



UNIVERSIDAD DE CORDOBA

**Máster Profesorado en
Enseñanza Secundaria Obligatoria,
Bachillerato, Formación Profesional y
Enseñanza de Idiomas**

REFLECTIONS ON LOVE

**“REFLECTION ENGAGES INDIVIDUALS TO
EXPLORE THEIR EXPERIENCES IN ORDER TO
LEAD TO NEW UNDERSTANDINGS AND
APPRECIATION”**

(Boud, Keogh & Walker)

Luque Blanco, Margarita

Tutora: Paula Martín Salván

Lengua Extranjera: Inglés

Curso Académico 2013/2014



UNIVERSIDAD DE CORDOBA

**Máster Profesorado en
Enseñanza Secundaria Obligatoria,
Bachillerato, Formación Profesional y
Enseñanza de Idiomas**

AUTORIZACION DE LA PRESENTACIÓN PARA SU EVALUACION DE
TRABAJO FIN DE MÁSTER

El/La Prof/a. **Paula Martín Salván** como Director/a del Trabajo Fin de Máster del alumno/a D./ña. **Margarita Luque Blanco**, con DNI *****, con la titulación *Reflections on Love* informa que dicho trabajo cumple los requisitos exigidos para proceder a su defensa oral en acto público.

En Córdoba, a **6 de Junio de 2014**

Fdo. Prof/a

INDEX

1. THE ROLE OF THE TEACHER.....	5
1.1. INTRODUCTION.....	5
1.2. GENERAL PERSPECTIVE.....	5
1.3. THE FOREIGN LANGUAGE TEACHER (ENGLISH).....	12
1.4. SOCIAL & CULTURAL CONTEXT OF IES AVERROES.....	14
2. CURRICULUM DESIGN & TEACHING-ACTIVITY PLANING	15
2.1. JUSTIFICATION.....	15
2.2. CONTEXT.....	15
2.3. OBJECTIVES.....	17
2.3.1 STAGE OBJECTIVES.....	17
2.3.2 AREA OBJECTIVES.....	19
2.4. COMPETENCES.....	20
2.5. CONTENTS.....	22
2.5.1 TIMING & SEQUENCE OF TEACHING UNITS.....	25
2.5.2 STRUCTURE OF THE TEACHING UNITS.....	27
2.6. METHODOLOGY.....	39
2.7. RESOURCES.....	40
2.8. ASSESSMENT.....	41
2.8.1 ASSESSMENT CRITERIA & PROCEDURES.....	41
2.8.2 ASSESSMENT INSTRUMENTS.....	43
2.8.3 GRADE CRITERIA.....	44
2.8.4 EVALUATION.....	44
2.9. ATTENTION TO DIVERSITY.....	44
2.10. BIBLIOGRAPHIC & DIGITAL RESOURCES.....	45
3. TEACHING UNIT.....	46
3.1. JUSTIFICATION.....	46
3.2. OBJECTIVES & BASIC COMPETENCES.....	46
3.3. CONTENTS.....	47

3.3.1 RELATION BETWEEN BLOCKS AND CONTENTS.....	48
3.3.2 TYPES OF CONTENTS.....	49
3.3.2 TIMING.....	49
3.3.3 SEQUENCE OF CONTENTS & SESSIONS OF THE UNIT.....	50
3.4. METHODOLOGY.....	58
3.5. RESOURCES.....	60
3.6. ASSESSMENT.....	61
3.6.1 ASSESSMENT CRITERIA & INSTRUMENTS.....	61
3.7. ANNEXES.....	62
4. INTERNSHIP PERIOD AND ITS ROLE IN THE LEARNING PROCESS.....	80
4.1. INTRODUCTION.....	80
4.2. TEACHING COMPETENCES ACQUIRED IN THIS MASTER'S DEGREE.....	80
4.3. STUDENTS' LEARNING PROCESS AND METHODOLOGICAL GUIDANCE.....	81
4.4. SOCIAL INTERACTION IN THE CLASSROOM.....	86
4.5. HOSTING OF THIS MASTER'S DEGREE STUDENTS.....	89
5. FINAL CONCLUSIONS.....	90
6. ASSESSMENT REPORT.....	95
6.1. INTRODUCTION.....	95
6.2. ASSESSMENT PROCESS.....	96
6.3. EVALUATION PROCESS.....	103
6.4. FUTURE IMPROVEMENTS.....	105
7. BIBLIOGRAPHY.....	106

1. THE ROLE OF THE TEACHER

1.1. INTRODUCTION

It is well-known that the secondary education period should be given prominence as children become adolescents, beginning a period characterized by a large number of physical and psychological changes, apart from a significant rise of consciousness of their belonging to a particular society. This phase is usually regarded as a gateway to social opportunities; hence, the role of the teacher is essential at this point of students' formation since they need an instructor that guide their life course to become critical human beings capable of managing in life.

According to the current Spanish Organic Law of Education, LOE, the so-called E.S.O consists of four academic years, covering from the age of twelve to that of sixteen, which aim is students' acquisition of the basic cultural elements. This educational phase also develops and consolidates their working habits to prepare the youth for subsequent studies, employability, etc. For this purpose, students will have educational and professional guidance, apart from special attention to diversity, which is increasingly highlighted these days. Besides, schools have autonomy to organize students' groups and subjects in a flexible way so that they can be adapted to their characteristics.

The first chapter of this project will be devoted to the general aspects of secondary education teaching, with special emphasis on different issues. For this purpose, it will be divided into three sections; the former will deal with the figure of the teacher in secondary education from a general perspective, the second will be focused on the role of the foreign language teacher, and the latter will provide an succinct overview of the social context of the high-school where my teaching practice were executed, called IES Averroes.

1.2. GENERAL PERSPECTIVE

One of the most accentuated ideas in this Master's Degree was the vocational aspect of being a teacher, since it has been proved that the youth can not be properly educated if their teachers are not motivated or interested in their job. Actually, this issue is happening these days as a consequence of the financial crisis; the necessity of finding a job leads graduates to choose the teaching profession, which is a great mistake. Basically, their

“bad practice” will be directly prejudicial to the citizens of tomorrow, that is, the current generation of students.

It is worth mentioning that the teaching profession is living through difficult situations despite the aforementioned idea, as those people that work as teachers out of necessity, so to speak, may not be aware of it. There is a current social change that hinders the educational activity as it has prompted a great change in the teaching context. Teachers need to rearrange their work to adapt it to this new situation mainly characterized by diversity among students. This fact leads to a rupture of the consensus on social values, which provides a similar picture to that of the cultural mosaic¹, a term referred to the Canadian society for its mixture of cultures, languages, etc. that can be definitely applied to ours. This social diversity reflected in the classroom gives rise to some conflicts that must be avoided; therefore, teachers must provide integral education, that is, they should teach the contents of their subject and values of tolerance and respect towards dissimilarities.

As a matter of fact, teachers are nowadays considered as the responsible of citizenship, sexual, health, intercultural and road safety education, among other fields. This extended responsibility on the figure of the teacher leads them to be in continuing formation as society demands are increasingly constant. It is nevertheless true that teachers are also regarded as the responsible of the negative results of the educative system. When recalling past times, special attention should be paid to their knowledge and vocational service, which were clearly highlighted and praised, in contrast to the current situation. Closely related to the previous idea of the consequences of the financial crisis, it is thought that teachers work as teachers because it seems they are unable to find another job that provides them wealth and fame. Hence, this is a clear instance of their damaged social image. Considering this issue, it is my contention that the new generation of teachers must be well-prepared to manage all these controversial situations, claiming that their job educating students and doing the rest of educative functions is excellent.

With regard to the initial and continuing formation of teachers, it is valuable to note that there is not a particular personal profile to succeed in an educational environment; that is,

¹ Levine, R. & Serbeh-Dunn, G.: *Mosaic VS Melting Pot*. Retrieved February 10 from: http://www.darrenduncan.net/archived_web_work/voices/voices_v1_n4/mosaic.html

teachers do not need to own certain innate characteristics, but the so-called professional competence for teaching, based on the following three mainstays:

- Knowledge: A teacher must know the curricular contents, the suitable strategies to cover them, and the principles and purposes of their performance. Hence, it stands to reason that not only do they focus on their area, but also on organizing their lessons, handling any conflict situation and, above all, on making their subject attractive to students' eyes, arousing their curiosity to learn.
- Capacities: Teachers must have social capacities to conduct their classes, such as empathy and comprehension of situations. If implemented in class, these skills will definitely provide a positive environment with students.
- Attitudes: Teachers must be open to change and take a stand of commitment with their job. Teaching implies position, belief, strength and struggle. Regarding students, teachers need to have a positive attitude towards them, believing in them and their possibilities. That is to say, they implement the so-called Pygmalion Effect, the greater the expectation placed upon people, the better they perform.

Therefore, it is apparent that teachers' competence is complicated to a great extent; however, it goes without saying that they also need to perform a large number of functions. Nowadays, this concern seems to be under debate as there are different perspectives on their figure. On the one hand, it is said that teachers implement Paulo Friere's banking model of education, consisting in "filling" students' minds with a content that is clearly detached from reality²; in other words, they just limit themselves to transmit information, meaning that students become mere recipients. As a matter of fact, it is valuable to note that most of the students of this Masters' Degree had this idea before enrolling it as little did they know what teaching involves at all. On the other hand, it is stated that not only do teachers focus on their area, but also on moral values as stated above. Students will be formal citizens when finishing school, so they need to be educated with a mixture of values, subjects, etc³. The latter are closely related to the concept of diversity, so teachers must make students be conscious of this issue present in our society

² Friere, P.: *The "Banking" Concept of Education*. Retrieved February 10 from: <http://faculty.dwc.edu/wellman/Friere.htm>

³ De la Hoz Vázquez, G. (2013): *Propuestas didácticas para Educación Infantil, Primaria y Secundaria*. En "La Educación Intercultural en los centros educativos" (pag. 229). Sevilla. Prodidac.

as they will have no choice but to live with it. Hence, in a nutshell, as Debesse and Mialaret state, the election and acceptance of a professional life within the educational environment implies owning a clear concept of the educational institution, reflecting on the role of education and the place of school in our society, including the execution of activities to spread culture and life-long education.⁴

Considering the aforementioned ideas, it would be worth commenting briefly some of the fourteen functions teachers must perform according to the Spanish Organic Law of Education (LOE). It is included in the so-called BOE, namely, in article 91:

- a) Teaching programme and subjects, among other entrusted fields: As stated above, it is teachers' main objective, but not the only one; they must be well-prepared to transmit information of their area to students. This function also implies suitable teaching strategies that help students learn it to a better extent.
- b) Assessment of students' learning process and teaching process: It is an essential part in teaching as it demonstrates students' proficiency on the area; that is, assessment helps teachers check whether students have achieved the objectives and competences indicated at the beginning of the academic year or not. In addition, students should be involved in the evaluation of teachers' work as it is a great chance to expound their thoughts about their learning process; the outcome will lead teachers to continue practicing the same strategies or to change them.
- c) Students' tutorship, direction and orientation of their learning and support on their educative process in collaboration with their families: It is executed by all the teaching staff and addressed to families, students and the educational team, aiming to improve classroom coexistence, monitor students' learning in an individual way, develop educational and vocational maturity and methodological and curricular adaptations, among others. This common and continuing work of teachers is also related to the aforementioned diversity, which will be explained more closely further down.
- d) Educative, academic and professional orientation of students in collaboration with the Guidance and Counselling Department: Related to the previous function, the Department of Guidance and Counselling help teachers to execute the youth's orientation in those aspects. As most of Secondary Education students are

⁴ Debesse, M. & Mialaret, G. (1980): *La función docente*. (pag. 115) Barcelona. Oikos-tau Ediciones.

expected to choose the branch of studies they would like to continue in the future, when they find themselves lost about it, this orientation becomes usually their salvation.

- g) Activities will be developed within a respectful and tolerant environment, participation and freedom, fostering the values of democratic citizenship on students: As briefly mentioned above, it is important to transmit students the idea that values are essential in their lives. When implementing this function, there is a great need of participation on the teaching staff's part as effective strategies to encourage positive attitudes towards solidarity, tolerance, respect, etc. must be developed⁵. In addition, it is specially noteworthy that fostering these values gives, at the same time, rise to a notable improvement of students' learning as environment usually conditions the teaching activity.
- m) Continuing investigation, experimentation and improvement of teaching process: Teachers must be updated as far as educational issues are concerned. Teaching students demands some requirements to be met, so there is a great need of being in continuing formation; that is, teachers should research on their area, improve their teaching strategies as they do not work with all students, etc.
- n) Knowledge and use of ICTs and communication as a usual work tool in the classroom: Its use entails students and teachers' special formation on it. These days computers are part of students' learning process as their resources help them consolidate the new knowledge acquired in class; actually, students are able to foster their learning inside and outside the class. In addition, it is a primary part that ITCs do not substitute the figure of teachers, as they are the instructors that guide students' work with technologies.

Once these functions are mentioned, it would be appropriate to deal with one of the most important aspects of the educational environment, that is, the attention to diversity. It would seem that students are equal at first sight; however, there is a large number of differences among them. For this reason, teachers must be aware of this issue, trying to adapt their methodology to them so that the largest possible number of students are able to finish obligatory education, acquiring the so-called basic competences. For this purpose, the teaching staff must consider students' background as it will help them develop their possibilities to the maximum possible extent. The current schooling of the

5

one-hundred-percent of the Spanish population prompts a great mixture of students with different cultural and linguistic sensitivities, apart from different family education, in the classroom. Accordingly, diversity should be considered as a natural issue of our society since not only do teachers must take students' differences into account, but also show respectful and appreciative attitudes towards them. As learned in class, there are different types of diversity such as social, ideological, ethic and that of efficiency. However, as far as I am concerned, for this first chapter, the last two mentioned should be highlighted, as the formers are the most well-known cases.

Ethical diversity entails a readjustment of the pedagogical offer to satisfy students' capacities, interests and needs. The so-called individual curricular adaptations, which are applied when it comes to responding to a student's special necessity, suitably illustrates this type of diversity among students. They may be of two types, significant, involving very deep changes concerning aims, contents and evaluation criteria, or non-significative, which do not change the prescriptive curriculum but do adapt some aspects related to the methodology or material resources⁶. Within this point, it would be worth mentioning that students may suffer mental impairment or disorders such as the Attention Deficit Hyperactivity Disorders (ADHD), antisocial disorder and antisocial behaviour. Therefore, the collaboration between teachers and families is essential to help these students integrate into a particular educational environment. The latter should play an important role in children's education; however, most of the times it does not happen, becoming an important cause of their failure.

On this last point, it is valuable to note that teachers must have formation on developmental psychology, focusing on the development of adolescence, a topic handled in a general module of this Masters' Degree to a great extent as it is crucial when dealing with teenagers. It studies the changes people experience from birth to death, so it stands to reason that biological and environmental factors affect their growth, creating and modifying their identity. As stated at the very beginning of the chapter, secondary education students undergo a large numbers of physical and psychological alterations that help them construct their own personality. The youth mainly suffer a change in their body image, which should be taken into account by the teaching staff since it is usually shocking for students and they do not know how to manage certain situations. Their

⁶ *Curricular Adaptations and PTI*. In "Learn 2 Consult". Retrieved February 14 from: <http://www.learn2consult.com/313-curricular-adaptations-and-pti.html>

sexuality, moreover, is developed throughout this period; they may feel love for the first time as well as the first sexual contact. Hence, teachers, as stated above, must also provide sexual education apart from their subject. Another important change in adolescence is that of role adaptation; in other words, secondary education students are aware of their public existence and, as such, they acquire particular ideologies, values, etc, refusing external rules. This is a clear instance of an attempt at adaptation to their social environment, which was one of the numerous concepts highlighted by Piaget, asserting that it is the main goal of every human being⁷.

The other type of diversity that should be accentuated is that of efficiency, consisting in the avoidance of using methods that deal with students in a homogeneous way, giving rise to a high level of school failure. That is to say, schools must accept students the way they are and adapt the teaching-learning process to them to achieve schooling success. Cultural diversity is clearly connected to it as there is not just one kind of immigration, but a large number of different groups of immigrants, who are, at the same time, differentiated by several reasons. It therefore implies different languages and cultures that must be contemplated by the teaching staff when it comes to managing a classroom. It is also important to state that this kind of students usually show learning difficulties due to the curricular level of their homecountries, the lack of communicative competence in the Spanish language, etc.

According to the Spanish Organic Law of Education, all foreign minors have the right and duty to access basic, free and obligatory education in the same conditions as Spaniards. This right includes the obtaining of the respective academic qualification as well as the access to postobligatory education. Therefore, it goes without saying that diversity should not be experienced as an obstacle for the teaching profession but as a matter of enrichment.

In a nutshell, as far as the teacher's role is concerned, it could be summarized by the theory provided by Perez Gómez (1992), who suggests four ways of formation on their part. Firstly, there is an academic perspective, which states that the teaching staff must acquire the knowledge of their area for its transmission afterwards. On the other hand, the technical perspective conceives teachers as a technician who applies the knowledge

⁷ Garcia-Mila M. & Marti, E. (1997): "El Pensamiento Adolescente". En E. Martí & J. Onrubia (Coord.) y otros (1997): *Psicología del Desarrollo: El Mundo del Adolescente*. Barcelona. Horsor.

prepared by others, so they must implement formulas and recipes. The third perspective, that of practice, states that the formation of teachers must be based on their experience, that is, reflecting and revising what they do in class. Ultimately, Perez Gomez provides a perspective on social reconstruction, making teachers get involved into the world, have critical perspectives of the social inequalities and a moral commitment to avoid or diminish these latter at schools, which will definitely help students deal with diversity inside and outside school.

1.3. THE FOREIGN LANGUAGE TEACHER (ENGLISH)

The role of the foreign language teacher has been expanded in recent years as the European Union declared the great necessity of fostering language teaching to promote the European linguistic diversity. Therefore, on the one hand, teachers specialized on this area work as mediators of language and culture in class since not only does learning a new language imply the acquisition of linguistic and communicative competences, but also a process of familiarization with the target language cultural background, which definitely expands students' cultural awareness. This is closely related to the abovementioned issue of diversity at schools; students must learn to respect those cultures, languages, etc. that are different from theirs. Hence, foreign language teachers are the suitable ones to execute this function, as they must teach them to show tolerant attitudes towards the English, German or French cultures, among others.

