

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

Trabajo Fin de Máster

Título: La Alfabetización Cultural a Través de la Enseñanza del Inglés en 4º ESO: Reflexiones Teórico-prácticas, Programación Didáctica y Propuesta de Innovación.

Autor: Teresa de Jesús del Río Tortella

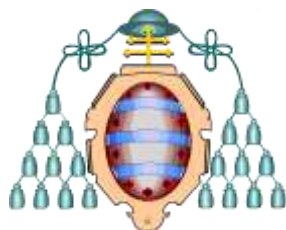
Director: Alberto Fernández Costales

Fecha: 12 de junio de 2013

Nº de Tribunal

16

Autorización del directora/a. Firma



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INTRODUCCIÓN

En mi Trabajo Fin de Máster quiero reflexionar sobre todo lo aprendido en las asignaturas de este título de postgrado y cómo influyeron estos conocimientos en mi primera experiencia como docente durante las prácticas. Asimismo, pretendo utilizar todos los contenidos adquiridos a la hora de realizar mi programación didáctica, que va dirigida a 4º ESO. Esta programación está diseñada para que el alumnado adquiera contenidos culturales a la vez que aprende contenidos gramaticales o léxicos. Además, a través de estos contenidos, los estudiantes serán conscientes de la variedad de acentos existentes en inglés y serán más competentes a la hora de diferenciar algunas de las principales variantes. A consecuencia de esto, mi innovación se trabajará durante toda la programación didáctica para que el alumnado adquiera estos conocimientos de una manera más completa y motivadora.

MEMORIA

Mi objetivo en la primera parte de este trabajo es relacionar los contenidos teóricos de este Máster con todo lo visto durante el Practicum. El centro en el que realicé mis prácticas fue el IES Virgen de Covadonga de El Entrego (San Martín del Rey Aurelio), institución que celebra su cincuenta aniversario en el presente curso. Es un instituto en el que la mayoría del alumnado pertenece al núcleo urbano de la población, siendo escaso el porcentaje de ellos que tiene que utilizar el transporte para acudir al centro. Su nivel cultural y socio-económico es medio-bajo, ya que muchos padres están desempleados y parte de ellos no tienen subsidio ni ayuda familiar. Asimismo, un número importante de ellos están jubilados o prejubilados, por lo tanto, una cuarta parte del alumnado tiene problemas económicos o de clima laboral familiar. Sin embargo, la convivencia del centro es bastante positiva, siendo bajos los niveles de conflictividad y su funcionamiento es excepcional, ya que la relación entre el profesorado es muy buena y el equipo directivo colabora con todos los departamentos cuando es necesario. Otro factor a tener en cuenta al haber leído los documentos institucionales es que hay una serie de reuniones programadas para todo el curso escolar que se suelen cumplir. Gracias a los conocimientos adquiridos en las materias del Máster pude analizar el funcionamiento del centro a la perfección y llegar a las siguientes conclusiones.

La asignatura Procesos y Contextos Educativos (PCE) tiene cuatro bloques. En el primer bloque, que se refiere a la organización de las etapas y de los centros de Secundaria, pude conocer cuáles son los documentos institucionales que tiene que tener un centro y las partes de las que constan. Esto me fue muy útil a la hora de analizar los diferentes documentos del IES Virgen de Covadonga: Proyecto Educativo de Centro (PEC), Programación General Anual (PGA), el Reglamento de Régimen Interior (RRI), etc. Gracias a ellos, pude conocer las normas del centro, los diferentes órganos que lo componen, sus funciones y estructura, las actividades que se realizan en el centro y el contexto en el que se encuentra. En mi primer día de prácticas me sorprendí al saber que el personal docente del instituto no conoce el contenido de dichos documentos, ya que nunca los ha leído. En este sentido, creo que es importante que todos, tanto alumnado y profesorado como familias, conozcan lo que se dice en los mismos, ya que gracias a ellos sabrán el verdadero funcionamiento del centro. Sin embargo, no se suele cumplir todo lo que aparece recogido en estos documentos, ya que la teoría difiere de la práctica y la mayoría de los docentes del centro rechazan la teoría, afirmando que lo que verdaderamente nos hace buenos docentes es la práctica y estar en las aulas de un centro de Secundaria. En segundo lugar, conocí la legislación vigente que establece los principios y características en los que se debe basar la Educación en España y,

concretamente, en Asturias. Esto me sirvió para entender por qué principios se rigen el IES Virgen de Covadonga y sus docentes dentro y fuera de las aulas.

En el segundo bloque de PCE, que está dirigido a la interacción, comunicación y convivencia en el aula, aprendí que los docentes tienen que ser los líderes del grupo. Este liderazgo no se debe basar en el poder que ejerce sobre el alumnado, sino en su vocación, valía personal y capacidad de entusiasmo al ejercer su profesión. Para ser un buen docente, hay que saber cómo es la dinámica de un grupo, los perfiles que pueden tener los estudiantes dentro del mismo y cómo resolver cualquier tipo de conflicto de una manera efectiva. Gracias a los conocimientos adquiridos en este bloque, pude observar los diferentes papeles que tenían los estudiantes a los que les di clase durante mis prácticas y cómo los docentes de este instituto resolvían los conflictos en el aula, algunas veces de manera correcta y otras de manera incorrecta.

En todas las clases pude ver cómo el grupo se dividía en subgrupos. En esta formación se observaba cierta homogeneidad, ya que cada subgrupo tenía una característica concreta, por ejemplo, en un subgrupo los alumnos no solían participar en ningún tipo de actividad. Por el contrario, en otro subgrupo todos sus miembros eran muy participativos y solían resolver las dudas al resto de sus compañeros y compañeras. También pude comprobar que para que en un grupo el clima sea positivo, el profesorado ejerce una gran influencia. Pude asistir a diferentes materias con un mismo grupo y es muy interesante observar cómo el clima del aula puede cambiar según el docente y la materia. Si un profesor se muestra tolerante, dialogante, responsable y con un alto nivel de compromiso hacia el grupo, el clima del aula es positivo. Si, por el contrario, el docente se muestra inseguro, intolerante, no acepta las respuestas del alumnado ni lo apoya, el clima del aula es muy negativo. Otro hecho importante que cabe mencionar se refiere a los conflictos que se pueden presentar en el aula entre el alumnado. En el aula de 4º ESO pude comprobar que había un conflicto debido a la competición académica que había entre los estudiantes. En este grupo había un alumno con altas capacidades y algunos de sus compañeros y compañeras se burlaban de él e intentaban dificultarle las cosas porque no conseguían superarle en sus calificaciones. Estos alumnos ejercerían el papel de “empollones”, ya que aunque su compañero obtenía mejores calificaciones, eran ellos los que demostraban continuamente su esfuerzo. Por último, pude comprobar que aquellos docentes que no sabían comunicarse con el alumnado eran los causantes de crear la mala marcha del grupo en la asignatura que impartían. En 1º ESO, había una profesora de inglés cuya vocación no era la de ser docente. Esta frustración que sentía a la hora de impartir su materia se la transmitía a su alumnado, ya que se expresaba sin tener en cuenta si los demás la entendían, solo se fijaba en sus ideas y no escuchaba las ideas de los demás, presentaba su opinión de manera agresiva, estaba continuamente gritándole al alumnado y al hablar hería la sensibilidad de los demás. Como consecuencia, el alumnado no prestaba atención a lo que decía, se distraía con facilidad y desobedecía todas las órdenes dadas por la profesora. Todas estas características son las

que hacen que el clima de un aula sea el adecuado, cuando no se cumple alguna de ellas, ese clima está abocado al fracaso.

En el tercer bloque de esta materia sobre tutoría y orientación educativa, pude aprender lo importante que es la orientación educativa y qué es el Plan de Acción Tutorial (PAT) de los centros de Secundaria. Asimismo, aprendí a diferenciar algunos conceptos que desconocía anteriormente, como orientación, acción tutorial, tutoría y tutor o tutora. Es muy útil saber diferenciarlos cuando se empieza en un centro de Secundaria como docente, ya que suele haber confusiones entre sus significados. También aprendí que un docente no es solamente un especialista en su materia, sino que la función tutorial y orientadora forma parte de su profesión y tiene que orientar y educar al alumnado en el proceso de enseñanza-aprendizaje. Sin embargo es la figura del tutor o la tutora la que lleva a cabo la acción tutorial con un grupo concreto y tiene la responsabilidad de coordinar y dinamizar la acción tutorial del equipo de docentes que imparten docencia al grupo-clase de la que es responsable. En primer lugar, conocer la estructura que debe tener un PAT y saber analizarlo me ayudó a realizar las actividades que había en el cuaderno de prácticas sobre este documento así como a conocer cuáles son los objetivos, contenidos y las actividades que se tienen que realizar con todos los miembros del centro: alumnado, profesorado y familias. Todos los niveles del IES Virgen de Covadonga tienen unas actividades programadas que prepara el Departamento de Orientación con la cooperación de los tutores y las tutoras. Estas actividades se llevan a cabo en los ámbitos académico, personal y profesional para que se consiga el desarrollo integral del alumnado. En segundo lugar, me di cuenta de la importancia que tienen los tutores, ya que tienen que recoger toda la información de los docentes de todas las asignaturas que se imparten en su grupo para conocer los problemas y necesidades que presentan los estudiantes y comunicárselos a sus familias. También tienen que reconocer los conflictos que se pueden dar en su grupo o los problemas familiares o económicos que puede tener el alumnado con el propósito de comunicárselo a Jefatura de Estudios para que se tomen las medidas oportunas. Todo esto pude observarlo en las reuniones a las que pude asistir de REDES y de la segunda evaluación. Todos los docentes informan al tutor o a la tutora del grupo en cuestión sobre las calificaciones de todos los estudiantes y, además, comentan su actitud en el aula y cualquier tipo de problema que puedan tener.

Por último, pude asistir a una sesión de tutoría con un grupo de 1º ESO y, aunque ese día no tenían actividades programadas por el Departamento de Orientación, la tutora se preocupó de los problemas de todo el grupo y hablaron sobre temas muy interesantes para el alumnado, como el racismo, la xenofobia y el respeto. Esto me resultó muy interesante, ya que se utilizó esta sesión para educar al alumnado y concienciar al alumnado sobre todas esas cuestiones. Cuando yo era alumna de Secundaria, las sesiones de tutoría de mi centro eran una hora de estudio en la que nos dedicábamos a repasar para un examen o a hacer los deberes que se nos habían olvidado. Resulta muy notable la importancia que ha adquirido esta hora que para mi generación era una

pérdida de tiempo. De esta manera el instituto no es solo un lugar en el que los docentes imparten sus materias, sino que se convierte en un lugar en el que los docentes se preocupan de los problemas que puedan tener sus estudiantes para solucionarlos de una manera colaborativa y eficaz.

Por último, en el cuarto bloque dedicado a la atención a la diversidad, aprendí lo importante que es diferenciar los tipos de necesidades educativas que se dan en el alumnado. En un grupo puede haber alumnado con altas capacidades que necesite ejercicios de ampliación y también puede haber alumnado con algún tipo de necesidades especiales que no le permite seguir como es debido el proceso de enseñanza-aprendizaje y que, por tanto, necesite actividades de refuerzo. Debido a esto, los docentes no podemos diseñar actividades para todo el grupo por igual sino que tenemos que diseñar aquellas actividades que sean para el grupo junto con actividades de ampliación y de refuerzo. Además, aprendí lo que es el Plan de Atención a la Diversidad (PAD), es decir, un documento en el que se especifican aquellas medidas que se deben tomar con todo el alumnado del centro (alumnado con dificultades de aprendizaje, NEE, altas capacidades...).

El PAD del IES Virgen de Covadonga es un documento muy completo que especifica adecuadamente todas las medidas que se tienen que tomar para atender a la diversidad del alumnado del centro. Asimismo, según pude observar, todo lo establecido en el PAD se lleva a cabo. Durante los tres meses de prácticas estuve asistiendo a las clases de inglés de un grupo flexible de 1º ESO, es decir, un grupo formado por estudiantes de ese curso que tienen dificultades con la materia de Lengua Extranjera. Lo que se hace en este grupo es dar los contenidos mínimos de la materia de una manera más clara que al resto del alumnado. En este grupo había un alumno con Síndrome de Asperger y otro alumno que procedía de Cuba y nunca había estudiado inglés. Estos dos alumnos asistían una vez a la semana a clases de apoyo para reforzar todo lo que se daba en las materias. Asimismo, también pude asistir como apoyo a un alumno de 2º ESO que tiene una discapacidad motora. Este alumno tiene una acompañante durante toda la jornada escolar que le ayuda a desplazarse de clase en clase, en todas las materias un profesor de la misma especialidad tiene que estar con él en el aula para ayudarle a tomar apuntes y resolverle cualquier tipo de duda y, además, una fisioterapeuta lo atiende una hora cada día. Por último, en el grupo de 4º ESO había un alumno con altas capacidades al que oficialmente se le tienen que preparar actividades de ampliación, pero tanto él como su familia quieren que se le trate como al resto del alumnado y se le manden el mismo tipo de actividades, ya que no quieren que el resto de los estudiantes se enteren de su incidencia.

Otra asignatura que fue muy interesante para entender el funcionamiento de un centro de Secundaria fue el segundo bloque de Sociedad, Familia y Educación (SFE), que se titula “Familia y Educación”. En este bloque aprendí la importancia que tiene la participación de las familias en un centro educativo, ya que forman parte del proceso de aprendizaje de sus hijos. En el IES Virgen de Covadonga, las familias del alumnado no

participan de forma habitual, sino que solo suelen participar cuando los tutores o tutoras de sus hijos se quieren reunir con ellos para hablar de las dificultades que tienen en alguna materia concreta o en todas o si tienen algún tipo de conflicto con el resto del alumnado. Para analizar la participación de las familias en el centro, tuvimos que rellenar una tabla y establecer las diferentes actividades en las que participan los padres y las madres. En primer lugar, el AMPA es la asociación que representa a las familias en el centro, se reúne todas las semanas y programa algunas actividades en colaboración con los demás miembros del centro. La mayoría de las familias pertenecen a esta asociación, pero no participan en sus actividades. En segundo lugar, aunque no pude asistir a una entrevista entre tutor o tutora y familia, todos los tutores y las tutoras tienen establecida una hora semanal para atender a las familias. En REDES y en la evaluación del 2º trimestre, pude escuchar lo que se habló en algunas de estas entrevistas. En tercer lugar, hay disponible un tablón de anuncios y un buzón de sugerencias en el que las familias se pueden enterar de actividades que se realicen en el centro y donde puedan escribir sus quejas si las hubiera. Por último, todos los días se pasa lista para saber si algún estudiante falta o llega tarde. A partir de segunda hora, se empieza a avisar a las familias mediante un mensaje de texto o una llamada telefónica para saber el motivo de su ausencia y evitar el absentismo escolar.

Para poder entender la conducta de los adolescentes me fue muy útil la materia de Aprendizaje y Desarrollo de la personalidad (ADP). Gracias a ella aprendí muchas teorías que se pueden poner en práctica en el aula a la hora de premiar o castigar al alumnado. Un claro ejemplo fue cuando al peor alumno de un grupo bastante conflictivo lo cambiaron a un grupo que tiene un buen comportamiento. Aunque las calificaciones de este alumno no mejoraron, es cierto que su conducta mejoró gracias a la influencia de sus nuevos compañeros y compañeras. Esta fue una estrategia que estudió la Jefatura de Estudios y que expuso en REDES: todo el profesorado expresó su acuerdo y así se hizo. Asimismo, pude observar la diferencia que había entre el alumnado de 1º ESO y el de 4º ESO en cuanto a su desarrollo. El alumnado de 1º ESO, tanto chicos como chicas, no sentía ningún tipo de vergüenza al participar en clase, todos querían salir a la pizarra a corregir oraciones e incluso se atrevían a cantar y a bailar. Como anécdota, podemos destacar que en una clase que impartí sobre Escocia, uno de los alumnos se puso una falda escocesa durante toda la hora y se sentía orgulloso de llevarla. Además, en 1º ESO se podía observar cómo había una rivalidad sana entre los chicos y las chicas. Por otro lado, en 4º ESO se notaba que las alumnas eran más maduras que los alumnos, ya que sentían vergüenza cuando tenían que responder a alguna pregunta que les hacía en alguna actividad oral. Asimismo, no había rivalidad entre chicos y chicas, sino que había grupos que estaban formados por ambos sexos y tenían muy buena relación.

