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TRABAJO FIN DE MÁSTER (MODALIDAD A):
THE TEACHING-LEARNING PROCESS OF
ENGLISH AS A FOREIGN LANGUAGE

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INTRODUCTION

I have always been interested in languages and communication. When I was studying in the secondary school I took the speciality of humanities (Latin and Old Greek) because I liked languages and communicating with other people from different cultures. These interests led me to start my degree in *Filología Inglesa*, which I finished in June 2010. In addition, my training has been completed with the study of French in the State-run language school (to an advanced level), and also with the study of German, not only in the State-run language school (to an A2 level) but also thanks to an Erasmus year in Cologne (Germany) in 2008-09.

Besides languages, I have always been in contact with the Education profession. In my home environment there are a lot of people working as teachers and I considered the possibility of becoming one of them a long time ago, teaching specially teenagers. That is a satisfaction for me because young adults seem to be nowadays very much disoriented, not only in an academic way but also personally. I think that I am ready to motivate and interact with them to meet their learning expectations taking an approach that makes them consider it a useful language worth learning. For this purpose, I need to acquire the necessary knowledge to get the required masters for becoming a language teacher. These are then, the main reasons I decided to do this Master.

This *Trabajo Fin de Máster* summarizes the main learning and most relevant competences acquired while completing the Master focused on the teaching profession that I have been taking in the specialty of English. It is divided into three main sections. First of all I make some reflections about my process of learning in each course. Then, in the second section, I present and self-assess the sub-competences I acquired in each module and I present through a summarizing chart the main competences of the Master I have achieved at the end of that section. I will synthesize my innovation research project in the third part, and I will finish by explaining the importance of my future permanent training, putting forward some of the ways of developing it.

1. TRAINING PROCESS

1.1 GENERAL TRAINING

The courses of this first period were common for all the students of the different specialities of the Master since the contents dealt with issues related to the teaching profession in general. As such, the language used in class was Spanish.

1.1.1 *Contexto de la actividad docente*

This course integrated two different aspects: the educational establishment itself, its policies and characteristics and the social and familiar context of the educational process. We started the lessons looking at the educational establishment. In relation to this part of the course we studied three key documents: the current *LEY ORGÁNICA 2/2006, de 3 de mayo, de Educación*, the *Currículo Aragonés BOA 2007*, and the *Proyecto Educativo de Centro*. I consider it essential to have a deep knowledge of the rules that regulate education in Spain since they are the bases that support any actions related to the teaching practice. Although at the beginning it was difficult to get familiar with the new concepts related to the educational sphere, I realized that the knowledge acquired has been very useful to establish a strong basis on which to construct the learning process of the other courses. Further, it was also useful as an introduction to the Practicum I that I did during the first term when I had the opportunity to read and analyze the rules and documents of a specific secondary school (see section 1.4.1.). Besides, I also consider very important, as part of our general training, the notions we learnt about the general principles and the structure of the current educational system, the educative legislation, the power and the participation in the education establishments, the processes of negotiation and the decisions made within our region and which are explained in Bernal's (2006) book *Comprender nuestros centros educativos*, that made me become conscious of the need to engage oneself and be committed in the educational of being implicated in the education context in order to put measures into action when appropriate put action measures when it is appropriate.

The second part of the semester focused on *El contexto social y familiar del proceso educativo*. Throughout the lessons I learnt notions about sociology and psychology between teacher and teenagers also made me reflect about the way in which the

behavior of the lecturer in certain conflictive situations must be. Throughout the course we had to follow and write our opinions and experiences in some opened fora in the Moodle platform every one or two weeks. Some questions for discussions were about our previous experience as students such as: which positive and bad memories or experiences do you remember of the teachers you had?, what experience did you have with the counselor of your school?, was there any relation between the families and the teachers?. This forum was interesting because I could remember my personal experience as student and compare it, in several aspects, with the current situation and get useful conclusions that can help us deal with young students.

1.1.2 *Interacción y convivencia en el aula*

This course was divided into three parts: psychology and personality development, tutorship and orientation, and interaction and coexistence in the classroom. In the part where psychology was more developed, the lecturer gave an overview of evolutionary Psychology paying special attention to his and he based his explanations and point of view on Berkowitz's (1986) book *A Survey of Social Psychology*. We started from the premise that team work is more effective than individual work and we saw how it can influence, at the same time, students' behavior, how certain features of the personality can come to the surface according to their position in the group and the roles that each of them adopt in them. We also paid attention to the interaction and communication processes among people, following Gil Lacruz's ideas in her book *Psicología social*, with the purpose of knowing our social role in the classroom, which can promote a formative and motivating coexistence in the classroom. An important factor as well was to look at interaction in the classroom focusing on the particular role of the 'leader', and its positive contributions in the process of learning. A good leader helps colleagues to reach a common goal (Tannenbaum and Schmidt 1958; Moreno 2005).

This part of the course appealed me a lot because I think that it is essential to have notions and observe which factors promote the development of the students at all levels and guide them academically and professionally, taking into account their psychological characteristics and their familiar and social contexts.

The second part of the course dealt with the prevention and resolution of conflicts, tutorials and orientation. The way these issues were covered in class was quite

controversial. The target of the lecturer was to make us react about established methods and conventions while dealing with different situations; concerning for instance, the students' bad behavior, conflicts in the classrooms, the lack of understanding between teacher and students, confidence and many other things from the point of view of the social psychology. The somehow unconventional way of approaching these questions was by means of practices on real situations, with our participation, open questions and debates. Not everybody liked this method as no clear answers were offered (understanding, trust, observation and patience were key elements). However, in my particular case, it was one of the lectures that put my principles down to build new ones with a more open perspective and made me think again of what is right or wrong and to know which attitudes I would allow in class and what I consider that is good for a student. I used to arrive home and still think about it and discussed it with family and friends to see the possible solutions for the different conflicts. It made me react and it was practical in order to acquire knowledge about a field that maybe still sometimes neglected since it is difficult to be dealt with.

1.1.3. Procesos de enseñanza y aprendizaje

The course was taught by three different lecturers dealing with: teaching-learning models such as Conductism (Paulov and Skinner), Cognitivism (Piaget and socio-cognitive theories) and Constructivism (precursors: Piaget, Vygotsky, Ausubel). Another part dealt with the curricular components of the teaching-learning process, attention to diversity, the evaluation of the teaching-learning process and finally the use of ICTs. The course was very well coordinated and planned in such a way that each lecturer explained a part taking into account what we had already learnt and what we had not seen yet. Through this course, I acquired notions about the different teaching-learning theories, the importance of taking into account the context during the teaching learning process, the curricular components such as the competences, methodology, objectives, contents and evaluation of the teaching-learning process, innovation, students' motivation, attention to diversity and the use of ICTs in the classroom and some ways of making the most of them to enhance the students' learning.

The assessment of this course was based on the evaluation of the lecturer, an elaboration of a unit of work for the English class, which I consider particularly interesting because

I could unify and integrate all the knowledge that I had acquired in an independent way. At the same time, it was something very practical and useful for our future work as teachers since it is something that will have to be done regularly.

1.1.4 *Atención a los alumnos con necesidad específica de apoyo educativo*

In this optional course we were prepared to answer the professional needs of teachers in a more and more heterogeneous educational context. Organizational and didactic aspects such as the classroom as a space where mediation and intervention can take place, the variants of curriculum to face the varied needs of the students or curricular adaptation are some of the measures that were studied in relation to attention to diversity from a perspective that combined innovation with legislative proposals.

I could understand the different meanings that attention to diversity may have. I considered it a challenge to make a good performance in my future teaching practice since this reality is very wide nowadays and the needs are many and very different. By working in class in team groups we could explore all the aspects working on legal documents, making oral presentations about the analysis of a particular situation and experiences, and preparing units of work for a heterogeneous classroom.

In this course I learnt about the legal and psycho-pedagogic resources: the *LOE*, *la Orden de 25 de junio de 2001(BOA 6/07/01)*, *CAREI (Centro Aragonés de Recursos para la Educación Intercultural)* and a lot of bibliographic references, in relation with the students with special needs which can be of much help in my future teaching practice. I am more conscious now about the problem and I know how to tackle it taking into account the psychology and personal situation of each student, how that problem affects them and the possible ways of helping them

1.2 SPECIFIC TRAINING

Due to the particularity of the speciality, foreign languages, the language used in class was English as a means also of preparing the teaching practice in that language. Exceptionally Spanish was used in *Diseño curricular* and *Fundamentos de diseño*

instruccional y metodologías de aprendizaje because we shared the teacher with the French speciality and not all the students could understand English.

1.2.1 *Diseño curricular de Lenguas Extranjeras*

The main purpose of this lecture was to study the *Currículo Aragonés* in a deeper way focusing on the contents, skills and objectives students the students should achieve and to understand the structures of the different phases and levels in *ESO*, *Bachillerato* and *EOI*. We analyzed its underlying principles and the main consequences of teaching with a focus on competences. What I learnt in this course was how to adequate the contents of a syllabus of English according to the needs and levels of the students bearing in mind the objectives and bases of the *currículo*. We were assessed on the basis of the planning of an academic year full syllabus of a specific level of *ESO*.

The notion of the competence was new for me. It changed my view and manner of focusing and preparing a syllabus depending also on the levels of the students. It was the first time that I had an exhaustive and complete reading of the *Currículo Aragonés*, *Orden de 9 de mayo de 2007*, and it entailed a change in my way of seeing teaching: more organized, leveled and complete with concrete principles in order to have a good command of a foreign language: in this case, English. I found quite difficult and laborious to design the syllabus taking into account that you could not predict the needs of the students in the teaching-learning process. Although it was a wonderful guide, preparing a syllabus in an abstract way without considering a particular teaching situation was too general.

Another aspect covered in the course was the treatment of other cross curricular aspects apart from competences, such as transversal questions: attention to diversity, the ICTs, civic and equal opportunities for education regardless gender, covered in the *BOA*. These were very much discussed and I thought it was important to show and instill into the students. Nevertheless, it could have been better to focus more on the syllabus than on other aspects but I thought that this course was essential as a guidance for the teaching practice within the legal framework and the basics, as well as the preparation for the courses *La comunicación oral en lengua inglesa* and *Diseño, organización y desarrollo de actividades* that were closely related.

1.2.2. *Fundamentos de diseño instruccional y metodologías de aprendizaje en la especialidad de Lenguas Extranjeras*

In this course we were prepared to teach a foreign language through varied methodologies, activities and resources for different contexts in the teaching-learning process with the model and from the perspective of the didactic guide of the PEL, *Portfolio europeo de las lenguas para Enseñanza secundaria*, and the BOA, mentioned above. We were also taught to adjust the models and designs for different situations within the English class. It was closely related to the course *Diseño, organización y desarrollo de actividades* that established the theoretical principles of the instructional design needed in order to be applied in the context of an English lesson. The objectives of this course were then, to plan, design and develop learning and assessment activities based on achievement of varied, general competences: linguistic, mathematic, knowledge and interaction with the physical world, information and digital, social and civic, cultural and artistic, learning to learn and autonomy and personal initiative, in a particular subject (English).

Throughout the lessons, I could learn the methodological principles of the didactic action, the different ways of presenting information and knowledge, the different parts the units of work consist of, the methodologies I could use while teaching, as well as the different types of activities, its advantages and disadvantages, working on the skills of listening, speaking, reading and writing.

We also designed activities aimed at developing several, different general competences such as, learning to learn and autonomy and personal initiative such as proposing students to make a creative presentation in class of a topic of their own choice, and adapt the level according to the different special needs of the students. We also tried ourselves to work in groups to practice and experience the advantages of working cooperatively. The way of reflecting this learning was the elaboration of a complete unit of work about a specific topic for a specific level of ESO. The evaluation was completed with a written exam about the theoretical notions seen in class. Being aware of the different methods and models of activities to exploit a particular competence or skill in the process of learning of students with several needs was the most interesting

thing. Practicing in class those methods and activities was important as were the discussion with classmates and the lecturer's feedback.

1.2.3. *Diseño, organización y desarrollo de actividades para el aprendizaje de inglés*

This particular course was, for me, one of the most important ones due to the fact that it provided the knowledge and abilities necessary to analyze and assess in a critical way, the materials, resources, techniques and strategies used in the teaching of a foreign language. In addition, we developed our capacity of adapting, planning, elaborating and implementing the activities that help to the development of the main macro-skills of a foreign language: listening, speaking, reading and writing. As I said above, it completed the notions seen in the course *Fundamentos de diseño instruccional*.

Strategies and methodologies were used in this course to critically reflect on key theoretical notions underlying foreign language teaching, with special emphasis on aspects related to the process of second language Learning. We were asked to write contrastive and persuasive essays on the different methods (grammar-translation, direct method, audio-lingual method, the total physical response, the silent way), Skinner's theories about the Communicative Approach and we were required to design and evaluate a communicative activity as well as to design and implement communicative activities aimed at developing particular macro and micro skills. This course was closely related to Practicum II, where we could check to what extent we could put into practice all the knowledge acquired through analytical observation and through teaching practice and didactic unit implementation. In my particular case, the way of evaluation was a final exam that contained all aspects of the units and contents given in class, combining theory and practice.

The reliability and dedication of the lecturer while teaching this course was remarkable. The combination of different methodologies through the explanation of theory and practice made us have a proficient preparation and good learning. But in spite of that, I consider that a complete training of a teacher of languages also entails knowledge of all aspects: legal, social, etc. The best result is to see that students make the effort to learn and want more. In my particular case, the course was too demanding and exhaustive.

1.2.4. *La comunicación oral en lengua inglesa*

This lecture was of great importance as well, due to its focus on a very particular aspect within the curricular design in the teaching of a second language, namely oral communication. First, the segmental and suprasegmental features of the English language were explained in order to set up the knowledge of microskills underlying oral production and their implications for the teaching of English as a foreign language. Also, we were made aware of the implications and strategies used in oral production to teach and guide the students while training them to interact in particular situations. Celce-Murcia et al's (1996) integrative model to teach pronunciation in the EFL classroom was discussed and followed in class. This consists of different phases: the lecturer's previous description and analysis of the pronunciation feature to be targeted, listening discrimination activities, controlled practice and feedback, guided practice and feedback and communicative practice and feedback. The preparation of activities, feedback on their design and their implementation to get the best of the students and encourage them to speak in English and participate in the class were also part of the work done in class.

Oral production is an aspect which is sometimes disregarded. Nevertheless, it tends to pose great difficulties for EFL learners, especially Spanish ones and it therefore has been the focus in the EFL classroom. This skill in the learning of a foreign language does not tend to be well covered in the EFL classroom at least here in Spain. That is why the course helped to consolidate and have knowledge of the main features and get different strategies to promote and work on oral production. We also had the opportunity to improve our own oral communication abilities while doing different oral practice activities, games, role plays, etc. The methodology used by the lecturer allowed us to have several examples and real practice of what we could find in future English lessons. I considered that I got the necessary preparation and strategies to deal with these aspects. The way of evaluation helped as well for these objectives to be met by means of planning oral activities, teacher and peer assessment, online quizzes, and in my particular case, an exam combining theory and practice of the aspects seen in class.

1.2.5. *Evaluación e innovación docente e investigación educativa en inglés*

This course dealt with the evaluation, innovation and investigation of the teaching-learning processes of English as a foreign language, with the purpose of bringing constant improvements to the teaching practice and the educational tasks of the schools.

After having completed this course, I became aware of the need of introducing educational innovations when possible, with the purpose of improving any aspect of the teaching practice. I have also learnt the steps to be followed to design a project of innovation taking into account the premises learnt with the readings of in *Doing Second Language Research* (Brown and Rodgers, 2002) and *How Languages are Learned* (Lightbown and Spada, 2006) dealing with the observation of a second language teaching situation.

At the same time, I reflected on the importance of the school placement that I made in the second semester and that gave me an idea of the significance of using new resources in the teaching process of a foreign language. I consider the teaching of languages allows for more innovations than the teaching of other subjects, since they are in constant evolution and more resources are needed for learning and practicing different skills. In addition, such innovations may allow for effective teaching in an easier, more entertaining way. In this particular aspect ICTs play an important role as a matter for innovation and investigation, especially if we deal with a specific teaching context as I could experience in my school placement in Miralbueno where English teaching was directed to tourism, a sector that nowadays is closely related with the new technologies if we look at for instance the fact of booking a ticket on-line or the use of Amadeus, a transaction processor for the global travel and tourism industry.

It was an initial contact to critically analyze some specific aspect (the use of ICTs, the use of blogs and materials, learning to learn interactions, compiling classroom research and interaction, observing the setting of a foreign language teaching class, etc.). These reflections then helped to do the project of innovation and investigation of the practicum III (see section 3.1 and appendix II for further details on it).

1.2.6. *Enseñanza del español como lengua de aprendizaje para alumnado inmigrante*

I chose this optional course because I wanted to know more about the reality of foreign students, more and more present in the Spanish classrooms, as well as to learn some resources that can help me to understand these students in my future teaching practice. Throughout the lessons, we learnt about the legislation on the integration of foreign students in Aragón, we compared the different methods of teaching-learning languages focusing on the language as a means of learning, Spanish as a language of instruction, the integration of language and contents in the teaching of Spanish as a second language in the school context; its implementation and evaluation, the task-based approach, the dynamics and strategies of teaching oral discourse and the obstacles or pedagogic advantages of the writing approach. We also had the opportunity of listening to two professionals very much involved in the integration of these students. Finally, through the readings of several articles proposed by the lecturer and with the elaboration of a portfolio, I could deeply reflection on the subject and the cultural, linguistic and familiar factors that have an influence on this process of integration. In order to be evaluated and also as a personal experience, I prepared a case study based on the experience of teaching Spanish to a Chinese student that had arrived in Spain two months before. It was then when I realized what I had learnt, and the tools I could use to assess what I was doing right and what I was doing wrong. It was the contact with the reality that I considered very difficult. However, the course was too short and the program after all was not enough to deal with those situations but just as an orientation for the first steps. Getting bibliographical resources was also very useful, but I make a special mention of the introduction of the CAREI institution and its essential function in the welcome, training and integration of foreign students, which in my opinion is the most adequate and complete resource in terms of instructional and human needs.

1.4. PRACTICUM PERIODS

I was placed together with two other colleagues in the secondary school IES Miralbueno to complete the three teaching practice periods in the first year of ESO. This secondary school is located in an old rural neighborhood that is nowadays in expansion and modernization with the coming of new families with a higher socio-economic level.

This secondary school was created focusing on the acquisition of skills dealing with a specific profession. It is a center then, where the majority of students are over 18, voluntarily being trained on a specific profession in *Ciclos Formativos*. That is why there are still quite a few students of ESO (around 200) who were involved more in an academic rather than a professional-oriented instructional setting.

Our tutor, deputy head of the school, was also a lecturer of English in *Ciclos formativos de grado superior* of *Travel agencies*, although we had the opportunity of observing classes in other levels as well.

1.4.1. *Practicum I: Integración y participación en el Centro y fundamentos del trabajo en el aula.*

This practicum took place during the first term after having studied part of the subjects that form the general modules of the master. During these first two weeks in the school I got familiar with the facilities of the school, I had the chance of being in some lessons of different levels with my tutor and other teachers, we also had meetings and lectures with several members of the educational community (teachers, head, deputy head, secretary, librarian, counselor, etc), in order to know and discuss the educational context, the daily life procedures and anecdotes, their opinions, suggestions, roles, ways of acting, etc. Also we had access to all the documents to analyze and work on them. The welcome and the effort that the staff of this secondary school showed towards us were remarkable.

Finally I could make the diary of the practicum in team work and I enjoyed an atmosphere that could not be better. Something that made think about the importance of working in a coordinated way and together for the good practice in the professional world.

This first period of my school placement was very interesting for several reasons. First of all because I could get in touch with the real documents of a center of secondary education. Moreover, we could listen to the experiences in the drafting of those documents from the head and deputy head: an aspect that I consider fundamental for my future teaching since a good teacher, to be involved in the practice of teaching, must know the legal frame. Finally, seeing in live the running of the school, as well as the

facilities where the teachers work, I could experience many of the theoretical notions we had explored in the lessons of the master.

1.4.2. *Practicum II: Diseño curricular y actividades de aprendizaje en lenguas extranjeras.*

This second period was developed during the second term, while doing three core subjects of the speciality and an optional one. During this period, which was the longest, I could observe several classes of different levels. Therefore, we could observe a great variety of realities and ways of teaching and learning of students of diverse age and interests. The school managers were very enthusiastic to show us what the reality was like in the everyday routine. Day by day I realized the construction of the learning process and its continuation to apply it in my own teaching process when later on, I put into practice my unit of work.

A particular characteristic was that the classrooms did not have a lot of students what permitted the teachers to have more time for a closer monitoring of the students' work. The progression of the students and the strategies used by the teachers differed a lot depending on the level, the age and the number of immigrants or students repeating the same academic year. In this sense the control of the timing and the behavior of the students were essential. To do so, when I was the teacher, I always wrote on the board the planning for that day lesson so that students knew what to do (to cover all the planning at the end of the lesson) and an approximation of the time they had. In order to control their behavior, they were warned to remain quiet to not miss the final activity of the unit of work which they could find more attractive.

