

**Programación Didáctica para Lengua
Extranjera (Inglés) para 4º curso de Educación
Secundaria Obligatoria**

Scheme of work for foreign language teaching
for the 4th year of Compulsory Secondary
Education

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Resumen

He realizado una programación cuyo objetivo es mostrar una propuesta para enseñar a los niños del modo más adecuado posible; adaptándome a sus necesidades actuales. También este Plan de trabajo está diseñado para ser implementado en el cuarto año de la Educación Secundaria Obligatoria (CSE). He elegido este curso porque creo que es un curso muy importante en la educación de los alumno/as. Es claramente un año clave en el que los estudiantes comienzan a tomar decisiones sobre sus futuros: la elección de una especialidad en particular después de la educación secundaria, una formación profesional u otros tipos de estudios que puedan realizar.

Abstract

I have done this this Scheme of work whose aim is to show a proposal to teach children in a good way, adapted to the current needs. I have designed this Scheme of work in order to be implemented in the 4th year of Compulsory Secondary Education (CSE). I had chosen this course because I think it is a very important course in the education of students. It is a key year where students begin to make some decisions for the future: choosing a particular post-secondary education speciality, vocational training or other types of studies.

1. INTRODUCTION

Nowadays in Spain, it can be affirmed that we have a good education system, at least if it is compared with many other countries. Especially, I think that over the last 30 years it was essential the passing of effective Organic Laws, which have improved the situation. However I think that recently we have witnessed too many changes as well, and we still need time to see how they are implemented. Therefore I believe that our academic regulations are not effective enough, since academic excellence is quite low. I think that discipline and perseverance are very important in order to have a better education. Clearly, society has changed, and we must adapt ourselves to this new situation as quickly as possible. My goal is to be a good teacher, having a mutual respect with students, parents and colleagues.

In Spanish educational system there are five main types of upbringings:

1. Early childhood education (between 0 and 6 years), non-compulsory.
2. Basic education (between 6 and 16 years or so), which is compulsory (and, therefore, is free at public institutions) comprises successively studied, primary education (6 courses) and Compulsory Secondary Education (known as "SCE", 4 courses). I have chosen the 4th course of SCE, children between 15-16 years old.
3. Post-Compulsory secondary education (and therefore not free), which refers to five independent teaching and require them to be studied possession of evidence

of the SCE: the Post-compulsory Education (Bachillerato) (2 courses), the intermediate vocational training, lessons professional art and design of medium grade, and middle-level sports education.

4. Higher education (with different eligibility criteria depending on the chosen teaching) comprising independently including university education, higher artistic education, vocational training higher level, with the training of arts and design degree and higher degree sports education.
5. The specialized education, which are the languages, the arts and sports.

I think that we are living in a country that is changing a lot and very quickly and we should adapt to that changes and to that excess of information. Everything is evolving and we cannot do anything. Education is part of our culture and we must do our best in order to transform the education process in a responsible way.

2. JUSTIFICATION

In my opinion, when it comes to teaching English, not only teachers but also books and other resources must be able to engage the student. They have to motivate students and make them love this language. They need to realize how important it is, and this is achieved by encouraging them with good units of work, books and our desire to teach. In order to get that aim, we –as teachers- must motivate students in every moment. We must be able to be attentive and involved them in our classes.

My purpose is that the students reflect on the English language and their importance. They should see that their interests go together with the knowledge of a second language, as their interests can be related to some cultural and situational aspects. The student's participation in the teaching process, learning and assessment is pretty important for effective learning.

Nowadays we are suffering a difficult economic situation. At the moment, it is necessary more than ever to consider the possibility of looking for a job in another country and speaking English is an additional advantage. Students with the ability to speak other languages are more likely to rise, choose destination, or evolve. Here I will explain the way I want to teach English, my objectives, contents, methods, activities, methodology, organization and evaluation, always bearing in mind the context of the school. Besides, I have to say that this Scheme of work belongs to the third level of specification. Levels of specification are divided in:

- First: LAWS,
- Second: SCHOOL PLANS and
- Third: *SCHEMES OF WORK*.