Por último, las dos asignaturas específicas, Complementos de Formación Disciplinar (CFD) y Aprendizaje y Enseñanza (AE) fueron para mí las más útiles a la hora de enfrentarme a mi primera experiencia como docente. En la parte común de CFD ampliamos muchos contenidos que habíamos estudiado en la carrera y que son muy

útiles a la hora de enseñar una lengua extranjera. Cuando diseñé las dos Unidades Didácticas que tenía que llevar a cabo con mi alumnado, tuve muy en cuenta el Enfoque Comunicativo y el concepto de competencia comunicativa; por lo tanto, las clases estaban enfocadas en el alumnado, utilicé materiales reales y la lengua meta (inglés) era el vehículo para la comunicación. No quería enseñar los contenidos gramaticales utilizando una metodología tradicional, sino que diseñé una serie de actividades en donde fueran los estudiantes los que descubrieran las reglas gramaticales. De esta manera, conseguí que al estudiar los contenidos gramaticales en el aula, el alumnado fuera el que debatiera sobre ellos. Además, intenté que la mayoría de las actividades tocaran contenidos culturales, así los estudiantes a la vez que estudiaban gramática, aprendían los rasgos culturales de los países de habla inglesa. La parte específica de CFD me sirvió para conocer las expresiones que debía usar cuando me dirigiera al alumnado. Aunque es cierto que en la carrera aprendimos cómo expresarnos en inglés, nunca estudiamos el inglés que debemos utilizar en el aula como docentes, por lo tanto, era algo nuevo para mí. Todas estas expresiones me fueron muy útiles a la hora de impartir mis primeras clases, ya que supe cómo pasar lista, corregir los errores que tuviera el alumnado, mandar tareas y corregirlas, administrar el grupo, etc.

En cuanto a Aprendizaje y Enseñanza, estudiamos el recorrido histórico de todos los métodos de enseñanza de una lengua extranjera, algo muy útil para elegir la metodología que queremos utilizar en nuestra programación didáctica. Asimismo, trabajamos con muchas actividades que podemos utilizar en el aula, como aquellas que sirven para romper el hielo, actividades en las que se enseñe la lengua a través de la cultura y actividades diseñadas para usar con las TICs. He de decir que utilicé muchas de las actividades aprendidas en esta asignatura en el aula y al alumnado le gustaron tanto que me pedían realizarlas todos los días. Cuando acabábamos una serie de ejercicios, jugábamos a un juego que consiste en decir una letra y una serie de categorías, el alumnado tiene que pensar en menos de un minuto en una palabra de cada una de ellas que empiece por esa letra. Esta actividad les ayudaba a desconectar y así podíamos seguir trabajando, ya que el alumnado estaba más motivado.

Por todo lo expuesto anteriormente, creo que todas las asignaturas del Máster tienen algo que enseñarnos para poder ejercer la docencia. En el primer semestre, pensaba que todo lo que estábamos aprendiendo no serviría para nada a la hora de enseñar una lengua extranjera, pero fue cuando empecé mis prácticas en el IES Virgen de Covadonga cuando me di cuenta de la ventaja que era haber cursado cada una de ellas. Aunque fuera una alumna de prácticas y no tuviera experiencia docente, conocía más conceptos que muchos de los profesores y profesoras que había en el centro. Asimismo, la mayoría de los docentes no había leído ninguno de los documentos institucionales del centro y no conocían sus contenidos. En este sentido, hasta mi tutora desconocía que en el presente curso se iba a celebrar el 50 aniversario del instituto, información que podía encontrar tanto en el PEC como en la PGA, pero como no los había leído no tenía constancia de ella. Otra de las cosas que más valoro de las materias

cursadas en el Máster es que me enseñaron cómo comunicarme con el alumnado. Al principio tenía un poco de miedo, puesto que siempre había sido alumna y no sabía cómo actuar siendo una profesora. Sin embargo, gracias a los conocimientos adquiridos en el Máster me pude desenvolver satisfactoriamente desde el primer día. Además, establecí una relación muy buena con todo el alumnado y mi estancia en centro fue fructífera e inmejorable.

Como ya he expuesto anteriormente, mi programación didáctica se basa en el Enfoque Comunicativo y, por lo tanto, se centra en el alumnado. Para establecer los objetivos y los contenidos voy a analizar el currículo oficial del Principado de Asturias para los estudios de Educación Secundaria Obligatoria, establecido en el Decreto 74/2007 de 14 de junio. Además, voy a analizar la programación del Departamento de Inglés del IES Virgen de Covadonga y de otros centros con el objetivo de conocer los contenidos que se deben dar en 4º ESO en la materia de Lengua Extranjera. Para analizar el currículo y desarrollar de una manera adecuada mi programación didáctica voy a hacer uso de los conocimientos adquiridos en la asignatura Diseño y Desarrollo del Currículo (DDC), en la que se nos enseñó por primera vez este documento para poder diseñar unidades y programaciones didácticas. Sin embargo, aunque el currículo oficial es el que establece las competencias que tiene que desarrollar el alumnado y los objetivos y contenidos de la materia de una manera muy completa, a la hora de impartir las clases, el profesorado sigue basándose en una metodología tradicional que se basa en desarrollar en el alumnado la competencia lingüística, dejando de lado las demás competencias, que son de suma importancia. Lo que pretendo en mi programación didáctica es que el alumnado pueda desarrollar todas las competencias establecidas en el currículo oficial de 4º ESO y pueda interactuar con la lengua extranjera de una manera real.

Por último, como pude observar durante mis prácticas, el alumnado del último curso de ESO no tiene unas nociones básicas sobre los aspectos culturales de los países de habla inglesa. Creo que para que se aprenda una lengua extranjera, es fundamental conocer los aspectos culturales de aquellos países en los que se habla. Por eso, mi innovación va a intentar ponerle solución a este aspecto. Por otro lado, aunque es cierto que desde el Departamento de Inglés del IES Virgen de Covadonga se intenta modernizar la enseñanza de esta lengua, las clases siguen centrándose en el libro de texto y en sus actividades. Al diseñar mi programación didáctica para el grupo de 4º ESO, he buscado actividades suplementarias en las que se trabajen los mismos contenidos que en el libro, pero de una manera más motivadora para los estudiantes. Para trabajar los contenidos gramaticales, he diseñado actividades en las que el alumnado pueda debatir y mantener una conversación. De este modo a la vez que interactúan, pueden repasar y practicar los contenidos gramaticales. Asimismo, al conocer la carencia de contenidos culturales que presenta el alumnado, las actividades de comprensión escrita y auditiva se han diseñado con materiales reales como videos sacados de internet y artículos de conocidos medios de comunicación de países de habla

inglesa. Por todo ello, mi propuesta de innovación se va a basar en mejorar la competencia cultural y artística del alumnado de 4º ESO del IES Virgen de Covadonga, ya que creo que los estudiantes deben aprender una lengua extranjera de una manera más completa, conociendo la cultura y las costumbres de las personas que la hablan. El objetivo de mi innovación es que en cada unidad didáctica se trabaje con textos y videos reales que tengan algún tipo de contenido cultural y que, además, el alumnado tenga que preparar un pequeño proyecto sobre la relación del tema que se dé en la unidad desde una perspectiva cultural. Si una unidad didáctica trata sobre inventos, el alumnado se dividirá en parejas y trabajarán con los inventos más importantes del país de habla inglesa que les toque. Asimismo, los estudiantes tendrán que ser capaces de utilizar las TICs para buscar información sobre los diferentes países de habla inglesa y crear un blog para subir toda la información que encuentren (redactada por ellos) y también de presentar sus proyectos en público, sabiendo utilizar a la perfección el PowerPoint. Lo que se pretende con esta innovación es concienciar al alumnado de que la lengua inglesa no se debe quedar en el aula, sino que es un vehículo de comunicación a través del cual pueden y deben interactuar con los hablantes nativos, conociendo y respetando, además, sus rasgos culturales.

ENGLISH COURSE SYLLABUS: Fourth Year of Compulsory Secondary Education

1. CONTEXT

1.1. The School

This syllabus has been designed to be developed in the Secondary School where I was working as an intern for three months this year. This school is located in El Entrego, a village in the Asturian central mining area, specifically, in the council of San Martín del Rey Aurelio. Most of the students belong to lower or middle class families due to the fact that some parents are unemployed, retired or early retired and some of them do not receive any benefit from the government. As a consequence, about 25% of students have financial or work-related difficulties. Furthermore, there are immigrants and also some students with special educational needs; for instance, there is a student with a motor disability in the second year of Compulsory Secondary Education (or CSE). As a result, the school has established a series of measures thanks to which these

students have the opportunity to study: for instance, specialised teaching staff helps students who have learning difficulties, and they also take care of diversity and curriculum accommodation. In addition, specialised staff takes care of the student with motor disability, such as the patient companion who moves him from one classroom to the other and a physiotherapist thanks to whom he can exercise. Apart from this, there are generally neither conflicts nor incidents, so there is a nice atmosphere. There are about 48 teachers and 304 students in the school so the groups are not very big, something important if we take into account the communication between teachers and students. The school has small classrooms although they are provided with all the resources needed to any kind of lesson. On the other hand, there is a very big classroom for the bilingual section programme, which is provided with all the technological resources needed to develop more dynamic and interactive lessons. Moreover, there is a library with a great variety of books in English, a sports centre with four pitches, a cafeteria and a parking area for the staff.

1.2. The Students

GROUP PROFILE

Stage: Compulsory Secondary Education.

Level: year 4.

Course: English as a Foreign Language (EFL).

Expected number of students: 14.

Type of group: bilingual section programme.

Number of hours per week: 5.

Secondary school: Virgen de Covadonga¹.

This syllabus is addressed to the fourth year of CSE, specifically to a group of students who belong to the bilingual section programme. These students have a very good fluency in English, so teachers can design and develop any kind of communicative activity with them, no matter if it is individually or in groups. As a consequence, I have designed a syllabus of 15 units with activities which break with the common routine of the course book. For this purpose, I have designed activities focused on the practice of competences, such as developing critical thinking, knowing the cultural aspects of English-speaking countries, talking in public, using the Information and Communication Technologies (ICTs) when searching information, and so on. In this

¹ This syllabus could be also applied to any similar secondary school.

way, students can work with real materials in order to learn the actual English used by native speakers.

2. LEGAL DISPOSITIONS

This syllabus is going to follow the following legal dispositions:

- The Spanish Constitution of 1978.
- Organic Law of Education 2/2006 of May 3rd.
- Decree 74/2007 of June 14th, which establishes the curriculum for Compulsory Secondary Education in Asturias.
- Royal Decree 1631/2006 of December 29th, which establishes the minimum common requirements for Compulsory Secondary Education.

3. KEY COMPETENCES²

According to the proposal issued by the European Union, there are eight competences that must be developed by students when they finish the Compulsory Secondary Education. They are listed and described in Decree 74/2007 of June 14th and the foreign language area contributes to their development of the following ones:

- **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 the development of communication skills, will contribute to the development of this key competence to the same extent as the mother tongue does. 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 and the improvement of the communicative competence in general.
- **Information Management and Digital Competence:** information and Communication Technologies (ICT) offer the possibility to communicate, in real time, all over 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 ICT. It also

² This section was translated with the help of Professor Alicia Laspra Rodríguez in *Complementos de Formación Disciplinar*.

facilitates the personal communication via e-mail exchanges with young people from other countries and, even more important, it creates real and functional contexts of communication. Furthermore, as the foreign language requires contact with a wide range of linguistic models, the use of digital learning resources is inherent in this subject, and this contributes directly to the everyday development of this competence.

- **Social and Civic Competence:** languages allow people to communicate socially, but they are also a means of communication and cultural transmission. Learning of a foreign language involves understanding the features and cultural facts linked to different speech communities. When well oriented at school, this learning process should be reflected both in the ability and in the interest in learning features about other cultures and in being in contact with other people, both speakers and learners of the foreign language. At the same time, the knowledge of a foreign language and cultural features different from one's own, contributes to understand better one's language and culture. It favours values, such as respect and the acceptance of different cultures and behaviours. It promotes tolerance and integration and it helps to understand and value both identity features and differences. On the other hand, interaction in pairs and groups is really important because students have the opportunity to participate when expressing their opinions and listening to their mates' ones. This implies that students are in constant process of negotiation since they have to reach a goal and learn together while developing their features as citizens of a democratic country.
- **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, and so on) 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 analyse 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.

4. OBJECTIVES

4.1. Compulsory Secondary Education Objectives

According to Decree 74/2007 of June 14th, these are the general objectives of Compulsory Secondary Education:

- 1) Assume their duties responsibly; know and exercise their rights with respect to others, practise tolerance, cooperation and solidarity with people and minorities; to exercise dialogue in strengthening human rights as common values of a diverse society and prepare them for exercising democratic citizenship.
- 2) Develop and consolidate habits of discipline, study and both individual and group work, as a necessary condition for performing efficiently learning tasks and as a means of personal development.
- 3) Appreciate and respect gender differences and equality of rights and opportunities between them. Reject stereotypes that can lead to discrimination between men and women.
- 4) Reinforce their emotional abilities in all the areas of personality and in their relationships with others; reject violence and prejudices of any kind, sexist behaviour and solve conflicts peacefully.
- 5) Develop basic skills concerning with the use of information sources in order to acquire new knowledge critically. Obtain basic competence in the field of technologies and especially in ICT.
- 6) Conceive scientific knowledge as comprehensive, structured into various disciplines as well as know and apply methods to identify problems in the different areas of knowledge and experience.
- 7) Develop the entrepreneurial spirit and self-confidence, participation, critical awareness, personal initiative and an ability to learn to learn, plan, take decisions and assume responsibilities.
- 8) Understand and correctly produce complex texts and messages, both orally and written, and take first steps towards an awareness, study and reading of literature, in Spanish and, where appropriate, in Asturian language.
- 9) Understand and speak appropriately, at least, one foreign language.
- 10) Know, appreciate and respect the basic aspects of one's own and others' culture and history as well as their artistic and cultural heritage.
- 11) Know and accept how their own (and others') body works, respect differences, consolidate hygiene and health habits and include physical education and sport in order to enhance their personal and social development. Know and appreciate

the human dimension of sexuality in all its diversity. Appraise critically the social habits concerning health, consumption, care of living beings and the environment, contributing to its preservation and improvement.

- 12) Appreciate artistic creation and understand the language of different artistic forms, using various means of expression and representation, developing an aesthetic sense and the ability to enjoy artistic works and manifestations.
- 13) Know and appreciate the features of the linguistic, cultural, historic and artistic heritage of Asturias, take part in its conservation and improvement and respect linguistic and cultural diversity as the right of people and individuals, developing attitudes of interest and respect towards the exercise of this right.

4.2. Objectives of the Foreign Language Area³

According to Decree 74/2007 of June 14th, these are the objectives that students must develop when learning a foreign language in CSE (House, 2011):

- a) 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.
- b) To be able to express oneself, make oneself understood and interact orally with a certain level of autonomy in a repertoire of everyday situations.
- c) To be able to read and understand written pieces of text, which are appropriate for student's abilities and interests, with the aim of extracting general and specific information, and to foster reading for pleasure and personal development.
- d) To be able to write simple pieces of text for a variety of purposes using appropriate cohesion and coherence devices.
- e) To be able to use the phonetic, lexical, structural and functional components of the language in real, communicative contexts.
- f) 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.
- g) To use learning strategies and all available means, including ICTs, for obtaining, choosing and presenting information both orally and in a written form.
- h) To understand that the foreign language, and languages in general, are a means of communication and help foster understanding with people from different cultures and linguistic backgrounds, and to discourage any form of discrimination or stereotyping on languages or cultures.
- i) To develop and display a receptive and self-confident ability in learning and using the foreign language.

³ The teaching objectives are included in the *Teaching units* section.

5. GENERAL CONTENTS⁴

Decree 74/2007 of June 14th, establishes some general contents for the 4th Year of Compulsory Education, which are divided into four main sections:

Section 1: Communicative skills

- Understanding of general and specific information of simple talks about common topics presented in a clear and organised way.
- Understanding of interpersonal communication, with the aim of providing an adequate and immediate response.
- Understanding of general and most relevant data broadcasted by the media in a clear and simple language.
- Use of comprehension strategies to understand oral messages, such as the verbal and non-verbal context, the previous knowledge about the situation, the identification of key words and the identification of the speaker's attitude and intention.
- Oral production of descriptions, narrations and explanations about different experiences, events and contents.
- Active involvement in conversations and simulation about daily and also personal interest topics for a variety of communicative purposes.
- Use of spontaneous and precise answers when communicating in the classroom.
- Use of appropriate conversational conventions in real or simulated communicative situations.
- Autonomous use of communication strategies to open, keep and finish any kind of interaction.
- Valuing the use of the foreign language as an instrument for communication and learning inside and outside the classroom.

Section 2: Reading and writing

- Identification of the subject of a written text by its context.
- Identification of the author's intention.
- General and specific understanding of a variety of texts, both written on paper or digitised, of general interest or related to contents of other subjects of the curriculum.
- Autonomous reading of large texts related to their interests.
- Use of different resources, written on paper, digitised or in multimedia format, to obtain information with the purpose of carrying out specific tasks.

