Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

Trabajo Fin de Máster

Título: La enseñanza del inglés a través de la lectura: reflexiones teórico-prácticas, programación didáctica 3º de ESO y propuesta de innovación
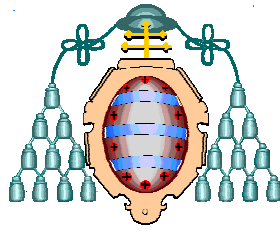
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ÍNDICE

REFLEXIONES TEÓRICO-PRÁCTICAS

Ya ha pasado mucho tiempo desde que, en el mes de octubre, comenzamos el Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional. A lo largo del desarrollo del Máster nos han impartido varias asignaturas, que nos sirvieron como apoyo en nuestras prácticas docentes en los institutos. El análisis que haré en este apartado va a ser breve y conciso. Voy a hablar sobre la formación que hemos recibido en este máster y también voy a hacer una breve reflexión sobre el periodo de prácticas, presentando las características del centro donde estuve.

El Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional nos dio la oportunidad de desarrollar nuestras capacidades como futuros docentes, familiarizarnos con el entorno educacional y ver cómo funciona un Instituto de Secundaria. En nuestra formación como docentes tenemos que conocer muy bien las leyes educativas. Gracias a la asignatura de Procesos y Contextos Educativos, nos pudimos familiarizar con las leyes educactivas españolas. En concreto, el bloque Características Organizativas de las Etapas y Centros de Secundaria tuvo como objetivo hacernos conscientes de la importancia que tienen las disposiciones legales dentro del sistema educativo español. La asignatura de Aprendizaje y Desarrollo de la Personalidad me pareció muy importante. A través de ella nos pusimos en contacto con los problemas de los adolescentes, su crecimiento y desarrollo de la personalidad. Esta asignatura se vio muy bien completada por el bloque Interacción, Comunicación y Convivencia en el Aula.

La asignatura de Sociedad, Familia y Educación nos familiarizó con los procesos relacionados con la realidad familiar como contexto de socialización y desarrollo humano. Esta asignatura me ayudó a comprender mejor las relaciones que existen entre la escuela y la sociedad, y que también, como futura profesora tengo que ser consciente de la importancia que tienen los padres en la educación de sus hijos e implicarlos más en el desarrollo académico de estos. En la asignatura de TICs he conocido algunos instrumentos y herramientas que me servirán en mi tarea como docente. La asignatura de Innovación Docente e Iniciación a la Investigación se nos presentó como un desafío, como un mundo totalmente desconocido, pero de gran ayuda en nuestros proyectos de mejora de las prácticas educativas de los centros docentes.

Finalmente, las asignaturas específicas de nuestra formación profesional, Complementos de Formación, y Aprendizaje y Enseñanza de la Especialidad, me fueron de gran ayuda. Complementos de Formación me ofreció una visión sobre los enfoques y métodos lingüísticos más importantes de la enseñanza, como también me hizo conocer las aportaciones europeas a la enseñanza de la lengua e igualmente las principales

estrategias y herramientas aplicadas de origen lingüístico. Aprendizaje y Enseñanza de la Especialidad me ofreció los recursos y materiales necesarios para desarrollar las técnicas de enseñanza y también nos presentó el marco legislativo para la lengua inglesa.

En cuanto a mi periodo de prácticas, puedo decir que fue la mejor experiencia vivida en el máster. El instituto donde hice las prácticas, el IES Alfonso II está situado en el centro de la ciudad de Oviedo. El IES se fundó en 1845 como instituto agregado a la Universidad, y hoy en día cuenta con tres edificios y un Polideportivo. Lo más destacado del IES Alfonso II son los programas institucionales en los que participan y los proyectos que están desarrollando, como por ejemplo, apertura de centros a la comunidad, Asturias en la red, educación para la salud y el consumo, etc. Pero, desde mi punto de vista, el proyecto más interesante es *Volunteers at School*, un proyecto que se centra en promover el voluntariado entre los estudiantes de Secundaria y que tiene como objetivo hacerles entender la importancia que tiene implicarse en las áreas sociales de acuerdo con sus intereses y necesidades. También favorece la comunicación en lenguas extranjeras, mejora su formación con las TICs y promueve el trabajo colaborativo.

En cuanto a los estudiantes de este instituto, la gran mayoría son niños inmigrantes. El IES acoge cada año alumnos de otros países como Colombia, Rumanía, China, Brasil, etc. Los alumnos no presentan problemas graves de comportamiento y nunca he presenciado algún tipo de conflicto, pero en algunos casos el absentismo es un problema que el instituto está tratando de resolver. Sin embargo, aunque el instituto ofrece clases de refuerzo, incluso para inglés, y los alumnos tienen la oportunidad de estudiar en el extranjero, la motivación no es suficientemente grande para que aprendan el idioma, y por lo tanto el nivel que tienen, en algunos casos, está por debajo de lo esperado. Por lo tanto, voy a referirme a la importancia de la motivación dentro del aula a la hora de aprender un idioma y quiénes son los responsables de motivar a los alumnos. La motivación como tal no existe; es un concepto que engloba una gran variedad de significados.[1] A lo mejor el problema de las motivaciones es que hoy en día dentro de las aulas encontramos muchas variedades culturales y a lo mejor por eso se nos hace más difícil la tarea de motivar al alumnado. Probablemente, la mejor intervención de motivación es simplemente enriquecer la enseñanza, pero eso ya es un tema aparte. A la hora de motivar a los alumnos ¿quién es el responsable de esto? Me atrevo a decir que todos los profesores implicados en el proceso de enseñanza-aprendizaje, porque todo lo que hace un profesor en el aula influye en la motivación de sus alumnos.

La motivación es también uno de los temas centrales en que se basa la programación didáctica y el proyecto de innovación que diseñé para 3º de la ESO, uno de los grupos que mejor conocí en este periodo de prácticas. Por lo tanto he tratado de diseñar unidades didácticas que motiven a los alumnos y que fomenten la lectura en el idioma

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[1]. Zoltan Dornyei *Motivational Strategies in the Language Classroom*. (Cambridge: Cambridge University Press 2001).

extranjero y que combinen perfectamente las cuatro destrezas. Se trata de desarrollar la capacidad lectora de los alumnos, utilizando material autentico y medios de comunicación originalmente en inglés.

La tarea desempeñada en el IES Alfonso II me ha ayudado a ver cómo es un día ordinario en la vida de un docente y el trabajo que se desempeña y el esfuerzo que se pone en cada actividad. En general, la experiencia en el aula fue de buen provecho porque tuve la oportunidad de trabajar con los alumnos de 3º de ESO y 1º de Bachillerato casi desde el principio, pudiendo de esta forma establecer mayor relación con los grupos. Las clases se desarrollaron de una manera agradable, los alumnos poniendo bastante interés en cada clase. Dado que el 3º de ESO D es un grupo flexible y el nivel de inglés de los alumnos es muy bajo, las actividades se llevaron a cabo con un poco de dificultad, pero los alumnos resultaron ser muy receptivos. Pude experimentar como es la sensación de ser profesor y dar clase, de tener que preparar las actividades, aclarar dudas que los alumnos pudieran tener, etc.

En cuanto a los documentos que conforman el currículum oficial, son la Ley Orgánica 2/2006, de 3 de mayo y el Real Decreto 1631/2006, de 29 de diciembre, a los que se les añade los documentos que marcan las comunidades autónomas, Decreto 74/2007, de 14 de junio en el Principado de Asturias. Estos documentos incluyen principios básicos de la enseñanza secundaria obligatoria, los principios y fines de la educación, cómo se organiza esta enseñanza, descripciones de las habilidades, etc.

El Boletín Oficial del Principado de Asturias reúne en el currículo de enseñanzas mínimas para la lengua extranjera una serie de procedimientos para conseguir una competencia comunicativa, las habilidades lingüísticas que se van a desarrollar, seguidas por los contenidos que están agrupados en bloques relacionados con las habilidades lingüísticas, los elementos constitutivos del sistema lingüístico y la dimensión social y cultural de la lengua extranjera. Estas habilidades se recogen en cuatro bloques; los dos primeros se refieren a las competencias comunicativas orales y escritas, el tercer bloque va dirigido al proceso de enseñanza-aprendizaje de los distintos componentes de la lengua extranjera, mientras que el cuarto bloque habla de los aspectos socio-culturales y la consciencia intercultural asociados con el aprendizaje de la lengua. Considero que el currículo oficial, en general, se podría valorar como positivo, sólo si los objetivos del mismo se trasladasen a las aulas. Creo que un currículo my bien desarrollado que cumple con todos los requisitos no puede servir de mucho si a la hora de transmitir los conocimientos a los alumnos no se tienen en cuenta todos esos requisitos, y los profesores sólo se sirven de aquellos puntos que se refieren a las competencias lingüísticas.