3. CONTEXT

3.1. *Legal*

The legal context is really important as it regulates my Scheme of Work. My work is based on these different Laws:

In spite it is not a Law, I think that I must include the Common European Framework of Reference for Languages (2001):

- Provides common bases for the elaboration of language syllabuses, textbooks, etc.
- Describes what language learners have to learn: the knowledge, skills and competences they have to develop.
- There are two types of competences: general competences and communicative language competences.

3.2. The school

Firstly, it is important to remark that the information presented in the school context, have similar characteristics to the school Ganivet in Granada. However, personal data and information about workers involved in the project are fictitious. Secondly, I am going to explain the information about the School.:

-Information about the school

-NAME: Ganivet.

-LOCATION: Calle Santa Asunción, No. 15. (cf. Section 11.6.)

-PHONE / FAX /: 958 89 33 55/ 958 89 33 59

-E-MAIL: 18004275.edu@juntadeandalucia.es.

-Facilities of the School

The school has a main central building, which has two storey floors and a ground floor in which is located the head studies' office , staffroom , library, conference room, guidance department , cafeteria and some classrooms; In first floor we can find language departments, chemistry laboratory and the auditorium; and on the second floor are; the English's department , graphic arts workshop , needs special education classroom. The School has also an annexed building at its entrance where the administrative and managerial staff offices are located. Sport fields with their corresponding services are also in the school.

-Context

The School Ganivet is located in the centre of Granada city, which facilitates the access to different points of the city and its periphery. The school is one of the oldest in Granada with 75 years of educational experience. The building has one ground floor and

two more floors, large windows, which make all the classrooms enjoy abundant and direct light and give them bright aspect, surround it. The school has students from diverse origin, only 111 students belong to the school area the rest comes from the metropolitan area 302, province of Granada 423 and a small group of students about 63 come from other provinces. There are also a large number of students with different nationalities on average there are about 20 different nationalities in the school. Granada society in general is reflected in the students. The School has a wide range of academic offers a part of compulsory secondary education, the school offers also;

- a) Upper Secondary Education with three specializations science and technology, social sciences and humanities,
- b) Vocational Education Training (VET) of medium and high level in the professional families of Commerce, Marketing and Graphic arts; and
- c) Adult education.

3.3. Students

On the one hand, almost all the students of this Secondary School come from villages of Granada. Mainly, they are families with a fairly good economy; they belong to a working class social context and they have good manners as a rule. In general, there is a good level of English, although students show little motivation. Although the atmosphere is positive, they are not aware of the importance of English for their future.

3.4. Teaching Program

In this Teaching Program I am going to introduce fifteen units of work, and I will develop one of them in order to show how they must be implemented, its foundations and its aims. (cf. Section 10). There is 5 units in each term:

TERMS	UNITS OF WORK
FIRST	UNIT 1: One day in my live
	UNIT 2: I am healthy!
	UNIT 3: Born to be successful
	UNIT 4: Home, sweet home.
	UNIT 5: Holidays
SECOND	UNIT 6: You look fantastic!
	UNIT 7: Internet

	UNIT 8: What is your favourite film?
	UNIT 9: How are you?
	UNIT 10: Is it true?
THIRD	UNIT 11: Men = women
	UNIT 12: Abroad
	UNIT 13: I am under the weather
	UNIT 14: I love art
	UNIT 15: Nice to meet you!

4. COMPETENCES

The basic competences developed in this project are, among others, the development of different language skills (listening, speaking reading and writing). In addition, the Teaching Program that I have designed goes beyond and it takes in account competences (developed in Section 4) and even the education for values contained in the LEA, Article 39.