⁴ The contents of the teaching units are included in the *Teaching units* section.

- Consolidation of previous reading strategies.
- Writing of a variety of texts, using vocabulary appropriate to the topic and the context as well as the cohesive devices required to establish a relationship between different ideas and using autonomously basic strategies during the writing process (planning, writing and revising).
- Autonomous use of the register appropriate to the reader the text is addressed to (formal and informal).
- Personal communication with speakers of the foreign language by mail or e-mail.
- Correct use of spelling rules and punctuation marks.
- Interest in clear submission of written texts, both written on paper and digitised.

Section 3: Knowledge of the English language

Linguistic knowledge

- Use of common expressions, idioms and vocabulary about topics of general and personal interest, daily topics and also others related to contents of other subjects of the curriculum.
- Identification of antonyms, synonyms, false friends and word formation by means of prefixes and suffixes.
- Consolidation and use of structures and functions related to different communicative situations.
- Identification and autonomous production of different rhythmic, intonation and stress patterns in words and phrases.

Reflection on language learning

- Application of strategies to organise, acquire, remember and use vocabulary.
- Organisation and more and more autonomous use of learning resources, such as dictionaries, reference books, libraries or digital resources.
- Analysis and reflection about the use and meaning of different grammatical forms by means of comparison and contrast with other languages one's know.
- Involvement in the assessment of one's learning and use of self-correction strategies.
- Organisation of the personal work as a strategy to make progress in one's learning process.
- Interest in using learning opportunities created inside or outside the classroom.
- Active involvement in group activities and projects which develop one's assurance and initiative to express oneself in public or writing.

Section 4: Socio-cultural aspects and intercultural awareness

- Valuation of the importance of foreign languages in international relations.

- Identification of the common features and the most significant features of the customs, attitudes and values of the society whose language is being learnt, showing respect to those cultural patterns that are different from ours.
- Knowledge of the most relevant cultural elements of those countries where the foreign language is spoken, obtaining the information by different means, such as the Internet and other information and communication technologies.
- Interest and initiative to participate in communicative exchanges with speakers or learners of the foreign language by mail or e-mail.
- Appropriate use of the linguistic forms related to concrete communicative situations: courtesy, agreement, disagreement, etc. Valuation of the personal enrichment attained through the relationship with people from other cultures and countries.

6. TEACHING UNITS

CONTENT SEQUENCING ⁵							
Unit	Vocabulary	Listening	Reading	Grammar	Pronunciation	Writing	Cultural Project/Speaking
1: All over the world	Countries, nationalities, languages, national symbols and geographical aspects	New Zealand	Information about Jamaica	Present simple and continuous	/ə/	A description of a country	Introduction of an English-speaking country: geography, national symbols, language...
2: Face the music!	Crime and justice	Death penalty by Jeremy Irons	Evelyn- in her own words	Past simple and continuous Used to/would	/id/,/d/,/t/	Narrative: a weird crime	Famous criminals and crimes
3: Read in order to live	Literature	An interview: JK Rowling	Pride and Prejudice: The classic Jane Austen novel is not just for girls	Present perfect/Past simple	/æ/	Review: your favourite book	Famous writers and literary works

⁵ At the end of every unit, there is a self-evaluation section in which students can revise the previous contents.

4: Welcome to the jungle!	Wildlife	Documentary: the Bengal tiger	Why animals “adopt” others, including different species	Past perfect/Past simple	/h/	A blog entry: your favourite animal	Animal and vegetal kingdom
5: At the hospital	Health	TV series: Grey’s Anatomy	A web forum: Just diagnosed as possible shellfish allergy?	Future Tenses: will/be going to	/s/	An informative essay: a medical discovery	Main health problems
6: Caps and gowns	Education	Student absenteeism in Jamaica	Tuition fees in the UK	Future perfect and continuous	/s/,/z/,/iz/	Life in your Secondary school	Educational systems: similarities and differences with your country’s
7: Necessity is the mother of invention	Inventions	Thomas Edison: life and inventions	Inventions and inventors rising in recession-hit UK	First and second conditional	Word stress	An opinion essay: The most important invention to you	Four important inventions
8: Our Mother Earth	The Environment	Canary Islands Active! Volcano	Arctic melting	Third conditional	Intonation	Essay: How to save our Planet	Natural disasters

9: Can you be the front runner?	Sports	An interview: Michael Phelps	Rugby in New Zealand	Relative clauses	Short vowels	Description: your favourite sport and its rules	The main sports
10: Can you Adam and Eve it?	Myths and legends	Native American Legend: The Great Flood	The legend of Robert Kirk	The Passive	Long vowels	Narrative: a legend from your country	Famous myths or legends
11: Cheers!	Festivities and special dates	South Africa: Youth Day	Parade, Charade	Modals	Diphthongs	E-mail: write about a special festivity	Famous festivities
12: The same language but different	Accents and dialects	American slang vs. British slang	How to speak with a Jamaican accent	Modal perfects	/u/	How many accents have your language?	Typical expressions. Differences with RP
13: Lights, Camera... ACTION!	Films and cinema	Alfred Hitchcock presents...	Film review: The Host	Reported speech	/ae/, /ʌ/	Film review	Famous films, directors and actors
14: Get a gig!	Musical instruments and different music styles	This is Ska!	One Direction	Gerunds and Infinitives	/I/, /i:/	A blog entry: your favourite group	Typical music styles
15: Are you a fashion victim?	Clothing, accessories and make-up	How to make up yourself: fresh face look	Luxury market for babies	Comparatives and Superlatives	Contractions	Your favourite garment	Famous designers, brands and garments

UNIT 1: ALL OVER THE WORLD

Objectives:

1. Revise and use the structures and vocabulary related to countries, nationalities, geography and national symbols.
2. Listen and recognise the main ideas expressed by a native speaker in a documentary about New Zealand.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the main features of an English-speaking country in an oral presentation.
5. Use present simple and present continuous correctly.
6. Understand the main ideas and vocabulary of a written text about Jamaica.
7. Write a description about a country using the proper vocabulary and structures.
8. Recognise and pronounce the phoneme /ə/ correctly.
9. Understand and respect the similarities and differences among different cultures.
10. Increase their knowledge about the different English-speaking countries, their residents, geographical features and national symbols.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a documentary about New Zealand on YouTube⁶ and understand the main ideas. Then, they have to listen to it twice more and answer several questions about what they have understood about New Zealand's main features. I have chosen this video because it is important for students to work with real materials and listen to real English and recognise different accents.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about an English-speaking country, telling their classmates the main features about it, such as, its location, the name of its residents, its main geographical features and its national symbols. They have to use websites in order to obtain all the information and a Power Point presentation with videos, pictures and quotations to support their explanation.

⁶ Source: <https://www.youtube.com/watch?v=HJiN-TdICFk>. Accessed on May 3rd 2013.

Section 2: Reading and writing

Reading

Students have to read a brief text related to Jamaica⁷ and underline all the words they do not understand. Then, they have to answer several questions without copying directly from the text. This exercise helps them to see if they have understood the text and to rewrite some sentences in their own words. Finally, students have to discuss what they think about this country and why or why not they would like to go there on holidays.

Writing

Students have to read a text which describes South Africa. They have to pay attention to the expressions used when describing a country and its main features in order to write a similar text. Then, they have to write a description (100-120 words) of a country they would like to visit. They have to use the vocabulary they have learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe a country and its main features.
- Express habits and routines in present tense.
- Express their preference for a country.

Grammar

- Present tenses: present simple and present continuous.
- Word order.
- Students will practise the use of these grammatical concepts with some exercises based on oral conversation and discussions and games which combine grammatical contents with cultural contents.

Vocabulary

- They will be given a worksheet with some flags and they have to write the name of the country under them. Then, they have to find the nationality of these countries in an alphabet soup.
- They will be given another worksheet about Ireland and what it is associated with. They have to match a list of words with a list of images (food, icons, symbols...). Then, students will discuss if they know these associations and why.
- The cardinal points.
- Adjectives for describing weather.

⁷ <http://www.mapsofworld.com/jamaica/information-on-jamaica/>. Accessed on May 3rd 2013.

- Adjectives for describing geographical features.

Pronunciation

- Use and correct pronunciation of the phoneme /ə/.
- They will read some words to understand its use in unstressed syllables. Then, they will read a brief text in order to pronounce this phoneme properly.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the different English-speaking countries for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the geographical features and national symbols of English-speaking countries and they will introduce them to their classmates. This is part of my innovation proposal: students have to make a brief project about cultural features of English-speaking countries at the end of every teaching unit. They have to do an oral presentation and write an abstract in order to submit it to the teacher. In this way, students learn a lot about the culture of countries where English is spoken and they construct their own knowledge.

Self-evaluation

Students will do some exercises in order to revise all the contents learnt in this unit: vocabulary, grammar, rewrite, etc. These exercises are very useful for them in order to revise for the exam.

UNIT 2: FACE THE MUSIC!

Objectives:

1. Revise and use the structures and vocabulary related to crime and justice.
2. Listen and recognise the main ideas expressed by Jeremy Irons (a British actor) in a video about death penalty.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most important criminals and crimes of English-speaking countries in an oral presentation.
5. Use past simple and past continuous correctly.
6. Understand the main ideas and vocabulary of an article about the case of Evelyn Doyle, an Irish woman who was separated from her father when she was a child.
7. Write a narrative text about a weird crime.

8. Pronounce the past endings of the regular verbs properly: /id/, /d/, /t/.
9. Understand and respect the similarities and differences among different cultures.
10. Increase their knowledge about criminals and crimes from English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a video on YouTube⁸ about death penalty created by International Amnesty. The narrator is Jeremy Irons, a famous British actor. Then, they have to listen to it again and answer a multiple-choice test in order to check if they have understood the video. This is a real material task where students can listen to and understand real English.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation, telling their classmates the stories about the most famous criminals and crimes throughout the history of an English-speaking country. They have to use websites in order to obtain all the information and a Power Point presentation with videos, pictures and quotations to support their explanation.

Section 2: Reading and writing

Reading

Students have to read an article from the Daily Mail⁹ about the case of Evelyn Doyle, an Irish woman who was abandoned by her mother and separated from her father in the 1950s when she was a child due to an Irish law. Then, they will be given a list of words and they have to find their synonyms in the text. Afterwards, they have to answer a series of questions to check if they have understood the article. Finally, they have to express their opinion about the article and the Irish law that did not allow the Irish children to live with their fathers in the 1950s.

Writing

Students have to search on the Internet a weird crime and, then, write a narrative text (100-120 words) about it. They will learn the connectors of sequence (after, then, finally, at first, eventually...) in order to use them in their own texts. They also have to use all the vocabulary learnt in this unit.

⁸ <https://www.youtube.com/watch?v=TVMho2cP1NE>. Accessed on May 3rd 2013.

⁹ <http://www.dailymail.co.uk/tvshowbiz/article-195330/Evelyn--words.html>. Accessed on May 3rd 2013.

Section 3: Knowledge of the English language

Language in use

- Describe and narrate a crime.
- Express actions in the past.
- Ask and give opinions about the criminal world.

Grammar

- Past tenses: past simple and past continuous.
- *Used to* and *would*.
- Connectors of sequence.
- Students will practise the use of this concept with some exercises, both orally and written, in which they have to contrast past simple and past continuous and *used to* and *would* while learning some cultural contents and playing some games.

Vocabulary

- Students will be given a worksheet with some confused verbs and nouns related to crime (burglar, to burgle, thief/thieves, to steal, etc.). They have to complete some sentences with these words taking care with them.
- Students will be divided into small groups (3-4 people) and they will be given a worksheet with a text about a murder. Below this text, there are some clues that students have to read. Then, they have to think why all of them are important to find the murderer. Finally, they have to solve the mystery and discuss with the rest of the groups their solution.
- Phrasal verbs related to crime and justice.
- Connectors of sequence.

Pronunciation

- The past endings of the regular verbs: /id/, /d/, /t/. They will be given a list of verbs and they have to classify them according to their pronunciation.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the most famous criminals and crimes from different English-speaking countries for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the most important criminals and crimes throughout the history of English-speaking countries and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: vocabulary, complete sentences with the correct verbal tense (present or past), complete an article with the best option, etc. These exercises are very useful for them in order to revise for the exam.

UNIT 3: READ IN ORDER TO LIVE

Objectives:

1. Revise and use the structures and vocabulary related to literature and books.
2. Listen and recognise the main ideas expressed by J. K. Rowling, the author of *Harry Potter*, in a video from the Internet.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most famous writers and literary works of English-speaking countries in an oral presentation.
5. Use present perfect correctly and in contrast with past simple.
6. Understand the main ideas and vocabulary of a review about *Pride and Prejudice*.
7. Write a review about a book.
8. Recognise and pronounce the phoneme /æ/ correctly.
9. Understand and respect the similarities and differences among different cultures.
10. Increase their knowledge about universal literature, specifically that from the English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to an interview with J. K. Rowling¹⁰, the author of *Harry Potter* and understand what she says. Then, they have to listen to it twice more and answer several questions about what they have understood from the interview. Finally,

¹⁰ https://www.youtube.com/watch?v=_NS6fNQMpns. Accessed on May 5th 2013.

they have to talk about *Harry Potter* and express their opinions about the adventures of this wizard.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the literature of an English speaking country, telling their classmates its most important writers and literary works. They have to use websites in order to obtain all the information and a Power Point presentation with videos, pictures and excerpts from the literary works to support their explanation.

Section 2: Reading and writing

Reading

Students have to read a review about *Pride and Prejudice*¹¹, the most important novel written by Jane Austen. They have to underline all the words they do not know. Then, they have to answer several questions about the text to check if they have understood it. Finally, they have to debate about Jane Austen and her novel.

Writing

Students have to write a review about their favourite book (100-120 words). They can follow the structure of the text from the reading exercise. They will learn the connectors of contrast (on the one hand, on the other hand, but, however, although...) in order to use them in their own texts. They also have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Ask and express their opinion about a book.
- Express actions using the present perfect in contrast with the past simple.

Grammar

- Present perfect in contrast with past simple.
- *For, since, already* and *yet*.
- Connectors of contrast.
- They will practise these concepts, both orally and written, with different exercises. They will consist of writing sentences using these concepts according to the grammatical rules.

¹¹ <http://www.policymic.com/articles/17417/pride-and-prejudice-the-classic-jane-austen-novel-is-not-just-for-girls/>. Accessed on May 5th 2013.

Vocabulary

- Students have to complete a crossword about the different kind of books they can find, such as novel, travel guide, encyclopaedia, advertisement, etc. Then, they have to complete some sentences with these words.
- Students will be given a list of adjectives (funny, boring, interesting ...) that has to be matched with a list of books (*Romeo and Juliet*, *Pride and Prejudice*, *Harry Potter*...). Then, they have to write some sentences with the books and the adjectives.
- Connectors of contrast.
- Rhetorical devices.
- Different sorts of literature.

Pronunciation

- Use and correct pronunciation of the phoneme /æ/.
- They will read some words with this phoneme in order to pronounce it correctly.

Reflection about learning

- Use and contextualize specific vocabulary.
- Use the Internet to search information about the literature of English-speaking countries for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the literature (most famous writers and literary works) of an English-speaking country and they will introduce it to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: vocabulary, complete texts with the correct verbal tense, etc. These exercises are very useful for them to revise for the exam.

UNIT 4: WELCOME TO THE JUNGLE!

Objectives:

1. Revise and use the structures and vocabulary related to the wildlife, i.e., the animal and vegetal kingdoms.
2. Listen and recognise the main ideas of a documentary about the Bengal tiger.

3. Express their ideas orally in a fluent and accurate way.
4. Talk about the main species of the animal and vegetal kingdoms in an English-speaking country in an oral presentation.
5. Use past perfect correctly and in contrast with past simple.
6. Understand the main ideas and vocabulary of a piece of news about why some animal species adopt other animal species.
7. Write a blog entry about an animal.
8. Recognise and pronounce the phoneme /h/ correctly.
9. Respect the animal and vegetal kingdom.
10. Increase their knowledge about the flora and fauna in different English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a brief documentary about the Bengal tiger¹². Then, they have to listen again and answer multiple-choice questions in order to check they have understood the entire documentary. Finally, they will debate about the documentary and if the Bengal tiger is as dangerous as they think.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about flora and fauna in an English speaking country, telling their classmates the main species in each country and their features. They have to use websites in order to obtain all the information and a Power Point presentation to support their explanation.