Hablando un poco de las propuestas de innovación y de mejora, me gustaría hacer un breve análisis sobre el instituto de prácticas y los documentos del mismo. Como pude observar durante mi periodo de prácticas el centro está bien organizado, pero los profesores de los distintos departamentos no comunican mucho entre ellos; sólo en las reuniones de evaluación, donde participan todos los profesores de las distintas

asignaturas, es donde existe un nivel bueno de comunicación que permite sacar a la luz la información relevante sobre cada uno de los alumnos. En cuanto a los documentos del instituto, la única observación negativa que tengo que hacer es para el Plan de Atención a la Diversidad, porque considero que debería estar mejor organizado y la información no debería estar tan mezclada. Pero en cuanto a las medidas que el Plan tiene para la atención a la diversidad son muy adecuadas, porque como he mencionado, el IES Alfonso II es un instituto con mucho alumnado inmigrante, que no domina muy bien el idioma español y que presenta dificultades a la hora de participar en clase. Por lo tanto, estas medidas ayudan al alumnado en el proceso de enseñanza-aprendizaje, enseñándoles a trabajar tanto en equipo como individualmente ayudando a crear un clima positivo de respeto y confianza, aprovechando al mismo tiempo de las habilidades de cada uno.

En cuanto a la relación entre las familias y el centro, se llevan a cabo con mucha frecuencia las entrevistas individuales entre el tutor y los padres y madres, lo que demuestra que las familias están pendientes del desarrollo académico de sus hijos. Pero, a la hora de llevar a cabo otras actividades, las familias ya no se implican tanto y tampoco existe un contacto directo entre las familias y las distintas organizaciones. En general me parece muy bien que el centro se implique todo lo posible en ayudar a las familias y que siempre los profesores están dispuestos a ofrecerles toda la información que fuera necesaria sobre el progreso académico de sus hijos. Todo lo que el centro trata de promover y fomentar para ayudar a sus alumnos en el proceso de enseñanza-aprendizaje creo que está bien valorado por todos los implicados. Por todo este conjunto de medidas tomadas para construir y mantener un nivel adecuado de convivencia, los alumnos/as están más orientados hacia su trabajo, hacia el profesorado y compañeros con quien conviven.

JUSTIFICACIÓN DE LA PROGRAMACIÓN DIDÁCTICA

Esta Programación Didáctica va dirigida a alumnos de 3º de la ESO, alumnado que forma parte de un grupo flexible y donde podemos encontrar distintas nacionalidades y culturas. Los tipos de actividades que se van a desarrollar a través de esta Programación Didáctica, la diversidad de medios y recursos a utilizar, como también las medidas a la diversidad establecidas, van a permitir ajustar la acción educativa a las necesidades del alumnado y van a favorecer el desarrollo de sus capacidades.

Voy a intentar que en cada una de las 15 unidades diseñadas, los alumnos se familiaricen con la lectura y con el uso de las TICs, para que al final puedan poner en práctica los conocimientos adquiridos. Pretendo dar un enfoque comunicativo a esta programación para fomentar la interacción de los alumnos en el aula a través de la utilización de materiales auténticos y actividades que les permitan expresarse libremente

y comunicar. El principal objetivo es que mis alumnos sean capaces de utilizar el idioma para comunicarse y para poder hacer frente a situaciones diversas. También pretendo que a través de esta programación se fomente la comprensión lectora, que es una de las destrezas más importantes en el aprendizaje de una lengua extranjera. Por lo tanto, trato de proponer para cada unidad didáctica lecturas centradas en el desarrollo de las destrezas y estrategias de la comprensión lectora, como también actividades para fomentar el uso de las TICs.

JUSTIFICACIÓN DE LA INNOVACIÓN

Mi proyecto de innovación trata sobre la falta de lectura de los alumnos de este ciclo formativo. A través de esta innovación lo que quiero es que el alumnado aprenda por medio de un aprendizaje significativo que leer puede ser divertido, que es algo que puede ayudar a los alumnos a ser más creativos y que se den cuenta que el libro es y será el transmisor cultural por excelencia. Por eso he pensado en una forma de fomentar la lectura, a través de unas actividades amenas, diseñadas para este tipo de problema. Potenciar y fomentar la lectura permitirá desarrollar en los alumnos una mayor capacidad de comprensión y de desarrollo intelectual, cultural y personal. A través de esta innovación el alumnado va a aprender mucho más que unos simples contenidos de los libros. Va a comenzar a trabajar cada vez más con mayor independencia, desarrollará nuevas habilidades y aprenderá nuevo vocabulario. A la vez, utilizando el correo electrónico, el Internet, programas de Word y PowerPoint, mejorará considerablemente el dominio de las TICs.

Mi plan se basa en la utilización de una plataforma informática, e-Twinning, a través de la cual el alumnado entra en contacto con alumnos de otros institutos de Secundaria de la Unión Europea para poner en práctica las actividades. Básicamente, se trata de establecer contacto con el profesorado y el alumnado de un instituto extranjero, elegir tres obras con las que van a trabajar durante todo el año escolar, leerlas, ponerlas en escena y utilizar la plataforma de e-Twinning para subirlas y presentarlas. Espero que a través de esta innovación los alumnos se sientan más motivados, que puedan aumentar sus horizontes y que puedan aprender por medio de un aprendizaje significativo la importancia que tiene la lectura en el buen desarrollo de una persona.

LONG TERM PLAN

THIRD YEAR ESO

ENGLISH AS A SECOND LANGUAGE

1. INTRODUCTION

GROUP PROFILE

Stage: ESO
Level: year 3
Course: English as a Foreign Language (EFL)
Expected number of students: 5
Number of hours per week: 4
Secondary school: Alfonso II

There are many reasons to learn English, but one of the most motivating for our students is that English is part of their world. It is present in everything; songs, television, the Internet, books, etc. That is why English is an essential means of communication between different places and cultures, and an essential tool for the use of technology and for having access to information. What I want with this proposal is that students become more aware of the importance the foreign language can have on their lives, the opportunities that knowing a language can offer and that this will help them in their professional and personal lives.

The following proposal for course planning is centered on the 3th year of Compulsory Education and it was prepared by following the legal dispositions established by the Organic Education Law (LOE) 2/2006, May 3th, and the Royal Decree 74/2007, June 14th, for the Compulsory Secondary Education in the region of Asturias.

Due to the low language abilities, this programme tries to help students to react in everyday situations, to provide them the necessary communicative skills to face situations and to develop their critical thinking. According to the Common European Framework of Reference for Languages, learning a foreign language will help students improve their communicative competence through linguistic codes and acquisition of new concepts, strategies and attitudes.

2. AIMS

In teaching English it is important to fix the course aims and objectives, because by doing so students will be able to develop their learning skills. Such aims may include the following:

- Provide students with efficient learning strategies.
- Encourage students to set their own objectives.
- Develop students' skills in self-evaluation.
- Encourage them to adopt realistic goals and time frames.
- Assist students in identifying their own preferred way of learning.

3. Timing

176 school days
15 teaching units/10 sessions per unit

FIRST TERM	**UNIT 1** **UNIT 2** **UNIT 3** **UNIT 4** **UNIT 5** **UNIT 6**	**66 SESSIONS**
SECOND TERM	**UNIT 7** **UNIT 8** **UNIT 9** **UNIT 10** **UNIT 11**	**56 SESSIONS**
THIRD TERM	**UNIT 12** **UNIT 13** **UNIT 14** **UNIT 15**	**54 SESSIONS**

4. Contribution of the course to the key Competence

Key competences for lifelong learning are a combination of knowledge, skills and attitudes appropriate to the context, and they are necessary for personal fulfillment and

development, social inclusion, and active citizenship. These key competences are all interdependent, and focus on critical thinking, creativity, initiative, problem solving, decision taking and constructive management of feelings. The English language contributes to the social, cultural and linguistic elements of these key competences, but also contributes to the other key competences because foreign languages requires knowledge of vocabulary and grammar, the ability to understand spoken messages, to initiate and sustain a conversation, read, understand and produce oral and written texts. Because of its communicative, social and cultural characteristics, the English language contributes to the development of these eight key competences by providing the necessary linguistic tools.

Therefore, students will use communication strategies in a natural way in order to make effective the activities performed by means of communicative skills. Learning English will not only provide students with competences to communicate, but also with cultural and social knowledge of the cultures whose language they are studying, which will help them develop an open and tolerant personality towards what is different.