I could practice my skills as a future teacher by teaching five sessions of English to a class of the first year of ESO. My teaching was guided by a unit of work that I had prepared about music (see Appendix I). A topic that was motivating and easy for the students with lack of enthusiasm for English. My main target was motivation and I tried to make all them participate and learn something taking into account that the general level of the class was very, very low. I therefore designed and implemented dynamic activities where all students could be involved, and the ones with less ability or lack of interest, helped by more advanced or more motivated students. Putting into practice my unit of work I could self-assess my teaching-practice, its ups (students' motivation and

participation were promoted) , and its downs (slower explanations of grammar, repetition of the concepts should have been needed and few more activities in team work). The course *Diseño de actividades* helped me to deal with it and the result was very positive (see section 2.3 and appendix I for further details on it).

As a conclusion, I was very happy with the experience I got, what I learnt, the observation in the classes of the methodologies in use, the relationship between the teacher and the students, the strategies to encourage motivation and participation and many others. It was a great opportunity of teaching because it was the only way to put into practice the theory learnt in the lessons at university, and to confront the reality in the routine of a school day in Spain.

1.4.3. *Practicum III: Evaluación e innovación de la docencia e investigación educativa en lenguas extranjeras.*

This third period of practice took place after the practicum II in the second semester. During our stay in the school, my colleagues and me decided that it would be interesting to research, analyze and compare the materials and resources used to improve the teachers' performance and make the learning easier for the students. In order to deal with this project we attended some English lessons of *Grado Superior de Agencias de viajes* and we decided to observe and analyze, working in class side by side with the students, the materials used, which became the focus of our study. We specifically focused on specialized vocabulary that could be used in travel agencies when the students had access to the labor world. We studied the way vocabulary was taught and practiced both in oral activities (speaking and listening) and in written activities (reading and writing). Putting in common the observations and conclusions after the lessons, we realized that the materials to be used were very specific for the training of tourism notions in English language and the teacher had to pay more attention to the sources and the purpose of those materials. A very good idea to experience this at first hand was to work ourselves together with the students by preparing for instance, a journey with real catalogues.

One of the important points we studied was the perception between the traditional view of education based on a book oriented method and the writing skills, and the new communicative approach in the EFL classroom. In this sense we noticed how new

technologies (internet) and realia, where students worked with real parameters being a motivating factor because they felt the responsibility of doing things in a right, serious and professional way. These materials produced a comprehensible input on students, however, my colleagues and I suggested a more frequent use of good quality audiovisual materials such as the DVD to have subtitles if available or transcriptions of the dialogues as a feedback in order to make easier the input students received. Sometimes they felt lost with the traditional tape recorder or CD.

This experience helped me to be critical with the resources and materials, create and research new ones and explore the possibilities of the ICTs for my future teaching practice.

1.5. CONCLUSIONS

After covering the learning process undergone in each course, I would like to underline in this section some conclusions I have reached. First, if I look back at the contents developed in the courses throughout the academic year I think that the global approach of the master is logical and coherent each module having correlation with the following ones. The course starts with the lectures of a generic nature that introduce the students to the basic and general issues in the teaching profession and it goes in progression towards more specific contents related to each specialty. I also think that the different periods of practice are well located in time and in relation with the courses previously taken and contents covered . This makes the practicum periods to be well contextualized within the global aim of the master. However, I consider that practicum II is a little- bit short in duration. If it were longer, it would permit students to be more integrated in a real way in the educational community. The practicum was the best part of the master because becoming a professional requires practice and experience at all levels and in a real context.

As far as the progression of the courses is concerned, I think that the approach as it was explained in each of the previous sections is appropriate; both the theory lessons and the tasks and activities proposed have helped me to acquire the competences of each of the them, as I will explain in more detail in part 2 below.

2. LEARNING AND COMPETENCES ACQUIRED

In the following part I present the competences each student should acquire, according to the learning guides of the courses, as a result of the teaching-learning process. The procedure will be to self-assess the general sub-competences of each section of the training process, first commenting on the level in which I have acquired those competences (excellent, satisfactory, acceptable or need to reinforce). Finally, as a conclusion, I will analyze with a chart the way I acquired the five fundamental competences of the Master.

2.1 GENERAL TRAINING

The acquisition of the sub-competences in this general training was very satisfactory. As far as the course of *Contexto de la actividad docente* is concerned, I could identify, describe, analyze, interpret and question, when it was necessary, the historical evolution of the teaching activity, the historical evolution of the family and its role in education, as well as the relationship between the educational institution, the family and the education community. After taking this course I am also more competent in ways to look for integration in discussing the model of the teacher in the current society, the ethical compromise of a critic and self-critic capacity, the regulations of the education system, the definition of the education project and the general activities in the school and the interaction and communication between the members of the education community. The reason why I developed these competences was the preparation I received in the lessons, learning about the old and current legislation in education. With the fora proposed and the debates, I could also reflect on the current situation of education and the social and familiar context and develop strategies to deal with it. For instance, the conventions to welcome foreign students. My first teaching placement also helped me in the acquisition of the previous competences. However, maybe due to the theoretical character of the course, I consider the sub-competences of designing or implementing evaluation, investigation and innovation actions as well as the activities for promoting equity and human rights were not very much developed throughout the course and I have therefore reached just an acceptable level in them. In my case, these

competences were better acquired during the Practicum as real proposals to deal with these issues are developed at schools.

The competences acquired in *Interacción y convivencia en el aula* can be considered excellent. Throughout the lessons I could learn to observe, identify, understand, develop, master issues related to the observation of the students' behaviors (individual and in group), the guiding of students, strategies for the prevention of conflicts, attention to diversity, methodological strategies to increase students' participation, and processes of interaction and communication in the classroom. The debates made us deeply reflect on the acquisition of competences. At the same time there were other sub-competences that were acquired to an acceptable level. For instance, those dealing with the theoretical notions: skills and social abilities, the development of the students' personality and how it affects learning, effective methods of communication, the psychosocial abilities and the characteristic of the students, since there was not a real context where the theories were exemplified. I will have to wait to face a real experience to reinforce these competences.

During the course *Procesos de enseñanza y aprendizaje* the sub-competences were acquired in a satisfactory way considering that all the knowledge of the different parts of the course were integrated and put it into practice with the elaboration of a unit of work. I emphasize the competences dealing with the conception of theory and practice in teaching as a dialectic process of investigation and constant reflection. It was also remarkable the analysis of the use of ICTs in the teaching-learning process, the development of proposals based on the acquisition of knowledge, skills and intellectual and emotional aptitudes, as well as the development of strategies to learn, teach and think creatively in the classroom.

Atención a los alumnos con necesidad específica de apoyo educativo helped me to know about the current legislation related with the preparation of a syllabus for students with specific education needs and to know the theoretical and practical implications in the prevention of education difficulties. These facts implied to be aware of the implications the participation of these students entails. I acquired the competence of analyzing psychological, pedagogical and social aspects that influence school performance. These competences were achieved in a satisfactory way even though

specific education needs is a very wide aspect and it was difficult to deal with all the suggestions and implications. Designing a curricular proposal for a heterogeneous group with special needs gave me the chance of becoming aware of the problems and possibilities variety in a class entails. The competence of designing a unit of work directed to foreign students with different needs was reasonably acquired since it is very difficult to manage a situation with these characteristics without a real context although, it encouraged me to take responsibility with the students' special needs in my future teaching.

2.2. SPECIFIC TRAINING

The acquisition of the sub-competences in this general training was in general terms satisfactory. In the course *Diseño curricular* I developed the sub-competences in an acceptable way through the elaboration of a one-year syllabus. The main sub-competences were to understand the structure and the elements of the curriculum and apply that knowledge to the organization and distribution of the contents of the different educational levels, and develop the curricular design for the English courses paying attention to competences. However, I missed spending more time with the curriculum and the acquisition of competences could have been deeper. Preparing a good syllabus requires more time than we took.

The sub-competences I acquired with the course *Fundamentos de diseño y metodologías de aprendizaje* were very satisfactory as I could integrate the knowledge in a unit of work. I consider that I fully acquired the competences of: critically analyzing different models and theories of the instructional design and learning methodologies, as well as, designing and assessing learning situations appropriate to particular cases in the context of an English lesson.

Concerning *Diseño, organización y desarrollo de actividades*, some of the sub-competences I achieved were acceptable and others need to be reinforced. I have partially completed my knowledge in applying the tenets of the methodological paradigms to the teaching of a foreign language during the practicum II. I had the opportunity to implement these competences being a language teacher in a real context

and putting into practice the activities I had designed and developed. Since the experience was very positive I consider that I satisfactorily acquired the competences of this course. However, I realized while teaching in the practicum, that the application in a real context of theoretical issues regarding the communicative teaching of language is difficult. I guess this competence will be more developed as I gain more experience in my future teaching practice. Although the communicative approach may be a challenge for the EFL teacher it can contribute to raise students' motivation and interest in learning a language and especially if authentic materials are used, as I could learn in my teaching placement. During my teaching practice, although I could make students participate, I would need to improve my teaching skills to prepare and adapt more activities to meet the students' needs, wants and likes.

Regarding the course *Comunicación oral en lengua inglesa*, I could achieve in a satisfactory way the sub-competences integrated in the contents of the syllabus. More specifically I consider that I gain good competence in expressing and interacting orally in English in a correct and fluent way in a particular context, as well as giving explanations to the students and trying to encourage the interaction through several activities made in group throughout the lessons including a role play task where I acted as teacher of my classmates; I had to explain and practice an oral activity with them. What I think that should be reinforced is the design, planning and assessment of the activities based on phonetic aspects and oral production activities that need to be put into practice, in my particular case, in a real context. In terms of analyzing, identifying and describing the most relevant aspects of English oral discourse, I consider my preparation should go deeper into these theoretical aspects in my future teaching training.

The sub-competences concerning the course of *Evaluation, innovación docente e investigación educativa*, were achieved in a satisfactory way. With the experience I had in the practicum III putting into practice the theory given in class, analyzing, reflecting and evaluating the teaching techniques and the materials used by a teacher of English, I learnt the procedure to follow in order to identify the possible problems, analyze them and plan education interventions to implement and modify them. What I consider should be improved was the time dedicated to the innovation in the teaching practice of

a foreign language; more time and guidance was needed for improving the practice in the practicum III. Working in group was a very useful competence which I acquired in this course.

Finally, thanks to the reading proposed by the lecturer of the optional course *Enseñanza del español como lengua de aprendizaje para alumnado inmigrante* as well as to the activities and reflections shared in class and the individual work, a task study consisting in teaching some Spanish lessons to a Chinese student who had arrived in Spain and had started attending the secondary school two months before. I consider that I have achieved the competences attached to this course in an acceptable way. I can emphasize the acquisition of the theoretical bases and the abilities directed to Spanish as a second language for foreign students, including teaching strategies to make the comprehension of oral and written texts easier for them and to adapt the material to the different areas of the curriculum. As I mentioned above, I developed, practiced and reinforced these competences by preparing the lessons for a foreign student.

2.3. PRACTICUM PERIODS

The acquisition of sub-competences in the Practicum I has been in general terms, excellent. The fact of being in contact with the documents of the *IES Miralbueno* and the rigorous analysis I made with my colleagues, I became aware of the underlying regulation and implications in the education system of that particular school. Our focus was not only on the legislation but also on the guidance of students, attention to diversity, quality and extra activities, which we learnt about through several meetings with different members of the education community. I can underline the acquisition of the following competences: the analysis and assessment of the teaching profession situation and the importance of the participation in the definition of the different projects and institutional or didactic programs, the identification, recognition and application of the education system regulations, the processes of interaction and communication in the classroom, the fundamental bases of tutorials and orientation, as well as the development of the observation of the students' capacity.

As far as Practicum II is concerned, the process and achievement of the sub-competences described in the teaching guide was excellent basically thanks to the practice and experience got while teaching English to a group of *1º ESO* in *IES Miralbueno*. In this period I could put into practice the strategies and competences acquired first in theory during the lessons in the specific training courses, and then observe the results and have feedback from the university tutor on the implementation of my own unit of work. The main competences related to the curricular design that I developed were: to identify, recognize and apply the design of the teaching-learning processes, analyze, adjust and develop the curricular design for the course according to diverse theories, through competences and in an education context, and finally to analyze and assess the appropriateness of the contents. The main sub-competences I achieved related to the instructional design were: the analysis and identification of a good atmosphere to acquire competences, the analysis and assessment of the criterion and procedures to organize activities and the creation of a positive learning environment, the planning and the implementation of the designed activities. Finally, I acquired in a very satisfactory way those competences related to the organization and design of learning activities: to analyze the keys of a good learning atmosphere for the acquisition of competences, to analyze the criteria and procedures to organize and deal with the activities bearing in mind different learning factors and to prepare an appropriate learning environment for the specific courses. The Practicum II was in my opinion most fruitful in the acquisition of the masters' competences.

Finally, regarding Practicum III the sub-competences included in the teaching guide were acquired in an acceptable way. Looking at the competence of evaluation, innovation and investigation about the teaching processes I became aware of the importance of introducing constant improvements in the teaching practice. I worked with this aim in mind when developing an innovation project together with my colleagues about the materials used in the English class (see section 1.2.5 and appendix II). But paying attention to the second competence, to motivate and guide the learning process of the students of English, I would need to reinforce and improve it in my future teaching practice by doing for instance a portfolio of my teaching practice.

2.4. CONCLUSION: Self-evaluation of the main competences

After having made a reflection about the sub-competences of the different parts of the learning process of the Master, as a conclusion, I present in the following chart, the self-assessment of the five main competences established in the regulations of the Master that embrace the sub-competences of all the courses.

This competence has been acquired Competences	Excellent	Satisfactory	Acceptable	Need to reinforce
1. Being integrated in the teaching profession, knowing the legal and institutional framework, its situation and challenges in the current society and being integrated in the social and familiar contexts that determine teaching performance being integrated and participating in the organization of the educational establishments and contributing to its projects and activities.	X			
2. Providing a formative and stimulating coexistence in the classroom, in order to contribute to the development of the students at all levels, guiding them in an academic and professional way, taking into account their psychology, social and familiar characteristics.	X			
3. Driving and fostering the students' learning process in a reflective way, based on the principles and theories more relevant to the teaching-learning process.		X		
4. Planning, designing, organizing and developing a syllabus and learning activities and assessing such learning.			X	
5. Assessing, innovating and investigating about my own teaching processes with the objective of being involved in a permanent teaching training and improving the teaching practice.				X

As it is shown in the chart above, I consider that in general terms, I have acquired the specific and fundamental competences of the Master in a satisfactory way, in spite of some aspects and competences that will have to be improved that I have already mentioned above. The need for reinforcing the innovation and investigation and for long-life learning will be commented on the third part.

3. PROPOSAL FOR THE FUTURE

In this section I explain the main aspects of the innovation project that I made together with two of my colleagues about instructional materials. First I will justify the choice of this topic, I will then describe the analysis we made and the conclusions we reached. After that, I will summarize the ways in which I will pursue my future permanent training.

3.1 RESEARCH PROJECT

The research project that I am going to present is the result of the knowledge and competences acquired in the course *Evaluación e innovación docente e investigación educativa en Inglés* that were put into practice together with two classmates during the Practicum III in *IES Miralbueno*.

The context in which we decided to start this research project was the class of English in *Grado Superior of Agencias de viajes* in which our coordinator was the teacher. It was interesting to see the needs of these students to face their professional future in the tourism sector where English is the main language of communication. My colleagues and me were conscious of the particular needs of these learners which, as teachers to be we need to take into account. We saw then, the importance of motivating the students, working on competences and taking a communicative approach. By paying attention to these aspects, we realized about the importance of the instructional materials as they are the main way of exposing learners to the L2 and supporting the knowledge learnt.

The focus on the instructional materials led us to think on how materials had been influenced by different views on the learning and acquisition process in different historical and current methods, and on how under previous methodologies the first language prevailed in teaching materials in general and in textbooks in particular. We also had to reflect on the need for materials to meet the students' particular needs and that, under the Communicative Approach, materials have to foster the contextualized use of language. This approach entailed a change in the teaching-learning process: 'English language in textbooks instead of the students' first language and the use of the new approach connected to tasks and activities whose main aim was now to foster the use of the target language in real communicative situations'(Richards and Rodgers,

1986:71). After these premises the question we had in mind was to find out whether the teaching and learning processes were carried out through materials or with materials. As Wright points out (Wright, 1987, cited by Bolitho, 1990, p.7):

“If a teacher teaches *through* materials problems may occur. With a text as the ‘master’:

1. the learning objectives are the textbook’s;
2. there is little room for improvisation;
3. teacher and learner roles may well be predetermined and contrary to expectations.

If the teacher teaches *with* the materials, with the textbook as servant, then he is freer to improvise and adapt the course of lessons to the needs of learners.”

Having this target as the focus of our search, we started by identifying and analyzing the needs of the students as regards acquisition and control of the English language for using it in a real touristic labor context. Later on we analyzed and questioned the techniques and materials used by the teacher with the purpose also of drawing conclusions and implications from the results obtained. The materials we analyzed were: realia, audiovisuals, textbooks, photocopies of all kind of sources (with vocabulary, vocabulary and listening exercises, information of journeys, publicity to be commented on, etc.) and exams. The procedure for the analysis was the description of the main characteristics and purposes of the materials, followed by an example representing the categories we were dealing with. The examples provided a clue of the particular use that the teacher gave to the materials in English, in a specific course as it was tourism. We tried to find out which ones dealt with the Communicative Approach. While working with the students, we realized that there was some input through audiovisual materials but they were not usually used and when it happened, the quality of tape recorders, or the adaptation of the material was not appropriate and it did not fit with the students’ needs. So, we suggested that given the students’ needs, more audiovisual materials should be used in class to bring real contexts into the classroom and to work on the language as communication.

The conclusion of the research was that an abusive use seems to be made of the traditional materials such as very long texts to be translated with several filling the gap exercises, in a very flat way. That is, that English taughts ‘with materials’ practicing the

teaching of English ‘with materials’ instead of ‘through them’, even though teaching a second language implies other factors as it is the motivation of the students, the work with smaller groups, and the adaptation of the materials and methodologies to the needs and interests of the learners and future workers. Finally we also concluded that the selection of the materials before the class played an important role on the acquisition of linguistic and meta-linguistic knowledge. The teacher should make an effort to adapt the materials to the particular needs of the future English speakers.

3.2 ASPECTS OF MY FUTURE PERMANENT TRAINING

A teacher must get involved in permanent training throughout their teaching practice career. The innovation project that I have explained above is one example and a suggestion of the attitude a teacher of a second language should have to provide a satisfactory learning process in which the students achieve the competences that will allow them to face new real situations in a foreign language. The role of the teacher, as a guide for the learner, is essential to have successful results in their learning practice.

It is very important to bear in mind the fact that learning languages is not usually a very appreciated subject by the young learners, which makes more difficult the training of the teachers who need to look for strategies to motivate the students to learn a second language. This master has been the starting point of my teaching training but there are still a lot of aspects that I need to learn and develop in my future. Portfolios, questionnaires, more studies, the research of new information, materials, resources or methods could be some ways to be constantly learning and further. The new technologies in this sense play also an important role as tools of training. As teachers, we should be aware of the linguistic and non-linguistic aspects that are transformed with the spread of ITCs. New technological advances make teachers need to be ready for different ways of teaching. From now onwards the teaching-learning process is going to experiment a change with the technologies so in my future training I expect to explore and learn to exploit Internet resources, exploring the many possibilities it offers. There is no doubt that permanent training goes through the experience of teaching. Moreover, self-assessment should be part of a teachers’ permanent training, in order to become aware of the need to implement changes that lead to the improvement of the teaching

practice, which requires some theoretical knowledge and practical experience. The capacity of observation too and knowing our own limits while being in contact with students may help to make us better teachers and get more involved in the task of educating learners.

4. FINAL CONCLUSIONS

The master has covered all the expectations that I had of my initial teaching training. In terms of instruction I underline the benefits of the good feedback I received and in terms of coexistence, the trust students must put on the teacher. These were the positive aspects however, one of objections I found of the master was that we got lots of work and sometimes it was even impossible to meet the colleagues when team work was required. In my opinion it is a failure to have so much work to do during the school placements because there is no time to concentrate on a particular task, as it was for instance, the unit of work, the syllabus or the practicum diaries. More time was needed to prepare in detail, observe and set up the knowledge and information we were acquiring. Sometimes instead of learning, it was a stressful time with the only objective of meeting submission deadlines. Sometimes it was difficult to make all this work with one's personal life. I also found some difficulties when there was no coordination in the explanation or planning of work of some lecturers. It made the process a little bit confusing.