4.1. Basic competences

The article 6 of the Royal Decree 231/2006 defines the term “basic competences” as the set of skills, knowledge and attitudes acquired through the Compulsory Secondary Education stage (CSE). The basic competences are adapted to different contexts, so every student in Secondary Education must achieve their personal development and realization, as well as active citizenship, social integration and employment. They have also to do so in an integrated way.

The inclusion of these competences into my Teaching Program is for guiding my teaching process, and it also allows me to identify the essential, indispensable contents and assessment criteria, which must be present in the teaching and learning process.

In linguistic communication: this competence is referred to the use of the language as a tool for the oral and written communication in Spanish language as well as in a foreign language. In class, students will use the English language as the language of communication. If it is necessary, they will use Spanish as well.

5. AIMS, GOALS AND OBJECTIVES

It is really important to know the difference between aims, goals and objectives, because if you do not know the meaning, your will cannot set up them in a properly way.

- Aims. It is more general as they are stage objectives. And an example is the result or the mark that the tutor gives to each student.
- Goals are general intentions, but more specific than aims. For example: the mark of each subject.
- Objectives are the most specific statements of the learning process, generally within a subject, lecture or task. Objectives are: specific, precise, tangible, concrete and measurable.

It is necessary to look at these objectives and aims in order to do a suitable evaluation.

5.1. Aims

In the Royal Decree of Education 1631/2006 states that in Secondary Education should be, at least, a minimum of aims, and here you can see all of them. These abilities will let students to know-how do the best of them and enable them to:

- a) Assume responsibility for their duties, know and exercise their rights with respect to others, evidence tolerance, cooperation and solidarity towards other individuals and groups, engage in dialogue cementing human rights as common values within a plural society and prepare themselves for the exercise of democratic citizenship.
- b) To develop and consolidate habits of discipline, study and individual and team work as prerequisites for the efficient completion of learning tasks and as means of personal development.
- c) To value and respect the differences between the sexes and equal rights and opportunities for both. Reject stereotypes, which encourage discrimination between men and women.
- d) To reinforce their emotional capacity in every aspect of their personality and in their relationships with others, and reject violence, any kind of prejudice or sexist behaviour, and resolve conflicts peacefully.
- e) To develop basic skills in the use of sources of information in order to employ their discrimination and acquire new knowledge. Acquire a basic preparation in the field of technology, particularly in information and communication.
- f) To consider scientific knowledge as an integrated skill, organised into different disciplines, and know and apply methods to identify problems in diverse fields of knowledge and experience.

5.2. Goals

In this part of the Teaching Program I have to introduce some goals, which are necessary to obtain the objectives and knowledge students, need. With regard to the program, it is based on the goals defined in the curriculum, and according to the context and the characteristics of our students. I have defined the following objectives for this school year:

- To teach my students the necessary vocabulary and grammar to be able to communicate in a good way (writing or talking), no matter the topic.
- To use the language correctly, helping them with their doubts.
- To teach them our culture as well as other cultures.
- To teach expressions used in the real world. This way they will use the English language of the daily life.
- To provide students with resources that they can use to express their thoughts and improve (photocopies, books, etc.).

5.3. Objectives

Objectives for secondary education related to teaching a second language: LOE art.23 of the Organic Law 2/2006 of 3 May (BOE 4/5/2006). There are a lot of objectives for Secondary Education in the LOE. Compulsory secondary education will contribute to develop students' knowledge, abilities, habits, attitudes and values to make them reach the following objectives:

1. To acquire the abilities needed to cope with their familiar and domestic responsibilities, as well as with the social groups with which they interact, encouraging an unselfish, tolerant and free of prejudices attitude.
2. To develop and consolidate habits of discipline and of individual study and work as well as in groups.
3. To value and respect gender differences and the equality of rights and opportunities among them.
4. To strengthen their emotional capacities in every area of their personality and in their relationship with others, and also to reject violence, prejudices and sexist behaviours.
5. To develop basic skills in the use of informational (including ICTs) resources to acquire new knowledge with a critical attitude.
6. To conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to get to know and apply the proper methods to identify the problems in the diverse fields of knowledge and experience.
7. To develop the enterprising spirit and self-confidence, participation, critical sense, personal initiative and capacity of learning to learn, planning, decision-making and responsibility assumption.