It is important to mention the great change the teaching of foreign languages, namely, English, has undergone in the last few years. With the current approaches, that will be mentioned further down, lessons are not focussed on the teacher's speech and passive students. In other words, the so-called PPP methodology is no longer implemented. Most of the students of this Masters' Degree studied English under the premises of that methodology fifteen years ago. PPP stands for Presentation, Practice and Production; in this procedure, the teacher introduces a situation contextualizing the language. The students then practice the language using accurate reproduction techniques such as choral repetition, individual repetition and cue-response drills. Ultimately, students, using the new language, make sentences of their own, and this is referred to as production⁸. Hence, it stands to reason this methodology lacks a large number of important aspects of the

⁸ Hamer, J. (2007): *The Practice of English Language Teaching*. (pag. 64-66) London. Longman.

learning process. A suitable example would be students' prior knowledge, an element constructivism provides a determinant role as it states that their previous experiences, knowledge, abilities and motivations are used as a platform to engage the new learning situations. According to Cesar Coll, learning emerges from the relation between student's contribution to the act of learning and the new elements of the act itself. Teaching is then regarded as an aid to the students' constructivist activity, an issue that is closely related to Vygostky's Zones of Development, which are of two types, proximal and actual. The former makes reference to the area between students' already acquired abilities and those they can own with the help of scaffolding provided by the educative agents; whereas, the latter are those already acquired abilities that do not require any help to be executed⁹. That is, language teachers, as well as the rest of the teaching staff, must become a guide for learners' construction of new knowledge as they will cede learning control and responsibilities to students so that they will acquire autonomy.

Accordingly, a large number of authors have provided different alternatives to the PPP procedure; it is my contention that one of the most accentuated methodologies is that of ESA, consisting of Engagement, Study and Activation. It provides a clear enhancement of the previous approach because when students are not engaged into the lesson, their learning is not effective. Therefore, these three stages allow students to foster their communicative skills; lessons are no longer teacher-centred, which is the most outstanding feature of PPP, becoming one of the main reasons of the failure of English teaching in Spain. Actually, this is precisely the point the current Spanish educational system has decided to enhance when implementing language proposals such as the School Linguistic Project, which definitely highlights the role of foreign language teachers as well as students' communicative skills in linguistic and non-linguistic areas.

There are different lines of work within this project; however, Content and Language Integrated Learning (CLIL) is clearly accentuated. It is an approach that, according to David Marsh, involves learning subjects such as history, geography or others, by means of an additional language. Language teachers give so much prominence to content when learning a language and, on the other hand, content teachers emphasize that language is essential to acquire new concepts. Therefore, CLIL teachers work cooperatively to

⁹ Coll, C. (2010): "Enseñar y aprender, construir y compartir: Procesos de aprendizaje y ayuda educativa". En *Desarrollo, Aprendizaje y Enseñanza en Educación Secundaria*. (pag. 44) Madrid. Graó.

integrate language and content in a natural way, providing and fostering interactive learning such as that of task-based. Hence, there is little doubt this method improves the learning of languages and other areas to a great extent as language is used as an instrument of access to knowledge.

In short, CLIL and ESA teachers do not become repositories of knowledge but facilitators fostering learning autonomy by means of collaborative work. Indeed, as Harmer (2007) states, within the field of facilitator, teachers play more specific roles such as controller, participant and resource, among others¹⁰. That is, the most important improvements on teachers' part is that they have avoided the use of the language focussing on grammatical patterns but doing things in the real world by real-life tasks through both approaches.

1.4. SOCIAL & CULTURAL CONTEXT OF IES AVERROES

Before concluding this first chapter, it would be worth providing an overview of the high-school where I have personally implemented the abovementioned ideas. However, as there is a particular chapter of this project devoted to my teaching practices at this centre, it is my contention that at this point I should just succinctly mention the main features of IES Averroes so that there is no excessive repetition.

In a nutshell, this high-school is characterised by a great diversity of students as they come from very different backgrounds, such as immigration, families with scarce resources, etc. Hence, this centre's main goal is to suitably meet their necessities. Its location in a marginal area of Cordoba clearly influences students' lifestyle, so IES Averroes tries to balance the negative elements students may find outside school and the great coexistence and values inside the classroom. Thanks to this hard work, students are able to find a way out of their difficult situations in a centre where its infrastructure and teaching staff foster an excellent education that will be highlighted further down.

¹⁰ Hamer, J. (2007): *The Practice of English Language Teaching*. (pag. 108) London. Longman.

2. CURRICULUM DESIGN AND TEACHING-ACTIVITY PLANNING

2.1. JUSTIFICATION

The teaching programme of a particular subject is regarded as the cornerstone of that area of knowledge throughout the school year. Providing all the elements that must be considered by teachers, it becomes a great aid guiding them how to perform their teaching activity. The programme is one of the steps in which the curricular application is divided into; however, special attention should be paid to its different levels as they must always be present when working in the educational environment. The first step is the Design of the Curricular Basis, consisting of those regulations and laws in national terms and, in this case, those from Andalusia. The next one is each high-school's Centre Plan, which is formed by the Educative Project, the Regulation of Organization and Operation, the Management Project, and the Plan of Coexistence. Following these levels comes the teaching programme, the step this chapter is dealing with, and, ultimately, the teaching unit.

Nowadays, the Council of Europe is demanding the learning of foreign languages as the linguistic diversity of the continent is clearly promoted; for this reason, there is a permanent insistence on the need to develop communicative skills. Hence, this teaching programme, devoted to the fourth year of ESO, namely, group B, implements this approach, expecting students to aim for B1 level from de CEFRL, although the vast majority will obtain that of A2. Considering this information, this programme is focused on the current Royal Decree 1631/2006 from 29th December by which the minimum teachings of Secondary Education are established, and the Decree 231/2007 from 31st July by which the organization and respective teachings of this educational stage are stated in Andalusia. Similarly, the reading of the Order from 10th August of 2007 is compulsory as it defines the development of the curriculum corresponding to Secondary Education in Andalusia.

2.2. CONTEXT

As mentioned in the previous chapter, IES Averroes is located in an area generally considered to have the most problems in Cordoba with high rates of poverty and social exclusion. It mainly hosts students from different districts such as that of Guadalquivir, Fray Albino, Campo de la Verdad-Miraflores and Sector Sur, known to have drug trafficking, delinquency, etc. Most of the students from this high-school are living through very difficult and complicated situations at home; some of their fathers are in prison, some of them do not have any food to eat at home, etc. Obviously, these problems are affecting students' education and learning to such an extent that some of them have become real aggressive people. However, I am proud of having witnessed how these students have changed their bad attitudes and behaviours becoming great students. Hence, the role of this high-school is given so much prominence for the help it provides to them, teaching values they will need when becoming formal citizens of this society.

IES Averroes has undergone a great evolution since the reform of the so-called LOGSE, having notable signs of identity from its origins. It was inaugurated in 1972, a year characterized by important political and social volatility, namely, progressivist. In the educational aspect, this had a determinant influence in the evolution of this high-school. Up to the 80s, it promoted an antiauthoritarian attitude in its educational activities, which gave rise to the development of the possibilities, capacities and prospects of its educational community. From the 80s onwards, these signs of identity underwent a change as the new times required a pedagogical updating; the so-called Permanent Seminars fostered the curricular updating of most of the Didactic Seminars of the Center and, later on, the Innovative Pedagogical Projects in areas such as geography, physics, etc. participated in the Experimentation Project of the Educational Reform, which was implemented in the high-school from 1985 to 1989. In the 90s, there was a pedagogical "regression" and an avalanche of students, prompting six groups of the first and second years of Secondary Education and eight of the third year.

Regarding the progress undergone by the center, there is little doubt that the current IES Averroes is the result of the reconstruction of its signs of identity, trying to change with the times. Hence, it is regarded as a referent because of its excellent projects and efforts, focused on helping the youth from these areas to achieve a better future.

In the current school year, IES Averroes has 1426 students divided among the great diverse educational offer it provides:

- Secondary Education known as ESO
- *Bachillerato* (Health Sciences, Technological, Social Sciences, Humanities)
- PCPI (Programme for Initial Professional Qualification)
- Superior Level of Vocational Training (Children Education, Socio-cultural Entertainment, Translation of Sign Language)
- Education for adults at evening

In a nutshell, considering the stated information, it goes without saying that the main goal of IES Averroes is to educate students to become free and critic citizens of the society they are living in, a great step forward taking into account the difficult situations most of them are passing through these days.

2.3. OBJECTIVES

Within the section devoted to objectives, not only is it important to mention those related to the stage but also those related to the area of English.

2.3.1 STAGE OBJECTIVES

According to the 3rd article of the Royal Decree 1631/2006, secondary education will contribute to the development of some capacities among students that will allow them:

- a) To accept their duties in a responsible way, to know and exercise their rights respecting others, to practice tolerance, cooperation and solidarity between people and groups, to practice dialogue consolidating human rights such and common values of a plural society, and to get prepared for the practice of democratic citizenship.
- b) To develop and consolidate habits of discipline, study, and individual and collaborative work as a necessary condition for an efficient execution of the learning tasks and as a means of personal development.

- c)** To appreciate and respect the difference between both genders and the equality of rights and opportunities among them. To reject those stereotypes that entail discrimination between men and women.
- d)** To strengthen their affective capacities within the personality field and in their relationships with others, and to reject violence, prejudices, sexist behaviours, and to resolve conflicts in a pacific way
- e)** To develop basic skills for the use of sources of information to acquire new knowledge with a critic sense. To acquire a basic preparation in the technological field, especially those of information and communication.
- f)** To conceive scientific knowledge as an integrated learning which is structured in different disciplines, and to know and apply the methods to identify the problems of the different fields of knowledge and experience.
- g)** To develop an enterprising spirit and self-confidence, participation, critic sense, personal initiative and the capacity of learning to learn, to plan, to make decisions and to assume responsibilities.
- h)** To understand and express oral and written complex texts and messages correctly in Spanish and, if any, in another official language from the Autonomous Community, and to get started in the knowledge, reading and study of literature.
- i)** To understand and express in one or more foreign languages appropriately.
- j)** To know, appreciate and respect the basic aspects of the culture, own and others' history, and the artistic and cultural heritage.
- k)** To know and accept the work of one's own body and that of others, to respect the differences, to consolidate the habits of corporal care and health, and to incorporate physical education and sport practice to foster social and personal development. To know and appreciate the human dimension of sexuality in all its diversity. To assess critically those social habits related to health, consumption, care of living being and the environment, contributing to its conservation and enhancement.
- l)** To appreciate artistic creations and to understand the language of the different artistic manifestations, using diverse means of expression and representation.

In addition, it would be worth providing the stage objectives stated in the 4th article of the aforementioned Decree 231/2007 from 31st July in Andalusia:

- a) To acquire abilities that allow students to perform autonomously in any familiar environments and within their social groups, participating with tolerant attitude without prejudice.
- b) To interpret and produce correctly, autonomously and creatively messages using artistic, scientific and technical codes.
- c) To understand the principles and values that determine the functioning of current democratic societies, especially those related to citizenship rights and duties.
- d) To understand the basic principles that determine the functioning of the physical and natural environment, to appreciate the effects they have on human activities and to contribute actively to its defense, conservation and enhancement as a determinant element of the quality of life.
- e) To know and appreciate the peculiarities of the Andalusian linguistic arrangements in all its varieties.
- f) To know and respect the cultural reality from Andalusia, using the knowledge and comprehension of Andalusia as a meeting community of different cultures.

2.3.2 AREA OBJECTIVES (ENGLISH)

Continuing in the analysis of the curricular application, the next level would be those objectives focussed on the area of English, also provided by the Royal Decree 1631/2006:

1. To listen to and understand general and specific information of oral texts in diverse communicative situations adopting an attitude of respect and cooperation.
2. To express and interact orally and easily in common situations of communication, with suitable degree of autonomy.
3. To read and comprehend diverse texts of various levels in line with the abilities and interests of the students in order to draw general and specific information, and use reading as a source of pleasure and personal enrichment. To favour a CLIL oriented learning (Content and Language Integrated Learning).
4. To write simple texts with different purposes on various topics using appropriate elements of cohesion, coherence and consistency.

5. To use properly elements of phonetic, lexical, structural and functional nature, which are basic in the foreign language in real contexts of communication.
6. To develop autonomy in learning, reflect on their own learning processes, and transfer meaning to the foreign language skills and communication strategies acquired in other languages. To promote long-life learning.
7. To use learning strategies and all means at their disposal, including the technologies of information and communication, to obtain, select and present information orally and in writing. Digital competence through the use of ICT: chats, blogs, wikis, power point presentations, online dictionary, thesaurus etc.
8. To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents.
9. To value the foreign language and the languages in general, as a means of communication and understanding between people of diverse backgrounds, languages and cultures avoiding any kind of discrimination and cultural-linguistic stereotypes.
10. To express a receptive attitude and self-confidence in the ability of learning and using a foreign language. To develop the ability of learning to learn (long-life learning).

2.4. COMPETENCES

According to the so-called LOE, basic competences are those capacities and knowledge secondary education students are expected to achieve at the end of this educational stage so that they can reach their personal fulfillment to develop a lifelong learning and exercise an active citizenship. Namely, the Royal Decree 1631/2006 from 29th December states the following basic competences:

LINGUISTIC, MATHEMATIC, KNOWLEDGE & INTERACTION WITH THE PHYSICAL WORLD COMPETENCES

The learning of the English language fosters the development of these competences to a great extent. On the one hand, the linguistic competence is promoted as students comment on the general and specific information of oral and written texts, and are understood in

any communicative situation. In addition, when writing following a logic structure with appropriate lexicon and coherence elements, they also develop this competence.

It is my contention that linguistic and mathematic competences should be handled together as when producing or understanding a language, students implement a reasoning process that help them obtain information or a solution to certain problem.

Similarly, I strongly believe that the abovementioned competences are closely connected to that of knowledge & interaction with the physical world as students understand and identify questions and communicate in different contexts. In addition, they reflect on the physical world and on the influence the human activity has on the care of the environment and responsible consumption. Hence, for this purpose, they need to implement these three competences at the same time.

TREATMENT OF INFORMATION AND DIGITAL COMPETENCE

This competence is developed as students find information by means of the use of the so-called ICTs and produce texts from models and present them in digital format.

SOCIAL AND CIVIC COMPETENCE

Students develop this competence when managing to be understood in communicative situations, looking for means that help them express themselves and defend mindsets that avoid cultural, racial and religious discrimination. In addition, they present written texts in which they identify the cultural aspects of English speaking countries.

CULTURAL AND ARTISTIC COMPETENCE

The learning of English or any other languages fosters this competence to a great extent as it makes students appreciate cultural diversity and intercultural dialogue.

LEARNING TO LEARN COMPETENCE

This competence is promoted as students identify strategies to memorize vocabulary and grammar patterns; actually, for this purpose, they also use reference books such as dictionaries to achieve a better communicative production and understanding.

AUTONOMY AND ENTREPRENEURSHIP COMPETENCE

Students develop this competence as they manage to be understood in communicative situations, using appropriate lexicon and coherence patterns. They also correct their oral and written expressions using techniques learned in class.

2.5. CONTENTS

Among the different sections of the teaching programme, contents are given crucial importance since they are regarded as the knowledge by means of which teachers can work with students so that they can achieve the abovementioned objectives and competences.

BLOCK 1: Listening, Speaking & Conversation

- Understanding of general and specific meaning of simple conversations on familiar topics presented in a clear and organized way. (Cont. 1)
- Understanding of interpersonal communication for interaction. (Cont. 2)
- Understanding in general terms and of the most relevant data of programmes broadcast by audiovisual media in a clear and simple language. (Cont. 3)
- Use of comprehension strategies for oral messages: use of verbal and non-verbal context and use of previous knowledge of the situation, identification of key words and identification of the speaker's attitude and intention. (Cont. 4)
- Oral production of descriptions, narratives and explanations about experiences, events and different topics. (Cont. 5)
- Active participation in discussions and simulations on everyday topics and personal interests with diverse communicative purposes. (Cont. 6)
- Use of spontaneous and accurate answers to communicative situations in the classroom. (Cont. 7)

- Use of own patterns of conversations in real and simulated communicative activities. (Cont. 8)
- Autonomous use of communication strategies to initiate, maintain and end the interaction. (Cont. 9)

BLOCK 2: Reading and Writing

- Identification of the topic of a written text with its contextual support. (Cont. 1)
- Identification of the intention of the message sender. (Cont. 2)
- General and specific understanding of different texts in digital or printed format, of general interest or referred to the content of other curricular subjects. (Cont. 3)
- Autonomous reading of more extensive texts related to their interests. (Cont. 4)
- Use of different sources in printed, digital or multimedia format, to obtain information with the purpose of executing specific tasks. (Cont. 5)
- Consolidation of reading strategies already used. (Cont. 6)
- Composition of different texts with the appropriate vocabulary of the topic and context, with the necessary elements of cohesion to establish the relation between the ideas in a clear way, using basic strategies autonomously in the process of written composition (planification, textualization and revision). (Cont. 7)
- Autonomous use of the appropriate register to the reader to whom the text is addressed (formal and informal). (Cont. 8)
- Personal communication with the foreign language speakers by letters or mails.(Cont. 9)
- Correct use of spelling and of the different punctuation signs. (Cont. 10)
- Interest in careful written text presentation in both printed and digital format. (Cont. 11)

BLOCK 3: Knowledge of the Language

Linguistic Knowledge:

- Use of common expressions, idioms and lexicon on topics of personal and general interest, everyday issues, and topics related to other curricular subjects. (Cont. 1)

- Identification of antonyms, synonyms, false friends and compound words (prefixes and suffixes). (Cont. 2)
- Consolidation and use of structures and functions related to different communicative situations. (Cont. 3)
- Identification and autonomous production of different rhythm, intonation and accentuation patterns of words and sentences. (Cont. 4)

Reflection on learning:

- Application of strategies to organize, acquire, remember and use the lexicon. (Cont. 5)
- Increasingly autonomous organization and use of resources to learn, such as dictionaries, reference books or digital resources. (Cont. 6)
- Analysis and reflection on the use and meaning of the different grammatical forms by comparison and contrast with the languages students know. (Cont. 7)

BLOCK 4: Socio-cultural aspects & intercultural awareness

- Appraisal of the importance of the foreign language for/in international relations. (Cont. 1)
- Identification of the most significant characteristics of customs, rules, attitudes and values of the society which language is studied, and respect toward cultural patterns different from the own ones. (Cont. 2)
- Knowledge of the most relevant cultural element of the foreign language countries, obtaining such information from different means, among them, the Internet and other information and communication technologies. (Cont. 3)
- Interest and initiative in communicative exchanges with the foreign language speakers or learners, using paper or digital format. (Cont. 4)
- Appropriate use of linguistic formulas related to concrete communicative situations: courtesy, agreement, discrepancy...etc. (Cont. 5)
- Appraisal of the personal enrichment the relation with people from other cultures implies. (Cont. 6)

