la Investigación Educativa nos ha inmerso en un mundo completamente desconocido hasta ahora que

nos servirá de mínima base para embarcarnos en nuevos proyectos educativos, aunque éstos sean muy modestos.

Dejo para el final la formación profesional específica que hemos recibido desde Complementos de Formación, y Aprendizaje y Enseñanza de la Especialidad. Ambas asignaturas constituyen un pilar elemental en este máster, sin el cual no tendría sentido. La parte general de complementos de formación me ha ayudado, entre otras muchas cosas, a conocer las aportaciones de Europa a la enseñanza de las lenguas, o a discernir entre manuales de inglés para poder hacer una selección con criterio atendiendo al enfoque metodológico, adecuación de las actividades, etc. La parte específica, nos ha ofrecido un abanico de ideas para la consecución de objetivos en el aula a través del diseño de actividades con criterio, además de corregirnos vicios o malas prácticas a través de la simulación in situ de situaciones de enseñanza. También ha sido a través de esta asignatura como nos hemos adentrado en el marco legislativo para la lengua inglesa. En Aprendizaje y Enseñanza de la Especialidad revisamos formas de evaluar, y reflexionamos sobre aspectos socioculturales y procesos y actividades de aprendizaje en equipos.

Con respecto a mi periodo de prácticas, he de decir que me acogieron como una más en el IES Bernaldo de Quirós de Mieres, situado en la misma localidad donde resido. Este centro es especial en tanto que tiene como sede central el antiguo Palacio de la familia Bernaldo de Quirós, marqueses de Camposagrado. Todos los espacios educativos fueron remodelados en 2008 por lo que cuenta con recursos audiovisuales y conexión a internet en todas las aulas; dato importante para la impartición de mi propuesta de programación. Además de su patrimonio histórico y de su moderna y amplia dotación, una característica determinante para la identidad del centro es su patrimonio cultural y artístico, que también será explotado en la programación. En sus casi cinco décadas de existencia el I.E.S. Bernaldo de Quirós se ha caracterizado por una intensa actividad cultural. Destacan la presencia de numerosas personalidades de la vida literaria, artística y cultural española, así como la permanente disponibilidad del centro para acoger actividades relevantes para la comunidad educativa y la sociedad mierense. Por otro lado, el centro cuenta con una de las pinacotecas más importantes de Asturias, que se complementa con un fondo escultórico, de obra gráfica y cerámica; éstos serán utilizados como recursos en una de las unidades didácticas.

En cuanto a las características de los estudiantes de este centro, el alumnado procedente de otros países o perteneciente a minorías étnicas es escaso y parece estar integrado. No hay problemas generalizados de comportamiento, los alumnos conflictivos son pocos y responden a las medidas educativas ordinarias. La mayor parte de los alumnos dispone de suficientes medios materiales para sus estudios, teléfonos móviles, ordenador en su domicilio con conexión a Internet, y un elevado porcentaje asiste a clases particulares de refuerzo. Sin embargo, aunque es frecuente el refuerzo privado en inglés, y no son raras las estancias en el extranjero a partir de los 16 años, el grado de dominio del idioma no es el esperable.

En este punto, haré un inciso para referirme a un estudio que se ha publicado hace solo unos días, el Estudio Europeo de Competencia Lingüística (EECL). Éste precisamente que pone de manifiesto el bajo rendimiento comparativo de los alumnos españoles al fin del periodo de la ESO. A partir de los datos que arroja, se han realizado varios estudios en universidades españolas. Desde la Universidad del País Vasco¹ parecen haber encontrado una fuerte relación entre el dominio del idioma y el tiempo de exposición del alumno a la lengua inglesa, ya sea dentro o fuera del aula, mientras que el tiempo dedicado a los deberes no parece ser demasiado influyente. El segundo estudio proviene de la Universidad de Santiago de Compostela², y concluye que el contacto con el inglés a través de los medios de comunicación juega un papel incluso mayor que la influencia por el contacto con personas que hablen la lengua o estancias en países de habla inglesa. El último, escrito por profesores de diferentes universidades (UNED, Internacional de la Rioja y Complutense de Madrid)³, estima que obtienen mejores resultados los cursos que otorgan igual importancia a las cuatro destrezas.

Estas tres conclusiones se han tenido en cuenta en la medida de lo posible en la programación, que justamente he diseñado para 4º de la ESO por ser, junto con 1º de Bachillerato (ambos bilingües), uno de los cursos que mejor conocí en esta etapa de prácticas. Así, la encomendación de tareas para casa se plantea de forma puntual y no sistemática, se han previsto varias unidades didácticas que pretenden inculcar hábitos de visionado de películas en versión original y la consulta de medios de comunicación ingleses tales como la radio, la prensa o simplemente búsquedas en internet en inglés, y las cuatro destrezas son igualmente consideradas tanto en la práctica docente como en la evaluación.

Además de impartir clase asiduamente en los grupos bilingües de 4º ESO y 1º Bachiller, participé ocasionalmente en clases otros cursos y grupos, incluidos tres grupos de bachillerato nocturno donde observé un claro contraste entre el funcionamiento de esta enseñanza no obligatoria donde prácticamente la totalidad de los alumnos que participan son mayores de edad. Asimismo, me percaté de que la mayoría de ellos faltan con asiduidad, su nivel en las materias es claramente inferior de manera acusada con respecto a un grupo ordinario de bachiller, y al menos en la

¹ Estos tres estudios a los que me refiero aún no han sido publicados, únicamente el Ministerio de Educación ha desvelado en su página web un anticipo de los mismos. “Determinantes del Rendimiento Académico en Competencia Inglesa en España- Claves para la Mejora” por Sara de la Rica y Ariana González de San Román.

² “La Exposición y Uso Ambiental de la Lengua Extranjera en Contextos no Formales Mejora su Comprensión Oral” por José Manuel Vez, Esther Martínez Piñeiro, Alfonso Lorenzo Rodríguez.

³ “Atribución de Importancia a las Dimensiones Competenciales en los Exámenes y Rendimiento en Inglés como Primera Lengua Extranjera en Europa” por Eva Expósito Casas, Esther López Martín, Enrique Navarro Asencio y José Luis Gaviria.

asignatura de inglés, su desfase es tal que estas clases normalmente se ciñen a los mínimos exigibles.

Fueron muchas las actividades desempeñadas en el espacio de tiempo que ocupó el prácticum, y todas ellas muy enriquecedoras. El paso por estas prácticas fue vital por muchas razones, nos permitió comprender muchas de las explicaciones de las asignaturas del máster a otro nivel, permitió una socialización profesional, y sobre nos condujo hacia una visión global de la enseñanza. Tuve la ocasión de participar en clases de inglés en la ESO y Bachillerato, en un taller de inglés para niños de 6º de primaria como preparación para la ESO bilingüe, en desdobles y apoyos de otras asignaturas, en otras asignaturas de la sección bilingüe, sesiones de tutoría, salidas fuera del centro, numerosos proyectos educativos, grupos de trabajo de coordinación didáctica, todos los tipos de reuniones que se llevan a cabo en un IES, así como manejar la pizarra digital, utilizar el programa Sauce, corregir pruebas, atender a las familias, entre otras.

2. Análisis y valoración del currículum oficial

Los documentos primarios que conforman el currículum oficial son la Ley Orgánica 2/2006, de 3 de mayo y el Real Decreto de 1631/2006, de 29 de diciembre. A las especificaciones del currículum establecidas por el Ministerio de Educación hay que añadir aquellas que marcan las comunidades autónomas, Decreto 74/2007, de 14 de junio en el Principado de Asturias. Estos documentos incluyen principios básicos de esta enseñanza, declaraciones de intenciones, descripciones de las habilidades que se deben trabajar, etc. Además, son muchos los instrumentos e iniciativas en la enseñanza de lenguas extranjeras que parten del Consejo de Europa y su División de Política Lingüística y Centro Europeo de Lenguas Modernas; y que de algún modo u otro se ven reflejados en las líneas generales de la enseñanza de lenguas extranjeras.

El Boletín Oficial del Principado de Asturias recoge en el currículum de enseñanzas mínimas para lengua extranjera un marco para el proceso de enseñanza-aprendizaje con una serie de orientaciones generales, seguidas de la explicación de la contribución de la materia al desarrollo de las competencias básicas y de unos objetivos para el conjunto de la etapa de educación secundaria obligatoria. A continuación se presentan con mayor detalle los contenidos gradados por cursos para los cuatro niveles de la ESO, etapa para la cual he diseñado la programación didáctica. Estos contenidos se reúnen en cuatro bloques; los dos primeros referentes a las destrezas comunicativas orales y escritas respectivamente, el tercer bloque contempla la enseñanza-aprendizaje de los distintos componentes de la lengua, mientras que el cuarto y último bloque da paso a los aspectos socioculturales e interculturales asociados con el aprendizaje de lenguas. Inmediatamente después de los contenidos, para cada curso se enumeran ocho criterios de evaluación con sus correspondientes descriptores.

El análisis de todo ello, me permite hacer algunas observaciones acerca de la

distribución del currículum por cursos. La más llamativa es que el currículum para lengua extranjera en la ESO es el mismo para todos los cursos. La diferencia entre las exigencias de un curso u otro se basa en la gradación de exigencia tanto de comprensión como de producción. Cuando se contrasta un curso con el que sigue o precede, prácticamente la diferencia se reduce a la incorporación de palabras y expresiones que gradan la dificultad de las expresiones y contextos lingüísticos tales como “breves y sencillos”, “iniciación en”, “despacio y con claridad”, “los más relevantes”, “léxico reducido”⁴. Sin embargo, la diferencia entre 1º y 4º de la ESO es significativa; y parte siempre de contextualizar los contenidos a una serie de situaciones muy cercanas al aprendiz para ir progresivamente ampliando estos contextos a ámbitos mucho más libres.

Es muy interesante añadir una observación acerca de la naturaleza de lo que el currículum oficial denomina contenidos, puesto que estos contenidos no son tal. Al leerlos podemos comprobar que se trata de habilidades o competencias. En mi opinión esto se debe a la gran influencia que ejerce hoy en día el Marco Común Europeo de Referencia en la enseñanza de lenguas extranjeras. Recojo a modo de ejemplificación un contenido de segundo curso para cada bloque: (bloque 1.) “Empleo de respuestas adecuadas en situaciones de comunicación en el aula”, (bloque 2.) “Anticipación del contenido antes y durante la lectura de textos sencillos”, (bloque 3.) “Identificación de elementos morfológicos en el uso de la lengua”, (bloque 4.) “Reconocimiento y valoración de la lengua extranjera como instrumento de comunicación intercultural”⁵. Como se puede observar, la expresión de los mismos no es la de un contenido sino de una capacidad que se busca en el estudiante. Se deja así en manos del profesor la labor de inferir, o simplemente seleccionar qué contenidos en concreto serán trabajados en clase para la consecución de esa habilidad.

Dejando a un lado estas habilidades, los criterios de evaluación que le siguen son un referente fundamental para valorar tanto el grado de adquisición de las competencias básicas como el de consecución de los objetivos. Éstos tienen en cuenta que el objetivo esencial de la enseñanza en Inglés de la ESO es el de desarrollar la competencia comunicativa del alumno y favorecer al máximo el aprendizaje y la autonomía. Los criterios son ocho para toda la etapa, y son los descriptores de cada uno los que varían de curso a curso para adecuarse los distintos niveles.

1.2. Propuestas innovadoras y de mejora a partir de la reflexión teórico-práctica.

Incluyo en las siguientes líneas una reflexión sobre algunos aspectos organizativos de los centros de educación secundaria que más me han llamado la atención durante el

⁴ Decreto 74/2007, de 14 de junio, BOPA nº 162, 13959- 130510.

⁵ Decreto 74/2007, de 14 de junio, BOPA nº 162, 13963.

periodo de prácticas, en especial documentos institucionales en el contexto educativo, para después centrarme en una problemática clave en la estructura organizativa de los centros, como es la coordinación curricular horizontal, valoraré ambas cuestiones desde una perspectiva que acomodará la teoría y la práctica. Finalmente, me acercaré al planteamiento y distribución de las asignaturas del máster.

En primer lugar, tengo que comenzar diciendo que me sorprendieron las observaciones de mis compañeros acerca del mal estado de los documentos institucionales de centro, de lo cual, combinado con el relato de algunos profesores en el centro donde estuve en las prácticas, he podido inferir una especie de hipótesis acerca de la actitud generalizada de los docentes en la secundaria: es posible que sus primeros contactos con la teoría y legislación educativa no fueron constructivos sino más bien destructivos. A mi parecer, los estudios universitarios en España -a diferencia de, por ejemplo, Estados Unidos o Reino Unido- se han caracterizado por su reducida flexibilidad para la elección personal de intereses o trayectorias profesionales. Esto arroja como resultado decenas de promociones de universitarios que finalizaron sus estudios, y prácticamente sin haber recibido una preparación pedagógica significativa (únicamente tres meses del antiguo CAP) se enfrentaron a una oposición donde el temario sobre legislación probablemente resultaba no ser mucho más para ellos que palabras vacías.

A posteriori, éstos fueron dejados solos en un aula en la que se tuvieron que desenvolver como buenamente pudieron sin partir de una base teórica o práctica mínimamente asentada. Así, su práctica se ha visto reforzada día a día con la experiencia y trabajo personal mientras que gran parte de ellos intentan rehuir la teoría educativa, el marco legislativo y sobre todo la confección e implicación en los documentos del centro, incluso programaciones y unidades didácticas, porque no cuentan con los conocimientos necesarios y nunca comprendieron su papel o relevancia. Aun así siempre hay muchas excepciones, docentes con un alto sentido ético y profesional, algunos de los cuales he comprobado que asumen la carga de elaborar prácticamente en solitario documentos institucionales de centro o crear grupos de trabajo para dinamizar y movilizar en conjunto las directrices de estos documentos.

Este dilema está aún por resolver, y por eso plantearía que se rebajasen las exigencias en cuanto a la profundidad, extensión y cantidad de documentos que ha de tener una institución educativa a cambio de que se exigiera desde la administración pública una mayor calidad en el contenido de los mismos para que así los centros educativos que no tengan una tradición saludable en este sentido se vean obligados a actualizarse mínimamente y de forma progresiva. Asimismo, creo que es conveniente que desde el ápice estratégico del centro, es decir, el equipo directivo y el Consejo Escolar, se den a conocer y se haga mención a documentos como el PEC, el Proyecto Curricular de Centro y el Reglamento de Régimen Interno y no solo se discutan las actividades a corto plazo. Así, estaría bien que cuando se traten temas sobre las actividades cotidianas del centro (registradas en la PGA, el Programa de Gestión y la Memoria

Anual) se haga sistemáticamente desde una perspectiva más amplia, teniendo presente los documentos de larga duración que impulsan el funcionamiento del centro. Finalmente, para conceder mayor razón de ser y visibilidad a estos documentos que dotan de tanta personalidad a un centro, todos deberían estar obligados a publicar al menos un resumen del Proyecto Educativo de Centro en su página web y facilitar el acceso a resúmenes u originales del resto de documentos a los padres de alumnos o alumnos potenciales del centro.