Section 2: Reading and writing

Reading

Students have to read a piece of news from National Geographic¹³ about why some animal species adopt a member of other animal species. Then, they have to answer several questions without copying from the text. This exercise helps them to check if they have understood the text and well as to rewrite some sentences in their own words. Finally, they have to discuss what they think about this surprising piece of news and if they know other similar cases.

¹² <https://www.youtube.com/watch?v=oer57tcW0D4>. Accessed on May 6th 2013.

¹³ <http://news.nationalgeographic.com/news/2013/04/130510-adoption-deformed-dolphin-reddit-science-animals-weird/>. Accessed on May 7th 2013.

Writing

Students have to write a blog entry about their favourite animal (130-150 words), explaining all its features. Furthermore, they will learn how to write a shocking headline for their entry. They have to use the vocabulary they have learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Ask and express their opinion about the flora and fauna.
- Describe an animal and plant species and its features.
- Express actions using the past perfect and in contrast with past simple.

Grammar

- Past perfect in contrast with past simple.
- They will practise these concepts with some written and oral exercises.

Vocabulary

- They will be given a worksheet about wild animals. There are a series of pictures about animals and students have to write what these animals eat and where they live. Then, they have to write a sentence for each animal.
- Students will be given a worksheet with some animal riddles. They have to work in threes and guess what animal each riddle refers to. Then, they have to discuss the solutions with the rest of their classmates.
- Shocking headlines.
- Animal idioms.
- Adjectives to describe animals and plants.

Pronunciation

- Use and correct pronunciation of the phoneme /h/.
- They will read some words with this sound and compare it with the Spanish one. This is a very difficult sound for Spanish students because they pronounce them as /x/.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the flora and fauna of English-speaking countries for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the animal and plant species typical from an English-speaking country and they will introduce them to their classmates. They

have to do an oral presentation and write an abstract in order to submit it to their teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: vocabulary, complete sentences and text with the correct verbal tense, etc. These exercises are very useful for them to revise for the exam.

UNIT 5: AT THE HOSPITAL

Objectives:

1. Revise and use the structure and vocabulary related to health.
2. Listen and recognise the main ideas of an extract from the TV series Grey's Anatomy.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the main health problems in English-speaking countries in an oral presentation.
5. Use the future tenses (*will* and *be going to*) correctly.
6. Understand the main ideas and vocabulary from a web forum about allergies.
7. Write an informative essay about a medical discovery.
8. Pronounce the phoneme /s/ at the beginning of a word correctly.
9. Increase their knowledge about the different health problems in English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to an extract from the American TV series Grey's Anatomy¹⁴ and understand its main ideas. Then, they have to listen to it twice more and complete a text with missing words from the video. Finally, they have to discuss about its difficulty and its characters.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the main health problems in an English-speaking country. They have to use

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<https://www.youtube.com/watch?v=zKwQqG9kVZo&list=PLVYuJSvWbD3ZVFTp299Y3cVKoStmi84jY>. Accessed on May 9th 2013.

websites in order to obtain all the information and a Power Point presentation with charts to support their explanation.

Section 2: Reading and writing

Reading

Students have to read some posts of a Canadian web forum about shellfish allergy¹⁵ and pay attention to the informal language used in web forums. Then, they have to underline all the words they do not understand and answer to multiple-choice questions about the symptoms of shellfish allergy. Finally, they have to debate about different sorts of allergy and ask if they are allergic to something.

Writing

Students have to read an informative essay about a medical discovery, paying attention to its structure and how to reference quotations from other authors. Then, they have to write an informative essay (130-150 words) about a medical discovery they have to search on the Internet, referencing quotations from other authors and websites. They must use the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe and diagnose a health problem.
- Express intentions and plans in the future.
- Talk about their health problems.

Grammar

- Future simple: *will* and *going to*.
- Adverbs of probability.
- They will practise these concepts with a series of exercises, both orally and written, to distinguish their use.

Vocabulary

- Students will be given a worksheet with two exercises. In the first one, they have to match some sentences about health problems with the correct pictures. In the second one, they have a list of words and they have to circle the odd word out and explain why.
- Students will be given a quiz about health problems and they have to guess what health problem each definition refers to.
- Referencing.

¹⁵ <https://allergicliving.com/forum/viewtopic.php?f=54&t=7787>. Accessed on May 9th 2013.

- Medical tools.
- Parts of a hospital.
- Different doctors.

Pronunciation

- Use and correct pronunciation of the phoneme /s/ at the beginning of words.
- They will read some words beginning with /s/ and compare them with the Spanish pronunciation of this phoneme at the beginning of the words.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the different health problems typical from English-speaking countries for the preparation of their project and oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the health problems typical in an English-speaking country and they will introduce them to the classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: vocabulary, all the verbal tenses, etc. These exercises are very useful for them to revise for the exam.

UNIT 6: CAPS AND GOWNS

Objectives:

1. Revise and use the structures and vocabulary related to Education.
2. Listen and recognise the main ideas expressed by a Jamaican rural teacher about student absenteeism.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the different Educational Systems in English-speaking countries in an oral presentation.
5. Use the future perfect and the future continuous correctly.
6. Understand the main ideas and vocabulary of an article about tuition fees in the UK.
7. Write a description about life in your Secondary School.
8. Recognise and pronounce the regular plural of nouns: /s/, /z/, /iz/.

9. Understand and respect the similarities and differences among the different Educational Systems in English-speaking countries and one's own.
10. Increase their knowledge about the Educational Systems in English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to an interview with a Jamaican rural teacher about student absenteeism in Jamaica¹⁶. Then, they have to listen to it twice more and answer several questions about it. Finally, they have to debate about the similarities and differences between student absenteeism in Jamaica and in Spain.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the Educational System of an English-speaking country, telling their classmates its most important features. They have to use websites in order to obtain all the information and a Power Point presentation with videos, tables and pictures to support their explanation.

Section 2: Reading and writing

Reading

Students have to read an article from *The Telegraph* about the tuition fees in British universities¹⁷. Then, they will be given a list of words and they have to find their synonyms in the text. Afterwards, they have to answer several questions to check if they have understood the text. Finally, they have to debate about the difference of the tuition fees in the UK and in Spain.

Writing

Students have to write a description (130-150 words) about everyday life in their Secondary school, explaining the main rules, the teachers' role and so on. They have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe an Educational System.
- Describe their lives in their Secondary School.

¹⁶ <https://www.youtube.com/watch?v=9d5cpF0p87A>. Accessed on May 10th 2013.

¹⁷ <http://www.telegraph.co.uk/education/universityeducation/9794262/Most-universities-to-raise-student-tuition-fees-in-2013.html>. Accessed on May 10th 2013.

- Express their opinion about different issues.
- Express facts with the future perfect and the future continuous.

Grammar

- Future perfect and future continuous.
- Students will practise and contrast the use of these new concepts by doing some exercises, both orally and written.

Vocabulary

- Students will be divided into pairs and they will be given some conversation cards with a series of questions about education. They have to ask and answer these questions, paying attention to the vocabulary.
- Students will be given a worksheet with a list of words about education, such as diploma, submit, assessment, lecture, higher education, etc. and they have to match them with their definitions. Finally, they have to complete a text with these words.
- Sorts of education.
- Different schools.

Pronunciation

- Correct pronunciation of the regular plurals of nouns: /s/, /z/, /iz/.
- They will be given a list of nouns in singular, they have to write their plurals and, finally, they have to classify them according to their pronunciation.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the Educational Systems in English-speaking countries for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the Educational System of an English-speaking country and they will introduce its main features to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: all the vocabulary, present tenses, past tenses, future tenses, etc. These exercises are very useful for them to revise for the exam.

UNIT 7: NECESSITY IS THE MOTHER OF INVENTION

Objectives:

1. Revise and use the structures and vocabulary related to inventions.
2. Listen and recognise the main ideas expressed in a brief documentary about Thomas Edison.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about four inventions from an English-speaking country in an oral presentation.
5. Use the first and the second conditional correctly.
6. Understand the main ideas and vocabulary of an article about the increase of inventors in the UK due to the financial crisis.
7. Write an opinion essay about an important invention.
8. Identify the stressed syllables in words.
9. Increase their knowledge about different inventions, their inventors and the country where they were invented.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a brief documentary about the life and main inventions of Thomas Edison¹⁸. Then, they have to answer to some questions to check if they have understood the main ideas of the documentary.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the four most important inventions in an English-speaking country, telling their classmates who their inventors were and why they were so important. They have to use websites in order to obtain all the information and a Power Point presentation with pictures and videos to support their explanation.

Section 2: Reading and writing

Reading

Students have to read an article from the BBC¹⁹ about the increase of inventors in the UK due to the financial crisis. Then, they have to find, in the text, the synonyms of a

¹⁸ https://www.youtube.com/watch?NR=1&feature=endscreen&v=VRg_ELJ8AVU. Accessed on April 10th 2013.

list of words. Afterwards, they have to answer to several questions about the article to check if they have understood it. Finally, they have to debate about what invention they would invent if they wanted to make some extra cash.

Writing

Students have to write an opinion essay about the most important invention to them (130-150 words). They will learn the connectors of addition and they have to use them in their essay. They have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Give instructions about how an invention works.
- Describe an invention.
- Express probability with the first conditional.
- Express improbability, hypothesis and give advice with the second conditional.

Grammar

- First and second conditional.
- Expressions to give advice.
- Expressions to give instructions.
- Connectors of addition.

Vocabulary

- They will be given a text with some verbs related to inventions. Then, they have to complete some sentences with these verbs.
- False friends.
- Connectors of addition.

Pronunciation

- Correct stress of words.
- They will be given a list of words which have to be stressed in the correct syllable.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about inventions from English-speaking countries for the preparation of their project and the oral presentation.

¹⁹ <http://www.bbc.co.uk/news/science-environment-19423195>. Accessed on April 10th 2013.

Section 4: Socio-cultural and intercultural awareness

In this teaching unit, students will learn four important inventions from an English-speaking country and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: vocabulary, verbal tenses, etc. These exercises are very useful for them in order to revise for the exam.

UNIT 8: OUR MOTHER EARTH

Objectives:

1. Revise and use the structures and vocabulary related to the environment.
2. Listen and recognise the main ideas expressed in a documentary about the active volcano in El Hierro (Canary Islands).
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most famous natural disasters in an English-speaking country in an oral presentation.
5. Use the third conditional correctly.
6. Understand the main ideas and vocabulary of an article about the Arctic melting.
7. Write an essay about how to save our planet.
8. Produce the correct intonation when speaking.
9. Increase their knowledge about the global warming and the natural disaster caused by it.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a brief documentary about El Hierro (Canary Islands) and its active volcano²⁰ which can cause a huge tsunami. Then, they have to answer to multiple-choice questions to check if they have understood the video.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the most important natural disasters that occurred in an English-speaking country,

²⁰ <https://www.youtube.com/watch?v=cwyXyssXC5s>. Accessed on May 12th 2013.

telling their classmates their consequences in that country. They have to use websites in order to obtain all the information and a Power Point presentation with pictures to support their explanation.

Section 2: Reading and writing

Reading

Students have to read an article about the Arctic melting²¹ and underline the words they do not understand. Then, they have to answer to a series of questions in order to check their comprehension of the text. Finally, they have to discuss why the Arctic is melting and how to solve this problem, if possible.

Writing

Students have to write an essay (130-150 words) explaining some solutions in order to save our Planet. They have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language is use

- Describe a natural disaster.
- Give solutions to save the Earth.
- Express their opinions about this topic.
- Express impossibility with the third conditional.

Grammar

- The third conditional. Contrast with first and second conditional.
- Students will practise this new concept with exercises, both orally and written, and contrast it with first and second conditional. They will do exercises based on games, quizzes, etc.

Vocabulary

- Students will be divided in pairs and they will be given some conversation cards about ecological dilemmas. They have to maintain a conversation and discuss about what each card says. Then, they have to explain to the rest of their classmates their solutions. Furthermore, with these cards, they can practise conditional sentences.
- Students will be given a quiz about environment and they have to guess what each statement refers to.
- Recycling.

²¹ http://www.huffingtonpost.com/dr-reese-halter/arctic-melting-rapidly-ac_b_3189208.html. Accessed on May 12th 2013.

Pronunciation

- Produce English intonation correctly.
- Students will be given some sentences and they have to pay attention to their pronunciation and, then, pronounce them correctly.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about natural disasters in English-speaking countries and their consequences for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the most important natural disasters throughout history in an English-speaking country and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents: vocabulary, structures, verbal tenses, etc. These exercises are very useful for them in order to revise for the exam.

UNIT 9: CAN YOU BE THE FRONT RUNNER?

Objectives:

1. Revise and use the structures and vocabulary related to sports.
2. Listen and recognise the main ideas expressed by the American swimmer Michael Phelps in an interview.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most important sports in an English-speaking country in an oral presentation.
5. Use and produce relative clauses correctly.
6. Understand the main ideas and vocabulary of a text about rugby in New Zealand.
7. Write a description about a sport and its rules.
8. Recognise and pronounce the short vowels correctly.
9. Understand and respect the similarities and differences among different cultures.
10. Increase their knowledge about sports all around the world.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to an interview with the American swimmer Michael Phelps²². Then, they have to listen again and answer multiple-choice questions in order to check if they have understood the video.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the typical sports practiced in an English-speaking country. They have to use websites in order to obtain all the information and a Power Point presentation with pictures to support their explanation.

Section 2: Reading and writing

Reading

Students have to read a text about rugby in New Zealand²³ and its rules. Then, they will be given a list with some words and they have to find their synonyms in the text. Afterwards, they have to answer to some questions.

Writing

Students have to write a description about their favourite sport and its rules (130-150 words). They have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe a sport and its rules.
- Express their ideas about different sports.

Grammar

- Relative clauses.
- Relative pronouns.
- Students will be given a series of written exercises to practise these new contents.

²² https://www.youtube.com/watch?v=1ynpukPT5_I. Accessed on May 13th 2013.

²³ <http://www.nzs.com/new-zealand-articles/sports/rugby-basics.html>. Accessed on May 13th 2013.

Vocabulary

- Students will be divided into pairs and they will be given some conversation cards. They have to discuss the sentences and questions of the cards. Then, they have to express their opinions in public.
- Different sorts of sport.
- Sports tools.
- Sportsmen and sportswomen.

Pronunciation

- Correct pronunciation of short vowels.
- Students will be given a list of words and they have to pronounce the short vowels correctly.

Reflection on language learning

- Use and contextualise vocabulary.
- Use the Internet to search information about the most typical sports in an English-speaking country for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will the most typical sports in an English-speaking country and they will introduce their rules to their classmates. They have to do and oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents. These exercises are very useful for them to revise for the exam.

UNIT 10: CAN YOU ADAM AND EVE IT?

Objectives:

1. Revise and use the structures and vocabulary related to myths and legends.
2. Listen and recognise the main ideas expressed in the Native American legend *The Great Flood*.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about some myths and legends from an English-speaking country in an oral presentation.
5. Use the passive correctly.

6. Understand the main ideas and vocabulary of a written text about the legend of Reverend Kirk.
7. Write a narrative text about a legend from your country.
8. Pronounce the long vowels correctly.
9. Understand and respect the similarities and differences among different mythologies from different countries.
10. Increase their knowledge about different mythologies and legends from English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a Native American legend, *The Great Flood*²⁴. Then, they have to write a summary about this legend to submit it to the teacher. This summary is useful to check if they have understood the legend.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about myths and legends from an English-speaking country. They have to use websites in order to obtain all the information and a Power Point presentation with pictures to support their explanation.

Section 2: Reading and writing

Reading

Students have to read a text about the Scottish legend of the Reverent Kirk²⁵, a man who was kidnapped by magic creatures. Then, they have to answer to a series of questions in order to check if they have understood the text. Finally, they have to debate if they know any similar legend.

Writing

Students have to write a narrative text (about 150 words) about a legend from their country. They can search some information on the Internet. They have to use the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Narration of a legend.

²⁴ https://www.youtube.com/watch?v=WJj_MyD-zJo. Accessed on May 15th 2013.

²⁵ <http://www.mysteriousbritain.co.uk/scotland/stirlingshire/featured-sites/doon-hill-and-robert-kirk.html>. Accessed on May 14th 2013.

- Express their opinions.
- Express facts in the passive voice.

Grammar

- The passive voice.
- Students will be given some sentences in active and in passive and they have to write them in passive and in active voices.

Vocabulary

- Students will be given a list of pictures of mythological creatures which have to be matched with their names. Then, they have to write a sentence with them explaining which country they are typical from.
- Students will be given a list of phrases about paranormal phenomena. Then, they have to complete some sentences with them.
- Mythology.
- Idioms.
- Legends from other countries.
- Agreement/disagreement.

Pronunciation

- Correct pronunciation of long vowels and their contrast with short vowels.
- They will be given a list of words and they have to pronounce long vowels correctly.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about myths and legends from English-speaking countries. This is a good way for them to work autonomously and to construct their knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn some myths and legends from an English-speaking country and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents. These exercises are very useful for them to revise for the exam.

