

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

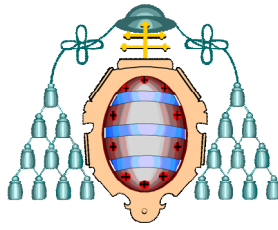
**“La lengua inglesa como acceso al
conocimiento: una experiencia motivadora
para el aprendizaje”. Reflexiones teórico-
prácticas, Programación Didáctica para 1º
Bachillerato y Propuesta de Innovación**

TRABAJO FIN DE MÁSTER

Autora: María José Vera Alarcón

Tutor: Agustín Coletes Blanco

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INTRODUCCIÓN

El presente trabajo supone la culminación de la puesta en práctica de todos los conocimientos adquiridos a lo largo de este año, que fue posible, en primer lugar, por la ayuda recibida de mis tutores de centro y Universidad durante el Practicum y, en segundo lugar, por cada una de las asignaturas que componen el Máster de Formación del Profesorado. He intentado que mis reflexiones y críticas sobre la experiencia como profesora de inglés, aunque fuera durante un breve periodo, me sirvieran para realizar una propuesta que creo mejorará la calidad de la enseñanza de la lengua extranjera y motivará al alumno¹ a continuar con su aprendizaje.

La primera parte de este trabajo comienza con una relación de las asignaturas, destacando lo más relevante de cada una y lo que me han aportado para consolidar un conocimiento general sobre las Ciencias de la Educación aplicado a la enseñanza en Secundaria y Bachillerato. A continuación, realicé un análisis sobre el currículo de la materia de Lengua Extranjera, comparando las dos etapas educativas, con el objetivo de averiguar las similitudes y diferencias más significativas entre ambas y, además, comprobar si el tipo de enseñanza propuesta en dichos documentos se corresponde con la realidad de nuestras aulas.

La segunda parte del trabajo, compuesta por las propuestas de innovación y de Programación Didáctica, diseñada para 1^º de Bachillerato, es el resultado final de todo el esfuerzo y el trabajo que he depositado en este Máster y contienen mi visión de la enseñanza de la lengua inglesa o de cómo creo que se podría ofrecer al alumno una experiencia de aprendizaje diferente, fuera de lo rutinario y más centrado en sus intereses y necesidades para conseguir motivarle. Aunque a ojos del experto, estas propuestas parezcan algo ambiciosas, creo que en algún momento hay que iniciar un cambio y todo comienza con una idea y la voluntad de realizarla. Por ello, es necesario que la próxima generación de docentes aporte algo nuevo y produzca un cambio positivo en la enseñanza de nuestra especialidad, y este Máster es el comienzo.

¹ En este trabajo se utilizará el género gramatical ‘masculino genérico’ que se entenderá referido indistintamente a hombres o mujeres.

PRIMERA PARTE

1. ANÁLISIS Y REFLEXIÓN SOBRE LAS PRÁCTICAS DOCENTES

El Máster de Formación del Profesorado de Secundaria y, especialmente, el Practicum, han significado para mí la oportunidad de acercarme a la realidad que se está viviendo en los centros y de despojarme definitivamente de la opinión tan negativa que gran parte de la sociedad comparte acerca del alumnado de Secundaria y Bachiller, la cual se basa en casos graves de conflictividad que, de forma muy puntual, aparecen en los informativos. Con esto, no pretendo caer en la afirmación simplista de que el instituto en que trabajé - el IES Universidad Laboral - sea un lugar idílico, pues también he sido testigo de algunos conflictos en el aula. Aunque más bien, han sido situaciones de cierta tensión provocadas, en su mayoría, por la actitud negativa o defensiva de algunos alumnos hacia el profesor y que apenas son destacables, tanto por su gravedad como por su frecuencia. Por tanto, describiría la experiencia vivida en este centro como satisfactoria y gratificante, en primer lugar, por el trato recibido por parte de todo el profesorado y, más específicamente, por la tutora de centro y miembros del Departamento de Inglés quienes, desde el primer día, se mostraron atentos y dispuestos a ayudar. En segundo lugar, destacaría la buena acogida del alumnado, el cual se mostró bastante respetuoso, participativo e interesado en mis clases.

Así pues, el IES Universidad Laboral se encuentra situado en las afueras de la ciudad de Gijón, muy próximo al edificio monumental de la Universidad Laboral, el Jardín Botánico y el Hospital de Cabueñes. Además, en la inmediatez del instituto podemos encontrar uno de los campus de la Universidad de Oviedo y el barrio de Viesques. Esta zona se caracteriza por ser tranquila y silenciosa, ya que no existe una gran actividad comercial o demasiado tráfico, aunque está muy bien conectada con el centro urbano y con los barrios colindantes. Se trata de un edificio relativamente reciente (2007), por lo que sus instalaciones se encuentran en perfectas condiciones y están equipadas para ofrecer una enseñanza adaptada a las necesidades actuales del profesorado y los estudiantes, disponiendo de todos los recursos, materiales y espacios necesarios de acuerdo con la modalidad de estudios. A este respecto, también hay que destacar que la oferta educativa de este centro es de las más amplias que se pueden hallar en Asturias pues, además de llevarse a cabo el Programa Bilingüe en inglés para la ESO, ofrece todas las modalidades posibles para cursar Bachillerato (Artes escénicas,

música y danza, Artes plásticas y diseño, Humanidades y Ciencias Sociales, y Científico-tecnológico).

En lo relativo a la procedencia del alumnado, la gran mayoría es de Asturias, por lo que la variedad de situaciones familiares es mínima y la incorporación de alumnado extranjero es aún muy escasa. En cuanto a su actitud y comportamiento, como he indicado al comienzo de este apartado, el ambiente que se respira en el centro es, por lo general, de convivencia y tolerancia, puesto que muy rara vez se han detectado incidencias graves o conflictos como consecuencia de una conducta violenta del alumnado. Por ello, considero que, excepto raras ocasiones, ha sido respetuoso en el trato a los profesores y a sus compañeros.

En el transcurso del Máster, he podido recibir la formación esencial que me ha ayudado a conocer en profundidad la realidad de un centro de Secundaria día a día y comprender su funcionamiento desde un enfoque amplio, crítico y profesional. Es cierto que, al comienzo del curso, existía una percepción generalizada de que la mayor parte de la formación que estábamos recibiendo era demasiado teórica y, por ello, no conseguíamos ver su finalidad o el modo de ponerla en práctica en la realidad. Afortunadamente, durante el Practicum, pude comprender de primera mano que cada una de las asignaturas cumplía un propósito; este era, aportarnos los conocimientos necesarios sobre los diferentes elementos que integran la acción educativa para poder aplicarlos en la realización de las prácticas y sacar el mayor provecho de esta experiencia profesional.

Así pues, la asignatura *Procesos y contextos educativos* fue de gran relevancia, pues pudimos conocer los principios y la normativa que han marcado la evolución del sistema educativo desde sus orígenes hasta la actualidad. A través de cada uno de sus bloques, fui adquiriendo una visión cada vez más amplia de la acción educativa a nivel de centro y aula que, más tarde, pude observar en el centro y analizar en el Cuaderno de Prácticas. El primer bloque, *Características organizativas de las etapas y centros de secundaria*, me resultó de gran utilidad ya que, al haber realizado varios trabajos sobre el marco jurídico del sistema educativo y los documentos institucionales, me facilitó considerablemente la tarea de analizar la PGA y el PEC del instituto en que trabajé, documentos que me permitieron conocer a fondo su organización y funcionamiento. El segundo bloque, *Interacción, comunicación y convivencia en el aula*, fue muy interesante porque se centra en factores personales y subjetivos que inciden directamente en la creación de un determinado clima de aula o en los conflictos que pueden surgir durante la actividad docente. Tal y como reflejé en el Cuaderno, pude comprobar el grado de influencia que tienen en la correcta marcha de la clase los diversos roles que adoptan docentes y alumnos dependiendo de la relación de cercanía o desconfianza que exista entre ellos. El tercer bloque, *Tutoría y orientación educativa*, me valió para darme cuenta de que la labor del profesor es mucho más compleja de lo que parece, ya que una de sus funciones es actuar como tutor de los alumnos a quien imparte su asignatura aunque no sea tutor de grupo, así como ofrecerles una orientación

académica y profesional adecuada y ejercer de mediador entre el centro y las familias. Por tanto comprendí que, para desempeñar correctamente estas funciones, el profesor de Secundaria debe actualizar continuamente sus conocimientos pedagógicos, didácticos y científicos, estar a plena disposición de las familias y trabajar conjuntamente con el Departamento de Orientación y el resto del profesorado. El último bloque, *Atención a la diversidad*, me dio la oportunidad de conocer una realidad de la educación totalmente diferente: la que viven los alumnos con Necesidades Educativas Especiales, a las que también tienen que saber dar respuesta los docentes en colaboración con el equipo de psicopedagogos y orientadores del centro. Todos los conocimientos que adquirí con esta asignatura, de los que pude dar cuenta en los comentarios y análisis de los anexos del Cuaderno, me han valido para tener una visión más completa y detallada del papel que desempeña cada agente de la comunidad educativa (profesorado, alumnado y familias), sus obligaciones y derechos, así como la estructura organizativa y los principios que rigen la actividad escolar en un centro educativo.

En estrecha relación con el último bloque de esta asignatura está *Aprendizaje y desarrollo de la personalidad*, puesto que nos aportó las nociones elementales de la Psicología del Desarrollo y de la Educación para atender a la diversidad del alumnado y comprender las causas de los problemas de aprendizaje y trastornos más comunes de los adolescentes. Asimismo, se realizaron prácticas de aula en las que demostramos nuestras habilidades comunicativas y sociales con el fin de perfeccionar nuestra actuación en el aula en las prácticas, siendo algunas la capacidad de improvisación, la voz, el cuidado del discurso o el lenguaje corporal (postura, gestos, movimiento por el aula, etc.).

Por otro lado, *Diseño y desarrollo del curriculum*, a pesar de su brevedad, ha sido de suma importancia para la realización de las prácticas y de esta Memoria, ya que significó el primer contacto con los currículos de la especialidad y la planificación de la materia que pudimos poner en práctica a través del diseño de una Unidad Didáctica de forma grupal. Progresivamente, a la vez que avanzábamos en el desarrollo de la segunda parte del Máster, la asignatura fue cumpliendo su finalidad práctica: crear dos Unidades Didácticas de forma individual e impartirlas en un centro educativo, culminando ahora con el diseño de una Programación Didáctica.

La primera parte de *Sociedad, familia y educación* cumplió una función esencial que consistió en comprender la influencia de las políticas sociales en la educación como base de los contenidos transversales que obligatoriamente deben darse a conocer al alumno, no solo por parte del tutor, sino a través de las diferentes materias, los cuales buscan promover valores cívicos fundamentales y una actitud de respeto y tolerancia a la diversidad. Algunos de estos contenidos son la igualdad entre mujeres y hombres, la no discriminación entre compañeros por motivos socio-económicos o étnicos, o los Derechos Humanos y del Niño. La segunda parte de la asignatura puso todo el énfasis en la relación familias-centro dada la importancia que el contexto familiar y económico del alumno tiene en el desempeño académico del alumno y en el desarrollo de sus

habilidades sociales. Además, mediante las observaciones que hice durante las prácticas y el comentario de los documentos institucionales, me fue posible determinar las vías de comunicación más habituales que el centro establece para informar a las familias sobre las diversas actividades y conseguir, de esta forma, acercar el centro a su entorno más próximo, mejorar las relaciones e implicarles en el progreso académico de los alumnos.

La materia *Innovación docente e iniciación a la investigación educativa* ha supuesto todo un desafío debido a su complejidad y al limitado tiempo con el que contábamos para realizar el trabajo final en el último tramo del Máster. Sin embargo, a la vez me ha resultado de enorme utilidad ya que el hecho de haber realizado un proyecto de innovación de forma exhaustiva me ha facilitado en gran medida diseñar y elaborar la propuesta innovadora para la Programación. Además, dicho proyecto me ha permitido detectar una serie de carencias organizativas y problemas de aprendizaje de la lengua inglesa en el centro de prácticas, bastante comunes en la enseñanza de esta materia en la actualidad, por lo que mi intención es hallar una respuesta adecuada con mi innovación.

Finalmente, el módulo disciplinar específico, constituido por *Complementos a la formación disciplinar* y *Aprendizaje y enseñanza del inglés*, ha sido, en mi opinión, el que más aplicación práctica ha tenido a la hora de impartir la enseñanza de la Lengua Extranjera en el instituto y de plantear mejoras metodológicas y curriculares tras mi experiencia docente.

En primer lugar, la temática abordada en el módulo genérico de *Complementos a la formación disciplinar* me ayudó a delimitar el contexto en que se encuentra actualmente la enseñanza de las lenguas extranjeras a nivel nacional e internacional, partiendo de un análisis de la normativa europea y de los principios y las líneas de actuación establecidos en el *Marco Común Europeo de Referencia para las Lenguas* (MCERL) que me ha valido para determinar cómo el profesorado de idiomas los concibe y pone en práctica diariamente en el aula. Asimismo, tanto el módulo general como el específico me proporcionaron los conocimientos pedagógicos y lingüísticos necesarios para impartir la enseñanza de mi especialidad de una forma crítica y profesional y adaptada a la etapa de Secundaria. Una de las actividades que más interesante me pareció fue el análisis de un libro de texto utilizado actualmente en el centro de prácticas con el objetivo de averiguar la importancia concedida a la comunicación oral, escrita y virtual y el modo en que se practican las cuatro habilidades lingüísticas. Otras actividades de aula que me parecieron muy útiles fueron la detección y corrección de los errores más comunes producidos por los alumnos y las prácticas de aula en las que cada uno adoptó el rol de profesor y dirigió un ejercicio de clase.

En último lugar, en la parte general de *Aprendizaje y enseñanza* hicimos un recorrido por las principales corrientes metodológicas de la disciplina y varias actividades en grupo e individuales con diversos propósitos: diseñar breves unidades didácticas siguiendo el enfoque por tareas, reflexionar sobre el estado actual de la enseñanza de lenguas partiendo de nuestras observaciones en las prácticas, y analizar el

modo en que los manuales del centro de prácticas enfocan el desarrollo de la competencia comunicativa. La parte específica de esta asignatura resultó muy dinámica, puesto que en cada sesión aprendimos cómo hacer la lengua extranjera más interesante y motivadora al alumnado de Secundaria y Bachiller con contenidos atractivos y actuales, técnicas de grupo y didácticas pensadas para fomentar la comunicación oral y escrita, y el uso de las tecnologías de la información con fines educativos en el aula.

El *Practicum* ha sido el contexto ideal para poder reflexionar sobre el modo en que se desarrollan actualmente las prácticas docentes, concretamente, en la materia de lengua inglesa, y compararlas con lo establecido en la legislación y los documentos del centro. Así pues, tras el análisis de las Programaciones del Departamento, se puede afirmar que su contenido es pertinente y contempla los principios que guían la educación y los requisitos curriculares que la LOE y los Decretos establecen para las enseñanzas de ESO y Bachillerato. En cambio, la puesta en práctica de la teoría está estrechamente ligada a la forma en que cada profesor concibe la enseñanza y su profesión, viéndose reflejado diariamente en el aula. En mi caso, he podido observar que la enseñanza de la lengua inglesa se encuentra supeditada a cumplir con la Programación y unos plazos por los que el profesorado se ve, en cierto modo, obligado a impartir una serie de contenidos, dictados por el libro de texto, que el alumnado no siempre llega a comprender o a utilizar en la realidad. Como consecuencia, una vez que ha realizado el examen (unos con más suerte, otros con menos), se desprenden de esos conocimientos porque no han llegado a comprender su utilidad o no les han parecido interesantes por la forma en que se los han presentado. Por ello, a la hora de impartir las Unidades Didácticas, intenté mantener un equilibrio entre las exigencias de la Programación y la metodología a la que los alumnos estaban acostumbrados, aunque procurando introducir algunas mejoras que consideraba oportunas y fácilmente realizables por los alumnos, como trabajos en equipo y por parejas, y la práctica de aspectos de la lengua en contexto, con el fin de ofrecerles una experiencia novedosa que les resultara significativa.

2. ANÁLISIS Y VALORACIÓN DEL CURRÍCULO OFICIAL DE LENGUA EXTRANJERA I

El currículo de la Lengua Extranjera, compuesto por dos documentos legales: el *Decreto 74/2007, de 14 de junio, por el que se regula la ordenación y establece el currículo de la Educación secundaria obligatoria en el Principado de Asturias*, y el *Decreto 75/2008, 6 de agosto, por el que se establece la ordenación y el currículo del Bachillerato*, es la referencia máxima que todo docente de esta materia debe tener en mente antes de llevar a cabo su enseñanza. Ambos comienzan con una introducción, casi idéntica en algunos párrafos, en la que se explican los beneficios que comporta al alumno de ESO y Bachillerato el aprendizaje la Lengua Extranjera en la actualidad como ciudadano de una sociedad abierta, globalizada y multicultural. Estos

planteamientos siguen la línea de las directrices establecidas por el Consejo de Europa en el *MCERL*. Así pues, todos los elementos que componen los currículos (objetivos, metodología, criterios de evaluación) fueron desarrollados siguiendo los principios que se recogen en el *Marco* con el que se pretendió establecer unas bases comunes en todo el territorio europeo para la enseñanza, aprendizaje y evaluación de las lenguas extranjeras y establecer unos niveles de competencia y dominio de estas que facilitarían a los ciudadanos el acceso a nuevas posibilidades educativas, culturales y profesionales en otros países del entorno.