Una vez garantizado el conocimiento del rol que juegan los documentos institucionales, para fomentar la implicación de la plantilla en su elaboración sugeriría que estuviera expresamente prohibido que una sola persona realizara cualquiera de ellos, exceptuando las unidades didácticas, que se especificara al fin del documento quienes han sido los colaboradores de cada parte, y que éstos contaran con algún pequeño beneficio. Por ejemplo, he podido observar en el instituto donde hice las prácticas cómo funcionaban con bastante éxito varios grupos de trabajo de profesores con intereses compartidos, y cada hora de este tipo les descontaba una hora de guardia. Para ser más precisa, uno de los grupos mejoraba y concretaba el plan de convivencia, otro creaba un plan de emergencia y evacuación hasta entonces inexistente, otro mejoraba y coordinaba el desarrollo curricular del sistema de competencias básicas tanto en la docencia directa como en el PEC, etc. Creo que esta forma de trabajar en grupos relativamente pequeños es una de las fórmulas más eficaces de actualizar los documentos institucionales y si en un futuro trabajase en un instituto, me gustaría sumarme a uno de ellos.

En cuanto a las programaciones, la responsabilidad recae en los departamentos didácticos y se deberían revisar en las reuniones de departamento cada cierto tiempo para que éstas no caigan en incoherencias. Además, en mi especialidad, lengua inglesa, se diseñan nuevos materiales y se experimentan nuevos métodos de enseñanza-aprendizaje con una velocidad abrumadora, y no sería profesional tener las programaciones desfasadas sin atender a nuevas investigaciones, innovaciones, metodologías y recomendaciones desde el Consejo de Europa o desde el ministerio y las consejerías. Sin embargo, creo que en el futuro mi mayor labor individual no consistirá en la concreción de las programaciones en unidades didácticas porque las editoriales de manuales de inglés proporcionan una ingente cantidad de materiales. Vaticino que, más bien, mi principal tarea podría consistir en diseñar un plan de trabajo semanal que complemente las actividades propuestas por las editoriales con otras de elaboración propia que se adecuen a mi metodología, conocimiento y forma de entender la enseñanza de una lengua extranjera; siempre respetando la programación didáctica.

Llegado a este punto, me gustaría mencionar que estoy en desacuerdo con algunos de mis compañeros de máster sobre la rigidez del currículum oficial pues se trata simplemente de un marco que establece unos contenidos, prácticas e ideología descrito en términos de finalidades u objetivos pero no prescribe qué tenemos que enseñar minuto a minuto ni siquiera cómo. En ocasiones advierto que tenemos

demasiado miedo o respeto a los documentos legislativos, los malinterpretamos como algo constreñido en lugar de interpretarlos a nivel de centro, departamento, o docente, desaprovechando la libertad que nos otorgan. El currículum para la ESO o el Bachillerato no es un manual de instrucciones sino un marco que ofrece a los profesores una estructura a la que ellos luego han de dar forma y contenido.

Con respecto a la estructura organizativa de un IES, prácticamente no se han visto modificadas las percepciones que ya vaticinaba desde antes de comenzar el máster y el prácticum. He podido comprobar en mi centro de prácticas que una de las mayores flaquezas del sistema en su estructura es la coordinación curricular horizontal entre asignaturas. Con esto quiero decir que cada asignatura apenas puede complementarse con las otras y para los alumnos el currículum de cada año está formado por un cierto número de celdas de conocimiento aisladas del resto y muchas veces también alejadas de la realidad más palpable e impartidas sin perspectiva. La innovación que incluyo en mi propuesta de programación didáctica permite dar respuesta en parte a esta falta de permeabilidad y coordinación entre las asignaturas creando un puente de unión entre la enseñanza de inglés como lengua extranjera y la práctica y teoría de otras muchas materias.

No hay duda de que aún se precisa de un mayor refuerzo y esfuerzo de los docentes para solventar la problemática de la coordinación horizontal en los institutos de secundaria, aunque el verdadero dilema reside en que muchos no reconocen o quieren reconocer esta necesidad. Aun así, tuve el placer de conocer a un profesor verdaderamente sensibilizado con esta carencia, que pretendía cambiar la situación en el centro haciendo entender al resto la transcendencia de esta coordinación y la introducción de las competencias básicas en el currículum de la ESO, las cuales resuelven en gran parte la incongruencia de la que estamos hablando. Desgraciadamente este profesor se encontraba con demasiadas fuerzas opositoras. Yo misma estaba un tanto contrariada al comprobar que en este centro las reuniones de equipo docente se convocan trimestralmente y que en ellas únicamente se acuerdan asuntos de coordinación disciplinar en el aula sin llegar a tocar ni siquiera de pasada la coordinación curricular.

Solo unos pocos docentes en mi centro de prácticas manifestaron algún interés por las competencias básicas y proyectos interdisciplinares que tratan de transformar los procesos educativos en lo tocante a la conexión de los distintos ámbitos y materias. De nuevo, me encontré con un rechazo a lo que dictamina la ley, como es el sistema de CCBB marcado en la LOE y hallé una posible explicación que justifica solo en parte el sentimiento de repulsión de estos docentes. Un número significativo de los profesores de este centro -y entre ellos miembros del equipo directivo- estuvo una vez apuntado a un curso sobre competencias básicas que ofrecía el CPR. Las personas que lo impartían ni siquiera comprendían aquello que estaban enseñando, o si lo comprendían, no lo supieron mostrar adecuadamente; pues la reacción de la inmensa mayoría de profesores fue abandonar este curso y quedarse con la idea de que eso de las CCBB era “un gran lío que no servía para nada”, dicho de forma textual por uno de

los profesores. Casualmente, yo asistí a una de estas reuniones del CPR un día que se presentó otra persona a impartir la charla. Tal era la claridad de sus explicaciones que en pocos minutos todos profesores (o futuros profesores) que allí estábamos comprendimos la utilización que había que hacer de ellas y su relación con los criterios de evaluación, y ahora apuesto por ellas.

Por tanto, nuestra actitud con respecto a la teoría, la legislación y la práctica educativa se ve altamente condicionada por la forma en que hemos sido introducidos a ellas. Para nosotros, futuros profesores, ha sido difícil asimilar este año tanto en tan poco tiempo y nuestras caras delataban las horas de trabajo pero sobre todo el inmenso esfuerzo cognitivo que hemos hecho para sacar adelante el material que se nos encomendaba desde el máster. Nuestro punto de partida era prácticamente nulo en psicología, pedagogía, didáctica y legislación educativa, y nos introducíamos en un nuevo paradigma educativo con reglas y demandas diferentes a aquellas en las que habíamos sido educados con los planes antiguos. Es preciso medir cautelosamente esta preparación instrumental tan enriquecedora para que se aleje lo más posible de una terapia de choque que nos pueda condicionar negativamente.

Con este máster se está resolviendo por primera vez una falta de preparación teórica y práctica para el ejercicio de la docencia, e indudablemente tendrá un impacto muy positivo en la enseñanza. Llegado a este punto, en el que uno puede echar la vista atrás para hacer un balance del máster, se da cuenta de que hemos experimentado un gran cambio; de filólogos a educadores, todo ello gracias a las herramientas de las que nos han dotado el conjunto de los expertos que lo imparten. Es de destacar que el simple factor de compartir asiento y trabajar en grupo desde especialidades muy diversas durante todo un año en las asignaturas del módulo genérico permite una socialización temprana con futuros docentes de departamentos distintos a los de uno mismo; que estoy convencida tendrá una repercusión en el futuro.

Una vez dicho esto, debo añadir que se aprecia corto recorrido con el que aún cuenta el máster, una trayectoria de sólo tres promociones. Estimo que el máster se vería reforzado con una mayor simbiosis entre la teoría, la legislación educativa y la práctica; y entre lo abstracto y lo concreto llevando al aula ejemplos físicos de los documentos legislativos e institucionales que estudiamos (LOE, PEC, Europass, etc.), mediante más estudios de casos, y con mayor ejemplificación en general, tal y como algunos profesores han hecho. También se beneficiaría por un lado de una mayor carga lectiva de las asignaturas específicas a cambio de una simplificación en las del módulo genérico mediante la selección del material estrictamente necesario, todo ello para que podamos llegar a un aprendizaje más significativo que nos prepare mejor profesionalmente. Por ejemplo, en mi caso echo de menos una gran cantidad de explicaciones; aunque fueran mínimas, sobre cuestiones básicas que tendré que aprender a través de libros en las bibliotecas o la experiencia, y en otras ocasiones, como en la asignatura de innovación e investigación, creo de que se nos ha tirado a la piscina sin saber nadar para realizar proyectos demasiado ambiciosos en los que hubiésemos necesitado unas indicaciones sencillas para ir paso a paso.

II. LONG TERM PLAN

COURSE 4 OF ESO

ENGLISH AS A SECOND LANGUAGE

1. Introduction

GROUP PROFILE

Stage : ESO

Level: year 4

Course: English as a Foreign Language (EFL)

Expected number of students: around 22

Type of group: bilingual section programme

Number of hours per week: 5

Secondary school: Bernaldo de Quirós⁶

The following proposal for course planning has been designed for the type of course and students referred above. The compulsory secondary education aims at developing basic cultural elements, thus preparing young students for their future integration in employment and society (Organic Law of Education). In the process of designing the course schedule, methodology and contents have been determined by the previous statement, sometimes taking risks in order to break with the monotony of following course books designed in a similar way, and focusing on the practice of competences such as talking in public, debating, developing critical thinking, learning to learn, etc. demanding a wide range of tasks which I believe fruitful to make the students grow professionally and socially as persons and citizens in a world that changes at high speed. The programme tries to prepare them for exercising democratic citizenship and equality, consolidating habits of discipline, study and group work, developing self-confidence and enterprising spirit, understanding and production in the English language, appreciation the cultural heritage and respect for differences.

⁶ This long term plan could also apply to any secondary school with similar characteristics.

Specifically, the following objectives are set for the bilingual section in the Compulsory Secondary Education:

- To implement the acquisition and learning of both languages through an integrated content-based curriculum.
- To raise an awareness of diversity in both cultures.
- To foster teacher's and learner's exchanges.
- To enhance the use of ICTs in the process of learning of a foreign language.

All four additional objectives have been considered in the programme. Actually, the innovation proposal has to do with the first and second objectives as it permits to soften the limits among the different modules and the teaching units incorporate the culture of the *here and there* ; i.e. one's own culture and the culture of the target language. Furthermore, there are two particular units which guide the students to plan a trip abroad and prepare them to communicate with English speakers during exchange programmes and similar experiences. As regards the ICTs, this course could hardly be imagined without using them. The students will be not only in contact with them, but also tutored in order to make the most of their use.

2. Aims

In a curriculum design there is always an underlying ideology –if we can call it so– which could be described in terms of planning aims and learning outcomes. The aims set in this section respond to personal beliefs on what learning is best; and refer to “the general change that the program seeks to bring about.”⁷

- ✓ Acquire a basic level in the English language (A2 as a final objective).
- ✓ Improve their capacity to communicate.
- ✓ Address the practical needs of the learners in using English.
- ✓ Develop learning strategies in the students which permit them to learn for themselves.
- ✓ Develop the student's intellect, rationality, and knowledge of the world.
- ✓ Show respect and encourage appreciation of identity, culture and heritage.
- ✓ Broaden their horizons and use second language as a key to accessing the English speaking world.
- ✓ Guide the students in the process of both individual and team projects and develop their self-confidence in their potential ability to succeed.

⁷ Jack C. Richards, *Curriculum Development* (Cambridge: CUP, 2001) 120.

3. Timing

176 school days
15 teaching units; 10 sessions per unit
Term evaluation of 5 units per term

First term	Unit 0 Unit 1 Unit 2 Unit 3 Unit 4 Unit 5 Unit 6	(15 weeks; 67 sesiones)
Second term	Unit 7 Unit 8 Unit 9 Unit 10 Unit 11	(12 weeks; 55 sesiones)
Third term	Unit 12 Unit 13 Unit 14 Unit 15	(12 weeks; 54 sesiones)

5. Contribution of the course to the key Competences

Following the proposal issued by the European Union, eight different key competences have been identified to be pursued at the Compulsory Secondary Education. They are described in the *Royal Decree* 1631/2006, 29th December. This is the way in which the English language would contribute to their development:

Linguistic Communication Competence: The study of a foreign language contributes directly to the development of the linguistic communication competence, adding new dimensions to the comprehension and expression of this

general communicative competence. The learning of a foreign language based on skills will contribute to the development of this key competence in the same manner as the learning the mother-tongue. Language is the main vehicle of human thinking, the most powerful tool for the interpretation and representation of reality and the major tool of learning, and so it contributes to the learning to learn competence as much as it does to the improvement of the communicative competence in general.

Information Management and Digital Competence: Information Management and Digital Competence offers the ability to communicate, in real time, anywhere in the world and it also offers an easy and immediate access to an endless stream of information that increases every day. The knowledge of a foreign language offers the possibility to communicate using such information technologies and communication. It also facilitates the personal communication via e-mail exchanges with young 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 this contributes directly to the everyday development of this competence.

Social and Civic Competence: This competence assumes an understanding of the social reality in which one lives, addressing coexistence and conflict using ethical judgments based on democratic values exercising one's citizenship so as to contribute to peace making and democracy, and maintaining a positive, supportive and responsible attitude to the reinforcement of civic rights and obligations.

Cultural and Artistic Competence: This subject contributes to the improvement of cultural and artistic competence through exposure to the characteristic features of the culture and to artistic manifestations (art, literature, cinema, music, etc.) particular to the language and the countries where it is spoken, especially if the expression of one's opinions, tastes and emotions towards diversity are encouraged, and through individual or group tasks which analyze that cultural diversity and develop students' creativity.

"Learning to learn": Language is the main vehicle of human thinking, and the most powerful tool for the interpretation and representation of reality. It is also the learning instrument par excellence, and that is why this subject contributes both to the improvement of communicative competence in general and to the competence for "learning to learn".

Competence for Autonomy and Personal Initiative: To make the most of the learning process of a foreign language, its contents have to be directly related to reflection on the learning process itself, for each student to identify how they learn better, and which strategies make them more efficient. This is the reason that justifies the introduction of aspects directly related to the reflection on learning in the curriculum. At the same time, the decisions that this consideration brings about

foster autonomy and, in this sense, we may assert that the foreign language also contributes to the development of autonomy and personal initiative.⁸

6. General Objectives

The learning of a foreign language at the Compulsory Secondary Education has the following objectives as stipulated in the Decree 74/2007, June 14th:

1. To be able to follow and understand general and specific information delivered orally through a variety of communicative situations, and to be able to participate effectively in communicative situations, and to be able to participate effectively in communicative situations.
2. To be able to express oneself, make oneself understood and interact orally with a certain level of autonomy in a repertoire of everyday situations.
3. To be able to read and understand written pieces of text, which are appropriate for the student's abilities and interests, with the aim of extracting general and specific information, and to foster reading for pleasure and personal development.
4. To be able to write simple texts for a variety of purposes using appropriate cohesion and coherence devices.
5. To be able to use the phonetic, lexical, structural and functional components of the language in real, communicative contexts.
6. To develop autonomous learning and to reflect on one's own learning process and to transfer knowledge and communicative strategies learnt through other languages to learning the target foreign language.
7. To use learning strategies and all available means, including ICT, for obtaining, choosing and presenting information both orally and in a written form.
8. To understand that the foreign language is an instrument for accessing information and a tool for learning a variety of contents.
9. To appreciate that the foreign language, and languages in general, are a means of linguistic backgrounds, and to discourage any forms of discrimination or stereotyping based on languages or cultures.
10. To develop and display a receptive and self-confident ability in learning and using the foreign language.

⁸ The translation of all official documents included -except for the evaluation criteria- has been done in the master's module *Componentos de Formación* with the help of Professor Alicia Laspra Rodríguez.