UNIT 11: CHEERS!

Objectives:

1. Revise and use the structures and vocabulary about festivities and Bank Holidays.
2. Listen and recognise the main ideas expressed in a video about the South Africa Youth Day.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most famous festivities in an English-speaking country in an oral presentation.
5. Use modals correctly.
6. Understand the main ideas and vocabulary of a written text about the Saint Patrick's Parade in Boston.
7. Write an e-mail to a friend about a festivity.
8. Recognise and pronounce diphthongs correctly.
9. Understand and respect the similarities and differences among festivities from different cultures and countries.
10. Increase their knowledge about the different festivities and Bank Holidays in English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a video about the South African Bank Holiday Youth Day²⁶. The importance of this festivity is explained in this video and it has to do with history in this country. Then, students have to complete a text with missing words from the video and answer to several questions to check if they have understood the main ideas of the video. Finally, they have to debate about the Apartheid and how it repressed black people.

Speaking

At the end of this unit, students have to prepare an oral presentation about the main festivities and Bank Holidays in an English-speaking country, telling their classmates their historical background and how the inhabitants of this country celebrate them. They have to use websites in order to obtain all the information and a Power Point presentation with videos and pictures to support their explanation.

²⁶ https://www.youtube.com/watch?v=GO_NKM4hEGs. Accessed on May 15th 2013.

Section 2: Reading and writing

Reading

Students have to read an article about the Saint Patrick's Parade celebrated every year in Boston²⁷. Then, they will be given a list of words from the text and they have to look up their meaning and definition. Afterwards, they have to answer some questions to check if they have understood everything. Finally, they have to discuss why this festivity is celebrated in Boston and where it is typical from.

Writing

Students have to write an email to a friend (about 150 words), explaining a festivity from their villages or towns and its main features: date, celebrations, etc. They must pay attention to the structure and the informal language used when writing an e-mail.

Section 3: Knowledge of the English language

Language in use

- Describe the main festivities and Bank Holidays of the different countries.
- Ask and express their opinion about festivities and traditions.
- Express what they can or cannot do, what they must, have or should do, etc.

Grammar

- Modals.
- Students will be given a series of sentences in which they have to write the correct modal. They also have to practise orally their use.

Vocabulary

- Students will be given a list of festivities and they have to match them with their date, country and definition.
- Informal language.
- Idioms about festivities and traditions.

Pronunciation

- Correct use and pronunciation of diphthongs.
- They will be given a list of words which contain a diphthong and they have to pronounce them with the correct diphthong.

²⁷ <http://www.bostonmagazine.com/news/article/2013/02/26/st-patricks-day-parade-drinking/>.

Accessed on May 15th 2013.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet in order to obtain information about the festivities and Bank Holidays of an English-speaking country for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the typical festivities and Bank Holidays in an English-speaking country and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises to revise all the previous contents from this unit and the previous ones. These exercises are very useful for them in order to revise for the exam.

UNIT 12: THE SAME LANGUAGE BUT DIFFERENT

Objectives:

1. Revise and use the structures and vocabulary related to different English accents.
2. Listen and recognise the main ideas expressed in a video about the differences between American slang and British slang.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the different English spoken in English-speaking countries and its main expressions and words in an oral presentation.
5. Use the modal perfects correctly and in contrast with modals.
6. Understand the main ideas and vocabulary of a written text about Jamaican English.
7. Write a news article about the different languages, dialects or accents spoken in your country.
8. Recognise and pronounce the phoneme /u/ correctly.
9. Understand and respect the different English accents all over the world.
10. Increase their knowledge about all the different English accents and their typical expressions and slang.

Contents:

Section 1: Communicative skills

Reading

Students have to listen to an interview with the British actor Hugh Laurie²⁸. The interviewer is the American actress and presenter Ellen. In the video, both the interviewer and Hugh Laurie play a game about the differences between American slang and British slang. Students have to listen to this video three times and, then, complete a text with missing words from the interview. Finally, they have to discuss about this funny video and the meaning of the different words and expressions.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about and the accent or accents spoken in an English speaking country, telling their classmates their typical words, expressions and pronunciation features. They have to use websites in order to obtain all the information and a Power Point presentation with videos to support their explanation.

Section 2: Reading and writing

Reading

Students have to read a text about how to speak with a Jamaican accent²⁹. This text explains the main pronunciation features of Jamaican English and its main words and expressions. Students have to answer some multiple-choice questions in order to check if they have understood the text. Furthermore, they have to read a brief text with Jamaican pronunciation in front of all their classmates. The person who better read this text with a perfect Jamaican accent will obtain a positive point.

Writing

Students have to write an article about the different accents, dialects or accents spoken in their country (120-140 words). They have to explain their main pronunciation features, expressions and words. Moreover, they will learn the connectors of cause and effect -because (of), since, due to, as a result of, so, therefore, etc .- in order to use them in their written text. They also have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe a language and its main important features (pronunciation, lexicon, etc.).

²⁸ <https://www.youtube.com/watch?v=wYmrg3owTRE>. Accessed on May 16th 2013.

²⁹ http://www.ehow.com/how_2156029_speak-jamaican-accent.html. Accessed on May 16th 2013.

- Express oneself in all the different English accents and understand them.
- Express their preference for a country and its variety of English.
- Express regrets with the modal perfects.

Grammar

- Modal perfects.
- Connectors of cause and effect.
- Students will be given a worksheet in order to practise the modal perfects and their contrast with modals. They also have to do some oral exercises to practise these contents.

Vocabulary

- Students will be given a worksheet with two lists of words (one with American words and the other with the British ones). They have to match the American words with the British words and then, they have to match them with their pictures.
- Students will be given a quiz about American or British English. They have to guess if the expressions and words given are in British or in American accent.
- Students will be given a list of slang words and expressions (nerd, paint the city red, etc.). They have to look them up in a special slang dictionary. Then, they have to complete a text with them.
- Cockney rhythms.
- Idioms.
- Connectors of cause and effect.

Pronunciation

- Use and correct pronunciation of the phoneme /u/.
- Students will be given a list of words and they have to guess which ones are pronounced with the phoneme /u/.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the different accents spoken in an English-speaking country for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the different accents spoken in an English speaking country and they will introduce its pronunciation features and its typical expressions and words to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents, both from this unit and from the previous ones. These exercises are very useful for them in order to revise for the exam.

UNIT 13: LIGHTS, CAMERA... ACTION!

Objectives:

1. Revise and use the structures and vocabulary related to cinema.
2. Listen and recognise the main ideas expressed by Alfred Hitchcock in one of his film's introductions.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most famous films, directors and actors from an English-speaking country in an oral presentation.
5. Use reported speech correctly.
6. Understand the main ideas and vocabulary of a film review about *The Host*.
7. Write a film review.
8. Recognise and contrast the phonemes /æ/ and /ʌ/.
9. Increase their knowledge about the cinema from English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to the introduction of the Alfred Hitchcock's film *The Baby Sitter*³⁰. They have to listen to it twice and to complete the transcript of the video with the missing words.

Speaking

At the end of this unit, students have to prepare an oral presentation about cinema in an English-speaking country, telling their classmates the most famous films, directors and actors from this country. They have to use websites in order to obtain information and a Power Point presentation to support their explanation.

³⁰ <https://www.youtube.com/watch?v=k0UdfKXRFCg>. Accessed on May 17th 2013.

Section 2: Reading and writing

Reading

Students have to read a film review about *The Host*³¹, a film by the author of *Twilight*. They have to answer to some questions in order to check if they have understood the main ideas of the review. Then, they have to discuss about this film and its comparison with *Twilight*.

Writing

Students have to write a film review about their most favourite film (about 120-140 words). They have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe a film and its main features.
- Express their opinion about a film, a director or an actor or actress.
- Express their preference for a film.
- Express what other people say correctly.

Grammar

- Reported speech
- Students will be given a worksheet about this new content and they have to write correctly some sentences in reported speech.
- Students can practise this content with oral and written exercises in order to use it correctly.

Vocabulary

- Students will be given a list of pictures and a list of words about different sorts of films. They have to match the words with the pictures. Then, they have to discuss what their favourite film genre is.
- Students will be given a list of words with missing letters about the different jobs people have in a film. They have to complete the words with the missing letters.
- Adjectives to describe films.

Pronunciation

- Use and distinction of the phonemes /æ/ and /ʌ/.

³¹ <http://www.hollywoodreporter.com/movie/host/review/431590>. Accessed on May 17th 2013.

- Students will be given a list of words with pronounced with these two phonemes. They have to guess which words are pronounced with them.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about films, directors and actors from an English-speaking country for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the most important films, directors and actors from an English-speaking country and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents, both from this unit and from the previous ones. These exercises are very useful for them in order to revise for the exam.

UNIT 14: GET A GIG!

Objectives:

1. Revise and use the structures and vocabulary related to music.
2. Listen and recognise the main ideas expressed in the brief documentary “This is Ska!”.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most important music styles from an English-speaking country in an oral presentation.
5. Use gerunds and infinitives correctly.
6. Understand the main ideas and vocabulary of a written text about the British group One Direction.
7. Write a blog entry about a group.
8. Recognise and contrast the phonemes /I/ and /i:/.
9. Understand and respect different music styles from different countries.
10. Increase their knowledge about music styles from English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a video about Ska (a Jamaican music style) and how it is danced³². They have to listen to it twice and complete the transcript of the video with the missing words. Then, they have to discuss if they knew anything about this music style.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about the most typical music styles from an English-speaking country, telling their classmates the most important musicians, groups and their main features. They have to use websites in order to obtain all the information and a Power Point presentation with videos to support their explanation.

Section 2: Reading and writing

Reading

Students have to read the biography of the British group One Direction³³ and they have to underline the words they do not understand. Then, they have to answer to multiple-choice questions in order to check if they have understood the text. Finally, they have to discuss if they like this group. If not, they have to say what their favourite groups are and why.

Writing

Students have to write a blog entry about their favourite groups and their music styles (about 120-140 words). They have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe music styles.
- Talk about musicians and groups.
- Express their opinion about different music styles and musicians.
- Use gerunds and infinitives correctly.

Grammar

- Gerunds and infinitives.

³² <http://www.youtube.com/watch?v=CDAiQ-P7GoA>. Accessed on May 17th 2013.

³³ <http://www.bbc.co.uk/music/artists/1a425bbd-cca4-4b2c-aeb7-71cb176c828a>. Accessed on May 17th 2013.

- Students will be given a number of exercises, both orally and written, in order to practise the use of gerunds and infinitives.

Vocabulary

- Students will be given a worksheet of music genres in which they have to match the music genres with the pictures.
- Students will be given a worksheet with a series of idioms and phrases about music. They have to complete some sentences with them.
- Instruments.

Pronunciation

- Use and distinction of the phonemes /I/ and /i:/.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about the typical music styles of an English-speaking country. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the most typical music styles in an English-speaking country and they will introduce them to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents, both from this unit and from the previous ones. These exercises are very useful for them in order to revise for the exam.

UNIT 15: ARE YOU A FASHION VICTIM?

Objectives:

1. Revise and use the structures and vocabulary related to fashion.
2. Listen and recognise the main ideas expressed in a video from the famous American guru Dulcecandy87 about how to make up yourself.
3. Express their ideas orally in a fluent and accurate way.
4. Talk about the most typical garments, brands and designers from an English-speaking country in an oral presentation.
5. Use comparatives and superlatives correctly.

6. Understand the main ideas and vocabulary of an article about luxury garments and accessories for babies.
7. Write a description about a garment.
8. Pronounce contractions correctly.
9. Understand and respect fashion from other countries.
10. Increase their knowledge about fashion in the different English-speaking countries.

Contents:

Section 1: Communicative skills

Listening

Students have to listen to a make-up video of the famous American guru Dulcecandy87³⁴. In this video, she explains how to make up yourself to obtain a fresh face look. This is a good way for them to know all the face parts and the different make-up tools and products, such as brush, mascara, foundation, blush, lipstick and so on. They have to listen to this video twice and complete its transcription with the missing words. Finally, they have to discuss about if they know more YouTube gurus and what they think about them.

Speaking

At the end of this teaching unit, students have to prepare an oral presentation about fashion in an English-speaking country, telling their classmates the main designers, brands and garments of this country. They have to use websites in order to obtain all the information and a Power Point presentation with pictures to support their explanation.

Section 2: Reading and writing

Reading

Students have to read an article about luxury fashion for babies³⁵. They will have given a list of definitions in order to find the words in the text. Then, they have to answer to several questions about the text in order to check if they have understood it. Finally, they have to express their opinion about the article and luxury fashion for babies.

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<https://www.youtube.com/watch?v=uKqoM5javnY&list=UUo5zIpjl2OQkYatd8R0bDaw>. Accessed on May 13th 2013.

³⁵ <http://www.businessweek.com/articles/2013-04-18/the-luxury-market-for-babies-and-toddlers-is-back>. Accessed on May 14th 2013.

Writing

Students have to write a description about their favourite garment (about 120-140 words), paying attention to adjective order. They also have to use all the vocabulary learnt in this unit.

Section 3: Knowledge of the English language

Language in use

- Describe any garment.
- Express their opinions about fashion and garments, accessories and make-up.
- Describe things using comparative and superlatives correctly.

Grammar

- Comparatives and superlatives
- Students will be given some adjectives and they have to make their comparatives and superlatives. Then, they have to write comparatives and superlatives in some sentences.

Vocabulary

- Students will be given a list with some pictures of garments and another list with some words. Students have to match the words with their pictures. Then, they have to write some sentences with each of the garments and accessories.
- Adjectives for describing garments, accessories and make-up.
- Idioms related to fashion.

Pronunciation

- Correct pronunciation of contractions.
- Students will be given an informal text with some contractions and they have to read it to pronounce them correctly.

Reflection on language learning

- Use and contextualise specific vocabulary.
- Use the Internet to search information about fashion in an English-speaking country for the preparation of their project and the oral presentation. This is a good way for them to work autonomously and to construct their own knowledge.

Section 4: Socio-cultural aspects and intercultural awareness

In this teaching unit, students will learn the fashion in an English-speaking country and they will introduce it to their classmates. They have to do an oral presentation and write an abstract in order to submit it to the teacher.

Self-evaluation

Students will do some exercises in order to revise all the previous contents, both from this unit and from the previous units. These exercises are very useful for them in order to revise for the exam.

7. TIMING

According to the Resolution passed on May 2nd 2013 by the Education, Culture and Sports Regional Ministry of the Principality of Asturias, the school academic year timetable 2013/2014 will be the following:



Image 1: School academic year 2013/2014.

The academic year starts on **September 16th 2013** and ends on **June 23rd 2014**.

Christmas Break: from **December 21st 2013** to **January 7th 2014** inclusive.

Easter Break: from **April 11th 2014** to **April 18th 2014** inclusive.

As this is a group from the bilingual section, they have five hours a week for the English Foreign Language subject, so the course syllabus I propose will cover about 174 hours. As regards this, each teaching unit will take between seven and nine hours, devoting one of them to the unit test and one or two of them for the preparation of the cultural project about the unit. Moreover, two hours will be established for the presentation of each unit cultural project. Nevertheless, the length of each unit can vary depending on the students' learning necessities.

Taking into account the number of lessons per week and the school academic calendar for the next academic year, the course syllabus and timing I propose are the following:

TIMING: 37 weeks		
TERMS	TEACHING UNITS	HOURS
1st TERM (14 weeks)	Introduction of the subject: objectives, contents, assessment criteria and course organisation	2
	Initial test and revision of previous knowledge	2
	UNIT 1: All over the world	8
	Project 1: Introduction of English-speaking countries	2
	UNIT 2: Face the music!	8
	Project 2: Crime in English-speaking countries	2
	UNIT 3: Read in order to live	8
	Project 3: Literature in English-speaking countries	2
	UNIT 4: Welcome to the jungle!	8
	Project 4: Typical flora and fauna of English-speaking countries	2
	UNIT 5: At the hospital	8
	Project 5: Main health problems in English-speaking countries	2
	UNIT 6: Caps and gowns	9
	Project 6: Education in English-speaking countries	2
	Listening, reading and writing term tests	2
2nd TERM (14 weeks)	UNIT 7: Necessity is the mother of invention	8
	Project 7: Inventions from English-speaking countries	2
	UNIT 8: Our mother Earth	8
	Project 8: Natural disasters in English-speaking countries	2
	UNIT 9: Can you be the front runner?	9
	Project 9: Sports in English-speaking countries	2
	UNIT 10: Can you Adam and Eve it?	8
Project 10: Myths and legends from English-	2	

(64 hours)	speaking countries	
	UNIT 11: Cheers!	8
	Project 11: Festivities in English-speaking countries	2
	UNIT 12: The same language but different	9
	Project 12: Different English accents	2
	Listening, reading and writing term tests	2
3rd TERM (9 weeks)	UNIT 13: Lights, camera... ACTION!	9
	Project 13: Cinema from English-speaking countries	2
	UNIT 14: Get a gig!	9
	Project 14: Music from English-speaking countries	2
	UNIT 15: Are you a fashion victim?	9
	Project 15: Fashion in English-speaking countries	2
	Listening, reading and writing term tests	2
	Revision of all the contents learnt during the course syllabus and reinforcement activities	4
	Grammar remedial test	1
(43 hours)	Listening, writing, reading and speaking remedial tests	3

8. METHODOLOGY

As an English teacher, I want my students to participate in daily activities related to lexical, grammatical or cultural contents. In this way, I would like to be a learner-centred teacher whose role is to design English lessons according to students' interests and needs. To achieve this aim I will design my lessons according to two approaches: communicative approach and project-based learning. Both of them are learner-centred approaches and they are really recommended when teachers want lessons to be focused on students.