Si se comparan los dos currículos, se puede apreciar que existe una progresión en el aprendizaje de la materia ajustada a la edad y nivel del alumnado, pues en la ESO los contenidos abarcan el ámbito de lo familiar, lo cercano y lo cotidiano, mientras que en Bachillerato se tratan temas más específicos y abstractos, relacionados con otras materias del currículo, las diferentes especialidades y la interacción social y laboral. Por este motivo, al finalizar la ESO se pretende que el alumno se convierta en un usuario de la lengua lo suficientemente competente como para defenderse en un número de situaciones comunicativas básicas (conversaciones habituales, pedir explicación o información, quejarse, relatar experiencias, etc.), expresarse de forma comprensible el mensaje que quiere transmitir, tanto oral como escrito, o extraer la idea principal de textos sencillos. En cambio, la lengua extranjera en Bachillerato supone la consolidación de la competencia comunicativa y el perfeccionamiento de lo aprendido. Sin embargo, el aprendizaje continúa y ahora tendrá una lógica proyección hacia el futuro académico y laboral de los alumnos, por lo que se les exigirán nuevas habilidades, como aprender de forma autónoma, argumentar sus razones, elaborar textos más complejos con una notable corrección gramatical, ampliar su léxico y hablar con cierta fluidez y espontaneidad.

Un aspecto a destacar es que, a pesar de que en ambos se defienden los principios metodológicos que se proponen en el *MCERL* de emplear un enfoque comunicativo, se pueden observar algunas diferencias en el modo de concebirlo. En el currículo de Secundaria, por ejemplo, se hace una mención expresa a la necesidad de desarrollar las habilidades lingüísticas, tanto de forma independiente como integrada, mientras que en Bachillerato no se menciona este aspecto, si bien es un factor esencial para la mejora de la competencia comunicativa. Por el contrario, en el currículo de esta etapa se explica que la enseñanza de la lengua extranjera debe realizarse siguiendo el modelo natural de adquisición de la lengua materna; sin embargo, esta metodología debería haberse empezado a emplear en la Secundaria y no a punto de finalizar la formación académica.

En lo relativo a la organización de los contenidos, en los dos documentos se ha optado por dividirlos en cuatro bloques que contienen los aprendizajes básicos para llevar a cabo la enseñanza y el aprendizaje de la lengua extranjera, siendo el elemento común la apuesta por la comunicación oral y el desarrollo de las destrezas comunicativas en el intento de afianzar la competencia comunicativa de nuestros estudiantes. En mi opinión, los principios de enseñanza de esta materia que se recogen

en el currículo son coherentes y pretenden estar en consonancia con lo establecido por el Consejo de Europa en materia de política lingüística. Pero, a mi parecer, la realidad en las aulas dista mucho de la idealidad que se refleja en estos documentos y puedo corroborar que, a pesar de que estos se elaboraron allá por el 2007 y 2008 con la intención de modernizar la enseñanza de las lenguas e introducir una renovación de las prácticas docentes con el enfoque comunicativo, hoy en día esto sigue sin llevarse a la práctica en los centros de secundaria. Por tanto, no considero que el empleo de este enfoque sea una innovación en la actualidad, sino que más bien debería ser una necesidad, sobre todo teniendo en cuenta las deficiencias generales de los estudiantes españoles a la hora de utilizar la lengua extranjera para los propósitos comunicativos más básicos, como hablar en clase o expresar ideas y opiniones. Si no se produce ningún cambio sustancial, especialmente de mano de los docentes, es imposible que esperemos, después de casi una década desde que se implantó el currículo, que los alumnos vayan a convertirse en usuarios de la lengua extranjera capaces e independientes.

Por todo esto, creo que mi paso por un centro de secundaria me ha valido para reflexionar acerca de cómo se podría producir dicho cambio, el cual debe empezar desde abajo, con el esfuerzo y la voluntad del profesor. Cuando el resto de compañeros observen que su forma de enseñanza verdaderamente ayuda a mejorar el aprendizaje de los alumnos y que estos se encuentran motivados por la asignatura, poco a poco, se irá generando más confianza y se mostrarán más receptivos y abiertos a posibles modificaciones en sus prácticas, produciéndose una innovación al fin.

3. PROPUESTAS INNOVADORAS Y DE MEJORA

Mis propuestas de innovación y de Programación Didáctica están planteadas con un objetivo: incrementar la motivación del alumnado en su aprendizaje de la lengua inglesa. Para fijar tal objetivo me he basado en mi paso por el centro de prácticas, en el que pude comprobar que esta asignatura era una de las que más dificultades estaban causando a los alumnos para aprobar, especialmente en Bachillerato. Los motivos son varios: gran número de alumnos repetidores, alumnos que habían suspendido la asignatura durante casi toda la Secundaria, falta de interés y rechazo absoluto a la materia, conductas negativas en clase, etc. Sin embargo, en la gran mayoría, la causa de estas dificultades con esta asignatura se encuentra en la falta de motivación que deriva de la incapacidad del profesor para hacerles comprender que la lengua inglesa es útil para muchos aspectos de sus vidas, que puede aprenderse de forma entretenida, ya que les facilita el acceso a otras formas de conocimiento, culturas, estilos de vida y entretenimiento. Esta es la base para mi innovación y mi Programación, estando esta última dirigida a 1^º de Bachillerato, dado que fueron los alumnos que más mostraban deficiencias con la lengua inglesa y los que más desmotivados estaban de todos los grupos que pude conocer en el centro de Secundaria.

Así pues, he intentado mostrarles otra forma de entender la lengua inglesa, alejándome de las prácticas tradicionales que he podido observar y empleando una metodología que se acercara lo máximo posible al enfoque comunicativo que promulga el currículo. Para ello, en el aula se presentarán situaciones comunicativas muy similares a las que podrían encontrarse en la realidad, utilizando material auténtico en la mayoría de los casos y empleando el uso de las TICs con fines educativos. Las destrezas lingüísticas se mejorarán practicándolas de manera integrada a través de contenidos y tareas que encontrarán atractivas y relacionadas con sus intereses, aunque se hará especial hincapié en la expresión e interacción oral y escrita, dadas las deficiencias que presenta el alumnado para comunicarse a través de cualquiera de estos dos medios.

En relación a la propuesta de innovación, esta se encuentra integrada en la Programación de tal forma que en cada trimestre se realizará un proyecto encaminado a motivar al alumnado de todas las etapas educativas a utilizar la lengua inglesa de una forma novedosa y atractiva para ampliar sus conocimientos sobre una gran variedad de temas, pero también para que aprendan a trabajar de forma creativa, autónoma y colaborativa. Los contenidos que se tratarán serán de tipo interdisciplinar y transversal y, en los dos últimos proyectos, también se animará a participar a toda la comunidad educativa con el fin de crear una experiencia de aprendizaje única para el alumno que le valdrá para mejorar su competencia en la lengua inglesa, desarrollar sus habilidades sociales y artísticas y enriquecerse como persona.

SEGUNDA PARTE

1. PROPUESTA DE INNOVACIÓN

La lengua inglesa como acceso al conocimiento: una experiencia motivadora para el aprendizaje

1.1. Diagnóstico inicial

Las dificultades generales de los alumnos en el aprendizaje de la lengua inglesa han sido el punto de partida de esta propuesta pues, basándome en mi experiencia docente, pude observar que los alumnos mostraban dificultades cuando tenían que utilizar la lengua para expresarse oralmente o por escrito, incluso con los propósitos más comunes en el contexto de la clase, como contestar a los ejercicios o preguntar al profesor. El hecho de que no sepan poner en práctica lo que han ido aprendiendo a lo largo de su formación en lengua extranjera desvela que la enseñanza de esta asignatura no se ha llevado a cabo eficientemente durante años, pudiendo hallar la causa tanto en la actitud de los propios alumnos como en las prácticas metodológicas de algunos profesores, aunque ambas están estrechamente relacionadas. Es decir, dado que no se fomenta el trabajo colaborativo ni la interacción entre los estudiantes, esto influye inevitablemente en su modo de ejecutar las tareas comunicativas más básicas, pero también en el interés que muestran hacia la asignatura.

Por tanto, la motivación y la implicación en el estudio de la lengua inglesa dependen, en gran medida, de la oportunidad que el docente da a los alumnos para decidir, negociar, expresarse libremente e interactuar utilizando el inglés para fines reales y conectados con los intereses de los aprendientes. Así pues, una mejora a introducir en la clase de lengua extranjera sería exigirle al alumno un papel más activo con el fin de que, desde un principio, sea consciente de su importancia para la actividad diaria de la clase y conseguir, de esta forma, acrecentar su interés en la asignatura e incrementar su motivación. Una vez que el alumno se ha acostumbrado a la nueva rutina de clase, su confianza en el uso de la lengua inglesa y su dominio de la misma aumentan simultáneamente pues, al expresarse más a menudo mediante la interacción continua

con sus compañeros y el trabajo continuado de las destrezas lingüísticas de forma integrada, analiza y aprende de sus errores y también de los demás. Poco a poco, el alumno dejará de concederle tanta importancia a la precisión gramatical o léxica para centrarse en el modo de transmitir su mensaje y en las estrategias empleadas para hacerse entender por los demás. Esta nueva metodología, basada en el enfoque comunicativo orientado a la acción, también les servirá para construir el conocimiento conjuntamente a partir del intercambio de experiencias, ideas y opiniones, o la expresión de inquietudes y preferencias sobre una gran variedad de temas de su interés, cercanos o de índole social. Pero lo más importante es que consigan relacionar los conocimientos adquiridos en el aula con lo que viven fuera del contexto escolar, y aplicarlos en sus vidas. Por tanto, las actividades que se plantean, tanto en la Programación Didáctica como en esta propuesta, están encaminadas a fomentar el trabajo en equipo y a acercar al alumno a una nueva visión de la lengua inglesa como un instrumento de comunicación valioso con el que trabajar temas atractivos y adecuados a su edad. Además, se impulsará el uso responsable de las TICs con fines educativos y de ocio y se tratará de utilizar de forma íntegra la lengua inglesa en el aula y virtualmente durante la realización de los diversos proyectos.

Como se detalla en la Programación, el contexto en que se desarrollará esta propuesta será un centro público ubicado en una zona urbana con toda clase de servicios y bien comunicada con el centro y el resto de barrios de la ciudad. En el centro están matriculados alrededor de unos 750 alumnos y trabajan unos 70 docentes. La oferta formativa es muy completa puesto que es posible cursar cualquiera de las modalidades de Bachillerato existentes (artes, científico-tecnológico...). El edificio es, además, de reciente construcción, por lo que las instalaciones y los materiales están actualizados y en buenas condiciones de uso. Dada la amplia variedad de estudios, el centro cuenta con los recursos e instalaciones necesarias para llevar a cabo la enseñanza de forma efectiva y adecuada a las necesidades educativas de los alumnos y su modalidad de estudios elegida, destacando una sala de exposiciones, talleres de dibujo, salón de actos, aulas de informática y biblioteca, entre otros. Este aspecto será de suma importancia para la viabilidad del proyecto de innovación ya que se necesitarán espacios y recursos apropiados donde poder realizar exposiciones audiovisuales y trabajos artísticos de diversos tipos.

El centro se caracteriza por un clima de convivencia generalizada pues, a excepción de las faltas leves o moderadas más habituales, hasta el momento no se han informado de incidencias graves relacionadas con conductas disruptivas o agresivas. El rendimiento académico, sin embargo, no está tan equilibrado, pues hay grupos que destacan por un trabajo regular y notable, mientras que hay otros que son más inconstantes en su progreso y en los que abundan las calificaciones negativas, sobre todo en la materia de lengua extranjera. La innovación estará dirigida a la totalidad del alumnado, pero especialmente busca captar el interés del que se encuentra desmotivado y que tiene dificultades para aprobar esta y otras asignaturas.

El proyecto estaría dirigido y supervisado por el Departamento de Inglés y con él se pretende buscar la participación total del alumnado del centro, independientemente de su nivel educativo, con el fin de que todos disfruten de esta experiencia y que se produzca una mejora general de la competencia en lengua inglesa. Por tanto, el nivel de actuación sería, en primer lugar, en el grupo-clase, y los proyectos correrían a cargo del profesor de inglés de cada grupo. Pero, al mismo tiempo, todos los grupos realizarán micro-proyectos relacionados con la temática del principal que variarán en su naturaleza y sus objetivos de acuerdo con el nivel educativo, la edad y las destrezas de los alumnos en la lengua extranjera.

1.2. Justificación y objetivos

Esta propuesta está pensada para motivar al alumno en su aprendizaje de la lengua extranjera a través de proyectos trimestrales en los que tendrá que poner en práctica un conjunto de habilidades y técnicas que hasta entonces no había tenido que emplear de forma integrada, siendo las más importantes: la expresión artística y literaria, la creatividad, el manejo de las TICs, la comunicación en lengua inglesa de forma oral y escrita, la investigación sobre temas variados y específicos, la lectura de una gran variedad de tipos de texto, las habilidades sociales, etc. Se trata de que el alumno adquiera una visión diferente y novedosa de la lengua extranjera más allá de los ejercicios gramaticales, mecánicos y descontextualizados. Con la innovación se pretende crear una experiencia motivadora del aprendizaje que consiste en dar al alumno la oportunidad de utilizar la lengua extranjera de forma práctica y creativa para ampliar sus conocimientos, no solo lingüísticos, sino también sobre diversas disciplinas y temas transversales, comunicarse con sus compañeros y profesores para establecer una relación más cercana, expresar libremente su opinión, y comprender que el dominio de la lengua inglesa le capacita para sacar más provecho a las nuevas tecnologías.

Para llevar a cabo los proyectos es necesario contar con el trabajo colaborativo y autónomo del alumnado, así como establecer una comunicación fluida entre este y el profesorado implicado para poder realizar el seguimiento del proceso de elaboración de los trabajos. El hecho de que estos se expongan o publiquen para disfrute de toda la comunidad escolar supone una alta motivación en el alumnado pero también más exigencia, por lo que el alumno deberá esforzarse por conseguir un resultado final de calidad. Asimismo, el proceso de creación de los trabajos se documentará a través de la página web de la innovación creada por el profesorado de Inglés. Este pedirá a los alumnos que se expresen de forma escrita utilizando la lengua inglesa para opinar sobre temas relacionados con el proyecto y que describan sus trabajos, las fases de elaboración, los elementos y recursos utilizados, etc. Por ello, el manejo de las TICs es esencial, ya que la participación en el foro tendrá repercusión para la calificación de cada unidad de la Programación. De esta forma, la página web se convierte en una herramienta más de evaluación que servirá al profesor para medir el interés y el esfuerzo de cada alumno en el proyecto y monitorizarlo, tanto de forma presencial en el aula,

donde los alumnos trabajarán en equipo; como virtual, trabajando de forma autónoma en casa.

Teniendo todo esto en cuenta, los objetivos que se busca alcanzar con esta propuesta de innovación podrían dividirse de la siguiente manera:

➤ **Objetivos primarios:**

- Fomentar la motivación y captar el interés del alumnado por la asignatura de lengua inglesa, especialmente de aquellos que han repetido o con deficiencias en el aprendizaje del inglés
- Utilizar la lengua inglesa como herramienta principal de expresión verbal y artística con fines prácticos y educativos, facilitando el acceso a información ilimitada y el aprendizaje de otras asignaturas y temas de interés

➤ **Objetivos secundarios:**

- Aumentar de forma significativa la participación del alumnado en diversas actividades comunicativas y creativas
- Mejorar sus habilidades comunicativas y lingüísticas en lengua inglesa
- Aprender a trabajar en equipo y a asumir responsabilidades, participando en la toma de decisiones y realizando aportaciones que contribuyan al avance de los trabajos
- Trabajar de forma autónoma mostrando una actitud responsable y crítica, teniendo en cuenta las valoraciones y consejos del profesor
- Respetar el trabajo de los compañeros, así como las diferencias de gustos, intereses y opiniones sobre diversos temas
- Impulsar el uso de las TICs como un espacio atractivo para establecer una comunicación fluida entre alumnos y docentes, pero también como una herramienta novedosa para evaluar el trabajo y la implicación de los alumnos
- Conseguir la participación y la colaboración de los miembros del Departamento de Inglés en el proyecto

1.3. Marco teórico

Esta propuesta se enmarca en una serie de estudios realizados con la finalidad de hallar las causas que provocan la motivación del alumno o su rechazo hacia el aprendizaje. De todos ellos, destacaría el artículo publicado por Alonso Tapia, “Motivación para el aprendizaje: la perspectiva de los alumnos”, en el que explica que

los factores comúnmente atribuibles al hecho de que los alumnos afronten su trabajo con más o menos motivación son:

- El significado que para ellos tiene conseguir aprender lo que se les propone, significado que depende de los tipos de metas u objetivos a cuya consecución conceden más importancia.
- Las posibilidades que consideran que tienen de superar las dificultades que conlleva el lograr los aprendizajes propuestos por los profesores, consideración que depende en gran medida de la experiencia de saber o no cómo afrontar las dificultades específicas que se encuentran.
- El costo, en términos de tiempo y esfuerzo, que presienten que les va a llevar lograr los aprendizajes perseguidos, incluso considerándose capaces de superar las dificultades y lograr los aprendizajes. (2005, pp. 1-2)

Partiendo de estos supuestos, la innovación está planteada de forma que los alumnos sean partícipes de un objetivo o meta común que alcanzarán mediante su implicación, constancia y trabajo en equipo. El proyecto trimestral tendrá un propósito y un producto final diferentes, además de cumplir con unos requisitos concretos en cada caso. Asimismo, estará constituido por micro-proyectos que se realizarán a nivel grupo-clase a conveniencia del profesor y sus alumnos, puesto que los requisitos para su elaboración deben corresponderse con las capacidades y competencias reales del grupo.