7. General contents

The Decree 74/2007, June 14th sets the following contents for the learning of a foreign language in the 4th course of ESO:

Section 1: Listening, speaking and interacting

- ❖ Understanding of the whole idea and specific information of simple talks about common topics presented in a clear and well-organised way.
- ❖ Understanding of interpersonal communication, with the aim of providing immediate response.
- ❖ Understanding of general and also of most relevant data from media programs conveyed through in clear and simple language.
- ❖ Use of strategies to understand oral messages, for example, taking into account both verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions.
- ❖ Production of oral descriptions, narrations and explanations about experiences, events and a variety of topics.
- ❖ Active involvement in conversations and simulations about everyday and also personal interest topics for a variety of communicative purposes.
- ❖ Production of spontaneous and accurate responses to different communicative situations in the classroom.
- ❖ Use of appropriate conversational conventions in real or simulated communicative situations.
- ❖ Autonomous use of communication strategies to open, maintain and close interaction.
- ❖ Value the use of the foreign language as an instrument for communication and for learning inside and outside the classroom.

Section 2: Reading and writing

- ❖ Identification of the topic in a written text on the basis of its context.
- ❖ Identification of message sender's purposes.
- ❖ General and/or specific understanding of a variety of texts, written on paper or digitised, characterised for their general interest or related to other curricular contents.
- ❖ Autonomous reading of larger texts related to personal interests.
- ❖ Use of different sources, written on paper, digitised, or multimedia to gather information so as to carry out specific tasks.
- ❖ Reinforcement of already used reading strategies.
- ❖ Writing of a variety of texts, using vocabulary appropriate to the topic and the context, and the cohesive devices required to clearly establish a relationship between different ideas, and also using autonomously basic strategies during the writing process (planning, text-writing and checking)
- ❖ Independent use of the appropriate register depending on the intended addressee of the formal or informal texts created.
- ❖ Personal interaction with native speakers of English via land-mail or e-mail.

- ❖ Correct use of spelling rules and punctuation marks.
- ❖ Development of an interest in a careful lay-out of texts, either written on paper or digitised.

Section 3: Knowledge of the English language

Linguistic knowledge

- ❖ Use of common expressions, set phrases and vocabulary related to topics of general and personal interest, everyday and also others related to different curricular contents.
- ❖ Identification of antonyms, synonyms, false friends and word formation processes by means of prefixes and suffixes.
- ❖ Reinforcement and use of functions and structures related to different communicative situations.
- ❖ Identification and autonomous production of different rhythm and intonation patterns of words and phrases. Word and sentence stress.

Reflection on language learning

- ❖ Use of strategies to organise, acquire, remember and use vocabulary.
- ❖ Organisation and more and more autonomous use of different learning resources and tools: dictionaries, reference books, libraries or digital resources.
- ❖ Reflection on and analysis of the use and meaning of different grammatical forms through comparison and contrast with other languages familiar to students.
- ❖ Cooperation in the assessment of learning and use of self-correction strategies.
- ❖ Organisation of personal work as a strategy for learning progress.
- ❖ Interest in making the most of any learning opportunities created in an indoors and outdoors context.
- ❖ Active involvement in group work and activities intended to develop self-confidence and initiative to speaking in public and writing.

Section 4: Sociocultural aspects and intercultural awareness

- ❖ Appreciation of the importance of foreign languages to establish international relations.
- ❖ Identification of the common features and the most significant differences between customs, habits, attitudes and values of the society of the target language and one own's society, and showing of respect towards them.
- ❖ In-depth knowledge of relevant cultural elements of countries of the English speaking countries, through the use of different sources of information.
- ❖ Interest and initiative in carry out communicative exchanges with speakers or learners of the foreign language, through digital or paper-based media.
- ❖ Adequate use of the linguistic forms associated with specific situations of communication: courtesy, agreement, disagreement, etc.
- ❖ Valuing the personal enrichment attained through the relation with people from different cultures.
- ❖ Respect for differences of opinion on topics of interest for the learners and understanding of the various sociocultural perspectives.

8. Methodology

Methods to be used in the learning-teaching process for this programme focus on the development of the communicative competence in English in the students and on the guidance in the student's autonomous use of that competence.

On the basis of the above, the lessons will follow a **dynamic methodology** with a high level of student participation. Learners will become the centre of the learning process and the role of the teacher is that of a guide in the learning process. Proposing activities, helping the students in their own discoveries and answering to the demands and needs of the group are the major tasks to be carried out by the teacher. The English language will be the language used in class; except for establishing contrasts or comparisons with some linguistic exponents in other languages. Lessons will be backed up with both **authentic and adapted materials**, stimulating the students to communicate in the target language and using techniques to activate their oral and written comprehension and expression.

The activities already planned will be adapted to the profile of the group once the course has started to make the most out of the lessons. These activities and tasks proposed are very varied and respond to **different interests and learning styles**. The programme also attempts to find a balance between **individual and cooperative work** too, fostering the implication of the students in the tasks and their responsible role playing, creating a friendly environment to meet targets. The making of a group project at the end of every unit has the additional advantage of cultivating their creativity and motivation, and creating a relaxed atmosphere where communication becomes easier.

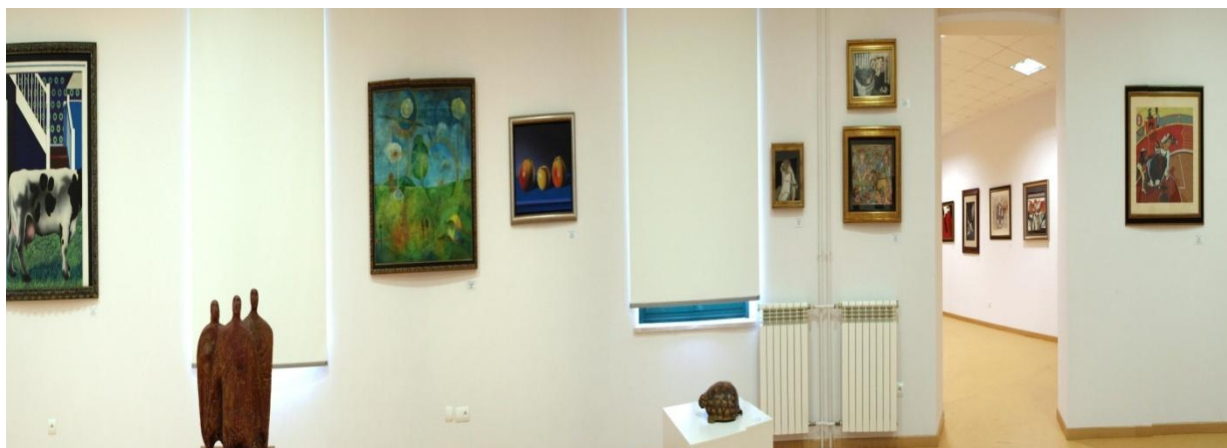
The starting point will be communicative situations in which the foreign language is **used in a natural way** both orally and in the written form. This implies a balanced practice of the four linguistic skills; either independently or integrating several of them in a natural sequence, depending on the needs of each communicative situation. Besides, reflection and analysis of formal aspects will be furthered both through **inductive, abductive and deductive routes**. At this level, students will be told about different forms or variations that language may take to adapt to the situations or to give way to a more efficient communication. Moreover, the resources selected will reflect cultural realities.

Finally, it is important to mention that the innovation proposal in this long term plan offers a **multidisciplinary perspective** to the course and guarantees at least a basic coordination between departments in so far as contents are concerned and their cooperating on the acquisition and development of the shared key competences mentioned in the *Royal Decree* 1631/2006, 29th December.

9. Teaching units

Unit	Function	Notion	Grammar	Pronunciation
1 In the museum	Describing	Colour Material Size Shape	Comparatives, superlatives Adjective order	Stress patterns
2 Let's act!	Acting	Audibility Visibility	Conditionals	Expressive intonation
3 In front of the screen	Debating	Quality	So/such ...that Question tags	/h/
4 The media	Getting informed Influencing others	Sequence	Reporting verbs	Silent letters
5 In the street market	Asking for clarification	Quantity Calculation	a/an, the, no article	Contracted forms
6 At the doctor's	Requesting assistance	Intensity Frequency Location	Adverbs	/b/ vs. /v/
7 Do you watch or play?	Expressing opinions	Emotions Present time	Present simple and continuous	/n/ vs. /ŋ/
8 Camping time!	Giving and receiving instructions	Past time	Past tenses	-ed endings
9 The train line	Describing processes and changes	Location Present and past time	Passive voice	/s/, /z/ and /ʃ/
10 Our cultural heritage	Translating	Equivalence	Relative clauses	Diphthongs
11 Visit to a city	Advising	Cultural identification	Modals	Weak forms
12 Hmm, tasty!	Expressing likes and dislikes	Flavour Smell	Quantifiers Imperatives	/ɔ:/ vs. /ɒ/ /u:/ vs. /ʊ/ /i:/ vs. /ɪ/
13 My Celts, your Celts	Interviewing	Possibility	Phrasal verbs	/ə/ and /ɜ:/
14 Hanging out	Meeting a friend or acquaintance	Degree of certainty/commitment Future time	Future forms	Recognizing emphasis
15 Don't judge a book by its cover	Expressing agreement and disagreement	Habits in the past	Used to	Final consonants

UNIT 1 IN THE MUSEUM



This unit refers to a school or institution which holds an art collection or temporary exhibition. The learners will be able to move around the different spaces in the school or centre getting involved in conversations and presentations about the collection. So, students would approach the artistic world through the English language exploring the background and sense of art works from artists of different nationalities and cultures.

OBJECTIVES

- Describe and share perceptions about artistic manifestations.
- Express colour, material, size and shape.
- Establish comparisons.
- Use the correct adjective order.
- Recognize and produce word and sentence stress patterns.
- Develop an aesthetic sense.

CONTENTS (see chart below)

RESOURCES

- Paper, folder, black or blue pen, and if possible and highlighter or similar.⁴
- ICT resources.⁴
- Handouts.⁹
- Different spaces within the school: The library, the studio of technical and artistic design, the studio of photography and museum.¹⁰

⁹ The first three resources mentioned in the list will be the basic material for the course, and necessary in all teaching units. Therefore, I would not repeat them within the resource section in the following units. The ICT resources needed are a computer or laptop as well as internet connection and a projector. The handouts will be formed by a selection of material from ESL text books, online teacher resources and handouts designed by the teacher.

METODOLOGY

The students will perform a series of activities through which they could practice the main function in this unit; i.e. describing. At this level of proficiency, not only linguistic structures such as those of comparison and simple references to the most obvious elements in a piece of art should be demanded but also fairly accurate descriptions should be aimed at. To meet these objectives, explanations of linguistic features will be combined with exemplification and group collaboration as the most relevant techniques for learning and practicing. Feedback would be retrieved from several sources: teacher, the members of the in-group work, and members of other groups. Reading strategies and selection of information will be also considered. Moreover, a debate will be opened on the importance of a foreign language to access people, things and knowledge.

As with the rest of the units, on the first session learners will talk about their extramural activities as related to the unit topic. This unit is particularly related to the visit to the Cathedral and the Museum of Fine Arts in Oviedo, and their experiences in the lessons they have taken in the museum or the temporary exhibitions the school may hold. As initial stage, there will always be a warming up activity such as brainstorming and writing down on the blackboard the different aspects, anecdotes, or activities they suggest, etc. On a second stage, volunteers or students picked at random will come to the front of the class and address a series of questions to the rest on one or several of those experiences. Finally, a quiz contest would take place dividing the class into two halves competing with each other, offering a first view on the student's previous knowledge and experiences.

EVALUATION

Written test 75% including the following parts:

- Listening comprehension, writing exercise (comparing two pictures projected on the whiteboard), and reading comprehension. The three parts will to ascertain the student's knowledge of the main aspects seen in the unit.

Group task 25% consisting in the following:

- Speaking production and interaction. Groups of three students choose one of the pieces of art held by the school or institution and prepare a presentation acting as guides for visitors. At the end of their explanations about the piece selected, the audience will interact with the experts who will be asked at least one question per member of the group.

¹⁰ This refers specifically to the IES Bernaldo de Quirós where I did my practical stage. Naturally, this can be applied to situations where the museum or art gallery is outside the school.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of the whole idea and specific information of simple talks about topics related to the world of art such as movements and styles, artists' biography and development, or pieces of art presented in a clear way. ▪ Understanding of interpersonal communication, with the aim of providing immediate response. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Production of oral descriptions, narrations and explanations about experiences, events and a variety of topics related to the patrimony, museums, artists and artistic manifestations. ▪ Production of spontaneous and accurate responses to different communicative situations in the classroom and in the museum. ▪ Value the use of the foreign language as an instrument for communication, and for learning inside and outside the classroom.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> ▪ Use of different sources, written on paper, digitised, or multimedia to gather information so as to carry out researching and other tasks. ▪ Reinforcement of already used reading strategies; especially selection of information. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Writing of a variety of texts, using vocabulary appropriate to the topic of this unit and the context, focusing specially on the avoidance of repetition and oversimplification of language, using the cohesive devices required to clearly establish a relationship between different ideas and also, using autonomously basic strategies during the writing process.
Section 3: Knowledge of the English language <i>Key function: DESCRIBING</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Use of common expressions related to descriptions, set phrases and vocabulary related to topics of appearance (such as form, size, material and colours, distribution of elements within space), arrangement (such as techniques and perspectives), perceptions and opinion, and also others related to different artistic manifestations. ▪ Reinforcement on the use of antonyms and synonyms, hyponyms and hypernyms as a technique to avoid repetition and enhance students' vocabulary. ▪ Reinforcement and use of functions and structures related to establishing comparisons and contrasts. ▪ Identification and autonomous production of word and sentence stress. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Use of strategies to organise, acquire, remember and use vocabulary through its classification. ▪ Organisation and more and more autonomous use of different learning resources and tools: dictionaries, reference books, libraries or digital resources. ▪ Active involvement in group work and activities intended to develop self-confidence and initiative towards writing and speaking in public. 	
Section 4: Sociocultural, intercultural aspects	<ul style="list-style-type: none"> ▪ In-depth knowledge of relevant cultural elements of countries of the English speaking countries, thought the use of different sources of information. ▪ Valuing the personal enrichment attained through the relation with people from different cultures. ▪ Respect for differences of opinion on topics of interest for the learners and understanding of the various sociocultural perspectives. ▪ Adequate use of the linguistic formulae associated to particular communicative situations: politeness, agreement, disagreement, etc. 	

UNIT 2 LET'S ACT!



In this unit role playing will be the central function performed through the lessons. Acting demands to have many skills on the move at the same time, and that is why the learners will be highly stimulated both in relation to verbal and non-verbal communication. What is more, in order to make a fair performance, learners will need to automatize linguistic expressions since their attention should be shared among many aspects. In the end, these tasks not only teach students how to behave or talk in each situation, but also train them to be better communicators, and to soften down their anxiety towards speaking English, and more generally, towards speaking in public.

OBJETIVES

- Work as a team in which each of the members is able to assume a role and cooperate with the rest (make proposals, consider the ideas of the others, suggest improvements, etc.).
- Express through non-verbal communication both audible and visual such as music and noises accompanied by gestures, facial expression, position, coordination with the cast (classmates in the same group), and careful preparation of the setting or other visual support for the stage (lights, furniture, objects, costumes, etc.).
- Use appropriately conditional sentences in discourse.
- Develop awareness about the modulation of their voice in English too; especially expressive intonation.
- Interpret and produce with certain accuracy basic intonation patterns.

CONTENTS (see chart)

RESOURCES

- Their classroom and the assembly hall.
- Musical instruments and songs.
- Objects for the decoration of the stage and sometimes special outfits.
- Script samples.