On the one hand, the communicative approach makes use of contextualised real-life situations that require communication, so students have to communicate in authentic situations about meaningful topics (Sánchez-Reyes, 2011). My duty as a teacher is listening to my students during the entire lesson so that they can practise while trying to solve real problems in English, since this is the language used in class. In this context, grammar will be practised in a different way because I will write sentences and

structures on the blackboard so that students can deduce grammatical rules, discuss and express their opinions until they come to an agreement. Moreover, when they have to do some written exercises about grammatical contents, we will correct them while all the students give their answers and explain why they chose them. In this way, students have “plentiful exposure to language in use and plenty of opportunities to use it, something very important for students’ development of knowledge and skill” (Harmer, 2001).

Moreover, I think students should listen to real English used in real life, so I have chosen authentic materials, such as articles from newspapers, magazines and websites, documentaries, interviews with famous people, TV series, and so on. When I was surfing on the net looking for materials, I kept in mind their level and the difficulty of the materials as well as the subject dealt in every teaching unit. Furthermore, most of them deal with cultural aspects since I think it is a good way for them to learn the culture of English-speaking countries.

On the other hand, project-based learning is “a learner-centred approach which afford learners the opportunity for in-depth investigations of worthy topics” (Grant, 2002). This is an interesting approach nowadays since we live in a technological and global society in which “teachers must prepare students not only to think about new information, but to engage in tasks that prepare them for this global citizenship (Coffey, 2010). According to John Thomas, the implementation of this approach requires:

complex tasks based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (2000).

In this way, students must be “self-managers” since they have to find sources, conduct research and hold each other responsible for learning and the completion of tasks (Mergendoller and Thomas, 2000) with the guidance and feedback of the teacher.

I implement this approach in my course syllabus because I want students (in pairs) to prepare a cultural project about an English-speaking country. Although this project will be finished in May, students can prepare it throughout all the teaching units since they have to do a series of brief cultural projects at the end of them. For their preparation and presentation, they have to use the ICTs in order to search all the information and to prepare the PowerPoint presentation.

Finally, the implementation of these two approaches is beneficial for students since they are in contact with real English and they can use this language in order to solve a problem, as in real life. Moreover, they can construct their own knowledge through the preparation and presentation of projects with the guidance of the teacher. Thanks to these projects, students can learn cultural aspects that are not usually taught in class. In this sense, they have to search all the information, write some abstracts to submit them to the teacher present all these cultural contents to their classmates, i.e., they have to work in an autonomously and collaboratively way.

9. TEACHING MATERIALS AND RESOURCES

In order to carry out this course syllabus, we will need textbooks, workbooks, dictionaries, and notebooks. Furthermore, we will also need some real materials, such as videos and written texts taken from the media and the Internet. Moreover, we will work with some worksheets from some websites³⁶ in order to practise all the contents learnt in every teaching unit.

According to audiovisual materials, we will use the computer, the projector and the CD-player from the classroom of the bilingual section and we will use computers from the computer room to do some activities, such as quizzes, games and exercises from some websites.

Finally, concerning the brief projects, computers need Power Point in order to support all the oral presentations with pictures, videos, quotations and tables.

10. ATTENTION TO DIVERSITY

The Organic Law of Education 2/2006 of May 3rd regulates attention to diversity in its Title II “Equity in Education” and its subtitle “Pupils with specific necessities of educative support”, who are divided into three main groups:

1. Students with special educational needs: those students who require special support and attention due to serious disabilities or behavioural disorders, either for a period or throughout their entire schooling period.
2. Exceptionally gifted students: those students require an early identification and assessment of their special needs and also flexibility in the length of their schooling process regardless of their age.
3. Late entries into the Spanish educational system: those students who have migrated to our country and have recently incorporated into our educational system.

In order to solve the necessities of all the students, there are two different sorts of measures: ordinary and extraordinary measures.

When we talk about a classroom, we talk about diversity since there are students with different learning styles, needs and abilities. It is our responsibility as teachers to guarantee equality among every student, in other words, all the students of a classroom must have the same opportunities so teachers must provide support and special attention to those students who require it during the entire school year.

³⁶ Source: www.islcollective.com.

In the course syllabus I have designed, there are different kinds of exercises to students with different learning styles. On the one hand, I have designed some reinforcement activities for those students with difficulties when learning English. On the other, I have designed some extension activities for those exceptionally gifted students.

Finally, I have designed curricular adaptations for those students with special educational needs. In these adaptations, I have changed objectives, contents and learning activities to suit the needs of these students.

11. ASSESSMENT

11.1. Assessment tools and procedures

- **Continuous assessment:** the learning of a language is a continuous process and it is impossible to eliminate contents from previous terms and teaching units. What students learn in each teaching unit must be practised during the entire school year. In this way, students are assessed through a continuous assessment process during this course syllabus.
Furthermore, we will assess if students have reached the objectives and have developed the key competences as well as their work, effort, interest in the subject, attitude and so on.
As a result, those students who fail the final tests will also fail this subject. In the same way, those students who pass the final tests will also pass the subject, according to their marks during the three terms; they will get their average mark.
- **Assessment tools and procedures:** the tools and procedures used to carry out the continuous assessment will be the following:
 - ✓ **Direct observation:** according to this procedure I can assess the attitude, participation, group work, attendances, etc.
 - ✓ **Homework:** I will assess if they have done their homework every day.
 - ✓ **Notebook:** I will assess what they write down every day (focusing on both, presentation and contents). This is a good procedure to know if they pay attention to what the teacher says in every lesson.
 - ✓ **Objective tests:** each term students will sit the following test by which I will assess their linguistic skills:
 - Listening tests based on authentic materials.
 - Reading tests.
 - Writing tests.
 - Use of English and cultural tests (grammar, vocabulary, phonetics and a multiple-choice question about cultural contents).

- ✓ **Cultural projects (teaching units/ final project):** I will assess their speaking skills because they have to do an oral presentation explaining their classmates the work they have done. I will also assess the contents and structure of every project. These projects will take place in all the teaching units and thanks to them students will prepare the final project.

11.2. Assessment criteria

The assessment criteria measure the knowledge that a student has acquired when finishing the CSE. According to Decree 74/2007 of June 14th, the assessment criteria for the last year of CSE are the following:

1. Understand both, the general and specific information as well as the main idea and the most relevant details of oral texts used in interpersonal communication situations or broadcasted by the media, about topics which do not require specialized knowledge.

By means of this criterion, we will assess if the student, through oral texts produced personally or by the media is capable of:

- Identifying, in different sorts of texts, the interlocutor, the communicative situation, the degree of formality and the speaker's intention.
 - Recognising key words and expressions about topics which do not require specialized knowledge.
 - Understanding different kinds of short messages produced in face-to-face situations (instructions, dialogues, expositions) about topics such as material necessities, social relations, physical sensations, feelings or opinions.
 - Understanding the general ideas and the specific information of chats, news and introductions broadcasted by the media in a clear and organised way.
2. Take part in conversations and simulations using adequate strategies to start, maintain and finish communicative exchanges, producing a comprehensible discourse, adequate to the communicative situation and intention.

By means of this criterion, we will assess if the student, in real or simulated conversations with common interlocutors in the classroom or with native speakers, answering immediately, precisely and spontaneously, with intelligible pronunciation and acceptable intonation and the possibility of mistakes which do not hinder communication, is capable of:

- Interchanging personal information or ideas about different topics and with different communicative intentions: establishing relations, explaining, arguing, narrating, describing and giving instructions.
- Using in a progressively autonomous way the most common conventions of conversation.
- Using the lexicon, expressions and structures adequate to the communicative situation.

- Using basic elements in coordination and subordination with the possibility of mistakes which do not hinder communication.
 - Using strategies in order to understand and make oneself understood, indicating the beginning and end of the conversation and avoiding the interruption of communication by means of requesting repetitions or clarifications or the adequate use of verbal and non-verbal language.
3. Understand the general information and all the relevant details of written texts, both authentic and adapted, and of varied extension identifying facts, opinions, arguments, implicit information and the author's communicative intention.

By means of this criterion, we will assess if the student, in different formats and applying reading strategies, is capable of:

- Understanding the most usual and useful written texts or literary texts which deal with topics related with the society and culture of English-speaking countries.
 - Reading and understanding in an autonomous way longer texts, both in order to consult or increase information about diverse contents, due to learning needs or to curiosity, or to enjoy and be enriched with reading.
 - Identifying pieces of information, opinions, arguments, implicit information and, in each case, the author's communicative intention.
 - Answering, both orally or written, a questionnaire about general and specific aspects which show acceptable comprehension of the text, including the implicit aspects.
 - Applying the reading strategies previously acquired and improving progressively in the use of the new ones, such as making direct inferences.
 - Using in a proper way the support of external sources (dictionaries and other sources of information, in paper or digital format).
4. Write in an autonomous way diverse text with a logical structure, using the basic conventions typical of each genre, the lexicon adequate to the context and the necessary cohesive and coherent elements in order to make them comprehensible for the reader.

By means of this criterion, we will assess if the student, in paper or digital format, using writing strategies and with the possibility of external support and guidance, is capable of:

- Communicating in writing in an organised way, producing, in a progressively autonomous way, different sorts of texts: notices, instructions, letters, news, descriptions, narrations of experiences, etc. with a logical structure.
- Planning the writing process elaborating a scheme to structure the contents which are going to be developed and to apply revision and self-correction strategies in order to perfect the final work.

- Using the basic conventions characteristic of each genre and the necessary cohesive and coherent elements, in order to make the text comprehensible for the reader.
 - Using easily understandable syntax, lexicon suited to the context and correct spelling and punctuation.
 - Using the support of external sources (grammar books or dictionaries) in order to achieve a better presentation in the essays.
 - Presenting written productions in a clear and organised way in paper format or making use of information technologies for their production and presentation.
5. Consciously use the knowledge they have acquired about the linguistic system of the foreign language in different communicative contexts as a means of self-correction and self-evaluation of one's own oral and written productions and as a way of understanding someone else's productions.

By means of this criterion, we will assess if the student, when applying his/her knowledge about the linguistic system in an autonomous way and when reflecting about the need of formal correction which makes possible the comprehension of his/her own or someone else's productions, is capable of:

- Applying the grammar knowledge acquired to comprehension and expression activities in the foreign language, identifying possible mistakes, both in oral and written productions.
 - Reflecting about the existence of rules and exceptions in the formal system of the foreign language, drawing conclusions and relating them to those existing in the native language.
 - Using the appropriate terms to refer to grammar categories and paradigms, language functions and discursive aspects, at least at a level of practical recognition, manifested through the correct interpretation of work orders and the consultations made in the auxiliary study resources.
 - Applying the phonological knowledge of the language in order to improve oral comprehension and production (recognising the most usual phonemes and pronunciation patterns, rhythm and intonation).
 - Distinguishing between the formal structure of narrative, argumentative and descriptive texts.
6. Identify, use and explain the learning strategies which are used, give examples of other possible alternatives and decide which are the most appropriate to the objective of learning.

By means of this criterion, we will assess if the student, by means of applying leaning strategies, is capable of:

- Using, in an autonomous way, different strategies to store, memorise and revise lexicon (by means of diagrams and simple summaries); resorting to

autonomous learning mechanisms, such as inferring, deducing, categorising, classifying, forming new words and following models in new learning situations, and elaborating routines of study and of autonomous learning.

- Establishing a comparison and contrast with the languages he/she knows when reflecting about the use and meaning of different grammatical forms, with the objective of incorporating new learning.
 - Using, with increasing autonomy, dictionaries, bibliographical, technological and digital resources.
 - Participating actively in the assessment of one's own learning; establish the appropriate self-correction mechanisms.
 - Making conscious use of the learning opportunities which are present both inside and outside the classroom, finding out the resources and revising and assessing one's own work.
7. Use information and communication technologies in an increasingly autonomous way in order to look for information, produce texts from models, send and receive e-mail messages and establish personal relations, both oral and in writing, showing interest for their use.

By means of this criterion, we will assess if the student, making use of information and communication technologies as a tool to communicate and learn in common classroom activities, and as a way to establish personal relations, both oral and in writing, about familiar topics previously seen, is capable of:

- Searching on the internet with some autonomy, information about concrete topics related to the subject and to current questions (in newspapers, radio, TV, or others) and analysing and contrasting the information found on the internet with that obtained by means of other sources of information or with that found by other classmates.
- Valuing textual models found on the net and using them in specific work.
- Elaborating written work with the help of a word processor and the consultation of electronic, bilingual and monolingual dictionaries as well as electronic encyclopaedias, and exposing those works using the technologies which are available in the classroom.
- Establishing and cultivating personal relations through the electronic mail, websites, forums of discussion and applications for simultaneous communication, both written and oral, in order to carry out virtual projects and information exchanges with foreign schools about common interest topics.
- Analysing, reflecting about and assessing the information obtained on the internet, valuing information and communication technologies as a means of facilitating the access to other languages and cultures, maintaining a responsible and reflexive attitude towards their use.

- Showing interest to use the foreign language, valuing the linguistic diversity as an enriching element.
8. Identify the most relevant cultural aspects of English-speaking countries, showing the most significant features of the customs, uses, attitudes and values of the society whose language is studied and show a positive attitude towards the cultural patterns different from one's own.

By means of this criterion, we will assess if the student, comparing the most significant and characteristic customs, uses, attitudes and values of English-speaking countries with those of one's own country, is capable of:

- Identifying, in oral and written texts, some significant features typical from the general culture of English-speaking countries: ways of talking and acting, typical elements of rural and urban environments of the country or some of the English-speaking countries, sport and cultural activities, among others, showing a reflexive and respectful attitude towards the differences observed.
- Interpreting general socio-cultural references transmitted by the mass media about topics and current events, based on linguistic keys and semiotic elements (objects, emblems, mottos or others) which are essential for the interpretation of the messages.
- Describing explicit and implicit socio-cultural features in the messages, establishing similarities and differences with one's own culture, drawing conclusions about the typical lifestyles of each culture.
- Detecting, in the national and local environment, the presence of cultural elements coming from the culture associated to the foreign language, the countries where it is spoken, and the people who are part of it, particularly in relation with current social phenomena.
- Identifying cultural evidence corresponding to minorities within the cultural panorama of the English-speaking countries.
- Interpreting and showing interest in analysing and valuing, in an objective way, the features of the foreign cultural patterns which are different from one's own and show respect for them.
- Value positively the enrichment the contact with diverse cultures can suppose, taking concrete initiatives to take part in activities related to the foreign language and culture.

11.3. Marking system

The final mark of each term will be obtained in the following way:

- Use of English and cultural test: 25% of the final mark.
- Listening tasks and test: 10% of the final mark.

- The reading tasks and test: 10% of the final mark.
- The writing tasks and test: 10% of the final mark.
- Cultural projects in which speaking will be assessed: 35% of the final mark.
- Daily homework, notebook, participation, attitude and interest: 10% of the final mark.

According to the continuous assessment procedure, the final tests of every unit and all the activities will be taking into account when giving the marks.

11.4. Minimum requirements to be achieved to obtain a pass mark in the subject

In order to give all the students the opportunity to pass this subject, and taking into account the case of those students who have learning difficulties when learning English, this course syllabus establishes the following minimum requirements that all students must achieve to pass the subject at the end of the school year:

Grammar

- Present simple and continuous: use and contrast.
- Past simple of regular and irregular verbs.
- Past continuous: use and contrast with past simple.
- Present perfect: use and contrast with past simple.
- How to express future: *will*, *be going to* and present continuous as future.
- Relative pronouns: use.
- First and second conditional sentences.
- Modals: can/could, must, have to, may/might and should.
- Reported speech: say and tell.
- The passive in present and past simple.