In spite of these difficulties, I could develop other cross-curricular competences such as communicating with my peers, team work or coordination. As a conclusion, I am happy with the training received and although some aspects could be improved, the approach of the master is appropriate to prepare future teachers, and I consider I might be a better EFL teacher now than I was before starting this master.

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APPENDIX I

UNIT OF WORK: I LOVE MUSIC!



Universidad
Zaragoza

UNIDAD DIDÁCTICA

I LOVE MUSIC!

PRÁCTICUM II

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1. INTRODUCTION

Every student is different and unique. Especially when teaching we must take this into account. According to the curriculum, the main objective of foreign language teachers is to form students who will be capable of using the language. But we cannot just focus on this. Teachers are a main pillar in our society when forming people. Being specialised in English teaching does not mean that we can forget other aspects related to the child. We must work those aspects to achieve a complete formation of the child.

When teaching English as a foreign language have to bear in mind that what students really want is to be able to communicate with others in that language. Therefore we cannot only focus on vocabulary or grammar as students will find no motivation in it. We have to make them see that behind each activity, each text they read, each lesson, there is a real purpose.

. This center is located in an old rural neighborhood that is nowadays in expansion and modernization with the coming of new families with a higher socio-economic level. Due to the fact of the ruralization, IES Miralbueno was created focusing on the acquisition of skills dealing with a specific profession. It is a center then, where the majority of students are over 18, learning voluntary a specific job in *Ciclos Formativos*. That is why there are still quite a few students of ESO (around 200) who are involved more in an atmosphere of labor world than in a university one.

Although with the passing of time it will change, the consequences are that few students arrive to *bachillerato* and in general, there are few people e interested in going to university.

This unit of work is thought for students that are in their first year of secondary education (13 years old), in the IES Miralbueno, Zaragoza. It will take place during the 2nd school term.

The level of the students is very low mainly due to the lack of interest in the lectures and particularly English. There are 24 students and only off of them passed the subject in the 1st term and most of them do not work English at all in class. They understand very few things and do not speak at all. It is significant the mixture of students with

different origins (Gypsies, Chinese, South Americans, etc) that makes a great variety of diversity in characters on one side and levels on the other side. There are at least 4 or 5 students one year older than the rest, repeating who try to be the “jokers” of the class, influence and make difficult the progression of the lecture. The 2 gypsy guys do not even try to work or understand because it seems they have their mind somewhere else. There is a Chinese, in Spain for 2 months, who does not know English or Spanish and needs extra help and activities. His integration would be essential and a reason to teach English and interact with his classmates. There are only few students who work and follow the class. The great challenge then, is to make them feel part of a whole, participate, work and interact. Motivating them will be another big objective.

2. MY LEARNING PLAN.

- **School:** IES Miralbueno
- **Students:** 24
- **Year:** 1st year of Secondary Education
- **Topic:** I love music!
- **Areas:** English language
- **Number of Sessions:** 6

It is a real challenge to motivate and involve all the students in the process of teaching-learning. For this purpose and in order to attract them we will work on the topic: I love music!

The topic that has been chosen because in general, all students love music and specially teenagers, who even feel identified with their favourite stars. Some of them may play some instrument as a hobby or in a professional way. Second, it is a topic with a large range of vocabulary: instruments, genres, dance, singers, fans, etc. Not only the vocabulary is interesting but also the other linguistic skills, reading, grammar, etc, can be worked on. Nowadays, teenagers and society in general, are influenced by these stars who built a life of dreams and success. Something that students have to learn to criticize

having autonomy and independence to make mature decisions. Music is also a therapy and a way to acquire the values of respect and tolerance.

Students must learn about everything that surrounds them, especially if it is something that affects society.

It is very important to address diversity in the classroom, as each one of us is different from one another, and children must understand that being different is not something bad. We all have different needs from one another, but that does not mean that we have to be treated in a different way in terms of discriminating others. Anyway, we cannot mistake treating students equally with ignoring differences and wanting them to be all the same.

We have to bear in mind also the technological world and the spread of communication through Internet and the social nets.

These and other interesting topics that students can suggest, will be the excuse to motivate them and create interest in learning English, a tool for their future, becoming mature and good people. After all, music is also an international language of communication and interaction. Music helps students to express more ideas and feel comfortable since everyone knows little bit of music and it is something personal. People liked, like, and will like music so; they always have the resort of the previous knowledge and abilities. If not, they can learn with information given in class. It is a topic of the past, present and future, ideal to put into practice all the learning skills.

3. METHODOLOGY

When putting into practice this unit of work we must consider the following principles:

➤ Knowledge of the student about the topic: it is essential for the teacher to find out what the student knows in order to select the contents that are going to be worked and prepare the different type of activities. A previous discussion on the topic will be made in order to test it.

➤ Level of development: the teacher must know the students' cognitive competence.

➤ Motivating situations: the use of activities that include games will be used in order to motivate students into learning process specially those ones who are passive in class and do not work.

➤ Appropriate level: cognitive, psychomotor, linguistic, moral and social aspects must be taken into account when selecting and preparing activities. These must be adapted to the student's level.

➤ Daily life experiences: the activities must be related to daily life situations in order to achieve meaningful learning which will lead to the creation of links between the new contents that children learn and those which already exist in their cognitive structure.

➤ Motivation: it will be the main issue of the whole teaching and learning process. An atmosphere of affection and trust in which the student feels secure and comfortable will help the whole process to carry out in a satisfactory way.

➤ Organization of the classroom: there is not an organization of the classroom which can be considered ideal. It would be considered what would be the most appropriate depending on the characteristics of the group. Anyway, the following aspects can be taken into account:

- It should help both, group and individual work.

- It should include a common area such as “corners” in which group activities can be carried out.

We cannot forget that the organization of the classroom can change if necessary

➤ Organization of the time: drastic segmentations within the unit must be avoided. Daily routines will help the child structuralize the activities and internalize a time frame in order to act with more autonomy. We mustn't forget to keep a correct balance between the amount of time students spend working and the rest time. A specific strategy will be to write on the board every day, the planning with all the activities of that day's lesson underlining the most important and crossing out when completed. In some activities they will have a limited time to finish with. Ex. You have 3 minutes time to do the exercise.

➤ Organization of the materials: it should provide as many opportunities for manipulation as possible to achieve new learning's. Students will be free to choose the materials they want to use when working at home.

➤ The teacher will pay attention to detect as soon as possible any difficulties that may arise in the classroom in order to help these students through appropriate activities or attention if necessary.

From the beginning of the year, we will hang up some useful expressions that each student will have in a piece of paper. Spanish will be forbidden when it comes to say those expressions. Some of those expressions could be the following:

- Can I go to the toilet, please?
- Sorry I'm late
- Good morning!
- See you tomorrow!
- Can you lend me a pencil, rubber, etc. please?
- Can you repeat that please?
- How do you spell _____?
- What does _____ mean?
- Can you give me an example?

- How do you say _____ in Japanese/Spanish/French . . .?
- I think so, I don't think so.
- Maybe, perhaps

According to the use of different techniques among the class, we will apply the following:

➤ ACTIVE LEARNING

If we manage to actively involve the student in his/her learning process, the locus of control will gradually shift from the teacher to the student.

Active learning:

- engages students physically, cognitively, and emotionally
- promotes action, as students learn to recognise their own capacity and self-efficacy
- places students at the centre of the learning process through ensuring that the content is relevant to their own lives and is engaging for them
- requires an atmosphere of trust and support in order to ensure that student do engage and feel secure in expressing their own views or in trying out new skills

Active learning involves learning in collaboration with others. Learning within a community of learners enables the student to construct his/her own knowledge, to explore issues from multiple perspectives, and then to review and reflect on his/her discussions with peers. In other words, the way the student acquires knowledge affects the degree to which that knowledge becomes useful or not useful to the child. This makes active learning crucial to learning the meaning of responsible citizenship.

➤ DISCUSSION

It will be one of the most important strategies. Through discussion students learn to analyse, synthesise, and evaluate information by asking questions, and continually revisit their own ideas and attitudes. Discussion has a key role in intercultural education.

It provides a basis for students to talk about their feelings and ideas and can enable students to develop or change their ideas or feelings.

Discussion can contribute to the development of a range of attitudes and skills that need to be learned. These include:

- co-operative skills, such as asking questions and listening actively and positively
- taking turns to contribute
- recognising the value of different views and dealing with conflicts of opinion in a non-personal way

Students need to feel that they can speak their minds. For this, we need to create an atmosphere of trust and support that will help them give their opinion even though it can be different from others. This atmosphere has to be built from the very beginning otherwise it will be very difficult to create it.

GROUP WORK SKILLS

Being able to work with others is very important. It requires being able to be tolerant and accept others ideas, values, culture, etc. For some people this can result very difficult but once they manage to make it usually turns out to be a unique experience as they learn other things from their partners. In order to engage students in successful group work, the teacher will try to create groups of four people: a proficient one, two medium students and one with difficulties. In such a way that there will be a balance between them and the proficient student and the one with needs, would not work together since there would be a lot of difference of levels.

Other strategies will be:

- **Board:** visualizing the concepts, answers, vocabulary, messages, etc, students can follow easily the progression of the lesson and copy the information on their

notebooks. It is a help and a support for students with difficulties. It will be used as much as possible.

- Notebook: recording and working all the grammar, vocabulary, exercises, information, etc, learnt in the unit of work, students remember, memorize and has a feedback that always can revise. Writing is also a way of memorizing and a tool to consolidate the knowledge acquired.
- Homework: especially after the sessions where students know new grammar, a good manner to practice and test if they understood it, is doing some homework. Students will be encouraged to spend enough time in doing it and write the possible doubts to ask the teacher when she/he gives feedback the following day.
- Rules: respecting others and having a good behaviour and order in class is basic for the good development of the sessions. Students will be also encouraged to participate. That is why certain rules will be written on the board all the year: be quiet!, hands up!, ask your doubts!
- Peer assessment: some activities will be evaluated between classmates in order to be responsible, aware of the feedback the teacher provides and involved in the process of the teaching-learning.
- Extra activities: they will be given to the Chinese student who has never studied English in order to practice the basic vocabulary or structures.

4. OBJECTIVES

General objectives of teaching unit: *By the end of the Unit of Work, students must be able to...*

1. RESPECT the opinion and turns of others
2. VALUE others for what they are
3. UNDERSTAND that diversity is a normal part of human life
4. APPRECIATE cultural diversity

5. BE CONSCIOUS of the stereotypical representation of groups
6. RECOGNIZE own values and qualities
7. APPRECIATE the cooperative work and its benefits

Students could be able to...

8. DEVELOP self-confidence to achieve all the goals
9. DEVELOP confidence to express opinions and interpretations
10. REMEMBER AND USE the grammar and vocabulary of previous units
11. ACQUIRE abilities to improve interpersonal relations

Students should be able to...

12. UNDERSTAND and ASSIMILIATE texts about past events.
13. SHARE and NEGOCIATE information using past tense
14. CREATE written productions in a structured way using the past of verb to be (was/were) and there was/were.
15. DESCRIBE a past event
16. ACQUIRE and USE the vocabulary related to music and professions.
17. ACQUIRE and USE in an appropriate way, expressions of time, interrogative pronouns
18. DEVELOP the ability to follow the lyrics of a song recognising vocabulary or grammar learnt in the lesson and sing it.
19. RELATE the correct stress and weak forms to the right words

20. DEVELOP accurate pronunciation in students

21. LEARN new information of music and its implications.

5. CONTENTS

In our Unit of Work we are going to work on the following:

➤ SPOKEN LANGUAGE

Word stress

Weak forms: was/were

Practice talking about past events

Describing a past event

Listening: “Singing in the rain”

➤ WRITTEN LANGUAGE

Practice writing down past events

Reading: Guitars- Then and Now

➤ LANGUAGE COMPONENTS

Past tense verb TO BE

There was/were

Vocabulary: instruments, professions

Time expression

➤ SOCIAL AND CULTURAL

Learn about music

Diversity in the music: 70's, 80's, black, women, whites, singles and group

Cooperative work

Recognition of oneself: qualities, abilities and personality.

6. LEARNING ACTIVITIES

SESSION 1

Activity 1: Introduction to the topic.

Activity 2: Match the pictures with professions.

Activity 3: Reading: "Guitars: then and now".

SESSION 2

Activity 5: Present simple and past simple verb TO BE.

Activity 6: Game TO BE!

Activity 7: Revision and homework.

SESSION 3

Activity 8: Correction homework

Activity 9: Game of instruments!

Activity 10: Introduction there was/were

Activity 11: Activity there was/were again!

Activity 12: Puzzle in groups

Activity 1: interrogative questions and time expressions.

SESSION 4

Activity 13: A music presentation.

Activity 14: Musical diversity

SESSION 5

Activity 16: Word stress activity

Activity 17: Pronunciation in songs

Activity 18: Revision playing

SESSION 6

Activity 19: Writing skills

Activity 20: Be creative! It is your turn!

Activity 21: Song

- ❖ We will assume that through the year SS have worked on the present tense of the verbs and other aspects of grammar and vocabulary that allow them to make short production of oral speech and written text in a simple, but well structured way. In the following activities students also practice as well, what they have already learnt.

SESSION 1

Activity 1: Introduction to the topic. (Appendix 1)

- Description: T shows different pictures (power point) related with the music. Discussion about the topic where the T will make questions to SS. All SS will have to participate. Ex. Which English bands or singers do you know?, which genres of music do you know?, have you ever been in a concert?, tell me positive or negative thing of the music, do you want to be an artist?,etc.

T will suggest some useful expressions: I like, I do not like, I think, I don't think so...

- Type: individual
- Objectives: 1,3,4,7,10,20
- Materials: pictures
- Time: Approximately 15 “
- Competences:
 - Linguistic competence
 - Cultural and artistic
 - Social and citizen competence
 - Autonomy and personal initiative

Activity 2: Professions (Appendix 2)

- Description: SS will have to match the pictures with the professions. Later on, they will have only 5 minutes to make a list of other professions SS may know. Once it is corrected by volunteers or SS named by the T and with her supervision, they will be asked to say which of those professions are not connected with the entertainment and which ones are connected with the music. All students will have to participate at least once. They will write everything down their notebooks.
- Type: individual
- Objectives: 1,9,16,20

- Materials: board, notebook, photocopy
- Time: 10”
- Competences:
 - Linguistic competence
 - Social and citizen competence
 - Autonomy and personal initiative

Activity 3: Reading “Guitars: then and now” (Appendix 3)

- Description: in order to introduce the activity T will ask SS if anyone of them play some instrument and will try to establish a dialogue with them. After that, SS will try to guess which questions they could make about the reading looking at the title. The questions will be read aloud and then compared with the ones that suggest the exercises. SS will read the text then, once to be familiarized with the topic, a second time to ask the doubts of vocabulary and a third time to make an exercise and test what they have understood. SS will check if they can answer the first questions they prepared.
- Type: groups
- Objectives: 1,2,6,8,9,10,11,13
- Materials: photocopy, notebooks
- Time: Approximately 20”
- Competences:
 - Linguistic competence
 - Cultural and artistic
 - Social and citizen competence
 - To learn to learn

- SS will be asked to prepare for future sessions some information about the name, time, members of the group, job within the group, country and popular songs of their favorite English singer or band. (5 minutes)

SESSION 2

Activity 1: present/past TO BE

- Description: first of all a voluntary S refreshes, on one side of the board, the present simple of verb TO BE. T then will introduce the past tense of verb TO BE and tell them the meaning but not the forms.
 - Type: individual
 - Objectives: 6,10
 - Materials: board, notebook
 - Time: 5”
 - Competences:
 - Linguistic competence
- SS will be asked to do homework about the grammar.

Activity 2 : game! (Appendix 4)

- Description: SS will learn and practice past tense TO BE. Tables will be cleared! A card with pronouns, verbs (was/were in blue color), predicates, negation and interrogative particles will be distributed to each student. Each S will say “I have a subject” or whatever the card is and they will be divided into groups according to the kind of word they have (all subjects together, verbs together, etc). SS will guess which the verbs are and they will be written on the other side of the board (in contrast with present simple), with T’s supervision. The S who has written on the board names a classmate, takes his/her card and the S selected makes a sentence following the structure T will write on the board (S+V+PRED) with all

the cards distributed into the different groups and translate it. The SS with the cards chosen will go to the front of the class to show the final result. The S who makes a sentence, names another volunteer and so forth. Sentences will be checked by SS first and finally by the T. SS can be helped by their classmates. The vocabulary will be related with the topic of music.

- Type: individual and group work
 - Objectives: 1,6,8,9,14
 - Materials: cards with words, board
 - Time: 30”
 - Competences:
 - Linguistic competence
 - Social and citizen competence
 - To learn to learn
- Last 5 minutes, revision of the contents.

SESSION 3

- Correction of homework: doubts will be asked. 5 min (Appendix 13)

Activity 1 : game of instruments! (Appendix 5)

- Description: SS play getting into lines (as the classroom is divided). SS have 3 minutes to read and learn some instruments they have in a photocopy and ask the possible doubts. Later on, T gives a sheet with four columns (string, keyboard, wind, percussion) to the first one of the line. When T says READY, STEADY, GO! Each S will write an instrument in the right column and will pass the sheet to the next classmate. The first line that finishes with all the instruments well written and in the right column wins.

- Type: individual and group work
- Objectives: 8,9,16
- Materials: chart
- Time: 3”
- Competences:
 - Linguistic competence
 - Autonomy and personal initiative

Activity 2: thre was/were

- Description: S on the board makes revision of the past tense of TO BE and then, deduction of the rule to use there was/were in looking and in contrast with the forms there is/are all together.
- Type: group work
- Objectives: 10,14
- Materials: board, notebook
- Time: 5 minutes
- Competences:
 - Linguistic competence

Activity 3 : there was/were again!

- Description: SS working in groups should make sentences using there was/were and the vocabulary seen through the sessions. The sentences are exchanged between the different groups for peer assessment. After that, one leader (elected by all the members of the group) writes one of the sentences on the board and the T gives feedback.
- Type: group work

- Objectives: 1,2,6,8,10,11,14
- Materials: sheet of paper, board
- Time: 15”
- Competences:
 - Linguistic competence
 - To learn to learn

Activity 4 : puzzle (Appendix 6)

- Description: SS will complete the puzzles that include sentences with expressions of time. T will give feedback when time is over.
- Type: group work
- Objectives: 1,2,6,8,9,10,11,17
- Materials: puzzle
- Time: 5 min
- Competences:
 - Linguistic competence

Activity 5: preguntas en pasado

- Description: each group will create an activity of filling the gap making questions with interrogative pronouns and the vocabulary seen in class. The activities will be exchange among the groups, SS will do them. Later on, SS will say aloud the answers and all together will give feedback with the supervision of the T. The main aim will be practicing the interrogative pronouns and time expressions. Ex. (when) is the concert of Lady Gaga? The concert is in March.
- Type: group work

- Objectives: 8,9,10,11,17
- Materials: sheet of paper
- Time: 10”
- Competences:
 - Linguistic competence
 - To learn to learn
- Homework

SESSION 4

- Correction of homework: doubts will be asked. 5 min (Appendix 14)

Activity 1: a music presentation. (Appendix 7)

- Description: with the information SS have got at home of their favorite English singer or band, they complete the rubric provided by the T. They will exchange the information among the colleagues of the same group and later on they will have to explain to the class the information they got.
- Type: individual and group work
- Objectives: 1,2,3,6,8,9,10,11,12,13,14,16,17,20,21
- Materials: notebook, rubric
- Time: 25”
- Competences:
 - Linguistic competence
 - Cultural and artistic

- Social and citizen competence
- To learn to learn
- Autonomy and personal initiative

Activity 2: musical diversity. (Appendix 8)

- Description: SS with the information obtained at home from internet, newspapers, articles, encyclopedia, books, etc, make a chart, compare and get conclusions of the following features: name, year, country, style, etc,(following the model of the previous activity), of a black singer/band, English/American singer/band, female singers/bands from 60's onwards. T will provide the chart. SS will put in common all the information and decide what is useful or important to be reflected on the chart following the steps. T will ask to follow several steps: first to plan what they want to write down (completing the chart), then to make the composition and finally to revise and edit it. The final result will be in form of short essay of 5 lines approximately that SS will read to the class. T will give feedback when visiting the groups.
- Type: individual and group work
- Objectives: 1,2,3,4,5,6,7,8,10,11,12,13,14,16,17,20,21
- Materials: notebook, rubric, ICT, articles, magazines, etc
- Time: 25''
- Competences:
 - Linguistic competence
 - Cultural and artistic
 - Social and citizen competence
 - To learn to learn
 - Autonomy and personal initiative

SESSION 5

Activity 1: Word stress Activity. (Appendix 9)

- Description: SS will make two exercises of pronunciation in order to practice the word stress. In the first exercise SS will have to know which word has not got a stress on the first syllable. T will say the words and SS will repeat first in chorus and then individually (all of them) at least one word. In the second one T will read a dialogue that SS will repeat again. After that, SS will say if the pronunciation of *was /were*, is stress or not. Both listening will be repeated twice (once for overview, twice to do it). In case some SS do not know what a stress syllable is, T will explain it and provide some examples.
- Type: individual and group work
- Objectives: 7,8,19,20
- Materials: photocopy and board
- Time: 10 minutes
- Competences:
 - Linguistic competence
 - Autonomy and personal initiative

Activity 2: pronunciation in songs! (Appendix 10)

- Description: SS will watch 2 clips of two famous songs with lyrics from YouTube (a musical, *Singing in the rain*, and a classic, *Mary Poppins*). The first view will be to set the context and pay attention to the features, the second to do the activity. SS will have to find words with stress in the first and second syllables. In the second one, SS will find which words (grammar, vocabulary) they know and if

they find some forms of past verb TO BE and if they are stressed or not. T will give feedback when SS suggest some examples aloud.