METODOLOGY

The students would have the chance to reflect on and explore their verbal and non-verbal communication and take the most out of them when expressing in the target language. On the one

hand, non-verbal communication is a never openly taught but frequently used strategy trying to communicate in a foreign language, especially at the first stages. As it can transmit a lot of information and compensate some difficulties in communication caused by lack of proficiency in a language, it would be practiced in this unit. Theatre representation constitutes a good example where non-verbal communication is worked to the outmost; some in-class exemplification would be provided for the pupils. Flashcards or game would function as warming-up exercises for the development of non-verbal communication in the final plays. On the other hand, role playing would give way to certain variation in English; awareness would be raised on how different people talk the same language and the students would be asked to characterize the language of their characters attending to degrees of formality, the character's background, role gender, age and personality. Apart from that, a simple and basic guideline on intonation patterns would be established, and later practiced systematically though repetition, reading aloud and later exaggerated in the plays. The form and use of conditional sentences would be revised in a handout. To build up this grammar point at the same time as the students work with producing and interpreting non-verbal skills, some students would be demanded to tell a true and a false story including a conditional sentence and the rest have to figure out which is the true story.

EVALUATION

Test 50% including the following parts:

- Listening comprehension of acts of three different representations of theatre companies specialized in an audience of Spanish secondary school youngsters. Reading aloud of a paragraph of the play read in class taking especial care on the intonation and checking its reading comprehension.

Group task 50% consisting on the following:

- Speaking production and interaction; observations on the process of creation and the representation of the play, and writing; the scripts the groups have created.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Use of strategies to understand oral messages, for example, taking into account both verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Active involvement in conversations and simulations about everyday and also personal interest topics for a variety of communicative purposes. Use of appropriate conversational conventions in real or simulated communicative situations. Production of spontaneous and accurate responses to different communicative situations in the classroom, particularly those needed when working together for a group project.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> Identification of message sender's purposes. General and/or specific understanding of a variety of texts, written on paper or digitised, characterised for their general interest or related to other curricular contents. Reinforcement of already used reading aloud strategies. 	<p>Writing</p> <ul style="list-style-type: none"> Writing of scripts, using vocabulary appropriate to the topic of this unit and the context, using the cohesive devices required to clearly establish a relationship between different ideas and also, using autonomously basic strategies during the writing process. Independent use of the appropriate register depending on the intended addressee and effects pursued in the texts created. Development of an interest in a careful lay-out of texts, with correct use of punctuation and script conventions.
Section 3: Knowledge of the English language <i>Key function: ACTING</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary related to the familiar topics and situations concerning the plays read, seen and represented in class. Reinforcement and use of functions and structures expressing condition. Identification and autonomous production of intonation patterns of words and sentences. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Use of strategies to organise, acquire, remember and use vocabulary through its classification. Organisation and more autonomous use of different learning resources and tools: dictionaries, tutorials online, group cooperation, resources for the setting, etc. Organisation of personal work as a strategy for learning progress. Cooperation in the assessment of learning and use of self-correction strategies. Reflection on and analysis of the use and meaning of different grammatical forms through comparison and contrast with other languages familiar to students. Active involvement in group work and activities intended to develop self-confidence and initiative to speaking in public and writing. 	
Section 4: Socio/intercultural aspects	<ul style="list-style-type: none"> In-depth knowledge of relevant cultural elements of countries of the English speaking countries, thought the use of different sources of information. Valuing the personal enrichment attained through the relation with people from different cultures. Respect for differences of opinion on topics of interest for the learners and understanding of the various sociocultural perspectives. Adequate use of the linguistic formulae associated to particular communicative situations: politeness, agreement, disagreement, etc. 	

UNIT 3 IN FRONT OF THE SCREEN



Given the fact that in year 4 of ESO, all the students in the secondary school taken as reference attend to the drug prevention programme “Cine en la Enseñanza” which shoots five films during the course, a rewarding collaboration is possible between the Orientation department, the tutor and the English department. During three sessions, one of the films will be analysed in the English class, simply the teaching material which comes with the programme needs to be translated and English will be used as a vehicular language. Raising consciousness on the quality of series, reality shows and other popular TV materials will be another important point in the unit, achieved through debates. The importance of expressing and defending one’s ideas even in a foreign language is a relevant exercise in everyday communication, and this ability can be practiced and developed. Civic and societal values are to be looked for in the student’s behavior when debating; and so, keeping a respectful attitude is a prerequisite. In order to make the students participate in their learning, they will be allowed to set the rules and sanctions for the debates in advance.

OBJETIVES

- Develop critical thinking on the quality of the TV series, reality shows, programmes, and films they watch.
- Express, argue and defend one’s opinion and tastes.
- Show consideration for opinions different from one own’s and respect for the basic rules of a debate such as turn-taking.
- Express intensity with “so/such ... that” and react to other’s statements with question tags.
- Reflect on the main themes on the film watched by students within the school program of health education and drug prevention.

CONTENTS (see chart)

RESOURCES

- Film Neds in the Original version, and TV clips (CSI, The Simpsons’, Big Brother, others).
- A video of a debate conquest with young people.

- Film workbook of the film Neds. Designed by the Health Education and Drug Prevention Programme (translated into English).

METODOLOGY

The core function in this unit is debating; and consequently supporting one's ideas with strong and sensible arguments would be triggered. Additionally, students would be furthered challenged by having to place themselves in the other's shoes, and being asked to defend ideas opposite to their beliefs in a debate. As it is often the case, exemplification and guidance would be provided. As far as the writing of a film review is concerned; writing techniques would be reinforced and made clear during a session with the collaborative making of a film review among the whole class. A word document projected in the screen would hold the students' ideas in a first draft which would take form step by step after successive corrections and revisions until a neat version up to a certain standard is attained. On the other hand, the technique to transmit the linguistic structures aimed at in this unit would be inductive teaching; a language corpus would be used to present the students with multiple real examples which include those manifestations and conclusions should be inferred by the pupils. The practicing of the /h/ would be done through repetition of recordings and tongue twisters.

EVALUATION

Test 75% including the following parts:

- Listening comprehension of a short clip of...
- Writing to be made at home.
- Reading comprehension on watching TV habits.

Group task 25% consisting on the following:

- Speaking in the form of a debate conquest.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of general and also of most relevant data conveyed through media programs such as films and TV broadcast in relatively clear and simple language. ▪ Understanding of interpersonal communication in a conversation, discussion or formal debate with the aim of providing immediate response. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Production of planned and spontaneous responses to different communicative situations in the classroom and outside of it, particularly exercising argumentation and counterargumentation, and an adequate use of question tags. ▪ Value the use of the foreign language as an instrument for communication, entertainment and learning inside and outside the classroom.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> ▪ General and/or specific understanding of a variety of texts, written on paper or digitised, characterised for their general interest or related to other curricular contents. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Writing of critical texts of the kind of reviews, using vocabulary appropriate to the topic of films and TV and the cohesive and structural devices required to clearly establish a relationship between different ideas in a text, and also making use of basic strategies during the writing process.
Section 3: Knowledge of the English language <i>Key function: DEBATING</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Use of common expressions related to reasoning, standing up for one's opinion and refuting the other's, question tags, the set phrases so/such... that and vocabulary related to topics of TV and films. ▪ Reinforcement of writing techniques: attending to the particularities of each type of text as a basis for planning, organisation of the ideas into paragraphs, first revision looking for mistakes, second revision trying to improve the writing in terms of substitution of too plain structures and vocabulary for richer ones. ▪ Reinforcement and use of the functions employed when debating. ▪ Identification and appropriate realisation of the h phoneme. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Use of strategies to acquire, remember and attempt to use those structures or vocabulary to which one is not very familiar by paying attention to its recurrences and inferring its meaning, form and use. ▪ Organisation and more and more autonomous use of different learning resources and tools: use of corpuses like Google or filtered ones such as ... ▪ Active involvement in group work and activities intended to develop self-confidence and initiative towards writing and speaking in public. 	
Section 4: Sociocultural, intercultural aspects	<ul style="list-style-type: none"> ▪ In-depth knowledge of relevant cultural elements of countries of the English speaking countries, thought the use of different sources of information. ▪ Valuing the personal enrichment attained through the relation with people from different cultures. ▪ Respect for differences of opinion on topics of interest for the learners and understanding of the various sociocultural perspectives. ▪ Adequate use of the linguistic formulae associated to particular communicative situations: politeness, agreement, disagreement, etc. 	

UNIT 4 THE MEDIA



Being able to get informed autonomously and learning to interpret the media constitutes an important type of knowledge that should be promoted in educational institutions. For some teenagers, TV is the single source of information ‘consulted’ regularly, apart from their peers’ social networks. Introducing the students in the habit of reading the press, listening to the radio or checking the news online in English is one of the main goals of the unit.

OBJETIVES

- Develop critical thinking on the news and discern between biased information and more objective one.
- Develop reading habits and an interest for knowing what is going on in the world.
- Express appropriately the sequence in which actions occur.
- Broaden the knowledge of reporting verbs and automatize reported speech.
- Recognize familiar words which are pronounced with silent letters and producing them correctly.

CONTENTS (see chart)

RESOURCES

- Broadsheet and tabloid physical newspapers.

METODOLOGY

The unit would begin by questioning the students about their habits and opinions about the media, their experience in their visit to the headquarters of La Nueva España in Oviedo and their previous knowledge of the Spanish and foreign media. Reading, listening and watching the media on the one side and commenting, comparing and contrasting it on the other, would occupy an important part of the ten lessons in the unit. There would be space for the analysis of specific

elements such as headlines and the observation, revision, and implementation of more technical aspects of the language both individually and in group.

During this unit, students would be required to consult the media as homework every two days, with the aim of familiarizing them to media webpages in English. Activities could vary from listening to a particular podcast, to checking the news about a given issue, or writing on the notebook ten headlines and letting the classmate guess what the news is about. Extra mark points could be attained by being able to give a full account about the breaking news of the day.

EVALUATION

Written test 75% including the following parts:

- Listening comprehension of a radio program and the breaking news on a TV channel.
- Writing a newspaper report to be made at home. Up to an extra point could be obtained by writing a 100 words opinion letter to an online newspaper.
- Reading comprehension of different newspaper sections.

Group task 25% consisting on the following:

- Speaking production and interaction. Role-playing of an event and its report in groups of five students.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of general and relevant data from media programs conveyed in relatively clear and simple language. ▪ Use of strategies to understand oral messages, taking into account verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions and any ascribed ideology or prestige of the media program. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Production of oral descriptions, narrations and explanations about experiences with the media or news and events watched, read or heard in the media. ▪ Value the use of the foreign language as an instrument for communication, a source of information and learning in real life; especially relevant in the world wide network.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> ▪ Identification of the topic in a written text on the basis of the headline and the newspaper section. ▪ Identification of message sender's purposes. ▪ Use of different sources, written on paper or digitised to gather information so as to establish contrast between the telling of the same story or event from different media. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Writing of a variety of texts, using vocabulary appropriate to the topic of this unit and the context, focusing specially on the avoidance of repetition and oversimplification of language, using the cohesive devices required to clearly establish a relationship between different ideas and also, using autonomously basic strategies during the writing process. ▪ Development of an interest in a careful lay-out of digitised texts, making use of the possibilities the word document offer to present a newspaper report with a realistic format.
Section 3: Knowledge of the English language <i>Key function: GETTING INFORMED AND INFLUENCING OTHERS</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Reinforcement of the expression of sequence with connectors, linguistic expressions and tenses. ▪ Use of common expressions, set phrases and vocabulary related to the media. ▪ Identification and approximation to the use of shortenings, special flexibility and particularities of the language used in journalism in general and headlines. ▪ Reinforcement of reported speech. ▪ Identification and autonomous production of words with letters in spelling that are not pronounced. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Use of strategies to organise, acquire, remember and use vocabulary through its classification: comparative charts. ▪ More autonomous use of different learning resources and tools: online dictionaries, reference web pages, online radio and newspaper sites. ▪ Reflection on and analysis of the use and meaning of different writing style, the notion of sequence, and reported speech through comparison and contrast with other languages familiar to students. 	
Section 4: Sociocultural , intercultural aspects	<ul style="list-style-type: none"> ▪ knowledge of a few of relevant cultural elements of English speaking countries, to understand the news addressed, the way they are addressed depending on the audience they are written for and the sociocultural side surrounding them. ▪ Valuing the personal enrichment attained through the access to the media from many parts and cultures around the globe and possibility of contrasting information. ▪ Adequate use and understanding of the linguistic formulae associated to particular media. ▪ Identification of the common features and the most significant differences between customs, habits, attitudes and values of the society of the target language and one own's society, and showing of respect towards them. 	

UNIT 5 IN THE STREET MARKET



Out of the seven most famous street markets in the world, English is an official language or the first language in three of them, and it would be difficult not to meet with someone who speaks it in the rest. Besides it is used for holidaying or business making, English is today an essential tool almost everywhere in the world, and that idea must be very clear for our students. In year 4 of ESO, some of them have chosen a module called EJE which deals with business and enterprising, and that would relate to this unit. The applied nature of the module makes it highly motivating for the learners, and in our globalized world a cooperation between the department to which the module belongs (Social and Human Sciences) and the English Department is not only desirable but also possible.

OBJETIVES

- Ask for clarification, repetition and confirmation.
- Express oneself making use of the most basic terms in English related to the market business both from the perspective of the consumer and the businessmen such as numerals, percentages, and basic economic concepts like VAT and the law of supply and demand.
- Apply the rules of the articles in English.
- Discern the advisable formality of linguistic utterances for each situation and produce and recognize contracted forms.

CONTENTS (see chart)

RESOURCES

- Recording of one episode of the Young Apprentice TV programme.

METODOLOGY

In the first lesson, the students attending to the EJE module would make a spontaneous presentation to their classmates about the most significant things they have already learnt and done. The teacher would modulate the interventions and solve the questions about vocabulary that may arise. The rest is supposed to ask for clarification if they have not understood something, and take notes on the kind of activities their classmates do and the terms and

concepts they are not familiar with. At a second stage, the students in the EJE module would formulate questions to the rest to confirm the understanding of the essential tasks and concepts; and if it needs to be furthered explained, they would repeat or exemplify more to make sure a basis is clear.

The second and third lesson would be used to watch and discuss about an episode of the Junior Apprentice, which is a program about a group of 16 to 17 year olds with an entrepreneur spirit selected to prove their value in business tasks, the one who performs better gains a prize in money donated by “Lord Sugar” -a successful businessman- to start a big business. Additionally, the unit would give way to problem solving calculations of profits and the VAT and discount percentages. Also to the revision of the grammar point of the use of the article in English and its practice in handouts with short texts referring to some theme related somehow to the topic of this unit. Another topic dealt with would be the opposition between street markets and the malls; and the students would explore in groups the seven most famous street markets in the world.