2.5.1 TIMING AND SEQUENCE OF TEACHING UNITS

1ST TERM (16th September – 20th December)	
Teaching programme presentation / Initial test	16 – 19 September (4 hours)
Starter Unit	23 – 26 September (4 hours)
Unit 1	30 – 17 October (12 hours)
Unit 2	21 – 11 November (12 hours)
Unit 3	12– 2 December (12 hours)
<u>CROSS-CURRICULAR ISSUES</u>	
<p>* <u>World Teachers’ Day</u> Activity: Dear teacher Date: 5th October (1 hour)</p> <p>* <u>Halloween</u> Activity: Halloween stories Day: 31st October (1 hour)</p> <p>* <u>Human Rights Day</u> Activity: The non-racist classroom. Date: From 10th to 12th December (3 hours)</p> <p>* <u>Christmas Cultural Week</u> Activities: Christmas cultural activities Date: From 16th to 19th December (4 hours)</p> <p>** <u>One hour</u> is left for any unforeseen events</p>	

2ND TERM (7th January – 11th April)	
Unit 4	8 – 27 January (12 hours)
Unit 5	28 – 17 February (12 hours)
Unit 6	18 – 17 March (12 hours)
Unit 7	18 – 3 April (12 hours)
<u>CROSS-CURRICULAR ISSUES</u>	
<p>* <u>School Day of Non-Violence and Peace</u> Activity: Peace posters Date: 30th January (1 hour)</p> <p>* <u>Valentine’s Day</u> Activity: Loving messages Date: 14th February (1 hour)</p> <p>* <u>International Women’s Day</u> Activity: Women who changed the world Date: 8th March (1 hour)</p> <p>* <u>Father’s Day</u> Activity: Cards Date: 19th March (1 hour)</p> <p>** <u>One hour</u> is left for any unforeseen events</p>	

3RD TERM (21st April – 27th June)	
Unit 8	21 – 12 May (12 hours)
Unit 9	13 – 4 (12 hours)
<u>CROSS-CURRICULAR ISSUES</u>	
<p>* <u>Mother’s Day</u> Activity: Little books and paper hearts Date: 30th April (1 hour)</p> <p>* <u>World Day for Cultural Diversity for Dialogue and Development</u> Activity: Intercultural celebrations Date: 21st May (1 hour)</p> <p>* <u>World Environment Day</u> Activity: Global climate change debate Date: 5th and 7th June (2 hours)</p> <p>* <u>International Day against Drug Abuse and Illicit Trafficking</u> Activity: Posters and presentations Date: From 16th to 19th June (4 hours)</p> <p>** <u>Two hours</u> are left for any unforeseen events</p>	

2.5.2 STRUCTURE OF THE TEACHING UNITS

The content is structured into the following teaching units, consisting in another level of the curricular application:

UNIT 1: TODAY'S YOUTH

CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Teen Topics (B1,B2,B3,B4) ○ Noun suffixes (B3) ○ Present Simple & Present Continuous (B3) ○ Expressing opinions (B1) ○ Word stress and suffixes (B1) ○ Helping good causes (B1) ○ Subject & object questions (B3) ○ How to write an email (B2) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand general and specific information of written texts. ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. ○ To value the foreign language as a means of communication between people from different countries. ○ To express a receptive attitude using the language. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts on teen topics and teen helping good causes ○ Join conversations on teen interests and activities, and opinions with receptive attitude. ○ Understand general and specific information of written texts on teen interests around the world. ○ Write an email to a person from another country giving personal information. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Recognize and produce sound aspects of suffixes and word stress. ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to send an email

			<ul style="list-style-type: none"> ○ Identify teen interests from English-speaking countries.
--	--	--	--

UNIT 2: STORY TIME			
CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Types of story (B3) ○ Past Simple & Past Continuous (B3) ○ Talking about a story (B1) ○ Types of reading (B2,B3, B4) ○ <i>Used to</i> (B3) ○ How to write a story (B2) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand general and specific information of written texts. ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To express a receptive attitude using the language. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts of different types of stories and reading. ○ Join conversations on stories and types of reading with receptive attitude. ○ Understand general and specific information of written stories. ○ Write a story. ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use and identify the vocabulary and grammar patterns learned in the unit. ○ Recognize and produce the correct sound and intonation of <i>used to</i>.

			<ul style="list-style-type: none"> ○ Use ICTs to read British digital newspapers. ○ Identify the most important genres from UK.
--	--	--	---

UNIT 3: MATERIALISM			
CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Adjective to describe products. (B1,B3) ○ Comparative & superlative adjectives (B1,B2,B3) ○ Explaining preferences (B1,B2, B4) ○ Verbs related to money (B3) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Social C. ○ Cultural C. ○ Learning to Learn C. ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand general and specific information of written texts. ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts describing products, people's preferences and opinions. ○ Join conversations on explaining preferences and opinions with receptive attitudes. ○ Understand general and specific information of written texts on people's preferences. ○ Write an opinion essay. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Fluency talking about preferences

<ul style="list-style-type: none"> ○ Relative pronouns (B3) ○ Opinion writing (B2) 		<ul style="list-style-type: none"> ○ To value the foreign language as a means of communication between people of different countries. ○ To express a receptive attitude using the language. 	<ul style="list-style-type: none"> ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to search for information on materialism in UK. ○ Describe the lifestyle in UK regarding materialism.
--	--	---	---

UNIT 4: LET'S TRAVEL			
CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Geographical Features (B1,B2,B3) ○ Synonyms (B3) ○ Present Perfect (already, yet, just) (B3) ○ Pronunciation of contractions (<i>have/has</i>) (B1) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand written texts ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts describing geographical features, trips and places. ○ Join conversations on trips and places to visit with receptive attitude. ○ Understand general and specific information of written texts on people's trips. ○ Write a composition describing a place they have recently visited.

<ul style="list-style-type: none"> ○ Talk about a trip (B1) ○ Tourism (B1,B2,B3, B4) ○ Describing a place (B2) 	<ul style="list-style-type: none"> ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To value the foreign language as a means of communication between people of different countries. ○ To express a receptive attitude using the language. 	<ul style="list-style-type: none"> ○ Use and identify the vocabulary and grammar patterns learned in the unit. Identify and produce the correct sound and intonation of the contractions (<i>have/has</i>) ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to make some research of the important places in UK. ○ Identify the most relevant places to visit in UK.
--	---	---	---

UNIT 5: PEOPLE AND COMMUNICATION			
CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Ways of communicating. (B3) ○ Verbs and prepositions. (B3) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand written texts ○ To write a simple text. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts on famous communicators and problems with mobile phones. ○ Join conversations on mobile phones addictions with a receptive attitude.

<ul style="list-style-type: none"> ○ Present Perfect (for & since) (B3) ○ Pronunciation of <i>since</i>. (B1) ○ Describing possessions. (B1,B2,B4) ○ Communicators. (B1,B3) ○ Present Perfect & Past Simple (B3) ○ A language biography. (B1) 	<ul style="list-style-type: none"> ○ Social C. ○ Cultural C. ○ C. for Learning to Learn ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To value the foreign language as a means of communication between different cultures. ○ To express a receptive attitude using the language. 	<ul style="list-style-type: none"> ○ Understand general and specific information of written texts on people's problems with new technologies. ○ Write their language biography of English learning. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Identify and produce the correct sound and intonation <i>since</i>. ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to make some research of the problems mobile phones cause in different countries.
---	---	---	--

UNIT 6: ART AT FIRST SIGHT

CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Different types of art. (B1,B3) ○ Nouns used as adjectives (B3) ○ The Passive (B3) ○ Make invitations (B1,B2,B3) ○ Artistic creations (B1,B2,B3,B4) ○ Describing a picture. (B2,B4) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand written texts ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To express a receptive attitude using the language. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts on invitations, types of art and famous painters. ○ Join conversations on invitations with a receptive attitude. ○ Understand general and specific information of written texts on strange art. ○ Write a description of a picture from the British Museum. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Identify and produce the correct sound and intonation when making invitations. ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to make some research of famous pictures from the British Museum.

			○ Identity the most relevant pictures from the British Museum.
--	--	--	--

UNIT 7: THE CURRENT WORLD OF WORK			
CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Adjectives connected to work. (B1,B3) ○ Going to (B3) ○ Present Continuous for future arrangements. (B3) ○ Will for predictions. (B1,B3) ○ Personal qualities. (B1,B2,B3,B4) ○ First Conditional (B3) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand written texts ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To value the foreign language as a means of communication between people from different countries. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts on British jobs, predictions and personal qualities. ○ Join conversations on predictions and qualities required for different jobs with a receptive attitude. ○ Understand general and specific information of written texts British summer jobs. ○ Write a formal letter applying for a job in UK. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Identify and produce the correct sound and stress of adjectives.

<ul style="list-style-type: none"> ○ Writing a formal letter applying for a job. (B2,B4) 		<ul style="list-style-type: none"> ○ To express a receptive attitude using the language. 	<ul style="list-style-type: none"> ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to make some research of real British summer jobs. ○ Identify some of the most relevant summer jobs in UK.
--	--	---	--

UNIT 8: REFLECTIONS ON LOVE			
CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ Vocabulary on Love & Relationships. ○ Second Conditional ○ Pronunciation of <i>would/wouldn't</i> ○ Giving advice ○ Feelings ○ Personal Reflection on a love song 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand written texts ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts on love stories, giving advice and love songs. ○ Join conversations on giving advice, feelings, and imaginary love situations with a receptive attitude. ○ Understand general and specific information of love stories and love song lyrics.

	<ul style="list-style-type: none"> ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To express a receptive attitude using the language. 	<ul style="list-style-type: none"> ○ Write an alternative version of a love story & a personal reflection of their favourite English love song. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Identify and produce the correct sound and stress of adjectives. ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to make some research of the background of the song they have chosen. ○ Identify some of the most relevant British & American love songs and love stories.
--	---	---	--

UNIT 9: MASS MEDIA

CONTENTS	COMPETENCES	OBJECTIVES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> ○ The news (B1,B2,B3) ○ Pronunciation of silent letters. (B1) ○ False friends. (B3) ○ Reported Speech (B3) ○ People in the news (B3, B4) ○ Fame (B1,B2,B3,B4) ○ Responding a newspaper article. (B2) 	<ul style="list-style-type: none"> ○ Linguistic C. ○ Mathematical C. ○ C. in Knowledge and Interaction with the Physical World. ○ Digital C. ○ Social C. ○ Cultural C. ○ C. for Learning to Learn ○ Autonomy and Personal Initiative C. 	<ul style="list-style-type: none"> ○ To understand general and specific information of oral texts. ○ To express and interact orally with autonomy. ○ To understand written texts ○ To write a simple text. ○ To use properly elements of phonetic, lexical, structural and functional nature. ○ To develop autonomy in learning ○ To use ICTs. ○ To appreciate the foreign language as an instrument to access information and as a tool for learning diverse contents. ○ To express a receptive attitude using the language. 	<p><u>Students are able to:</u></p> <ul style="list-style-type: none"> ○ Understand oral texts on important events and famous people. ○ Join conversations on people in the news with a receptive attitude. ○ Understand general and specific information of different types of news from British newspapers. ○ Write a respond to a British article. ○ Use and identify the vocabulary and grammar patterns learned in the unit. Identify and produce the correct pronunciation of silent letters. ○ Identify strategies to learn vocabulary, grammar, etc. such as their notebook. ○ Use ICTs to search for British articles. ○ Identify some of the most relevant news and celebrities of these days in UK.

2.6. METHODOLOGY

The methodology implemented throughout the school year is the cornerstone of students' learning process, as it determines the way the teacher will make them achieve the abovementioned objectives and competences. Actually, it must be **flexible**, so that it can be adapted or modified at any time, and **active and participative** to make students interact with one another and with the teacher, fostering their oral skills. This will also improve their capacity to express their personal opinions and to draw conclusions on a particular topic. Hence, the so-called **ESA methodology (Engage, Study & Activate)** would be a great idea as it includes the abovementioned features and will really work with this group of students. They need to develop their speaking and writing skills since, due to their background, future prospects, etc, they do not want to study this subject. Hence, it is the teaching staff's must to engage and motivate students, making them understand that learning this foreign language will open gates for a better future to them.

Considering these ideas, some principles will be implemented in class in a particular execution order:

- At the beginning of each section special prominence will be given to **activate student's prior knowledge** so that they can construct new knowledge from their previous experiences. In this way, they will start developing the so-called Meaningful Learning. There are different strategies to execute this first phase such as brainstorming, dialogue, or even a questionnaire. Special attention will be given to reflection in students' learning process, so it is valuable to establish a certain relationship with their daily life.
- When it comes to explaining new theories, vocabulary, grammar, etc. the teaching staff may use the **blackboard, text books or any other resources** they consider to be useful and efficient.
- As mentioned above, **activities of different difficulty levels** will be implemented so that diversity can be attended and able to practice the new knowledge. They can be carried out in class or at home as homework and individually, in pairs or in groups. When working in pairs, the so-called **Think-Pair-Share** strategy will be implemented, so that students can interact and share their opinions.
- Once students have acquired new knowledge, they will work by means of **reading, listening, writing or speaking**, implementing and consolidating it; after these activities, they will receive feedback by the teaching staff.

- As the 4th year of Secondary Education is a high level, students may execute **research projects** on any topic the teaching staff consider as appropriate.
- There should be a **synthesis session** before ending each unit. For this purpose, playing an adapted version of *Trivial* would motivate students and, at the same time, help them to review the new knowledge learned in that unit.
- At the end of each unit, there will be an **anonymous evaluation session** in which students will evaluate the teaching activity and their learning.
- Above all, the subject of English will apply a **communicative approach**. That is, there is no point filling students' minds with new vocabulary, grammar, etc. if they do not know how to make use of it. Hence, thanks to communication, students are able to negotiate meaning.
- The **grouping of students** can be organized according to different criteria, such as their proficiency, interests or even randomly. Hence, these grouping strategies must be flexible, adopting the one that produces the best results for students' learning.
- IES Averroes is an ICT centre, so the use of digital, technological and audiovisual support will foster students' learning and motivation. Indeed, the youth is increasingly influenced by technology, so they can work in class using their previous experiences. Hence, activities that entail the correct **use of ICT's** will have a significant role in the execution of group projects or tasks such as the so-called webquests.
- **Error treatment** is given so much prominence in English teaching as mistakes are considered as a necessary part of students' learning process.
- **Cross-curricular issues** will also take place in this subject; there will be sessions devoted to those themes selected for secondary education such as the International Day of Peace, International Women's Day, etc.

2.7. RESOURCES

TEXTBOOK

Stannett, K. (2006): *Macmillan Secondary Course 4*. Oxford. Macmillan.

OTHER CURRICULAR MATERIALS

- Interactive Digital Board (IDB) for complementary material of the textbook among other applications.
- Online dictionary
- Grammar Reinforcement: Swam, M. & Walter, C. (1992): *How English Works*. Oxford University Press. Oxford.
- Recommended reference book: Oxford Pocket Dictionary
- Readers:

As these students usually refuse to read, it would be a good idea to leave them the option of reading a book they like from the library per term, so that they can enjoy reading without feeling under pressure.

- Mobile Phones APP: *MyWordBook* & *LearnEnglishGrammar* from British Council.
- Twitter

2.8. ASSESSMENT

2.8.1 ASSESSMENT CRITERIA & PROCEDURES

<p>To understand general and specific information, the main idea and the most relevant details of oral texts produced in interpersonal communicative situations on topics which do not require any specialized knowledge.</p>	<p>Students understand messages on opinions, feelings, interests, culture, etc. produced by their partners or by digital means.</p>
<p>To participate in conversations using suitable strategies to start, maintain and end communication, producing a comprehensible speech, adapted to the characteristics of the situation and to the communicative intention.</p>	<p>Students speak fluently and coordinately in conversations executing different communicative intentions such as describing or expressing themselves.</p>
<p>To understand general and specific information of different written texts,</p>	<p>Students read autonomously and understand written texts and books that</p>

authentic or adapted, identifying data, opinions, arguments and the author's communicative intention.	handle topics related to interests, culture, opinions, etc.
To write autonomously different texts with a logic structure, using the basic patterns of each genre, the suitable lexicon for the context and the necessary elements of cohesion and coherence.	Students express themselves by means of written texts on feelings, interests, culture, etc. using appropriate lexicon, structure and coherence elements.
To use deliberately the acquired knowledge of the linguistic system of the foreign language in the different communicative contexts as an instrument of self-correction and self-evaluation of their own oral and written productions and to understand those of others.	Students implement their linguistic knowledge; that is, they use new vocabulary, grammar patterns, sound aspects, etc., understanding their own productions and those from others.
To identify, use and give examples of some strategies used to give examples of other possibilities and decide on the most appropriate one to the learning objective.	Students identify and use their own learning strategies to memorize vocabulary and grammar patterns, using reference books and smartphones applications such as <i>MyWordBook</i> .
To use in a guided way the information and communication technologies autonomously to search for information, produce texts from models, send and receive emails and to establish oral and written personal relationships, showing interest in its use.	Students use ICTs as a communicative and learning tool. They also appreciate the English language as a means of obtaining information when executing projects or tasks.
To identify and describe the most relevant cultural aspects of English-speaking countries and establish some	Students learn and work on the most relevant aspects (geographical, historical, cultural, etc) of English-speaking

relations between the most significant customs, uses, attitudes of the language they study and the own one, showing respect toward them.	countries, comparing them with ours in a respectful way.
---	--

2.8.2 ASSESSMENT INSTRUMENTS

Students will be assessed in terms of the basic competences as the following table shows:

Linguistic, Mathematic & Knowledge and Interaction with the Physical World C.	<ul style="list-style-type: none"> - Initial test - Formative assessment activities (class activities, homework) and projects. - Oral and written test
Treatment of Information & Digital C.	- The use of ICTs to search for information, learn, execute tasks, projects, presentations, etc,
Social & Civic C.	- Observation of students' behaviour and attitude in class, focusing on their effort, collaborative work and respect and tolerance towards their partners and the teaching staff.
Cultural & Artistic C.	<ul style="list-style-type: none"> - Observation of students' behaviour and attitude in class toward those values from other countries. - Execution of a cultural project, reading of a book per term.
Learning to Learn C.	<ul style="list-style-type: none"> - Activities to developed listening, reading, writing and speaking skills - Self-evaluation and consolidation activities, as well as those of reinforcement.
Autonomy & Entrepreneurship C.	- Observation of students' notebooks (<i>MyWordBook</i>), classwork and homework

2.8.3 GRADE CRITERIA

Competences	%	Indication				
		Poor	Below Average	Average	Good	Excellent
Linguistic, Mathematic, Knowledge & Interaction with the Physical World	50%	0 -1	1-2	2-3	3-4	4-5
Treatment of Information and Digital C.	10%	0-0'2	0'2-0'4	0'4-0'6	0'6-0'8	0'8-1
Social & Civic C.	10%	0-0'2	0'2-0'4	0'4-0'6	0'6-0'8	0'8-1
Cultural and Artistic C.	10 %	0-0'2	0'2-0'4	0'4-0'6	0'6-0'8	0'8-1
Learning to Learn C.	10%	0-0'2	0'2-0'4	0'4-0'6	0'6-0'8	0'8-1
Autonomy and Personal Initiative C.	10 %	0-0'2	0'2-0'4	0'4-0'6	0'6-0'8	0'8-1

2.8.4 EVALUATION

As stated in the previous section devoted to methodology, there will be an anonymous evaluation session, helping the teacher to check which aspects of their work do not success and also build bridges to improve the relationship between students and the teaching staff.