La variedad temática y el dinamismo de las actividades, junto con la puesta en práctica de sus conocimientos de la lengua inglesa, son elementos que contribuirán a que los proyectos supongan un aliciente para el aprendizaje y un agente externo para la motivación. Puesto que el elemento común en todos ellos es el uso de la lengua extranjera, esta adquirirá más relevancia para los alumnos al servirles como un medio con el que acceder a nuevos conocimientos y diversas fuentes de información, cultura y entretenimiento. Al comprender que pueden utilizar la lengua extranjera en situaciones diversas o para fines que hasta el momento no habían imaginado, su interés hacia la asignatura aumenta y es cuando comienza a producirse una notable mejora en el aprendizaje, o en palabras del citado autor:

Si no se percibe la utilidad de lo que se ha de aprender, el interés y el esfuerzo tiende a disminuir en la medida en que el alumno se plantee la cuestión de la utilidad. Por el contrario, en la medida en que se perciban las múltiples utilidades -a corto y a largo plazo- que puede tener aprender algo, aumenta la probabilidad de que el interés y el esfuerzo se acreciente. (2005, p. 2)

De esta forma, los proyectos se convierten en una actividad significativa y motivadora cuya meta no es realizar unos trabajos y verlos expuestos o publicados. Estos constituirían únicamente el medio para alcanzar la verdadera meta, que es participar en el proceso de creación, de construcción del conocimiento y de mejora del aprendizaje que se ha llevado a cabo de forma colaborativa y mediante el intercambio de experiencias e ideas por parte de los participantes. A este respecto, Lobato Fraile

explica que “la calidad de la relación entre los miembros, la ayuda recíproca, la estima mutua, el éxito, determinan una motivación intrínseca y convergente de todos los alumnos.” (1997, p. 62). Por lo tanto, un factor esencial para que los proyectos sean un éxito, es la creación de un clima de aula que propicie una comunicación fluida, la expresión libre de ideas y la negociación de cambios y propuestas de mejora con el fin de que el aprendizaje sea lo más flexible y significativo posible para los alumnos. Estos, a su vez, podrán desarrollar sus habilidades sociales y comunicativas aplicándolas dentro y fuera del contexto escolar.

1.4. Desarrollo de la innovación

Como se puede apreciar en la Programación Didáctica, la propuesta de innovación tendrá repercusión en el desarrollo de esta puesto que, cada trimestre, se llevará a cabo un nuevo proyecto cuyo proceso se supervisará de forma virtual. Como forma de fomentar el aprendizaje autónomo y la responsabilidad del alumno en su progreso de aprendizaje, se contabilizarán sus intervenciones en el foro y se tendrá en cuenta la calidad de sus aportaciones. Pero como podría no resultarle suficiente y verse perdido durante la elaboración de su trabajo, para ello será necesario dedicar varias sesiones de cada unidad con el fin de verificar la fase en que se encuentran los trabajos, resolver dudas o aconsejar sobre el modo de proceder. Cada comienzo de trimestre se presentará el proyecto para que, desde la primera semana, los alumnos comiencen a trabajar, realizando una tormenta de ideas, dividiendo la carga del trabajo o seleccionando información en el aula de informática. Todos los proyectos tendrán en común el empleo de la lengua inglesa de acuerdo con las capacidades reales y el nivel educativo del alumnado. El inglés se convertirá en el principal instrumento de comunicación, utilizándose en las interacciones en el aula, en las intervenciones por medio de la página web, así como en los trabajos escritos, individuales o grupales, que los alumnos realicen para cada proyecto.

1.4.1. Plan de actividades y fases

- **Primer trimestre. Proyecto 1:** “*Back to the Future: a journey through science fiction from its origins to the present*”. Consistirá en hacer un recorrido a través de la historia de la ciencia ficción por medio de la literatura (novelas, cómics...) y las artes (cine, pintura...) para que los alumnos investiguen y conozcan cómo estos artistas y escritores imaginaron el futuro que es ahora nuestro presente. En este proyecto se aúna la creación literaria con la artística, aunque los micro-proyectos de cada nivel educativo variarán conforme a su competencia en la lengua inglesa e intereses propios de la edad.

Los espacios para llevar a cabo las actividades de investigación serán, en primer lugar, el aula de informática, destinando para ello algunas sesiones de las dos primeras unidades; y, en segundo lugar, la página web creada para la innovación. En esta, los profesores propondrán una serie de tareas de investigación y *webquests* como un modo de ampliar sus conocimientos sobre la temática y de preparar el terreno para comenzar con los trabajos. Se publicarán textos, imágenes y vídeos que servirán para dar ideas a

los alumnos y que ellos también podrán comentar, además de compartir sus propios gustos o ideas acerca del tema y publicando material que consideren de interés.

En el caso de los alumnos de Bachillerato, el proyecto consistirá en que los alumnos inventen su propia sociedad distópica o mundo futurístico y utilicen la lengua inglesa para describirlo en una narración corta, la cual irá además acompañada de ilustraciones creadas por ellos mismos, empleando técnicas variadas (dibujos, pinturas, diseño gráfico, etc.). Así pues, los trabajos adoptarán diversos formatos (cómic, historias cortas, historias animadas creadas con aplicaciones web, etc.) de acuerdo con sus capacidades e intereses. Respecto a la adecuación de los aspectos estéticos, los profesores de Artes Plásticas podrán colaborar y dedicar algunas de las sesiones de la materia a ayudar a los alumnos en sus creaciones o aconsejarles a través de la web, mientras que la revisión y corrección de los textos correrá a cargo del profesorado de Inglés.

Dos semanas antes de finalizar el trimestre, los trabajos ya finalizados se publicarán en la web y, en el caso de Bachillerato, los alumnos votarán por la historia más original, explicando sus motivos en inglés. Para este alumnado se optará por una metodología de trabajo individual, presencial y autónoma, dado que crear una historia corta a esta edad ya requiere algo más de exigencia y seriedad puesto que tienen que crear un mundo nuevo, con habitantes que hablan una determinada lengua, que se rigen por un sistema político o unas normas concretas, etc., y toda esa realidad deben describirla y nombrarla e introducir tramas y personajes, por muy sencillos que sean. Por tanto, es un trabajo con un cariz muy personal y subjetivo como para emplear una metodología de trabajo colectivo, por lo que esta se reservará para los proyectos siguientes.

• **Segundo trimestre. Proyecto 2:** “Call for action and change the world”. Para este proyecto se ha elegido un tema transversal de actualidad: las injusticias sociales, tanto las más cercanas que vemos diariamente (desigualdad por razones de sexo, socio-económicas, racismo y xenofobia, etc.) como las de repercusión global (conflictos, hambre y pobreza extrema, esclavitud y explotación, problemas medioambientales, etc.). Para ello, los alumnos se convertirán en periodistas y participarán en la redacción de una revista con tres números (enero, febrero y marzo) que constará de diversas secciones, pudiendo ser algunas: noticias, entrevistas, artículos de opinión y ensayos, textos expositivos más objetivos, pasatiempos... Se realizará el mismo proyecto para todo el alumnado con el fin de que la revista se enriquezca con las ideas y opiniones que cualquiera desee expresar, ya sea alumno o profesor, sin importar su nivel de competencia en lengua inglesa.

La metodología utilizada en el aula posee los elementos característicos del enfoque por tareas (*task-based approach*), en el que una tarea viene a definirse como “... una unidad de trabajo de aula que implique a los aprendices en la comprensión, manipulación, producción o interacción en la L2 mientras su atención se halla

concentrada prioritariamente en el significado más que en la forma.”² De esta forma, la unidad de trabajo en este proyecto sería la tarea global o final que se persigue conseguir -la publicación de una revista- la cual está, a su vez, compuesta por una serie de subprocesos o tareas previas pensadas para que el aprendiz desarrolle las capacidades necesarias para la ejecución de la tarea principal. Asimismo, una de las principales características del enfoque por tareas es el énfasis en el trabajo colaborativo, por ello, se formarán grupos de 5 ó 6 miembros a los que, por sorteo, se les asignará dirigir y supervisar una sección de la revista, siendo esta diferente en cada número. Los espacios de trabajo serán los mismos que para el primer proyecto (aula de informática y web de la innovación) y la revista se publicará en versión digital e impresa.

Teniendo esto en cuenta, el procedimiento será el siguiente: primero, se votará, a través de la web, el nombre de la revista y la imagen que ocupará la portada del primer número. Para esta y las dos siguientes portadas, los alumnos sugerirán imágenes o trabajos artísticos hechos por ellos en relación a alguno de los temas que se trate en ese número. A continuación, los profesores guiarán a los alumnos en la elección de los contenidos y les ayudarán con la búsqueda de información y la redacción de los textos. Para poder realizar la impresión de la revista y facilitar la labor al profesorado, antes será necesario contar con la versión digital completa que deberá estar finalizada al menos una semana antes de que acabe el mes. Los textos y otros materiales para la revista los irán elaborando a lo largo del mes alumnos y profesores, aunque se podrá contar con la participación de personas externas al centro, como otros profesores, expertos en algún tema e incluso padres y madres que deseen realizar alguna aportación.

• **Tercer trimestre. Proyecto 3:** “Know your roots: Asturian cultural and natural heritage”. Para el último tramo del curso, se intentará acercar a los alumnos a su región para que conozcan de primera mano el patrimonio cultural y natural de Asturias. Para ello, se elaborará una guía de viaje digital para que todos aporten información histórica y de actualidad sobre las ciudades, pueblos, costumbres y espacios naturales de esta región.

Como en el proyecto anterior, este también va dirigido a todos los alumnos, profesores y familias, los canales de participación y comunicación serán los mismos (aula de informática y web) y la metodología de aula empleada volverá a ser el enfoque por tareas. El profesorado de Inglés se encargará, en primer lugar, de elegir las secciones de la guía que aparecerán en la web dependiendo del aspecto de Asturias que se desee conocer. Por ejemplo, existiría un apartado para la historia de la región, otro para cada ciudad y concejo ordenados alfabéticamente que contarían con subapartados sobre su historia, sitios de interés cultural, hoteles, ocio y restauración, actividades al

² “A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while the attention is principally focused on meaning rather than form” (p. 10). Nunan, D., (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press. Citado en: Sánchez, A. (2004). The Task-Based Approach in Language Teaching. *International Journal of English Studies*, 4 (1), pp. 39-71. Recuperado el 29 de Mayo 2014, de: <http://revistas.um.es/ijes/article/view/48051>

aire libre...; también se mencionarán los espacios naturales más importantes como reservas y parques, flora y fauna del lugar, casas rurales, así como las tradiciones de la gente según el lugar (gastronomía, folclore...), pudiéndose incluso realizar un pequeño diccionario de asturiano en el que tendrían un papel importante las contribuciones de las familias de alumnos.

Para que esta experiencia sea más significativa, el Departamento de Inglés trabajará de forma coordinada con el Departamento de Actividades Extraescolares para programar varias excursiones a sitios de interés cultural o espacios naturales más relevantes de la región asturiana a lo largo del último trimestre. Después, los alumnos escribirán breves relatos sobre su experiencia en tales sitios que luego podrán añadir a la web, junto con fotografías o imágenes tomadas durante esa visita o que hubieran realizado con anterioridad.

1.4.2. Agentes implicados

Esta innovación está planteada para que todo el alumnado tenga la oportunidad de participar y contribuir con sus trabajos a las diversas actividades programadas. En mi opinión, los proyectos internivelares ayudan a que se genere una atmósfera propicia para la tolerancia y la convivencia posible, sobre todo, gracias al trabajo colaborativo. Además, este tipo de actividades ayudan a fomentar la creatividad del alumno, afianzar sus habilidades sociales y a que aprenda de forma más significativa mediante la experiencia de crear algo original y novedoso con sus compañeros, viendo todo el esfuerzo reflejado en el resultado de sus trabajos.

En cuanto a los profesores implicados en el proyecto, en primer lugar se necesitaría la absoluta colaboración y coordinación de los miembros del Departamento de Inglés, que será esencial para poder programar las actividades, diseñar la página web y organizar las exposiciones y publicaciones de los trabajos de los alumnos. Asimismo, deberán reunirse periódicamente a lo largo de cada trimestre para comentar la forma en que se están llevando a cabo los distintos proyectos de clase y de exponer las valoraciones y sugerencias hechas por los alumnos, así como las dificultades que podrían estar encontrando para hacer sus trabajos con ánimo de proponer modificaciones o mejoras que les facilite la tarea.

Como ya se explicó en el primer proyecto, la colaboración del profesorado de artes plásticas también sería necesaria, sobre todo en el caso del primer proyecto, ya que los trabajos artísticos estarían integrados en las narraciones de los alumnos. Por tanto, considero que ellos son los más indicados para valorarlos y aconsejarles en el proceso de creación. Para el tercer proyecto, en cambio, el Departamento de Inglés contará con la ayuda del Departamento de Actividades Extraescolares a la hora de seleccionar y programar las actividades y excursiones que luego se reflejarán en la guía turística de Asturias.

Por último, los dos últimos proyectos están pensados para animar a toda la comunidad educativa a participar, por lo que se contará con las aportaciones voluntarias de todos los demás profesores y de las familias de los alumnos. La revista y la guía turística serán dos formas de dar a conocer el centro al entorno pero también de estrechar lazos entre los miembros de la comunidad escolar.

1.4.3. Materiales y recursos

- ✓ Aula de informática equipada con ordenadores con conexión a Internet, cañón proyector y sistema de sonido
- ✓ Aula-taller de dibujo con materiales profesionales para realizar las creaciones artísticas
- ✓ Página web de la innovación (p. ej.: *Google Sites*)
- ✓ Trabajos artísticos y escritos, así como fotografías y otro material audiovisual de los participantes para las publicaciones impresas y digitales
- ✓ Impresora multifuncional para la publicación de la revista
- ✓ Material didáctico proporcionado por el profesorado de inglés (fotocopias, libros, material audiovisual, etc.)

1.5. Evaluación y seguimiento de la innovación

Para evaluar el desarrollo y eficiencia de cada proyecto, los profesores de lengua inglesa se reunirán mensualmente para valorar la actuación de los alumnos en el transcurso del mismo, comprobar y comparar el progreso de sus trabajos, exponer qué tal es la relación entre los compañeros y su forma de trabajar en equipo, así como el grado de interés e implicación que están mostrando. Antes de finalizar el trimestre, en la última reunión comentarán los resultados obtenidos para verificar si los trabajos han cumplido con los requisitos y expectativas iniciales, aportando tanto sugerencias propias como las transmitidas por los alumnos.

La opinión de estos últimos jugará un papel clave en la innovación puesto que, al ser los principales agentes afectados, será imprescindible contar su punto de vista. Por ello, tras cada proyecto, se realizará una encuesta con preguntas cerradas y abiertas con el objetivo de averiguar si los proyectos, actividades, trabajos y temas tratados han sido de su agrado, lo que cada proyecto les ha aportado a su aprendizaje y experiencia personal, sus sentimientos y opiniones acerca haber trabajado en equipo, la valoración de la utilidad y manejo de la página web, etc. Por último, la encuesta les dará la oportunidad de expresarse libremente y de realizar cualquier propuesta de cambio, tanto de la modalidad de trabajo como respecto a la temática de los proyectos, con el fin de que la innovación pueda seguir realizándose en cursos posteriores.

2. LONG TERM PLAN

ENGLISH AS A SECOND LANGUAGE

1st year Post-Compulsory Education

I consider that effective and quality education is provided when the teacher knows how to make students feel motivated and keep them interested in the lesson, while students know they have learnt something useful for their lives that they find meaningful and, as a result, will remember a long time after the class. For this to happen, both the teacher and the students have to work together and assume full responsibility in the learning and teaching process. However, after my experience in a Secondary school, I could see that teaching methods have suffered just minor, superficial changes, but they are still very traditional and not motivating at all for students. Another major problem I could identify was that team work is never promoted, not even pair work. Consequently, if learners are not used to participate or communicate in class, they will not develop neither their communicative competence nor linguistic skills properly after leaving Secondary school. Therefore, it is vital that they realize the enormous benefits that learning a second language has in their lives, not only to communicate with others, but also to get into the labour market, especially for Post-Compulsory students. For this reason, it is the teachers' duty to provide a meaningful learning of the language so that they can deal with basic communicative tasks in real contexts.

Besides, teachers have to be able to detect their pupils' educational needs and adapt the pace of the class so that everyone can catch up with the rest of their mates. However, the problem arises when teachers cannot make out who or what is the root of the learning difficulties or the lack of motivation (pupils or teachers themselves). This is because they are sometimes unable to recognize their own mistakes or realize that students might not be pleased with the subject. When this happens, they show evident tiredness signs, such as wrong behaviour, continuous complaints, lack of interest in the class, refusal to do homework or study, or even not attending class. Therefore, instead of complicating the situation and laying the blame only on students, teachers should pay attention to these signs, change the class dynamics by introducing new activities and teaching methods but, above all, let students have the chance to express their opinion about the subject as well as listen to their proposals for possible changes. Just this way, they will feel really motivated for being part of the learning experience.

2.1. CONTEXT

Taking all this into consideration, my proposal for course planning is centred on the first year of Post-Compulsory Education since I believe this stage is crucial in the student's life for being preparatory to all the social, academic and professional demands they will face once they leave school. For this reason, my intention is that they acquire the necessary knowledge of the English language in order to tackle with real life problems and ordinary communicative situations showing an acceptable command of the foreign language.

This syllabus is designed to be developed in a Secondary school in Asturias, particularly in an urban area surrounded by middle-class neighbourhoods, so most families share a similar financial situation that allows them to afford all the necessary study materials and transport for their teenagers. Regarding school facilities and resources, they are in perfect conditions since the building is of relative recent construction. It provides a variety of amenities necessary to carry out the learning and teaching activity efficiently, such as well-equipped classrooms with computer and Internet, overhead projector and audio system, drawing workshops, physics and chemistry labs, IT rooms, library, theatre and a small exhibition hall. This is all completed by a broad training programme, since it offers all possible Post-Compulsory paths: *Humanities and Social Sciences; Sciences and Technology; Plastic Arts; and Performing Arts, Music and Dance*. As a result, the school enrolls a high number of students, about 750, while the number of teachers reaches to 70, together with several administration and service staff. Most students were born in Asturias, so there are a small number of them who come from other parts of Spain or foreign countries, mostly South Americans and Eastern Europeans. There have not been serious behavioural problems or conflicts among students and teachers, so the school boasts a relatively calm and tolerant atmosphere.

Particularly, the course plan is addressed to a group made up of 25 students, having most of them a low level of English and generalized negative or bad results in the previous Secondary stage. The cause of their poor performance has been rooted to lack of motivation in the subject; for that reason, the innovation proposal will play a leading role throughout the planning of the activities and will contribute to a substantial upgrading of their learning and performance in English as a Second Language. Therefore, a communicative teaching method will be applied in order to encourage pupils' participation and get them involved in the classroom activity. This implies that students perform a variety of communicative tasks with the aim of gaining more confidence when they use English, not only in class, but also in real life situations. Equal importance will be placed on developing the four linguistic skills in an integrated way so that they become competent speakers of the foreign language.