The eight basic competences which must be developed in all subjects throughout compulsory education, as they are presented in the Royal Decree 1631/2006, December 29th, are:

> *Competence in Linguistic Communication:* This competence focuses on the use of language as a means of oral and written communication and a learning tool for self-regulation of thinking, emotions and behaviour. It contributes to the creation of a positive self-image and encourages constructive relationships with others. That is why learning to communicate establishes links with other people and cultures, and it is an important tool in resolving conflicts and for peaceful coexistence.

> *Information Management and Digital Competence:* Communication of information and its transformation into knowledge, searching, finding, and processing skills are developed in this competence. The acquisition of this competence involves the use of technological resources to resolve problems in an efficient way, keeping a critical and reflective attitude when evaluating the available information. Students will be able to search, process and transmit the information obtained from the Internet and other information technologies.

> *Social and Civic Competence:* This competence implies being aware of the social reality of the world we live in. As democratic citizens, students would understand how society works and functions developing the skills to communicate constructively in different environments, to show tolerance, to feel empathy. The competence is based on an attitude of collaboration, assertiveness, and integrity.

Cultural and Artistic Competence: This competence implies knowledge, appreciation, understanding, and critical evaluation of different cultural and artistic manifestations, and treats them as a source of pleasure and personal enrichment. It keeps an open-minded attitude towards different types of art, preserving the common cultural heritage and encourages one's own creativity capacity.

"Learning to learn": This competence involves beginning to learn and being able of continuing to learn autonomously, looking for and finding answers in a rational manner. It implies an organization of the student's own capacity to efficiently manage resources and intellectual processes.

Competence for Autonomy and Personal Initiative: Interaction is essential to communicate in a foreign language, therefore it is important for students to have social skills, and to be able to cooperate and work as a team and respect someone else's point of view. The acquisition of this competence implies creativity, innovation, responsibility, and a critical approach to the development of individual or group activities.

As it appears in the Royal Decree 74/2007, June 14th the contribution of the foreign language to the basic competences is as follows:

- Because language is the most important tool for the interpretation of the reality and the main vehicle of human thought, the foreign language contributes to the development of competence in communication language in a straightforward manner, offering different nuances to this capacity.
- Information and communication technologies offer the ability to communicate in a fast, efficient way and in real time with any part of the world. It also facilitates the personal communication with people from other places through e-mails. Knowledge of the foreign language contributes directly to the development of this competence enabling communication.
- Learn a foreign language offers the possibility to get closer to different cultures, learn features and cultural facts. It makes you more aware of your own identity, cultural heritage and your own language. Promotes respect for, the recognition and acceptance of different cultures, promotes tolerance and integration.
- The foreign language also contributes to the development of cultural and artistic through artistic manifestations, such as art, literature, cinema, music, etc.
- Learning a foreign language contributes to the development of the learning to learn competence, helping students to be more aware of their own learning, identifying how they can learn best and what strategies should be used to be more effective.

5. General objectives

As we will see below, the objectives are to be understood not as an independent element within the educational process, they are very important part throughout the process, since they are the starting point to select, organize and lead contents, and they are the guide for determining what to teach and how to teach it and assess student's progress. But if we analyze them more deeply, we can see that these are abstract objectives and a little difficult to understand, which can cause multiple points of view, which can be a positive or negative thing, depending on the utility that is given to these objectives. That is why the objectives of this stage should be understood as the intentions that guide the design and realization of activities required for achieving the educational purposes of students, who help promote the holistic development of students and facilitate the construction of a more solidarity and fair society. I believe that these objectives have to be seen as goals that guide the process of teaching - learning. To achieve the objectives of the learning of languages, in particular of English, we should go beyond the general objectives, so that in this way we could provide our students with a complete education and an intellectual training, as also the knowledge and skills that enable them to develop their social functions and work with responsibility and competence.

Compulsory secondary education, according to LOE 2/2006, May 3th, will contribute to develop in the students the capabilities that allow them to:

a. Responsibly assume their duties, know and exercise their rights in respect to others, practice tolerance, cooperation and solidarity among persons and groups, to practice the dialogue strengthening human rights as common values of a pluralistic society and prepare for the exercise of democratic citizenship.

b. Develop and consolidate habits of discipline, study and individual work and teamwork as a necessary condition for an effective learning tasks realization and as a means of personal development.

c. Value and respect the difference of gender and equality of rights and opportunities between them. Reject stereotypes involving discrimination between men and women.

d. Strengthen their affective capacities in all areas of personality and their relationships with others, as well as reject violence, prejudice of any kind, the sexist behaviors and resolve conflicts peacefully.

e. Develop basic skills in the use of information sources to acquire new knowledge and a basic preparation in the field of technology.

f. Conceive of scientific knowledge as an integrated knowledge, which is divided into different disciplines, as well as know and apply the methods to identify problems in the various fields of knowledge and experience.

g. Develop an entrepreneurial spirit and confidence, participation, critical sense, personal initiative and the ability to learn, plan, make decisions and take responsibility.

h. Understand and express with correction, orally and in writing, in the Spanish language and, if any, the co-official language of the autonomous community, texts and complex messages, and engage in knowledge, reading and the study of literature.

i. Understand and express themselves in one or more foreign languages properly.

j. Knowledge, value and respect the basic aspects of their own culture and history, as well as the artistic and cultural heritage.

k. Know and accept the functioning of our own body and that of others, respect differences, strengthen bodily care and health habits and incorporate the practice of sport and physical education to promote personal and social development. Know and appreciate the human dimension of sexuality in all its diversity. To assess health-related social habits, consumption, the care of living beings and the environment, contributing to its preservation and improvement.

l. Appreciate the artistic creation and understand the language of the different artistic manifestations, using various means of expression and representation.

The Royal Decree of the Principality of Asturias 2007 adds to these general objectives of secondary education:

- Know and assess the traits of the linguistic, cultural, historical and artistic heritage of Asturias, participate in conservation and improvement and respect the linguistic and cultural diversity as a right of peoples and individuals, developing attitudes of interest and respect for the exercise of this right.

Learning of a foreign language at the Compulsory Secondary Education has the following objectives according to the Decree 74/2007, June 14th:

1. Listen and understand general and specific information from oral texts in varied communicative situations, adopting an attitude of respect and cooperation.

2. Express themselves and interact orally in common situations, properly and with some level of autonomy.

3. Read and understand different texts of a level appropriate to the capacities and interests of the students in order to extract general and specific information, and use reading as a source of enjoyment and personal enrichment.

4. Write simple texts with different purposes on different subjects using adequate resources of cohesion and coherence.

5. Use with correction the basic phonetic, lexical, structural and functional components of the foreign language in real contexts of communication.

6. Develop autonomy in learning, reflect on their own learning processes, and transfer to the foreign language knowledge and communication strategies in other languages.

7. Use learning strategies and all the means at their disposal, including information and communication technologies to obtain, select and present information orally and in writing.

8. Appreciate the foreign language as a means of access to information and as a tool for learning of different contents.

9. Rating the foreign language and languages in general, as a means of communication and understanding between people of backgrounds, languages and diverse cultures avoiding any kind of discrimination and linguistic and cultural stereotypes.

10. Manifest a receptive attitude of self-confidence in the learning and use of the foreign language ability.

Apart from these ten objectives of the learning of a foreign language, I add another one, which is part of the main objectives of my project of innovation and that it is also reflected in the teaching units:

- Develop knowledge of the foreign language through reading and the use of ICTs.

6. General contents

I think that in the practical organization of specific activities of teaching and learning in the classroom, the contents should play a more important role than they play now. I think we should not minimize its importance and interest when in reality they ensure optimal conditions for students to develop their potential and capabilities.

When fixing the content, we have to ask ourselves what they are in fact. I think that these contents are in fact skills and attitudes, not purposes on themselves, but they become tools to achieve the main objectives, are the elements that teachers will implement with students for getting the expressed capabilities in these objectives. Therefore, contents are a set of knowledge or cultural forms essential for the development and socialization of students.

The Decree 74/2007, June 14th sets the following contents for the learning of a foreign language in the 3th course of ESO:

Block 1: Listening and talking
1. Understanding of global and specific information of simple conversations about known topics presented in a clear and organized way.
2. Understanding of interpersonal communication, with the aim of answering immediately.
3. General comprehension of the most relevant points in programmes broadcast by the media in a clear and simple language.
4. Use of comprehension strategies in the understanding of oral messages, such as the verbal and non-verbal context, the previous knowledge about the situation, the identification of key words and the identification of the attitude and intention of the speaker.

5. Oral production of descriptions, narrations and explanations about various experiences, happenings and contents.

6. Active participation in conversations and simulations about daily topics which are of personal interest with different communicative aims.

7. Use of spontaneous and precise answers in communicative situations in the classroom.

8. Use of conventions which are typical in conversations in the development of real and simulated communication activities.