- Type: group work
- Objectives: 1,7,8,11,18,19,20
- Materials: computer, sheet of paper
- Time: 15 minutes
- Competences:
 - Linguistic competence
 - Cultural and artistic

Activity 3: Revision playing. (Appendix 11)

- Description: this game will be useful for SS to refresh all what they have learnt in the unit of work. T will say: you have 5 seconds to write 4 instruments, or 4 professions, write a sentence with was or were, etc. the first group that get it within the time will win and as a reward T will give a piece of paper with a clue of the title of the song they will listen to the next session as prize after the work and if the teacher considers they behave properly. The group that has more clues will guess the singer and the title of the song.
- Type: group work
- Objectives: 1,7,8,9,10,11,16,17
- Materials: sheet of paper
- Time: Approximately 25 minutes
- Competences:
 - Linguistic competence

SESSION 6

Activity 1: writing (Appendix 12)

- Description: SS will have to identify and underline different features of a checklist in a text related with music. The features will be: word order, capital letters, punctuation, linking words. T will provide a feedback with the text and the solutions.
- Type: group work
- Objectives: 1,6,8,9,10,12,13,21
- Materials: photocopy
- Time: 20”
- Competences:
 - Linguistic competence
 - Cultural and artistic
 - To learn to learn

Activity: be creative! It is your turn!

- Description: SS will write a composition of minimum 5 lines. SS will be free to choose what they want to write. The only target is to show how much they have learnt throughout the 6 sessions. Vocabulary of the unit, grammatical structures, writing skills, time expressions and other things will take into account. T will suggest some topics: explain what S has learnt, tell a story, describe a profession, talk about a concert you were, a singer you know, an anecdote, opinion about the development of the session, etc. T will give the compositions back when they are corrected.

- Type: individual
 - Objectives: 9,10,14,15,16,17
 - Materials: a sheet of paper
 - Time: 20 min
 - Competences:
 - Linguistic competence
 - To learn to learn
 - Autonomy and personal initiative
- Activity: SS will try to identify if there are something seen in class in the lyrics of a song of a singer they choose. The song will try to have an educative message. It is a price after working hard during the 6 sessions. (Appendix 15)

7. MATERIALS

- CENTRE MATERIALS

- Computer
- Photocopies
- Textbook

- ELABORATED MATERIALS

- Charts
- cards
- Activity sheets (included at the end on the Unit of Work)
- Pictures of the different cultures

- Puzzle
- OTHER MATERIALS:
 - Rubrics
 - Important items from students and teacher

8. EVALUATION OF THE TEACHING AND LEARNING PROCESS

8.1 INSTRUMENTS FOR LEARNING ASSESSMENT

➤ WHAT

We evaluate the teaching and learning process through a set of stages organized in a progressive order. These stages are related to a standard-criteria that helps us not only to verify the results we get, but to guide the teaching and learning process as well.

It is thought to cover the different levels of personality (cognitive, affective and emotional).

The results obtained from the evaluation must be reliable and have a practical purpose. The assessment should help the student and focus on his or her improvement.

Some aspects that must be evaluated by the teacher during the teaching process are the following:

- The assimilation of different types of contents
- The acquisition of the learning skills
- The interest and motivation towards learning
- The teaching-learning process and the methodology used
- The attitude the student has towards the class work as well as towards his or her classmates

- The learning of vocabulary related to the unit of work
- The participation of the student in class discussions and assemblies
- The cooperation with classmates
- The correct spelling of the vocabulary taught
- The behaviour in class

➤ WHEN

There are three stages in the evaluation process:

- Initial assessment: in this first stage we can discover students' attitude towards the subject that is going to be taught. This way we will find out which way is the best to approach the subject, depending on their interests and previous knowledge. Thus, we will know the learners skills, the nature of their interests, their level of knowledge and motivation, etc...
- Continuous assessment: it evaluates the progress and difficulties of the learning process throughout the entire process of teaching and learning. Teachers must attempt to resolve by all means any problems that may occur during the process at the very moment they detect them.
- Summative assessment: this stage gives us the results of the teaching and learning process. The activities that have been carried out during the unit of work will provide us great amount of information as they reflect if the students have acquired the basic contents.

➤ HOW

- Students' evaluation (by the teacher)
- Teacher's self-observation
- Evaluation carried out by students: self, tasks, teacher

a) Students' evaluation

We will assess students' progress throughout a set of different methods:

Tasks: the tasks that have tangible outcome will be given in so as we can evaluate them.

Observation: those tasks which do not have any tangible outcome will be evaluated through observation.

b) Teacher's self-observation

Each day the teacher will write down the thoughts, impressions, feelings, etc. about the lesson in a learning log. By doing so, we will be able to reflect on our own teaching method.

c) Evaluation carried out by students: self, tasks, teacher

8.2 EVALUATION CRITERIA

The teacher will take into account the following aspects:

1. To communicate orally taking part in conversations on familiar topics, of their interests or related to immediate communication needs. (Discussion activities individual and in groups)
2. To understand the overall meaning of real and simulated situations of oral communication in the classroom, by identifying and using linguistic and nonlinguistic elements. (Activities related: all)
3. To read and identify words and phrases previously presented in an oral way, on familiar topics and others of their interest. (Activities related: "guitars then and now", pronunciation in song, activity 1 session 6, and musical presentation).
4. To write known words, expressions and sentences from models with a specific purpose. (Activities related: game verb TO BE, activity there was/were, activity interrogative pronouns, game of instruments and professions).

5. To recognize and reproduce sound aspects of pronunciation, rhythm, stress and intonation of words and expressions used in common communicative contexts. (Activities related: word stress activity, pronunciation in songs).

6. To show interest in learning, in integrating in the classroom dynamics, in using basic strategies for learning to learn and in identifying some personal issues to help him/her learn better. (Activities related: all)

7. To show interest in learning a foreign language and recognize linguistic diversity as an enriching element. (Activities related: all)

These aspects will be summarized:

40% Written expression (individual composition session 6)

30% Individual and group activities

30% Interest, participation, behavior and homework.

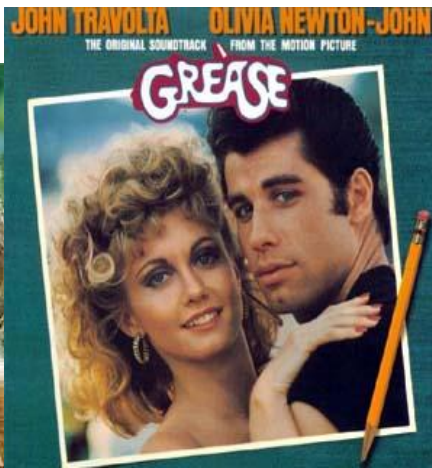
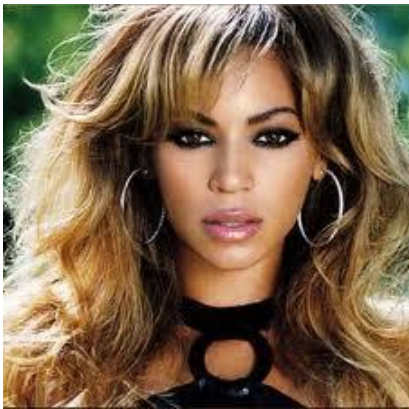
EVALUATION OF THE TEACHING-LEARNING PROCESS

- Evaluation sheet: throughout the whole Unit of Work, we will fill in the “General evaluation of the student” sheet. Here I will assess their progress, attitude towards the learning and teaching process, etc. (appendix 16).
- After each week, we will give the students an easy self-evaluation sheet for them to complete. Here they will assess their own learning process, the teacher and the tasks. (Appendix 17)
- Every month the teacher will evaluate the following aspects of the teaching:
 - Contents (the relation planning/practice)
 - The use of mythology
 - Adaptation of instruments for learning assessment and marking criteria.
 - Atmosphere in class
 - Comprehension and organization of explanations
 - The level of the contents
 - The process of the student
 - The use of materials

9. APPENDIX

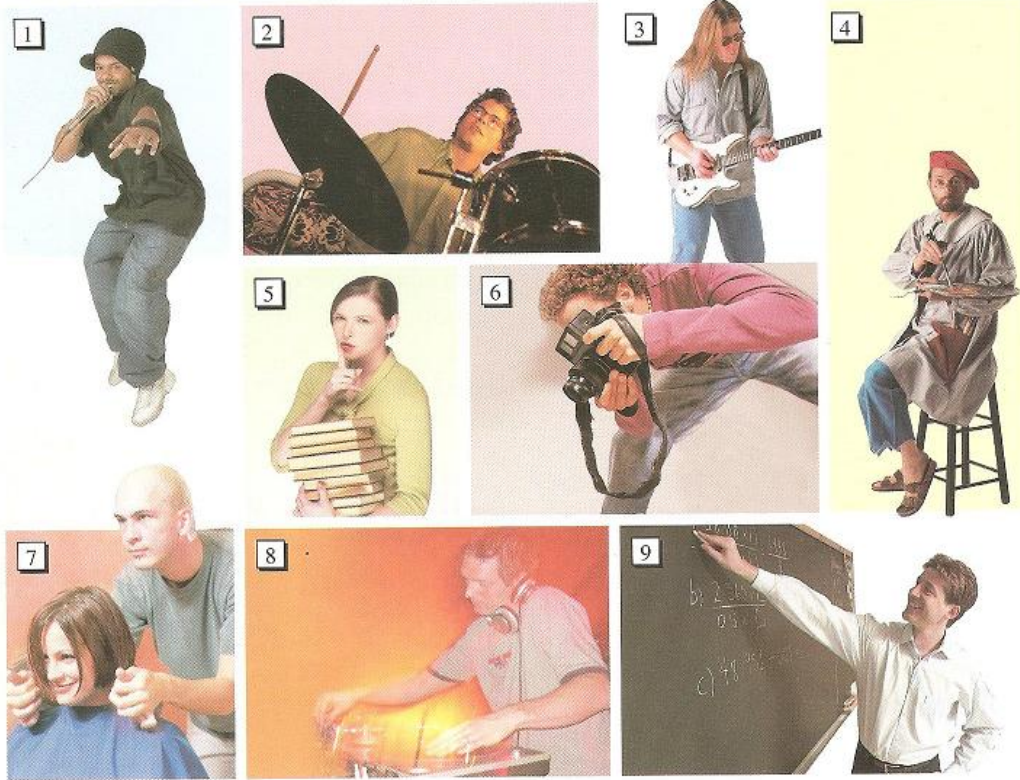
Appendix 1

(Power point presentation with these pictures in class)



Appendix 2

guitarist ♦ rapper ♦ photographer ♦ DJ ♦ drummer ♦ musician ♦ artist ♦ librarian ♦ hairstylist ♦ teacher



Appendix 3

Guitars - Then and Now

Go to any pop concert, watch any band and you can see (and hear) at least one guitar. Guitar music is very popular today and people play guitars all over the world. But did you know the first guitars were Spanish, appearing in Malaga in the 1400s? These first classical guitars were small, with four pairs of strings and a beautiful, soft sound. For many years, these guitars were popular as instruments in bars and for poor people. In 1913 in Madrid, Andrés Segovia was the first musician to play the guitar in a concert of classical music. The audience was surprised, but soon classical guitar music was popular around the world.

In the 1940s, a new guitar was popular – the electric guitar. These guitars make a loud sound, good for rock and jazz concerts, especially in large concert halls. Jimi Hendrix was probably the most famous electric guitar player. His music was different from Segovia's, but his guitar was not so different from the first classical guitars.



Choose the correct answer.

1. The first guitars were **English / Spanish**.
2. The first guitars were **small / big**.
3. Andrés Segovia's first guitar concert was in **Malaga / Madrid**.
4. In the 1940s, electric guitars were popular for **classical / jazz** music.
5. Electric guitars play **loud / soft** music.

Answer the questions.

1. Where can you hear guitars today?
2. What was unusual about Segovia's 1913 concert?
3. Which guitars make a beautiful, soft sound?
4. Which guitars are best for rock music?
5. Who was a famous electric guitar player?

Appendix 4

I	YOU	HE	WAS	TEACHER OF MUSIC	SINGER
WERE	SHE	WE	NOT	?	YESTERDAY
IN A CONCERT OF MICHAEL JACKSON	GUITARIST	SHE	IT	THEY	LAST SUMMER
IN ENGLAND	DANCERS OF FUNKY	AT 6 O'CLOCK	LAST WEEK	YOU (plural)	FAN OF...

Appendix 5

Keyboard	String	Wind	Percussion
----------	--------	------	------------

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Appendix 6

Puzzle

FROM...TO...	4:00-6:00
--------------	-----------

AT	5 O'CLOCK
----	-----------

ON	TUESDAY
----	---------

IN	JANUARY
----	---------

Appendix 7

Name of group
Name of group

When popular? now
 in the past

Members of group	Job in the group
.....
.....
.....
.....

Country each member is from

.....
.....
.....
.....

Popular songs

.....
.....
.....
.....

Appendix 8

Name	
Male/female	
When popular	
Members of the group	
From	
Instruments	
songs	

Appendix 9



a. Listen and repeat. Which word hasn't got a stress on the first syllable?

- | | |
|------------|------------|
| 1. concert | 3. cinema |
| 2. compete | 4. library |

b. Listen and repeat. Pay attention to the pronunciation of *was* and *were*.

1. Where *were* you on Saturday night?
2. *Were* you at the cinema?
3. They *were* at the concert.
4. *Was* it fun?
5. Who *was* with you?
6. John *was* there.

Appendix 10

(you tube clips)

“Singing in the rain”



“Supercalifragilisticexpialidocious Sing Along”



Appendix 11

(the clues to get the singer and the title of the song)

MI	CHAE	JACK	SON
HOLD	MY	HAND	

Appendix 12

Pop idol.

WRITING CHECKLIST:

- Word order
- Capital letters
- Punctuation
- Linking words

POP IDOL - THE SEARCH FOR A SUPERSTAR ★

Talent shows are fun to watch, but some are simply better than others. The TV programme Pop Idol was a success right from its first show in 2001 – and soon there were Pop Idol programmes around the world. (American Idol, Operación Triunfo, ...)

So, what was special about this talent show? There was music and dancing. There were new pop stars. But there was also something else. There were the personal dramas of the wannabe stars ("Rik's got a bad sore throat – can he perform today or not?") and there was the possibility for the audience to choose the winner. Together, these made it a very popular programme.

In 2003, there was a new competition, the World Idol competition. World Idol was a one-time international version of the Pop Idol show. Winners from Pop Idol national shows around the world competed against each other. The winner was Kurt Nilsen from Norway with the song, *Beautiful Day*. The original song was by the pop group U2.



Kurt Nilsen



Appendix 13

Akon - Hold My Hand Ft. Michael Jackson Lyrics

(Akon):
Akon and MJ(oh yeah)

(Michael):
Yeah

This life don't last forever
(Hold my hand)
So tell me what we're waiting for
(Hold my hand)
We're better off being together
(Hold my hand)
Being miserable alone
(Hold my hand)

(Together):
Cause I been there before and you've been there before, But together we can be alright. (alright) (yeah)
Cause when it gets dark and when it gets cold we hold Each other till we see the sunlight.

So if you just hold my hand, baby, I promise that I'll do all I can
Things will get better if you just hold my hand
Nothing can come between us if you just hold, hold my, hold, hold my, hold my hand, hold my hand.

Akon:
The nights are gettin' darker (darker)
(Hold my hand)
And there's no peace inside (inside)
(Hold my hand)
So why make our lives harder
(Hold my hand)
By fighting love tonight
(So hold...)

(Together):
Cause I been there before and you've been there before, But together we can be alright. (alright)
Cause when it gets dark and when it gets cold we hold Each other till we see the sunlight. (ooh yeah)

So if you just hold my hand, baby, I promise that I'll do all I can
Things will get better if you just hold my hand (yeah)
Nothing can come between us if you just hold, hold my, hold, hold my, hold my hand, hold my hand.

Bridge:
I can tell that you're tired of being lonely (yeah)
Take my hand don't let go, baby, hold me (yeah)
Come to me and let me be your one and only (hold my hand)
Cause I can make it alright till the morning. (hold my hand)

I can tell that you're tired of being lonely (hold my hand)
Take my hand don't let go, baby, hold me (hold me)
Come to me and let me be your one and only (one and only)
Cause I can make it alright till the morning. (hold my hand)

Hold my hand, (yeah) baby, I promise that I'll do all I can (hold my hand)
Things will get better if you just hold my hand
Nothing can come between us if you just hold, hold my, hold, hold my, hold my hand, hold my hand

Hold my hand, (yeah) baby, (yeah) I promise that I'll do all I can (hold my hand)
Things will get better if you just hold my hand
Nothing can come between us if you just hold, hold my, hold, hold my, hold my hand, hold my hand.

Appendix 14

3 Write a question about each picture using the past of *to be*. Then answer the questions.



1 Tom / at a concert

Was Tom at a concert?

Yes, he was.



2 the history teacher / at school



3 the boys / at the football game



4 they / in the restaurant



5 Meg / at the library



6 the girls / in the park

Appendix 15

7

Complete the sentences with the interrogative pronouns below. Then choose the correct answer.

When ♦ Who ♦ Where ♦ What ♦ How many

1. were the Beatles?
 - a. They were a pop group.
 - b. They were rappers.
2. is London?
 - a. It is in France.
 - b. It is in England.
3. days are there in a week?
 - a. There are seven days.
 - b. There are 36 days.
4. instrument did Elvis Presley play?
 - a. He played the drums.
 - b. He played the guitar.
5. did the first man walk on the moon?
 - a. It was in 2005.
 - b. It was in 1969.

Appendix 16 . A general evaluation of the student

NAMELEVEL.....
 TEACHER.....
AREA.....

LEARNING DIFFICULTIES:**1.- Their learning difficulties are related to:**

Difficulties in communication		Cognitive and intellectual problems	
Motor difficulties		Emotional problems	
Sensitive difficulties		Health problems	

2.- The following lacks influence their learning process:

Reading comprehension		Listening comprehension	
Spelling		Social interaction	
Writing			

STUDENTS' LEARNING STYLE:**1.-Attention:**

He distracts easily		He/she pays attention in each task	
He distracts when he/she is tired		He/she pays attention depending on the task	

2.-Strategies used for resolving tasks:

























Plannification of tasks		Trial and error resolution	
He/she thinks before making decisions		He/she is impulsive	
Appropriate rhythm of work		Slow rhythm of work	
He/she is hard-working		He/she is not hard-working	
He/she usually finishes the tasks		He/she does not usually finish the tasks	
He/she works better in group		He/she works better alone	
He/she prefers problem-resolution tasks		He/she prefers mechanic tasks	
He/she prefers communicative tasks		He/she prefers "hands-on" tasks	
The results are usually correct		The results are usually incorrect	

3.-Attitude while carrying out the tasks:

Cooperative		Competitive	
Hard-working		Does not make any effort	
High motivation		Low motivation	
He/she keeps trying until the work is done		He easily gives up	
Good acceptance of critics		No acceptance of critics	
Good self-esteem		Low self-esteem	
He/she has working habits at home		He/she does not have working habits at home	
Good behaviour in class		Inappropriate behaviour in class	
Autonomous		Dependent on others	
He/she asks for help		He/she never asks for help	
Good acceptance of praises		Nothing can motivate him/her.	

Appendix 17. Self evaluation of students.

Name _____ Date _____

I have liked the activities			
The level of difficulty of the task has been:			
The explanations have been clear			
I have paid attention to teacher			
I haven't interrupted my classmates			
I have taken part in the activities .			
I have worked hard			
<i>I have well behaved in class</i>			

6. BIBLIOGRAPHY

- MARKS L. & DARBY S. 2007. *Passport Student's Book and Workbook*, Burlington.
- COHEN, Elizabeth. 1994. *Designing Groupwork (Second Edition)*. Teachers College Press: London and New York.