2.9. ATTENTION TO DIVERSITY

Nowadays there is a yawning chasm among students, obliging the teaching staff to personalize their methodology to the maximum possible extent. As a matter of fact, considering the characteristics of these students, I am aware of the difficulties they have to learn and acquire a foreign language due to their comprehension and expression problems. According to the 12th article of the Royal Decree 1631/2006 from 29th December, the measures to attend diversity are oriented to respond students' concrete educative needs to achieve the so-called basic competences and secondary Education objectives. Accordingly, there will be no

discrimination that prevents them from obtaining the corresponding qualifications. For this purpose, it is essential to plan a wide range of activities of different difficulty levels as in the fourth year of secondary education students are expected to finish this stage with the capacity to integrate into the current society.

Regarding those students with significant curricular adaptations, teachers will collaborate with the Orientation department to establish the measures, activities, criteria, etc. that help them achieve the basic competences. On the contrary, the ones with non-significant curricular adaptation will work with particular strategies the teacher elaborates for them considering their needs.

Focusing on the 4th year of secondary education from IES Averroes, special attention should be given to students' level of English; although there are no curricular adaptations, students find it really difficult to study English. Taking their context, family problems and other reasons for not studying at home into account, teachers must reinvent their methodology so that they can work so much in class that they do not need to study hard at home. This is a clear example of how diversity should be attended, as, in this way, students will definitely obtain higher marks and achieve the objectives and basic competences to a better extent.

2.10. BIBLIOGRAPHIC AND DIGITAL RESOURCES

- BOE 2007: Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. BOE 238 (5 enero 2007): 677. Retrieved March 24 from: <http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf>
- BOJA 2007: Decreto 231/2007, de 31 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la educación secundaria obligatoria en Andalucía. BOJA 156 (8 agosto 2007). Retrieved March 24 from: http://www.juntadeandalucia.es/averroes/nebrija/ORDENACION_ESO_ANDALUCIA.pdf
- IES Averroes' *School-based Education Project*. Retrieved March 26 from: http://www.juntadeandalucia.es/averroes/centros-tic/14002984/helvia/aula/archivos/repositorio/3250/3289/Proyecto_educativo.pdf

3. TEACHING UNIT: *REFLECTIONS ON LOVE*

3.1. JUSTIFICATION

Undertaking this teaching unit will provide students from the 4th year of secondary education very important knowledge; that is, the theme of love. The reason for having selected this issue is that it is an important aspect at these students' age; they like relating the new knowledge to their own experience and, as well-known, most of teenagers find their first love inside or outside the class. Therefore, it is worth making students express themselves and working on this motivating topic, engaging them into the unit. In addition, it is valuable to make some reference to the love they feel for their families and friends as they will learn to give advice to their dear ones and to create some crafts for Mother's Day.

It is important to notice that this unit is clearly related to the previous one from the teaching programme in terms of grammar, as the first conditional is taught in unit 7, and it must be understood to a great extent to learn the second conditional in this one. As a matter of fact, that aspect from the previous unit will be recalled at some points to consolidate students' learning of these grammar structures.

In terms of vocabulary, there is little doubt that this unit is related to the subsequent one since it deals with the topic of fame and, hence, the current topic of love will be also handled to talk about celebrities. In addition, there could be a link between unit 8 and unit 2, as the latter deals with different types of readings, including, love stories, a genre they will work with in this unit.

3.2. OBJECTIVES & BASIC COMPETENCES

For the elaboration of this teaching unit, it is a primary part to bear in mind the stage and area objectives stated in the Real Decree 1631/2006 and the Decree 231/2007. As they must be adapted to the unit, the following table establish the relation between the specific objectives and their corresponding basic competences that are also developed:

COMPETENCES	OBJECTIVES
<p align="center">Linguistic, Mathematic & Knowledge and Interaction with the Physical World Competences</p>	<ul style="list-style-type: none"> - To listen and understand general and specific information of <i>Romeo & Juliet</i>, love songs and a conversation giving advice. - To read and comprehend an adapted version of <i>Romeo & Juliet</i>, the lyrics of love songs and love stories. - To write an alternative version of <i>Romeo & Juliet</i> and a personal reflection on their favourite love song. - To interact and express themselves on the topic of love, feelings, and giving advice. - To pronounce properly <i>would/wouldn't</i> and learn grammar structures such as the second conditional.
<p align="center">Treatment of Information & Digital Competence</p>	<ul style="list-style-type: none"> - To use ICTs to obtain and select information for their personal reflection on a love song.
<p align="center">Social & Civic Competence</p>	<ul style="list-style-type: none"> - To take a respectful and cooperative stand when sharing ideas on the topic on love, giving advice and feelings, and when working in groups.
<p align="center">Cultural & Artistic Competence</p>	<ul style="list-style-type: none"> - To respect their partner's opinions on love and feelings, British and American songs and Shakespeare's works.
<p align="center">Learning to Learn Competence</p>	<ul style="list-style-type: none"> - To develop strategies to learn vocabulary by means of <i>MyWordBook</i>

Autonomy & Entrepreneurship Competence	- To express self-confidence when participating in class and when choosing words with <i>MyWordBook</i> .
---	---

3.3. CONTENTS

3.3.1 RELATION BETWEEN BLOCKS AND CONTENTS

BLOCKS	CONTENTS
Listening, Speaking & Interaction	- Conversation on love issues - Conversation to give advice - Expressing feelings
Reading & Writing	- <i>Romeo & Juliet</i> (adapted version) - Lyrics of love songs - Personal reflection on a love song - Alternative version of <i>Romeo & Juliet</i>
Linguistic Knowledge	- Vocabulary on Love & Relationships - Second Conditional - First vs Second Conditionals - Vocabulary on Feelings - Giving advice - <i>MyWordBook</i>
Sociocultural Issues & Intercultural Awareness	- Research of the background of British & American love songs. - Learn about one of the most important Shakespearean works: <i>Romeo & Juliet</i> .
FINAL TASK	
Students will write a personal reflection on their favourite love song following White & Arndt's <i>Process Writing Model</i> , including a peer-review workshop.	
CROSS-CURRICULAR ISSUES	
Mother's Day is celebrated on 4 th May in Spain; however, as it is on Sunday, students will create little paper books or hearts in class on 30 th April, just before the May holiday weekend.	

3.3.2 TYPES OF CONTENTS

The abovementioned contents belong to different typologies as the following table illustrates:

TYPOLGY	CONTENTS
Conceptual	<ul style="list-style-type: none"> - Vocabulary on Love & Relationships - Second Conditional (structure) - Vocabulary on Feelings - Love songs - <i>Romeo & Juliet</i>
Procedural	<ul style="list-style-type: none"> - The use of second conditional to express imaginary situations. - Correct pronunciation of <i>would/wouldn't</i> - The use of specific phrases to give advice - The analysis of love songs and <i>Romeo & Juliet</i>.
Attitudinal	<ul style="list-style-type: none"> - To appreciate English (structures and theories learned in class) as a vehicle to express feelings, communicate imaginary situations, give advice and understand love song and <i>Romeo & Juliet</i>, showing a positive and respectful attitude.

3.3.2 TIMING

For a better understanding of the timing of this unit, it would be also worth providing the timetable of 4th ESO B, so that the number of sessions are clear:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30	-----	-----	-----	-----	-----
9:30	-----	-----	-----	-----	-----
10:30	-----	-----	-----	ENGLISH	-----
12	-----	-----	-----	-----	-----
13	ENGLISH	-----	-----	-----	-----
14	-----	ENGLISH	ENGLISH	-----	-----

According to the table, there are four English lessons per week, from Monday to Thursday. Considering this information, the timing of this unit will be as follows:

APRIL						
MON	TUE	WED	THU	FRI	SAT	SUN
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY						
MON	TUE	WED	THU	FRI	SAT	SUN
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

According to the calendar, this unit will be taught from 21st April to 13th May, being 1st May public holiday. It is important to notice that although in the previous chapter, the teaching programme, it was stated that each unit has 12 sessions/hours, *Reflections on Love* will consist on 13 since students will devote the session on 30th April to Mothers' Day crafts.

3.3.3. SEQUENCE OF CONTENTS & SESSIONS OF THE UNIT

The following tables will illustrate the progression of the unit, indicating the order of the tasks, the skills developed, the contents handled, the resources used in class and the estimated time to execute them:

LESSON 1 (21 st APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Brainstorming	SP/WR	What's the meaning of LOVE IS IN THE AIR?	Whiteboard Notebook	10 min
2nd	<i>MyWordBook</i>	SP	Explain students to look for 10 love expressions.	Mobile phone	5-10 min
2nd	Interactive Presentation of Vocabulary on Love	SP/WR	Label the pictures with given expressions	IDB (<i>PowerPoint</i>) Notebook	15 min
3rd	Brainstorming	SP/WR	Most relevant details of <i>Romeo & Juliet</i>	Whiteboard Notebook	10 min
4th	<i>Romeo & Juliet</i>	RD/LI	Read <i>Romeo & Juliet</i> while listening to the story (Annex 1)	Text of <i>R&J</i> (adapted version) CD-Player	15 min

LESSON 2 (22 nd APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	<i>Wordle</i>	SP/WR	A hidden sentence of <i>Romeo & Juliet</i> (Annex 2)	IDB Notebook	10 min
2nd	Quiz	SP/WR	Answer questions on <i>Romeo & Juliet</i>	IDB	15 min

			(Annex 3)	Notebook	
3rd	<i>TeamUp</i>	-----	Group students randomly	IDB	5 min
4th	Alternative version	WR/SP/ RD	Create an alternative version of <i>Romeo & Juliet</i> in groups	Sheets of paper Laptops	25-30 min

LESSON 3 (23rd APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Story Telling	SP/RD	Tell/read their alternative versions	Sheets of paper	10 min
2nd	Love Song	LI/RD	Listen to John Newman's <i>Love Me Again</i> (Annex 4)	IDB Lyrics with gaps	10 min
3rd	Grammar Warmer (Second Conditional)	SP	What is the song about? What would you do if your partner cheated on you?	Whiteboard	10 min
4th	Grammar Interactive Presentation	SP/WR	Interactive scheme of Second Conditional	Whiteboard	15 min
5th	Grammar Exercises	RD/WR	Exercises on the Second Conditional (Annex 5)	Photocopies with exercises	10-15 min

LESSON 4 (24 th APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Correction of Exercises	SP/RD	Correction of the exercises from the previous lesson	Photocopies with exercises	5 min
2nd	Second Conditional Chain	SP/WR/RD	Create a love story from: <i>If I met Mario Casas...</i> in groups	Sheets of paper	10-15min
3rd	Grammar Interactive Presentation	SP/WR	Interactive scheme to distinguish First Conditional from the Second	Whiteboard Notebook	15 min
4th	Grammar Exercises	RD/WR	Exercises to distinguish First & Second Conditional (Annex 6)	Photocopies with exercises	15 min
5th	Correction of Exercises	SP	Correction of the previous exercises	Photocopies with exercises	10 min

LESSON 5 (28 th APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Presentation of the final task (so students have enough time to carry it out)	SP	<i>Reflections on Love Songs by 4th ESO B</i> (digital book)	IDB (<i>PowerPoint</i>)	20 min

2nd	Interactive Presentation of Vocabulary on Feelings	SP/WR	Label <i>The Simpsons</i> ' pictures the with given expressions	IDB (<i>PowerPoint</i>) Notebook	15-20 min
3rd	Game	SP	Mime feelings in groups	Cards with emoticons	15-20 min

LESSON 6 (29th APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Brainstorming	SP/WR	Love and daily problems	Whiteboard Notebook	10 min
2nd	Giving advice	LI/RD	Give advice to the previous problems	Whiteboard Notebook	10 min
3rd	Listening	SP/WR	Conversation giving advice (Annex 7 & 8)	CD-player Script	10 min
4th	"I have a problem"	SP/LS	Some students have a problem and others give advice	-----	15-20 min

LESSON 7 (30th APRIL)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Mother's Day Crafts	WR	Little paper books and hearts for their mothers	Sheets of paper Crayons	55-60 min

LESSON 8 (5th MAY)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Oral exam	SP/LS	Giving advice in pairs	-----	55-60 min

LESSON 9 (6th MAY)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Research	RD	Search of information of the background of the song they have chosen for the project	Laptops	20 min
2nd	Generate Ideas	WR	Brainstorming of the ideas they will include in their project.	Sheets of paper	15-20 min
3rd	Structuring	WR	Outline of the first draft of their reflections.	Sheets of paper	15-20 min

LESSON 10 (7th MAY)

ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	First Draft	WR	Write the first draft of their reflection	Sheets of paper	25-30 min
2nd	Peer-Review	WR/RD	Correct the first draft of their partner, answering a questionnaire (Annex 9)	Questionnaire	25-30 min

LESSON 11 (8th MAY)

ORDER	TASK	SKILLS	CONTENT	RESOURCE	TIME
1st	Grouping students	-----	A picture of teacher with students will be split in 4 parts, so each group will have one of those parts.	Photograph Scissors	5 min
2nd	Trivial	WR/SP/ LS	Play Trivial to review the content of unit 8 for the exam	Trivial board Cards with questions Counters Dice “Cheese”	50-55 min

LESSON 12 (12 th MAY)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	Exam	WR/RD/LI	Exam of unit 8 (Annex 10)	Exam paper	55-60 min

LESSON 13 (13 th MAY)					
ORDER	TASK	SKILLS	CONTENT	RESOURCES	TIME
1st	<i>MyWordBook</i> revision	RD	Check students' love expressions from <i>MyWordBook</i>	Mobile phones	10 min
2nd	Collection of Projects	-----	Collect students' documents of their writing process	From "Generating Ideas" to "Final Draft"	5 min
3rd	Return Exams	RD/SP	Return exams to let students see their mistakes	Exam papers	10 min
4th	Evaluation	WR	Evaluation of the unit and the teacher's role (Annex 11)	Evaluation questionnaire	15- min
5th	Typing	WR	Type the final draft of their reflection to create the digital book	Laptops	15-20 min

3.4. METHODOLOGY

This teaching unit implements most of the principles stated in the previous chapter. In other words, it is my contention to promote a **flexible, active and participative methodology**, applying a **communicative approach** so that students can foster their oral skills, an aspect that really needs to be developed at IES Averroes. However, there are some theories and activities executed in this teaching unit that are different from those executed in the rest of them:

- Lyman's **Think-Pair-Share** as a warmer in the introduction of each lesson, so that students activate their prior knowledge on the topic. In this unit, there are three initial **brainstormings** that gives rise to this cooperative discussion strategy, engaging students into the tasks. Besides, there is a different warm-up activity which implements this TPS theory, the **wordle** on *Romeo & Juliet*; students tend to forget the theories or activities learnt in the previous class, so a different way of catching their eye and motivating them to continue working on the same topic is a good idea. As a matter of fact, brainstormings and *wordles* could be considered to be the first step of the so-called ESA methodology, that is, **Engage**.
- **Interactive presentations of vocabulary and grammar** are crucial as students learn to a better extent when participating in their own learning process instead of being just exposed to the vocabulary and grammar points. Recalling ESA methodology, these interactive presentations would correspond to **Study**. Suitable examples of this approach are the first *PowerPoint* presentation on love and that of feelings with *The Simpsons*. Regarding grammar, there will be an interactive scheme to present the second conditional; as a matter of fact, this study will continue with controlled and semi-controlled grammar activities; that is, those in which students have to fill in the gaps (controlled) and that one consisting in creating a love story in groups using a second conditional chain (semi-controlled).
- The research project, *Reflections on Love Songs By 4th ESO B*, could be regarded as a consolidation of the new concepts and knowledge acquired in this unit. They are encouraged to use love expressions, feelings and the second conditional structure to empathize with the characters of their favourite love songs. Hence, it stands to reason that this free activity is clearly connected to the phase of **Activate** from ESA methodology.

- This research project also develops **White & Arndt's Process Writing Model**, adapted to the necessities and capacities of these group-class. It consists of generating ideas, structuring, drafting, peer-review (included by the teacher), editing and final draft.
- Special attention should be paid to the written and oral **exams** as vocabulary, grammar, listening and reading will be handled, all of them based on the contents seen throughout the unit. It is valuable to mention that there will not be a writing task as, considering students low capacity to execute such activities, I find it appropriate to regard the final draft of the project as the main writing activity of the unit.
- Regarding **collaborative work**, it is valuable to explain how students are grouped and how they work together. In this unit, students will be firstly grouped by the Internet application *TeamUp* and, at the end, they will be grouped according to their proficiency, for which a split picture of students will be given to them so that they think they have been grouped randomly. When working together, particularly to create an alternative version of *Romeo & Juliet*, they will implement **Kagan's PIES**, Positive Interdependence, Individual Accountability, Equal Participation, and Simultaneous Interaction, playing roles as secretary, artist, controller and speaker.
- A synthesis session is always a great help to revise for the exam. To motivate students, there will be a **Trivial session** with questions related to the contents learned throughout the unit. As will be explained in the last chapter, students who do not study for exams will find this game useful to obtain better marks.
- Teachers need to be evaluated by students to check what aspects of their units work, so there will be an **anonymous evaluation**, allowing students to express freely their opinion on the unit and on the teachers' role.
- Regarding feedback, it is a primary part that students need to maintain their motivation. For this purpose, the teacher will provide positive feedback, namely, implementing **Petty's medals and missions**, which are related to the goals students work towards. The former consists of those comments on what students have done well since marks are just measurements. The latter, on the contrary, deals with what students need to improve. These comments should have a positive

perspective in order not to get them discouraged¹¹. Hence, students will receive **recast** feedback for oral activities and that of **responding in the form of a letter** for written tasks.