9. Autonomous use of communication strategies in order to begin, maintain and finish the interaction.

10. Valuing of the use of the foreign language as a means of communication and learning both inside and outside the classroom.

Block 2: Reading and writing

1. Identification of the subject of a written text with the help of contextual information present in such text.

2. General and specific understanding of various texts, both written in paper or in a digital format, which are of general interest or which refer to contents of other subjects in the curriculum.

4. Autonomous reading of longer texts related with the students' interests.

5. Use of different sources in paper, digital or multimedia formats, to obtain information necessary to do specific tasks.

6. Consolidation of reading strategies already used.

7. Writing of various texts, with lexicon adapted to the topic and the context, with the cohesive elements necessary to establish the relationship among the ideas clearly using basic strategies in the writing process autonomously.

8. Autonomous use of the register adequate to the reader the text is addressed to (formal and informal). Personal communication with speakers of the foreign language by mail using communication technologies.

9. Correct use of spelling and punctuation marks. Interest in the clear presentation of texts on paper and in digital format.

Block 3: Knowledge of the language

• Linguistic knowledge

1. Use of usual expressions, idioms and lexicon dealing with topics with have a general and personal interest for students, daily topics and topics related with contents of other subjects of the curriculum.

2. Identification of antonyms, synonyms, false friends and the formation of words using prefixes and suffixes.

3. Consolidation and use of structures and functions associated to different communicative situations.

4. Identification and autonomous production of different intonation, stress and rhythmic patterns in the pronunciation of words and sentences.

• Reflections on learning
1. Application of strategies necessary to organize, acquire, remember and use lexicon.
2. Organization and use, more autonomously each time, of learning resources, such as dictionaries, reference books, libraries or digital and information technology resources.
3. Analysis and reflection about the use and meaning of different grammatical forms by means of the comparison and contrast with the languages the students already know.
4. Participation in the evaluation of one's own learning and use of self-correction strategies.
5. Organization of personal work as a strategy to advance in the learning of the language.
6. Interest to take advantage of learning opportunities which are present both inside and outside the classroom.
7. Active participation in group activities and work which develop the confidence and initiative necessary to express oneself in public and in writing texts.

Block 4: Socio-cultural aspects and inter-cultural conscience
1. Value the importance of the foreign language in international relations.
2. Identification of the most significant characteristics of the customs, attitudes and values of the society whose language is being studied, showing respect for the cultural patterns which are different from ours.
3. Knowledge of the most relevant cultural elements from the countries where the foreign language is spoken, obtaining the information through different means, among them the Internet and other communication and information technologies.
4. Interest and initiative to take part in communicative interchanges with speakers or learners of the foreign language by mail or using digital means.
5. Appropriate use of linguistic formulae associated to concrete communicative situations: courtesy, agreeing, disagreeing. Value the personal enrichment that the relation with people from other cultures can suppose to us.

7. **Methodology**

As an English teacher I will try to get students to communicate using English and to focus the learning process more on the learner than on the curriculum. I want students to develop a solid communicative competence, and more receptive with the different languages and cultures. I will try to develop an active participation in the classroom activities as well as in their learning process. I intend to do this by selecting authentic materials, interesting activities and topics that may help them to communicate in a spontaneous way, like discussions and debates, and also choose different activities

where students work in pairs or groups, using available language resources in problem-solving tasks.

The main objective is to implement a communicative approach, because as Littlewood states, one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language[2]. As a natural extension of the notional-functional method, the communicative approach has the ability not only to apply the grammatical rules of a language to form grammatically correct sentences, but also to know when and where to use these sentences. (Gsstha Nagaraj, 1996) That is why students will use language accurately and appropriately and will be in touch with English through meaningful and authentic materials and real situations. I also think that a task-based method will be a good supplement for the communicative approach, because it offers a variety of games, role plays and simulation activities to support the communicative approach. Students will use all their language resources and will have much more exposure to language. A task-based method is also good for teaching grammar, which is the fundamental knowledge in English. Task-based grammar activities implies students' cooperation and makes the classroom atmosphere much more relaxing, which means that grammar teaching occur in a more natural and meaningful way.

I firmly believe that a communicative approach is the best way for learning a foreign language. As Sandra Savignon states:

> Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more persons who share to some degree the same symbolic system. In this sense, then, communicative competence can be said to be an interpersonal rather than an intrapersonal trait. Communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved.[3]

This is why I want to encourage my students to speak, to feel motivated, to interact with each other and I plan to do this by using authentic listening and reading texts, like newspapers or magazines, songs and amusing games. The use of ICTs is also important in the acquisition of a language, because it motivates and allows independence in learning and develops collaborative and team working skills. All the units have materials taken from the Internet, and students are advised to use computers for finding relevant information about different topics related with the units.

To motivate students to talk and to actively participate in discussions, all the sections have a written and an oral part. I want my students not only to learn how to write and use grammatical structures correctly, but also to involve them in real situations and conversations so that they develop their language skills. All the materials were carefully chosen, according with their true level of language. Therefore, I will not

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[2] William Littlewood *Communicative Language Teaching.* (Cambridge:CUP 1981)

[3] Sandra Savignon *Communicative competence: Theory and classroom practice.* (MA: Addison-Wesley 1983)

use just one method because I want students to benefit from all the advantages that these methods can provide them.

8. Assessment

According to the Royal Decree 74/2007, June 14th, the assessment criteria that have to be considered for the 3th Course of Secondary Education are as follows:

1. Understand general and specific information, as well as the main idea and the most relevant details of oral texts used in interpersonal communication situations or broadcasted by the media, about topics which do not require specialized knowledge.
2. Take part in conversations and simulations using adequate strategies to begin, maintain and finish communication, producing comprehensible discourse, adapted to the characteristics of the situation and to the communicative intention.
3. Understand the general and specific information of diverse written texts, authentic and adapted, and of varied extension, identifying pieces of information, opinions, arguments, implicit information and the author's communicative intention.
4. Write in autonomous way diverse texts with a logical structure, using the basic conventions characteristic of every genre, the lexicon adapted to the context and the necessary cohesive and coherent element, in such a way that they are easily understandable for the reader.
5. Consciously use the knowledge they have acquired about the linguistic system of the foreign language in different communicative contexts as a means of self-correct and self-evaluation of one's own oral and written productions and as a way of understanding someone else's productions.
6. Identify, use and explain the learning strategies which are used, give examples of other possible ones and decide about the most adequate to the objective of learning.
7. Use information and communication technology with some autonomy in order to look for information, produce texts from models, send and receive e-mail messages and establish personal relations, both oral and in writing, showing interest for their use.
8. Identify and describe the most relevant cultural aspects of the countries where the foreign language is spoken, establishing some relations among the most significant characteristics of the customs, uses, attitudes and values of the society whose language is studied and one's own and showing respect to them.

Formative assessment will serve to assess the teaching-learning process and take appropriate measures, if necessary. Summative assessment will serve to assess the final

results of the students. I am also going to assess the ability of the students to take part in conversations using adequate strategies to begin, maintain and finish communication, producing comprehensible discourse, etc. I will take into consideration all aspects: grammar, listening, speaking, reading, writing and attitude. In addition, students will know the criteria and indicators to be taken into consideration in the evaluation of their activities, because I want students to be able to orient themselves more easily in learning. Students' evaluation of knowledge, skills and competences will be done periodically, through a variety of activities, used with objectivity and fairness.

The percentage of the assessment will be the following

The value of each of the results obtained by means of these techniques would focus on the four skills (listening, speaking, writing and reading) and grammatical competence that would mark 80% of the final mark. Homework and special tasks, attitude and work in classroom, effort and execution of optional activities would make the last 20%. However, to pass the subject students will have to obtain a 5. All tests will be shown to students and discussed with them, because in this way they will be more aware of their mistakes and try to avoid them in the future. I am going to clarify all the questions and problems they may have regarding the tests. Those students, who do not attend class or do not do the tests, will have to take an exam in June that will contain the contents taught during the course.

9. Reinforcement activities

Reinforcement activities will be used with those students with certain learning difficulties. The activities will be designed to help students to overcome the difficulties they may have and understand the main concepts of the units in order to reach the objectives. These activities will be summaries, exercises that will connect concepts previously explained in class, and also consolidation and review exercises will help them in this process of learning. Also extension activities will be used to extend the acquired knowledge. The purpose of these activities is to further learning and to allow students to explore their interests. These activities can be writings, reading a particular story, or looking for information from different sources, like the Internet, newspapers, magazines, school's library, etc.