WEBSITES

- http://www.youtube.com/watch?v=zOwd96_3Mo (Singing in the rain)
- <http://www.youtube.com/watch?v=4b-Z0SSyUcw>
(Supercalifragilisticexpialidocious)
- <http://www.google.es/imghp?hl=es&tab=wi> (images)

APPENDIX II

RESEARCH PROJEXCT:

ANALYSIS OF INSTRUCTIONAL MATERIAL

Titulación: *Máster Universitario*

en Profesorado de E.S.O., Bachillerato, FP,

Enseñanzas de Idiomas, Artísticas y Deportivas.

Asignatura: *Evaluación e Innovación Docente e*

Investigación Educativa en Inglés

Alumnos: *Tomás Gareta*

Deborah Giovinazzo

Sara Múzquiz.

Año académico: *2010-2011.*

ANALYSIS AND SUGGESTIONS FOR IMPLEMENTATION OF INSTRUCTIONAL MATERIALS AND THEIR USE IN THE CLASSROOM

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2. Analysis of instructional materials.....	6
3. Suggestions for Implementation.....	22
4. Conclusion.....	24
5. Bibliography.....	25
6. Appendix: Materials.....	26

INTRODUCTION

While teaching English it is very important to take into account the use of different instructional materials. Traditional teaching techniques were based on the progression that textbooks established: specifically designed textbooks constituted the basis upon which entire courses would develop without taking into account other factors that may influence the real progress in the acquisition of the foreign language such as: the real needs and interests of the students, their previous knowledge, the relationship between the real world and the use of a language in effective communication and so on. Nowadays the general trend in Spanish education system, as far as English teaching is concerned, is to follow a standardised methodology according to what the national law establishes: content, methodology, progression and objectives have turned into a general concern for the administration, and this fact has led to the creation of a national curriculum. As consequence instructional materials had to adapt to the national curriculum and teachers keep using them as a reference to decide on both the content and progression of the syllabus. Nonetheless we have to bear in mind that teachers have, and need to have, an active role in choosing and grading the use of instructional materials: they can add or avoid some parts they consider not adequate to the level of the students and, what is more important, they can manipulate the activities in order to match the current and real objectives taking into account the peculiar features of the group they are working with.

During the last decades we have seen the rise of the Communicative Approach. The main consequence has been the use of English language in textbooks instead of the students' first language and the use of the new approach connected to tasks and activities whose main aim is now to foster the use of the target language in real communicative situations (Richards and Rodgers, 1986). Many English publishers have so been able to introduce their products in foreign markets, but as a matter of fact, these textbooks cannot adapt content and topics to the different countries, cultures and smaller groups such as classes. That is why together with the textbook, most teachers feel the need to implement them and add more material from other and more varied sources taking into account the students' needs and interests.

Due to the importance of the materials in second language teaching courses (Bolitho, 1990) we have decided to focus our research project on their use in *Ciclos Formativos* in the I.E.S Miralbueno where we are spending our second period of practice.

We have decided to choose this stage because it entails a greater difficulty as far as the specific vocabulary, communicative functions, their related structures and specific topics are concerned. More precisely we are going to analyse the instructional material that the teacher, María de la Peña Caballero, uses in class in the first year of *Grado Superior of Agencia de viajes*. Furthermore, this course of English has a very specific purpose connected to the needs of the students as future travel agents and this fact has a direct influence on the choice and grading of materials. As consequence this project aims at pointing out whether the students' needs are matched by means of the selection and the teacher's implementation of the materials in the classroom.

The materials we have selected include different sources: photocopies from different textbooks, realia such as catalogues or leaflets and real information from the Internet. In addition to that we have noticed that the classroom decoration has been adapted in order to match students' needs providing a series of maps in English, while, at the back of the class, we can find some stands with real leaflets and catalogues about different kinds of trips and travels. The objective of this spatial organization is to help the students feel as close as possible to their future real activities as workers of the tourism industry.

As the main aim of this English course is to provide the students with useful tools for handling the English language within a specific frame, that is English for the tourism industry, our project has been conducted trying to find out whether the teaching and learning processes were carried out *through* materials or *with* materials. The difference is not a trivial one. As Wright points out (Wright, 1987, cited by Bolitho, 1990, p.7):

"If a teacher teaches *through* materials problems may occur. With a text as the 'master':

4. the learning's objectives are the textbook's;
5. there is little room for improvisation;
6. teacher and learner roles may well be predetermined and contrary to expectations.

If the teacher teaches *with* the materials, with the textbook as servant, then he is freer to improvise and adapt the course of lessons to the needs of learners."

In this perspective, and taking into account the importance of the fulfilment of the students' needs as far as the arrangement of this subject is concerned, it becomes important to analyse, in order to define it, the relationship between students, teacher and instructional materials.

To deal with all the data we have gathered the structure of this project will be as follow: first we will briefly present the instructional material we have selected, explain why we consider it is important and explain in which sense they match the students' needs and, at the same time, foster the development of the students' communicative strategies and competence; second we will carry out a deep analysis of each kind of material making a reference to how the teacher uses it in the classroom; third we will give some suggestions about possible implementations of the materials in order to make them more effective and more appealing to students. Finally, the last section of this project draws a short conclusion summarising the most important topics that we have dealt with and their consequences as far as the use, manipulation and implementation of instructional material are concerned.

ANALYSIS OF INSTRUCTIONAL MATERIALS

Realia

Realia are very important in the development of a second language course syllabus because they constitute the linking between the theoretical and the practical levels of the study of a foreign language. Besides, these tools, in a course whose main aim is to form travel agents, become absolutely necessary and are the frame within which English for a specific purpose is taught. Realia are not a mere representation of an actual context, they really are a manifestation of how language can be, and actually is used for a specific purpose; in this case to give information on tourist sites.

By means of realia students can focus both on language and its connection with daily life, they can simulate real situations such as booking a room or buying a ticket, in which communication and intelligibility are the most important points to develop and work on. The most outstanding feature of realia is the fact that they contain and display real information and as consequence the students may find them more attractive and more related to their learning objectives, so that when the learners will have, in the second semester, to work in a travel agency they will already know necessary information and as consequence they will be more efficient. Another advantage is that, if learners have already acquired some amount of knowledge about specific language they will be able to focus on the way to use language to convey a message and develop their communicative strategies and competence.

In addition to that, students will be able to develop skills related to their needs as workers. Students will have to work with different kinds of pamphlets and leaflets taken from foreigner travel agencies, due to the fact that tourist market is not the same all around the world and they, as professionals, must become aware of this.

At the same time students will be able to notice and acquire specific vocabulary and knowledge about different products concerning tourism. The whole information that the pamphlets offer is contextualised so that, according to the assumptions of the communicative approach, it will be easier for the students to learn it and to recall in real practical situations.

Here we have some examples.

Hotel Room - All hotel rooms are well equipped with private shower and wc. Naturally you have the convenience of coming directly from your room to the restaurant for meals without having to change into and out of your warm overclothing as the restaurant and rooms are within the same building.

Example of interior of modern Cabin

Hotel restaurant

Hotel Twig Room

MEALS
Wherever you are accommodated your meals will be taken in the main restaurant of the complex. All meals are provided in buffet style. The dinner buffet will feature additional children's favourites like burgers, chips, chicken nuggets etc in addition to a range of adult choices. Children may eat from either the adult or children's selections. During activity time meals are taken at an outdoor venue unless advised otherwise on your final itinerary with your travel documents. Drinks are not included with meals and should be purchased at the time of your order locally.

Canterbury Travel - Merging Fantasy with Reality. For administration and brochures call 01923 452222

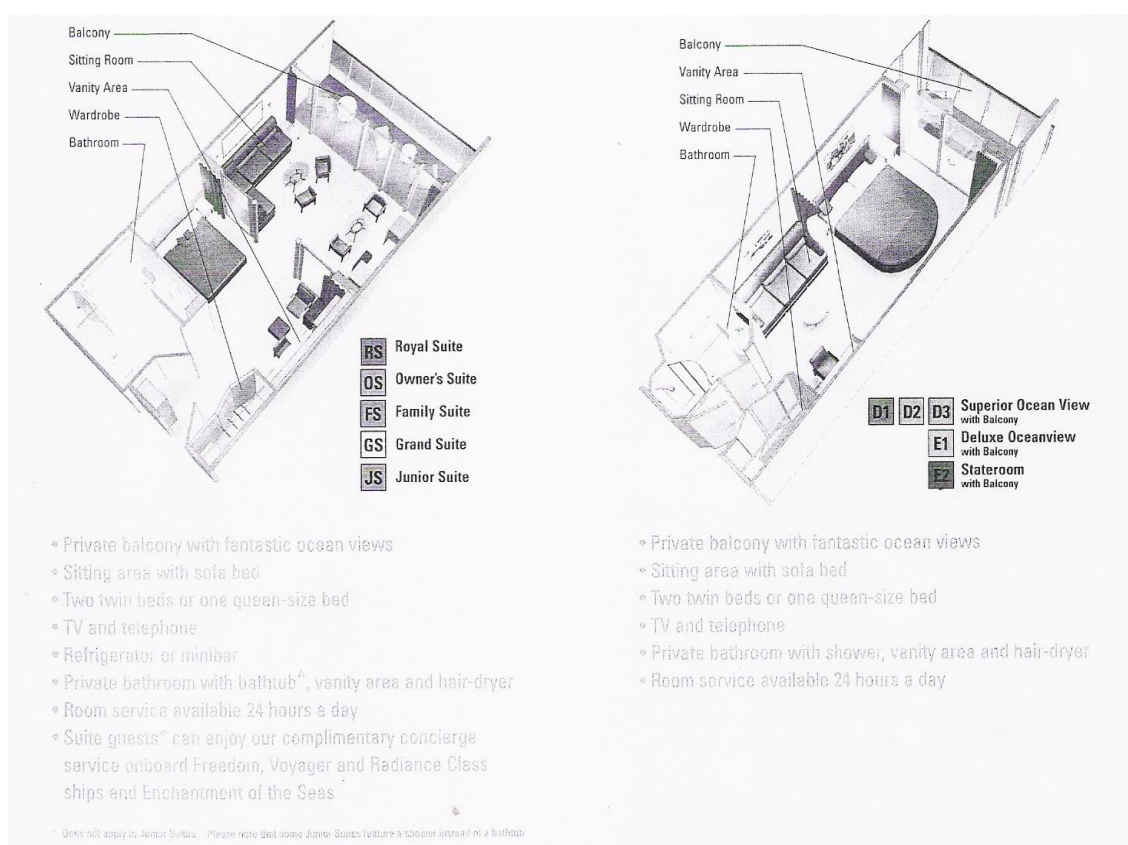
11

(Canterbury Travel, *Merging Fantasy with Reality* (brochure), 2008, p. 11)

As we can see in this extract from a real catalogue the students are given the opportunity to work with a material that is both appealing and useful for them. In this way they can see technical vocabulary and structures used in context. According to the assumptions of the communicative approach (Richards and Rodgers, 1986) this is the best way for students to acquire and store in their long term memory the linguistic knowledge they need and by means of techniques that are on the one hand not too much demanding and, on the other hand, more effective than traditional teaching techniques.

One of the outstanding characteristics of this extract is that it integrates visual information together with written one. On the one hand students get in contact with chunks of real language used, in a real context, for a purpose which is similar to theirs, that is display the

advantages and strong points of a specific trip; on the other hand the pictures need to be explained to the possible customers and this fact will develop their descriptive skills. In addition to that, instead of presenting the plan of the trip, this catalogue gives information about comfort and relaxing opportunities. Since the information is quite short, learners will have to use it as a basis for their dialogues with possible customers and develop their ability to convince. As a matter of fact students will improve their use of communicative strategies and oral performance.



(Royal Caribbean International, *Europe and the Med* (brochure), 2009)

There is a lot of difference between this material and the one we showed above. First, this one focuses on images to explain technical vocabulary and, second, is very simple because it gives information without complex structures, third, with the use of these pictures students do not need to translate or look for a synonym in their own language. Besides, images and text together help the student in memorising important concepts more easily than in a traditional vocabulary list. This one is better to force students to prepare in advance the structure of their oral performance, while the previous one gives more or less the information they need so it is less demanding for them and requires more improvisation. Finally, at the communicative level

we may argue the latter material is more useful for supporting spontaneous oral production which means that it prepares students to deal with real situations which, it is useful to remember, can develop in unexpected ways. On the other hand the former extract gives clues about language in use but there is no room for students' creativity, at least as far as the description of the features and comforts of the trip are concerned, mainly because they already give the customer the information required and as consequence for a future travel agent it may be sufficient to memorise part of that information in order to carry out an effective communication.

The following extract can be considered as a summary of the ones we presented in the previous pages.

**DAY 07 FRIDAY
FLORENCE/PISA (LIVORNO), ITALY**
The historic port city of Livorno is your gateway to Florence, birthplace of the Italian Renaissance, and Pisa, home of the famous leaning tower. Before leaving Livorno don't forget to shop along the Via Grande for locally produced olive oil and Chianti from the Tuscan vineyards.

**DAY 08 SATURDAY
VILLEFRANCHE
(CANNES/MONTE CARLO), FRANCE**
Next day, wake up to the picturesque French Riviera harbour town of Villefranche, on the beautiful Cote D'Azur. Villefranche sparkles with spectacular sun-kissed beaches and breathtaking views and is the perfect destination from which to experience the super-chic resorts of Cannes, Nice and Monte Carlo.

**DAY 09 SUNDAY
BARCELONA, SPAIN**
Barcelona is famed for its individuality, cultural interest and fascinating history. And with an overnight stay to look forward to you've got plenty of time to enjoy everything this exciting city has to offer. Stroll along Las Ramblas, a vibrant part of the city where street vendors and performers vie for your attention, then stop to marvel at the soaring spires of the Sagrada Família.

**DAY 10 MONDAY
BARCELONA, SPAIN**
Another day in the beautiful city of Barcelona and the chance to explore more of its cultural riches. The old town, comprising the Gothic Quarter and the Ribera and Raval districts, is famed for its historical monuments, narrow streets and Bohemian atmosphere. Or visit Sitges, a fishermen's village situated just 36 kilometres to the south that boasts great beaches, three marinas, and one of the best resorts in Spain.

**DAY 11 TUESDAY
MÁLAGA, SPAIN**
Next day, it's time to acquaint yourself with the bustling capital of the Costa del Sol, Málaga. Málaga's fascinating heritage, miles of beautiful beaches, picturesque gardens and superb weather make it the perfect cruise destination. The birthplace of Pablo Picasso, Málaga boasts a variety of interesting places to explore, from its historic old quarter, dating back nearly 800 years, to its many Moorish monuments.

**DAY 12 WEDNESDAY
LISBON, PORTUGAL**
As your ship sails into the historic harbour of Lisbon, you can share the same excitement that sailors for centuries experienced as they ventured into this magnificent maritime city. Enjoy spectacular views over the tiled rooftops of the city from the Square of Pedro de Alcantra Belvedere.

**DAY 13 THURSDAY
VIGO, SPAIN**
Your final port of call is the bustling Spanish port of Vigo. Take a shore excursion through the Gallician countryside to the unique cathedral of Santiago del Compostela. The remarkable Romanesque cathedral dominates picturesque squares and plazas which themselves offer you a superb opportunity for shopping or simply exploring.

**DAY 14 FRIDAY
CRUISING**

**DAY 15 SATURDAY
RETURN SOUTHAMPTON, UK**

(Royal Caribbean International, *Europe and the Med* (brochure), 2009.)

With the information contained in the catalogue students are able to develop their knowledge and the use of strategies to give the possible customers more detailed and technical information about prices, dates of departure and arrival, planning of a travel, destinations and so on. As we mentioned above students are working with real information so they are ready to face a real situations. This material can be considered both as technical information and general knowledge of the physical world and as such it may be useful to

develop the socio-cultural communicative competence. It also provides basic knowledge of the real world in the target language, namely in the field of geography. We think this feature is important because it matches the students' needs and gives some tools for a proficient and accurate use of the English language; in fact, although students may have already acquired the knowledge relative to geography in their own language, this may prove useless in a real communication with foreigners if the same knowledge cannot be handled in the language communication is carried out, and to do so, students need samples of the target language using those terms in context.

Thanks to the use of this kind of material students not only learn English but also develop other skills that will be useful for them in real life. In other words, as the *Ciclo Formativo* main objective is to give the learners the tools they may need to develop a successful career, in our opinion it is important to have the students using as much varied as possible real materials, because it is the only way they may feel they are doing two important things at the same time: learning about the language and through the language. An important consequence may be the rise of both their awareness and motivation which may lead to a further improvement in their learning process and progression.

Up to this point we have been commenting on physical material but there is also another kind of realia more related to ICT that should be taken into consideration. Thanks to the development of the Internet, communication and access to information have become faster and easier, there is also a wide range of options that give the teacher the opportunity to prepare the students as complete and competent professionals.

One of the tools used is the Amadeus program, which can be used for renting a car, booking a room, buying tickets and, what it is more important, it is worldwide used by travel agencies. One of the main difficulties is that to use it properly you have to know the language of the program, that is codes of locations and airports or information about currencies. The whole program is in English so students should have a good knowledge of the target language as far as reading and writing skills are concerned.

Apart from that, the teacher uses audiovisual material such as videos and listenings whose main aim is to reinforce the acquisition of the current content and develop the oral comprehension skill. Anyway in our opinion audiovisual materials are not enough or very well exploited and they are not used in a communicative way first because some of them are not in

the target language and as consequence they do not provide samples of language that students may learn; second because the teacher uses them only to provide further information but she tends not to carry out any other kind of activity which may involve communication or the exchange of information among students. What is more, students are aware of this lack in the class activities and procedures and, in fact, they ask for more audiovisual materials in the foreign language. But the major problem is that even if in the classroom there is a TV set with DVD player these are the only multimedia equipments available; as consequence if the teacher downloads extra material from the Internet he/she cannot use it by means of a simple pen-drive and they neither have access to a computer or a video projector in order to use them during a class or when the situation may require them.

To sum up the realia we have dealt with, depending on how the teacher uses them, can improve the four main skills that are considered to be necessary to proficient speakers of the English language according to the requirements of the communicative approach even if in this specific case they are not used daily.

Textbooks

Using textbooks students develop the four main skills (writing, listening, speaking and reading), related to the topic of travels.

Due to the nature of the course the teacher needs more than one textbook, in this way she can diversify activities, input, sources, adjusting them to the level and knowledge of the group she is working with.

Most of the textbooks analysed focus on specific topics, like cruises, planes, booking, but they also have specific parts on grammar and language in use.

Some of them focus on role-plays, pair work, discussions in groups following the communicative principles considered more important for students' education as future travel agents, in opposition to traditional exercises, such as fill in the gap or multiple choice that did not develop communicative skills and creativity. One of the main aims of learners is not to be correct but fluent in order to interact effectively with customers.

The teacher takes for granted that the students should already know the basic grammar so she focuses more on the specific vocabulary rather than on structures; only in some particular cases where all the students make the same mistake the teacher spends some time focusing on that feature and taking material from some grammar books.

The English department has a wide range of textbooks, but the teacher selects the most attractive to the students. Actually at the beginning of the year they can give their opinion about the material that they like most so she can adapt better to them and their likes. Although some textbooks have listening activities recorded on CD included with the book, these kinds of activities are not fostered enough; and, when these activities are carried out, the students themselves notice they have problems in understanding native accents and they point it out to the teacher.

Terminology

Before hosting a cruise tour, a tour manager must become acquainted with the ship's layout, its onboard activities, the inclusiveness of the tour package (for example, does the price of the package include tips?), and the special terminology of cruising.

- ▼ A **stateroom** or **cabin** is the sleeping room on a ship. It's usually quite small. An **outside stateroom** has a porthole, a picture window, or even a full sliding-glass door that opens onto a verandah. An **inside stateroom** usually has no view and, to some, can be somewhat claustrophobic. A larger, more luxurious room is called a **suite**. Usually all tour members have the same class of stateroom; occasionally, clients on a cruise tour will each have their own category of stateroom—some inside, some outside, some more spacious than others—depending on what they paid.
- ▼ A **deck** is one of the floors of a ship. Usually the higher the deck, the more expensive the rooms.
- ▼ The front of the ship is the **bow**; the back is the **aft** or **stern**. When one is facing the bow, the left side is called **port**; the right side, **starboard**.
- ▼ The **chief steward** oversees meals and house-keeping. The **maitre d'** heads the dining room, while a **table captain** may oversee a group of tables within a dining room, along with its waiters and busboys. There are other stewards as well: the **room steward** cares for the passengers' rooms. The **deck steward** manages deck facilities, including the serving of drinks.
- ▼ The **passenger service rep**, or **PSR**, is the ship's troubleshooter; he or she also often handles logistics for pre- and post-cruise flights.
- ▼ The **chief purser** is the equivalent of a hotel manager and is, in general, in charge of all financial functions and passenger services, including shore excursions. **Shore excursions** (tours at each port) are often coordinated by the shore excursion manager.