8. To understand and express correctly complex written and oral messages in Spanish or in the coofficial language of the Autonomous Region, and to initiate in the reading skill and the study of literature.
9. *To understand and express oneself correctly in one or more foreign languages. This one is the one related with teaching of a L2 .*

Besides and obviously, my Teaching Program has to be designed to contribute to the achievement of the objectives established by the Spanish Ministry of Education for Secondary Education. Compulsory secondary education will contribute to develop students' knowledge, abilities, habits, attitudes and values to make them reach the following objectives:

1. To *listen* and understand general and specific information from oral texts in different communicative situations, adopting a respectful attitude of cooperation. For example with oral texts.
2. To express and *interact orally* in normal communicative situations; in a comprehensible, proper way and with certain level of autonomy. For example, with roles plays.
3. *To read* and understand different texts in an suitable level for the abilities and interests of the student, with the end of extracting general and specific information, and to use the reading as a source of pleasure and personal enrichment.
I integrate listening in reading activities.
4. *To write* simple texts with different purposes on diverse topics using suitable resources of cohesion and coherence.
In this objective, it is really interesting to let them doing a free composition, but giving them a model before to help them and make it easy.
5. To use the *phonetic components* (lexicons, structural and functional basic of the foreign language in real communication contexts) accurately.
6. To develop the *learning autonomy*, think about the learning processes, and transfer knowledge and strategies of communication, acquired from other language, to the foreign language.
7. To use *learning strategies* and all the available resources (including ICT) to obtain, select and present information in oral and written productions).
8. *To appreciate the foreign language* as an instrument to gain access to the information and as a tool to learn different contents.
9. *To value the foreign language* (and the languages in general) as a means of communication and understanding among people from different origins,

languages and cultures, avoiding any sort of discrimination or linguistic and cultural stereotypes.

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

School year objectives: an objective means 'the pedagogic intentions of a particular course of study to be achieved within the period of that course and in principle measurable by some assessment device at the end of the course'. (Widdowson, 1983).

1. Being able to read a text adequately. At least understand the whole meaning or the content of the text, not necessary "word by word". To show a positive, curious attitude towards reading.

2. Writing in an appropriate way depending on the context

3. Listening and understanding properly. Being able to have a conversation no matter the topic and usual communicative situation (classroom instructions,...).

4. Grammar and vocabulary. Try not to have serious errors. They will learn how to use English in a correct way, how to pronounce and they will even be able to identify the difference between Britain and American English.

5. Being able to work with partners. Being able to work in pair or groups in English. They should not feel shy talking in English. They also will be able to solve aspects they do not understand or do not know by asking the classmates.

6. Knowing our culture. Knowing our culture and being able to talk about it in English and even give ideas to create activities related to these aspects in English. They can have a lot of freedom to develop this funny topic (see the topic number 15).

7. Being open-minded. Being open-minded with other cultures and respecting everybody. Knowing the importance of talking to people from other countries as well as how important is English in order to do that.

8. The use of ICTs. Using ICTs instruments and knowing methods of Internet (exercises, info, games,...). Try to integrate ICT into everyday activities, both within and outside the classroom. To carry out tasks and projects based on information retrieved from Internet.

6. CONTENTS

information, but also to communicate, work, etc., it is a tool for my students.

In this point I am going to develop the blocks of competences in the foreign language (FL) to emphasize language skills: listening, speaking, reading and writings. The contents of the 4th year of the Compulsory Secondary Education in Andalusia are listed in the Royal Decree 1631/2006, December 29 (BOE of 05-01-2007) and in the Order of August 10/2007 to grade 4 of the CSE, by which the curriculum corresponding to Compulsory Secondary Education in Andalusia is developed (BOJA of 30-10-2007) and contents are grouped into four blocks:

- Block 1: listening, speaking and oral interaction.