10. Attention to diversity

One of the main principles presented by the LOE 2/2006 3rd of May is to provide a quality education to all the pupils at every level in the educational system. The different levels of English and motivation in the classroom is a fact of life and must be taken into account to promote integration and personal development of all students, addressing the needs of each group of students that constitute it. The existence of groups with small numbers of students provides personalized attention and better adaptation of the teaching process to the actual level of the students. The measures to fulfill this purpose

are stipulated in every PAT tutoring plan and PAD attention to diversity project. These are some measures intended to improve the teaching-learning process:

1. Reinforcement classes in the afternoon.
2. Increase attention to students who need it, especially in the first assessment, when they work mainly with content already seen during the previous year.
3. Voluntary activities throughout the course.
4. Some students with a lower communicative competence will be provided with an extra pre-task in advance to be done at home.

The focus on diversity is a need in all the educational stages and a need for everybody; on that principle it is a right and it is not just a measure to cover the needs of a few. The measures to treat the attention to the diversity will be guided to give a specific answer to all the students´ educative needs and to achieve the key competences and the stage objectives in their learning process.

CONTENT SEQUENCING

15 teaching units designed to promote reading and the use of ICTs in classroom. Each unit familiarize students with the world of literature, books and new technologies.

UNIT	TOPIC	FUNCTION	NOTION	GRAMMAR	PRONUNCIATION
1.	**Time for fun**	Agreeing and disagreeing	Opinion	Present Perfect Simple and Continuous	Weak forms and contractions
2.	**That's entertainment!**	Turn taking	Description	The Passive	Questions
3.	**Tell us a story**	Storytelling	Humor	Past Continuous	Definite article *the*
4.	**Mysteries**	Deduction	Plot	Deduction in the past	Sounds /p/ and /b/
5.	**Readers make leaders**	Debating	Emotion	Past tenses	*-ed* endings
6.	**Working together**	Cooperating	Work	Relative pronouns	Sounds / ʊ/ and /u:/
7.	**Nationalities and languages**	Expressing opinions	Names	Relative clauses	Words ending in *-ion*
8.	**What's the big idea?**	Sharing ideas	Decision	Collocations	Sounds /ʃ /, / ʧ/ and /ʤ /
9.	**IT generation**	Getting informed	Instruction	Present Perfect	/l/ sound
10.	**Crime and punishment**	Summary writing	Facts	*Wish* + Past Perfect	Shifted word stress
11.	**Free time**	Free-time activities	Time	Past Simple	/v/, /w/ and silent /w/
12.	**Getting to know you**	Expressing requests	Frequency	Adverbs of frequency	/b/, /v/
13.	**Customs and manners**	Socializing	Greeting	Used to	Sound: /ə /
14.	**Drawing characters**	Routines	Comparison	Reported speech	Pronunciation of the letter *a*
15.	**Once upon a time**	Describing a series of events	Location	Sequence words	/u/

	TOPIC 1 **TIME FOR FUN**
OBJECTIVES	• Understand general and specific information of oral and written messages about television and films. • Work the Present perfect simple and Continuous. • Agree and disagree one's opinion. • Develop critical thinking on the quality of TV series, programmes and films. • Identification of weak forms and contractions.

CONTENTS	**I. Listening**
	  o An argument between two teenagers giving their opinion about television, in order to express personal opinions.
	  Speaking and interacting
	  o Television can become addictive or not.
	
	II. Reading
	  o An article from a TV magazine about a famous actor and his career.
	  Writing
	  o A review of a movie, book or TV programme recently seen, describing the characters and the story.
	
	III. Knowledge of the English language
	  o Use of the Present perfect simple and Continuous for describing facts.
	  o Learn vocabulary about the film industry and television programmes.
	  o Identification of weak forms and contractions in different sentences.
	
	IV. Socio-cultural aspects
	  o The film industry in Hollywood.
	  o Famous TV programmes and series.

ASSESSMENT	• Listening comprehension exercise where students will have to identify weak and contracted forms, and write about their favorite TV programme, explaining why they like it and if they consider it useful or not. • Students will participate in a debate about a typical weekday evening's TV programme, discussing some questions, like: "What kind of programmes are suitable for different times of day?", "Should TV be educational as well as entertaining?", etc.

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<tr>
<td rowspan="2" colspan="2" align="center">TOPIC 2
THAT'S ENTERTAIMENT!</td>
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OBJECTIVES	- Discuss different types of movies and read about Bollywood films. - Introduce and practice the passive. - Discuss when it is appropriate to interrupt. - Learn how to develop conversations. - Basic rules of turn taking and description. - Explore intercultural differences in body language and conversational styles.
CONTENTS	**I. Listening** o Students will listen to an interview with Salman Khan, the most famous Indian actor, talking about his career and the movies in which he appeared. o A conversation between two people expressing their opinion about the rules of turn taking. **Speaking and interacting** o Students think about a movie they have enjoyed. In groups they will have to take turns to describe their movie, while their classmates will have to guess the movie correctly. **II. Reading** o The teacher will give students a list of movies and another one with some categories, like: action movie, romantic movie, mystery, musical, fantasy and comedy and they will have to match the movie with the correct category. o An article in order to contrast Bollywood and Hollywood movies. **Writing** o Students will receive a paper sheet with the movie poster for *The Namesake*, and they will have to complete the description and then compare the answers with a partner. **III. Knowledge of the English language** o Use of set phrases and vocabulary related to movies and acting. o Identification of differences between the active and the passive. o Consolidation and use of question patterns. **IV. Socio-cultural aspects** o The film industry in Bollywood. o Famous books made into films. o Differences in body language and conversational styles.

ASSESSMENT	• The class will be divided into groups of three or four and students will take turns to describe a movie they have enjoyed, and then they will have to discuss the differences between movies and books. • Students will have to write a paragraph about intercultural differences in body language and conversational styles in their own country.

At the end of this unit, we are going to start working with the first story, *Jack and the Beanstalk*. The development of this activity is mentioned in the "Desarrollo" paragraph on the innovation project.

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<tr><td colspan="2"><h1 style="text-align:center">TOPIC 3
TELL US A STORY</h1></td></tr>
<tr>
<td>OBJECTIVES</td>
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- Identify key topic vocabulary.
- Identify tenses and expressions used in stories.
- Study uses of the past continuous in combination with past simple.
- Identify the situations when to use the definite article *the* and when not.

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<tr>
<td>CONTENTS</td>
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I.   Listening
o   An interview with Richard Wiseman who started a project to answer important questions about the psychology of humor. Students will have to discuss some questions related to this project.
o   They are going to hear the funniest joke in the world, and vote on whether the joke was funny or not.

     Speaking and interacting
o   Form follow-up questions to ask their classmates related to the topic of the unit, like: "Are you good at telling jokes or stories?", "Do you think that there is a best time to tell a joke?", etc.

II.   Reading
o   Look at the photos of some famous actors/actresses and discuss in pairs who the people are, what they know about their lives. Then they will read an article to check is they were right.

     Writing
o   Produce a short narration using the correct past tenses, linking devices and vocabulary appropriate to the topic and context, using the cohesive elements necessary to establish the relation among ideas.

III.   Knowledge of the English language
o   Use of common expressions, set phrases and vocabulary referring to storytelling, jokes and anecdotes.
o   Identification of the correct use of the definite article *the,* the past continuous in combination with the past simple.

IV.   Socio-cultural aspects
o   Respect for differences of opinion on topics of stories, jokes and anecdotes and understanding of the various socio-cultural perspectives.
o   In-depth knowledge of relevant cultural elements, like jokes and anecdotes of English speaking countries.

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ASSESSMENT	- Students will have to write a short story of their own using the tenses, linkers and the basic rules studied in class (120-150 words). - The class will be divided in groups of two, and they will have to write a paragraph discussing whether humor can actually cross cultures and give reasons for their opinions.

	TOPIC 4 MYSTERY
OBJECTIVES	• Identify the main "ingredients" in a typical mystery, including common characters and plot structures. • Define vocabulary that appears regularly in mysteries. • Read and respond to a newspaper article about a mystery case, independently. • Organize facts and analyze characters and events to formulate a possible solution to a mystery. • Identify /p/ and /b/ sounds. • Practice deduction in the past.
CONTENTS	**I. Listening** o The beginning of three books (*Sherlock Holmes, Oliver Twist* and *Alice's Adventures In Wonderland*) and then they will have to put in order the sentences from each book. **Speaking and interacting** o Students will be handle a paper sheet with several famous characters (*Cinderella, Robin Hood, James Bond, Sherlock Holmes, and Robinson Crusoe*) and they will have to say if they know these characters, if they read any of these books and if they like it. **II. Reading** o A newspaper article about a disappearing case, and in small groups they will try to solve the mystery. **Writing** o A mini-mystery using the vocabulary learned in class. **III. Knowledge of the English language** o Use of common expressions and vocabulary related with mystery stories. o Identification and autonomous production of /*p*/ and /*b*/ sounds. **IV. Socio-cultural aspects** o Mystery stories, identifying the main "ingredients" of a typical mystery. o Famous characters from different story books.