Besides, a pleasant and relaxed class atmosphere will be another important aspect of this course plan because most of those activities entail performing common social

actions, such as talking, problem-solving, reaching to decisions and team work. As a consequence, it will be essential to develop a good relationship between the pupils and the teacher, based on mutual respect and a positive attitude to different beliefs and opinions. In relation to this, the roles assumed by learners and teacher will be inversed with students becoming the centre of the learning experience. Now, they will be allowed to make suggestions, express their opinion about the way the subject is being run and feel free to change the contents and activities depending on their interests and capacities.

Finally, the learning contents of this course plan will cover a wide range of topics, some specific and related to all areas of knowledge, from arts and science to social issues that will meet the students' interests and chosen training area. Furthermore, a different innovation project will be carried out each term, introducing a new dynamics in the course plan by working on interdisciplinary and cross-curricular contents in a collaborative and creative way, which will keep students engaged during the school year.

2.2. STAGE OBJECTIVES

Concerning the *Organic Law on Education 2/2006, May 3rd 2006*, and the *Royal Decree 1467/2007 of 2nd November by which the structure and the minimum core curriculum for Post-Secondary Education is established*, this stage aims to provide students with the training, intellectual and social maturity, knowledge and abilities which will allow personal development and the successful transition to higher education or employment. In addition, the syllabus I have designed will contribute to fulfil several of these general stage objectives which have been ordered according to these criteria: the first five objectives are directly related to the subject of English as a Second Language and the innovation project, whereas the last three are more concerned with the values and democratic principles that will let young people to become respectful, sensible and active citizens in our society. Bearing all this in mind, this stage will enable students to:

1. Express themselves accurately and fluently in one or more foreign languages.
2. Reinforce reading, study, and discipline habits as necessary conditions for efficient learning and as a means of personal development.
3. Develop artistic and literary sensitivity and aesthetic criteria as sources of education and cultural enrichment.
4. Reinforce the spirit of enterprise and show creativity, flexibility, initiative, teamwork skills, self-confidence and critical awareness.
5. Use information and communication technologies responsibly and with ease.

6. Consolidate personal and social maturity in order to behave in a responsible and autonomous way and develop critical awareness. Anticipate and peacefully resolve personal, family and social conflicts.
7. Participate in democratic citizenship from a global perspective and acquire responsible civic awareness.
8. Promote equal rights and opportunities between men and women and strive for real equality and non-discrimination.

Additionally, this long term plan has been designed to meet the general learning objectives set in the *Decree 75/2008, 6th August to establish the regularization and curriculum of the Post-Secondary Education* for the subject of English as a Second Language. However, I will place great importance on the background and characteristics of the group, as well as their difficulties with the English language and poor results obtained in the preceding stage. Therefore, students will have fulfilled the stage objectives when they show an acceptable development of most of the following skills:

1. Understand global and specific information of oral texts and follow the argument of current issues in a regular communicative context and by the media.
2. Express themselves and interact orally in a spontaneous, understandable and respectful way, fluently and accurately, using appropriate strategies according to the communication situations.
3. Write different types of texts, in a clear and well structured way, using the right style according to the target readers and the communication intention.
4. Understand different types of written texts of general and specific themes and critically interpret them using comprehension strategies according to the tasks required, identifying the most important text elements and grasping their function and discursive organization.
5. Read autonomously texts for different purposes, appropriate to their interests and needs, assessing the reading as a source of information, enjoyment and leisure.
6. Use their knowledge of the language and linguistic rules to speak and write properly, coherently and correctly, to understand oral and written texts, and to think about the way the foreign language works in different communication situations.
7. Acquire and develop different learning strategies, using all means at their disposal, including information technology and communication, with the aim of using autonomously the foreign language and keep improving its learning.
8. Know the basic social and cultural features of the foreign language to be capable of a better understanding and interpretation of the different cultures and languages.
9. Value the foreign language as a means of reaching other knowledge and cultures, and recognize its importance as an international vehicle of communication

and understanding in a multicultural world, becoming aware of the similarities and differences between cultures.

10. Strengthen self-evaluation strategies in the acquisition of communicative competence in the foreign language, with attitudes of initiative, confidence and responsibility.

2.3. COURSE CONTENTS

The criteria for selecting the learning contents have been based on three major sources: the division established in the curriculum for this subject, the specific contents of the innovation project, and the Common European Framework of Reference for Languages (CEFRL). This last one contains the principles established by the Council of Europe which form the basis for learning, teaching and assessing learners of foreign languages across Europe. These are also taken into account in the Decree that establishes the curriculum of the Post-Secondary Education. As we can see in the introduction to this act, the CEFRL is considered a key reference for the learning and teaching of the foreign language in our country. This is due to the fact that we are living in an increasingly globalized, multicultural and demanding society; as a consequence, young people should be competent speakers of foreign languages in order to access freely and easily all sources of information, culture, entertainment, and especially, to get better job and academic opportunities. Therefore, this subject should prepare them to face any possible situation in a variety of contexts and to be able to tear down communication barriers.

Regarding the curriculum for Post-Secondary Education, contents are divided into four sections, each one referring to the linguistic skills and knowledge students will acquire during the development of this course plan. These sections are not to be considered in an isolated way but integrated in every teaching unit. Thus, the first two sections comprise the four linguistic skills: oral and written comprehension, expression and interaction which are meant to be practiced through communicative tasks; the third refers to the way students apply different strategies to improve their learning as well as their degree of knowledge of the language and their own capacities; the last section intends to promote basic civic values and respect to diversity by means of learning a foreign language.

Section 1: Listening, speaking and talking

a) Oral comprehension

- Understanding of the general and specific meaning of speeches and lectures on specific topics with certain abstract ideas concerning the learner's main interests and chosen studies.
- Grasp of relevant information in presentations, debates and interviews.
- General and specific comprehension of broadcast messages by the media and those produced either in the standard language or by speakers with varied accents.

- Follow up of the plot of brief accounts and short stories.
- Understanding of interpersonal communication about ordinary, general and abstract topics with the aim of replying immediately.
- Application of strategies to understand and infer implicit meanings, grasp the general idea or check comprehension by using contextual clues given in oral texts about varied topics.
- Raise in the awareness of understanding a message on the whole and not necessary each and every element.

b) Oral expression and interaction

- Planning of what and how to say and express something, using different sources to facilitate communication and mechanisms to produce a coherent and cohesive speech as well as linguistic aspects (grammar, lexicon and phonetics) to improve oral production.
- Oral production of a range of issues related to the learner's interests, presentations about general topics or chosen training path and accounts of events with reasonable grammatical accuracy and proper pronunciation, rhythm and intonation.
- Expression of points of view about familiar topics, participation in discussions and debates about current affairs, giving detailed information, using the right examples, defending their views clearly and showing a respectful and critical attitude to other contributions.
- Participation in conversations with a certain degree of fluency, spontaneity and precision about varied topics, using strategies to keep the interaction going and negotiate meanings.

Section 2: Reading and writing

a) Written comprehension

- Prediction of information from textual and non-textual elements in written texts about varied topics.
- Understanding of general, specific and detailed information in a variety of text genres related to the learner's interests and relevant for their scientific and humanistic training.
- Identification of the communicative purpose in textual and paratextual elements as well as organization of the information making distinction between the parts of the text, the vocabulary and the linguistic elements used to convey meanings.
- Understanding of implicit meanings, points of view and opinions in articles or reports about specific current affairs.
- Autonomous reading of long and diverse texts related to the learner's academic, personal and professional interests, applying different reading strategies depending on the text and its purpose, and considering this type of reading as a way of obtaining information, broadening their knowledge and enjoyment.

b) Written expression

- Planning of the writing process, using mechanisms to organize and give coherence and cohesion to the text.
- Writing of texts of certain complexity about personal, current and academic issues clearly and with reasonable grammatical and lexical accuracy, using the right register and, when necessary, the visual and paratextual elements that facilitate comprehension.
- Interest in the writing of intelligible texts, paying attention to the different needs and intentions: prescriptive, descriptive, expository, narrative and argumentative texts.

Section 3: Reflection and knowledge of the language by its usage

a) Linguistic knowledge

- Widening of the lexical and semantic field about issues of general interest to the learner related to interdisciplinary topics.
- Formation of words by means of prefixes, suffixes and compound words.
- Revision and broadening of grammatical structures and main functions that fit different types of texts and communicative purposes.
- Use of the phonetic alphabet to improve pronunciation in an autonomous way.
- Production and interpretation of different stress, rhythm and intonation necessary to express and understand different attitudes and feelings.

b) Reflection on learning

- Acknowledgement of the diverse uses of the language: differences between informal and formal, and spoken and written language.
- Autonomous use of varied learning resources: digital and bibliographic.
- Application of strategies to revise, widen and consolidate lexicon and linguistic structures.
- Analysis and reflection about the use and the meaning of different grammatical structures by means of comparison and contrast with those similar in other known languages.
- Reflection and application of self-correction and assessment strategies to upgrade the autonomous learning of the language. Acknowledgement of error as part of the learning process.
- Interest in taking advantage of the learning opportunities in and out the class by means of information and communication technologies.

Section 4: Socio-cultural aspects and intercultural consciousness

- Reflection on the most important similarities and differences between traditions, attitudes, values or beliefs of speakers of both the mother and foreign language.
- Use of registers according to the context, interlocutor, communicative purpose, channel and means of communication, etc.
- Interest in establishing communicative exchanges and getting cultural information about the countries where the foreign language is spoken.

- Appreciation of the foreign language as a means of communication and understanding between people, accessing other cultures and languages, and personal enrichment.
- Critical appreciation of cultural and sexual stereotypes in everyday language and the media as well as implicit or explicit discriminatory behaviour.
- Appreciation of the importance of the foreign language as a means to access knowledge of interest for the learner's academic and professional prospects.
- Analysis and reflection about globalization and its socio-linguistic consequences, as well as the need of understanding intercultural and international processes in the 21st century society.

As a means to distance from the structural or traditional approaches in language teaching, this course plan will be organized following the communicative approach established in the CEFRL, and the class activity will be carried out through the functional-notional approach. Structuralists emphasized language forms and organized syllabus contents on the basis of the complexity and simplicity of grammatical items, which were practiced through mechanical and unrelated exercises. But over the years, structural approaches were proved to be effective only for beginners or highly-motivated learners, whereas they were clearly limited in the school environments since, as Coletes explains: "in real life, language did not work in such a mechanical way, and 'bridging the gap' between structural training and real language use became an endemic problem" (2008). On the contrary, instead of laying emphasis on language structures (syntax), the functional-notional approach is more suitable and easily adaptable to a communicative language teaching methodology because it is focused on functions, which refer to the use of language units in context, and notions or "the different abstract categories through which we interpret the less material aspects of the world" (Coletes, 2008).

In relation to this, Richards, Patt and Weber (1985), described a notional-functional syllabus as that in which:

[...] the language content is arranged according to the meanings a learner needs to express through language and the functions the learner will use the language for... A notional syllabus contains: a) the meanings and concepts the learner needs in order to communicate (e.g. time, quantity, duration, location) and the language needed to express them. These concepts and meanings are called **notions**. (b) The language needed to express different **functions** or speech acts (e.g. requesting, suggesting, promising, describing). (p.196)

For this reason, the learning contents have been chosen to cover a wide range of notions and functions so that students learn how to use language structures and lexicon to manage in different communicative situations that are likely to happen in real life.

CONTENT SEQUENCING					
UNIT	FUNCTIONS	NOTIONS	GRAMMAR	VOCABULARY	PRONUNCIATION
1 <i>It's a start!</i>	- Describing - Asking - Recounting (habits and stories)	- Frequency - Present & past time	- Questions formation - Question tags - Revision: present simple & continuous; past simple & continuous - Adverbs of frequency - Adjectives (personality, feelings)	- Everyday actions and routines - False friends	Raising and falling intonation in questions
2 <i>Changing times</i>	- Recounting past events and habits - Comparing past and present times	- Past time - Habits	- Past tenses - Would/ used to	- Science, technology, arts - Routines and habits in the past	V + -ed: /t/, /d/, /ɪd/
3 <i>I'll post it in "My wall"</i>	- Predicting future events - Making arrangements - Giving opinion	- Future time - Prediction - Plan - Opinion	- Present tenses (future) - Future tenses	- Technology (new ICTs) - Linkers (contrast, illustration)	Auxiliary verbs weak and strong forms: /ə/, /æ/, /ɑː/
4 <i>Hanging out</i>	- Phoning - Suggesting - Requesting - Giving opinion	- Communication - Suggestion	- Modal verbs (suggestions) - Review of present, past and future tenses - Verbs + -ing - Adjectives (feelings, experiences)	- Free time activities, hobbies and sports; city life - Informal/formal expressions (suggestions and requests)	Contrast of /uː/ - /ʊ/
PROJECT 1: "Back to the Future: a journey through science fiction from its origins to the present"					
5 <i>Are you fashion-conscious?</i>	- Ordering - Arguing - Describing appearance - Agreeing and disagreeing	- Order	- Modal verbs II (obligation and permission) - Will/won't (annoying habits)	- Parents' rules and daily obligations, - Vocabulary (clothes, appearance) - Informal annoyance expressions	Modal verbs weak and strong forms /æ/ - /ɑː/ - /ʌ/
6 <i>A trip plan</i>	- Guessing - Expressing necessity - Agreeing and Disagreeing - Deciding	- Prediction	- Modals (probability, necessity) - Verbs + to-infinitive - Adverbs of probability	- Vocabulary (travel): transport collocations and verbs (<i>take/get</i>), prepositions; adjectives to describe places and buildings	Contrast of: /iː/ - /ɪ/
7 <i>The Importance of Being Healthy</i>	- Advising - Making hypothesis	- Advice - Quantity - Reality & hypothesis	- Conditionals I, II - Countable/ uncountable nouns and quantifiers	- Food and cooking - Health (nutrition, physical activity)	Contrast of /e/ - /ɜː/
8 <i>I wish I had...</i>	- Recounting unpleasant past events - Making hypothesis - Regretting	- Past time - Hypothesis - Regret	- Conditionals III - Adverbs of manner - Adjectives and expressions (difficult and unpleasant experiences)	- Regrets and difficult and unpleasant experiences	Distinction of /ʃ/ - /z/
9 <i>Did you know...?</i>	- Explaining facts & processes - Describing situations	- Knowledge - Facts - Processes	Passive voice (<i>to be, get sth done, passive with two objects</i>)	- Science, arts, current affairs, technology...	Contrast of /d/ - /ð/ - /θ/
10 <i>Throw-away society</i>	- Persuading - Comparing - Collaborating - Debating	- Persuasion - Comparison	Comparatives and superlatives	- Advertising and shopping - False friends - Persuasive language	Contrast of /ɑː/ - /ɔː/

PROJECT 2: "Call for action and change the world"					
11 <i>The Newsroom</i>	- Debating - Presenting - Collaborating - Reporting	- Information - Opinion	Reported speech	- The media & new ICTs - News editing - British press	Contrast of /v /- /b /- /t/
12 <i>A gate to the unknown</i>	- Asking - Debating - Describing	- Unclear	- Defining and non-defining relative clauses - Gradable adverbs - Compound nouns	- Unusual and frightening things - Expressions (fear, disgust, surprise, doubt)	Contrast of /dʒ /- /tʃ /
13 <i>Green people</i>	- Agreeing and disagreeing - Complaining - Requesting - Describing - Collaborating	- Responsibility	- Revision of previous contents (relative clauses, reported speech, passive, conditionals, modal verbs, tenses)	- Science, nature and environmental issues (nouns and verbs) - Expressions to complain and request politely; agreement/disagreement	Semivowels /j/, /w/
14 <i>World English</i>	- Communicate - Acting	- Culture - Stereotype	- Grammatical differences between <i>AmE</i> & <i>BrE</i>	- Lexical differences in the English language varieties - Informal letter expressions	- <i>AmE</i> & <i>BrE</i> differences
15 <i>A bright future to come</i>	- Interviewing - Agreeing and disagreeing	- Gender - Future	- Revision of previous contents - Misspellings (occupations)	- Employment - Personality - False friends - Formal writing expressions	3 rd person singular & plurals "-s": /s/, /z/, /ɪz/
PROJECT 3: "Know your roots: Asturian cultural and natural heritage"					

TEACHING UNITS

The following pages will deal with a more detailed explanation of the teaching units referred above concerning the contents that will be covered, the main class activities and teaching methods, as well as the learning tasks and works that will be assessed in each of them. Also, they have been arranged to fit the scheduled sessions that will be found in the next section where the timing of the course plan is arranged.