EVALUATION

Written test 50% including the following parts:

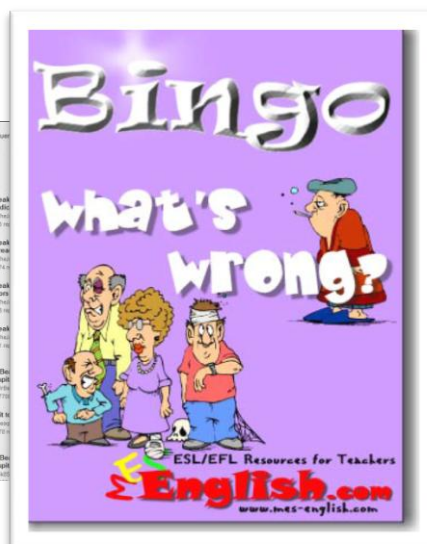
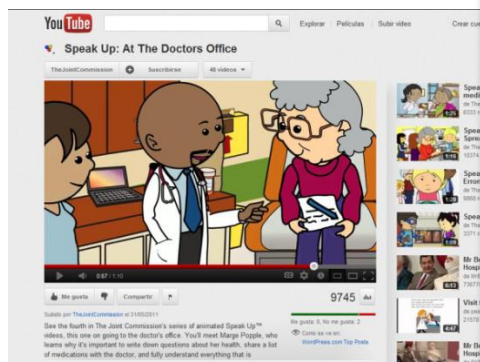
- Listening and reading comprehension in the form of a test, and a fill-in the gaps exercise with definitions, concepts, calculations and articles. The test would be corrected in the same session swapping the exams with other students.

Group task 50% consisting on the following:

- Speaking production and interaction, and writing. Groups of three students would gather to design a business plan which must be handed in and exposed to the classmates. Calculations on the profit and some of the economic terms learned in the unit should be included.

<p>Section 1: L-S-I</p>	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of the whole idea and specific information of simple talks related to the world of business presented in a clear and organized way. ▪ Understanding of interpersonal communication, with the aim of providing immediate response even if it is asking for clarification, repetition or confirmation when the communication has not been completely successful. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Production of oral descriptions, narrations and explanations about experiences and events on the market business with a progressive confidence and proficiency. ▪ Production of spontaneous and accurate responses to different communicative situations in the classroom. ▪ Value the use of the foreign language as an instrument for communication around the world, and for learning with an effect on their prospects for future.
<p>Section 2: R-W</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Use of different sources, written on paper, digitised, or multimedia to gather information so as to carry out researching and other tasks. ▪ General and/or specific understanding of a variety of texts, written on paper or digitised, characterised for their general interest related to the curricular contents of other modules as maths or economy. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Writing of texts which serve to register an idea or process of planning; in this case a first draft of a business idea, using vocabulary appropriate to the topic.
<p>Section 3: Knowledge of the English language <i>Key function: ASKING FOR CLARIFICATION</i></p>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Reinforcement and use of functions and structures related to asking for clarification, repetition and confirmation. ▪ Use of common expressions, set phrases and vocabulary related to business and market. ▪ Reinforcement on the use of the article, numerals and simple mathematical calculations. ▪ Identification and autonomous production of contracted forms. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Active involvement in group work and activities intended to develop self-confidence and initiative towards writing and speaking in public. ▪ Interest in making the most of any learning opportunities created in an indoors and outdoors context. ▪ Organisation of group and personal work as a strategy for learning progress. 	
<p>Section 4: Sociocultural, intercultural aspects</p>	<ul style="list-style-type: none"> ▪ Appreciation of the importance of foreign languages to establish international relations. ▪ Identification of the common features and the most significant differences between customs, habits, attitudes and values of the society of the target language and one own's society, and showing of respect towards them. ▪ Knowledge of relevant cultural elements of countries of the English speaking countries, thought the use of different sources of information. ▪ Adequate use of the linguistic formulae associated to particular communicative situations: politeness when asking for repetition or clarification. 	

UNIT 6 AT THE DOCTOR'S



Health is a serious matter, and anyone can become sick abroad. This topic seldom appears in English textbooks for Secondary Education. However, globalization, European programmes, bilingual sections and low-cost flights are transforming our society and more and more teenagers are travelling to English-speaking countries. The time has probably come to guarantee some basic understanding on this issue. The unit is associated with two extramural activities, a first-aid lesson given by the Red Cross and a visit to the hospital.

OBJECTIVES

- Request health assistance.
- Express what is wrong with oneself making use of expressions that locate the problem, the intensity and the frequency of the symptoms.
- Discern the realizations of the grapheme and <v> in the English language and being able to produce and recognize them.

MATERIALS

- YouTube videos
- ESL/EFL Resources for Teachers from www.mes-english.com
- Boody Allen's short story Aspirin for Two

METHODOLOGY and EVALUATION

The students will be provided with the basic vocabulary and useful expressions on anatomy, health problems and treatments, and will be given clues on how to proceed to make things easier and assure their understanding with the doctor, nurses and other staff. The activities planned include play a special bingo game, role-play a meeting with the doctor^s (speaking test in groups), watch some videos that would help them approach the possible situations¹ (listening comprehension tests), write an account of the last visit to the doctor^w (writing test), and reading aloud of Boody Boody Allen's *Play it again, Sam!*^{r11}, a comic play showing an hypochondriac behaviour (reading aloud and reading comprehension test immediately after finishing the book).

¹¹ From now on the following code would be used to indicate those tasks which will be marked.

<p>Section 1: L-S-I</p>	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of the whole idea and specific information of simple talks in the context of asking for basic health assistance. ▪ Use of strategies to understand oral messages, for example, demanding the speaker to talk slower, the requesting clarification or further explanation, writing down notes on whatever term is unclear to look for it at home, etc. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Production of oral descriptions of the most common health problems, narrations and explanations about experiences in the hospital or local medical services . ▪ Use of appropriate conversational conventions in real or simulated communicative situations. ▪ Active involvement in conversations and simulations about everyday and also personal interest topics for a variety of communicative purposes.
<p>Section 2: R-W</p>	<p>Reading</p> <ul style="list-style-type: none"> ▪ Use of different sources, written on paper, digitised, or multimedia to gather information so as to carry out researching and other tasks. ▪ Reinforcement of already used reading strategies; especially those related to reading aloud and looking only for the meaning of unknown words which appear recurrently in a text or seem important for the understanding of a whole paragraph or idea. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Writing of an account of a personal experience, using vocabulary appropriate to the topic of this unit and the context, focusing on the avoidance of repetition as practiced in previous units using the cohesive devices required to clearly establish a relationship between different ideas and also, using autonomously basic strategies during the writing process.
<p>Section 3: Knowledge of the English language <i>Key function:</i> REQUESTING ASSISTANCE</p>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Use of common expressions related to a visit to the doctor's office, set phrases and vocabulary related the topic of health conditions, and being sick. ▪ Reinforcement and use of functions and structures related to communicative situations like getting an appointment for the doctor, explaining what the problem is, responding to the doctor's questions and demands, etc. ▪ Identification and autonomous production of different rhythm and intonation patterns of words and phrases. Word and sentence stress. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Use of strategies to organise, acquire, remember and use vocabulary through its classification. ▪ Active involvement in group work and activities intended to develop self-confidence and initiative to speaking or reading in public and writing. 	
<p>Section 4: Sociocultural, intercultural aspects</p>	<ul style="list-style-type: none"> ▪ Knowledge of relevant aspects of the health service of some English speaking countries. ▪ Adequate use of the linguistic formulae associated to particular communicative situations: politeness, understanding, call for clarification, etc. 	

UNIT 7 DO YOU WATCH OR PLAY?



Next year London holds the celebration of the Olympic Games. There is nothing like sports to mobilize money, passions and honor, so we would deal with the world of competition. Some space will be given to discuss the favourite sport in Spain, football, but we will mention many other sports and preferences abroad. We will talk about how much sport influences our lives, and about sportive habits and likes. Rugby, the All Blacks, rugby and the Six Nations' Tournament will be considered. Students' will have the chance to talk about their experience in the school football tournament too.

OBJECTIVES

- Express feelings and emotions raised by sports as well as opinions, preferences, habits, likes and dislikes towards teams, players, contests, or other events related to the world of sport.
- Recognize deeply rooted sport's traditions in some English speaking countries.
- Describe and share perceptions on matches or sport competitions and comprehend a number of expressions in sport reports.
- Discern and realize the pronunciation of / η / as opposed to / n /.

MATERIALS

- Promotional video on the London Olympiads.
- Four Weddings and a Funeral Film and others.

METHODOLOGY and EVALUATION

In the first lesson we will have a chat on the mixed football tournament the school organizes every year, on which sports they like best, who takes part in or is fond of sport, etc. Horse and dog racing, wolf hunting, and other culturally rooted sport traditions will be dealt with. Some activities planned are: reading an article on the benefits of doing sport^f, comparing headlines and newspaper reports of the same football match in English and Spanish, watching of parts of broadcast matches on TV¹ (test on the reporter's comments), inferring the meaning and spelling of key linguistic related to sports though the watching of film scenes, writing a summary of the origin of the international athletic competition of the Olympics after watching a short documentary and reading a text on the issue^w. For the oral exam, regular players will have one minute to try to convince the other to do or enroll in their sport. Alternatively, those who are not keen on playing should convince the rest to join them to watch it^s.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Use of strategies to understand oral messages, for example, taking into account both verbal and non-verbal communication, identification of keywords, guessing its meaning and relating its oral production with spelling. Understanding of general and also of most relevant data from media programs related to sports and conversational conventions in on-the-spot reports conveyed through in clear and simple language. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Active involvement in conversations about matches, contests and personal sport interests, opinions, emotions, etc. Value the use of the foreign language as an instrument for communication and for learning inside and outside the classroom. Autonomous use of communication strategies to open, maintain and close interaction.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> General and/or specific understanding of newspaper sport headlines and reports, written on paper or digitised. Use of comparison between similar accounts in two languages as a reading strategy to infer the meaning of unknown words and expressions. 	<p>Writing</p> <ul style="list-style-type: none"> Writing of summaries, using vocabulary related to sports which has come up in the lessons, using the cohesive devices required to clearly establish a relationship between ideas from different sources of information (a video and a text or two versions of the same newspaper report) and also, using autonomously basic strategies during the writing process.
Section 3: Knowledge of the English language Key function: EXPRESSING OPINIONS	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary referring to different sports, rules, moves, scores, etc. Reinforcement and use of functions and structures expressing opinions, and time expressing present day habits and on-the-spot events. Identification and autonomous production of /ŋ / as opposed to /n/. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Use of inductive and abductive strategies to acquire and use vocabulary through oral and written input. More autonomous use of different learning resources and tools: Google, and other more specific corpus basis. Cooperation and use of self-correction strategies by contrasting one's answers or information with classmates. Active involvement in group work and activities intended to develop self-confidence and initiative to speaking in public and writing. Reflection on and analysis of the use and meaning of different grammatical forms through comparison and contrast with other languages familiar to students. 	
Section 4: Socio/cultural aspects	<ul style="list-style-type: none"> In-depth knowledge of relevant sport traditions of the English speaking countries. Respect for differences of opinion on topics of sport interest and team preferences and understanding of the various sociocultural perspectives. Adequate use of the linguistic formulae associated to sport journalism. 	

UNIT 8 CAMPING TIME!



This unit relates to the Week Camp experience organized by the English department to offer the learners a unique opportunity to get immersed in the English language and receive an intense language course. In summer camps of this type one learns a language, has a good time, and gets unforgettable lessons and experiences; rules are important too. For this reason, I have decided to link that stay with the Boy Scout 'law'. Being able to act according to an assigned role for the benefit of the group is one of their essentials, therefore giving and receiving instructions becomes relevant social behaviour.

OBJECTIVES

- Give instructions and responding to them.
- Describe a sequence of events that occurred in the past time.
- Discern and producing the various pronunciations of the <-ed> suffix.

MATERIALS

- Cardboard
- Recordings of teenage learners of English from several nationalities talking about their experiences in summer camps.

METHODOLOGY and EVALUATION

The planning for this unit includes making the following tasks: play 'Simon says...' and role-play in pairs a camping situation giving commands and simulating its performance, make up a narration of an adventurous event in which all past tenses are used^w, complete a web-quest about several webpages which offer English summer week camps^f, do research on different aspects of the Boy Scouts in pairs, writing a few lines about it and adding the text with some visual support on a cardboard, and presenting it to the class with a full oral account of the information found^s, the classmates would take notes of the presentations and would be asked to answer a test immediately after^l. All the small cardboards would be placed together on the class wall resulting in a big poster about the Scout Boys.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of the whole idea and specific information of simple talks given by classmates and other people who has an intermediate level of English about their experiences in summer camps. ▪ Use of strategies to understand oral messages, for example, taking into account both verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker’s attitude and intentions. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Active involvement in conversations and simulations about activities, anecdotes and events connected to summer camps, the Boy Scouts, or some adventurous enterprise in the countryside. ▪ Use of appropriate conversational conventions in real or simulated communicative situations; especially those related to commands. ▪ Production of spontaneous and accurate physical and verbal responses to different communicative situations that may arise in a camping, expedition or summer camp.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> ▪ Identification of message sender’s purposes. ▪ General and specific understanding of a variety of webpages and virtual advertising in English. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Collecting the most essential information about any topic on a coherent short text. using autonomously basic strategies during the writing process. ▪ Development of an interest in a careful lay-out of texts complemented with some kind of kind of visual support as it is the case in posters.
Section 3: Knowledge of the English language <i>Key function: GIVING AND RECEIVING INSTRUCTIONS</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Use of common expressions, set phrases and vocabulary related to the familiar topics and situations concerning any camping or day in the countryside. ▪ Reinforcement and use of the function of giving and receiving instructions and structures expressing events in the past making an adequate use of all possible past tenses. ▪ Identification, knowledge of the basic rule and autonomous production of the different realisations of the suffix <-ed>; i.e. /t/, /d/, and /ɪd/. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Organisation and more autonomous use of different learning resources and tools: the web, dictionaries, team cooperation, etc. ▪ Organisation of individual and group work as a strategy for learning progress. 	
Section 4: Socio/intercultural aspects	<ul style="list-style-type: none"> ▪ In-depth knowledge of relevant cultural elements of countries of the English speaking countries such as the Boy Scouts thought the use of different sources of information. ▪ Valuing the personal enrichment attained through the relation with people from different cultures in contexts like summer camps. ▪ Adequate use of the linguistic formulae associated to particular communicative situations such as Boy Scouts codes, signs of politeness, agreement or disagreement, etc. 	

UNIT 9 THE TRAIN LINE



In the history lessons, changes along time are taught to the pupils, and this knowledge allows them establish connections between past and present, and the evolution of society. In the English class, we will summarize the history of the railway from its start and its relevance in the Industrial Revolution in Britain to its beginning in Spain, not forgetting its importance in Asturias as a medium to transport coal. The students themselves would display a historical timeline of the train to be exhibited in the school. If the weather conditions are good, a lesson would take place outside the school around one of the eldest train machines kept as a permanent exhibit in the streets of Mieres.

OBJECTIVES

- Describe processes and changes.
- Narrate events that occurred in the past time and its influence in the present time.
- Connect phenomenon taking place in far away locations and establish cause-effect relationships.
- Discern and produce the sibilant phonemes /s/, /z/, and /ʃ/.

MATERIALS

- Cardboard and cards.
- Visual tape of a documentary on the BBC.