- Block 2: Reading and Writing.
- Block 3: Knowledge of the language.
- Block 4: Socio-cultural aspects and intercultural awareness.

6.1. Blocks of contents

This document for Spain in Compulsory Secondary Education appears in the R.D.1631/2006 and 231/2007, Order 10th August. The information for Andalusia of this Royal Decree correspond to CSE developed in BOJA 30/10/2007. Here I put both together because they are closely related.

Block 1: Listening, speaking and oral interaction

This block includes procedures, defined as operations that allow linking the acquired concepts with their realization in communication activities, which develop the know-how. A significant importance is given to oral communication, so that this block focuses on developing the ability to interact in these situations, and it stress the importance of the fact that the linguistic model of oral reference comes from a varied number of speakers in order to collect, to the greatest extent possible, variations and nuances. This is the reason why there is a strong presence of the use of conventional media and information and communication technologies in the curriculum.

Block 2: The Reading and Writing block

Also includes the necessary procedures to develop discourse competences in using writing. In Foreign Language written texts are models of textual compositions and elements of practice and contribution of linguistic elements. The observation of written and oral manifestations of the language that is being learned and its use in communication situations, allow to create a conceptual system increasingly complex about its functioning and that of the contextual and pragmatic variables associated with the particular situation and the communicative content.

Block 3: Knowledge of the language

1. Linguistic knowledge

- Use of common expressions, idioms and lexicon about topics of personal and general interest, everyday subjects and topics related to the contents of other subjects in the curriculum.

- Recognition of antonyms, synonyms, "false friends" and word formation, starting from prefixes and suffixes.

2. Reflection on the learning process

- Application of strategies to organize, acquire, remember and use lexicon.
- Organization and usage, in a progressively more autonomous way, of resources for learning, such as: dictionaries, reference books, libraries or digital and computer resources.

Block 4: Socio-cultural aspects and intercultural awareness

This block helps students to get to know the customs, forms of social relationships, features and characteristics of the countries where the foreign language is spoken, in short, different ways of life from theirs. This knowledge will promote tolerance and acceptance, increase interest in knowledge of different social and cultural realities and facilitate intercultural communication because the languages are carriers of the contents, features and marks of the cultures they are means of expressions for.

6.2. Contents for the autonomous community; Andalusia

- In Andalusia it is necessary to write about **Article 39, LEA**, that it is about education in values:

1. The activities of teaching, in general, the development of school life and curriculum will be considered as transverse strengthening respect for human rights and fundamental freedoms and values that prepare students to take responsible life in a free and democratic society.

2. Also include knowledge and respect for the values contained in the Spanish Constitution and the Statute of Autonomy for Andalusia.

3. In order to promote real equality between men and women, the curriculum will contribute to overcoming gender inequalities, if any, and will appreciate the contribution of women to the development of our society and the knowledge accumulated by humanity.

6.3. Clil

CLIL is Content and Language Integrated Learning and it refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language'. (Marsh, 1994) This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the

youngsters a positive ‘can do’ attitude towards themselves as language learners. (Marsh, 2000).

○ CLILs in my Teaching Program can offer a variety of benefits, such as:

- A. Builds intercultural knowledge and understanding.
- B. Develops intercultural communication skills.
- C. improves language competence and oral communication skills.
- D. develops multilingual interests and attitudes.
- E. provides opportunities to study content through different perspectives.
- F. allows learners more contact with the target language.
- G. does not require extra teaching hours.
- H. complements other subjects rather than competes with them.
- I. diversifies methods and forms of classroom practice.
- J. increases learners' motivation and confidence in both the language and the subject being taught.

6.4. Sequence of contents in the Teaching Program

This school year has 176 days, 35 weeks; the English Language subject in the 4th year of this bilingual CSE, the course has 4 class periods per week. The period of classes is not exact, but each class is 1-hour duration. So the total of classes are more or less 140 hours. I have decided to develop fifteen units, five per term. I will develop each unit in 8-9 class (hours) per unit.