UNIT 1: It's a start!	
<p>This introductory unit aims to set possible and familiar situations students might experience in their lives, such as getting to know people, talking about their personality and everyday life, etc. Also, they will learn customs and habits of young people from different countries, so they will appreciate the English language as a means of accessing other cultures and enquiring personal information to meet people.</p> <p>The second week of the term, students will start working on the first innovation project: <i>Back to the Future: a journey through science fiction from its origins to the present</i>. The website of the innovation will be the place where English teachers and students share opinions and exchange ideas related to the project, individual works, start discussions in forums, etc. It will also allow teachers to check and monitor the progress of each student's work and degree of involvement and participation.</p>	
OBJECTIVES	<ul style="list-style-type: none"> • Understand general and specific meaning of conversations on familiar topics • Comprehend messages produced by English speakers with different accents • Make questions with the right intonation • Participate in conversations, giving detailed information and using informal expressions • Understand general and detailed information in an article • Write short texts about personal issues clearly and with reasonable grammatical and lexical accuracy

	<ul style="list-style-type: none"> Recall and use present and past tenses and questions formation Learn and apply vocabulary, pronunciation and grammar to oral and written interactions Learn customs in other countries and respect cultural differences <p>* Project 1: start works and give feedback through the web. One of the sessions will be devoted to set the criteria and structure of the short story and help students with their first sketches</p>			
CONTENTS	Section 1: Listening, speaking and talking	Section 2: Reading and writing	Section 3: Reflection and knowledge of the language by its usage	Section 4: Socio-cultural aspects and intercultural consciousness
	<p>a) Oral comprehension</p> <ul style="list-style-type: none"> Listening and comprehension of a series of dialogues between people with different accents who are introducing and describing themselves Identification of stress and intonation in questions <p>b) Oral expression and interaction</p> <ul style="list-style-type: none"> Dialogue: start and holding of a conversation with somebody for the first time, applying grammar and vocabulary (questions, question tags, description of personality) questions and question tags Read out the description of somebody's personality who is important in the students' life 	<p>a) Written comprehension</p> <ul style="list-style-type: none"> Reading: article about the everyday life and habits of a group of students from different countries who are sharing a flat Reading short descriptions and relation with the correct people <p>b) Written expression</p> <ul style="list-style-type: none"> Writing down of notes about specific details to answer questions related to the listening task Description of a friend or a relative's personality Recounting recent and past real/unreal stories so that the class guess if they are true or not Planning a dialogue to be acted with a classmate 	<p>a) Linguistic knowledge</p> <ul style="list-style-type: none"> Adjectives to describe personality (easy-going, chatty, open-minded, careless, absent-minded, grumpy/moody, hard-working, messy...) False friends (sympathetic-nice, sensible/sensitive, etc.) Present simple/continuous to talk and write about habits and routines Past simple/continuous to talk about past events Adverbs of frequency Informal expressions used in conversations (Never mind!, You're kidding!...) Learning and application of question tags to conversations Identification of raising and falling intonation in questions <p>b) Reflection on learning</p> <ul style="list-style-type: none"> Acknowledgement of the differences between informal and formal, and spoken and written language Application of strategies to revise, widen and consolidate lexicon and linguistic structures Analysis and reflection about the use and the meaning of different grammatical structures 	<ul style="list-style-type: none"> Appreciation of the English language as a means of communication and understanding between people from other countries Respect and tolerance to different traditions, attitudes, values or beliefs in other cultures
	<p>RESOURCES</p> <ul style="list-style-type: none"> Podcast (dialogues) and script with questions Article taken from a magazine Texts with descriptions taken from a book 			
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> Oral and written expression and interaction (60%): <ul style="list-style-type: none"> Writing and acting a dialogue with a classmate (30%) Composition: several short recent or past narrations which can be imaginary or true (10%) Participation in the innovation forum (20%) Linguistic knowledge (30%): written test about present & past tenses to check previous knowledge and new vocabulary 			

UNIT 2: Changing times

Students will learn the greatest scientific and technological discoveries, as well as important artistic movements, to find out what they actually know about these key facts and the most relevant personalities of all times. Also, they will be provided with information about current technological and scientific developments that had already been designed or outlined by visionary people in the past (e.g.: Jules Verne, Da Vinci...). In order to practice the main grammar point, learners will use ICTs to do some research on old traditions in our country or a different one and analyse how they evolved to present time.

OBJECTIVES	<ul style="list-style-type: none"> Understand general and specific meaning and be able to grasp details while listening to a discussion Participate in conversations and discussions about specific subjects Talk about past habits Understand and get specific information from articles on a variety of topics (different school subjects, traditions...) Guess information in written texts about varied topics by using contextual clues
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	<ul style="list-style-type: none"> • Understand general and specific ideas in texts about a diversity of topics to get information • Search and select information from reliable Internet sources about social matters • Write an essay on changes in traditions undergone by people through time • Learn and apply the vocabulary and grammar in oral and written interactions • Identify and pronounce the “-ed” ending in regular verbs <p>* Project 1: start works and give feedback through the web. One of the sessions will be devoted to help students in the writing process</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension</p> <ul style="list-style-type: none"> - Listening to an excerpt from a discussion between a teacher and his students about the authorship of some inventions to match each speaker with their statements - Conversation between an elderly woman and her grandson talking about old and modern times <p>b) Oral expression and interaction</p> <ul style="list-style-type: none"> - Expression of opinions about the relevance of some inventions or discoveries - Discussion in groups about a missing but important invention/improvement that was not mentioned, and voting for the one that has had the biggest impact on our lives, justifying their choice - Talking about routines and habits in the past using would/used to 	<p>Section 2: Reading and writing</p> <p>a) Written comprehension</p> <ul style="list-style-type: none"> - Articles about inventions or artistic movements and answer of related questions - Guessing of the title of several texts after grasping the general idea and using clues (guess the author of the invention) - Reading various types of texts from the Internet about traditions and the main changes undergone by society <p>b) Written expression</p> <ul style="list-style-type: none"> - Essay following a model and using past tenses, vocabulary and linkers of this unit to describe and compare old and new traditions 	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge</p> <ul style="list-style-type: none"> - Identification and use of past tenses: present perfect and past simple/continuous/perfect - Vocabulary linked to various subjects (history, science, technology, arts...) - Would/ used to for past habits and routines - Linkers (time, contrast, illustration...) - Regular verbs “-ed” ending: /t/, /d/, /ɪd/ <p>b) Reflection on learning</p> <ul style="list-style-type: none"> - Application of strategies to revise, widen and consolidate lexicon and linguistic structures - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures - Autonomous use of varied learning resources: digital and bibliographic - Acknowledgement of the differences between informal and formal, and spoken and written language - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs 	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <ul style="list-style-type: none"> - Appreciation of the English language as a means of communication and access to interesting and relevant information - Appreciation of the importance of the foreign language as a means to access knowledge of interest for the learner’s academic and professional prospects
	<p>RESOURCES</p> <ul style="list-style-type: none"> • Podcasts (class discussion; conversation) • Articles taken from the Internet and printed magazines 			
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Oral and written expression and interaction (60%): <ul style="list-style-type: none"> - Composition: essay on the changes undergone by society and traditions (30%) - Participation in communicative tasks (10%) - Participation in the innovation forum (20%) • Linguistic knowledge (40%): written test about past tenses and vocabulary 				

Unit 3: I’ll post it on “My Wall”

Students will surely be familiarized with the topic of this unit: social networks, applications and new technological devices, and as they will probably know most of the vocabulary, they will find easier to learn the rest of the contents and talk about these topics. They will also learn to make future arrangements and predictions similar to the way they do in their mother tongue through social networks. The unit is also meant to promote critical use of these sites and devices, allow them to express their thoughts freely on controversial matters and raise awareness of the importance of English to use new ICTs.

OBJECTIVE	<ul style="list-style-type: none"> • Understand general and specific meaning of a conversation on familiar topics • Comprehend messages produced by English speakers with different accents • Get the main idea from a debate in a talk show and grasp relevant information to answer questions • Keep a conversation with a classmate about future arrangements/plans • Identify and contrast /ə/, /æ/, /ɑ:/ in auxiliary verbs
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	<ul style="list-style-type: none"> • Understand and get specific information from an article • Write about predictions in the distant future • Express views respectfully and be tolerant to different opinions about controversial issues • Learn and use future tenses to talk and write about imaginary situations that will happen in the near future and future finished actions <p>* Project 1: start works and give feedback through the web. One of the sessions will be devoted to help students in the writing process</p>			
CONTENTS	Section 1: Listening, speaking and talking	Section 2: Reading and writing	Section 3: Reflection and knowledge of the language by its usage	Section 4: Socio-cultural aspects and intercultural consciousness
	<p>a) Oral comprehension</p> <ul style="list-style-type: none"> - Listening of a dialogue between two friends making plans for the weekend - Viewing a video of a talk show debate while taking notes of relevant information they will later use to answer some questions <p>b) Oral expression and interaction</p> <ul style="list-style-type: none"> - Role-play about making plans, following the previous dialogue - Discussion about celebrities and relevant people who are the most followed on <i>Twitter</i> at the moment - Debate to express views about the overuse of new ICTs by young people nowadays 	<p>a) Written comprehension</p> <ul style="list-style-type: none"> - Reading a short text about the most followed <i>Twitter</i> accounts - Reading an article about outdated ICTs, devices and gadgets and the latest technological advances <p>b) Written expression</p> <ul style="list-style-type: none"> - Writing of the outline for the role-play - Writing of ideas from the group brainstorming to help them debate - Composition about where they will be in 10 years time, putting into practice the grammar points, vocabulary and linkers 	<p>a) Linguistic knowledge</p> <ul style="list-style-type: none"> - Identification and use of future tenses: present simple& continuous; future simple, continuous and perfect - Vocabulary: new devices, applications, social networks, blogs... - Informal expressions and abbreviations used on social networks - Linkers (contrast, illustration) to be used in oral and written productions - Identification and contrast of weak and strong forms (auxiliary verbs): /ə/, /æ/, /a:/ <p>b) Reflection on learning</p> <ul style="list-style-type: none"> - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs - Acknowledgement of the differences between informal and formal, and spoken and written language 	<ul style="list-style-type: none"> - Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on controversial matters
RESOURCES				
<ul style="list-style-type: none"> • Podcast (dialogue) • Video in-streaming of a debate in an American talk show • Text about the most followed people on <i>Twitter</i> • Article taken from an online magazine about ICTs who are considered to be outdated 				
ASSESSMENT				
<ul style="list-style-type: none"> • Oral and written expression and interaction (60%): <ul style="list-style-type: none"> - Composition: "Where will you be in 10 years time?" (30%) - Participation in communicative tasks (10%) - Participation in the innovation forum (20%) • Linguistic knowledge (40%): written test about future tenses and vocabulary 				

Unit 4: Hanging out

This is a unit students will find amusing and very useful due to the topics it covers: common leisure and free time activities for young people; so, again, they will feel motivated to talk about their hobbies and learn about their mates'. They will also learn to use English for socializing, like keeping an informal conversation on the phone, making suggestions, requests and decisions in groups, asking for information or help in public establishments, ordering food and drink, etc., which are all likely communicative situations they face every day. Therefore, the learning objectives are mainly focused on improving the students' abilities in oral productions and interactions. At the end of this unit the first evaluation will be carried out, so all students in the school should finish their works for the innovation project. Also, they will have to read a set text for Christmas holidays (Mary Shelley's *Frankenstein*).

OBJECTIVES	<ul style="list-style-type: none"> • Understand general and specific meaning of conversations on familiar topics • Comprehend dialogues produced by English speakers with different accents (American, Indian, Chinese) • Get the main idea from a sketch to answer questions and learn common expressions for suggesting and requesting • Keep a phone conversation with a colleague to make suggestions for possible plans • Keep a conversation with a group of colleagues in different situations
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	<ul style="list-style-type: none"> • Identify and contrast of /u:/ - /ʊ/ • Understand and get specific information from reviews • Write a review clearly and with reasonable grammatical and lexical accuracy • Learn and apply vocabulary to express opinions and feelings and describe experiences • Learn and use modal verbs and spoken English expressions to make suggestions and requests • Recall and apply previous contents to these situations (present, past and future tenses, vocabulary...) • Express views respectfully and be tolerant to different opinions <p>* Project 1: check and assess works</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Listen to two friends talking on the phone about their experience at a party - Viewing of a sketch from "The Big Bang Theory" series where the main characters order food in a Chinese restaurant, paying attention to the accent, pronunciation and intonation in suggestions and requests and informal/formal expressions</p> <p>b) Oral expression and interaction - Conversation on the phone to suggest plans for going out - Role-play in different ordinary situations (restaurant, cinema, shop, gym....) to practice requesting and suggesting - Discuss and express opinions about music, books, films...</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading reviews of recently released/premiered movies, books, series and music albums to express opinions and preferences for them</p> <p>b) Written expression - Filling in of the script according to what they hear, regarding modal verbs and vocabulary - Writing of outlines for role-plays and dialogues - Writing a review of a book, movie, series or music album they have seen or got recently following the given model. They will be free to criticize or praise them using polite and formal written language and justifying their opinions in a convincing way</p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Adjectives to express feelings or describe experiences (amazing, awful, ashamed, excited, annoying, disappointed...) - Vocabulary: city life, free time activities and hobbies (sports, establishments and places...) - Modal verbs I (suggestions) - Informal/formal expressions for suggestions and requests (let's...; why don't we/ what about/do you fancy...?; I was wondering if...) - Verbs + -ing (fancy, like, love, enjoy, prefer...) - Review of present, past and future tenses - Identification and contrast of /u:/ - /ʊ/</p> <p>b) Reflection on learning - Acknowledgement of the differences between informal and formal, and spoken and written language - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures - Application of strategies to revise, widen and consolidate lexicon and linguistic structures</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to entertainment and information - Appreciation of the English language as a means of understanding between people from other countries - Respect and tolerance to different opinions, attitudes or beliefs</p>
	<p>RESOURCES</p> <ul style="list-style-type: none"> • Podcast (dialogue) • Video from an episode of "The Big Bang Theory" series • Script of the scene with some gaps and related questions • Reviews from websites 			
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Oral and written expression and interaction (30%): - Participation in communicative tasks (10%) - Composition: a review about (20%) • Linguistic knowledge (50%): written test to apply new grammar points and review previous contents (present, past and future tenses, vocabulary and expressions) • Innovation project works (20%): participation and self-involvement, adequacy of visual and artistic material, correct and accurate use of grammar, specific vocabulary and spelling 				

Unit 5: Are you fashion-conscious?

This unit will cover varied topics: first, we will talk about personal appearance, new trends and their influence on young people behaviour. Second, students will give their opinion about controversial matters, such as people who follow fashions to be accepted in a group and restrictions to dress in a particular way due to religious beliefs or the generation gap. Besides, they will learn to describe appearance and express like/dislikes, complaints, annoyance, and agreement/disagreement in both formal and informal contexts. Finally, we will talk about the set text for Christmas in some sessions and check if they have read and understand it well because there will be a question about the book in the written text.

At the beginning of this unit, students will be presented the second innovation project ("Call for action and change the world"). As in the previous term, English teachers and students will use the website of the innovation to share opinions and exchange ideas related to the project, works, start discussions in forums, etc. Throughout the second term, teachers will check and monitor the progress of each student's work and degree of involvement and participation in the project.

OBJECTIVES	<ul style="list-style-type: none"> Understand general and specific meaning of an argument between a teenager and her parents Understand and get specific information from a piece of news about a controversial topic Participate in a debate about the topic of the reading to express beliefs and opinions on the matter, showing respect to cultural and religious diversity Identify and contrast /æ/, /ɑ:/, /ʌ/ in modal verbs Write an opinion essay on topics of interest for young people Learn and use informal expressions to show annoyance Show correct use and command of previous contents in oral and written productions Express views and be tolerant to different opinions about controversial issues <p>* Project 2: check progress of works and give feedback</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Listening to an argument between a teenager and her parents about wearing daring clothes to a party</p> <p>b) Oral expression and interaction - Identification and description of the appearance and clothes worn by young people who belong to a particular urban tribe (PowerPoint) and discussion about the relation between belonging to a group and dressing in a particular way - Debate to express views for and against the interference of religion and traditions in personal matters, so that half of the class will be in favour and the other against</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading a piece of news about women who must dress the way Muslim tradition dictates</p> <p>b) Written expression - Writing of brainstormed ideas for the debate - Writing of an opinion essay on common parents' restrictions (housework, appearance, mobile phones, Internet, getting home late...)</p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary: clothes and appearance - Modal verbs II (obligation and permission) - Informal expressions of annoyance or boredom (I can't stand + V-ing, fed up with sth, will/won't) - Linkers (time, contrast, illustration...) - Identification and contrast between /æ/, /ɑ:/, /ʌ/</p> <p>b) Reflection on learning - Acknowledgement of the differences between informal and formal, and spoken and written language - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of understanding between people from other countries - Respect and tolerance to different traditions, attitudes, values or beliefs in other cultures</p>
RESOURCES				
<ul style="list-style-type: none"> PowerPoint presentation about urban tribes and fashionable styles Podcast (dialogue) Text taken from an online newspaper 				
ASSESSMENT				
<ul style="list-style-type: none"> Oral and written expression and interaction (40%): <ul style="list-style-type: none"> - Participation in communicative tasks (10%) - Composition: opinion essay (10%) - Participation in the innovation forum (20%) Linguistic knowledge (60%): written test about modal verbs (I, II), verb patterns I and vocabulary + <i>Frankenstein</i>: description and opinion about Doctor Frankenstein and the monster 				

Unit 6: A trip plan

Students will plan a group trip to a foreign country they would like to visit (not necessarily an English speaking country). The unit is aimed at putting them in situations they can easily encounter if they go overseas, like looking for accommodation, deciding about the leisure and cultural activities they would like to do, and managing in various contexts (switching currency, shopping, eating out...). They will use ICTs to do a PowerPoint presentation including reasons for choosing that place, maps and pictures, descriptions and relevant information about the place and its people, and the schedule for the trip, taking into account aspects like budget, departure and arrival date, means of transport, accommodation, programmed activities and brief description of each of them, among others.