(Mancini, M., *Conducting tours (Third Edition)*, Albany: Delmar Publishers, 2001)

This extract shows a great amount of advantages of disadvantages. First of all one of the outstanding disadvantage is that the general appearance of the book is not attractive for students because it contains too much text, a few pictures and, in addition to that, they are in

black and white. The concentration of information scares the students who feel they are not able to handle this kind of material. This same information presented in a different way may be more easily dealt with using colour pictures and different organization. In addition to that this textbook does not create opportunities for a real use of language and for this reason it cannot be considered as a communicative tool. On the other hand we want to highlight that this particular textbook has the great advantage of using specific terminology in context and explained by means of definitions. Furthermore we should not forget that this is an original material written by and for native speakers of English, and as a consequence texts are not adapted so the book uses language in a real way without taking into account that possible readers may be non-natives.

11 This role play is in four parts. In the first two parts you are one of the receptionists and different guests will approach you with questions.

1 & 2 You are a RECEPTIONIST on duty at the reception desk at the Hotel Miramar. Answer your guest's queries.

•HOTEL• MIRAMAR INFORMATION

Rooms with a sea view are \$125, rooms overlooking the garden are \$99. You have only one \$125 room available now, but several for next month.

You can reserve rooms at **associate hotels** in Granada and Mendoza through the computer.

Breakfast is served 6.30–10am in the Atlantic Restaurant on the second floor up the stairs (i.e. first floor for Europeans).

Checking out time is 11am. Luggage can be stored for guests who have checked out.

International flights depart from Simón Bolívar Airport (25km from here). Allow 1 hour by taxi + 1 hour to check in.

Domestic flights depart from National Airport (5 km from here) to other cities:

Mendoza: 8.30 14.30

Granada: 10.30 17.30

Rio Verde: 12.00 18.15.

Allow 30 minutes by taxi + 45 minutes to check in.

There is a comfortable overnight **train** with sleeping cars to Granada, departing at 11pm.

3 You are a GUEST at the Hotel Miramar. Ask one of the receptionists to help you with these questions.

Here are the things you want to do . . .

find out about flights to Rio Verde in the south.

change \$100 into pesos.

find out what time dinner is served in the hotel.

4 Now ask a *different* receptionist to help you with these questions. You want to . . .

find out when you should leave the hotel for the midnight flight to Miami. Where can you leave your luggage till then?

book a taxi for 8am tomorrow to the university.

go for a swim.

12 Take it in turns to play the roles of guest and member of staff. Keep changing roles. First, you are a guest.

GUEST Make each of these complaints to the member of staff.

1 *There seems to be something strange in my soup.*

2 *I've been waiting a very long time for someone to bring me my bill.*

3 *The fridge in my room isn't working and it's leaking all over the carpet.*

4 *I left my Walkman in my room while I was out. When I got back it was lying on the floor, broken.*

5 *Somebody came to my room this morning and tried to sell me something.*

6 *You recommended the sightseeing tour to me but it was a waste of time.*

MEMBER OF STAFF Deal with the complaints politely and apologetically.

(Jones, L., *Welcome! English for travel and tourism industry (Student's book)*, Cambridge, Cambridge University Press, 1998, p.113.)

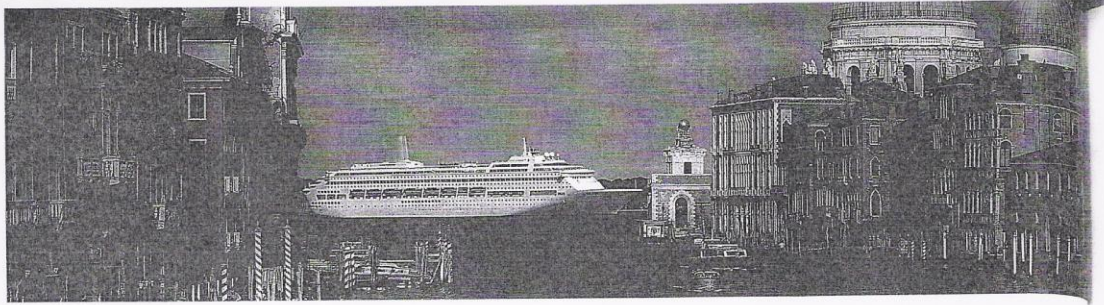
Among all the instructing materials the teacher actually uses in class the following activity is the most communicative mainly because it is a role-play. Of course not all role plays are really communicative but in this case we can highlight some features that foster communication.

First of all an information gap is created. Students work in pairs or groups and each of them plays a role having to ask or give specific information about different issues such as: prices of the rooms and their facilities, information about domestic and international flights or other means of transport and so on.

Another important point is that students are given only the information they may need to use but they have to choose the way to ask and answer so that they can manipulate the message to adapt it to different situations depending on the context and the kind of customer they have to deal with. As consequence they will practice socio-cultural competence and pragmatics mainly because they will have to make a choice on both form, that is grammar, and politeness.

An important implication is that while exchanging information there will be negotiation of meaning and students will need to use their background knowledge on how oral interaction works in order to carry out the activity.

The only negative aspect of this material is that it proposes a change of roles between the students without giving them new information. As consequence students will not be able to create new situations and new messages because the second time the role-play is played the information gap has already been filled. To avoid this problem the teacher may intervene changing the information to allow the students playing it the second time and adjusting the level of difficulty according to the students' needs and levels.

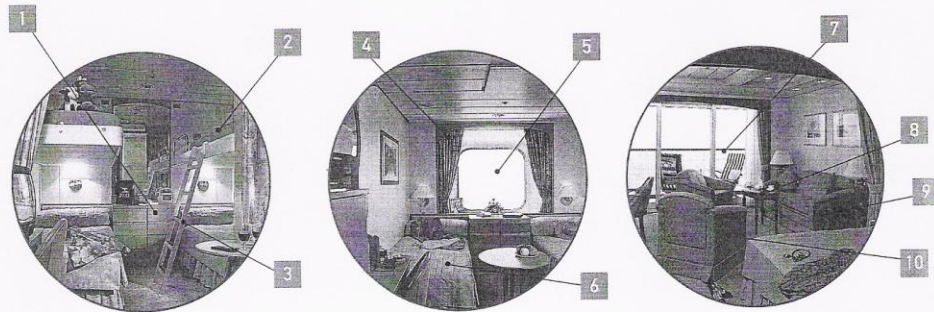


6 Look at the picture of the cruise ship *Oriana*. What kind of facilities do you think there are on board?

vocabulary Cabin facilities

7 Label the pictures with words from the box.

twin bed ladder porthole balcony Pullman berth coffee table
sofa curtains drawers armchair



Inside twin with Pullman berths

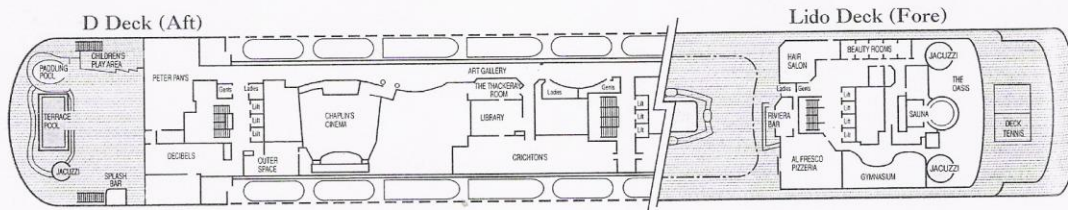
Outside twin cabin

Mini-suite with balcony

speaking 8 Work in pairs. Student A turn to page 116. Student B turn to page 114. Look at the outside twin cabin and mini-suite on the cruise ship *Arcadia*. What are the differences between the two types of accommodation?

listening Announcements

9 Listen to the announcements and conversations aboard the *Oriana*. Match them with the parts of the ship shown below.



In our opinion this is a very complete textbook. In it we can find activities which deal with each competence, speaking, reading, listening and writing.

This is one of the few textbooks we have analysed containing a specific mention to grammar and pronunciation, even if it is not the main skill that students have to develop but which, in our opinion, is also very important for the quality of the communication; that is for politeness and formality. We think that it is very important because students themselves demand grammar exercises and it is also basic in conversation.

As we can see in the extract there are a lot of images that help students to understand better the meaning of the technical vocabulary and, in this way, the teacher can avoid translating the phrases into the native language and there are more opportunities to provide a comprehensible input.

The book is divided in several specific topics, such as cruises or flights, so students can have a general idea about knowledge of vocabulary concerning their future jobs. Grammar and pronunciation exercises are fully integrated in the units because the language used is related to the topic that they working on.

The communicative approach is presented in the book by means of information gap activities or role plays. For instance if we focus on the speaking activity in the extract, the information gap is created by giving to each of the students working in pairs different amount and type of information. They need to cooperate to fill the gap and in doing that students practice politeness, vocabulary, pronunciation and real communicative use of grammar being also able to notice the relationship between forms and functions.

Extra Material

To Realia and textbooks the teacher usually adds more material, such as photocopies, that she selects from different sources. The aim is to adapt the general objectives of the course to the target group. The teacher uses them to work on vocabulary and use of language but not grammar. This happens because students are supposed to have enough previous knowledge to follow the class, understand the texts and carry out the tasks. As the students were used to a traditional approach to the study of a foreigner language they ask for grammar based exercises maybe because they feel more self-confident and these activities are also easier for them.

In the activities carried out by means of these materials we have noticed a lack of listening and oral production activities. The students demand these kinds of activities because they have realised these are important for their future jobs; besides they can both apply the knowledge they may acquire by means of these activities in real life and acquire a good communicative competence.

As we have pointed out above, the extra material is never presented in digital support because of the lack of audiovisual equipment. Of course the teacher uses the Internet as a source of material but the only possibility to present it to the students is to photocopy the selected extracts. That is the main reason why we have noticed an underdevelopment of aural-oral activities and skills.

vocabulary Cruise jobs

1 Complete the who's who diagram on the opposite page with the following jobs in the box.

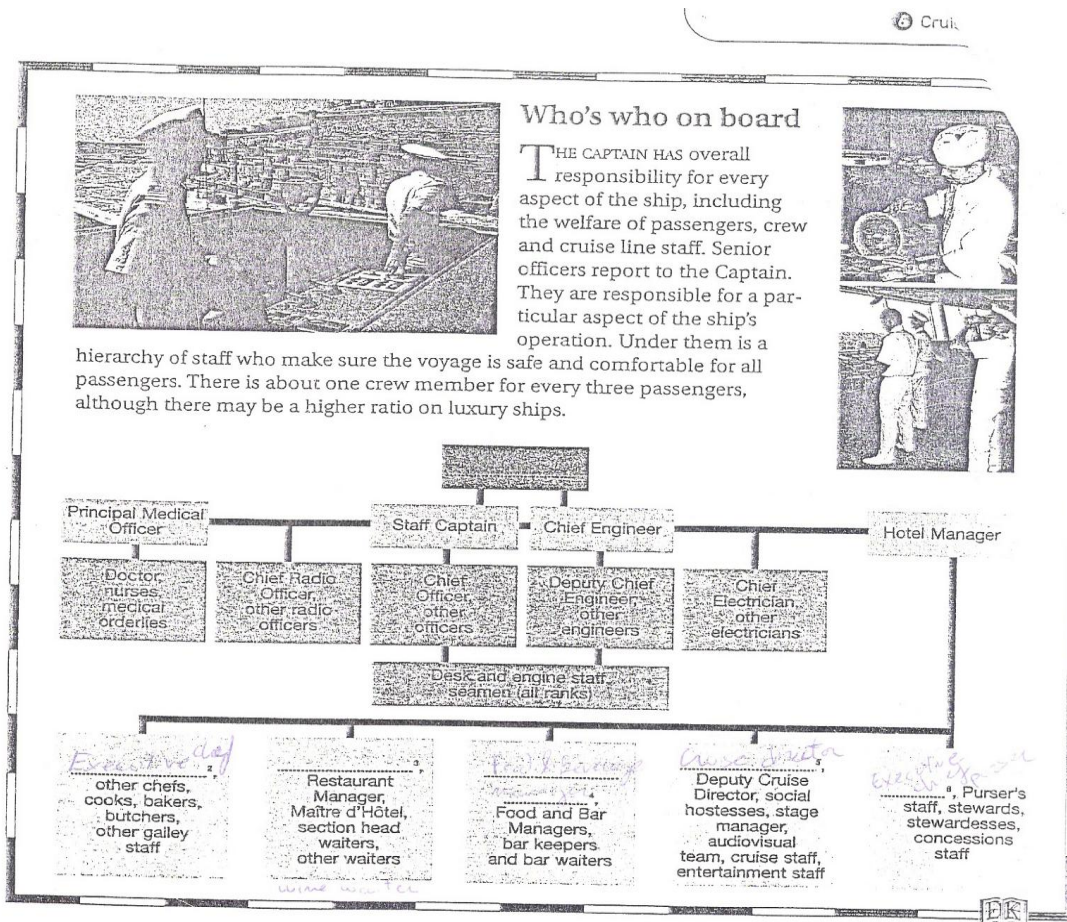
Deputy Hotel Manager Cruise Director Captain Executive Chef
Purser Food and Beverage Manager

reading 2 Look at the diagram again and complete the sentences.

- 1 The Captain is the most senior person on board the ship.
- 2 About 25 percent of the total number of people on board are not passengers, but crew/staff.
- 3 The Principal Medical officer, the staff captain, the Chief Engineer and the hotel manager all report to the Captain.
- 4 The Food and Beverage Manager has overall responsibility for the galley staff, food and beverage, the Purser and the Purser's staff as well as general entertainment on board.
- 5 In the kitchen or galley, there are Cooks, bakers, chefs, butchers and other galley staff.
- 6 The Food and Bar Managers directly report to the Food & Beverage Manager.
- 7 Entertainment staff include singers and dancers, the audiovisual team, the stage manager and the Cruise Director.
- 8 The purser's staff has a similar function to a head receptionist in a hotel.

We have chosen this example because it is representative of the category we are dealing with. This kind of exercises is typical of a traditional approach, such as fill in the gap exercises. Even if we think that it is not the best activity to be used, the way in which the teacher uses it and corrects forces the students to notice the importance of knowing specific vocabulary and formal constructions. In addition to that the teacher can ask the students to explain some words in more details so that they have to speak and teaching becomes not only

a matter of testing students' knowledge but also a way to make the class interactive and participative.



vocabulary Hotels and ships

3 Match the words used on board a ship with their equivalent in a hotel.

- | ship | hotel |
|------------------|----------------------|
| b 1 deck | a) staff |
| e 2 cabin | b) floor |
| a 3 crew | c) head receptionist |
| i 4 berth | d) guest |
| 5 porthole | e) room |
| d 6 chief purser | f) window |
| g 7 lido deck | g) swimming pool |
| 8 passenger | h) kitchen |
| 9 steward | i) bed |
| v 10 galley | j) receptionist |

This extract uses the students' previous knowledge because it introduces new technical vocabulary about cruises related to knowledge already acquired by the students during the study of previous units. Although it is not a communicative activity the fact of treating new information establishing a relationship with the old one is based on some assumptions of the communicative approach; that is why we think it is a useful way to deal with new linguistic items, moreover it consolidates background knowledge.

It is a guessing activity because students do not have all the information they need explicitly in the text but the diagram gives them clues they have to find out and then apply in order to fill in the gaps and solve it correctly.

As a conclusion we can say that extra material is very important in this specific kind of courses whose main aim is to provide students as much varied material as possible dealing with a great amount of specific linguistic items. Although the teacher uses many and different sources, the final product of her research and selection of information is only presented by means of photocopies containing, in the material we have had access to, almost the same kind of activities, that is fill in the gaps and explanatory texts to introduce new concepts.

Exam

As we can see this exam is very different to those we can find in secondary school. We have to bear in mind that it is an English course for specific purposes so the topic is not related to general knowledge but to concrete topics such as cruises or flights. The exams follow the general class syllabus and their aim is to check students' acquisition of the new concepts and reinforce previous knowledge.

We can find two kinds of exercises: in one of them students have to display their knowledge about specific vocabulary and proficiency in writing skill; in the second one, students have to fill in the gaps selecting the words from a list given in advance. The former kind can be well be exemplified in exercises 1 and 4 in which students are given the following statements that they have to discuss:

1st General conditions when booking a cruise holiday.

4th Talk about the main cruises lines, destinies and the role of Spain in the tourist market.

The answers to these exercises involve the integration of the knowledge of both the English language and the specific related topic, so students need both aspects to answer correctly to the questions, and none of them predominates above the other. Students are aware that they are not only learning English but also a specific content related to their future job and, as consequence, they will learn the bits of language that allow them to be intelligible and to carry out the tasks in an efficient way.

The latter kind is a little bit more traditional type of exercise. It is a fill in the gap exercise focusing on vocabulary. Not only force the students to learn the new vocabulary but also to connect that new knowledge with the same items in their mother tongue. In our opinion this type of activity is not useful for evaluation but for testing the students' progress, anyway we may argue that it is useful, at least, to help them to store the new concepts (see image on the following page).

Vocabulary

Hotels and cruise ships

Read the two texts below. One describes a hotel and the other describes a ship. Put the words in the box into the correct spaces in the texts. The first one has been done for you.

- | | | | | |
|------------------|-----------|--------------|-----------|-------|
| cabin service | chain | check in | check out | crew |
| deck | disembark | double rooms | embark | fleet |
| floor | guests | passengers | porthole | staff |
| two-berth cabins | window | room service | | |

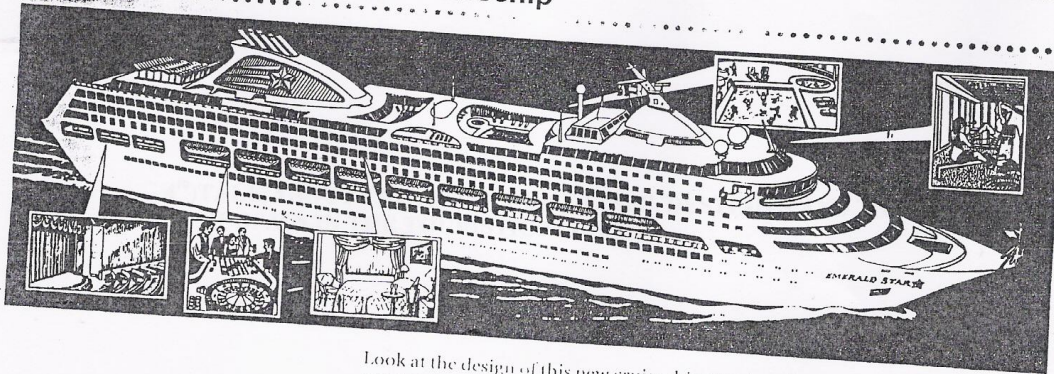
a The *Phoenicia* is the latest addition to our world-famous 1 _____ of luxury hotels. It has over 100 fully equipped 2 _____, and each has a large 3 _____ with a wonderful view of the sea. The facilities include a gymnasium, a cinema, a ballroom, and on the top 4 _____ there is a sun garden and swimming pool. There are three restaurants, and we also offer 5 _____ twenty-four-hour 6 _____. From the moment you 7 _____, the 8 _____ will be on hand to look after your every need. We pride ourselves on putting our 9 _____ first, and are sure that when you 10 _____, you will want to return.

b The *Phoenicia* is the latest addition to our world-famous 10 _____ of luxury liners. It has over 100 fully equipped 11 _____, and each has a large 12 _____ with a wonderful view of the sea. The facilities include a gymnasium, a cinema, a ballroom, and on the top 13 _____ there is a sun garden and swimming pool. There are three restaurants, and we also offer 14 _____ twenty-four-hour 15 _____. From the moment you 16 _____, the 17 _____ will be on hand to look after your every need. We pride ourselves on putting our 18 _____ first, and are sure that when you 19 _____, you will want to return.

3rd

Writing

A cruise ship



Look at the design of this new cruise ship. You have been asked to write some publicity material describing what the ship will be like and the facilities it will offer. Use your own ideas.

The Emerald Star, which is currently built in Korea, will be the most luxurious cruise liner ever built. It will have.....

We think that the use of images is better than the use of definitions to make the students recall the vocabulary they are asked to name. Visual aids give students an opportunity to be more creative and reduce the level of stress because they do not need to deal with long bits of language. Another advantage is that by means of images the teacher can avoid the use of L1 in the exams.

In our opinion the questions of the exam do not match the general level of the class: exercises one and four are very demanding and hard to answer correctly, while exercises two and three are just testing the students acquisition of new vocabulary but do not give any information about the learning process of the student.

SUGGESTIONS FOR IMPLEMENTATION

In general terms we consider that the teacher uses quite well the instructional material but we think audiovisual material should be exploited more. This kind of material may be very useful because it presents real situations, in which students may get in touch with the body language, intonation, accent and pronunciation of native speakers, which are not available by means of written material. Another advantage is that students can watch and listen to these materials more than once and use them as a model to follow or to recognise patterns of oral interaction. Moreover in this way the receptive listening skill is developed. The negative side of this practice is the difficulty we have noticed in the classroom because it is not very well equipped, in the sense that: the TV and DVD sets are not good enough and cannot offer a good quality in reproduction; the acoustic conditions of the classroom do not help the understanding and finally the physical supports, that is tapes and DVDs, present sometimes distortions which make more difficult to carry out the listening task. To solve these problems we would avoid the use of tapes, because the quality of sound is usually worse than in CDs and DVDs, then, if speakers have a strong regional accent we would use subtitles if available in DVDs, or we would give the transcription of the dialogues as a feedback, after the activity, in order to help them to improve their listening skill, get familiarised with strange accents and make the task of matching spelling and pronunciation easier.