7. METHODOLOGY

The methodological techniques and strategies applied in this Teaching Program will be based on the following principles. (Some parts of this text is from McLaren and Madrid, 2004: 154-156 and my personal criteria for my Teaching Program):

1. Connection to prior knowledge and the immediate environment of the students. It must be endeavoured to foster a significant knowledge by providing situations of communication that require establishing connections to students' previous knowledge and the environment where it operates. It must take into account students' previous knowledge and the average competence levels normally achieved at the end of the previous stage.

2. Promoting classroom interaction.

Learning and teaching contents and activities are developed in interactive contexts between teacher and students or among. Although the contexts are divided into different sections (listen, speak and talk; read and write; knowledge of the language and socio-cultural awareness...) it should be attempted to integrate them within the different units and tasks.

3. Attention to the creative aspects to the foreign language.

It begins with controlled and guided working techniques and, finally, multiple free situations are suggested where learners can develop their creativity with the linguistic elements they have studied.

4. Communicative approach to the language.

I consider that English is a means or instrument of oral and written expression and communication. In this process, the speech acts and communicative functions that we wish to express in different contexts of communication are basic.

5. Meaningful learning.

We have tried to provide contextualized and significant learning situations, connected with the interests and needs of learners, combining reflective and conscious learning processes and processes that encourage the use of English in a more natural, meaningful and subconscious way.

6. Assessment of the affective factors.

We have taken into account the fact that English learning and teaching processes depend on several affective factors that may encourage or inhibit it. Continually, it is sought to improve students' attitudes towards English learning, create needs that justify so, increase the interest and desire to learn it, reward the effort, foster a classroom climate that facilitates the achievement of a goal (English learning) and that students experience satisfaction and pleasure.

7. Adaptation of the psycho-cognitive characteristics of the students.

In this stage of the Compulsory Secondary Education (ESO), students are already able to abstract, relate concepts, classify, develop hypotheses, deduce and generalize. In addition, students are already able to identify and regulate their learning strategies, so they can be initiated, in a systematic way, in cognitive training.

8. Task-based approach.

In Secondary Education, the didactic approach based on tasks is important with special emphasis on:

- Attention to Diversity.
- Procedures and ways of participation.
- Learners' contribution in the learning process.
- Development of concepts, procedures and skills.

9. Cooperative learning.

Frequently, we should propose activities in pairs or in teams that encourage collaborative learning. Making use of in-group activities, we try to foster the exchange of roles between students, promoting active participation.

7.1. Types of activities

What they do is what is really important. That is why I propose two kinds of activities:

- a) Activities and exercises more controlled and limited (well organised, whose purpose is to work on linguistic knowledge with multiple-choice activities, comprehension questions, true-false questions, fill in the gaps, grammar exercises, etc.).
- b) Tasks: open-ended and based on real life situations, with an outcome which goes beyond pure linguistic knowledge towards real communication: role-play, discussions, debates, opinion essays, informal e-mail writing, or the final task. I want to develop communicative competence with these tasks.

7.2. Use of information and communication technologies, ICTS

In methodology, ICTs are considered a strategy or technique in themselves. They are part of one of the competences and are very important in education nowadays. Also, in more than one session we can find the use of the ICTs, since students have to look for information on the Internet. They will have to look for interviews in the digital format, songs, etc. As it is an ICT school, every student has a computer. I will be helping students and monitoring them in the class. I have also created a web-page where students will have all the materials that they need in class available as well as the material for classes with the computers. In addition, they will also have extra material for developing every unit of work and a lot of activities. Ángel Ganivet Secondary School has a number of rules, since it is an ICT school.