METHODOLOGY and EVALUATION

The students will see a documentary about the history of trains since it was invented and its evolution until nowadays¹. Then, they will be able to stick some cards with key words on a big cardboard timeline placed on the front of the class and write a short composition helping themselves with the timeline, using a combination of present and past tenses^w. Immediately after, the students will be reminded the concepts of agent and patient in active sentences and asked to reproduce orally their composition using passive sentences when possible. Other activities include reading a short article about the relevance of the railway in Asturias and other regions to export coal and heavy metals^r, playing a true or false quiz contest about the historical facts learnt in the unit, explaining briefly in groups some historical bits of other mediums of transport such as bicycles, carts, horses, planes, quads, etc.^s

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Understanding of general and also of most relevant data from classmates and media programs conveyed through in clear and simple language. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Production of oral descriptions, narrations and explanations about experiences, historical events and basic information on mediums of transport and its relevance in society.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> General and/or specific understanding of texts linked to the topic of the unit. 	<p>Writing</p> <ul style="list-style-type: none"> Summing up the basic information revealed in an outline or timeline and turning it into a coherent narration or description using vocabulary appropriate to the topic and the context, using the cohesive devices required to clearly establish a relationship between different ideas and time periods, and also using autonomously the tenses and linguistic structures build up during the course.
<p>Section 3: Knowledge of the English language Key function: DESCRIBING PROCESSES AND CHANGES</p>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary related to the Industrial Revolution, mediums of transport, etc. Reinforcement and use of functions and structures related to the description of changes and historical processes. Identification and autonomous production of /s/, /z/, and /ʃ/. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Use of strategies to organise, acquire, remember and use vocabulary through its classification around semantic fields. Organisation and more autonomous use of different learning resources and tools: dictionaries, group cooperation, internet, etc. Active involvement in group work and activities intended to develop self-confidence and initiative to speaking in public and writing. 	
Section 4: Socio/inte rcultural aspects	<ul style="list-style-type: none"> In-depth knowledge of relevant cultural elements of countries of the English speaking countries, thought the use of different sources of information. Valuing the personal enrichment attained through learning and linking historical aspects from different nations and cultures. Identification of the common features and the most significant differences between customs, habits, attitudes and values of the society of the target language and one own's society. 	

UNIT 10 OUR CULTURAL HERITAGE



During year 2 of ESO, this group visited Oviedo cathedral, its Holy Chamber and the old town. We will compare this visit to a beautiful seat in London; Westminster Abbey, the place of the Queen of England's coronation, and talk about the Queen's anniversary celebrations and tradition. During the whole lesson the students will practice simultaneous translation, being asked to translate their classmates at any point without being warned in advance. Furthermore, we will discuss the meaning of 'heritage' as a valued element, from one's valued objects to the world's.

OBJECTIVES

- Get used to swap from one language to another practicing translation and interpretation from English to Spanish and Spanish to English.
- Reinforce the use of relative clauses.
- Revise the diphthong combinations in English and ensure an acceptable production, especially of those containing the phoneme schwa.

MATERIALS

- *El IES Bernaldo de Quirós. Historia y Patrimonio.*

METHODOLOGY and EVALUATION

Each student should bring to class an object which has a high value for them and tell the class why it is so special. On a second level, the students will select some bits to translate from the book edited by their school to commemorate their 50 anniversary *El IES Bernaldo de Quirós, Historia y Patrimonio* and upload it on the webpage to make the school patrimony accessible to a wider public^w. Later on, we will open a debate to make a list of what Spanish people treasure the most. Additionally, they will read some opinions from students from other nationalities about a visit to Westminster Abbey^f, listen to a description of Oviedo cathedral and retell it using as most relative clauses as they can^l. Finally, we will end up with the UNESCO World Heritage and make use of its webpage to explore the settings recognized by this organization. Five groups of students will make a presentation on the UNESCO protected heritage of five countries^s.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Use of strategies to understand oral messages, for example, taking into account both verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions. Understanding of the whole idea and specific information of simple talks about broadly introduced topics presented in a clear and well-organised way. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Production of spontaneous direct and indirect simultaneous translation of the peers or the teacher's speech in the classroom. Production of oral descriptions, narrations and explanations about personal experiences, and in this case about a valuable object. Value the use of the foreign language as an instrument for communication and for learning inside and outside the classroom.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> General and specific understanding of history texts and others related to valuable patrimony, written on paper or digitised, characterised for their general interest and link to the English speaking world. Reinforcement of already used reading aloud strategies in class. 	<p>Writing</p> <ul style="list-style-type: none"> Writing of scripts, using vocabulary appropriate to the topic of this unit and the context, using the cohesive devices required to clearly establish a relationship between different ideas and also, using autonomously basic strategies during the writing process. Development of an interest in a careful lay-out of texts presented in a digital format.
Section 3: Knowledge of the English language Key function: TRANSLATING	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary related to protected heritage such as valuable ancient constructions, natural parks, and other treasures, and expressions related to the attached importance, worth or appeal. Reinforcement and use of the function of translation and the search for equivalent structures, and review of relative clauses. Identification and autonomous production of diphthongs. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Reflection on and analysis of the use and meaning of different lexicon, grammatical forms, and discourse through comparison and contrast with Spanish. Cooperation in the assessment of learning and use of self-correction strategies when translating. Organisation and more autonomous use of different learning resources and tools: dictionaries, webpages and online books, etc. Organisation of personal work as a strategy for learning progress. 	
Section 4: Sociocultural	<ul style="list-style-type: none"> In-depth knowledge of relevant cultural elements of countries of the English speaking countries, thought the use of different sources of information. Valuing the personal enrichment attained through the knowledge of key cultural aspects of many distant places around the world. Respect for differences of opinion on topics of interest for the learners and understanding of the various sociocultural perspectives. 	

UNIT 11 VISIT TO A CITY



Planning a trip is sometimes a complex task because there are many items to take into account. In year 4, the school organizes a language trip -this year Dublin was the chosen destination. That experience will be the basis to organize a similar trip to the city they like best as long as there is an English language tradition there. This exercise will make them value the effort of organizing a trip and train them in case they need that experience in the future; especially useful now that there are various grants which offer them the opportunity to go abroad to take an English course. At the same time, all of them would get to know more about the destinations and give way to conversations about the culture in those places. Using English for real purposes is equally important; that is why the planning is to be presented to the class as an estimate for next year's trip.

OBJECTIVES

- Give advice and making recommendations on holiday destinations, touristic spots to visit, tours to be done, must-see monuments, etc.
- Become aware of cultural aspects and customs from a number of English-speaking tourist destinations, and being able to locate them on the map.
- Make use of modal verbs for planning the language trip, express wishes, schedules, etc.
- Recognize and produce weak forms within speech.

MATERIALS

- Recording from previous language trips (a video and a diary).

METHODOLOGY and EVALUATION

Students will listen to a video students did during last year language trip to Dublin¹ and read a diary of the equivalent trip to The Netherlands two years ago². After each estimate presentation, suggestions and recommendations to improve the plan will be made by the classmates on the attractions chosen, budget spent, accommodation, the English school, etc. In order to present a serious estimate, they would need to write emails to some travelling agencies and hotels asking for discounts, etc^w. From the five estimates, one would be chosen by number of votes as the best option and considered for implementation the following year^s.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of specific information of simple peers talks about topics of their interest presented in a clear and well-organised way. ▪ Understanding of interpersonal communication with classmates, with the aim of providing immediate response. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Production of oral descriptions and explanations about a proposal for a language trip. ▪ Active involvement in group conversations for the purpose of organizing group work. ▪ Use of appropriate conversational conventions in real or simulated communicative situations: what do you think about, how about, let's, why don't we ..., etc. ▪ Production of spontaneous and accurate responses to different communicative situations in the classroom, particularly those needed when working together for a group project. ▪ Autonomous use of communication strategies to open, maintain and close interaction. ▪ Value the use of the foreign language as a tool for communication and for learning inside and outside the classroom.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> ▪ General and specific understanding of of texts, written on paper or digitised, characterised for their general interest for the trip planning. ▪ Autonomous reading of larger texts such as those included in travel magazines and guides, and webpages of hotels, planes, travel agencies or containing tourist opinions. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Personal interaction with native speakers of English via e-mail. ▪ Correct use of spelling rules and punctuation marks. ▪ Independent use of the appropriate register depending on the intended addressee, formal in the case of e-mail writing to language schools, travel agencies and other tourist companies.
Section 3: Knowledge of the English language <i>Key function: ADVISING</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Use of common expressions, set phrases and vocabulary related to types of language courses, plane/train/bus tickets, types of accommodation, and any other kind of issue related to holidaying. ▪ Reinforcement and use of functions and structures advising, and a real use of modal verbs during the trip planning. ▪ Identification and autonomous production of intonation patterns of words and sentences. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Use of strategies to organise, acquire, remember and use vocabulary through its classification. ▪ Organisation and more autonomous use of different learning resources and tools: dictionaries, videos shared on the net about tourist destinations, tourist guides and magazines, etc. ▪ Cooperation in the assessment of learning and use of self-correction and group-correction strategies. 	
Section 4: Socio/cultural aspects	<ul style="list-style-type: none"> ▪ In-depth knowledge of relevant cultural elements of countries of the English speaking countries, thought the exploration of touristic resources. ▪ Valuing the personal enrichment attained through the relation with people from different cultures by travelling. ▪ Respect for differences of opinion within team projects and agreement achieved by democratic means. ▪ Adequate use of the linguistic formulae associated to particular communicative situations: formal emails. 	

UNIT 12 MMM, TASTY!



The English and the French department organize an international food day in the school with the students in year 4 in which they cook a recipe from an English or French speaking country and make a tasting session followed by a vote for the prize of “the Chef of the Year”. This event is supported with a teaching unit about food, which will reinforce the expression of likes and dislikes, flavours and smells, quantities and commands at the same time as they approach to different cooking cultures.

OBJETIVES

- Develop an interest towards different food traditions and broaden their knowledge on the issue far from the most obvious stereotypes.
- Express with certain accuracy different flavours, smells, quantities, etc.
- Use a variety of quantifiers and reinforce the use of imperatives via recipes.
- Discriminate the production of the Spanish phonemes /o/, /u/, /i/ from its approximate short and long versions of the English phonemes /ɔ:/ vs. /ɒ/, /u:/ vs. /ʊ/, and /i:/ vs. /ɪ/.

RESOURCES

- Broadsheet and tabloid physical newspapers.

METODOLOGY and EVALUATION

Among the activities planned are: the gathering and explanation of recipes for Thanks Giving Day^s, watching part of Jamie Oliver’s talk in TED’s ideas^l (about the unhealthy food served in British and American schools), and discussion about an article on the McDonalised process^f. Besides, students should write a project about gastronomy consisting on the creation of a tourist brochure including an introduction about the region chosen and a comment on the most typical food and drinks that visitors should try plus a couple of recipes and photographs or pictures^w. The projects will be presented to the class and displayed on a bulletin board for everybody to read.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Understanding of the whole idea and some specific information of relatively simple talks from media programmes about food habits and tradition presented in a clear and well-organised way. Use of strategies to understand oral messages, for example, taking into account both oral communication, body language, images etc., previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Active involvement in conversations and simulations about everyday and also personal interest topics for a variety of communicative purposes. Production of spontaneous and accurate responses to different communicative situations in the classroom.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> Reinforcement of already used reading strategies: skimming and scanning. General and specific understanding of a variety of texts. Use of different sources, written on paper, digitised, or multimedia to gather information so as to make a food brochure. 	<p>Writing</p> <ul style="list-style-type: none"> Writing of short texts to be included in a food brochure, using specific vocabulary, summing-up the most important aspects. Independent use of the appropriate register depending on the intended addressee and effects pursued in the texts created. Development of an interest in a careful lay-out of texts, with correct use of punctuation and script conventions.
Section 3: Knowledge of the English language Key function: EXPRESSING LIKES AND DISLIKES	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary related to the topic of meals, dishes and cooking traditions from different regions. Reinforcement and use of functions and structures expressing likes and dislikes, flavour, smell, and for recipes quantities and the use of the imperative. Identification, distinction and autonomous production of /ɔ:/ vs. /ɒ/, /u:/ vs. /ʊ/, and /i:/ vs. /ɪ/. Identification of word formation processes by means of prefixes and suffixes. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Use of strategies to organise, acquire, remember and use vocabulary through its classification. Organisation and more autonomous use of different learning resources and tools: dictionaries, tutorials online, TV cooking programmes, etc. Interest in making the most of any learning opportunities created in an indoors and outdoors context, such as opportunities to try food from other culture in the school international food day or during trips abroad. 	
Section 4: Socio/cultural aspects	<ul style="list-style-type: none"> In-depth knowledge of relevant cultural characteristics of the food tradition in the English speaking countries. Valuing the personal enrichment attained through the relation with different cultures. Adequate use of the linguistic formulae associated to particular communicative situations: cooking. 	

UNIT 13 MY CELTS, YOUR CELTS



This unit is linked to the visit to the Castro de Coaña (or similar). As in science-fiction films, the unit could take us backwards and forwards to discover the Celtic traditions in the past, and what is left in our culture nowadays. Great Britain and Ireland are locations of great Celtic influence where several Celtic tribes settled for centuries. The towns which take *-chester* in their name are an example of their imprint. In the North coast of Spain, the Celts had a considerable impact too. The two main festivals in Mieres, La Folixa and San Xuan, and the taste for folk music take us back to that tradition. Therefore, we will explore the similarities between our mythical tradition and its folklore creatures like Changelings and Xaninos.

OBJECTIVES

- Interview and be interviewed respecting the conceptions proper of this form of journalism.
- Express possibility about customs and habits of ancient folks.
- Reinforce phrasal verbs.
- Identify shared cultural customs with regions from the English-speaking world.
- Recognize and producing the phonemes /ə/ and /ɜ:/.

RESOURCES

- BBC podcast.

METHODOLOGY and EVALUATION

Adapted readings of Shakespeare and W.B. Yeats literature referring to the magical night of St. John's Feast Day will be read^f, they will listen to a BBC podcast related to the Celts^l, and write a short composition about those folks using at least three phrasal verbs^w. Every lesson will close up with a five minute roleplayed interview to a Celt which will reveal to the rest different aspect of those people^s.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Use of strategies to understand oral messages, for example, taking into account previous knowledge about the kind of recording, topic and identification of keywords. Understanding of general and also of most relevant data from media programs conveyed through in clear and simple language. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Active involvement in conversations about common topics such as the aforementioned festivals in Mieres and other Celtic traditions familiar to the students. Use of appropriate conversational conventions in simulated communicative situations such interviews.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> Identification of message sender's purposes, and the effect pursued as in the two pieces of literature read in this unit. General understanding of a variety of texts, written on paper or digitised, characterised for their general interest or related to other curricular contents. Reinforcement of reading aloud strategies, this time rhythmical reading of verses and characterized reading of other pieces of literature. 	<p>Writing</p> <ul style="list-style-type: none"> Writing of summaries, using vocabulary and expressions seen in the unit and appropriate to the context, using the cohesive devices required to clearly establish a relationship between different ideas and also, using autonomously basic strategies during the writing process.
Section 3: Knowledge of the English language Key function: INTERVIEWING	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary related to Celtic culture and imprints in today's traditions. Reinforcement and use of functions and structures expressing condition. Identification and autonomous production of different rhythm patterns in a literary piece of writing. Identification and autonomous production of the phonemes /ə/ and /ɜ:/. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Organisation and more autonomous use of different learning resources and tools: dictionaries, internet, other books in the library, etc. Reflection on and analysis of the use and meaning of terms through comparison and contrast with other languages familiar to students. 	
Section 4: Socio/inte reultural aspects	<ul style="list-style-type: none"> In-depth knowledge of relevant cultural elements of countries of the English speaking countries with a Celtic influence. Identification of the common features and the most significant differences between customs, habits, attitudes and values of the society of the target language and one own's society, and showing of respect towards them. Adequate use of the linguistic formulae associated to particular communicative situations: interviews. 	

UNIT 14 HANGING OUT



There is a considerable number of Spanish teenagers who have had some kind of experience abroad or at home with English speaking youngsters either through exchange programmes, English camps, or English intensive courses and stays abroad (some organized by secondary schools). This unit would give hints to establish a basis for a more successful communication in English among peers; from how to greet, answer to a greeting, keep or close a conversation to recognize some slang.