ASSESSMENT	• Students will have to write a story following a plan and using the vocabulary learned in class.

TOPIC 5 **READERS MAKE LEADERS**	

OBJECTIVES	• Identify different types of literature, like fairy tales, adventure stories, thriller or science fiction. • Develop critical thinking about the importance of reading. • Show global understanding of a story. • Discern and produce the various pronunciations of the *–ed* suffix. • Introduce and practice the past tenses.
CONTENTS	**I. Listening** o A conversation between Mr. Johnson and his wife, who is watching a thriller, and Mr. Johnson is spying on the Thompsons who live in the house right across the street. Then they will have to answer the questions related to the conversation. **Speaking and interacting** o Come up with a dialogue between Mr. Johnson and Mr. Thompson, just like in the conversation they listened using the clues they have in the paper sheet. **II. Reading** o The poem *The Land of Story-Books* and answer the questions they have in the handout. o A book review includes (the description of the book and the writer's opinion about it). **Writing** o In pairs, students will have to choose a title from the list they have and write down five to ten questions about it to find out as much information about the story as they can. o Students will have to match some pictures with the titles and paragraphs they have in the handouts, and decide what type of literature they represent. **III. Knowledge of the English language** o Identification of words with common prefixes and suffixes, with special attention to the use of *–ed* suffix. o Identification of different types of literature. o Use of the past tenses in order to tell a story. **IV. Socio-cultural aspects** o Common types of literature. o Use the imagination for creating a short story.

ASSESSMENT	- Students will have to write a short story, choosing themselves the type of story (fairy tale, adventure, thriller or science fiction) and then presenting the story in front of the class. Grammar, punctuation and spelling will be taken into account. - In small groups, students will have to discuss the importance of reading, in which way they think is important to have a cultural background, and if reading helps developing the imagination.

	TOPIC 6 WORKING TOGETHER
OBJECTIVES	• Identify and match formal and informal expressions. • Identify and discuss different email students receive. • Discuss the impact of networking on people's behavior. • Role-play different networking and socializing situations. • Study the use of relative pronouns. • Identify and produce /ʊ / and /u:/ sounds.

CONTENTS	**I. Listening**
	  o A conversation between two friends discussing the formal and informal expressions used in writing emails. After that they will have to give their personal opinion about the subject, and the way they write emails.
	Speaking and interacting
	  o In groups, students will have to discuss the importance of networking in their lives, if they find Internet useful, and what other devices are they using.
	
	II. Reading
	  o A newspaper article about networking in England and in other countries, like Finland and Japan, in order to identify the differences in networking and socializing.
	Writing
	  o In order to use the correct register in writing so that they do not give a bad impression, in pairs, students will identify the formal and less formal expressions and complete the sentences they have in the paper sheet.
	
	III. Knowledge of the English language
	  o Identification of formal and informal expressions.
	  o Use of the relative pronouns and /ʊ/ and /u:/ sounds.
	  o Discuss one's attitude to networking.
	
	IV. Socio-cultural aspects
	  o Formal and informal expressions used in communicative situations.
	  o Cultural elements referring to networking typical of English speaking countries.

ASSESSMENT	• Students will have to write an email to a friend, using relative pronouns and formal and informal expressions, talking about a memorable occasion in their life and how they celebrated it (120-150 words). • Students will discuss the advantages and disadvantages of asking people to do something for you face-to-face rather than by email.

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<tr><td colspan="2"><h1 align="center">TOPIC 7
NATIONALITIES AND LANGUAGES</h1></td></tr>
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<td>OBJECTIVES</td>
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- Study the use of relative clauses (defining and non-defining).
- Identify European countries and nationalities.
- Identify words ending in –*ion.*

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<td>CONTENTS</td>
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I.   Listening
o   A radio programme, in which one of the speakers is a professor of Modern Languages. Note down the arguments the speakers come up with in support of and against being forced to learn a local language.

Speaking and interacting
o   In groups of three, students will tell each other if they agree with some statements or not, like: (everyone should learn English, American English is more useful than British English, it's impossible to stop foreign words coming into a language, etc.).

II.   Reading
o   Students will look at the headline from a newspaper, which states: "English teacher sacked for speaking English", and say what do they think happened and why. After this, they will read the short article to see if they were right.

Writing
o   A short paragraph about any stereotypes that are common in their countries.

III.   Knowledge of the English language
o   Reinforcement and use of relative clauses (defining and non-defining).
o   Identification of stereotypes related to nationalities and languages.
o   Identification of words ending in –*ion.*

IV.   Socio-cultural aspects
o   Common stereotypes in English speaking countries and in other cultures.
o   European countries and nationalities.

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<tr>
<td>ASSESSMENT</td>
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- In pairs, students will have to look at some pictures describing different activities, and student A will have to describe them to student B, using *Is one of those things you use to…*, and student B will have to ask questions using relative clauses. Fastness, grammar and pronunciation will be taken into account.
- In groups, students will have to say what is their stereotype of British people and if they met many British people, did they fit the stereotype?

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	TOPIC 8 **WHAT'S THE BIG IDEA?**
OBJECTIVES	• Identify the elements for making and responding to suggestions. • Introduce and practice collocations with *idea*. • Introduce and practice /ʃ /, /ʧ / and / ʤ/ sounds. • Practice making and explaining decisions.
CONTENTS	**I. Listening** o Students will hear three store managers discussing a problem and they have to match it to the correct photo and note the problem, focusing on cultural differences regarding politeness. **Speaking and interacting** o Students will be asked to give their opinion about the relationship between suggestions, orders and requests in English, and what is the best way of responding to suggestions. **II. Reading** o An article about a hospital that had an idea for making their patients feel more comfortable. Students will have to identify examples of *suggest, propose* and *recommend.* **Writing** o A short text, about a moment in their life when they had to make decisions, using *suggest, propose* and *recommend.* **III. Knowledge of the English language** o Common expressions, set phrases and vocabulary related to suggestions and making decisions. o Use of collocations. o Practice /ʃ/, /ʧ/ and /ʤ/ sounds. **IV. Socio-cultural aspects** o Working collaboratively and share ideas amongst equals. o In-depth knowledge of relevant cultural characteristics in talking, making and responding to suggestions in spoken English.

ASSESSMENT	• Students will have to write a paragraph about what they have done over the last week or month, using the vocabulary seen in class related to the topic of this unit.

	TOPIC 9 **IT GENERATION**
OBJECTIVES	• Introduce useful computer terminology. • Compare the differences in the language used for written and spoken instructions. • Practice creating and giving instructions. • Introduce and practice using the present perfect. • Identify */l/* sound.
CONTENTS	**I. Listening** o Because the topic of the lesson is instructions, students will listen to someone explaining how to do a task for work (scheduling a meeting using a computer with a programme called Meeting Manager), noting the missing instruction. At the end of the listening students will compare answers in groups of three. **Speaking and interacting** o Students will be asked how able are to use computers and if they are familiar with computer terminology in English. And also if their computers usually gives the most common terms in English or in their own language. **II. Reading** o An article about giving instructions in English, focusing on the fact that English people soften imperatives when they give instructions. **Writing** o Using a map, students will write a short dialogue in which they will give instructions to a friend who needs to find Piccadilly subway line. **III. Knowledge of the English language** o Reinforcement of the use of present perfect. o Identification of computer terminology in English. o Recognition of */l/* sound. **IV. Socio-cultural aspects** o Cultural elements to understand how imperative forms are used when giving instructions in English. o Cultural differences in giving instructions.

ASSESSMENT	• Students will have to find a set of instructions from the Internet and make 10 sentences with them. And they will have to create a 'friendly' set of instructions for something of their choice.

	TOPIC 10 **CRIME AND PUNISHMENT**
OBJECTIVES	• Develop critical thinking about the news related to crimes of passion and discern between based information and more objective one. • Develop reading habits. • Introduce and practice using *wish* + Past perfect. • Learn how to summarize a text, by making a difference between the most important facts and relevant details. • Identify shifted word stress.

CONTENTS	**I. Listening**
	  o Several sentences and mark the stress of the words in *italics* (they will receive handouts with the same sentences).
	
	    Speaking and interacting
	  o Students will give reasons to support their opinion about the following topic: "Crimes of passion should be punished differently from crimes which are planned?"
	
	II. Reading
	  o Two newspaper articles about "crimes of passion",
	
	    Writing
	  o After reading the two articles, students will answer the following questions: *How was the victim killed?, Why was the victim killed?, What was the punishment?*
	
	III. Knowledge of the English language
	  o Identification of the shifted word stress.
	  o Knowledge of vocabulary related to crimes and police language.
	  o Use of *wish* + past perfect.
	