OBJECTIVES	<ul style="list-style-type: none"> Understand general and specific meaning of a listening on a specific topic Get the main idea from a promotional video of a city and grasp information to answer questions Understand and get specific information from a variety of texts to answer some questions and apply the vocabulary of the unit Participate in a debate on current social topics Express views respectfully and be tolerant to different opinions Identify and contrast /i:/-/I/ Learn and use modal verbs of necessity, possibility and advice to talk about imaginary situations Recall previous grammatical and lexical contents Write a real or imaginary story that happened during a trip <p>* Project 2: check progress of works and give feedback</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Listening of a tourist guide in Rome to grasp specific details and fill in the script - Viewing of a promotional video of the city of London to learn specific tourism vocabulary and get some details</p> <p>b) Oral expression and interaction - Answer to questions about the video - Group brainstorming to decide the destination for the trip and sketch of the activity plan - Debate to express views on mass tourism, mention examples in Spain and give opinion about "green tourism" - Discussion and questions about the presentations</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading of several short texts about different types of sightseeing (leisure, cultural, nature, adventure, sport and health...) - Reading of an article related to the impact of mass tourism on nature and the alternative "Ecotourism" - Reading of</p> <p>b) Written expression - Writing of a real or imaginary story or narration that took place on a trip - Writing of texts for the PPT presentation using the grammar and vocabulary of the unit accurately</p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary "tourism": transport, leisure, accommodation, art and history, prepositions; adjectives to describe places and buildings (bustling, cosmopolitan, lively, crowded, charming, ancient, polluted, costly...) - Collocations <i>take/get</i> and transport verbs - Modal verbs III (probability, advice, necessity) - Adverbs of probability (certainly, likely...) - Verb patterns (II): V+ <i>to-infinitive</i> (decide, choose, expect, forget, remember, try, manage...) - Review of past tenses and modal verbs (I, II), and linkers - Identification and contrast of /i:/-/I/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs - Application of strategies to revise, widen and consolidate lexicon and linguistic structures</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on current topics - Appreciation of the English language as a means of understanding between people from other countries - Respect and tolerance to different traditions, attitudes, values or beliefs in other cultures</p>
	<p>RESOURCES</p> <ul style="list-style-type: none"> Podcast (tourist guide) and script with exercises London City promotional video Texts about different types of tourism taken from travel websites 			
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> Oral and written expression and interaction (70%): <ul style="list-style-type: none"> - Participation in communicative tasks (10%) - Composition: narration or story about a real or invented trip (10%) - PowerPoint presentation (30%) - Participation in the innovation forum (20%) Linguistic knowledge (30%): written test about modal verbs III, verb patterns II and vocabulary 			

Unit 7: The Importance of Being Healthy

The objective of this unit is to make young people aware of the importance of carrying a healthy and active lifestyle. For this reason, they will learn about today's eating habits as a result of leading a stressful life, surprising facts about certain foods and harmful additives, but also dangers and myths of diets. Regarding this topic, they will discuss about to what degree celebrities or famous sportspeople influence on teenagers to make them go on risky diets or work out excessively. To practice the main grammar point, they will be asked to solve some moral dilemmas about varied topics they will have to answer using the second conditional correctly. In addition, they will write a story in which they pretend to be somebody else or experience an imaginary situation.

OBJECTIVES	<ul style="list-style-type: none"> Understand general and specific meaning of an interview and take notes of relevant information to answer questions Get the main idea from an excerpt from a documentary Participate in a debate on relevant issues Express point of view regarding moral dilemmas and advise Express views respectfully and be tolerant to different opinions Identify and contrast of /e/ - /ɜ:/ Understand and get specific information from an article and an expository text with instructions Write an invented recipe applying specific vocabulary and grammar points Write a story about an unreal situation Learn and use conditionals to talk and write about real or imaginary situations <p>* Project 2: check progress of works and give feedback</p>			
CONTENTS	<p style="text-align: center;">Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Listening of an interview to a nutritionist who gives tips to follow a healthy diet and live a less stressfully - Viewing of an excerpt from a documentary on the making of junk food and precooked meals</p> <p>b) Oral expression and interaction - Debate to express for and against views on unhealthy diets and our modern lifestyle - Discussion about the article to express opinion about the desires of young people to take after their idols - Offering solutions to moral dilemmas by using second conditional sentences</p>	<p style="text-align: center;">Section 2: Reading and writing</p> <p>a) Written comprehension - Reading of an article about celebrities who have suffered from eating disorders - Reading of several healthy recipes</p> <p>b) Written expression - Writing of an invented recipe to give instructions and use specific vocabulary - Writing of a story pretending to be someone else and living a different life (second conditional)</p>	<p style="text-align: center;">Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary: food, cooking techniques and utensils, nutrition, physical activity and body care - Conditionals type I and II - Countable and uncountable nouns and quantifiers - Identification and contrast of /e/ - /ɜ:/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures - Application of strategies to revise, widen and consolidate lexicon and linguistic structures</p>	<p style="text-align: center;">Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Respect and tolerance to different views on current topics and delicate matters - Appreciation of the English language as a means of communication and information</p>
<p>RESOURCES</p> <ul style="list-style-type: none"> Podcast: an interview to a nutritionist and a script with questions Excerpt from a documentary on the making of junk and precooked food Article about celebrities who have suffered from eating disorders Cards for the "moral dilemmas" game 				
<p>ASSESSMENT</p> <ul style="list-style-type: none"> Oral and written expression and interaction (60%): <ul style="list-style-type: none"> - Participation in communicative tasks (10%) - Composition: story and recipe (30%) - Participation in the innovation forum (20%) Linguistic knowledge (40%): written test about conditionals I and II and vocabulary <p>* Project 2: check progress of works and give feedback</p>				

Unit 8: I wish I had...

The goal is that students learn how to talk about unpleasant or difficult situations that they wished had been different and describe the desired situation or result using the third conditional. As the topic of the unit is about regrets, they will learn some historical facts and current issues that turned out in an unexpected way as a result of good/bad decision-making. Since some students tend to confuse the third conditional or mix it with type I and II, this unit will focus on the practice of its use and structure to avoid misunderstandings.

OBJECTIVES	<ul style="list-style-type: none"> Get the general idea and specific information from a video about a specific topic Express opinions and ideas in relation to the topic Identify and distinguish between /ʃ/-/ʒ/ Understand and get specific information from news applying the main grammar point Write a real or imaginary story that turned out in an unpleasant or unexpected way Learn and use the third conditional and vocabulary to talk and write about imaginary situations <p>* Project 2: check progress of works and give feedback</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Viewing of a video about historical failures trying to catch and note down specific information</p> <p>b) Oral expression and interaction - Explanation of what they could have done in each of the cases shown in the video - Discussion about the reading</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading of several pieces of news about happy/bad ending events containing statements of interviewed people (third conditional)</p> <p>b) Written expression - Writing of a real or imaginary story that turned out in an unpleasant or unexpected way putting into practice the contents of this and previous units</p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary: adjectives to describe difficult and unpleasant situations - Adverbs of manner - Conditionals type III and expressions for regretting - Revision of conditional I & II - Distinction of /ʃ/ -/ʒ/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures - Application of strategies to revise, widen and consolidate lexicon and linguistic structures</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on a variety of issues</p>
	<p>RESOURCES</p> <ul style="list-style-type: none"> Video about historical failures Pieces of news, previously edited and taken from online newspapers 			
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> Oral and written expression and interaction (50%): <ul style="list-style-type: none"> - Participation in communicative tasks (10%) - Composition: a story with an unexpected outcome (20%) - Participation in the innovation forum (20%) Linguistic knowledge (50%): written test about conditionals I, II, III and vocabulary 			

Unit 9: Did you know...?

The aim of this unit is twofold: first, they will relate the use of the passive voice with verb *to be* with a more formal language, as found in historical or scientific texts and the media. Then, they will learn to use *get/have something done* and the passive with two objects to talk about ordinary and common things. I think it is important to make this distinction because these latter are more commonly used in spoken English, whereas the former is only found in the media occasionally. Regarding the practice of the passive with verb *to be*, one of the best ways is through historical landmarks, such as discoveries, inventions, artistic and literary creations, fashions and movements, etc., from ancient times to the present. The last two types of passive voice will be learnt in context so that students get familiarized with their uses more easily. At the end, students will make cards with the collected data for a quiz similar to *Trivial*.

OBJECTIVES	<ul style="list-style-type: none"> Comprehend generally and specifically broadcast messages (video of a newsreader) Understand the main idea and specific information from several types of texts on a variety of specific topics Identify and contrast /d/ - /ð/ - /θ/ Participate in communicative game using the passive voice Learn and use grammar, vocabulary and expressions to talk about likely situations in life Write short texts with biographical and historical data to be used in a quiz game Write a scientific text describing a process and using the passive voice 			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Viewing of a newsreader reporting breaking news in order to identify the passive with <i>to be</i></p> <p>b) Oral expression and interaction - Answers to questions about each piece of news and fill in the gaps with the correct passive form according to what they hear - PowerPoint slides with pictures to guess daily situations and answer using <i>get/have sth done</i> and the passive with two objects in different tenses (e.g.: <i>she is being given a present; she was given a present yesterday...; they will having the car fixed next week...</i>) - Participation in a quiz game created by themselves</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading of a variety of texts about diverse subjects in order to collect information and make the quiz cards. Each student will cover several subjects and select its most interesting landmarks throughout history. For this activity, they can either get the information from the Internet or go to the school library - Reading of simple scientific texts explaining the process to make several products by means of the passive with <i>to be</i></p> <p>b) Written expression - Writing of cards for the quiz with the selected information. First, they will contain a brief explanation (e.g.: <i>Blade Runner</i> is a science fiction film about a future dystopian world...) and then a word will be given as a clue to form a passive sentence with the right answer (e.g.: "director" -> <i>It was directed by Ridley Scott</i>) - Writing of a text detailing the steps or process to make a certain product (e.g.: paper, car, book, chair, etc.) using the passive with <i>to be</i></p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary about varied subjects (science, arts, current affairs, technology...) - Passive voice (<i>to be, get sth done, passive with two objects</i>) - Identification and contrast of /d/ - /ð/ - /θ/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different grammatical structures - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs - Acknowledgement of the diverse uses of the language: differences between informal and formal - Autonomous use of varied learning resources: digital and bibliographic</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to entertainment and information - Appreciation of the importance of the foreign language as a means to access knowledge of interest for the learner's academic and professional prospects</p>
<p>RESOURCES</p> <ul style="list-style-type: none"> In-streaming video on an online British TV station and script with questions Texts with descriptions of processes to obtain or make some products Cardboard for the cards 				
<p>ASSESSMENT</p> <ul style="list-style-type: none"> Oral and written expression and interaction (40%): <ul style="list-style-type: none"> Participation in communicative tasks (10%) Composition: scientific text about processes (10%) Participation in the innovation forum (20%) Linguistic knowledge (60%): written test about the passive voice and vocabulary 				

Unit 10: Throw-away society

As a way of making students aware of the influence the media and advertisements have on our consumer habits, they will take part in the creation of an innovative product and its corresponding advertising campaign that will be presented at the end of the unit. The product will have to be useful and fulfill a particular purpose (entertainment, safety, health, food, housework, appearance and body care, study, etc.); whereas the advertisement must be persuasive and convincing so that customers (students) feel tempted into buying. After all the presentations, students will vote for the most original product and explain why it would be useful in their lives.

At the end of this unit the second evaluation will be carried out, so all students in the school should finish their works for the innovation project. Also, they will have to read a set text for Easter holidays (Aldous Huxley's *Brave New World*).

OBJECTIVES	<ul style="list-style-type: none"> • Predict information from textual and non-textual elements in advertisements • Identify the communicative purpose in textual and paratextual elements used to convey meanings • Understand general and implicit meaning of a series of commercials • Get the main idea from an excerpt from a movie on the topic • Participate in a debate on compulsive shopping • Identify and contrast /ɑ/ - /ɔ:/ • Express views respectfully and be tolerant to different opinions • Write texts with specific purposes and putting into practice previous linguistic knowledge accurately • Learn to write in a persuasive way to produce a particular effect and change the reader's behaviour • Learn and use the comparatives and superlatives with different communicative purposes • Recall previous grammatical and lexical contents to be used in oral and written tasks with different purposes <p>* Project 2: check and assess works</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Viewing of bits of commercials so that they guess the product that is being advertised - Viewing of an excerpt from <i>Confessions of a Shopaholic</i></p> <p>b) Oral expression and interaction - Expression of reactions and feelings towards the commercials, explaining if they find them attractive enough to buy those products - Discussion about the main character's shopping behaviour, expressing if they have ever felt like her and bought a great amount of unnecessary things - Debate to express views on the actual impact of commercial breaks - Group brainstorming and decision-making on the product of their advertising campaign</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading of advertisements in newspapers and magazines to identify and analyse their main textual and paratextual features - Reading of an article about the effects of commercial breaks on viewers inferring the author's point of view</p> <p>b) Written expression - Answering of questions related to the article about commercials - Writing of the outline of ideas to participate in the debate - Writing of an advertisement using visual elements, several linguistic techniques to sound convincing, specific advertising vocabulary and the main grammar point. The ads should contain some basic elements, like an attractive logo, a catchphrase and images easy to remember, but also a persuasive text</p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary about advertising and shopping (shopaholic, compulsive shopping, sales, commercials/ads, brands...) - Persuasive language - False friends (brands vs. marks, actual vs. current/today...) - Comparatives and superlatives (describing, persuading) - Revision of previous grammar points (passive, conditionals, modals, past tenses) - Identification and contrast of /ɑ/ - /ɔ:/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Analysis and reflection about the use and the meaning of different linguistic techniques - Autonomous use of varied learning resources: digital and bibliographic - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on current topics - Analysis and reflection about globalization and its socio-linguistic consequences - Use of registers according to the context, interlocutor, communicative purpose, channel and means of communication, etc. - Analysis and reflection about globalization and its socio-linguistic consequences</p>
<p>RESOURCES</p> <ul style="list-style-type: none"> • In-streaming videos of commercials • Excerpt from the movie <i>Confessions of a Shopaholic</i> • Advertisements from newspapers and magazines • PowerPoint presentation outlining the most relevant features of advertisements • Article about commercial breaks from an online newspaper 				
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Oral and written expression and interaction (50%): <ul style="list-style-type: none"> - Participation in communicative tasks (10%) - PowerPoint presentation (30%) • Linguistic knowledge (30%): written test about comparatives and superlatives, vocabulary and some questions to check learning of previous grammar aspects • Innovation project works (20%): participation and self-involvement, adequacy of visual and artistic material, correct and accurate use of grammar, specific vocabulary and spelling 				

Unit 11: The Newsroom

Today we can access information easily and instantly on our Smartphones and computers everywhere, so we are inevitably surrounded by the media and advertisements that influence us on our way of thinking and socializing. Therefore, learners will be interested on talking about current and controversial issues that affect them in relation to the Internet, such as cyberbullying, changes in social behavior and skills due to overuse of technology, or the importance of personal appearance in social networks (e.g.: "selfies"). Also, in order to practice the main grammar point in this unit (reported speech), they will play a game called "Chain Reaction" in which two students talk and make up a story or a gossip about someone. The neighbour pair overhears the conversation and repeats what the others had said using reported speech and so on, so that they realize how easily rumours and news are spread. When the round is finished, the starting pair of students will read out the final result and the changes made on the initial story. Also, they will learn the features of the British newspapers and get involved in the news editing process to create a story told in both a formal (broadsheet) and an informal way (tabloid).

At the beginning of this unit, students will be presented the last innovation project "Know your roots: Asturian cultural and natural heritage"). As throughout the year, English teachers and students will use the website of the innovation to share opinions and exchange ideas related to the project, works, start discussions in forums, etc. Throughout the third term, teachers will check and monitor the progress of each student's work and degree of involvement and participation in the project. Finally, we will talk about the set text for Easter in some sessions and check if they have read and understand it well because there will be a question about the book in the written text.

OBJECTIVES	<ul style="list-style-type: none"> Understand general and specific meaning of a conversation Comprehend and get the main idea from dialogues produced by English speakers with different accents (American, British, Canadian...) Participate in debates and discussions about controversial and current issues of interest for learners Express views respectfully and be tolerant to different opinions Identify and contrast /v/- /b/-/f/ Understand specific information from reports and articles about varied topics and infer the writer's opinion Identify the communicative purpose in textual and paratextual elements used to convey meanings Learn the distinction between British formal and informal press and its main features Learn to use reported speech in communicative situations <p>* Project 3: check progress of works and give feedback</p>			
CONTENTS	<p style="text-align: center; color: #800000;">Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension</p> <ul style="list-style-type: none"> - Listening of a conversation between classmates gossiping about some friends' recent posts on <i>Facebook</i> using reported speech - Viewing of an excerpt from "The Newsroom" series to learn about the news editing process on a TV channel <p>b) Oral expression and interaction</p> <ul style="list-style-type: none"> - Discussions and debates to express interests and points of view about current issues of interest for young people - Participation in a game to put into practice the reported speech - Group brainstorming and decision-making on the news story for the PPT presentation 	<p style="text-align: center; color: #800000;">Section 2: Reading and writing</p> <p>a) Written comprehension</p> <ul style="list-style-type: none"> - Identification of the topics and sections of newspapers - Reading of different short texts (news reports, articles) about diverse areas of interest (opinion, leisure, sports...) to learn the basic characteristics of journalistic language <p>b) Written expression</p> <ul style="list-style-type: none"> - Answers to questions about the listening task using reported speech - Answers to a multiple choice questionnaire about the video - Writing of texts for the PPT presentation using the grammar and vocabulary of the unit accurately 	<p style="text-align: center; color: #800000;">Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge</p> <ul style="list-style-type: none"> - Vocabulary about the media, new ICTs, news editing (sections in a newspaper) - British press: main textual and non-textual features in broadsheets and tabloids - Reported speech - Identification and contrast of /v/- /b/-/f/ <p>b) Reflection on learning</p> <ul style="list-style-type: none"> - Application of strategies to plan the writing process and select relevant information from varied sources - Acknowledgement of the differences between informal and formal, and spoken and written language - Application of strategies to revise, widen and consolidate lexicon and linguistic structures - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs - Autonomous use of varied learning resources: digital and bibliographic 	<p style="text-align: center; color: #800000;">Section 4: Socio-cultural aspects and intercultural consciousness</p> <ul style="list-style-type: none"> - Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on controversial matters

RESOURCES

- Podcast (dialogue) and script with questions to use reported speech
- Video from an episode of "The Newsroom" series and sheet with questions
- Newspapers (printed and digital)
- PowerPoint presentations: the first one will be about newspapers sections and language, the second about the British press and broadsheets and tabloids characteristics

ASSESSMENT

- Oral and written expression and interaction (60%):
 - Participation in communicative tasks (10%)
 - PowerPoint presentation (30%)
 - Participation in the innovation forum (20%)
- Linguistic knowledge (40%): written test about reported speech and vocabulary + Short essay on *Brave New World*

Unit 12: A gate to the unknown...

The central topic will cover supernatural and mysterious issues that students may find unusual but, at the same time, interesting to talk about. An ideal way to get closer to these themes and encourage them to read literature in English is by reading extracts from science fiction, detective and horror stories. These readings will be either classic or more contemporary and graded according to their age and level of English. Another objective is to boost their creativity and develop their writing skills while using grammar correctly. For this reason, pupils will write a short composition about an imaginary and mysterious event they witnessed recently and put into practice relative clauses.