- This unit will also attempt to develop **Krashen's Affective Filter**, claiming that students with high motivation, self-confidence and a low level of anxiety are better prepared for success in second language acquisition. As students from IES Averroes fail English due to their lack of those affective variables, this unit will help develop and acquire them, so that these students can success in English learning.

3.5. RESOURCES

BOOKS

- Acevedo, A., Harmer, J., Lethaby, C. (2007): *Just Listening and Speaking Elementary*. Marshall Cavendish Education. London (unit 22 B, page 60)
- Swam, M. & Walter, C. (1992): *How English Works*. Oxford University Press. Oxford.
- Clare, A. & Wilson, J.J. (2011): *Speakout Pre-Intermediate*. Pearson Longman. Harlow.

WEBSITES & APPLICATIONS

- British Council Application for Smart Phones *MyWordBook*
- Popplet for School: <http://popplet.com/>
- FlipBook Creator 3.10.8
- Twitter

¹¹ Petty, G.: *Feedback: Medals & Missions*. In "Geoffrey Petty: Improve your teaching and that of your team". Retrieved April 30 from: <http://geoffpetty.com/for-teachers/feedback-and-questions/>

3.6. ASSESSMENT

3.6.1 ASSESSMENT CRITERIA & INSTRUMENTS

The following table illustrates the assessment criteria and the instruments to implement them:

CRITERIA Students are able...	INSTRUMENTS¹²
To understand a conversation on love, feelings and giving advice. (2)(4)	1. Written Exam (20%) 2. Oral Exam (20%) 3. Project (30%) 4. Class Work & Participation (15%) 5. MyWordBook (15%)
To participate in conversations on love, feelings and giving advice in class. (4)	
To understand love stories and the lyrics of love song. (1) (4)	
To write autonomously a personal reflection on a love song. (3)	
To use correctly the grammar patterns and vocabulary learned in the unit. (1)(4)	
To search for new expressions and vocabulary on the topic on love. (5)	
To use ICTs to research on the background of their favourite love song. (3)	
To appreciate one of the most important British love stories and British & American love songs. (3)(4)	

¹² Check annex 11 for the relation between these instruments and the competences they assess.

3.7 ANNEXES

ANNEX 1 – *ROMEO & JULIET* (ADAPTED VERSION)¹³

ROMEO & JULIET

Narrator: The story takes place many years ago. It is about two young people, Romeo and Juliet, who fall very much in love. But their families hate each other. Sometimes the men from the families even fight in the streets.

As the story opens, Romeo and Juliet have never met. Juliet's parents organise a party at their home. Romeo and his friends hear of the party. They decide to join in. But they wear clothes that hide who in fact they are.

When they arrive, there is music and food. Juliet's family and their friends are dancing and talking. They do not know that there are strangers in the house. During the party, Romeo sees Juliet across the room. He likes her and is attracted to her. He says:

Romeo: "I never saw true beauty till this night."

Narrator: He does not know who she is but he goes to talk with her. He finds that she is also attracted to him. They are falling in love.

However, after Romeo leaves the house, Juliet finds out who he really is. This is a great shock to her. She finds she is in love with the son of her father's great enemy.

Juliet: "My only love, sprung from my only hate."

Narrator: But Juliet and Romeo are so in love that they do not feel the sharp hate that separates their families. They cannot tell their parents about their love, and they can never meet except in secret. Later that night Romeo climbs over the wall around Juliet's house. He hides and waits until she comes to her window. When she appears he thinks that she is as beautiful as the sun rising in the morning.

Romeo: "It is the east, and Juliet is the sun."

Narrator: He watches her. She looks sad, standing with her head in her hands.

Romeo: "See how she leans her cheek upon her hand. O that I were a glove upon that hand, That I could touch that cheek."

Narrator: Then he hears her speaking to herself. She says that it is Romeo that she loves. His family name should not be a problem.

Juliet: "What's in a name? That which we call a rose. By any other name would smell as sweet."

Narrator: Romeo moves from where he was hiding, and speaks to Juliet. He tells her that he would change his name if she wanted him to. She is shocked that he has put his

¹³ Nick Page: *Romeo & Juliet*. Retrieved April 10 from: <http://spotlightenglish.com/listen/romeo-and-juliet>

life at risk by climbing into her family's property, but she understands how very much he loves her.

They both know the danger they are in, but they also know how strong their love is for each other. They decide to visit their priest, Friar Laurence, and ask him to marry them, in secret, in the church, without their families knowing.

They are married the next morning. Romeo and Juliet are united, as husband and wife; but the family fights continue.

On the street, Romeo's great friend Mercutio is attacked by Tybalt. Tybalt is Juliet's cousin. Romeo tries to stop the fight, but Tybalt kills Mercutio with his sword. Romeo, in sudden anger, kills Tybalt. He knows he will be arrested, so he runs away, and hides in Friar Laurence's church.

Friar Laurence suggests Romeo travels to another city and promises to send him news about what is happening at home. Friar Laurence hopes he can ask the Prince of their city to forgive Romeo, so that he can come back to Juliet.

Juliet cannot stop crying. Her family thinks it is because of her cousin, Tybalt's, death. Really, it is because her new, secret, husband has had to run away.

Then her father tells her something he has been planning for some time. He wants her to marry an important friend of his, named County Paris. She objects very strongly but her father will not take 'no' for an answer. He insists that she will soon be married to Paris. Juliet cannot tell him that she is already married to Romeo. She runs to Friar Laurence and tells him about this new great problem, and asks for his help.

Friar Laurence gives her a special drug. When she drinks it, she will fall into a deep sleep for almost two days. It will make her seem to be dead.

She goes back home and seems to agree to her father's order that she must marry County Paris. The night before the wedding is to take place, she drinks Friar Laurence's drug. The next morning - she does not wake up. Everyone thinks she is dead, and instead of a wedding there is a funeral. Juliet is placed in the large tomb where all her family are buried.

Friar Laurence sends a messenger to Romeo to tell him of this plan, and calls him to travel back. He says that they will go to the tomb together; and they will be there when Juliet wakes from her deep sleep. Then the two loving young people can escape. They can make a new life away from the city - and away from the hate between their families.

But, everything does not go as Friar Laurence planned. His messenger does not reach Romeo. Instead, Romeo just hears the tragic news that Juliet has died and is being buried. He is very sad and decides he does not want to live without Juliet. He buys a strong poison, and makes his way, in secret, back to the city and direct to the tomb. He breaks in and finds Juliet lying there. Like everyone else he also thinks she is dead. He says he will not leave her.

Romeo: "I will stay with you and never from this palace of dim night depart again: here, here will I remain."

Narrator: He drinks the poison he has brought with him, and dies. Soon, Juliet wakes from her deep sleep, and finds Romeo’s dead body next to her.

Juliet: “What’s here? A cup closed in my true love’s hand? Poison I see has been his timeless end”

Narrator: She looks to see if there is any poison left for her to drink. There is not. The bottle is empty. So she takes Romeo’s knife and kills herself.

The Prince, and Romeo and Juliet’s parents, are called. Friar Laurence is asked to explain what has happened. This tragic event makes the parents understand how damaging their hate is. They promise in future to be brothers and not enemies.

They see that it was their hate that led to the deaths of their children, lying there in the tomb.

The Prince describes the tragic end of the story in the last words of the play: “Never was a story of more woe, than this of Juliet and her Romeo”.

ANNEX 2 – WORDLE ON *ROMEO & JULIET*



“The story of two young people that, belonging to enemy families, fall in love. It ends in tragedy”

ROMEO AND JULIET QUIZ

- 1. What is the relationship between the two families?**
- 2. How do Romeo and Juliet meet each other?**
- 3. What is their biggest worry?**
- 4. Who kills Tybalt? Why? What are its consequences?**
- 5. Why is Friar Laurence an important figure?**
- 6. Why does Romeo drink the poison?**
- 7. Are there any positive aspects at the end of the story?**
- 8. What is your opinion about *Romeo & Juliet*?**

ANNEX 4 – JOHN’S NEWMAN *LOVE ME AGAIN* LYRICS

JOHN NEWMAN’S LOVE ME AGAIN¹⁴

**RISING – LOVE – TOLD – FOOLS – UNFORGIVABLE – WORST – HEART
STRENGTH – SOUL**

Know I’ve done wrong, left your _____ torn

Is that what devils do?

Took you so long, where only _____ gone

I shook the angel in you!

Now I’m _____ from the crowd

Rising up to you!

Feel with all the _____ I found

There's nothing I can't do!

I need to know now, know now

Can you _____ me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

¹⁴ *John Newman’s Love Me Again Lyrics*. AzLyrics. Retrieved April 11 from:
<http://www.azlyrics.com/lyrics/johnnewman/lovemeagain.html>

I need to know now, know now

Can you love me again?

It's _____,

I stole and burnt your _____

Is that what demons do, hey?

They rule the _____ in me

Destroy everything,

They blame on angels like you, hey!

Now I'm rising from the crowd

Rising up to you!

Feel with all the strength I found

There's nothing I can't do!

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

Uh, uh, uh, uh!

Oh, oh!

_____ you once again,

Do this again, do this again, oh!

I told you once again,

Do this again, do this again, oh, oh!

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

I need to know now, know now

Can you love me again?

ANNEX 5 – SECOND CONDITIONAL EXERCISES¹⁵

if: special tense-use

With *if*, we can use **would** and **past** tenses to 'distance' our language from reality, when we talk about present or future **unreal situations**.

MAIN CLAUSE: WOULD ... ('D)	IF- CLAUSE: PAST TENSE
<i>I would tell you her name</i> (NOT <i>I will tell you her name</i>)	<i>if I knew it.</i> (NOT <i>if I would know it.</i>)
<i>She'd be perfectly happy</i>	<i>if she had a car.</i>
<i>What would you do</i>	<i>if you lost your job?</i>

After *I* and *we*, *should* is possible instead of *would*. (*Would* is more common.)
The *if*-clause can come first in the sentence.

If I knew her name, I should tell you.

This structure can make a suggestion sound less definite (and so more polite).

It would be nice if you helped me a bit with the housework.

Would you mind if I came round about seven tomorrow?

1 Put in the correct verb forms.

- 1 The kitchen (*look*) better if we (*have*) red curtains.
- 2 I (*be*) sorry if we (*not see*) her again.
- 3 It (*be*) a pity if Andy (*not get*) the job.
- 4 If I (*know*) his address, I (*go*) round and see him.
- 5 What (*you do*) if you (*win*) the lottery?
- 6 It (*be*) quicker if you (*use*) a computer.
- 7 If you (*not be*) so busy, I (*show*) you how to play.
- 8 If we (*have*) some eggs, I (*make*) you a cake.
- 9 If you really (*love*) me, you (*buy*) me those diamonds.
- 10 I'm sure Moira (*help*) you if you (*ask*) her.
- 11 If it (*not be*) so cold, I (*tidy*) up the garden.
- 12 If I (*have*) the keys, I (*show*) you the cellar.
- 13 If I (*have*) children like hers, I (*send*) them to boarding school.
- 14 Where (*you go*) if you (*need*) to buy a picture frame?
- 15 (*you mind*) if I (*go*) first?
- 16 If all of us (*come*), (*you have*) room in your car?
- 17 It (*be*) nice if you (*spend*) some time with the children.
- 18 I (*not do*) this if I (*not have*) to.

¹⁵ Swam, M. & Walter, C. (1992): *How English Works*. Oxford University Press. Oxford.

if I go and if I went: the difference

The difference between, for example, *if I go ... I will* and *if I went ... I would* or between *if I speak ...* and *if I spoke ...* is **not** a difference of time. They can both refer to the present or future.

The past tense (and *would*) usually suggests that the situation is **less probable**, or **less definite**, or **impossible**, or **imaginary**. Compare:

If I become President, I'll ... (said by a candidate in an election)

If I became President, I'd ... (said by a schoolgirl)

If I win this race, I'll ... (said by the fastest runner)

If I won this race, I'd ... (said by the slowest runner)

Is it all right if I invite John to supper? (direct request)

Would it be all right if I invited John to supper? (polite request)

1 Choose the correct verb forms.

- 1 If she (*comes/came*) late again, she'll lose her job.
- 2 I'll let you know if I (*find/found*) out what's happening.
- 3 If we (*live/lived*) in a town, life would be easier.
- 4 I'm sure he wouldn't mind if we (*arrive/arrived*) early.
- 5 (*We'll/We'd*) phone you if we have time.
- 6 If I won the lottery, I (*will/would*) give you half the money.
- 7 It (*will/would*) be a pity if she married Fred.
- 8 If I'm free on Saturday, I (*will/would*) go to the mountains.
- 9 She (*will/would*) have a nervous breakdown if she goes on like this.
- 10 I know I'll feel better if I (*stop/stopped*) smoking.

2 Choose the most sensible verb form.

- 1 If I (*live/lived*) to be 70 ...
- 2 If I (*live/lived*) to be 150 ...
- 3 If I (*am/were*) better looking ...
- 4 If I (*wake/woke*) up early tomorrow ...
- 5 If Scotland (*declares/declared*) war on Switzerland ...
- 6 If we (*have/had*) the same government in five years' time ...
- 7 If everybody (*gives/gave*) ten per cent of their income to charity ...
- 8 If everybody (*thinks/thought*) like me ...
- 9 If there (*is/was*) nothing good on TV tonight ...
- 10 If my English (*is/was*) better next year ...
- 11 If the government (*bans/banned*) cars from city centres next year ...
- 12 If I (*have/had*) bad dreams tonight ...

For explanations of the words that we use to talk about grammar, see pages 298–302.

¹⁶ Swam, M. & Walter, C. (1992): *How English Works*. Oxford University Press. Oxford.

ANNEX 7 – LISTENING: GIVING ADVICE¹⁷

LISTENING – GIVING ADVICE

Answer the following questions according to what you hear:

1. What is Andy's Problem?

2. What advice does Sally offer regarding his fear to speak?

3. What does she recommend for his grammar?

4. Expressions to give advice used by Sally:

ANNEX 8 – LISTENING – GIVING ADVICE (SCRIPT)

LISTENING – GIVING ADVICE (SCRIPT)

P=Presenter, S=Sally

P: hi. You're listening to "Ask the expert" and in today's program we're talking about languages and how to learn a language. Our experts today is Sally Parker, who is a teacher. Hi, Sally.

S: Hello

P: Sally, our first question today is from Andy, He says: 'I've just started learning English. My problem is that I am too frightened to speak. My grammar is not very good so I'm worried about saying the wrong thing'. Have you got any advice for Andy?

S: Ok. Well, the first thing is I think Andy should practice speaking to himself.

P: Speaking to himself? I'm not sure that's a good idea.

S: I know it sounds silly, but talking to yourself in a foreign language is a really good way to practice. You don't have to feel embarrassed because nobody can hear you. You can

¹⁷ Clare, A. & Wilson, J.J. (2011): *Speakout Pre-Intermediate*. Pearson Longman. Harlow. (Unit 4, recording 5)

talk to yourself about anything you like – what you had for breakfast, where you're going for the weekend – anything. And the more you do it, the more you will get used to hearing your own voice and your pronunciation, so you won't feel so frightened in the classroom. Andy should try it.

P: I suppose so. Anything else? What about his grammar?

S: He has only just started learning English, so he is going to make a lot of mistakes, but that's not a problem. That's how he'll learn. Andy you shouldn't worry about making mistakes.

P: You're right. So Andy, try talking to yourself and don't worry about making mistakes. Thank you, Sally. I'm afraid that's all we have time for today.

ANNEX 9 – PEER REVIEW QUESTIONNAIRE

PEER REVIEW WORKSHOP OF 1ST DRAFT

Your name: _____

Your partner's name: _____

1. How clear is the introduction?
2. What is included in the first paragraph?
3. Is the second paragraph clear?
4. What do you feel about the conclusion? Does it review the most important points of the composition?
5. Please add other encouraging/helpful suggestions or queries here:

ANNEX 10 – WRITTEN EXAM

UNIT 8 EXAM

NAME: _____

DATE: _____

1. VOCABULARY(1,5 points)

LABEL THE PICTURES WITH A SUITABLE WORD/EXPRESSION (0,25 EACH):



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____

2. GRAMMAR (4,5 points)

2.1 FIRST AND SECOND CONDITIONAL

WRITE THE CORRECT FORM OF THE VERBS IN BRACKETS (0,25 EACH):

1. If I _____ (study) hard this week, I will pass the exam.

2. If you _____ (send) me an email, I would answer it.

3. If he _____ (win) the lottery, he would buy a house.

4. I _____ (go) to the cinema if I finish my homework.

2.2 SECOND CONDITIONAL

WRITE 4 SENTENCES USING THE SECOND CONDITIONAL STRUCTURE (0,5 EACH):

1. _____.

2. _____.

3. _____.

4. _____.

2.2 GIVING ADVICE

GIVE A PIECE OF ADVICE TO THESE PROBLEMS USING A SUITABLE EXPRESSION (0,5 EACH):

1. I'm sad because I have failed an exam

2. I'm afraid of loneliness

3. I'm confused because I'm not sure if I still love my ex

3. LISTENING (2 points)

ANSWER THE FOLLOWING QUESTIONS ACCORDING TO WHAT YOU HEAR (0,5 EACH):

1. What does Max say to Lorna?

2. What does Max suggest to Lorna at the end?

3. How does Lorna really feel about it?

4. What would you do if you were Lorna?

4. READING (2 points)

READ THE FOLLOWING TEXT AND ANSWER THE QUESTIONS (0'5 EACH):

The Miller's Tale

Once there was a carpenter, who lived with his wife Alison and a student, Nicholas, who rented a room in their house. Nicholas fell in love with Alison, and she fell in love with him. But how could they spend the night together, without Alison's husband knowing about it? Well, Nicholas convinced the carpenter that in his studies he had found out that there was a second Flood coming, like Noah's Flood. He said that to be safe from the Flood, all of them should sleep in wooden tubs, brought up to the ceiling with ropes. They could take knives with them, and when the Flood came they would cut the ropes and float on the water. The carpenter agreed to this plan, and that night he and Alison and Nicholas each went to sleep in their own wooden tub, up near the ceiling of the house. After the carpenter fell asleep, Nicholas and Alison slipped away of their tubs quietly and ... you know, on second thought, I think you'd better wait until you're older to read the Miller's Tale...