	IV. Socio-cultural aspects
	  o Crimes of passion and the legal system in England.
	  o Different court cases from England.

ASSESSMENT	• Students will write a short summary choosing one of the two articles related to "crimes of passion", using *wish* + past perfect, deciding in which order to put the points and dividing the summary into different paragraphs. • Students will read five court cases and will make decisions about what kind of punishment should the people receive.

TOPIC 11
FREE TIME

OBJECTIVES	• Introduce popular activities in English speaking countries. • Introduce advertisements for popular activities. • Introduce and practice the Past simple. • Learn how to occupy free time productively in order to develop freedom, autonomy and independence. • Introduce time expressions. • Identification and autonomous production of /v/, /w/ and silent /w/.

CONTENTS	**I. Listening**
	o A conversation between two old friends, Rose and Steve, who are chatting about their plans for summer.
	
	   Speaking and interacting
	o Talk about their favorite holiday (where was the holiday, if they like it, with whom they were, etc.).
	
	II. Writing
	o Students will have to complete the gaps from the conversation they listened previously, and several sentences with one word from the same conversation.
	
	   Reading
	o An article from a magazine with some ideal places where you can spend the perfect holiday (*Mexico, New York, Rome, and Paris*).
	
	III. Knowledge of the English language
	o Common expressions, set phrases and vocabulary related to free time activities, tastes and hobbies.
	o Use of /v/, /w/ and silent /w/ sounds.
	o Common expression used in English for expressing time.
	
	IV. Socio-cultural aspects
	o Hobbies and free time activities.
	o Ideal places where you can spend holidays.
	o Different free time activities that English people and from other countries enjoy doing.

| ASSESSMENT | • Students will have to write an email to a friend about a new activity they have just started and are very excited about (100-120 words). |
| | • Students will have to work in pairs and discuss how free time activities have changed. They will compare what they did as a child and what they do know. |

TOPIC 12
GETTING TO KNOW YOU

OBJECTIVES

- Introduce and practice making requests and responding to them.
- Introduce the use of the word "please", when and why it is used.
- Introduce and practice adverbs of frequency.
- Practice writing emails and focus on different ways of beginning and ending them.
- Introduce and practice /b/, /v/ sounds.

CONTENTS

I. **Listening**
   o Four people asking for things, and they will have to identify if English people normally say "please" if they make small requests or big requests.

   Speaking and interacting
   o Students will have to talk about what polite words are used in their country when they get someone to do something, and then compare it with what English speakers normally say.

II. **Writing**
   o A paragraph in which they will have to respond to requests, choosing from five different situations.

   Reading
   o An article about "How does an ant change jobs" an identify adverbs of frequency.

III. **Knowledge of the English language**
   o Autonomous production of the /b/, /v/ phonemes.
   o Use of structures and functions expressing requests.
   o Use of adverbs of frequency.

IV. **Socio-cultural aspects**
   o Different politeness words used in English speaking countries and in other cultures.
   o Use of the word "please" in English and in other languages.

ASSESSMENT

- Students will have to write, independently, 5-8 sentences of their own using the present simple and adverbs of frequency.
- In pairs, students will have to complete an email with their own ideas. Good suggestions, grammar and spelling will be taken into consideration.

	TOPIC 13 **CUSTOMS AND MANNERS**
OBJECTIVES	• Identify topics often involved in social conversation (small talk). • Practice small talk with a classmate. • Study ways of expressing present and past habits (*used to*). • Discuss differences in social situations in different cultures. • Role-play social situations responding to compliments. • Identify /ə / sound.
CONTENTS	**I. Listening** o Six people starting a conversation. Students will have to identify what are the small talk topics they talk about. **Speaking and interacting** o In pairs, students will have to imagine they do not know each other and that they meet for the first time at a party. They have to greet each other, including a compliment in the conversation. **II. Writing** o A list with several compliments they use in their own country, explaining when they are used and when not. **Reading** o A travel blog and answer the following question: "Do North American customs sound similar to your country?" and then read about different strategies that are used to respond to compliments. **III. Knowledge of the English language** o Topics used in social conversations in English speaking countries and in other cultures. o Expressions used to make and respond to compliments. o Identification and autonomous production of /ə/ sound. o Ways of expressing present and past habits using *used to.* **IV. Socio-cultural aspects** o Customs and manners in their countries. o How they make and respond to compliments in their countries.

ASSESSMENT	- In pairs, students will have to draw up a short list of five good topics and five unsuitable topics, and discuss those giving arguments. - In pairs, students will have to write a dialogue using compliments and responding to compliments, which they will read out to the class at the start of the next lesson.

	TOPIC 14 **DRAWING CHARACTERS**
OBJECTIVES	• Knowledge of the general structure of the comic. • Analyze the various elements of the comic. • Introduce and practice reported speech. • Identify everyday routines. • Practice the pronunciation of the letter *a.*
CONTENTS	**I. Listening** ○ A conversation between two friends that are talking about their favorite comic, *Spiderman.* **Speaking and interacting** ○ Students will be asked what comic characters they know and they will have to make a list of characters (*Mortadelo y Filemón, Tintín, Batman, Spiderman,* etc.). **II. Writing** ○ A short text, typical of comics, using balloons, with what the characters may say or think. **Reading** ○ A text about how to create a comic (the elements that are used, the information that appears in balloons or in the panel, etc.). **III. Knowledge of the English language** ○ Identification and autonomous production of the letter *a*. ○ Use of reported speech. ○ Identification of the important elements of the comic. **IV. Socio-cultural aspects** ○ Different types of comics. ○ The most relevant parts of a comic.
ASSESSMENT	• In pairs, students will receive a short comic, *Mortadelo y Filemón*, which has empty balloons, and they will have to fill in the balloons with what the characters say, do or think.

	TOPIC 15 **ONCE UPON A TIME**
OBJECTIVES	• Develop imagination and sense of drama through different ways of telling fairytales. • Introduce and practice describing events using sequence words. • Use the Internet as a means of learning. • Learn vocabulary related to fairytales. • Identification and autonomous production of */u/* sound.
CONTENTS	**I. Listening** o The story of *Little Red Riding Hood* and then will discuss several questions related to the story. **Speaking and interacting** o Brainstorm a list of known fairy tales and discuss what makes these stories fairy tales. **II. Writing** o On a board, students will have to draw a character of their choice and then fill in four bubbles about the character and present it to the class. **Reading** o The context of *Little Red Riding Hood*'s trade book and review the elements of a fairy tale. **III. Knowledge of the English language** o Use vocabulary related to fairy tales. o Autonomous use and production of */u/* sound. o Use of sequence words for describing events. **IV. Socio-cultural aspects** o Different types of fairy tales, from English speaking countries and from other cultures. o New vocabulary related with fairy tales.

ASSESSMENT	• Using the Maryland Assessment Consortium Fairy Tales, students will complete story maps on two versions of the same fairy tale and will write a letter persuading a friend to read their favorite version of one of the fairy tales.

PROPUESTA DE INNOVACIÓN

EDUCACIÓN A TRAVÉS DE LA LECTURA

1. Introducción

La competencia lectora es una de las destrezas más importantes en el aprendizaje de una lengua extranjera, al igual que la expresión y comprensión oral y la expresión escrita. En muchos contextos institucionales, la lectura es una de las destrezas más importantes en el aprendizaje de un idioma, pero el objetivo que se plantea es enseñar a los alumnos a mejorar sus conocimientos de la lengua en vez de leer para comprender. Porque se importante enseñar a los alumnos a leer para comprender, se debería proponer ciertas lecturas centradas en el desarrollo de las destrezas y estrategias de la comprensión lectora. No se debe olvidar que los lectores leen para obtener información y para disfrutar, por lo tanto, como docentes debemos atraer a los alumnos con actividades reales y eficientes si se quiere potenciar el desarrollo de la comprensión lectora en las clases de inglés. Potenciar y fomentar la lectura permitirá desarrollar en los alumnos una mayor capacidad de comprensión y de desarrollo intelectual, cultural y personal. Por lo tanto, este proyecto de innovación va dirigido a alumnos de 3º de la ESO, pero no por ello va a dejar de tratar de implicar al resto de la comunidad educativa: alumnos de ciclos, profesorado, personal no docente y en la medida de lo posible, a las familias de los alumnos.