Vocabulary

- How to describe the main features of a country.
- Crime and justice.
- Different kinds of books and literature.
- Names of animals and plants.
- Health.
- Education.
- Inventions and their importance for humankind and throughout history.
- Natural disaster and other emergency situations.
- Sports.
- Myths and legends: mythological characters.
- Names of main festivities all over the world.
- Main colloquial expressions.

- Different sorts of films and jobs when making a film.
- Different sorts of music styles.
- Names of garments, accessories and make-up tools.

Speaking

- All students are expected to be able to oral messages in a cohesive and coherent way.

Listening

- All students are expected to be able to understand and grasp general and specific information from oral messages.

Reading

- All students are expected to be able to understand and grasp general and specific information from written messages.

Writing

- All students are expected to be able to write a variety of texts with the necessary syntactic accuracy to make them understood.

Cultural aspects

- All students are expected to respect other cultures and people from other countries.

11.5 Extraordinary assessment procedure

The students who fail the subject in June will sit an extraordinary test in September. It will consist on the following tests:

- Use of English (grammar, vocabulary, phonetics and a multiple-choice question about cultural aspects): 30%
- Listening: 10%
- Reading: 10%
- Writing: 15%
- Speaking: 25%
- Remedial activities: 10%

These tests will be elaborated according to the criteria and minimum requirements previously established. Furthermore, the remedial activities will be very useful for students to revise them for the exam.

12. CROSS-CURRICULAR TOPICS

According to the Organic Law of Education 2/2006 of May 3rd, students must be educated in order to be democratic citizens. In this way, teachers from all the different areas must teach them cross-curricular topics, such as tolerance, respect for civil rights, equality between men and women, solidarity and democratic principles.

In this course syllabus, students can learn these cross-curricular topics: respect for other cultures and their people, tolerance, cooperation and equality between men and women. Concerning the preparation of the cultural projects and their oral presentations, students will learn cultural aspects about English-speaking countries as well as to respect them and to be tolerant with their people, how to cooperate and collaborate among them in order to work correctly and to consider men and women as equals since most of the groups will be composed by boys and girls.

Finally, some of the materials chosen for this syllabus are linked with educational values such as the respect for civil rights (video about the South African Youth Day), justice (article about Evelyn Doyle in unit 2) and environmental education.

PROPUESTA DE INNOVACIÓN: ALFABETIZACIÓN CULTURAL EN EL AULA DE INGLÉS PARA 4º DE LA ESO

1. INTRODUCCIÓN

Desde que terminé el año pasado Filología Inglesa y empecé este Máster en septiembre, he tenido la inquietud de saber cuál es el conocimiento de cultura general que tiene el alumnado de 4º ESO sobre los países de habla inglesa, ya que al terminar este curso, aquel alumnado que promocione podrá cursar las enseñanzas de Bachillerato, es decir, las enseñanzas que preparan al alumnado para ingresar en la universidad o en un Ciclo Formativo de Grado Superior. En mi época como estudiante de Secundaria, nuestras clases de inglés se basaban en repasar una y otra vez la misma gramática y el mismo tipo de vocabulario. Sin embargo, no se nos enseñaba nada de la cultura general de los países de habla inglesa. No sabíamos diferenciar lo que era Inglaterra del Reino Unido, ni sabíamos cuáles eran las capitales de Escocia, Inglaterra, Gales, Irlanda del Norte, etc. Tampoco éramos capaces de diferenciar los distintos tipos

de acentos hablados en unas y otras zonas. Por lo tanto, no pude desarrollar mi competencia cultural en esta materia hasta comenzar mis estudios en la universidad.

Lo que se pretende con esta propuesta de innovación es valorar, de manera más o menos objetiva, los conocimientos que tiene el alumnado de 4º ESO, en especial el de la sección bilingüe, sobre cuestiones culturales de países de habla inglesa. A partir de aquí, se va a diseñar una propuesta de innovación que consiste en promocionar el desarrollo de la competencia cultural del alumnado a la vez que aprende una lengua extranjera, en este caso el inglés. Esto se hará a través de la preparación de proyectos sobre cultura de los países de habla inglesa. Además, se realizará un taller cultural como actividad complementaria y no obligatoria, a través del cual el alumnado puede conocer más sobre la cultura de estos países y puede nutrirse de ideas para su trabajo. Para llevar a cabo esta propuesta de innovación se necesita que haya colaboración entre los departamentos de Inglés, Actividades Complementarias y Extraescolares, Geografía e Historia, Música, Informática, Tecnología y Educación Física. La proyección de esta innovación alcanzará toda la programación didáctica, ya que al finalizar cada unidad, el alumnado tendrá que realizar, en parejas, un pequeño proyecto cultural sobre el tema que se dé en la misma y el país que se les haya asignado a comienzos de curso. Estos “mini proyectos” son necesarios si se quiere preparar el proyecto final de una manera progresiva durante todo el curso.

2. DIAGNÓSTICO INICIAL

Al comienzo del Practicum se me asignó una semana para que pusiera en práctica mi primera unidad didáctica, en este caso era con 4º ESO bilingüe, un grupo compuesto por 14 alumnos (9 chicas y 5 chicos). Tenía que explicarle al alumnado los tres tipos de condicional. Mientras estaba preparando mi primera clase en el Departamento de Inglés, encontré un libro de juegos, en el que había un cuestionario sobre la cultura del Reino Unido e Irlanda y también se trabajaba el primer tipo de condicional. Consideré que podría resultar conveniente que el alumnado trabajara con este cuestionario en el que se combinaban contenidos gramaticales y culturales, y así lo hice. Además, me parecía una actividad muy interesante a la hora de detectar el nivel de conocimientos que tenía el alumnado sobre la cultura del Reino Unido e Irlanda. Esta actividad me proporcionó un diagnóstico sorprendente, ya que la mayoría de los alumnos no conocían cuestiones básicas de la cultura del Reino Unido³⁷, como por ejemplo que allí se conduce por la

³⁷ Aunque la diversidad cultural de los países de habla inglesa es enorme, me centro en la cultura británica a la hora de valorar los conocimientos culturales del alumnado, puesto que éste es el país del que se supone que tienen más nociones culturales. La mayoría de ellos viajaron a Londres porque el IES Virgen de Covadonga organiza viajes a esta ciudad y, además, los libros de texto que utilizan en clase se centran en la cultura británica.

izquierda, cómo se llama el mar que separa Gran Bretaña de Irlanda, ni cuál es la diferencia entre Gran Bretaña, Reino Unido o Inglaterra, ya que llamaban Inglaterra a toda Gran Bretaña. Mi percepción inicial era que tendrían más conocimientos sobre la cultura de estos países, ya que son un grupo de la sección bilingüe que tiene 2 horas más de inglés a la semana y prepara actividades y proyectos sobre todo lo que se da en el aula. Además, los grupos bilingües cuentan todos los años con una auxiliar de conversación de un país de habla inglesa, este año era una profesora de EEUU.

Al conocer el nivel cultural de este alumnado, me pareció interesante diseñar un cuestionario cultural (Anexo I) con el fin de investigar de una manera más específica este problema. Este cuestionario consistía en una serie de preguntas sobre nociones culturales (geografía, historia, literatura, simbología...) del Reino Unido, Irlanda y EEUU. Asimismo, en la última pregunta, los alumnos tenían que subrayar, de entre una lista de países, aquellos que consideraban que eran de habla inglesa. El cuestionario se pasó a todos los alumnos de 4º ESO (grupo bilingüe y no bilingüe) y se les dio 20 minutos para responderlo. Una vez pasado este tiempo, se recogieron los cuestionarios para su futura corrección. Lo que se pretendía con el mismo era tener una panorámica sobre el nivel de los alumnos en lo referente a los conocimientos de elementos culturales de países de habla inglesa.

A continuación, se muestran los resultados de dichos cuestionarios en forma de porcentajes:

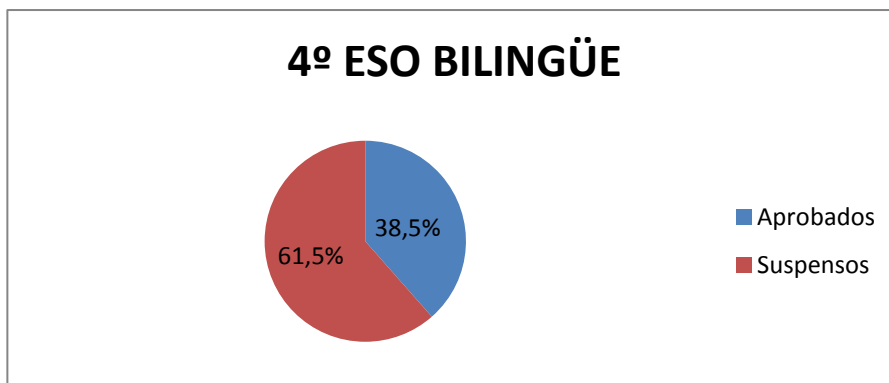


Gráfico 1: Porcentaje de aprobados y suspensos en 4ºESO bilingüe

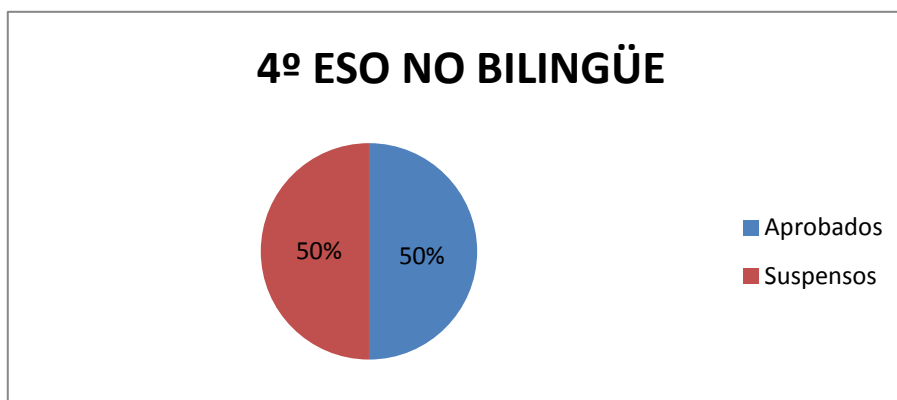


Gráfico 2: Porcentaje de aprobados y suspensos en 4º ESO no bilingüe

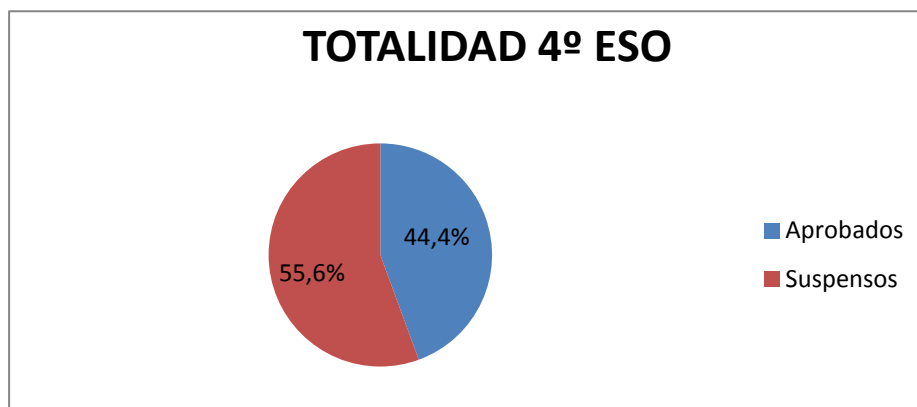


Gráfico 3: Porcentaje de aprobados y suspensos en todo 4º ESO

Como se puede apreciar en estos tres gráficos, el nivel de conocimientos sobre la cultura de países de habla inglesa es superior en el grupo no bilingüe, algo sorprendente si se tiene en cuenta que el alumnado de la sección bilingüe cuenta con dos horas más de clase además de con la presencia de una auxiliar de conversación estadounidense.

Los datos expuestos reflejan cuál es el nivel de conocimientos culturales del alumnado del último curso de ESO. Asimismo, también pude darme cuenta de este hecho al trabajar a diario con estos estudiantes, ya que al hacerles cualquier pregunta sobre algún aspecto cultural del Reino Unido o Irlanda, los alumnos no sabían qué contestar. Por este motivo, considero indispensable diseñar una propuesta de innovación para que el alumnado desarrolle su competencia cultural en la materia de Lengua Extranjera: Inglés, ya que para aprender una lengua es esencial aprender la cultura de los países en los que se habla el idioma.

El bajo nivel de conocimientos culturales del alumnado se debe a que, aunque en el currículo y en los manuales utilizados en el aula se establezca una enseñanza de la lengua extranjera a través del enfoque comunicativo, el profesorado sigue utilizando una metodología muy tradicional basada en los aspectos lingüísticos de la lengua y en seguir el libro de texto “a rajatabla”. Esto puede estar motivado porque en el Departamento de Inglés se fijan una serie de unidades que se deben dar hasta a finales de curso y los docentes no tienen suficiente tiempo para realizar actividades suplementarias. Asimismo, diseñar y realizar este tipo de actividades suponen un esfuerzo extra para los profesores, siendo más fácil centrar sus clases en el libro de texto. La diferencia que se da en los resultados de ambos grupos se puede deber a que en el grupo no bilingüe imparte clases una profesora interina, es decir, una profesora que todavía no ha aprobado las oposiciones y, en consecuencia, se esfuerza más en sus clases que la profesora del grupo bilingüe (profesora que ha aprobado las oposiciones y tiene una plaza fija).

3. JUSTIFICACIÓN Y OBJETIVOS DE LA INNOVACIÓN

Para diseñar esta propuesta de innovación me baso en la legislación vigente, es decir, en el currículo que se establece para la materia de Lengua Extranjera en el Decreto 74/200 de 14 de junio, por el que se regula la ordenación y se establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias.

Los contenidos de esta materia para la etapa de ESO se recogen en cuatro bloques que tienen relación con tres ejes imprescindibles a la hora de enseñar una lengua extranjera: las habilidades lingüísticas, los elementos constitutivos del sistema lingüístico, su funcionamiento y relaciones, y la dimensión social y cultural de la lengua extranjera, que es en el eje en el que se centrará esta propuesta de innovación.

El bloque 4, Aspectos socio-culturales y consciencia intercultural, contribuye a que el alumnado aprenda y reflexione sobre formas y códigos de interacción social cuyo conocimiento es básico para poder comunicarse eficazmente. Que conozca costumbres, formas de relación social, rasgos y particularidades de los países en los que se habla la lengua extranjera, en definitiva, formas de vida diferentes a las suyas. Este conocimiento también ayudará a promover la tolerancia y aceptación, acrecentará el interés en el conocimiento de las diferentes realidades sociales y culturales y facilitará la comunicación intercultural porque las lenguas son portadoras de contenidos, rasgos y marcas de las culturas de las cuales son el medio de expresión.

En cuanto a los objetivos de esta etapa, el alumnado tendrá que desarrollar las siguientes capacidades:

8. Apreciar la lengua extranjera como instrumento de acceso a la información y como herramienta de aprendizaje de contenidos diversos y como exponente máximo de una cultura.
9. Valorar la lengua extranjera y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas diversas evitando cualquier tipo de discriminación y de estereotipos lingüísticos y culturales.

Asimismo, cuando el alumnado termine esta etapa, tendrá que haber adquirido una serie de competencias básicas, entre ellas se encuentra la Competencia cultural y artística, a través de la cual los estudiantes se habrán acercado a los rasgos característicos de la cultura y a manifestaciones artísticas propias de la lengua y de los países en los que se habla, especialmente si se propicia en el aula la expresión de opiniones, gustos y emociones ante la diversidad cultural y mediante la realización de tareas, individuales y grupales que conlleven el análisis de algunas formas de dicha diversidad cultural y desarrollen su creatividad.

Por otro lado, es importante tener en cuenta aquellos contenidos y objetivos establecidos para 4º ESO, ya que es el curso para el que se va a diseñar esta propuesta de innovación.

Los contenidos establecidos en el bloque 4, Aspectos socio-culturales y conciencia intercultural, son los siguientes:

- Valoración de la importancia de la lengua extranjera en las relaciones internacionales.
- Identificación de las características más significativas de las costumbres, normas, actitudes y valores de la sociedad cuya lengua se estudia, y respeto a patrones culturales distintos a los propios.
- Conocimiento de los elementos culturales más relevantes de los países donde se habla la lengua extranjera, obteniendo la información por diferentes medios, entre ellos Internet y otras tecnologías de la información y comunicación.
- Interés e iniciativa en la realización de intercambios comunicativos con hablantes o aprendices de la lengua extranjera, utilizando soporte papel o medios digitales.
- Uso apropiado de fórmulas lingüísticas asociadas a situaciones concretas de comunicación: cortesía, acuerdo, discrepancia,... Valoración del enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas.