OBJECTIVES

- Reinforce the expression to communicate with people of the same age.
- Express commitment to meet again or make plans with friends.
- Reinforce all future tenses and relate them with different degrees of certainty.
- Develop awareness about the use of emphasis in English and the connotations it may add, and make an adequate use of it when speaking in English.

RESOURCES

METHODOLOGY and EVALUATION

Making suggestions or plans together to go out and express the degree of certainty or commitment to attend a given meeting is on the list of the linguistic exponents practiced and observed through small clips of teenage TV series¹. Significant language variations used by teenagers will arise and distinction between registers will be addressed too. One of the activities to put these competences into practice would be speed dating^s. To have the chance to practice everything learnt in a real context with foreign teenagers, they will get e-pals to chat with^w. Besides, they will be told about exchange programmes and read the account of several foreign students about their experiences in Spain with host-families.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> Use of strategies to understand non-adapted oral messages taking into account verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions. Understanding of interpersonal communication, with the aim of providing immediate response, as needed in speed dating. Understanding of general and also of most relevant data from media programs conveyed through in relatively clear and simple language. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> Active involvement in conversations and simulations about everyday and personal interest topics for a variety of communicative purposes such as getting to know the other of flirting. Autonomous use of communication strategies to open, maintain and close interaction. Use of appropriate conversational conventions in real or simulated communicative situations among youngsters. Production of spontaneous and accurate responses to different communicative situations in the classroom and outside the classroom. Value the use of the foreign language as an instrument for communication and for learning inside and outside the classroom.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> Identification of message sender's purposes. General and specific understanding of informal texts characterised for being written by speakers of their age. Autonomous reading of larger texts related to personal interests: teenage magazines, etc. 	<p>Writing</p> <ul style="list-style-type: none"> Writing of emails, using vocabulary appropriate to an informal context, using autonomously basic strategies during the writing process. Independent use of the appropriate register depending on the effects pursued. Personal interaction with native speakers of English via e-mail.
Section 3: Knowledge of the English language <i>Key function: MEETING A FRIEND OR ACQUAINTANCE</i>	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> Use of common expressions, set phrases and vocabulary related to everyday topics, tastes and hobbies. Reinforcement and use of functions and structures to be introduced to someone, come across an acquaintance, arrange a meeting with a friend making use of future forms and expressing various degrees of certainty or commitment. Identification of antonyms, synonyms of colloquial and informal expressions to relate them with their standard equivalents. Identification and autonomous production of intonation patterns of questions and other fix sentence structures and differentiating them from emphasis. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> Use of strategies to organise, acquire, remember and use vocabulary by noting down a synonym and sentence as an example. Organisation and more autonomous use of different learning resources and tools: the urban dictionary and others, online teenage magazines or TV series, etc. Active involvement in activities intended to develop self-confidence and initiative to informal speaking and writing. Interest in making the most of any learning opportunities created in an indoors and outdoors context. 	
Section 4: Socio/intercultural aspects	<ul style="list-style-type: none"> Appreciation of the importance of foreign languages to establish international relations. Interest and initiative in carry out communicative exchanges with speakers or learners of the foreign language, through digital or paper-based media. Identification of the common features and the most significant differences between customs, habits, attitudes and values of the society of the target language and one own's society, and showing of respect towards them. Valuing the personal enrichment attained through the relation with people from different cultures. Adequate use of the linguistic formulae associated to particular communicative situations: informal emails and chats etc. 	

UNIT 15 DON'T JUDGE A BOOK BY ITS COVER



This final unit serves to epitomize the transference of democratic and civic values which will have been indirectly transferred during the whole year. The Welfare and Equity Ministry of the Government of the Principality of Asturias has financed an educational project which invites us to rethink prejudices, stereotypes, and generalizations and fight sexism, racism and bullying. The students did this programme in the first year of the compulsory secondary education, and now they are about to finish that stage, it is a good time to remind them about it and give another turn of the screw. Thorough argumentation will be looked for in students and mature lines or reasoning are expected or else systematically discredited and disregarded.

OBJECTIVES

- Reinforce the expression of agreement and disagreement.
- Express habits in the past, and remind the linguistic expression “used to”.
- Develop cultural pluralism, acceptance of diversity, and appreciation for different viewpoints, address sexism, racism, bullying, and any type of discrimination, prejudices and generalizations.
- Reinforce some key patterns the pronunciation of final consonants and avoiding relaxing too much their realizations in speech.

RESOURCES

- Green and red cardboards.

METHODOLOGY and EVALUATION

In year 1, the students visited the interactive exhibition of the Veo Veo programme and filled in the Veo Veo Passport. This time we would take part of the sections in that handout as reference –‘Our tastes are different’, ‘Discrimination’, ‘Everything is not as it seems’, ‘Fact or opinion’. Each of the sections will be further explored and end up with a quiz contest, game^s, video¹ or debate^s. With the intention of reflecting on different points of view about the same reality, we will also make an activity which uses the methodology of the case study consisting on reading three versions of a real school conflict of bullying^f and writing down in groups a detailed description of two possible solutions^w. The learners will analyze different attitudes and have numerous opportunities to express agreement or disagreement and their personal perspective with a variety of linguistic expressions. Additionally, they will be given a red and a green card at the beginning of the lessons to be able express approval or disapproval at any time towards arguments or opinions rose in class without a need to have a speaking turn.

Section 1: L-S-I	<p>Listening</p> <ul style="list-style-type: none"> ▪ Understanding of interpersonal communication, with the aim of providing immediate response. ▪ Use of strategies to understand oral messages, for example, taking into account both verbal and non-verbal communication, any previous knowledge about the situation, identification of keywords and of the speaker's attitude and intentions. 	<p>Speaking and interacting</p> <ul style="list-style-type: none"> ▪ Active involvement in conversations about everyday topics related to the Veo Veo programme for a variety of communicative purposes. ▪ Use of appropriate conversational conventions in real communicative situations. ▪ Production of spontaneous and accurate responses to different communicative situations in the classroom, particularly those needed when working together for a group project.
Section 2: R-W	<p>Reading</p> <ul style="list-style-type: none"> ▪ Identification of message sender's purposes. ▪ General and specific understanding of a variety of texts characterised for their general interest to cultivate civic and democratic values. 	<p>Writing</p> <ul style="list-style-type: none"> ▪ Writing of a problem-solving text, using the cohesive devices required to clearly establish a relationship between different ideas and arguments and also, using in group basic strategies during the writing process. ▪ Independent use of the appropriate register depending on the effects pursued in the texts created. ▪ Development of an interest in a careful lay-out of texts, with correct use of punctuation, paragraphs and a clean presentation.
Section 3: Knowledge of the English language Key function: AGREEING AND DISAGREEING	<p><u>Linguistic knowledge</u></p> <ul style="list-style-type: none"> ▪ Use of common expressions, set phrases and vocabulary related to everyday topics and situations concerning cross-cultural competency, human rights and equality. ▪ Reinforcement and use of functions and structures expressing agreement and disagreement and habits in the past which are no longer true with 'used to'. ▪ Identification and autonomous production of consonant clusters and final consonants. <p><u>Reflection on language learning</u></p> <ul style="list-style-type: none"> ▪ Organisation of personal work as a strategy for learning progress. ▪ Reflection on and analysis of the use and meaning of sexist vocabulary in the target language and comparison and contrast with other languages familiar to students. ▪ Active involvement in group work and activities intended to develop self-confidence and initiative to speaking in public and writing. 	
Section 4: Socio/intercultural aspects	<ul style="list-style-type: none"> ▪ Valuing the personal enrichment attained through the relation with people from different cultures, genres, ages, etc. ▪ Respect for differences of opinion on topics of interest for the learners and understanding of the various sociocultural perspectives. ▪ Adequate use of the linguistic formulae associated to particular communicative situations: politeness, agreement, disagreement, etc. ▪ Identification of the common features and the most significant differences between customs, habits, attitudes and values of the societies different from one's own, and showing of respect towards them. 	

11. Evaluation

CRITERIA

The evaluation would have a double sense; it would be **formative**, planned to reinforce their learning process and guide the students on the kind of competences are to be pursued, and **continuous**, which implies that we part from the point of departure of the pupil, and therefore we not only evaluate the results or final products but also the process.

The general evaluation measures for 4º ESO set in the Decree 74/2007, June 14th are the following:

1. To be able to understand general and specific information, the main idea and the most significant details delivered orally in face-to-face situations or audiovisual media when the topics do not require specialized knowledge.
2. To be able to participate in communicative interactions of different kinds using the appropriate forms to start, keep and give end to a conversation, producing an understandable discourse adapted to the situation and the communicative intention. (Linguistic competence/self-confidence and personal initiative competence).
3. To be able to understand and extract general and specific information autonomously in a variety of both authentic and adapted texts of different lengths distinguishing facts from opinions, and identifying the communicative intention of the writer.
4. To be able to write autonomously a variety of texts, being careful with the vocabulary, the structures, cohesion and coherence and establishing a clear relation between ideas to make it understandable to the reader. (Linguistic competence/self-confidence and personal initiative competence).
5. To be able to use consciously and with autonomy the linguistic knowledge acquired for different communicative contexts, as tool of self-correction and self-evaluation of the oral and written productions, and to understand the other's. (learning to learn)
6. To develop autonomous learning and to reflect on one's own learning process and to transfer knowledge and communicative strategies learnt through other languages to learning the target foreign language.
7. To use information and communications technology autonomously with the aim of looking for and selecting information, reproducing texts when provided with a model, sending and receiving emails, and establishing oral and written personal relations, and showing interest for its use. (social and citizenship competence/treatment of the information and digital competence/self-confidence and personal initiative)

8. Identify and describe the most significant cultural aspects in the English speaking countries and establish some relation between relevant costumes, habits, attitudes and values of one's own society and the society of the target language, showing respect towards them, and thinking critically about them too. (Social and citizenship competence, cultural and artistic competence, knowledge of and interaction with the world around).

Every student would make an **initial test** at the beginning of the course which will range the level of that particular student and help the teacher value the evolution observed. Learners who do not obtain the minimum mark to pass the subject could surmount it when they pass the following evaluation. To give a mark, the following indicators would be taken into account:

- a. The realization of the tasks and tests made along the year.
- b. A participative attitude.
- c. The effort and work done by the student in both individual and group activities.
- d. Errors and mistakes would be considered as part of the learning process and as an objective to surpass. Its significance would be considered depending on the type of error and its reiteration, acting accordingly to correct it.

PROCEDURE AND TOOLS

The evaluation designed for this programme is special in the sense that every unit has its own evaluation. This is made so in order to follow a real continuous evaluation in which the daily student's tasks are also proofs of their learning process and do not differ from the tests. Additionally, there is an extra evaluation at the end of each term which comprises the competences and contents of everything worked up to that moment. The relevance of the term evaluation stands on the fact that the student's learning process does not finish at the end of each unit, but should pile up and recycle constantly; especially in the learning of a foreign language. In order to consider the learning process of students along the year and their evolution experienced, the final mark resulting from the percentages below could vary up to one point.

This is the description of the tools and its corresponding percentages:

Unit testing 60%

These tests would consist on several activities which will value the four communicative skills (speaking, listening, reading, and writing) and the acquisition of the key functions and other contents in every unit. They would combine both individual and group tasks or projects and their nature and design would depend on the nature of the unit; i.e. the tasks required would never be the same from unit to unit. Exemplification can be found inside the description of the units in the programme.

Term testing 40%

- Speaking* In-class observation of the capacity of particular students to communicate in English would be note down. The teacher would have a record of the interventions of the students, at least one or two observations per student and term of free or guided communication with the teacher or classmates, answers to questions or activities, role-plays, tasks, reading aloud, etc.

A single paper test with the following sections

- Listening
- Reading
- Writing
- Use of English

12. Retake planning

The continuous character of the programme assessment implies that there is no specific resit activities during the course because students experience a continuous revision of their knowledge and learning processes along the year. As mentioned above, learners who do not obtain the minimum mark to pass the subject could surmount it when they pass the following evaluation. However, when the progress of individual students is not satisfactory, once their needs are identified, the teacher will design an individualized reinforcement plan which will check if the needs presumed by observation are true and determine reinforcement activities adequate for those particular students. Learners who do not pass the course could take a resit test based on the *Enseñanzas Mínimas* and containing the following sections:

- Speaking
- Listening
- Reading
- Writing
- Use of English (functions, vocabulary, grammar, etc.)

13. Attention to diversity

The main principles set in the LOE are quality of education to all students, equality of opportunity, inclusion and non-discrimination education and flexibility to adapt teaching to diversity. All four are directly related to attention to diversity, which is no coincidence; because an adequate attention the student learning styles and needs will ideally guarantee the most of our educational system for everyone. Centre measures to fulfil this purpose are stipulated in the PAT tutoring plan and the PAD attention to diversity project. Then, teachers, tutors, the special need teacher, and the Orientation Department work together to satisfy the learners' needs.

Classroom measures proposed for the implementation of this long term plan are concerned with:

- Time organization: each lesson will include at least three moments with different activities demanding various skills
- Prioritized contents: ranging from the minimum to the more specialized
- Selected materials: attending to the group interests and preferences
- Modification of complexity and abstraction: providing more or less guidance, asking for more simple or challenging tasks, etc.

Individual measures intended include:

- Time and quantity flexibility: Avoid asking particular student who need longer time to answer among the firsts, or else, reduce their in-class activities and homework in number or length.
- Different ways of presenting information: Students who have not acquired basic linguistic knowledge or skills may need simpler handouts which include exemplification, or be guided to focus on the essential.
- Anticipating tasks: Some students with a lower communicative competence could be provided with an extra pre-task in advance to be done at home.
- Peer tutoring: If there is an agreement on both sides, a student with higher command could tutor another with a lower command for this subject and course.

When the ordinary measures for attending to diversity are not sufficient, the educational system contemplates others which are specific (ACNEAE). Those are aimed at high ability students, students who enter the Spanish education system late, or students with special educational needs. The assessment of their needs is no longer done by the teacher, but by the pedagogical team, who would introduce appropriate action plans to meet their needs.

III. INNOVACIÓN

MOBILIZING INTERDISCIPLINARY EXPERIENCES

1. Introducción

En las líneas que siguen se retomará la problemática ya analizada en el primer apartado de este Trabajo de Fin de Máster sobre la falta de coordinación curricular horizontal, así como la limitada permeabilidad entre asignaturas en la etapa de la educación secundaria obligatoria. Esta necesidad de cambio detectada ha servido de fundamento para mi propuesta de innovación, concebida para el aula de inglés en 4º ESO dentro de la sección bilingüe y centro IES Bernaldo de Quirós, en colaboración con los departamentos de inglés, extraescolares, dibujo, música, lengua, educación física, economía, tecnología, geografía e historia, francés y orientación. Una vez definida esta necesidad de cambio, se dará paso a la concreción de dicha innovación, cuya proyección alcanza la programación didáctica en su totalidad. Como ya se habrá podido entrever, cada unidad didáctica se relaciona con una actividad extraescolar distinta, dando así paso a la interdisciplinariedad en su versión más realista, y asentando/afianzando /consolidando un punto de partida basado en las vivencias de los alumnos.

2. Justificación y enmarque teórico

A pesar de la existencia de múltiples órganos que tienen como función primordial la coordinación ya sea vertical u horizontal, la coordinación curricular es aún hoy en día ciertamente mejorable. Basándome en mi no tan lejana experiencia como estudiante de educación secundaria puedo decir que cada asignatura apenas podía complementarse con las otras. El currículum que me correspondía cada año estaba formado por un cierto número de celdas, cada una aislada del resto y no existía diálogo alguno entre lo aprendido en una y en otra. No solo eso, además las materias se impartían en su mayor parte sin perspectiva, paradójicamente ni siquiera en la asignatura de historia llegué más allá de la primera guerra mundial, cómo entonces podía entender el presente si para mí los últimos setenta años nunca habían existido. ¿Cómo puede llegar un alumno a comprender si se presenta el conocimiento como una serie de celdas inconexas?