7.3. Materials

Certain materials are of utter importance for the proper development of this unit. Without digital resources and multimedia equipment it would be impossible to carry out

this Unit of Work. These are the materials that I will need in order to obtain best benefits from the teaching-learning process:

- Internet service and computers, which are easily accessible in the school because is a ICT school. There is no problem with Internet and computers.
- Digital board to watch the videos, correct the exercises and do the explanations.
- Pens, notebooks and markers.
- Photocopies of the activities.
- Dictionaries.
- A slide projector and a large screen.
- A DVD player.
- Films and songs. There are a lot of them in English in the library.

-By students it is necessary:

- Textbook, workbook, notebook and a folder are recommended.
- Computers. Each student has a computer given by the Community of Andalusia.

7.4. Communicative language teaching (CLT)

Definition: Communicative language teaching (CLT) is an approach to the teaching of second and foreign language that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as communicative approach to the teaching of foreign languages or simply the communicative approach.

The ever growing for good communication in English today has created a huge demand for English teaching in Spain and around the World. Million of parents want to learn and/or improve their command of English to ensure their children's future. It makes and let them to have more opportunities to travel, study abroad and have a better job as well as better use of the media and the Internet.

7.5. Teaching learning approach

In my Teaching Program I want to focus my teaching approach on task-based language teaching (TBLT), education in values and andalusian culture.

Firstly, focuses on the use of authentic language and on asking students to do

meaningful tasks using the target language (implicit on TBLT). Such tasks can include visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome rather than on accuracy of language forms. TBLT language is used as a tool for communicating rather than as an object for study or manipulation.

From the pedagogic point of view, the characteristics of TBLT given by Jiménez Raya (2011) are:

Focus on experiential learning and learner activity: learners acquire the language through their own experiences. The new language is then practised in a controlled fashion using exercises. Finally, the teacher creates opportunities for free language production. In a TBLT syllabus, the learning is inductive; the students will learn grammar rules or new vocabulary by being exposed to real language.

Selection of tasks derived from needs analysis: The goals of needs analysis are concerned with the identification of learners' real-world communicative requirements so that textbook designers and teachers can create courses that reflect and prepare learners meaningfully for their intended uses of the target language.

Use of authentic texts and materials: in order to promote real language use the teacher must provide authentic material, different to those which have been especially created for teaching purposes. There are a wide amount of sources from which we can obtain the material, such as newspapers, magazines, books, radio, TV, Internet, maps, etc.

Connection of classroom language learning with real language use outside the classroom: this is one of the cornerstones of TBLT. The objective of the lessons must be to use the language in real situations outside the class.

8. ATTENTION TO DIVERSITY

Attention to diversity in Andalusia is regulated by Order 25th July, 2008. Compulsory Secondary Education Schools take the more appropriated rules referred to diversity in order to improve the academic level of students. In general, these schools propose their own syllabus to deal with diversity. Compulsory Secondary Education Schools must provide proposals related to Attention to Diversity such as:

- Suggesting grouping to help students to assimilate the change from the first stage to the second stage of compulsory education.
- Offering students more practical subjects.
- Making groups with elective subjects to favour the access to non-compulsory education.

9. EVALUATION

Promotion is something really important for the students (to pass) and to the teacher (evaluate if they are doing a good work or not). Its field of application is very complex, and it can be identified in two different dimensions: evaluation of the learning process and evaluation of the teaching process. For me, the most important thing is to know what students have learnt and what the opinion of my work is. I want to be critical and improve the way I teach.

9.1. Criteria

The official assessment criteria recommended by the education authorities will be followed (R.D 1631/06). The following techniques will be used for evaluation. Students have to be able to:

1. understand general and specific info in oral text (audio-visual).

Understand general and specific information, the main idea and the most relevant details of oral texts issued in situations of interpersonal communication or by media, on topics that do not require specialised knowledge.

2. interact orally. Communicative intention/ function.

Participate in conversations and simulations using appropriate strategies to initiate, maintain and end the communication, producing a speech that is understandable and appropriate to the characteristics of the situation and the communicative intention.