OBJECTIVES

- Comprehend generally and specifically broadcast messages (an interview on a radio programme)
- Participate in discussions and take a particular position on untypical and controversial themes
- Express opinions and beliefs in discussions in a convincing and respectful way
- Participate in communicative tasks to apply relative clauses
- Identify and contrast /d₃/-/tʃ/
- Predict the plot of short narrative texts through textual and paratextual elements and understand their general and implicit meaning
- Learn the distinction between written and spoken language through dialogues in literary texts
- Learn to use relative clauses to improve oral and written skills
- Learn and use expressions to write and talk about scary, disgusting or surprising events and experiences
- * Project 3: check progress of works and give feedback

CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Listening of an interview to an expert in supernatural and strange themes who has written a book</p> <p>b) Oral expression and interaction - Discussions and debates to express beliefs and positions on supernatural and uncommon topics - Participation in games and communicative tasks to put into practice the relative clauses. One possibility would be that they ask their mates questions about key facts in their lives in order to answer by making a sentence with the correct relative pronoun (e.g.: "Can you remember... a day when you made a big decision? - > <i>I remember when I was 14 that I decided to change my hairstyle radically...</i>"). Another game would consist of building simple sentences by adding non-defining relative clauses to make them longer and more complex (e.g.: "The princess kissed the prince -> The princess, who was wearing a beautiful white dress, kissed the prince...")</p>	<p>Section 2: Reading and writing</p> <p>a) Written comprehension - Reading of articles from a mystery magazine - Reading and analysis of short extracts from various science fiction, horror and detective novels for different purposes: . learn descriptive vocabulary (scenes and characters) . guess the meaning of complex noun phrases and compound nouns . identify relative clauses as well as formal and informal language in the dialogues</p> <p>b) Written expression - Answers to questions about the listening task, identifying relative clauses - Writing of an imaginary story about a paranormal or scary experience using relative clauses, compound nouns and vocabulary of the unit - Writing of a review about a horror or crime movie, series, book or comic they saw or read recently using relative clauses, compound nouns and vocabulary</p>	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary: nouns and adjectives to talk about unusual and frightening people or experiences - Compound nouns in literary texts - Defining and non-defining relative clauses - Expressions to show fear, disgust, surprise, doubt - Gradable adverbs (obviously, completely, quite, nearly, a little, pretty, awfully...) - Identification and contrast of /dʒ/-/tʃ/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Acknowledgement of the differences between informal and formal, and spoken and written language - Application of strategies to revise, widen and consolidate lexicon and linguistic structures - Autonomous use of varied learning resources: digital and bibliographic</p>	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on controversial matters</p>
	<p>RESOURCES</p> <ul style="list-style-type: none"> • Podcast (radio programme) and script with questions to use relative clauses • PowerPoint presentation for the creative sentence building game • Articles from a mystery magazine • Photocopies of extracts from various science fiction, horror and detective novels 			
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Oral and written expression and interaction (60%): <ul style="list-style-type: none"> - Participation in communicative tasks (10%) - Composition: story and review (30%) - Participation in the innovation forum (20%) • Linguistic knowledge (40%): written test about defining and non-defining relative clauses and vocabulary 				

Unit 13: Green people

Environmental issues and NGOs are the central themes of this unit, which intends to be an eye-opener and raise awareness of the greatest hazards and harmful actions that our industrialized society is causing to our planet. Therefore, they will set up their own NGO to fight against a particular environmental problem that needs urgent solution. Once they have detected the problem and sketched the project, they will launch an advertising campaign to recruit supporters, so pupils will also need to put into practice previous knowledge related to unit 10.

OBJECTIVES	<ul style="list-style-type: none"> • Understand general and specific meaning of a broadcast message about a topic of social interest • Comprehend and get the main idea from dialogues produced by English speakers with different accents • Predict information and the general idea of texts by means of visual elements • Participate in debates and discussions about controversial and current issues • Express views respectfully and be tolerant to different opinions • Understand specific information from reports and articles about varied topics and infer the writer's opinion • Identify the communicative purpose in textual and paratextual elements used to convey meanings • Recall previous grammatical and lexical contents to be used in oral and written tasks with different purposes • Write varied types of texts with different communicative purposes (forms, complaint letter, advertisement) • Learn to write in a persuasive way to produce a particular effect and change the reader's behaviour to produce a particular effect and change the reader's behaviour • Learn and use specific and technical vocabulary for a variety of communicative and creative tasks <p>* Project 3: check progress of works and give feedback</p>			
CONTENTS	<p style="text-align: center;">Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension - Listening of a news reporter talking about a demonstration against toxic wastes in the sea produced by a chemical company and getting the main idea of the protesters' statements - Viewing of an advertisement of a famous environmental NGO</p> <p>b) Oral expression and interaction - Describe human actions and scenes in pictures to guess the main idea of a text - Discussions and debates to express interests and points of view about the article - Group brainstorming and decision-making on the carrying out of the NGO and the advertising campaign for the PPT presentation</p>	<p style="text-align: center;">Section 2: Reading and writing</p> <p>a) Written comprehension - Prediction of information in a text by looking at visual elements and images - Reading of an article about the most terrible natural disasters in history caused intentionally or accidentally by irresponsible human actions, inferring the writer's view</p> <p>b) Written expression - Writing of the main idea expressed by each speaker in the listening task and answers to questions - Answers to questions about the video - Writing of a form to be part of an NGO - Writing of texts for the PPT presentation using the grammar and vocabulary of the unit accurately - Writing of a complaint letter following the model on behalf of the NGO that students have created. The aim is to ask authorities to look for a solution to an environmental problem</p>	<p style="text-align: center;">Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge - Vocabulary about science, nature and wildlife (environment, global warming, greenhouse effect, natural disasters, NGOs, wastes, renewable energies, sustainable development/agriculture/tourism, endangered species...) - Expressions and verbs to show agreement/disagreement and related to polite complaints and requests - Environment verbs and actions (save, throw away, recycle, pollute, use up, cut down, protect, dump...) - Revision of previous grammatical contents (relative clauses, reported speech, passive, conditionals, modal verbs, tenses) - Semivowels /j/, /w/</p> <p>b) Reflection on learning - Application of strategies to plan the writing process and select relevant information from varied sources - Application of strategies to revise, widen and consolidate lexicon and linguistic structures - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs - Autonomous use of varied learning resources: digital and bibliographic</p>	<p style="text-align: center;">Section 4: Socio-cultural aspects and intercultural consciousness</p> <p>- Appreciation of the English language as a means of communication and access to information - Respect and tolerance to different views on controversial matters</p>

RESOURCES

- Podcast (demonstration) and script with questions
- In-streaming NGO advertisement and script with questions
- Article about natural disasters
- ONG forms

ASSESSMENT

- Oral and written expression and interaction (70%):
 - Participation in communicative tasks (10%)
 - PowerPoint presentation (30%)
 - Compositions: a complaint letter (10%)
 - Participation in the innovation forum (20%)
- Linguistic knowledge (30%): written test to check previous learnt contents and vocabulary

Unit 14: World English

At this stage, learners should be able to distinguish linguistic differences in the foreign language as a result of the cultural diversity it comprises. For instance, throughout this course plan, they have been able to identify and comprehend English speakers with different accents and origins, and learnt cultural aspects that vary from one country to another. This unit will go into these differences in depth to provide a wider knowledge of the English speaking countries, its linguistic varieties and traditions. This way, they will realize that, as with Spanish, there are big differences in the pronunciation and lexicon that can easily cause misunderstandings between speakers of the same language. In addition, they will approach some of the most common stereotypes in English-speaking countries.

OBJECTIVES

- Understand general and specific meaning of an interview about a specific topic
- Comprehend and get the main idea from dialogues produced by English speakers with different accents (American, British, Canadian...)
- Produce oral messages with similar accent and pronunciation to native speakers' in order to get acquainted with their phonological differences
- Participate in debates and discussions about controversial issues
- Express views respectfully and be tolerant to different opinions
- Understand specific information from articles about varied topics and infer the writer's opinion
- Identify the communicative purpose in textual and paratextual elements used to convey meanings
- Learn the main distinctions between English speaking countries and its linguistic varieties
- Learn the main characteristic of informal written English
- Recall and apply previous learnt contents to written and speaking tasks (grammar)
- * Project 3: check progress of works and give feedback

CONTENTS	Section 1: Listening, speaking and talking	Section 2: Reading and writing	Section 3: Reflection and knowledge of the language by its usage	Section 4: Socio-cultural aspects and intercultural consciousness	
	<p>a) Oral comprehension</p> <ul style="list-style-type: none"> - Listening of a radio interview to a sociologist talking about prejudices and stereotypes - Viewing of an excerpt from “How I Met Your Mother” series in which one of the character is constantly criticized by her American friends for being Canadian - Listening of a dialogue between two students, (American and British) to identify the main features of each accent that have been shown in the PPT presentation <p>b) Oral expression and interaction</p> <ul style="list-style-type: none"> - Discussions and debates to express interests and points of view about social issues, justifying their reasons - Act a dialogue on previous notes so that each student takes off either the American or the British accent 	<p>a) Written comprehension</p> <ul style="list-style-type: none"> - Prediction of the nationalities of some people by looking at pictures in order to realize how easily we are influenced by stereotypes - Reading of a text about the main cultural differences between several English-speaking countries regarding food, lifestyle, holidays... <p>b) Written expression</p> <ul style="list-style-type: none"> - Answers to questions about the listening task and grasp of details offered by the sociologist - Answers to questions about the video identifying the main stereotypes between American and Canadian people - Writing of an informal letter to a friend recounting the experience in any of the countries mentioned throughout this unit to describe first impressions when meeting native speakers and, also, to compare their customs and traditions with the Spanish - Writing of a dialogue with a colleague following the model of the listening and applying what they have learnt about the differences between AmE and BrE 	<p>a) Linguistic knowledge</p> <ul style="list-style-type: none"> - Vocabulary about places, languages and traditions in English-speaking countries - Grammatical, lexical and phonological differences between <i>AmE</i> and <i>BrE</i> - Basic notions of phonological and lexicon differences in Irish, Scottish and Australian English compared to British standard English - Informal letter expressions, openings and endings <p>b) Reflection on learning</p> <ul style="list-style-type: none"> - Application of strategies to plan the writing process and select relevant information from varied sources - Acknowledgement of the differences between informal and formal, and spoken and written language - Application of strategies to revise, widen and consolidate lexicon and linguistic structures - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs 	<ul style="list-style-type: none"> - Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on controversial matters - Use of registers according to the context, interlocutor, communicative purpose, channel and means of communication, etc. 	
	<p>RESOURCES</p> <ul style="list-style-type: none"> • Podcast (interview) and script with questions • Video from an episode of “ How I Met Your Mother ” series and sheet with questions • PowerPoint presentations: first, national stereotypes pictures; second, grammatical, phonological and lexical differences between English linguistic varieties • Photocopies with information about English-speaking countries 				
	<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Oral and written expression and interaction: <ul style="list-style-type: none"> - Participation in communicative tasks (40%) - Composition: an informal letter (40%) - Participation in the innovation forum (20%) 				

Unit 15: A bright future to come

English has become in a reference language in the world for almost all aspects concerning life: socializing by means of new ICTs, leisure, travelling, coming closer to other people and cultures, the business and trade worlds, studying abroad... All these are compelling reasons that should make students feel encouraged enough to learn English. However, one of the main reasons underlying the learning of such an important language is basically getting better job opportunities in the future. Probably, most of students will be underage, but there might be some older who have already had work experience.

Thus, this last unit will be very useful to all of them because it is a chance to use English for professional purposes, mostly because the main speaking task will be role-playing as in a real job interview and, also, they will write a letter of application showing all what they have learnt throughout the year.

Finally, there are many aspects of society in which the gender gap has not been bridged yet like, precisely, the labour market; so, in order to promote civic values and overcome sex discrimination, they will put themselves in a girl or the boy’s place and imagine what they would do in different situations.

OBJECTIVES	<ul style="list-style-type: none"> • Understand general and specific meaning of a conversation about a topic of interest for the learner • Comprehend and get the main idea from a video related to the theme of the unit • Participate in debates and discussions about current social issues • Express views respectfully and be tolerant to different opinions • Distinguish and pronounce /s/, /z/, /ɪz/ in 3rd p. sing. and plurals • Understand specific information from a variety of texts (job offers advertisements and articles) • Learn the main characteristic of formal written English • Recall and apply previous learnt contents to written and speaking tasks (grammar and adjectives to describe personality) <p>* Project 3: check and assess works</p>			
CONTENTS	<p>Section 1: Listening, speaking and talking</p> <p>a) Oral comprehension</p> <ul style="list-style-type: none"> - Listening of a conversation between two young students about summer jobs - Viewing and grasp of details from an interview to an expert from a recruitment agency giving tips to success in job <p>b) Oral expression and interaction</p> <ul style="list-style-type: none"> - Discussions and debates to express interests and points of view about the current employment situation in many countries and the gender gap in the labour market nowadays - Role-playing of a job interview between classmates taking into accounts the tips given in the video 	<p>Section 2: Reading and writing</p> <p>a) Written comprehension</p> <ul style="list-style-type: none"> - Reading of job offers ads to get familiarized with abbreviations - Reading of an article about the problems job-seekers are encountering today - Reading of a piece of news about a woman who was made redundant due to sex discrimination <p>b) Written expression</p> <ul style="list-style-type: none"> - Answers to a multiple choice questionnaire during the listening about summer jobs - Writing of the tips provided by the recruitment expert while listening to the video - Writing of a letter of application to one of the jobs offered in the analysed advertisements and following the example - Writing of questions and answers for a job interview according to the given example 	<p>Section 3: Reflection and knowledge of the language by its usage</p> <p>a) Linguistic knowledge</p> <ul style="list-style-type: none"> - Vocabulary about employment (hire, resign, fire, be made redundant, employer, employee, apply for, go on strike/ leave, to be on the dole, part-/full-time, job-seekers, promote, make ends meet...) -Revision and expansion of vocabulary related to personality descriptions (unit 1) - Job ads abbreviations and Spanish equivalents - Frequently misspelled occupations and false friends (doctor/medic*, electrician/electricist*, journalist/periodist*; politics/politician, cook/cooker, accountant/countable...) - Formal writing expressions and common layout in a letter of application - Pronunciation of 3rd person singular & plurals "-s": /s/, /z/, /ɪz/ <p>b) Reflection on learning</p> <ul style="list-style-type: none"> - Application of strategies to plan the writing process and select relevant information from varied sources - Acknowledgement of the differences between informal and formal, and spoken and written language - Application of strategies to revise, widen and consolidate lexicon and linguistic structures - Interest in taking advantage of the learning opportunities in and out the class by means of ICTs 	<p>Section 4: Socio-cultural aspects and intercultural consciousness</p> <ul style="list-style-type: none"> - Use of registers according to the context, interlocutor, communicative purpose, channel and means of communication, etc. - Appreciation of the English language as a means of communication and access to entertainment and information - Respect and tolerance to different views on controversial matters - Critical appreciation of cultural and sexual stereotypes in everyday language and the media as well as implicit or explicit discriminatory behaviour. - Appreciation of the importance of the foreign language as a means to access knowledge of interest for the learner's academic and professional prospects.
<p>RESOURCES</p> <ul style="list-style-type: none"> • Podcast (dialogue) and multiple choice questionnaire • In-streaming video about successful job interviews • Job advertisements taken from newspapers and employment websites • Articles from online newspapers 				
<p>ASSESSMENT</p> <ul style="list-style-type: none"> • Oral and written expression and interaction (40%): <ul style="list-style-type: none"> - Participation in communicative tasks (20%) - Composition: letter of application (20%) • Linguistic knowledge (40%): written test about previous grammatical contents and vocabulary of the unit • Innovation project works (20%): participation and self-involvement, adequacy of visual and artistic material, correct and accurate use of grammar, specific vocabulary and spelling 				

2.4. TIMING

The timing of the course plan has been scheduled according to the school calendar for this year 2013/2014 as established in the Official Bulletin of the Principality of Asturias (BOPA, 2013). Taking into account that the subject of English as a Foreign Language only has three sessions a week at the Post-Compulsory stage, the teaching activity would approximately be programmed as follows:

	WEEKS	DAYS (175)	EFL sessions
1 st term	14	68	23
2 nd term	13	64	21
3 rd term	8	43	14

As a result, the implementation the teaching units and the three innovation projects throughout each term would be the following:

UNIT	SESSIONS	
1. It's a start!	3	1st term PROJECT 1: "Back to the Future: a journey through science fiction from its origins to the present"
2. Changing times	7	
3. I'll post it in "My Wall"	7	
4. Hanging out	6	
5. Are you fashion-conscious?	4	2nd term PROJECT 2: "Call for action and change the world"
6. A trip plan	5	
7. <i>The Importance of Being Healthy</i>	4	
8. I wish I had...	2	
9. Did you know...?	6	
10. Throw-away society	4	
11. The Newsroom	4	3rd term PROJECT 3: "Know your roots: Asturian cultural and natural heritage"
12. A gate to the unknown	3	
13. Green people	2	
14. World English	3	
15. A bright future to come	2	
EFL total sessions	58	

2.5. TEACHING METHODS

It is hard to find an ideal methodology that can ensure an efficient and correct learning of a foreign language. Nevertheless, with the publication of *Threshold Level* (van Ek, J.A.) in 1975 (later on revised and published in 1991 under the title of *Threshold 1990*), the Council of Europe tried to renew the teaching and learning of foreign languages because the methods that were being applied, such as the audio-lingual and the traditional or structural, were found to be obsolete to deal with the new demands of a modern and globalized society. Consequently, the Council was looking for a significant change intended to remove cultural and geographical boundaries in the European territory and allow citizens to communicate easily in any possible situation they could experience in a foreign country. *Threshold* was the first attempt to implement a new methodology, the communicative approach. From van Ek's perspective "a communicative approach does not consider knowledge of the language as an end in itself. Its goal is the ability to use language, to do with language the kind of things one needs or wants to do with it." (1991, p. 23). However, the first edition of the manual was addressed to a reduced group of users of the language with specific characteristics, being most of them temporary adult residents or visitors to a foreign country. For this reason, at the beginning of 1990s the CEFRL was carried out by the Council of Europe, a language policy aimed at providing a wider scope of action in foreign-language teaching, learning and assessing to be developed in any educational or political context.