1. What is the relationship between Alison and Nicholas?

2. Why is the carpenter an obstacle for Alison and Nicholas?

3. How does Nicholas convince the carpenter to sleep in wooden tubs near up the ceiling of the house?

4. Could you provide an alternative end to this tale?

ANNEX 11 – EVALUATION SHEET

LET'S EVALUATE YOUR TEACHER

1. From 0 to 10, how would you assess this unit? Why?
2. Which part did you enjoy most? Why?
3. Would you change any aspects of the unit?
4. What do you think about the teacher? Has she done her job well? Does she need to improve her teaching skills?
5. Please add other encouragement/helpful suggestions or queries here:

THANK YOU! ☺

ANNEX 12 – ASSESSMENT SHEET FOR THE TEACHER

COMP. ↓	ACTIV. →	<i>MyWordBook</i>	Class Work & Participation	Project	Oral Exam	Written Exam	FINAL MARK
Linguistic, Mathematic & Knowledge and Interaction with the Physical World Competences.				X	X	X	
Treatment of Information & Digital Competence.				X			
Social & Civic Competence			X				
Cultural & Artistic Competence				X			
Learning to Learn Competence		X					
Autonomy & Entrepreneurship Competence		X	X				

4. INTERNSHIP PERIOD AND ITS ROLE IN THE LEARNING PROCESS

4.1. INTRODUCTION

It goes without saying that my teaching practices at IES Averroes have been the best experience I ever had and, above all, it meant the end of this Master's Degree, where I had the chance to acquire great competences as a teacher that I could implement throughout those six weeks.

This high-school, located in one of the most conflict-torn areas of Cordoba, is generally considered to be a model for the rest due to the wide range of measures its teaching staff takes to help students from the surrounding neighbourhoods. From the very beginning of my practices, my tutor made me feel as a real teacher at IES Averroes, relying on my teaching criteria as I was taught how to teach English in my previous English degree. In addition, the rest of the teaching staff and the management team were very kind since they provided me a large number of documents that were very useful for the report I had to give in at the end of this experience.

Concerning my role as a teacher in this centre, I must say it was very positive although incomplete because of the short period I had to carry it out. From its wide educational offer, I had the opportunity to teach in at least one group-class from secondary education, excepting the second year, and *Bachillerato*, which will be analyzed further down. In a nutshell, my practices as a teacher were very fruitful as I could witness the running of those different stages of the educational system and how students learn, as age is a crucial aspect that makes the learning process different from one school year to another.

4.2. TEACHING COMPETENCES ACQUIRED IN THIS MASTER'S DEGREE

The different modules studied from November to March prepared me for this educational adventure, although it stands to reason that the only way to know how secondary education lessons really work is by teaching at a high-school. Indeed, throughout my practices I realized that teachers' work, especially at IES Averroes, is exhausting and full of challenges to a great extent. However, it is my contention that it is, above all, rewarding

as we help students to become future citizens of this society. It would be also fair to mention the advantages I had in contrast to most of my partners before enrolling this Master's Degree, as throughout my previous English degree I studied three modules devoted to English language teaching. I had great professors that guided my learning as a future teacher and their theories, no doubt, have been very useful for me when it came to creating my teaching programme and unit for this project.

Throughout this Masters' Degree I studied primary features of the role of the teachers, especially in a generic module called *Educative Processes & Contexts*, which I was aware of its importance after concluding my teaching practices at IES Averroes. I learned about the difficult situations teachers are currently living through, such as the high rate of responsibility or their damaged social image; that is, facts that one should consider when working in the educational environment. In addition, I discovered for the first time the fourteen functions teachers are expected to execute such as students' assessment, tutorship or attention to diversity. However, and maybe the most important aspect I learned, there is a must for teachers, which are the professional competence for teaching, based on Knowledge, Capacities and Attitudes. These three abilities were the cornerstone of my role as a teacher during my practices, and I feel proud of stating that I developed them to a great extent. In addition, another generic module that I have considered throughout my practices has been the one called *Development of Personality*, as IES Averroes has a wide range of diversity among its students that must be taken into account by teachers; actually, there is little doubt that the study of adolescent psychology is necessary as it helps us to execute our activity in an appropriate way.

However, needless to say, the modules that really helped me throughout my teaching practices were those from the specific section, which were devoted to the teaching of the English language in their entirety. Thanks to them, I revised methodologies such as TPS (Think, Pair, Share) or ESA (Engage, Study, Activate), and learned new ones such as "Input, Intake and Output", which is closely related to ESA, or that of CLIL. Actually, these theories, together with the ones I had already known, made my teaching unit really attractive and appealing to students from the fourth year of secondary education, whose opinion about it was very positive as it will be illustrated in the very last chapter of this project.

4.3. STUDENTS' LEARNING PROCESS & METHODOLOGICAL GUIDANCE

It would be good to provide a realistic analysis of the learning processes I witnessed throughout my practices, highlighting those aspects students find difficult to acquire. The main problem in every school year was the low linguistic capacity on students' part, a fact that is really worrying since they have great expression problems in Spanish as well as in English. Therefore, teachers should make students speak and write, apart from other skills to improve their comprehension, as much as possible. As mentioned in the second chapter, the Council of Europe is fostering the development of communicative skills on foreign languages, which are mainly based on listening, speaking, reading and writing. It is nevertheless true that it is important to guarantee an appropriate balance between those moments in which students listen or read and process information to execute different tasks, and those in which they produce the information orally or in written, performing situations that indicate what they have learnt and, at the same time, that allow teachers to assess that acquired knowledge. Hence, the suitable solution for students' low linguistic competence is designing teaching units in which they develop those four skills alternately so that this capacity can be fostered. As a matter of fact, the one provided in the third chapter illustrates this idea as, apart from developing students' eight competences of secondary education, they also implement their reading, writing, listening and speaking skills.

Besides, there was another general problem that was detected when it came to explaining different tenses, that is, grammar. To begin with, students from the **first year of secondary education** were unable to learn basic grammar patterns such as verb "to be" or the present continuous tense of the rest of the verbs. I tried to check their prior ideas on the topic and I was surprised by the almost nonexistent knowledge they had. In addition, their attitude did not help the teacher's function as they did just not pay attention to what my tutor or I explained. However, it is important to mention that the case of these students is different from that of the rest, as they come from different primary schools which I guess implement the PPP methodology, a logical reason for their lack of knowledge on the English language. Therefore, there is no choice but to design a teaching programme and teaching units devoted to encourage students into the tasks, trying to help them acquire the new concepts, theories, vocabulary, grammar patterns, etc. to a better extent; that is, developing long-term learning and helping them change their bad behavior in class. Besides, taking their age into account, they should continue learning with games,

as it is the only way they get motivated. For this purpose, when I taught them the present continuous tense, I created a *Powerpoint* presentation with attractive images so that they had to communicate with one another to describe what people from the images were doing and, once they felt sure about this new knowledge, they designed a comic strip in which they should do the same as in the previous activity but in written form. It really worked as both were tasks different from the ones provided in the textbook, motivating students.

Regarding students from the **third year of ESO**, special attention should be paid to their background, as it clearly influences their learning process, even more than in the rest of the group-classes of this stage of secondary education. Most of their parents do not devote enough attention to their education, which is a clear consequence of school failure in this group-class. In addition, similarly to the previous students, they have great difficulties in learning grammar patterns. During my practices at IES Averroes, I witnessed their inability to do simple exercises from the textbook consisting in filling in the gaps with the correct form of the verbs in present perfect tense, after having devoted a whole session to learn its structure and use. They were really engaged into the task, but their cognitive capacities, together with their complicated background, leads to a high rate of the abovementioned failure in the English subject. As a matter of fact, their attitude really complicated the teacher's activity as they were unable to be quiet, obliging the teacher and me to shout in every lesson. Hence, it stands to reason that providing students more fill-in-the-gaps exercises would not work, so designing a whole session on speaking and writing practice focusing on the present perfect tense would be appropriate to them. For this purpose, I wrote on the blackboard "have you ever been abroad?" and ask every students to answer it, so that they could practice this grammar structure and foster their linguistic competence. Once they provided an answer, it was good to make them write a composition on their last trip (it could be invented), so they would consolidate this complicated aspect to a great extent. The best point of this type of lessons was that they received feedback on their performance; actually I chose that of recast for the oral part as it would help them learn from their mistakes.

On the other hand, students from the **fourth year of secondary education**, namely, the group-class where I implemented my teaching unit, really posed a challenge to me. When I started my practices, my tutor told me beforehand that their performance was very low and, while I was witnessing their work for the first two weeks, I realized that something should be changed. When it came to learning grammar, they had the same problems as

the previous students, so it goes without saying that providing a large number of exercises to fill in the gaps was not the suitable solution. In addition, they did not want to participate, so lessons were very quiet. In this way, this group-class would not succeed in the English subject at the end of this educational stage. Therefore, I have devoted so much time to help students understand the main grammar point of the unit, that is, the second conditional and its comparison with the first one by means of really motivating oral and written activities, so that communication was the main focus. For this purpose, and as illustrated in the third chapter, I asked them about a love song using that structure so they all had to speak; in addition, I grouped students and asked them to create a love story using a second conditional chain. I was glad with this activity as it worked, although the main problem came with the distinction between second and first conditionals. As will be explained in the last chapter of this project, I did not have enough time for my teaching unit during my practices, so I could not execute more activities as, in this case, students really caught the idea but needed to practice it. However, in the third chapter, where I have twelve sessions, students are given activities on this comparison so there is little doubt that should this take place when I was at IES Averroes, their mark would have been much better.

Bachillerato was completely different from secondary education since students demonstrated they were still studying at high-school out of their own free will. As far as the **first year** is concerned, it is important to notice that their attitude was much better than that of the previous students, but their performance was not as excellent as I had expected. However, most of them passed the exams and worked at home, aspects that are not present in secondary education. I taught them the differences between the three types of English conditionals and they found it so complicated that they were unable to complete exercises on this topic. In addition, and in contrast to secondary education students, they participated in class and their speaking was good considering the difficulties students have in this subject. For a better understanding of this grammar point, I decided to do with them the previous second conditional chain, but, in this case, the whole group participated orally. Then, all together did some sentences, based on students' experience, on the blackboard so their doubts could be solved immediately. I was surprised by the improvement students obtained thanks to this procedure, even more those whose marks were very low the two previous terms.

Ultimately, students from the **second year of *Bachillerato*** were considered to be the best ones at IES Averroes by the teaching staff, although the group-class I taught was the “less good” of them. The reason was that their capacity to study English was very low, despite their great efforts to pass it. I practiced the passive voice with them and they did not understand this grammar pattern; actually, they were very engaged into the task, asking questions about it in English but it seemed there was no way to make them acquire this concept that was not new for them at all. Therefore, I tried to find an alternative methodology with my tutor, agreeing that activities should be done orally and interactively, making connections with their own experiences, as it usually helps students learn to a better extent; thanks to this, we could detect students’ particular difficulties on this grammar point. That is, we realized that students did not understand at all how to formulate passive sentences with two objects, a point that will be surely present in *Selectividad*; hence, I made up some active sentences and wrote them on the blackboard, asking them to transform them into the passive voice considering those two objects. When they saw me underlining them to make the conversion clearer, they caught the procedure and learned it to a great extent.

In short, this is a clear instance of students’ great problem when learning English: grammar. Therefore, at this point, it would be worth mentioning a question that takes place in the field of ESL teaching; that is, should grammar be explained explicitly or indirectly by means of other activities so students’ motivation is fostered? Throughout my project, my contention has been clearly stated, which is that of the second. According to authors like Krashen, the study of the structure of the language can have general educational advantages and values at high-schools; however, examining irregularity, formulating rules and teaching complex facts about the target language is not language teaching, but rather is "language appreciation" or linguistics¹⁸. I completely agree with him and, for this purpose, I have always introduced grammar by means of oral communication focusing on different tasks that have nothing to do with rules so students are able to use the language on their own. However, due to the poor level of students from IES Averroes, I found it appropriate to provide just some exercises on these new grammar patterns so that they could practice for a future oral and written performance, which is the primary aim of my teaching activity. Before enrolling this Master’s Degree, I was

¹⁸ Schütz, R (2007): *Stephen Krashen's Theory of Second Language Acquisition*. Retrieved 30 May from: <http://www.sk.com.br/sk-krash.html>

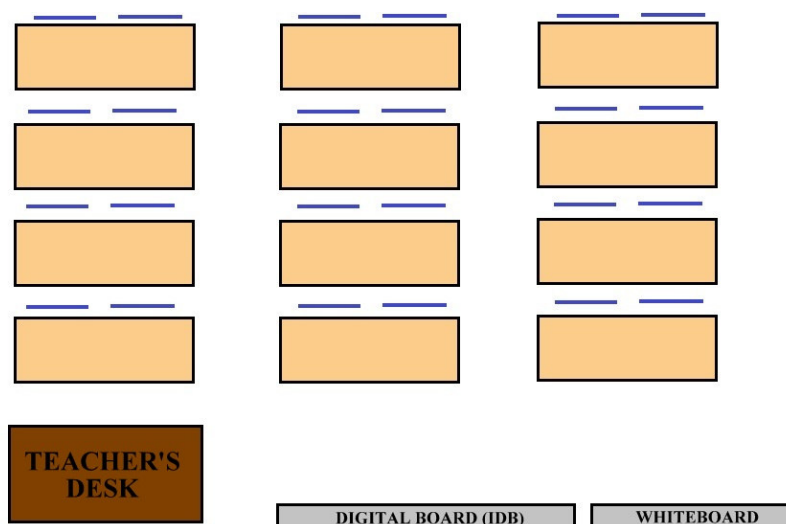
determined not to teach today's students as we were taught when younger just because, as John Dewey asserted, we will rob them of tomorrow¹⁹. In other words, implementing old-fashioned methodologies such as the abovementioned PPP would prevent students from acquiring long-term learning, and this aspect must be changed.

I found out these difficulties with grammar the first day I taught at IES Averroes, so I decided to design a different way of explaining this pattern, consulting my tutor for advice as no one better than him could guide my teaching activity. In addition, needless to say, students' problems with this point affects their linguistic competence, so this is the reason why I combined it with the mathematic one and with that of knowledge and interaction with the physical world in the second and third chapter of this project. By means of this association, students' English language will be a good deal more fostered than developing these competences separately.

4.4. SOCIAL INTERACTION IN THE CLASSROOM

Social interaction is a primary part for students' learning process; hence, it is a must for teachers to create opportunities for them to communicate with one another so that their social skills are promoted to a better extent. There is a large number of factors that influence students' social interaction in the classroom such as their seating arrangement.

At IES Averroes, students are seated as the image below illustrates:



¹⁹ Pioneer Preparatory School: If we teach today as we taught yesterday, we rob our children of tomorrow. Retrieved 30 May from: http://pioneer.teamcfa.org/staff_pages/tony_best/view/33653/if_we_teach_today_as_we_tought_yesterda_y_we_rob_our_children_of_tomorrow

Considering the position of those tables, teachers may design different tasks to create interaction among students. As I could witness, they usually create groups in the most comfortable and fastest way, that is, uniting two tables in a row so, asking some students to turn around, they can work making eye contact with one another. However, throughout my teaching practices, I realized that this procedure does not always work as some of those groups go off in the wrong direction and, as Petty (1998:193) states, they are hijacked by a determined individual or some of their members just become passengers, letting others take the lead. Taking into account the general low performance of most of them have, it would be fair to create different groups so that students who really need help would work with those with higher proficiency, creating a balance within the groups. Therefore, the grouping techniques I chose for my teaching unit with the fourth year of Secondary Education was by using the Internet application *TeamUp*, by their proficiency or by closeness. Thanks to these group activities, students are able to develop their social skills and, above all, their linguistic competence, which really needs to be improved at this high-school. In addition, it is valuable to mention the different roles students played within their groups when creating an alternative version of *Romeo & Juliet*, that is, secretary, controller, artist and speaker, obliging them to participate in the final product of the task.

However, it is well-known that interaction between students is not always as good as teachers expect, even more at IES Averroes. The educational community from this high-school is aware of the high rate of conflicts existing in the surrounding areas that clearly influence students' performance throughout the school year. Generally, their attitude is not satisfactory as there is a large number of coexistence problems, some of them of great seriousness. It goes without saying that one of the main causes is the lack of motivation most of these students have, affecting their classmates to a great extent. For instance, I have witnessed cases of insults, bad behaviours and even violence among students, facts that can not be overlooked under no circumstance. However, there are fortunately some students with excellent attitude that makes the teaching activity wonderful, namely, in *Bachillerato*.

For their good, this high-school created a project called Coexistence Department to deal with those difficulties in 2008. Coexistence in an educative centre is crucial for students' learning and, for this reason, if there is not a good environment in the classrooms, the teachers' role will be perturbed. This department's actions begin when a problem is

detected, in which case the coordinator, Lourdes Baena Moreno, will analyze it and, if possible, will execute what they call “consequence”, consisting in talking to the person or people involved and designing reflective interviews to take the most suitable measures²⁰. Hence, it goes without saying that every high-school must search for primary prevention measures to avoid the abovementioned terrible facts.

In addition, special attention should be paid to another procedure considered in this center, that is, the coexistence classroom, created for the individual treatment of those students who are deprived of their right to attend their regular classroom lessons as a consequence of a disciplinary action²¹. It is my contention that this measure should not be regarded as a punishment place, as its real mission is to make those students reflect on the causes that have led them to be there. Hence, for its effective functioning, teachers on duty, that is, those who are not giving class at certain hours in the morning, will be in charge of this coexistence classroom. They will make students fill in a reflection form on their wrongdoing and an agreement form which will be signed promising they will not behave badly again, being monitored throughout their staying at the high-school.

It shall be mentioned, moreover, an original measure this high-school started executing some time ago; that is, the students helpers. Their function is, above all, providing aid to those classmates that really need it; for this purpose, there is a wide range of students helpers: The mediator, who helps two people that have had a conflict to resolve their differences; the listener, who hears their classmate’s problem; the “bridge”, who helps students with problems to integrate into the high-school; the reflective, who makes those students that behave badly think about their acts...etc. Personally speaking, I was very surprised about this measure as I have never seen such a cooperation between students and, needless to say, it clearly improves their coexistence at the centre.