We have also noticed that this kind of activities is not carried out in a systematic way and as consequence students are not used to them because the activities they usually carry out are mainly written, that is why, in our opinion, this practice should be used more often and become part of the routine in class. As future teachers of English, we have to bear in mind that it is also important to analyse beforehand the selected material to check first, whether it is appropriate to the level and the needs of the students and second, what kind of difficulties it may entail and how to solve them.

As far as the written material is concerned, we would use the traditional material in a more communicative way for instance trying to elicit from the students the vocabulary they already know and connect it to their previous knowledge. In this way we would foster and encourage their creativity in order to make them notice that they already know things and to make them feel more confident.

In addition to what we have exposed above, we can also argue that the materials we have analysed come from a wide range of sources, and this fact gives the opportunity to the teacher to be flexible and adapt activities and methodology to the students' real needs in a more effective way.

CONCLUSION

As a conclusion we think that the way in which the subject is treated in class and the instructional material used are clearly linked to the importance that the English language has nowadays in tourism industry because it is the *lingua franca*. This can be clearly seen in Spain due to the development in last decades of this sector, which has created a demand for professionals who need to communicate with all kind of customers. In contrast to this, only few people are able to communicate properly in English, or other foreign languages, including workers of tourism.

The Administration being aware of this new reality, has introduced English as a compulsory subject in every *Ciclo Formativo*. As consequence the instructional material used is quite different from the one we can find in Secondary Education, mainly because in these courses the main aims and topics are not the same and focus on the acquisition of specific knowledge and development of skills related to interaction with customers. For instance, we cannot find exercises considered as characteristics of traditional and communicative methods such as focus on pronunciation or form.

We can argue that due to this fact this is a course similar to a CLIL (Content and Language Integrated Learning) subject in which much more importance is paid to the use of English for specific purpose, that is, learning through language rather than learning a language.

The fact that the class is divided into two different groups twice a week facilitates the communicative approach during the development of these reduced classes and helps in giving to each student a more personalised treatment.

In our opinion teacher has to spend a lot of time and makes a lot of effort to find and adapt extra material to the class so she can reinforce the weaknesses and needs of each student, more than if the teacher strictly follows the book and does not look for anything else from other sources.

Finally we want to point out that the kind of instructional material we have analysed, if the teacher is able to implement it and the students work hard, are likely to raise the level of English that they can reach, and it may become very proficient and, in their specific area of knowledge, almost as good as a native speaker's one.

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Sources for Materials:

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- Mancini, M., *Conducting tours (Third Edition)*, Albany: Delmar Publishers, 2001.
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Appendix: Materials

Jones, L., *Welcome! English for Travel and Tourism Industry (Student's Book)*, Cambridge: Cambridge University Press, 1998.

8 This role play is in two parts so that you both get a turn at answering enquiries. You'll need to spell some of the difficult names aloud to your partner and say the numbers slowly and clearly.

1 You are a TOURIST. Call the New Zealand Lodge Association and find out the phone numbers for these places:

Moonlight Lodge in Murchison
Grasmere Lodge in Christchurch
Motueka River Lodge
Sherwood Lodge in North Canterbury

and the full addresses for these places:

Braemar Lodge in North Canterbury
Stewart Island Lodge
Lake Brunner Lodge in Westland
Remarkables Lodge in Queenstown

2 Change roles. Now you are the INFORMATION OFFICER. Refer to this information to answer your client's questions.

LODGE CONTACT DETAILS

North Island

- Kingfish Lodge**, RD 1, Whangaroa Harbour, Northland, New Zealand.
Tel 64-9-405 0164, fax 64-9-405 0163.
- Okiato Lodge**, Okiato Point, RD 1, Russell, New Zealand.
Tel 64-9-403 7948, fax 64-9-403 7515.
- Inverness Estate**, Ness Valley Road, RD 5, Papakura, New Zealand.
Tel 64-9-292 8710, fax 64-9-292 8714.
- Fantail Lodge**, Rea Road, RD 2, Katikati, New Zealand.
Tel 64-7-549 1581, fax 64-7-549 1417.
- Brooklands Country Estate**, RD 1, Ngaruawahia, Waikato, New Zealand.
Tel 64-7-825 4756, fax 64-7-825 4873.
- Cassimir**, RD 3, Tauranga, New Zealand.
Tel 64-7-578 5494, fax 64-7-543 1999.
- Moose Lodge**, RD 4, Rotorua, Lake Rotoiti, New Zealand.
Tel 64-7-362 7823, fax 64-7-362 7677.
- Muriaroha Lodge**, 411 Old Taupo Road, PO Box 43, Rotorua, New Zealand.
Tel 64-7-346 1220, fax 64-7-346 1338.
- Huka Lodge**, Huka Falls Road, PO Box 95, Taupo, New Zealand.
Tel 64-7-378 5791, fax 64-7-378 0427.
- Lake Taupo Lodge**, PO Box 83, Taupo, New Zealand.
Tel 64-7-378 7386, fax 64-7-377 3226.
- Mangapapa Lodge**, 466 Napier Road, Havelock North, Hawke's Bay, New Zealand.
Tel 64-6-878 3234, fax 64-6-878 1214.

Mancini, M., *Conducting tours (Third Edition)*, Albany: Delmar Publishers, 2001.

Hotels and airlines are certainly the most obvious companies that a tour manager will deal with. Many other providers of tour services, though, bear discussion. Restaurants, cruise lines, and railroads, among others, may influence a tour's shape and efficiency. The travel industry calls such tour-supporting services **suppliers**. Theme parks, historical buildings, museums, and the like, a special subdivision of suppliers, are called **attractions**. This chapter takes an in-depth look at suppliers and how a tour director can best deal with their procedures and personnel.

Cruises

Once a dull and dowdy segment of the travel industry, the cruise has been reincarnated as a glamorous mode of transportation. Perhaps the original 1970s television series "The Love Boat" did it. Maybe a nostalgia for the grand cruise ships of the early twentieth century is the cause. A more probable reason is the shift from the transatlantic trips of yesteryear to cruises in concentrated destination areas, such as the Caribbean. The most important reason is the modern cruise's comprehensive yet efficient nature. A cruise is the ultimate all-inclusive packaged tour, since the vehicle—the ship—doubles as a hotel, restaurant, and entertainment facility. Through a cruise one can visit a half dozen Greek islands, take in the great beach cities of the Mexican Riviera, voyage up the Mississippi, or explore the majestic Inside Passage of Alaska—and not once have to repack one's luggage.

Not surprisingly, tour manager positions that include cruises are much in demand. In many cases, the cruise is the tour; other forms of organized transportation aren't included. (In other words, the clients have to fly to the originating port on their own.) In other instances, the cruise comprises only one portion of a more extended intermodal tour. For example, a motorcoach tour of the western Canadian Rockies may end with a round-trip Alaskan cruise. Certain companies, such as Holland America Line-Westours, specialize in just such intermodal packages. For companies like Princess Cruises, cruise-motorcoach tours are only a sideline to cruise operations. Affinity groups such as the American Association of Retired People and the American Automobile Association also organize frequent cruise-motorcoach excursions.

In virtually every case, a tour manager on a cruise works for a tour company and not directly for the

cruise line. We'll bypass the responsibilities of a shore excursion guide here, since the job requirements are almost identical to those of a regular tour guide (see Chapter 2). In the next few pages, we'll concentrate on what a tour conductor on a cruise tour must know and why people take a cruise as part of a group.

Terminology

Before hosting a cruise tour, a tour manager must become acquainted with the ship's layout, its onboard activities, the inclusiveness of the tour package (for example, does the price of the package include tips?), and the special terminology of cruising.

- ▼ A **stateroom** or **cabin** is the sleeping room on a ship. It's usually quite small. An **outside stateroom** has a porthole, a picture window, or even a full sliding-glass door that opens onto a verandah. An **inside stateroom** usually has no view and, to some, can be somewhat claustrophobic. A larger, more luxurious room is called a **suite**. Usually all tour members have the same class of stateroom; occasionally, clients on a cruise tour will each have their own category of stateroom—some inside, some outside, some more spacious than others—depending on what they paid.
- ▼ A **deck** is one of the floors of a ship. Usually the higher the deck, the more expensive the rooms.
- ▼ The front of the ship is the **bow**; the back is the **aft** or **stern**. When one is facing the bow, the left side is called **port**; the right side, **starboard**.
- ▼ The **chief steward** oversees meals and house-keeping. The **maitre d'** heads the dining room, while a **table captain** may oversee a group of tables within a dining room, along with its waiters and busboys. There are other stewards as well: the **room steward** cares for the passengers' rooms. The **deck steward** manages deck facilities, including the serving of drinks.
- ▼ The **passenger service rep**, or **PSR**, is the ship's troubleshooter; he or she also often handles logistics for pre- and post-cruise flights.
- ▼ The **chief purser** is the equivalent of a hotel manager and is, in general, in charge of all financial functions and passenger services, including shore excursions. **Shore excursions** (tours at each port) are often coordinated by the shore excursion manager.

O’Keeffe, M. & Dubicka, I., *English for International Tourism (Pre-intermediate Student’s Book)*, Harlow: Longman, 2003.



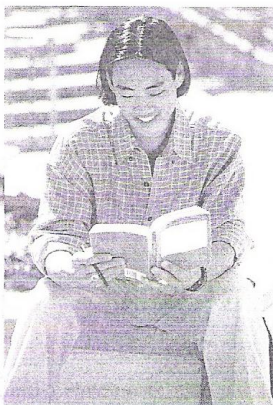
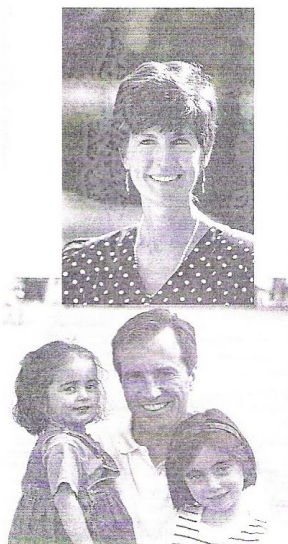
Cruise ships

speaking 1 Work in pairs. What are the advantages and disadvantages of cruise holidays? Would your partner like to go on one? Where to?

reading 2 Complete the magazine article on the opposite page with these headings.

- a) How do I get a job?
- b) What kind of contracts are on offer?
- c) What is a cruise holiday?
- d) What is the pay like?
- e) Who do the cruise lines employ?

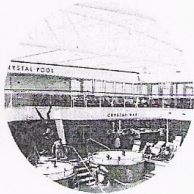
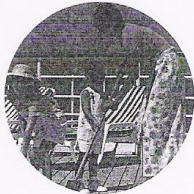
3 Which of these people would be suitable to work on a cruise ship? Look at the text and give reasons for your answers.



Teresa Merrick: I was fifty last month. I work as a nurse in an old people’s home but it’s very hard work at my age. I’ve always loved my holidays abroad. I’m studying French and Spanish at evening classes. I’ll talk to anyone and I’m a capable and reliable worker.

Mario Vega: I like to finish work punctually so I can see my daughters before they go to bed. I’m not a very sociable person – I like to work in my garden at weekends and watch a film on TV in the evening. I’m a very responsible person.

Martin Lee: I’m twenty-two and studying at university. I help in my parents’ restaurant at the weekends. In my free time I love playing football, going out with my friends and partying. I like meeting new people. I’d like a job for the summer.



The five most popular questions about cruise ship jobs

1. What is a cruise holiday?

Cruise ships are floating resorts – complete cities at sea. A typical cruise ship has a dozen decks and hundreds of cabins. A cruise vacation is about fun, entertainment, service and worldwide travel. There are more than 300 types of job aboard ship. Imagine yourself travelling to places you've always dreamed of and being paid for it.

2. Who can work on a cruise ship?

Students, retired people, career changers, 'people people' who enjoy working with others. Cruise lines are always hiring people with experience in hospitality, tourism, entertainment, restaurants and bars, teaching, child-care, sales, customer relations, fitness,

health and beauty, healthcare, finance and administration. Cruise lines hire dependable, competent people with outgoing, positive attitudes.

3. How do I get a job on a cruise ship?

Familiarise yourself with the cruise companies. Where do their ships travel? What facilities do they have on board? And most importantly, what kind of passengers will you find on their ships? Choose several jobs that interest you and compare your qualifications and experience with the duties and responsibilities of the job. Learn what you need to add to your CV. For example, study a foreign language.

Sell yourself! Target your CV and covering letter to one specific job and show how

your work experience, talents, skills and education relate to it. Show how you can contribute to the passengers' cruise experience.

4. How long do you work on a cruise ship?

The cruise industry hires year-round and seasonally. Most employees work for six to nine months with one or two months off. Many departments need extra crew in peak sailing periods.

5. How much money do you earn on a cruise ship?

Cruise ship pay compares well with similar jobs ashore plus you save a lot of money because most expenses are left behind. On board ship your room and meals are included.

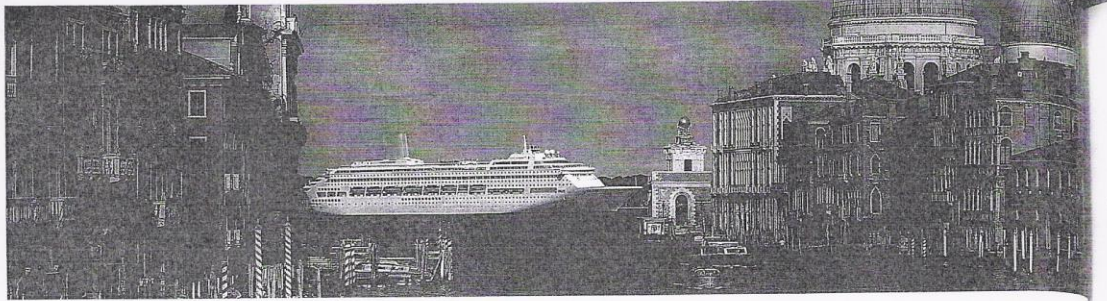
Adapted from <http://www.cruiserver.net>

vocabulary Cruises

4 Match the words from the text with their definitions.

- | | |
|-----------------|---|
| 1 deck | a) money people spend while doing their work |
| 2 cabin | b) floor or platform built into a ship |
| 3 entertainment | c) on a boat |
| 4 cruise lines | d) room in a ship where passengers sleep |
| 5 fitness | e) people who work on a boat, ship or aeroplane |
| 6 on board | f) movement across water in a boat or ship |
| 7 crew | g) anything people watch for pleasure: shows, films |
| 8 sailing | h) on land |
| 9 ashore | i) companies that have a number of cruise ships |
| 10 expenses | j) physical exercise to keep you healthy |

speaking 5 Would you like to work on a cruise ship? What job would you like to do?

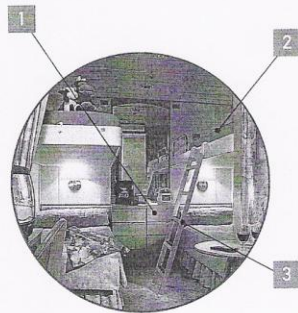


6 Look at the picture of the cruise ship *Oriana*. What kind of facilities do you think there are on board?

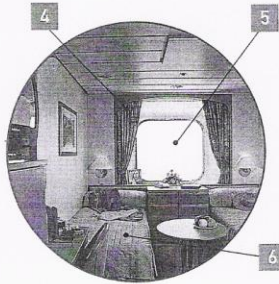
vocabulary Cabin facilities

7 Label the pictures with words from the box.

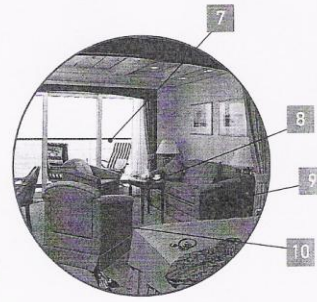
twin bed ☞ porthole balcony Pullman berth coffee table
sofa curtains ladder drawers armchair



Inside twin with Pullman berths



Outside twin cabin

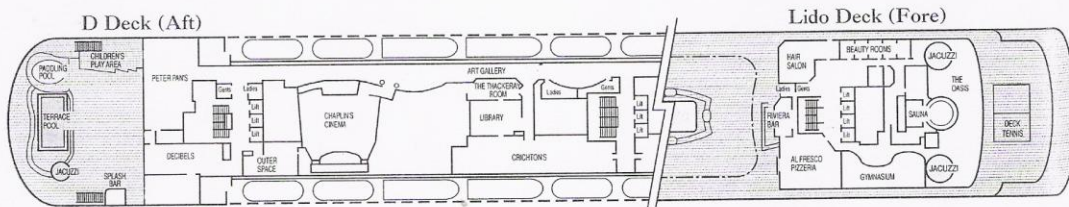


Mini-suite with balcony

speaking 8 Work in pairs. Student A turn to page 116. Student B turn to page 114. Look at the outside twin cabin and mini-suite on the cruise ship *Arcadia*. What are the differences between the two types of accommodation?

listening Announcements

9 Listen to the announcements and conversations aboard the *Oriana*. Match them with the parts of the ship shown below.



Language focus Present perfect

Look at the examples and match them with the uses below.

- 1 The ballroom dancing competition **has started** on the Prom deck.
- 2 If you **haven't met** the captain yet, this is an ideal opportunity.
- 3 And **have** you ever **been** to the Greek islands?

The present perfect can describe

- a) a life experience
- b) something that has never happened (often with yet)
- c) a recent event

► For more information turn to page 127.

practice 10 Complete the conversation with the correct form of the verbs in brackets.

- Purser** Have you welcomed the passengers, Sarah?
Sarah Yes, I have, sir.
Purser (you / show) Have you shown ¹ them to their cabins yet? And (you / check) ² all their boarding passes?
Sarah Yes, sir.
Purser (you / log) ³ all the passports into the computer?
Sarah Err, no, sir, I (not) ⁴.
Purser And (you / meet) ⁵ the captain?
Sarah No, sir, I (not / meet) ⁶ the captain yet.
Purser Well, he's busy now. I'll introduce you to him later.
Sarah Very good, sir.
Purser That reminds me, Sarah, (you / take) ⁷ your sea-sickness pills yet?
Sarah Yes, sir, I (already / take) ⁸ them.
Purser Good. And (Kelly / show) ⁹ you the emergency exits?
Sarah No, sir, she (not) ¹⁰.

pronunciation Contractions

11 Listen to the contractions in these sentences. Mark them and then practise saying the sentences.

- 1 It is very near.
- 2 They are going to Antigua.
- 3 You are not going to Capri.
- 4 I have been to Santorini.
- 5 She has not been there yet.
- 6 We have already been there.
- 7 He is not going to the Seychelles.
- 8 We have been to Luxor and Karnak so far.

speaking 12 Work in pairs. Find an example of each of the following.

- a country you have both visited
- a drink you have both had on holiday
- a foreign dish you have both tried
- a book you have both read

Strutt, P., *English for International Tourism (Intermediate Student's Book)*, Harlow: Longman,

20

Pairwork files

Unit 1, Exercise 17

Student A

You have applied for one of the jobs on page 13 and been asked to attend an interview. Submit your CV and cover letter. Use the following advice to help you prepare for your interview.

During the interview

- sit comfortably; do not lean forward, or back or cross your knees
- be positive
- pause before you reply to show that you are thinking clearly about the question
- distinguish between questions that need short answers and longer responses
- ask questions about the company and the requirements of the job
- find examples from your experience to back up your answers

Possible questions

- What kind of company is Global Tours?
- How many people does it employ?
- What kind of work is available?
- What are the promotion prospects?
- What is the starting salary?
- What benefits are there?

Unit 3, Exercise 13

Student A

Ask your partner questions to complete the following information about hotels in Berlin.

How many rooms does the Hotel Ambassador Berlin have?

How expensive is it?

Does it have business facilities?

Is it close to shops?

215 TRAVELLER'S NEEDS

Price categories for a double room per night. Including all taxes (in Euros)

- ⊙ under €100
- ⊙⊙ €100-150
- ⊙⊙⊙ €150-200
- ⊙⊙⊙⊙ €200-250
- ⊙⊙⊙⊙⊙ €250

BUSINESS FACILITIES

There are telephone and fax machines in bedrooms, a conference

or meeting room within the hotel and computers with Internet access for guests.