The starting point of the communicative approach can be traced to Hymes' concept of communicative competence, defined as "the overall underlying knowledge and ability for language use, which the speaker-listener possesses. [...] this involves far more than knowledge of (and ability for) grammaticality (but also) rules of use without which the rules of grammar would be useless" (1972, pp. 13-14). Therefore, the guidelines for teaching and learning a second language, together with syllabus development, moved from a structural view of language based on acquiring a wide knowledge of language structures, to place emphasis on the context where the interlocutors are interacting and, consequently, considering language as a tool for communication. Regarding the importance of background in communicative situations, Hymes described a competent language user as the one who knows "when to speak, when not [...] what to talk about with whom, when, where, in what manner" (1972, p. 277). In sum, developing the communicative competence goes beyond the production of accurate grammatical structures; it also entails consideration of aspects such as attitude, motivation, and a number of socio-cultural factors that affect the way communication is carried out by speakers, and without which grammar rules would be useless.

The CEFRL came out in 2001 taking into consideration these assumptions as well as later contributions made in the field of linguistics and sociolinguistics which developed and expanded Hymes' concept, such as those by Canale and Swain, Bachman, Widdowson, or Sauvignon, to name a few. This new framework meant the

introduction of an innovative and eclectic method made up of both the action-oriented and the task-based approaches with the aim of making real communication the focus of learning; that is, learning a language should be a meaningful activity that allows speakers relate what they have learnt and practiced in the class with real life situations.

Thus, my main goal with this course plan is to offer students a meaningful learning experience bearing in mind the Spanish curriculum contents and stage objectives, but also applying a series of principles that, in Richards' words, constitute the basis of the communicative language teaching methodology:

- Make real communication the focus of language learning
- Provide opportunities for learners to experiment and try out what they know
- Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence
- Provide opportunities for learners to develop both accuracy and fluency
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world
- Let students induce or discover grammar rules (2006, pp. 13-14)

However, it can be quite discouraging for the teacher to realize how difficult it is to put into practice this methodology in any ordinary secondary school today, if we start from the assumption that the foreign language is considered by most students an obligation rather than a pleasure. So, my first objective will be to take into account their needs and initial level of English, since great part of the target group for this syllabus have been getting bad results in this subject for years.

From the beginning of the course plan, learners will be engaged by taking part in various projects and tasks which have been thought to change the lesson format as well as the roles of teachers and learners. The teacher will lose presence in the class activity and become a guide in the learning process who helps students and monitors the right fulfilment of the tasks. Learners, on the contrary, will become the centre of the class activity and, like teachers, they will have to assume equal responsibility in their own learning process. For this reason, the syllabus contains a significant number of activities meant to improve autonomous learning.

Additionally, most of the activities try to promote collaborative work as a way of enhancing the learning of the foreign language by means of creativity and developing essential social skills and values, such as responsibility, respect, negotiation and camaraderie. This is because what I have drawn from my experience as a teacher trainee is that students never worked together or talked to each other, but their attitude in class was passive and they only acted according to the teacher's demands. Up to this point, the description of the methodology coincides with what Nunan (1991) identified as the main features of a task-based approach in language teaching:

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation
3. The provision of opportunities for learners to focus, not only on language, but also on the learning process itself
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning
5. An attempt to link classroom language learning with language activation outside the classroom

In addition to this, I could also notice that teachers still stress the importance of teaching grammar rules despite having little or no application to real life. As a result, the language students learn is incomplete, artificial and highly theoretical, leaving no space for utility, originality, improvisation or flexibility towards their learning differences. Laspra points out that, if we want to improve our students' communicative competence, "learning grammar should involve exchanging information and participating in activities which make for 'authentic communication'" (2008). That is, there is no use in making perfect grammatical sentences or utterances if they are incomprehensible to the reader or listener and they cannot infer the meaning. In the same way, I believe that the aim of any language is to be used for real communicative purposes, and communication entails socializing, negotiating and interacting with others. For that reason, my intention is that all learning tasks be meaningful for students and help them improve their competence in the language through the practice of linguistic skills in an integrated way.

But as motivation is one of the problems affecting the group, first it would be necessary to keep them active and engaged from the beginning of the lesson by means of varied teaching resources and themes connected with their age and interests. Since the communicative approach places the emphasis on the learners' needs and interests at any moment, there is a possibility for students to negotiate or change the learning contents for those that might suit best their capacities. Another relevant characteristic of the syllabus is that most teaching units are meant to cover socio-cultural aspects that will allow learners to broaden their background knowledge concerning culture and traditions inherent in the target language. Some of these aspects refer to techniques and strategies to start, hold and end conversations, use certain expressions with certain communicative functions or be able to change the register and talk or write informally or politely depending on the relationship with the addressee and the context where communication takes place.

The introductory session of most teaching units in the syllabus will start with varied tasks to elicit previous knowledge of the lexicon or grammar aspect by means of warm-ups, like discussions, role-plays and games, or audiovisual material, such as PowerPoint presentations, podcasts or videos. By interacting and playing, not only will they get to know each other better, but also will progressively gain confidence in the speaking activities and improve their oral skills, making them feel comfortable and

motivated enough to keep on participating in the rest of the communicative tasks. Normally, all activities imply the practice of two or three linguistic skills at the same time. For instance, there are some PowerPoint presentations that only contain pictures as visual aids to make descriptions or to guess and solve problems in groups, so that after brainstorming, they will have to outline some solutions or write down the main ideas. Here, the skills developed are mainly the written and oral expression and interaction. But other times the slides will show them questions, a model dialogue to act in a particular situation with a colleague or give instructions to play a game; in these cases, the skills dealt with are the written comprehension and oral expression and interaction. Personally, I have decided to focus on the oral and written expression and interaction skills because, in my experience as former student and now as a teacher, I could realize that they have never been regarded as important. As a result, students will never have the opportunity to be competent users of the foreign language if they do not develop the linguistic skills at the same level.

Group and pair work is a key feature of this syllabus and it will be present in almost every session by means of discussions and debates, role-playing, oral presentations and games. The first ones will cover a wide range of topics, most of them familiar to the students and of general interest for young people, others they will be about controversial issues concerning social problems. Role-plays and dialogues, whether they are original, improvised or based on a previously listened or watched dialogue, are very important because they mean the closest contact to real communicative situations that require spontaneous reactions and quick thinking. They are also highly suitable to put into practice a particular grammatical structure or specific vocabulary and expressions which will make pupils learn them more easily. Oral presentations and group projects will be carried out in many of the teaching units and, specially, during the different innovation projects. These works allow them to share a common target and the feeling of being equally responsible in its achievement. In general, all these tasks are thought to enhance the learners' cognitive, social and linguistic skills through negotiation and decision-making, since these actions require interacting, exchanging ideas and opinions, and suggesting solutions for ordinary problems using the English language. At the end, participants in these kind of tasks are given the chance to, first, broaden their minds, since they learn new things from their colleagues and to be respectful to different views; second, to upgrade their learning skills because they compare and self-assess their own works and contributions with the rest of the members of the group.

Finally, individual work is also relevant in this teaching plan and for Post-Compulsory students because it also helps them to monitor their own learning progress by means of self-assessment and the personalized feedback provided by the teacher in assignments, written tests and communicative tasks.

2.6. TEACHING MATERIALS AND RESOURCES

The communicative approach is aimed at offering the student a meaningful learning experience in the class which he or she can easily relate with a similar situation that is likely to occur in real life. For that reason, the use of realia and new ICTs will play an important role throughout the course because students will be able to hear, watch and read the language as real native speakers do. Then, in order to carry out all the planned activities, the basic classroom equipment must consist of a computer with Internet access, an audio system and an overhead projector. Other necessary materials that have already been mentioned in the teaching units are:

- PowerPoint presentations, normally used as introductions for the teaching units. They contain both textual and paratextual elements depending on the target (predictions, descriptions, as role-play aids, games, etc.).
- Podcasts: the introduction of these audio files, which are increasingly becoming more frequent in the L2 teaching, is due to various reasons: they are free and easily found on the Internet, their range of topics is huge and they are graded according to the learner's level of the language, they are normally accompanied by a script and related exercises, but, the most important is that students are given the chance to listen to more natural and uncontrolled conversations kept by speakers with different accents.
- News, articles and other texts from the Internet: they will be chosen on the basis on the degree of written comprehension shown by students so, if it is necessary, they will be edited and adapted to their level. Other printed material will include photocopies of notes and texts taken from different sources: plans and maps, extracts from short stories and non-fictional texts (recipes, scientific processes...), real newspapers and magazines, etc.
- Videos: these comprise videos taken from online sources (newspapers sites, *Youtube*, specific websites about the topic of the unit...), and excerpts from series and films. By means of videos, students are faced with real, spontaneous and natural oral messages produced by native speakers at a normal pace. They can watch the scene where the speakers are talking as well as their body and facial expressions to infer the meaning of their utterances. Also, since most of them are dubbed, this type of material will be an essential element to improve their oral and written comprehension.

2.7. ASSESSMENT

2.7.1. Assessment techniques and tools

The assessment will be progressive and formative, since the learning of a language implies a process that must be observed systematically to verify the correct learner's achievement of the learning objectives. The aim of this type of assessment is twofold: first, it allows the teacher to adjust the syllabus according to the students' learning needs when generalized difficulties come up; second, it enhances the skill of learning to learn by means of continuous feedback and constructive suggestions about what aspect they need to improve. Students will know how their works and progress are going to be assessed in every unit and at the end of each term from the beginning of the year.

This systematic observation will determine the degree of involvement, interest, cooperative participation and correct performance of each student in the class activities. To follow up the learning process carefully, the teacher will need a notebook and grids specifically designed to keep record of the individual and group correct achievement of the tasks, such as oral presentations and speaking activities, assignments, innovation projects and exams. Once all the information about the student's performance has been collected and analysed, then it will be possible to undertake the summative assessment. It will make possible for the school, families and students to verify more accurately the actual effort and degree of involvement in the subject by means of more precise results on the school report. As it will be seen later on, the summative assessment for this syllabus is measured in percentages so as to have a general idea of the importance given to each criterion.

2.7.2. Assessment criteria

The criteria have been chosen according to the stage objectives established in the curriculum and the specific learning objectives for each unit. In addition, there will be more specific criteria for the innovation projects, whereas the correct performance in the subject will be conditional on the student's regular attendance and participation in class which will be supervised daily. This course plan is meant to help the learner achieve the mastery of essential notions and functions as well as the acquisition of general and specific lexicon on a variety of topics according to their age and interest. Additionally, the following criteria will assess the development of each linguistic skill as a way to determine that learners have built up their communicative competence.

- ❖ Oral comprehension: the student shows adequate capacity for understanding and interpreting information on general, specific and more abstract topics, transmitted by speakers with different accents in face to face situations or by the

media. He or she also takes into account issues such as the kind of register used or the purpose and attitude of the speaker.

- ❖ Oral expression and interaction: the student is able to organize and clearly express ideas spontaneously or on previously prepared issues. He or she carries out clear descriptions and presentations on a variety of familiar and current topics to recount real or imaginary events, arguments from books or films, or describe feelings and reactions.
- ❖ Written comprehension: the learner understands relevant information, distinguishes main from secondary ideas, and identifies the required information in original varied written texts of general interest. The student is also able to critically analyze such information, applying the necessary strategies for the execution of a task and capturing implicit meanings, postures and points of view.
- ❖ Written expression and interaction: the student shows clear organization of essay writing and the ability to link sentences, use grammatical structures correctly and apply the acquired lexicon. This criterion also measures their interest in planning and revising texts, carrying out successive versions until reaching the final version, and the attention paid to spelling and typographic rules. It will also assess the capacity to plan and write with sufficient autonomy using the relevant reference material, and if the information obtained from various sources is summarized and analyzed.

These criteria should not be regarded in isolation or individually assessed at the end of each teaching unit or term, but rather as part of a process that takes place during the whole year. As every unit finishes, students gradually widen their knowledge of the language and improve their communicative competence. Therefore, they should show their learning progress and get involved in all the tasks every session instead of just striving for the final exams.

- ❖ Innovation projects: the different projects that will be carried out each term require both autonomous and group work. Some of the sessions of the teaching units are planned to take place in the IT room so that the teacher can monitor and supervise the students' progress, guide and help them with their works and also exchange ideas and impressions about the project. As it has been detailed in the syllabus, regular participation, collaboration and self-involvement, either in the class, or virtually through the innovation website and forum, will be highly regarded aspects in order to undertake the term evaluation. Students will bear in mind the following conditions for each project so that they can know how their performance will be assessed:
 - Adequacy and creativity of visual material and art works, either those done by students or obtained from various sources. Art works can also be independently checked and monitored by Plastic Arts teachers because their report and

comment on the works will be more precise due to their knowledge of the subject.

- Critical selection and suitability of information and visual elements obtained from diverse sources, digital or bibliographical.
 - Understanding and follow-up of the main idea or plot in a variety of texts, fictional or factual, adapted to their real capacities and level of English.
 - Ability to manage with new ICTs and use them with educational purposes.
 - Attention and care for the clear organization and neat presentation of their works, taking into account that they should be attractive and interesting for the audience since the projects are thought to be exhibited, published or shared with the rest of the students and teachers in the school.
 - Collaborative attitude, help in decision-making by means of relevant contributions and assumption of responsibilities and duties within the group.
 - Competent use and command of previous and new linguistic knowledge, paying attention to grammatical and spelling mistakes.
- ❖ Set texts: there will be two compulsory readings (*Frankenstein* and *Brave New World*) and, in order to verify if students have and understood read them, the tests for units 5 and 11 will contain some questions related to the books, like descriptions of main characters or essays about certain topics.
- ❖ Attitudinal aspects: the following criteria will be conditional on being positively assessed in each unit and term:
- daily attendance
 - respectful and tolerant behaviour towards the teacher and classmates
 - adequate carrying out of homework and assignments and meeting deadlines
 - participation, feedback and use of the English language in class for every purpose (class routines, asking for clarifications, requests...)
 - relevant and useful contributions in team or pair tasks, assumption of responsibilities and equal division of the work load

2.7.3. Grading criteria

After finishing every teaching unit, students will take a written test consisting of various sections, each one devoted to show their command of linguistic skills, vocabulary and grammar. Also, a similar test will be conducted at the end of the term to review the most important contents already seen so that they can show they still know how to apply them. The following percentages are just for guidance and they are subject to changes depending on the capacities of students and given the case generalised

learning difficulties in the group are detected. So, the tests for the final term evaluation will usually cover these skills: listening (10%), reading (20%), writing (20%), grammar (30%), and vocabulary (20%). However, a great emphasis will be placed on the development of both oral and written expression and interaction; consequently, students will do frequent individual written and creative assignments and will perform numerous collaborative and communicative tasks throughout the course plan. The mark obtained in the written tests will mean 60% of the final mark, while the rest 40% will assess participation and attitudinal aspects (20%) and the works for the innovation project (20%).

2.8. REINFORCEMENT AND RETAKE ACTIVITIES

Some extra reinforcement activities will be provided to those students who present clear deficiencies in the English language or who have been failing this subject in the previous CSE stage. The aim of these exercises is to practice a particular linguistic aspect that poses a difficulty for the student in order to advance in their learning process. The activities will be tailored according to the needs and difficulties of each student since some may demand to work on their written expression, while others may need more grammar practice. When learners present problems with the oral and written comprehension, the teacher could suggest them practicing these skills by means of new ICTs. For instance, they could listen to songs in English and then read the lyrics to see what they have understood, or do the same thing with films or series by listening and reading subtitles simultaneously. Also, there are numerous websites which offer graded podcasts and readings, whereas the teacher could provide CDs, software or photocopied texts obtained from the English Department teaching materials or of their own.

Revision of previous grammatical and lexical contents is present throughout the course plan because I believe that continuous review and practice are necessary if we want our pupils to build up their knowledge on solid ground. In addition, it is an efficient strategy for both students and teachers to check how the learning progress is being carried out and help them succeed in the exams. However, when this is not enough and there are students who have not passed the final term evaluation, they will be offered the chance to sit a retake at the beginning of the next term which will be similar to the previously taken examination.

2.9. ATTENTION TO DIVERSITY

One of the main principles established in the Organic Law of Education (2006) is to guarantee that all students reach their maximum personal, intellectual, social and emotional potential as well as the objectives of the educational system. As it will be stated in the school's educational project (Proyecto Educativo de Centro) and its Plan of Attention to Diversity (PAD), teachers will work cooperatively with the school's psychotherapist in order to meet the Special Educational Needs of those students who have been reported any type of learning disability and, subsequently, cannot carry on with the regular curriculum. Teachers will act following the decisions made by the head of the Guidance Department so that they can give SEN students the right support in class, promote their inclusion in the group and facilitate instruction by using specialised materials and resources. Depending on the student's Individual Accommodation Plan carried out by the specialists, teachers will be advised to apply particular teaching methods or strategies in the class or take other measures to assess the student's progress suitably.

One of the most remarkable problems detected in the target group is lack of motivation and study habits which has been affecting negatively their performance and learning progress in the subject of foreign language. Therefore, attention to diversity will be carried out in this syllabus by a personalized instruction in the sense that learners' proposals must be carefully listened to and considered to ensure equal opportunity. So, when they feel they are unable to cope with the work load, find the exams too demanding or do not agree with the assessment criteria, the teacher will always be willing to modify the course plan in order to adjust learning to their actual needs and capacities. Moreover, all scheduled tasks and projects have been designed to boost their interest in the foreign language, whereas the teaching methods will change the traditional roles of the teacher and pupils. Thus, they will become the centre of the class activity and will be allowed to take active part in their learning process.

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