To sum up, it is good to notice that despite the large number of conflicts present at this high-school, students’ coexistence benefits from the aforementioned measures to create a great atmosphere that fosters their learning process at IES Averroes.

²⁰ IES Averroes’ *School-based Education Project*: page 191

²¹ IES Averroes’ *School-based Education Project*: page 231

4.5. HOSTING OF THIS MASTER'S DEGREE STUDENTS

This Master's Degree gave us the opportunity to enter a high-school as teachers, an experience that has definitely consolidated our training in the educational environment. As far as I am concerned, I have just fine words for its teaching staff and management team, who made us feel at home. Actually, both made my practices as easy as possible, providing me any help I could need, as stated at the very beginning of this chapter. As a matter of fact, I would like to highlight the figure of the headmaster, who did not hesitate to receive me in his office any time I had doubts on any aspects of the high-school functioning. It would also be fair to state that he was much kinder than the headmasters of the schools where I studied when younger.

It is nevertheless true that had it not been for my tutor, my teaching practices would not have been so rewarding. From the very first moment I entered a classroom, he asked me to explain students the new grammar point of the unit, trusting me to a great extent. Hence, I can not help feeling so proud of all the skills I fostered at IES Averroes thanks to him, namely, thanks to his efforts to help a teacher-to-be student like me to develop the abovementioned professional competence for teaching.

Students also played an important role throughout our teaching practices, as they were the ones that guided our activity; that is, we were obliged to adapt our teaching units to their necessities, a fact that helped us experience at first-hand what being a secondary education teacher meant and delve into a classroom atmosphere. Indeed, the complicated situations most of these students are living through made my practices different from those of the rest of my classmates. I was impressed by most of their circumstances as my life has been far from them. For this reason, I feel that my experience at this high-school taught me more as a person than as a teacher; actually, it is my contention that good teachers are developed in centres like IES Averroes since there is no choice but to implement Krashen's affective filter to help these students get promoted so that they can find a better future.

From these lines, I would like to thank the educational community from IES Averroes in its entirety for having made my experience so motivating and rewarding, above all, my tutor, to whom I will always be grateful for having helped me achieve my professional competences and purposes since the first class he taught me at my previous English degree.

5. FINAL CONCLUSIONS

Throughout this Master's Degree, we all have lived a large number of moments and experiences that will be present in our mind for the rest of our professional life.

As stated in the previous chapter, I have acquired excellent teaching competences; however, I had a great deal of difficulty when it came to implementing them at IES Averroes. All the theories, concepts and procedures, above all, the psycho-educational ones, learnt in class seemed to be very simple to execute at a high-school, but, as well-known, it is always easy for the outsider. In other words, when studying, one may think that their lessons will be perfect and that they will be the best teachers; however, this is just the dream everybody has when getting prepared for the educational environment.

One of the main reason for these difficulties was the short period of the teaching practices, as most of us could not witness the role of the tutorship, the treatment of students with psychological problems, etc. We received good formation on developmental psychology, crucial for teachers since students undergo a large number of physical and psychological changes from the beginning of secondary education to the leaving of *Bachillerato*. However, throughout my practices, I could not witness those alterations because six weeks are not enough to notice them; actually, personally speaking, students were the same from the beginning of my teaching experience to the end.

It would be fair, however, to state that there was a particular aspect in this psycho-educational field that should be given so much prominence: the constructivist learning. One can not continue considering the figure of the old teacher as a role model because educational investigations and methodologies have changed, as illustrated in the previous chapters. This new conception aims the teacher to act as a guide for students, taking their prior knowledge into account to a great extent. This is actually what I could implement at IES Averroes, as I understood the importance of this theory for students' learning. Namely, this is the reason why my students from the fourth year of Secondary Education, despite some failures, improved their marks so much.

Apart from the psycho-educational theories, it is significant to mention that I could put the current regulations stated in the Spanish Organic Law of Education into practice, to be precise in the Royal Decree 1631//2006. This aspect is essential for the teaching activity as it states the minimum teachings of secondary education, which must be

considered when designing the curriculum, the teaching programme, the teaching units, etc. In addition, this legal document also provides the objectives and competences students are expected to acquire at the end of the school year, so it goes without saying that we were obliged to include and implement them throughout our teaching practices.

It is nevertheless true that there were some aspects of this Master's Degree that were not so positive, and that is the case of the sociological issues. We learned different types of sociologies, functions of the educational system, etc. Having studied these theories, when it came to starting our teaching practices, we all asked ourselves the same question: how can we implement them? It is my contention that among the great contents provided by this Master's Degree, this aspect is the less important for our role as teachers since most of us, if not all, have ignored it when executing our practices. I really think it is an issue that should be considered, but I guess it had to be taught in such a way that we could find it useful when working with students.

However, this field included a theme that is complicated at high-schools like IES Averroes; that is, the role of the families. In contrast to the abovementioned issues, this was explained and understood in class to such an extent that when arriving to our centres, we realized that what we had learnt was completely true. In other words, among the different types of families (patriarchal, matriarchal, etc.), I was informed during my practices that all of them were present at IES Averroes and, as mentioned in previous chapters, it clearly influences students' learning. For this reason, there should be a closer relationship between families and the teaching staff, a fact that, unfortunately, does not occur.

On the other hand, what I really implemented throughout my teaching practices was the content from the specific section, as stated in the fourth chapter. I had the chance to execute most of the theories and activities, which, moreover, worked with students. As a matter of fact, I was really focused on using them because it was the only way to consolidate the new knowledge I acquired in class. In addition, the fact that most of the professors from the specific section were Secondary teachers, as will be explained further down, really helped us to understand how to implement the content they taught. Actually,

they executed a great job with us since to prepare effective language teachers, it is necessary to teach them a theory of effective language teaching²².

Furthermore, those optional modules studied at the beginning of the year were very useful for our teaching experience as I had to implement some theories and techniques on school coexistence and ICTs. The reasons of their importance would seem to be obvious as IES Averroes is a ICT center where teachers make use of new technologies in their lessons and, regarding the former, considering the information of its context and students provided in previous chapters, there is little doubt that I took issues such as bullying, insults, etc. into account throughout my practices.

In a nutshell, regarding the abovementioned issues, I strongly believe that the contents received throughout this Master's Degree are suitable for the teaching activity we had to execute in our practices and, no doubt, it will help us to develop ourselves as future Secondary teachers.

After having provided this brief overview, it would be worth assessing its positive and negative aspects, some of them mentioned above. In general terms, I really appreciate this whole academic year to a great extent as I have learnt and studied what I wanted since I was a child. As a matter of fact, I managed to consolidate this new knowledge, a sign that most teachers did their work greatly for this purpose.

Precisely on this subject, it is valuable to note that the methodology from the general and the specific sections were a far cry one from another. I would find it appropriate to change that of former as lessons were not dynamic at all; that is, we were just exposed to some *PowerPoint* presentations and to teachers' speech. We did not have the chance to participate at all and, due to this methodology, we all lost the plot sometimes during those class hours. In contrast, that of the latter was simply excellent. Teachers encouraged us to participate, engaging us into their tasks from the very beginning, just what we as teachers should do with our students. Therefore, here is the controversial point with the generic section: if we are expected to develop a dynamic methodology to motivate our students when teaching, why do these professors not implement it? Personally speaking, I think that professors from this Master's Degree should act the way they want us to teach when leaving university. Actually, as Richards and Nunan assert, teachers should give

²² Richards, J. C. & Nunan D. (Ed) (1990): *Second Language Teacher Education* (Cambridge Language Teaching Library). (pag. 4) Cambridge University Press. Cambridge.

students freedom to try, test, innovate and create²³, and this is exactly what professors from the generic section did not. Hence, it would be very positive for future generations to receive more dynamic lessons that motivate them for the teaching activity in the time to come.

Another aspect I would like to highlight is the period of our teaching practices because, as mentioned above, it was very short although it seemed to be longer at first. Needless to say, six weeks is not enough time to get to know a high-school functioning, teachers' fourteen functions, tutorships with students' families, etc. Obviously, we all had an excellent opportunity to develop our competences as teachers but just inside the classroom, and, according to what learnt throughout the Master's Degree, being a teacher implies more than explaining your own subject.

Furthermore, it is fair to assert that there was a large number of professors from November to March, which I think is confusing for us when it came to doing assignments or studying for the exams. In other words, it turned out to be pedagogically unsound as each of them asked different capacities and activities for the same modules. However, within this not so positive aspect, I must acknowledge that students from this English specialty really appreciate that our professors were or had been secondary teachers, making our learning of the new concepts and theories easier as they somehow illustrated them according to their experience.

Ultimately, I would like to emphasize an issue that has been a bit chaotic, that is, the internal coordination between professors, students and the management team. This fact has given rise to a large number of chaotic situations as enough information was not provided or was received too late. An example that suitably illustrates this fact is the moment in which we are to hand in this project; according to the director, we have to pass all the modules to present it. Up to this point, everything is coherent, but we are due to hand in it in some days and we are not given our marks yet.

Therefore, and by way of conclusion, it would be worth designing a table contrasting the abovementioned and other strengths and weaknesses of this Master's Degree as, should those little weak points be corrected, it will improve its quality to a great extent.

²³ Richards, J. C. & Nunan D. (Ed) (1990): *Second Language Teacher Education* (Cambridge Language Teaching Library). (pag.255) Cambridge University Press. Cambridge.

STRENGTHS	WEAKNESSES
Great education/training	Short period of training (teaching practices)
Wide range of modules	Too many professors
Great relationship between TFM tutors and students	Lack of internal coordination
Excellent methodology in the specific section	Poor methodology in the generic section

6. ASSESSMENT REPORT

6.1. INTRODUCTION

During my teaching practices at IES Averroes I had the opportunity to assess a group-class from the fourth year of secondary education, a task that definitely helped me complete my role as a teacher for this Master's Degree. Before delving into the topic itself, it would be worth providing a succinct overview of the importance of assessment in the educational field as should it not be executed correctly, it will be detrimental for students' learning.

It goes without saying that assessment is a primary part to measure how students grasp the content taught and how their motivation develops. The traditional assessment instrument was the so-called final exam, which determined whether a student was able to be promoted or not. This method was under debate for a long time as, on the one hand, it was claimed that a single exam was not enough to test students' knowledge and aptitudes; whereas, it was also argued that this final exam handled the minimum contents students were expected to acquire to get promoted. Be that as it may, the Spanish educative system has changed with the times and nowadays students need to develop eight competences assessed by different instruments to pass any school year.

According to Harmer (2007:138), students are likely to receive teachers' assessment in terms of praise or blame, so there is little doubt that our role must be to encourage students by praising them when they do their work well and guiding them when making mistakes. For this purpose, as stated in the fourth chapter, I implemented different ways of providing feedback to these students, depending on the tasks. When it came to performing oral activities, I used the so-called recast, consisting in reformulating their erroneous expressions to make students notice their mistakes by themselves. This really worked as students had a large number of opportunities to speak in class throughout my teaching unit, being able to correct their previous errors in the same communicative situations as recast is a useful way of encouraging students to hear and think about other ways of saying things²⁴. In addition, it is valuable to mention that their fluency was not obstructed as I did not interrupt them when talking, a crucial aspect teachers must take into account due

²⁴ Harmer, J. (2012): *Essential Teacher Knowledge*. (pag. 160) Essex. Longman.

to students' fear of speaking in a foreign language. Regarding written tasks, I thought the best feedback would be that of responding in the form of a letter to students' reflections on love songs, so that they received their feedback in such an original way that their mistakes would not discourage them from continuing learning English. This type of feedback takes time, but it can be more useful to students than a piece of work covered in correction marks²⁵; in the case of students' project, I stated what I liked and what I thought they might do for the next written work. In addition, special attention should be also given to the peer review session students executed to assess their partners' first draft of their project, as it was a different way of checking how well they had done their personal reflection.

It would be also appropriate to scrutinize these students' background since, unfortunately, it influences their work at IES Averroes to a great extent. As I witnessed during my teaching practices, most of these students are living through difficult situations at home regarding familiar, economic and even social issues. These factors have definitely affected their marks, which are very low, a clear sign of school failure; actually, their level of English is too low to be at the last year of secondary education, showing comprehension and expression problems. In addition to these difficulties, I also noticed they do not work at home, maybe because of their family problems or simply because they do not want to. Therefore, considering all these problems, I designed a teaching unit in which students worked in class as much as possible, so they just needed to do two particular tasks at home.

6.2. ASSESSMENT PROCESS

As explained in the fourth chapter, the tasks by means of which students are assessed in this unit are mainly the mobile phone application called *MyWordBook*, their class work and participation, a project, an oral test and a written exam. As stated above, the current Spanish educative system states that students must be assessed in terms of competences; hence, I find it appropriate to establish a relation between those activities and the competences they assess:

²⁵ Harmer, J. (2007): *The Practice of English Language Teaching*. (pag. 148) London. Longman

ACTIVITIES	COMPETENCES
<i>MyWordBook</i> 15% → 10% (C7) + 5% (C8)	Learning to Learn, Autonomy & Entrepreneurship Competences
Class Work & Participation 15% → 10% (C5) + 5% (C8)	Social & Civic, Autonomy & Entrepreneurship Competences
Project 30% → 10% (C1,C2,C3), 10% (C4), 10% (C6)	Linguistic, Mathematic, Knowledge & Interaction with the Physical World, Cultural & Artistic, Treatment of Information & Digital Competences.
Oral Exam 20% → 20% (C1,C2,C3)	Linguistic, Mathematic, Knowledge & Interaction with the Physical World Competences
Written Exam 20% → 20% (C1,C2,C3)	Linguistic, Mathematic, K Knowledge & Interaction with the Physical World Competences

- The mobile phone application ***MyWordBook*** aims to encourage students to search for new expressions on love; that is, they will select those they are interested in. In this way, they will learn what and how they wish enriching their vocabulary and, above all, developing learning to learn and autonomy & entrepreneurship competences.
- Students' **class work and participation** will develop their social and civic competences as, when embarking on dialogues based on the topics of the unit, they will have to take a respectful stand towards their partners' opinions and feelings. In addition, students will foster their autonomy when participating in class.
- Regarding the **Project** called *Reflections on Love Songs by 4th ESO B*, it fosters different competences. On the one hand, linguistic, mathematic and knowledge & interaction with the physical world are clearly developed as students have to write a composition expressing their feelings and emotions when listening to their song. For its purpose, they must use the language with its grammar structure and a communicative context, which, in this case, is the digital book that will be read

by their partners. In addition, they are expected to develop their cultural and artistic competence, as music is a great example of art; actually, the beginning of their reflections is devoted to the background of their songs, which deals with some aspects of the British or American cultures. Ultimately, this digital book can not be created without ICTs, that is, students will use them to search for information of their songs and to type the final draft of their personal reflections.

- Regarding both exams, **oral and written**, it goes without saying they develop students' linguistic, mathematic and knowledge & interaction with the physical world competences. As far as the former is concerned, they are expected to use the language to give advice; for its purpose, they need certain expressions seen in class to solve their partner's problem (the exam is taken in pairs). Hence, this oral exam creates a communicative context of helping each other in which students develop those three competences. Concerning the latter, students will develop the same competences but, in this case, the context is already given, as they have to provide a solutions to problems already given, second conditional sentences based on their experiences, vocabulary, reading and listening.

Once I selected the instruments to assess students, I started the teaching unit on 21st April. I was surprised by the significant involvement on their part, especially in the two first lessons, devoted to vocabulary on love and *Romeo & Juliet*. The idea of playing roles within their groups was really appealing to them, as they executed different tasks so that none of them do nothing at all. The result was great as their alternative versions of this Shakespearean work was well-done, and funny, which was the main aspect that really encourage them into the activity.

However, when it came to learning grammar, their participation was completely reduced. It is well known that students find it difficult to study grammar and, as I have witnessed since I started giving private lessons, it affects their motivation to a great extent. Therefore, I considered appropriate to design a warmer activity based on John Newman's *Love Me Again* song, asking students what they would do if they lived through the singer's situation. Once their prior knowledge on the second conditional was activated, I started an interactive scheme based on this point. Here, I realized that their knowledge of grammar was very poor and that they had difficulties to provide examples seeing the structure on the blackboard. Considering this aspect, I asked them to create a second conditional chain, so that they could practice it in writing. As it seemed to work, I

explained the difference between the first and the second conditionals, giving out a photocopy of exercises based on this grammar pattern.

For the oral exam based on giving advice, I chose eight problems provided by students. Beforehand, I told them that they just needed to provide some advice to those problems to get prepared for the exam. However, as they do not work at home, I asked them to play “I have a problem”, so one half of the class had to help the other half who had problems; in this way, they could practice orally before the exam. I thought I had offered many facilities to them, but the results were not as good as I had expected. As they do not even study for the exams, I originally created a *Trivial* board and cards with questions based on the content of the unit so that students practiced for the exam. I must confess I am proud of this activity as I realized that those students with problems to study English guessed most of the questions. However, similarly to the oral exam, the results of the written one were very low.

After executing the abovementioned activities, it would be worth analyzing the results I obtained throughout my teaching unit, which I must specify beforehand that was a bit different from the one I have provided in the fourth chapter due to the short time I had to carry it out.

Regarding the written exam, 11 students out of 19 failed, which is equivalent to 58% of the group-class and, what is worse, those who did not pass, obtained very low marks. The only positive aspect I may find here is that those students who got 1 to 2’5 points used to obtain 0 or 0’5 before I arrived at IES Averroes. Hence, I guess that the *Trivial* activity, which took me so much time to design its board and its cards with questions, somehow worked with those students who really needed help. Regarding the oral exam, the results seemed to be better as 8 out of the 18 students who took the exam failed; that is, 44%. I guess the activity called “I have a problem” really helped them as they just had to practice orally what they may be asked in the test.

As far as the rest of the assessment instruments are concerned, students’ marks are higher to a great extent, with certain exceptions. Focusing on the Project, there are some students who got X, meaning that they did not hand it in. In the fourth chapter, I devoted time to each step of White & Arndt’s Process Writing Model students had to follow; however, as I just had 9 sessions during my teaching practices (we were obliged to leave 9th May), I had to ask them to do the first three phases at home. I am completely sure that those

students with Xs did not give in it just because of the fact that the project implied working at home, although they were motivated by the idea of writing a personal reflection on their favourite love song. As each unit should be devoted at least 12 sessions in real life according to the tables I provided in the third chapter, I can assure that most of these students, better or worse, would have handed in it.