Por tanto, considero que existen dos problemas matrices en la estructuración de la educación secundaria; uno resulta del cierre sistemático entre asignaturas y departamentos didácticos y otro tiene su fundamento en la falta de perspectiva con la que se enseña en las aulas. Desgraciadamente, aunque parta mayormente de mi experiencia hace casi una década para identificar estos problemas, he podido intuir en las prácticas que esta situación no ha evolucionado de forma significativa, y desde el

bloque sobre características de etapas y centros de secundaria en Procesos y Contextos Educativos nos han ratificado la existencia del conflicto.

Por un lado, la Comisión de Coordinación Pedagógica creada con la LOGSE solventaría la impermeabilidad de las materias, pero la finalidad de este órgano no es la propulsión de una verdadera ósmosis entre saberes de diversos ámbitos, únicamente vela por su coherencia pedagógica y curricular, y en la práctica esta coherencia se queda desgraciadamente con frecuencia en papel mojado. Por otro lado, tras las críticas a los contenidos clásicos que conformaban las asignaturas en torno a los años 80 y 90, en la LOGSE se añadieron los temas transversales independientes de los disciplinares. Sin embargo, tanto la LOGSE como posteriormente la LOE identifican casi en exclusiva los temas transversales con la educación en valores. En mi opinión, estas medidas no solucionan el problema de fondo del conocimiento escolar, el cual precisa de una reestructuración metódica y profunda de la organización curricular en asignaturas que maximice la adquisición de conocimientos. Ángel Lorente revisa el camino recorrido por el sistema educativo español para dar cuenta del origen del dilema en su artículo “Cultura Docente y Organización Escolar en los Institutos de Secundaria”:

La actual organización de los institutos, basada en los departamentos, no da plena respuesta a la educación secundaria de masas. Los actuales institutos creados por la L.O.G.S.E. son instituciones escolares que escolarizan a alumnado de enseñanza obligatoria y por tanto su oferta educativa se enmarca en el modo de educación tecnocrático de masas (Cuesta, 2005), pero manteniendo una buena parte de la estructura organizativa y una cultura profesional propias de un modo de educación selectivo y elitista.

Con la implantación a los largo de los 90 de la ESO ha entrado en crisis ese modo de educación y desde discursos, todavía minoritarios, se apunta como imprescindible una estructura complementaria de coordinación horizontal en esa etapa, vertebrada en equipos docentes presididos por el tutor, a los que habría que dotar de mayor peso institucional y de tiempos y espacios para poder reunirse. Aunque formalmente hace años que se han previsto estructuras similares en la legislación, en la práctica son modos de coordinación alejados de la cultura profesional de la secundaria selectiva.¹²

En cuanto al segundo conflicto planteado, estimo que la falta de perspectiva de la enseñanza resulta de su apego a una visión de las disciplinas muy tradicional. Estoy convencida de que el saber que se promulga desde los institutos puede encontrar nuevos sentidos si explotamos sus vínculos con la realidad. No podemos olvidarnos de que el fin último de la enseñanza es crear personas más capaces en la sociedad. Si aislamos la instrucción en los centros de secundaria de las necesidades y realidades presentes y futuras de los estudiantes a una edad tan temprana, corremos el riesgo de que una gran parte de esos alumnos no responda a los estímulos de nuestro sistema de educación

¹² Ángel Lorente Lorente “Cultura Docente y Organización Escolar en los Institutos de Secundaria”, *Revista de Currículum y Formación de Profesorado*. Universidad de Granada, (Granada: 2006)10, 2.

pública y, en este momento, el porcentaje de abandono escolar en España se sitúa por encima del doble de la media en la Unión Europea.

La idea de la que parte mi innovación no puede estar mejor expresada en una cita que incluyo abajo escrita por Marta Castañer y Eugenia Trigo en su libro *La interdisciplinariedad en la Educación Secundaria Obligatoria: Propuestas teórico-prácticas*:

Educación Física, Matemáticas, Plástica, Historia, Tecnología, ¿son solamente materias escolares de adquisición de conocimientos o deberían ser formas de abordar la realidad multidisciplinar de nuestras sociedades?

Si nos quedamos con el primer planteamiento, estaremos trabajando con una abstracción de la realidad, donde nos va a ser difícil encontrarle significatividad a los contenidos y tareas presentadas. Es la manera tradicional de hacer conocer la realidad a las nuevas generaciones. Pero esta compartimentación de conceptos esta artificiosidad del conocimiento, ¿es la manera más lógica de hacer entender todo el complejo medio ambiente que nos rodea?

[...]

Para aprender a observar la realidad de una manera global e interdisciplinar, se puede partir desde distintas áreas o situaciones. Nosotras hemos elegido la vivenciación motriz como base para esa interdisciplinariedad. Cuando algo se vivencia con todos los sentidos (hacer-conocer-sentir) queda una huella en el yo mucho más profunda que cuando se utiliza solo un ámbito o extensión del ser. Por esta razón, creemos que, partiendo de la motricidad global inteligente, de las situaciones vividas, es más fácil, en las edades de escolarización obligatoria, abordar otras realidades.¹³

En esta cita se conjugan a la perfección muchas de las metas que pretendí alcanzar con la propuesta de innovación, y su discípula más concreta, la propuesta de programación. Pareciera que la concepción de la propuesta de innovación encontró la inspiración en estas palabras, sino fuese porque descubrí la cita *a posteriori*. En ella se plantean los dos problemas matrices a los que me he referido con anterioridad y se ofrece una solución que guarda cierta similitud con mi propuesta. Tanto la idea de “abordar la realidad multidisciplinar de nuestras sociedades” como la de rebajar la “artificiosidad del conocimiento” son clave para alcanzar un aprendizaje que me gustaría calificar como saludable, en tanto que es significativo, total y no parcial, impartido con perspectiva y no constreñido, palpable y no abstruso. Al igual que Castañer y Trigo, me decanto por salvar este bache con la ayuda de las vivencias, en mi caso con el apoyo las experiencias extraescolares comunes que se relacionan con contenidos disciplinares. Sin embargo, no creo en los programas de enseñanza de inglés que se basan íntegramente en esta motricidad global inteligente, tal y como se defiende desde el enfoque natural.

Uno de los fundamentos básicos para implementar las unidades didácticas que presento en base a experiencias de los alumnos se asienta en las postulaciones de Vigotsky, quien

¹³ Marta Balcells Castañer y Eugenia Trigo Aza *La interdisciplinariedad en la Educación Secundaria Obligatoria: Propuestas teórico-prácticas*. (Zaragoza: INDE 1995)12.

demonstró que un aprendiz ha de partir de una base ya conocida para poder incorporar a ella adecuadamente la materia nueva, fenómeno conocido como andamiaje. Dicho planteamiento se conjuga además en la innovación que presento con el aprendizaje del inglés en un enfoque interdisciplinario, al partir de actividades extraescolares relacionadas con diferentes ámbitos y disciplinas. De este modo se consigue la ósmosis entre saberes, acercando a los estudiantes la realidad desde diferentes puntos de vista, y reforzando lo ya aprendido en un desarrollo cultural integrado. Alfonso Rodríguez valora la interdisciplinariedad, los conocimientos previos, y el dinamismo en el aula de inglés con las siguientes palabras:

En la asignatura se hace necesario adoptar el principio de la interdisciplinariedad pues es a través de ella, que se puede lograr un proceso de enseñanza-aprendizaje desarrollador. A partir del diagnóstico fino y de la observación diaria hemos podido constatar que por la vía disciplinar no se resuelven los problemas que todavía existen en la enseñanza del idioma inglés, existiendo dificultades entre las que están: falta de motivación, las actividades que se plantean generalmente no repercuten en los sistemas de clases de varias asignaturas, y pocas veces exigen que los alumnos trabajen de forma grupal, de modo que estos se comuniquen y confronten sus puntos de vistas y reflexiones. No se aprovechan al máximo los conocimientos previos, así como conocimientos, vivencias y actitudes que los alumnos pueden obtener a través de revistas y periódicos, la comunidad o las actividades que realiza, limitándose el número y calidad de las fuentes que se consultan; se determina así la problemática a investigar dada por la carencia de un accionar didáctico que posibilite el desarrollo del proceso enseñanza-aprendizaje del inglés de forma armónica e integradora.¹⁴

3. Objetivos

Con esta innovación se pretende acercar la enseñanza hacia un aprendizaje más significativo para el estudiante a través de la consecución del objetivo principal y los secundarios.

OBJETIVO PRINCIPAL

- ✚ Activar las experiencias interdisciplinarias en el aula de lengua inglesa para dinamizar conocimientos previos y estimular al alumnado.

OBJETIVOS SECUNDARIOS

- ✚ Dirigir la enseñanza obligatoria de lenguas extranjeras hacia una corriente más integradora.
- ✚ Atajar la problemática de la coordinación curricular horizontal del sistema educativo actual.

¹⁴ Alfonso Rodríguez, Conjunto de Actividades Comunicativas para el Aprendizaje del Idioma Inglés con Enfoque Interdisciplinario en Secundaria Básica, Gelsy *Revista Enlace*. (Venezuela:2010) Vol. 14, 84.

4. Desarrollo

La innovación que propongo se resume en la creación de unidades didácticas que giran en torno a actividades extraescolares vividas por los estudiantes a lo largo de la ESO. Esta novedad se programa para un grupo de alumnos de cuarto de la Educación Secundaria Obligatoria y sección bilingüe por varias razones. Su nivel de inglés ha alcanzado una maduración óptima para el tipo de actividades planteadas, y gran parte de las estructuras lingüísticas ya han sido adquiridas; así que es momento de desvincularse parcialmente de muchos libros de texto que retoman los mismos temas y cuadros gramaticales curso tras curso, y aproximarse a la enseñanza desde otro punto de vista. Además, al fin de esta etapa los estudiantes habrán disfrutado de un abanico importante de actividades extraescolares programadas desde todos los departamentos, permitiendo conjugar cognitivamente esta amalgama a través de otra lengua.

Las actividades enmarcadas en cada unidad didáctica vienen condicionadas por una o varias actividades extraescolares, de tal forma, enumero en la página siguiente la relación que guardan. (Consultar cuadro en la página siguiente).

En la primera sesión de cada unidad los alumnos recordarán las actividades extraescolares en las que participaron. En un primer momento, tendrán lugar actividades iniciales, como puede ser un *brainstorming* de aquellas situaciones vividas en el que un alumno se encarga de anotar en la pizarra el vocabulario y las expresiones nuevas que van surgiendo, o el dibujo de un mapa conceptual que se va completando con las aportaciones de los compañeros. En una segunda fase, los alumnos ampliarán muchos de los puntos referidos en la primera fase al tiempo que harán uso de las equivalencias lingüísticas ya apuntadas. En esta fase caben las anécdotas, descripciones detalladas, experiencias personales similares, el repaso del marco en el cual se encontraba dicha actividad dentro de su correspondiente asignatura disciplinar, etc. La clase llegará a su fin con un concurso que enfrentará una mitad de la clase con la otra para contestar a unas preguntas de cultura general conectadas con la unidad didáctica; y por supuesto con las actividades extraescolares paralelas.

En cuanto al resto de sesiones, las tareas que se desarrollan expanden este hilo conductor, tal y como se puede comprobar en las muestras que aportó dentro de la programación didáctica. Asimismo, trato de buscar la acción o vivenciación motriz en el alumnado en una medida equilibrada, ya sea con puestas en escena como con tareas cooperativas en el gran grupo, en pequeños grupos o parejas. Se habrá advertido además que no utilizo el aula como espacio único de enseñanza, otros espacios dentro del centro, o incluso fuera, pueden resultar puntualmente más apropiados y ofrecer mejores resultados. Y es así que aspiro a que algunas de estas actividades se conviertan para los alumnos de 4º de la ESO también en vivencias fruto de un aprendizaje empírico.

Unidades didácticas	Actividades extraescolares y complementarias
1 In the museum	Visita al museo de Bellas Artes de Oviedo Actividades en las exposiciones de arte del instituto
2 Let's act!	Teatro en inglés con la compañía "Move On" Visita a la Escuela de Arte Dramático de Gijón
3 In front of the screen	Programa Cine en la Enseñanza Festival de Cine de Gijón
4 The media	Visita a La Nueva España La radio en la escuela
5 In the street market	Mercadillo de navidad EJE
6 At the doctor's	Visita al hospital Taller de primeros auxilios de la Cruz Roja
7 Do you watch or play?	Torneo mixto de fútbol Senderismo Semana Blanca
8 Camping time!	Campamento de inglés
9 The train line	Visita al Museo del Ferrocarril en Gijón Itinerario minero Turón y Bustiello
10 Our cultural heritage	Visita a la Catedral de Oviedo y a la Cámara Santa Parque de la prehistoria de Teverga Visita a Las Médulas
11 Visit to a city	Visita guiada en inglés a León Viaje a Dublín
12 Hmm, tasty!	Concurso de comida internacional
13 My Celts, your Celts	Visita al Castro de Coaña
14 Hanging out	Viaje a Irlanda Campamento inglés
15 Don't judge a book by its cover	Visita a la exposición interactiva del proyecto Veo Veo

5. Evaluación y seguimiento

La evaluación y seguimiento de esta innovación tiene un doble objetivo. Por un lado, sirve de instrumento para registrar y analizar los conocimientos nuevos generados de su puesta en práctica. Por el otro, permite tener en cuenta estas conclusiones para mejorar su eficacia en implementaciones futuras. Idealmente, la evaluación debería de ser permanente en tanto que no es suficiente dar las lecciones por aprendidas tras el seguimiento de un curso escolar. La excelencia se consigue con una revisión continuada a lo largo de los años, por tanto la evaluación y seguimiento de esta innovación adquiere un carácter indefinido.

El principal soporte para identificar las carencias son los indicadores, que son estratégicamente seleccionados y determinan qué debe evaluarse, cómo, cuándo y porqué. Los indicadores fijados para esta innovación son:

- Participación y colaboración del alumnado en las clases de inglés.
- Grado de satisfacción del alumnado con la innovación realizada.
- Grado de satisfacción del profesorado implicado.
- Número de contactos y acuerdos interdepartamentales.
- Consecución de los propósitos de la programación didáctica.
- Obtención de resultados satisfactorios en las pruebas evaluativas a corto y largo plazo¹⁵.

La implementación de la programación didáctica y su innovación estarán sujetas a cierto grado de flexibilidad para permitir la incorporación de las medidas tomadas tras los periodos de evaluación. Éstos serán tres y coincidirán con el fin de cada trimestre escolar. El seguimiento, sin embargo, será continuado, y el profesor podrá llevar a cabo pequeñas adaptaciones en cualquier momento para adecuarse a las características del grupo-clase. En las reuniones de departamento mensuales así como las reuniones de equipo docente y la comisión de coordinación pedagógica se informará del logro de los objetivos planteados. Asimismo, se intentará generar espacios de comunicación cooperativos más abiertos entre todos los agentes y departamentos implicados.

¹⁵ Se entiende por evaluaciones a corto plazo las establecidas para cada unidad didáctica en la programación, y por evaluaciones a largo plazo las demarcadas al término de trimestre y la evaluación continua que se cristaliza al fin del curso.

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