2. Justificación y enmarque teórico

Mi proyecto de innovación trata sobre la falta de lectura de los alumnos de 3º de la ESO. A lo largo de mi estancia en el instituto, he podido observar que los alumnos tenían dificultades a la hora de leer un texto en inglés. Dado su bajo nivel del idioma, he observado que al alumnado le costaba entender la información y sacar las ideas principales de los tres libros que tenían que leer durante el curso académico. Todas estas dificultades se notaban a la hora de hacer exámenes sobre estos libros, porque las notas eran muy bajas y las respuestas no coincidían con la información del texto. Pienso que, como profesores de inglés, tenemos que darle a la lectura una mayor importancia, porque al fin y al cabo es el instrumento para desarrollar en nuestros alumnos la atención y la concentración, la capacidad de comprender mensajes y les ayuda a ponerse en contacto con su propia interioridad. Además, es una forma indispensable para ponerse en contacto con el mundo exterior, con otras realidades, permitiendo a los

alumnos ampliar su panorama y desarrollar criterios para comprender e interpretar su propia realidad.

La idea de mi proyecto de innovación parte del libro *Aprender con eTwinning*, una plataforma de comunicación y colaboración sofisticada que proporciona a los profesores una amplia gama de herramientas para facilitarles su trabajo en el proyecto que se desarrolla. Decidí utilizar esta plataforma informática porque tal y como lo expresa Anne Gilleran, eTwinning, como una iniciativa de la Comisión Europea, anima a todos los centros escolares de Europa a fomentar una herramienta de colaboración utilizando distintos tipos de tecnologías de la comunicación. Participar en eTwinning es participar en una comunidad de profesores de toda Europa; profesores comprometidos en ofrecer a sus alumnos la experiencia del contacto directo con otros jóvenes e Europa para aprender de sus ideas e intercambiar opiniones sobre todo lo que interesa alos jóvenes en cualquier lugar. Por encima de todo, eTwinning son las personas; profesores, alumnos, padres y expertos en pedagogía de veintisiete Estados Miembros de la Unión Europea, con un propósito común: acercar a profesores y alumnos de Europa para trabajar conjuntamente en construir una identidad común y apreciar lo que significa ser europeo.[4]

En esta cita se puede ver perfectamente lo que pretendo alcanzar con mi proyecto de innovación, que es motivar a los alumnos para que de esta forma entren en contacto con otros jóvenes utilizando las herramientas informáticas y también traer la dimensión europea hasta el aula.

3. Objetivos

Aparte del objetivo primordial de esta innovación, que es tal y como he indicado, fomentar la lectura, otros objetivos serán desarrollar los conocimientos de inglés de los alumnos, mejorar la expresión y comprensión escrita y oral en el alumnado para facilitar su actividad lectora, fomentar el aprendizaje de idiomas a través de métodos alternativos, introducirlos en el mundo de los cuentos, el teatro y la interpretación, comunicar en inglés, expresar opiniones y puntos de vista, establecer lazos de amistad con alumnos de otros institutos, comunicar a través del uso de medios modernos de comunicación y utilizar las TICs para fomentar el placer por la lectura, y también contribuir a una adecuada formación de la personalidad de los alumnos mediante la educación en valores, potenciando la lectura favorecedora del desarrollo integral del alumnado.

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[4] Anne Gilleran *Aprender con eTwinning*. (Belgica: Central Support Service for eTwinning 2007).

4. Desarrollo

Mi innovación tiene repercusión en toda mi programación didáctica y los objetivos citados previamente serán desarrollados a través de distintas actividades. Por lo tanto, en todas las unidades se fomentará la lectura y el uso de la TIC a través de la lectura de cuentos conocidos por los alumnos, desde novelas, libros de aventura, de fantasía, misterio, hasta películas, artículos de prensa y de revistas relacionados con el mundo de la literatura. En algunos casos se les presentará a los alumnos los libros más importantes y conocidos de la literatura inglesa y europea, en general, y en otros casos se les pedirá a los alumnos que busquen ellos información relevante sobre estos tipos de lectura, a través de Internet (el tipo de literatura que se suele leer en sus países, etc.). Como se puede ver son unidades que acerca al alumno a la lectura, a través de distintas actividades que les puede fomentar el gusto por la lectura.

Mi proyecto de basa en la utilización de una plataforma informática, e-Twinning, que es una iniciativa de la Comisión Europea que anima a todos los centros escolares de Europa a fomentar una herramienta de colaboración utilizando distintos tipos de tecnología de la comunicación, a través de la cual el alumnado entra en contacto con alumnos de otro instituto de Secundaria para poner en práctica las actividades. Se elegirán tres cuentos originalmente en inglés, con las que van a trabajar durante todo el año académico, el primero de ellos siendo *Jack and the Beanstalk*, el segundo *Puss in Boots* and el tercer libro, *Little Red Riding Hood.* Junto con los profesores, los alumnos van a leer los cuentos, sacarán las ideas principales, escribirán un guión sencillo y adaptado y pondrán los cuentos en el escenario, realizando una *pantomime* – representaciones dramáticas, típicas inglesas, en las que se narra o representa una historia. El alumnado de los dos institutos (el instituto español y otro instituto de la Unión Extranjera, elegido a través de la plataforma de e-Twinning) ilustrará cada uno la mitad de los cuentos y utilizará la plataforma de e-Twinning para subirlas y presentarlas.

Al final de la segunda unidad didáctica, vamos a poner en marcha la primera actividad, que se va a extender a lo largo de cuatro unidades didácticas. El primer libro con el que vamos a trabajar es *Jack and the Beanstalk*. Después de que los alumnos hayan conocido a sus compañeros del instituto extranjero, empezarán a desarrollar las siguientes actividades:

- o Los alumnos junto con el profesor leerán el libro.
- o Se sacarán las ideas principales.
- o Empezarán a escribir un guión adaptado, sencillo y fácil con la ayuda del profesor para poder ponerlo en escena.
- o Se distribuirán los papeles y se elegirán los actores.
- o Junto con el Departamento de Música, se escogerá una banda sonora para la obra.

- o Se empezará a montar el escenario y con la colaboración de algunas madres, se harán los trajes, que se van a utilizar también para las otras dos obras, modificándolos.
- o Al final de la unidad nº 6, se pondrá en escena la obra. La puesta en escena tendrá lugar en el salón de actos, y se invitarán a las familias de los alumnos, sus compañeros de otros ciclos, y al resto del profesorado. La representación será grabada y compartida con los alumnos del instituto extranjero, a través de la plataforma de e-Twinning, que a su vez enviarán su propia puesta en escena para poder analizarla y comentarla con los alumnos.

El mismo desarrollo se seguirá para los otros dos libros, *Puss in Boots* y *Little Red Riding Hood.* Aunque estos dos libros no son originalmente en inglés, he encontrado adaptaciones muy buenas y sencillas de poner en escenario en inglés. Al final de la séptima unidad didáctica se empezará con el desarrollo del segundo libro, *Puss in Boots*, que seguirá las mismas pautas que el primero. Esta segunda actividad se extiende a lo largo de tres unidades didácticas. El último libro, *Little Red Riding Hood* será desarrollado a partir del final de la unidad nº 11, su puesta en escena teniendo lugar antes de las vacaciones de verano. Para cada una de estas actividades se dedicarán 2 horas diarias, después de acabar las clases.

5. Agentes implicados y evaluación

Los agentes implicados en esta innovación son por supuesto los alumnos, que van a poder aprovechar los materiales auténticos que se les va a proporcionar, y el profesorado que llevará a cabo la enseñanza de estas unidades. En cuanto a los materiales de apoyo y recursos, se necesitarán un aula, un ordenador con video proyector, acceso a la biblioteca y acceso a Internet, porque las nuevas tecnologías, como ya he mencionado arriba, juegan un papel muy importante en todo este proceso. En cuanto a las fases en las que se realizará esta innovación, seguirá la planificación general del curso, porque en cada unidad se desarrollan nuevos contenidos y se proponen nuevas actividades. Para la evaluación y seguimiento de la innovación se tendrán en cuenta los siguientes aspectos:

- • La participación de los alumnos en la realización de las actividades.
- • La participación del alumnado en las obras de teatro.
- • Grado de satisfacción de los alumnos con la innovación realizada.
- • El logro de los objetivos propuestos en la programación didáctica.

Espero que el impacto que esta innovación va a tener en los alumnos se materialice mediante el desarrollo de las competencias lingüísticas, sociales y de comunicación interpersonal y que se vea también reflejado en la comunicación de los alumnos con su profesor o profesora. Lo que pretendía con esta innovación es que la lectura no sea para los alumnos sólo algo obligatorio que tienen que hacer durante el

curso académico, sino que aprendan que la lectura cumple una función social, porque amplia visiones, abre mundos, lo que redunda en una mejor capacidad para adaptarse a los cambios. Como docentes tenemos que intentar cambiar, dentro de lo posible la enseñanza de idiomas, intentando acercar al alumnado a la realidad y a los materiales auténticos, y no detenernos sólo a utilizar el libro de textos y nada más que lo único que hace es repetir las mismas estructuras gramaticales y los mismos contenidos.

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