The mobile phone application *MyWordBook* did not work as I had expected. I chose this activity because students are hooked to their smart phones. I guess, similarly to the previous task, that a large number of them did not show me their application with their new expressions on love because they had to work at home. Ultimately, regarding their participation and classwork, it is valuable to note that just one of them failed simply because he refused to do the activities and, what is worse, he did not let me give him the photocopies with the exercises. Regarding the vast majority of students, these results are a clear instance of the motivation they had in class, which means a lot at IES Averroes.

Before concluding this session, it is important to explain the reason why there are so many Xs as stated above. IES Averroes students have a great problem of school absenteeism; actually, there are at least 5 students I did not meet during my teaching practices. For this reason, when it comes to giving percentages, I do the calculation with a maximum of 19 students.

In a nutshell, it stands to reason that the only problem this group-class has is working at home. I guess teachers from IES Averroes had talked to their parents before the beginning of my teaching practices as informing their families about their low level of achievement is a primary part for students' learning process. Hence, taking for granted that their parents are aware of their lack of work at home, the solution would be making them work all the time in class so that they are not obliged to take at home any activities.

However, after having analyzed students' results, there is no point starting a new session without showing the table I used in class to assess their work; actually, the abovementioned results will be illustrated for a better understanding of students' assessment process:

LEVEL: 4th ESO B YEAR: 2013-2014 UNIT 8: REFLECTIONS ON LOVE

STUDENTS	MyWordBook (C7, C8)	Class work & participation (C5, C8)	Project (C1,C2,C3,C4, C6)	Speaking test (C1,C2,C3)	EXAM (C1,C2,C3)
1. ABAD MARTILLO, JARED-MOISES	10	10	8'5	10	8'25
2. ARIZA ARIZA, ALVARO	5	5	6	7	0
3. BAEZA RODRIGUEZ, ADRIAN	5	5	7'5	7	7'75
4. BEJAR FERNANDEZ, BARBARA	X	6	X	X	0
5. BELTRAM GOMEZ, SERGIO	8	10	6'5	10	4'75
6. CAPITAN MUÑOZ, LUCIA	9	6	X	3	1
7. CHACON BEJAR, SANDRA	10	10	8'5	6	7'25
8. CHECA HIDALGO, ALBERTO	X	5	X	0	0'5
9. CRUZ GONZALES, MANUEL DE LA	9	6	6	0	1
10. ESCRIBANO FLORES, LUCIA	10	10	8'5	8	6'75
11. GARCÍA VALERO, LUCIA	7	7	5'5	6	1
12. GOMEZ GARCIA, NOEMI	X	X	X	X	X
13. GUTIERREZ CALERO, DAVID	X	5	X	0	1'25
14. LOZANO SUJAR, MONICA	X	X	X	0	0'25

15. MARMOL LUQUE, JESUS	X	5	X	X	0'25
16. MARTINEZ PRIEGO, JOSE RAMON	X	5	X	0	X
17. MEDINA MEDINA, ANDRES	X	X	X	X	X
18. MOYA VILLALBA, RAFAEL	9	5	X	8	6
19. PAVON SERRANO, EDUARDO	8	8	X	0	2'5
20. PEÑA BAENA, MARIA	10	10	8'5	8	6'75
21. PINEDA COSANO, JUAN MANUEL	X	5	X	X	X
22. QUINTANA LOPEZ, JOSE MANUEL	X	5	X	0	X
23. RAMIREZ SERRANO, INMACULADA	X	X	X	X	X
24. ROMAN PAREJA, VALLE	X	X	X	X	X
25. SIERRA LOPEZ, ANDRES	X	0	X	X	0
26. VENTURA SERRANO, ANTONIO DAVID	7	10	8'25	10	7'75

6.3. EVALUATION PROCESS

This chapter would not be complete if the section devoted to students' evaluation of the teacher was not included, as it is an essential part in their learning. I collected 19 anonymous questionnaires, so I find it appropriate to analyze students' answers to the five questions I asked them:

Regarding the first one (*From 0 to 10, how would you assess this unit? Why?*), I obtained a wide range of marks. Two students assessed my teaching unit with 10 points asserting that I was always happy and that they liked the theme of love; five of them evaluated it with 9 points claiming that it was very funny and that I explained it very well. Ten students considered it appropriate to give 8 points to this teaching unit as they thought it was very interesting. Two of them assessed it with 7 points stating they preferred this type of teaching units rather than using the text book. Ultimately, two students gave 5 and 4 points agreeing they did not understand anything.

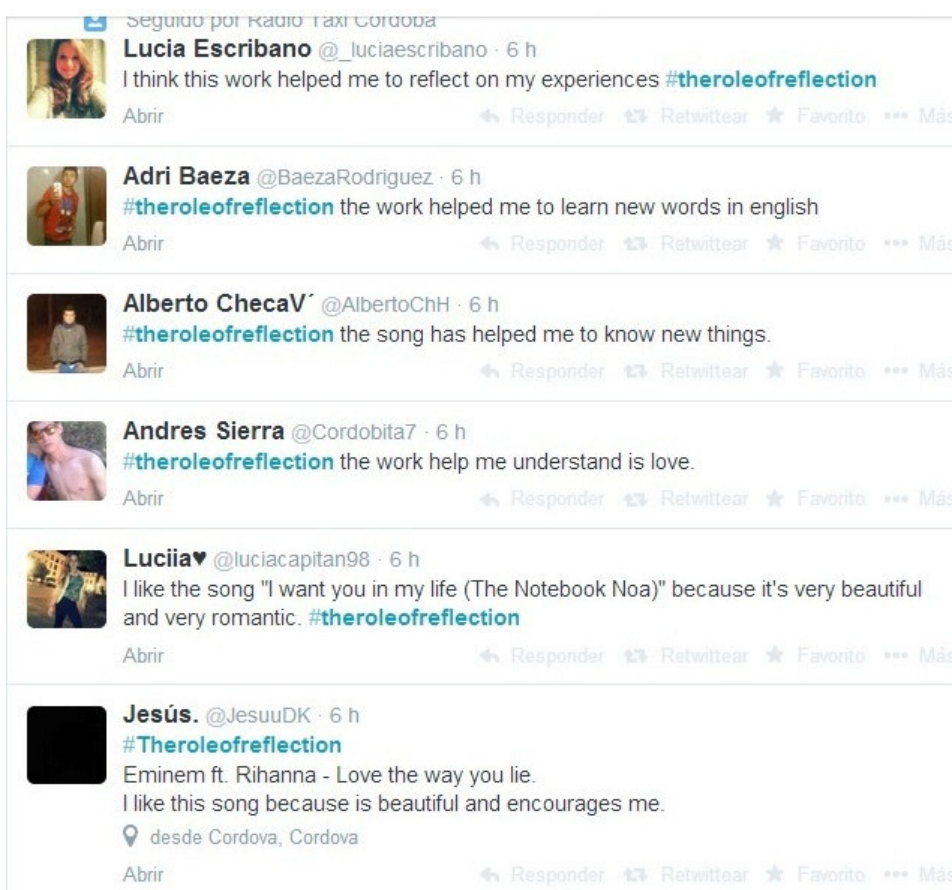
The answer for the second question (*Which part did you enjoy most? Why?*), however, seemed to be clearer as 16 students, almost 84%, stated that the *Trivial* board-game was the best part of the unit, arguing that it helped them to revise for the exam, that it was an original and a different way of learning and that it was funny. Three students answered the question with the word "nothing" and just one of them stated that he liked the project on love songs.

Concerning the third question (*Would you change any aspects of the unit?*), there was also a clear answer; 16 students, 84% of the group-class, claimed there was nothing to be changed in this teaching unit. It is curious to mention that the previous three students who wrote down "nothing" in the second question are included within this percentage. Besides, two students asserted that grammar should be changed as it is tedious and non-attractive. Finally, one student stated that the unit should be longer so they can learn more things.

The fourth question (*What do you think about the teacher? Has she done her job well? Does she need to improve her teaching skills?*) obtained a large number of different answers, all very positive. They asserted that I was funny, good teacher and good at explaining. In addition, they stated I spoke English very well and that I have done my job very well. All of them agreed that I did not need to improve anything, but two students suggested me that I should shout more in class and that I should use the text book more.

Ultimately, the fifth question (*Please add other encouragement/helpful suggestions or queries here*) was a bit ignored, as 13 of the students, 68% of the group-class, left it in blank. On the other hand, I obtained suggestions such as more games, shorter units, or even cute answers asserting that I shouldn't leave the high-school. And then, three students stated that they did not suggest anything because I did my job very well.

These are the answers they provided on my teaching unit; however, I also wondered what they thought about their project on love song. Its aims was to developed their reflective skills as, according to Boud, Keogh and Walker, reflection engages individuals to explore their experiences in order to lead to new understandings and appreciation²⁶. Therefore, as I wanted them to reflect and bring out their previous experiences on the topic of love, I asked them to use twitter with the hashtag [#theroleofreflection](#) to express their opinion on this final task for the teaching unit. To illustrate it, I did a screen capture of some of their tweets:



²⁶ Herrington, T., Herrington, J., Oliver, R., & Omari, A. (2000). *A web-based resource providing reflective online support for pre-service mathematics teachers on school practice*. "Contemporary Issues in Technology and Teacher Education" [Online serial]. Retrieved May 28 from: <http://www.citejournal.org/vol1/iss2/currentissues/general/article1.htm>

In short, it would be fair to state that the results of the evaluation was very positive and it clearly illustrates the importance teachers should give to it to improve their teaching activity for the sake of our students. In addition, students' answers illustrates the great relationships between them and me as their teacher. This is an essential aspect for their learning and that is the reason why I considered it throughout my teaching practices. In the words of Petty, good teacher-student relationships are based on mutual respect (1998, p.80); hence, I respected them as individual, trying to help them as much as I could and they respected me for my teaching and personal skills and my knowledge on the English language. That is, the figure of the teacher should be seen as a person who students can rely on instead of an enemy.

6.4. FUTURE IMPROVEMENTS

Finally, it would be worth providing some future improvements for my teaching activity considering the aforementioned results of students' assessment and evaluation.

As stated above, students from IES Averroes do not work at home, so the only solution for this problem is trying to avoid asking them to do activities at home, working as much as possible in class. In this way, I am completely sure that their marks will improve. Regarding grammar, a complicated issue for most of students, it should be taught in an interactive way, making students understand what the teacher explains. It does not matter if it takes so much time, the important aspect is students' learning; that is, if teachers feel obliged to omit some of the activities they had in mind to devote another session to grammar, they have to do so for the good of students. I realized that I did not give out enough grammar exercises on the second conditional during my teaching practices because of the short period of time I had to execute it. Therefore, it stands to reason that I would provide them if I could have the twelve sessions a teaching unit may have according to the calculation provided in the second chapter. The project, similarly, was not very successful for the same reason, as they had to work at home due to my early leaving; hence, they would not need to do so if I had those twelve sessions because they would have worked in every step of the writing process in class under my supervision.

In conclusion, I guess that by changing these aspects, my teaching activity and that of others would improve to a great extent, fostering students' learning as much as possible.

7. BIBLIOGRAPHY

BOOKS

- Acevedo, A., Harmer, J., Lethaby, C. (2007): *Just Listening and Speaking (Elementary)*. Marshall Cavendish Education. London (unit 22 B, page 60)
- Brumfit, C.J (1985): *Language and Literature Teaching: From Practice to Principle*. London. Pergamon Press.
- Clare, A. & Wilson, J.J. (2011): *Speakout (Pre-Intermediate)*. Pearson Longman. Harlow. (Unit 4, recording 5)
- Coll, C. (2010): “Enseñar y aprender, construir y compartir: Procesos de aprendizaje y ayuda educativa”. In *Desarrollo, Aprendizaje y Enseñanza en Educación Secundaria*. Madrid. Graó.
- De la Hoz Vázquez, G. (2013): *Propuestas didácticas para Educación Infantil, Primaria y Secundaria*. In "La Educación Intercultural en los centros educativos". Sevilla. Prodidac.
- Debesse, M. & Mialaret, G. 1980: *La función docente*. Barcelona. Oikos-tau ediciones.
- Garcia-Mila M. & Marti, E. (1997): El Pensamiento Adolescente. In E. Martí & J. Onrubia (Coord.) y otros (1997): *Psicología del Desarrollo: El Mundo del Adolescente*. Barcelona. Horsor.
- Harmer, J. (2012): *Essential Teacher Knowledge*. Essex. Longman.
- Hamer, J. (2007): *The Practice of English Language Teaching*. London. Longman.
- Pérez Gómez, A.I. & Gimeno Sacristán, J. (1992): *Comprender y Transformar la Enseñanza*, Madrid.
- Petty, G. (1998): *Teaching Today: A Practical Guide*. Cheltenham. Nelson Thornes Ltd
- Richards, J. C. & Nunan, D. (Ed.) (1990): *Second Language Teacher Education*. New York. Cambridge University Press.
- Stannett, K. (2006): *Macmillan Secondary Course 4*. Oxford. Macmillan
- Swam, M. & Walter, C. (1992): *How English Works*. Oxford. Oxford University Press.

DIGITAL RESOURCES

- BOE (2006). Ley Orgánica 2/2006, de 3 de mayo, de Educación. BOE 106 (4 mayo 2006): 17158. Retrieved February 1 from: <http://www.boe.es/boe/dias/2006/05/04/pdfs/A17158-17207.pdf>
- BOE 2007: Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria. BOE 238 (5 enero 2007): 677. Retrieved March 24 from: <http://www.boe.es/boe/dias/2007/01/05/pdfs/A00677-00773.pdf>
- BOE (2009). Ley Orgánica 2/2009, de 11 de diciembre, de reforma de la Ley Orgánica 4/2000, de 11 de enero, sobre derechos y libertades de los extranjeros en España y su integración social. BOE 299 (12 diciembre 2009): 104993. Retrieved February 10 from: <https://www.boe.es/boe/dias/2009/12/12/pdfs/BOE-A-2009-19949.pdf>
- BOJA 2007: Decreto 231/2007, de 31 de julio, por el que se establece la ordenación y las enseñanzas correspondientes a la educación secundaria obligatoria en Andalucía. BOJA 156 (8 agosto 2007). Retrieved March 24 from: http://www.juntadeandalucia.es/averroes/nebrija/ORDENACION_ESO_ANDALUCIA.pdf
- Council of Europe: *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Strasbourg. Retrieved April 4 from: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf
- Friere, P.: *The "Banking" Concept of Education*. Retrieved March 18 from: <http://faculty.dwc.edu/wellman/Friere.htm>
- Herrington, T., Herrington, J., Oliver, R., & Omari, A. (2000). *A web-based resource providing reflective online support for pre-service mathematics teachers on school practice*. "Contemporary Issues in Technology and Teacher Education" [Online serial]. Retrieved May 28 from: <http://www.citejournal.org/vol1/iss2/currentissues/general/article1.htm>
- IES Averroes' *School-based Education Project*. Retrieved March 26 from: http://www.juntadeandalucia.es/averroes/centros-tic/14002984/helvia/aula/archivos/repositorio/3250/3289/Proyecto_educativo.pdf

- *John Newman's Love Me Again Lyrics*. AzLyrics. Retrieved April 11 from: <http://www.azlyrics.com/lyrics/johnnewman/lovemeagain.html>
- *La Unión Europea fomentará la enseñanza de idiomas sin imponer una edad mínima de inicio*. In “Comunidad Escolar”. Retrieved March 10 from: <http://comunidad-escolar.cnice.mec.es/672/info4.html>
- Karen, C. (2014): *The Miller's Tale*. In “History for Kids”. Retrieved April 11 from: <http://www.historyforkids.org/learn/medieval/literature/millerstale.htm>
- Levine, R. & Serbeh-Dunn, G.: *Mosaic VS Melting Pot*. Retrieved February 10 from: http://www.darrenduncan.net/archived_web_work/voices/voices_v1_n4/mosaic.html
- Leyshan, T.: *The Pygmalion Effect – Expectations Can Create Your Reality*. Retrieved February 5 from: <http://www.clarkmorgan.com/the-pygmalion-effect-expectations-can-create-your-reality/>
- Nick Page: *Romeo & Juliet*. In “Spotlight English”. Retrieved April 10 from: <http://spotlightenglish.com/listen/romeo-and-juliet>
- Pérez, I. (2011): *What is CLIL?*. In “Isabel Pérez”. Retrieved March 10 from: <http://www.isabelperez.com/clil.htm#what>
- Petty, G.: *Feedback: Medals & Missions*. In “Geoffrey Petty: Improve your teaching and that of your team”. Retrieved April 30 from: <http://geoffpetty.com/for-teachers/feedback-and-questions/>
- Pioneer Preparatory School: *If we teach today as we taught yesterday, we rob our children of tomorrow*. Retrieved 30 May from: http://pioneer.teamcfa.org/staff_pages/tony_best/view/33653/if_we_teach_today_as_we_taught_yesterday_we_rob_our_children_of_tomorrow
- Schütz, R (2007): *Stephen Krashen's Theory of Second Language Acquisition*. Retrieved 30 May from: <http://www.sk.com.br/sk-krash.html>
- Sercu, L., Méndez García, M.C. & Castro Prieto, P.: *Culture teaching in foreign language education. EFL teachers in Spain as cultural mediators*. Universidad de Jaén. Retrieved March 3 from: http://digibug.ugr.es/bitstream/10481/28351/1/SercuyMendez_1.pdf

- Trujillo, F. (2012): Guía para el diseño y puesta en marcha de un proyecto lingüístico de centro. Retrieved March 10 from: http://proyectolinguisticodecentro.es/wp-content/uploads/2012/01/Guia-PLC_WEB.pdf
- White & Arndt's Process Writing Model. Retrieved April 10 from: http://member.tokoha-u.ac.jp/~dixonfdm/Core%20Activities/Process%20Writing/process_model.htm

POWERPOINT PRESENTATIONS FROM THIS MASTER'S DEGREE

GENERIC SECTION

- Amalia Reina: *El Desarrollo Adolescente*
- Carmen Gil: *La Función Docente*
- Rosario Ruiz: *Trastornos y Dificultades*
- Vicente J. Llorent: *La Diversidad en Nuestras Aulas*
- Víctor Anguita: *La Acción Tutorial*

SPECIFIC SECTION

- Antonio Roldán: *Materiales Educativos y Unidades Didácticas*
- Isaías Jiménez: *La Evaluación en la ESO*
- Javier Ávila: *Cooperative Language Learning*
- Paula Martín: *Complementos de Formación Disciplinar (Culture)*
- Pilar Torres: *Let's CLIL*
- Víctor Pavón: *Teaching Languages to Learn, Learning to Teach Languages*