3. Understand general and specific info in written texts.

Understand general and specific information from various authentic and adapted written texts, with different extension, identifying data, opinions, arguments, implicit information and communicative intention of the author.

4. Write texts with a logic structure (text types).

Write with some autonomy a variety of texts with a logical structure, using the basic conventions of each genre, vocabulary appropriate for the context, and the elements of coherence and cohesion needed, so that they are easily understandable to the reader.

5. Autoevaluation and autocorrection; peer-review.

Consciously use the knowledge acquired on the linguistic system of the foreign language in different contexts of communication, as a tool for self- correction and self-

8. Autonomy:	X	X	X			X	X	X			X		X	X	X
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X= means that this unit integrate this competence.

** (For more information about competences see part 5 of the Teaching Program and previous part to units).

10.1. Contents of the unit of work

Once I have explained what unit 15 consists on, In am going to establish the contents of the Unit of Work number 15: `nice to meet you!`, I am going to separate it into the four blocks to make the understanding easier:

Block 1: listening, speaking and talking,

- Understanding a song.
- Oral practice in order to receive and give information. Role-play.
- Talk to a partner about `flamenco and sevillanas`.

Block 2: Reading and writing,

- Reading a text about Andalusian culture in a comprehensible and critical way.
- Write and understand. How to make suggestions.
- To write an e-mail talking about our culture (to an AMERICAN friend).

Block 3: knowledge of the language,

- Vocabulary related with other cultures and our own culture.
- Pronunciation and knowledge of make suggestions.
- Learn strategies to organize, acquire, remember and use grammar and vocabulary.
- Active participation in group activities and work.

Block 4: Sociocultural aspects.

- To respect all the cultures.
- To appreciate the importance of learning English language.

10.2. Objectives of the unit

There are more objectives that will be developed in other units. In the unit 15 these are the objectives I am going to carry out in the Unit of Work I am proposing. The name of the Unit of Work is `nice to meet you!`. Therefore, at the end of this Unit of Work my students will be able to:

- ✓ Read text in a comprehensible way.
- ✓ Talk about suggestions and the different cultures studied in the unit.
- ✓ Pronounce correctly oral interactions.
- ✓ Give personal and open-minded opinions about the different cultures.
- ✓ To make suggestions in oral and writing skills.
- ✓ Listen and understand texts on the radio.
- ✓ Write an e-mail talking about our culture to an AMERICAN friend.
- ✓ Grammar and vocabulary about:
 - Different cultures.
 - American and British English.
 - Suggestions.
 - 2nd conditional.

10.3. Sessions

As we can observe in the following table, the Unit of Work I present here would be carried out at the end of the year. It is based on my 4th year of CSE; characteristic of students and school. I have distributed my Scheme of Work in 15 units of work, and I will develop one to show how to do that. Each unit will have 8 or 9 sessions. It means that I will have eight or nine hours to develop my classes. The unit that I have chosen is the last one and I will have 8 hours to develop the unit.

10.4. Evaluation

In terms of evaluation, it is continuous. I consider that doing just one final exam is not fair. My evaluation is based on observation, behaviour, participation, exercises, exams, attitude, homework, listening, reading, writing and speaking and the final tasks. Exams are every two topics, except for last one. In terms of diversity, there are a lot of children of different nationalities, but all of them are integrated and they do not have problems with the English Language. It is unnecessary to do special tasks for them.

Grading

SKILLS	%
Behaviour	10
Participation	5
Exercises	15
Reading	15
Writing	15
Listening	15
Speaking	20

Final task	5
TOTAL	100

Assessment and procedure tools: the assessment procedures and tools are to help students, in my Teaching Program I use:

- An initial test to determine the level of my students. It has only an informative role, being used as a guide for the learning-teaching process. (cf. Section 11.1).
- A written task.
- A final task written.
- Test at the end of every two units.
- Exercises to listening, speaking, reading and writing.
- Notebook and Workbook observation, also review homework daily.

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