Según lo establecido en el currículo para esta materia en 4º ESO, los objetivos de esta propuesta de innovación son los siguientes:

1. Conocer los rasgos culturales más importantes (geografía, historia, gastronomía, música, cine, literatura...) de los países de habla inglesa.
2. Apreciar la lengua extranjera como instrumento de acceso a la información y como herramienta de aprendizaje de contenidos diversos y como exponente máximo de una cultura.
3. Valorar la lengua extranjera y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas diversas evitando cualquier tipo de discriminación y de estereotipos lingüísticos y culturales.
4. Comprender a los habitantes y las variables sociales de los países de habla inglesa.
5. Ser respetuoso y tolerante con la gente y la cultura de otros países.
6. Aprender a apreciar nuestra propia cultura.
7. Comparar y diferenciar nuestros rasgos culturales con aquellos de los países de habla inglesa.

4. MARCO TEÓRICO DE REFERENCIA

El currículo que se establece para la enseñanza de la materia Lengua Extranjera en la Educación Secundaria Obligatoria está basado en el Marco Común Europeo de Referencia para las Lenguas y éste establece el enfoque comunicativo como la metodología más adecuada. Con este enfoque, la lengua meta se considera el vehículo de comunicación en el aula; además de ello, puede afirmarse lo siguiente:

su propósito es la enseñanza práctica de la lengua extranjera para que el alumnado sea capaz de comunicarse. Para ello, se practican situaciones que suceden en la vida real (Sánchez-Reyes, 2011).

El objetivo del profesorado de esta materia debe ser desarrollar en el alumnado una competencia comunicativa aceptable para que pueda manejar las formas correctas del lenguaje, ya que éste es un medio para la comunicación (Méndez, 2000).

Además, es imprescindible que el profesorado utilice materiales reales en los que el alumnado pueda trabajar con el lenguaje real, el mismo que utilizan los hablantes nativos de la lengua extranjera. Sin embargo, no es algo muy habitual en las aulas, ya que los docentes disponen de poco tiempo y están obligados a seguir el libro de texto, siendo puntual y escasa la utilización de materiales suplementarios (Méndez, 2000). Como consecuencia, es muy complicado que se puedan trabajar contenidos culturales en el aula, ya que se da prioridad a aquellos contenidos lingüísticos, es decir, se sigue utilizando una metodología demasiado tradicional escondida bajo el enfoque comunicativo.

Para mejorar la enseñanza de idiomas en nuestro país, es imprescindible referirse a la competencia comunicativa, término introducido por el antropólogo estadounidense Dell Hymes, que afirmaba que para comunicarse de una manera correcta en una lengua extranjera, es necesario conocer cómo la usan sus hablantes nativos. La competencia comunicativa es la que se desea desarrollar mediante el enfoque comunicativo. Gracias a la aportación de Hymes, la teoría lingüística dejó de ser un ente principal y aislado (como sucedía en las teorías chomskianas) y empezó a ser parte de una teoría más general que incorporaba, a su vez, los factores socioculturales de la lengua.

Asimismo, según Hymes (1971), en la competencia comunicativa hay cuatro componentes: el componente gramatical, el componente psicolingüístico, el componente sociocultural y el componente probabilístico. En este caso, nos centraremos en el tercero, es decir, en el sociocultural.

La adquisición de una lengua lleva consigo, además del conocimiento puramente gramatical de la misma, un conocimiento sobre la forma adecuada de expresarse dependiendo del contexto en el que el hablante se encuentre, ya que hay reglas del uso sin las que las reglas gramaticales serían inútiles. (Hymes, 1971).

Si una persona adquiere la competencia comunicativa, posee no solo conocimiento sino también habilidad para el uso de la lengua (Hymes, 1971). Por ello, no se deben basar las clases de la materia únicamente en el estudio de los aspectos gramaticales y del vocabulario de un tema en concreto, sino que hay que conseguir que “la materia sea más completa y que contribuya aún más al desarrollo equilibrado y a la formación global del alumnado” (Méndez, 2000). Para ello, es muy importante que se utilicen materiales en los que se combinen aquellos aspectos gramaticales y léxicos con los culturales, así el alumnado desarrollará además de la competencia lingüística, la competencia cultural y artística.

Después de Hymes, hubo aportaciones de otros teóricos, como es el caso de Canale y Swain (1980), que entendían la competencia comunicativa como la relación entre la competencia gramatical y la competencia sociolingüística. Asimismo, distinguieron estos cuatro factores: competencia gramatical, competencia pragmática, competencia sociolingüística y competencia estratégica. Esta clasificación es la más acertada en cuanto a la competencia comunicativa.

Por último Sandra Savignon destacó la esencialidad de la interacción y de la cooperación de los participantes en cualquier acto comunicativo como consecuencia de la natural relatividad de la competencia comunicativa, que es:

el dominio funcional de la lengua; la expresión, la interpretación y la negociación del significado que envuelve la interacción entre dos o más personas que pertenecen a la misma (o distinta) comunidad lingüística, o entre una persona y un texto oral o escrito (Savignon, 1983).

Para que un hablante no nativo sea capaz de expresarse en la lengua extranjera, así como de interpretar y negociar el significado de una interacción entre hablantes nativos, es necesario que éste conozca los rasgos culturales del país donde se habla esa lengua. Si este hablante no tiene desarrollada la competencia sociolingüística, es posible que no pueda interpretar ese significado, ya que hay expresiones típicas de cada país y cultura que no se pueden descifrar sin un conocimiento cultural de las mismas.

Asimismo, relaciona las cuatro competencias que habían establecido Canale y Swain, ya que todas ellas tienen que ser cultivadas por un estudiante desde que comienza a estudiar una lengua.

Como conclusión, es importante subrayar lo expuesto por los teóricos mencionados. La enseñanza de una lengua no se puede basar únicamente en los rasgos lingüísticos o léxicos de la misma, ya que de este modo el conocimiento de los estudiantes sobre la misma no sería completo. Incluir aspectos culturales sobre los países en los que se habla esa lengua es una buena opción si se quiere desarrollar la competencia cultural y artística del alumnado. Esto se puede hacer de diversas maneras, como por ejemplo, a través de talleres o proyectos, gracias a los cuales el alumnado puede construirse su conocimiento acerca de los aspectos culturales de una lengua. Además, el alumnado puede tener un acceso rápido y fácil a cualquier contenido

cultural de los países de habla inglesa a través de las Tecnologías de la Información y la Comunicación.

5. DESARROLLO DE LA INNOVACIÓN

5.1. Plan de actividades

Hay tres tipos de actividades que tanto alumnado como profesorado tendrán que realizar. En primer lugar, el profesorado de la materia de Lengua Extranjera de 4º ESO tendrá que dividir al alumnado en parejas, ya que en el grupo hay 14 estudiantes y es interesante que haya 7 parejas que trabajen 7 países distintos. A continuación, se procederá al sorteo de una serie de países de habla inglesa (Inglaterra, Escocia, Gales, Irlanda del Norte, Irlanda, EEUU y Australia), por el que a cada pareja se le asignará un país con el que tiene que trabajar todo el curso. Cuando el sorteo haya acabado, se realizará la explicación del proyecto final que tienen que hacer todas las parejas del grupo. En este proyecto, cada pareja deberá trabajar con la cultura del país que se le haya asignado en el sorteo; para ello, tendrá investigar sobre los principales rasgos culturales del país como, por ejemplo, geografía, sus principales eventos históricos, literatura, gastronomía, música, etc. Para elaborar el mismo, el docente creará un blog dividido en categorías y subcategorías (países y rasgos culturales) para que los alumnos suban todo el trabajo que hagan. Asimismo, se les deberá informar a los estudiantes de la fecha en la que el proyecto tiene que estar terminado (mediados de mayo). En esta fecha, se organizarán unas jornadas en las que las diferentes parejas tendrán que presentar su proyecto ante el resto del alumnado del centro.

En segundo lugar, la programación del curso consta de 15 unidades didácticas. Al finalizar cada una de las unidades, las parejas deberán realizar un mini proyecto cultural sobre los aspectos tratados en el tema, relacionándolos con los aspectos culturales de su país. Si se ha trabajado un tema relacionado con los deportes, cada pareja deberá escribir un texto a modo de resumen sobre los deportes típicos del país que se le asignó a principios de curso. Además, tendrán que hacer una presentación oral, con ayuda de un PowerPoint, ante el resto de estudiantes del mismo grupo-clase. Este mini proyecto evaluará la expresión oral del alumnado así como su expresión escrita y servirá, también, como preparación del proyecto final.

UNIDAD	PROYECTOS CULTURALES
1: All over the world	Introducción de los países de habla inglesa: localización, rasgos geográficos, símbolos nacionales...
2: Face the music!	El crimen en los países de habla inglesa a lo largo de la historia: principales casos y criminales

3: Read in order to live	Literatura en los países de habla inglesa: escritores y obras más importantes
4: Welcome to the jungle!	La flora y la fauna típica de los países de habla inglesa
5: At the hospital	Principales enfermedades en los países de habla inglesa
6: Caps and gowns	Características de los sistema educativo de los países de habla inglesa
7: Necessity is the mother of invention	Los 4 inventos más importantes de los países de habla inglesa y sus inventores
8: Our mother Earth	Los desastres naturales más importantes a lo largo de la historia en los países de habla inglesa
9: Can you be the front runner?	Deportes típicos de los países de habla inglesa
10: Can you Adam and Eve it?	Mitos y leyendas más importantes de los países de habla inglesa
11: Cheers!	Principales fiestas y celebraciones en los países de habla inglesa
12: The same language but different	Acentos típicos de los países de habla inglesa: expresiones, pronunciación...
13: Lights, camera...ACTION!	El cine de los países de habla inglesa: principales actores, directores y películas
14: Get a gig!	Géneros musicales típicos de los países de habla inglesa
15: Are you a fashion victim?	La moda en los países de habla inglesa: principales prendas, complementos, marcas y diseñadores

Por último, se realizará un taller en el que cada mes se hablará de un país de habla inglesa. Este taller será una actividad complementaria de esta materia y ayudará al alumnado a la hora de preparar tanto sus mini proyectos para cada unidad como el proyecto final.

5.2. Agentes implicados

Para llevar a cabo los proyectos y las jornadas, debe participar el alumnado, el profesorado de 4º ESO, el Equipo Directivo.

Para llevar a cabo el taller, participarán los Departamentos de Inglés, Actividades Complementarias y Extraescolares, Geografía e Historia, Música, Informática, Tecnología y Educación Física, aquel alumnado de 4º ESO y profesorado que quiera participar en el mismo y el Equipo Directivo, ya que se necesitará abrir el centro dos días por la tarde.

5.3. Materiales de apoyo y recursos necesarios

Para realizar todas estas actividades, se hace uso en todo momento de los recursos disponibles y no es necesario solicitar ningún material adicional al centro.

- Proyectos: aula bilingüe, ordenador, proyector, pizarra digital, diccionario, mapas, PowerPoint, folios, Internet, enciclopedias y blog.
- Taller: aula bilingüe, ordenador, proyector, pizarra digital, libros, mapas, Internet, radiocasete, CDs y películas.
- Jornadas: salón de actos, ordenador, proyector, Power Point, altavoces y micrófono.

5.4. Fases

FECHA	ACTIVIDAD
Principios de curso (septiembre)	Sorteo de los países con los que tendrán que trabajar las parejas
Todo el curso (2 horas semanales)	Taller cultural
Todas las unidades	Realización y presentación de los mini proyectos
Principios de mayo	Finalización de los proyectos finales
Mediados de mayo	Presentación de los proyectos finales en las jornadas culturales que se celebrarán en el centro

6. EVALUACIÓN Y SEGUIMIENTO

La evaluación y seguimiento de esta innovación tiene un doble objetivo. Por un lado, sirve para analizar y evaluar los conocimientos culturales que han adquirido los estudiantes mediante la realización de los proyectos y su exposición. Por el otro,

permite tener en cuenta las conclusiones a su finalización con el fin de mejorar la propuesta de innovación en años posteriores. La evaluación y el seguimiento de esta propuesta será continua e indefinida, ya que se revisará a lo largo de su práctica (mini proyectos, proyecto final, taller y jornadas) y a lo largo de los años para que cada vez que se ponga en práctica tenga mejores resultados. En años posteriores, se puede ampliar esta innovación a todos los cursos del segundo ciclo de la ESO y a Bachillerato, con el propósito de que se trabajen los rasgos culturales de otros países de habla inglesa. Además, en vez de dividir a los alumnos en parejas, podrán dividirse en grupos de 3-5 personas para que aprendan a trabajar en grupo y cooperar entre ellos para elaborar un buen proyecto.

El éxito de esta innovación se deberá a la participación que tengan en ella todos los agentes implicados además de a los conocimientos que haya adquirido tanto el alumnado como el profesorado. Sin embargo, el mayor éxito que tendrá esta innovación habrá sido el de conseguir cambiar la enseñanza de idiomas y hacerla más completa, real y útil, es decir, que el alumnado sea capaz no solo de hablar una lengua extranjera, sino de conocer el contexto en el cual se habla así como de respetar diferentes culturas.

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ANEXO I

CULTURAL QUESTIONNAIRE

1. What is Great Britain?

- a) a country
- b) an island
- c) a river
- d) an archipelago

2. Great Britain is formed by ...

- a) Ireland, Wales, England and Scotland
- b) Northern Ireland, Wales, England and Scotland
- c) England, Scotland and Wales

3. The United Kingdom (UK) is formed by...

- a) Northern Ireland, Wales, England and Scotland
- b) England, Scotland and Wales
- c) Ireland, Wales, England and Scotland

4. What is the capital of ...?

The United Kingdom:

England:

Scotland:

Wales:

Ireland:

Northern Ireland:

5. What is the Patron Saint of...?

England:

Wales:

Ireland:

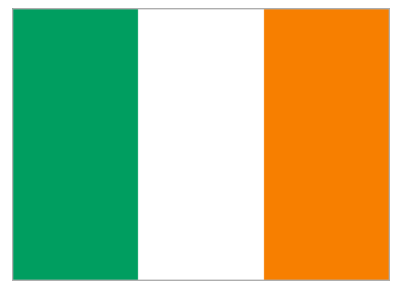
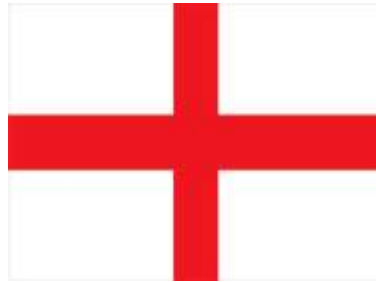
Scotland:

6. British and Irish have to drive on the right (circle the correct answer).

TRUE

FALSE

7. These flags are from...



8. What is the name of the river that crosses London?

- a) River Tyne
- b) River Thames
- c) River Tweed
- d) River Twiss

9. What is "Cockney"?

- a) an accent and dialect spoken in the East End of London
- b) a person from the East End of London
- c) both of them are correct

10. In Scotland, you can pay with English or Scottish pounds.

TRUE

FALSE

11. The Scottish floral emblem is...

- a) the daisy
- b) the thistle
- c) the rose
- d) the carnation

12. The Irish floral emblem is...

- a) the thistle
- b) the rose
- c) the shamrock
- d) the daisy

13. Who was William Wallace?

- a) a Scottish national hero
- b) an English national hero
- c) an Irish national hero
- d) a Welsh national hero

14. In Scotland, you can speak...

- a) English
- b) Scots
- c) Gaelic
- d) all of them are correct

15. Who was the writer of *Jane Eyre*?

- a) Robert Burns
- b) Sir Walter Scott
- c) Charlotte Brontë
- d) Jane Austen

16. Who was the writer of *Romeo and Juliet*?

- a) Chaucer
- b) Shakespeare
- c) Thomas More
- d) Robert Burns

17. The United States of America (USA) became independent in ...

- a) 1450
- b) 1658
- c) 1889
- d) 1776

18. Who was the first American President?

- a) Abraham Lincoln
- b) George Washington
- c) Thomas Jefferson
- d) Theodore Roosevelt

19. How many States are there in the USA?

- a) 43
- b) 47
- c) 54
- d) 50

20. The animal emblem of the USA is...

- a) the American robin c) the American bald eagle
b) the American goldfinch d) the peregrine falcon

21. Circle the English-speaking countries you know:

France	Jamaica	India
USA	Germany	Poland
Antigua and Barbuda	Fiji	Barbados
UK	Italy	Ireland
Pakistan	South Africa	Australia
New Zealand	Grenada	Sweden
Canada	Malta	Nigeria
Trinidad and Tobago	Bahamas	Kenya