CHILDREN'S FACILITIES

Family rooms and/or extra bed in a double room. Cots and babysitting service available. There are creche areas in some hotels, or a games room with toys and other suitable equipment

QUIET LOCATION

Hotel is located on a quiet street

CLOSE TO SHOPS

Within a five-minute walk to a good choice of shops and restaurants

	NUMBER OF ROOMS	BUSINESS FACILITIES	CHILDREN'S FACILITIES	RECOMMENDED RESTAURANT	CLOSE TO SHOPS	QUIET LOCATION	24-HOUR ROOM SERVICE
Hotel Pension Funk	⊙ 14				⊙	⊙	
Hotel Ambassador Berlin							
Concept Hotel	⊙⊙⊙ 106		⊙			⊙	⊙
Hotel Brandenburger Hof							
Savoy Hotel	⊙⊙⊙⊙ 125	⊙			⊙	⊙	⊙
Steigenberger Berlin							

Pairwork



Canterbury Travel, *Merging Fantasy with Reality* (brochure), 2008.

Accommodation in Salla Resort

YOUR ACCOMMODATION

A resort with a fine choice of accommodation consisting of a building housing hotel rooms and the main restaurant of the complex.

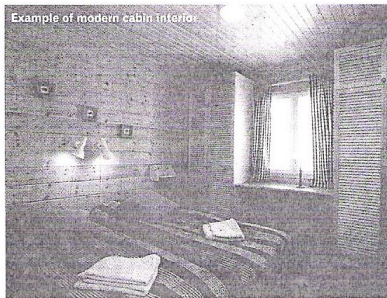
Cabin - Ideal for families as the capacity is for up to 4 (some for 6). Each is equipped with private shower and wc, sauna and a romantic log fire (our cabins are of course fully centrally heated). There is a small kitchen area and each has a warm air clothes drier. Cabin styles in Salla vary but provide accommodation as specified above. Salla allocates cabins according to party breakdown and pre-selection is not possible. Please note all cabins are individually furnished and decorated. (We are unable to book a specific cabin for your party). The cabin allocated may vary from the ones in this brochure. Generally cabins for 5/6 persons are based on use of 4 beds plus a sofa bed or 2 mattress beds.



Traditional Log Cabin

"Congratulations on the faultless planning of our recent Christmas holiday at Hotel Revontuli in Salla."

Yours Sincerely, Barbara Osman



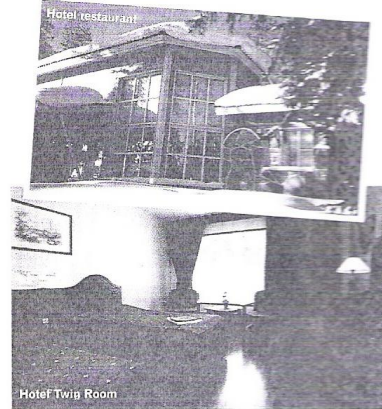
Example of modern cabin interior.



Example of interior of modern Cabin



Hotel Room - All hotel rooms are well equipped with private shower and wc. Naturally you have the convenience of coming directly from your room to the restaurant for meals without having to change into and out of your warm overclothing as the restaurant and rooms are within the same building.



Hotel restaurant

Hotel Twig Room

MEALS

Wherever you are accommodated your meals will be taken in the main restaurant of the complex. All meals are provided in buffet style. The dinner buffet will feature additional children's favourites like burgers, chips, chicken nuggets etc in addition to a range of adult choices. Children may eat from either the adult or children's selections. During activity time meals are taken at an outdoor venue unless advised otherwise on your final itinerary with your travel documents.

Drinks are not included with meals and should be purchased at the time of your order locally.



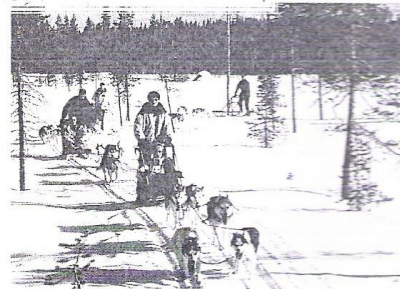
Canterbury Tales Lapland The Magical resort of Salla

Salla Resort is located 2 hours drive from Rovaniemi the setting is peaceful and tranquil whilst the resort offers the creature comforts that one might expect. Here one finds cross country tracks at your very door and a beautiful slalom ski slope running into the very centre of activities so it is little wonder that Santa has chosen this area to have one of his many homes in Lapland.

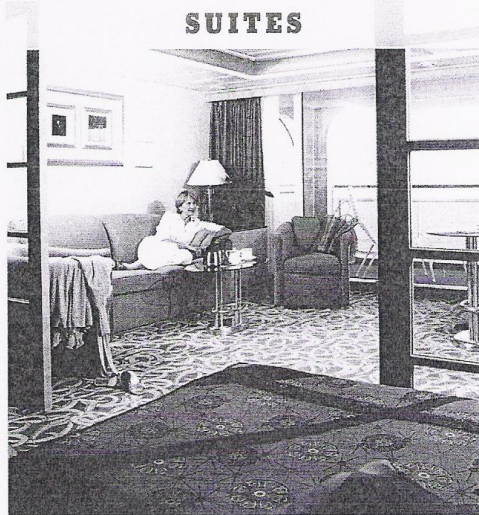
Salla is an ideal location for our Search for Santa tours. A pretty ski resort in splendid isolation, here one finds a series of quality cabins and a small hotel. In 2007 a new spa was added at the resort in the main building. This provides a fantastic view through panorama windows to the skiing area. Consisting of 4 pools (one Jacuzzi, one entertainment, one childrens and an 18m exercise pool) there are in addition spacious and cosy saunas for ladies and men. A separate charge is made when using these facilities at a special rate of €8.50 for adults and €3.50 for children per session (payable locally).



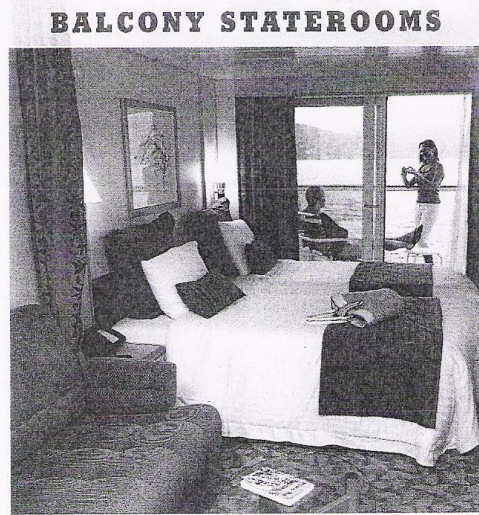
"We went to Salla "In Search of Santa", from the 20th-23rd December and had the most fantastic time...we were delighted to find toboggans at the cabin when we arrived...a big thank you to everyone involved - we will definitely recommend you to our family and friends"
Sue, Simon, Courtney and Maddison Evans.



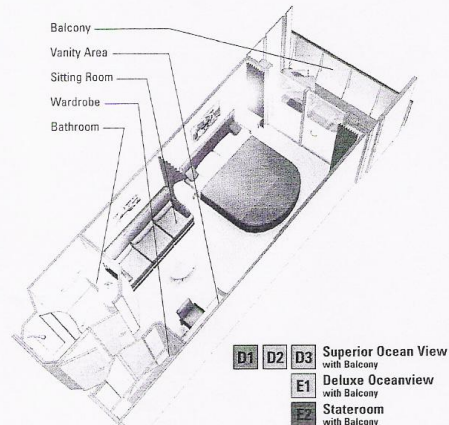
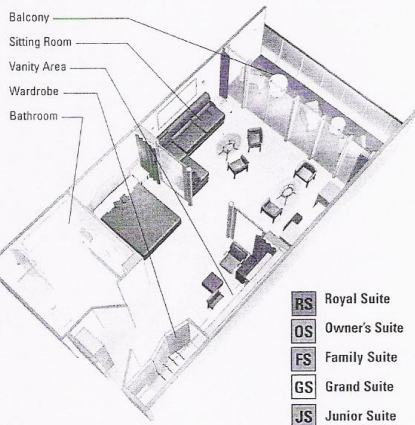
Royal Caribbean International, *Europe and the Med* (brochure), 2009.



SUITES



BALCONY STATEROOMS



- Private balcony with fantastic ocean views
- Sitting area with sofa bed
- Two twin beds or one queen-size bed
- TV and telephone
- Refrigerator or minibar
- Private bathroom with bathtub¹, vanity area and hair-dryer
- Room service available 24 hours a day
- Suite guests² can enjoy our complimentary concierge service onboard Freedom, Voyager and Radiance Class ships and Enchantment of the Seas

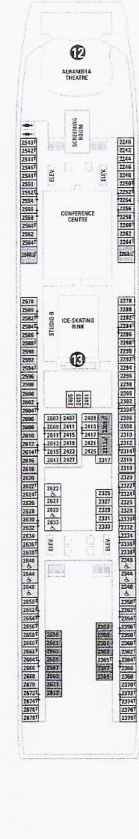
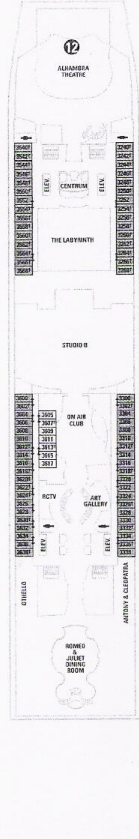
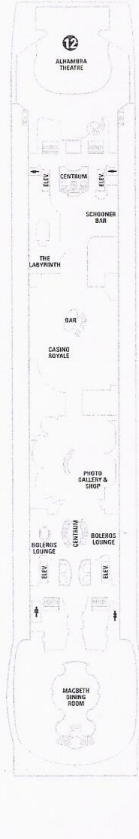
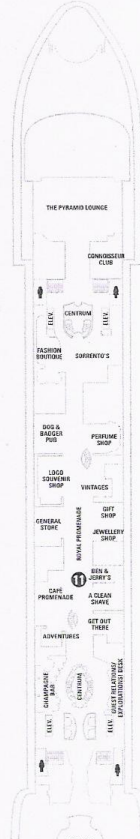
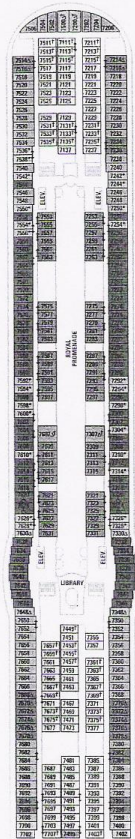
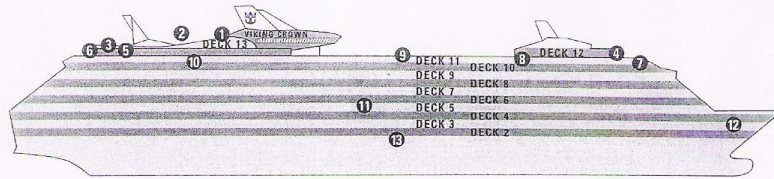
- Private balcony with fantastic ocean views
- Sitting area with sofa bed
- Two twin beds or one queen-size bed
- TV and telephone
- Private bathroom with shower, vanity area and hair-dryer
- Room service available 24 hours a day

¹ Does not apply to Junior Suites. ² Please note that some Junior Suites feature a shower instead of a bathtub.

Visit www.royalcaribbean.com for detailed descriptions and 360° views of each stateroom category. Or call our reservations team on 0844 481 3333 for specific information regarding a particular stateroom or location.

SHIP INFORMATION

- Length: 339 m (1,112')
- Beam: 56 m (184')
- Draft: 8.5 m (28')
- Guest Capacity: 3,600
- Total Crew: 1,360
- Gross Tonnage: 160,000 tons
- Speed: 21.6 knots (24.86 mph/40 kmph)
- Electric Current: 110/220 AC
- Entered Service: May 2008



STATEROOM CATEGORIES

PS	Presidential Suite	E1	Deluxe Balcony
RS	Royal Suite	FO	Family Ocean View
OS	Owner's Suite	F, H, PR, L, N	Ocean View
FS	Family Suite	FI	Promenade
GS	Grand Suite	FI	Family Interior
JS	Junior Suite	L, M, N, Q	Interior
D1, D2	Superior Balcony		

To download the Independence of the Seas deckplan please visit: www.royalcaribbean.co.uk/ships

8 Solarium
(with cantilevered whirlpools)
The indoor/ outdoor pool and lounge can be covered during inclement weather

9 H2O Zone
A colourful water-park featuring interactive sculptures, fountains, ground geysers, a cascading waterfall and a circular pool with currents

10 Chops Grille and Portofino
Two speciality restaurants:
Chops Grille, for the perfect steak and seafood, or Portofino's for great Italian cuisine

11 Royal Promenade
A naturally lit four-storey mall lined with bars and shops

12 Alhambra Theatre
Features contemporary and musical stage productions

13 Ice-Rink
We offer special skating lessons for beginners, advanced skaters, families, and more

TO BE COMPLETED AND RETAINED BY TRAVEL AGENT



Royal Caribbean International, Aviator Park, Building 2, Station Road, Addlestone, Surrey KT15 2PG, UK
 Website: www.royalcaribbean.co.uk

ROYAL CARIBBEAN VIEWDATA: RCI
 Reservations Phone: 0800 018 2020 or Fax: 01932 820286

PLEASE COMPLETE IN FULL IN BLOCK CAPITALS

BOOKING FORM 2009/2010 (UK)

DATE

BOOKING ID:

Ship	Agent Stamp
Sailing Date	
Departure Date from UK	
Flights From	
Flights To	
Stateroom Category	Stateroom No.
Stateroom Occupancy	Twin <input type="checkbox"/> Double <input type="checkbox"/> 3rd/4th <input type="checkbox"/> Single <input type="checkbox"/>
ABTA No.	
Agent Ref.	

ADDITIONAL HOLIDAY ARRANGEMENTS (Hotels/Tours, Pre & Post Cruise).

Date Commencing

Number of Nights

	Date Commencing	Number of Nights

GUEST DETAILS

	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Male	<input type="checkbox"/> Female
Gender*								
Title*								
Forenames (In Full)*								
Surname*								
Date of Birth*	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Country of Birth*								
Citizenship*								
Passport Number*								
Nationality of Passport*								
Passport - Place of Issue*								
Passport - Date of Issue*	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Passport - Date of Expiry*	/ /	/ /	/ /	/ /	/ /	/ /	/ /	/ /
Crown & Anchor Society membership number (if applicable):								

PLEASE TURN OVER

HOME ADDRESS

Postcode _____

Daytime Tel No. _____

Evening Tel No. _____ Email: _____

IN CASE OF EMERGENCY PLEASE NOTIFY

Name _____

Daytime Tel No. _____

Evening Tel No. _____

DINING REQUIREMENTS

Although every attempt will be made to satisfy the guests' requests, please be advised that all dining room seating arrangements are subject to availability and cannot be confirmed until embarkation. Please note: On selected ships and itineraries dining times may vary and are subject to change at any time.

Breakfast: Open Lunch: Open Dinner: 6.15pm

Breakfast: Open Lunch: Open Dinner: 8.30pm

Preferred Table Size Small 2/6 Large 6/10

Preferred Age Group 0-17 18-20 21-24 25-45 46-54 55+

SPECIAL REQUESTS
All special requests must be forwarded to Royal Caribbean International in writing.

INSURANCE

Insurer's Name: _____

Insurance Policy No: _____

Insurer's Telephone No: _____

PAYMENT

Deposit £100 per person _____

Full Balance (if booked within 56 days of departure) of holiday @ £ _____

Total Amount _____

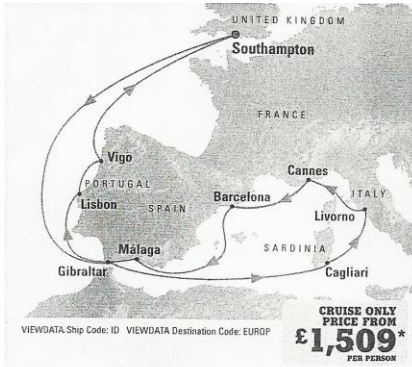
Client Signature _____ Date _____

I declare on behalf of all persons named on this booking form that an up to date Royal Caribbean International Brochure has been made available to us and that we agree to be bound by the booking conditions stated in the brochure and, where applicable, the insurance warranty held. Royal Caribbean International cannot accept any liability whatsoever for mistakes arising out of use of an out of date brochure and booking form. I also accept that all persons listed are themselves responsible for seeing that immigration and health requirements are fulfilled. In particular, I understand that the information to be provided in respect of all party members in the boxes marked with an asterix () is required by the Immigration Authorities of the country(ies) where the cruise concerned is to depart from or call at and that failure to provide this information fully and accurately may result in the party member(s) concerned being refused entry onto their outward and/or return flight and/or cruise ship for the whole or part of the cruise. I declare that I am authorised by all party members to provide this and all other information on this booking form.*



Royal Caribbean International is a trading name of Royal Caribbean Cruise Line A/S which is a disclosed agent of Royal Caribbean Cruises Ltd., Miami, Florida.

NOV07/UK



**MEDITERRANEAN TREASURES
14 NIGHT CRUISE ONLY
INDEPENDENCE OF THE SEAS
FREEDOM CLASS**

Step aboard the largest and most exhilarating ship afloat and discover the best of the Med, direct from Southampton. The sights of Pisa, the excitement of Monte Carlo, and after the experience of a spectacular overnight stay in Barcelona, the promise of a full day soaking up the sun on one of Málaga's beautiful beaches. On our 14 night Mediterranean Treasures cruise there's an unforgettable experience waiting at every port.

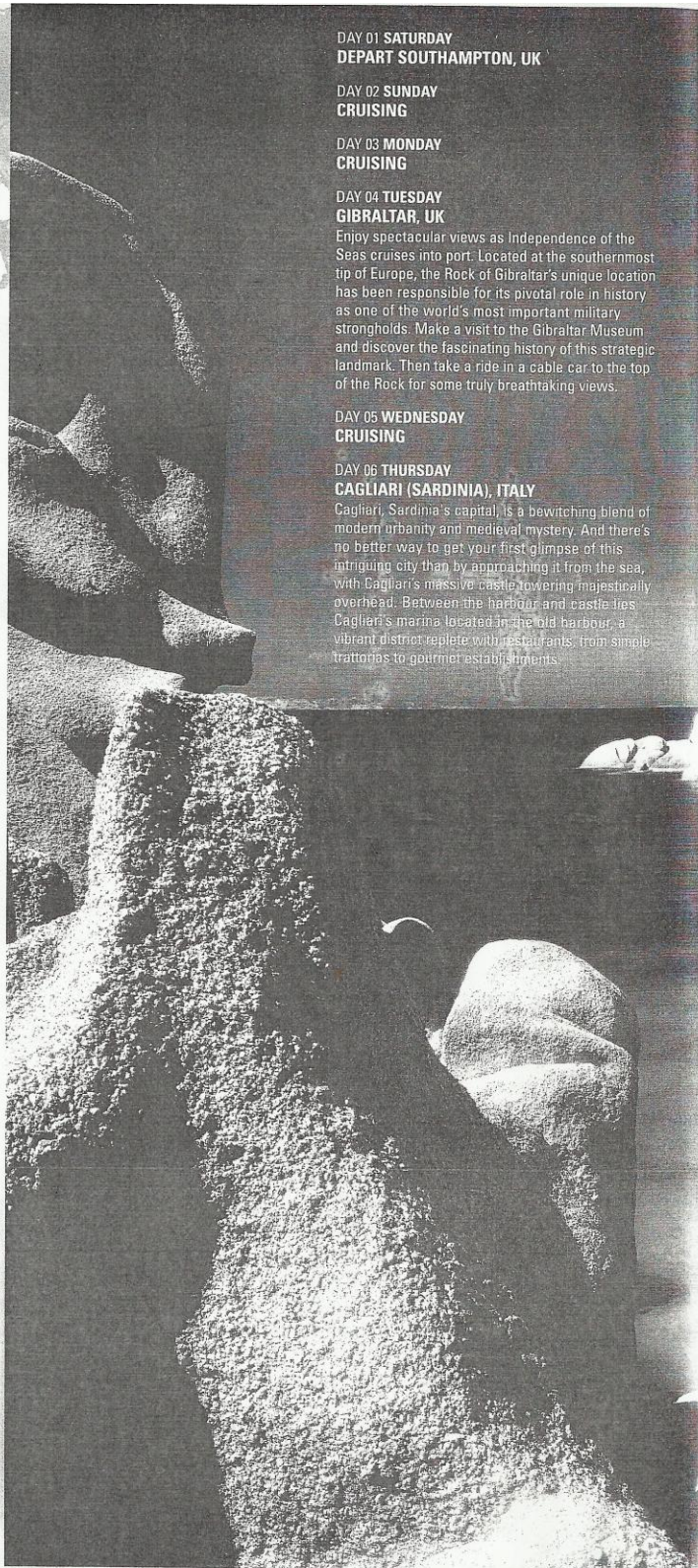
Day	Port of Call	Arrive	Depart
Sat	Southampton, England		Sail at 17:00
Sun	Cruising		
Mon	Cruising		
Tue	Gibraltar, United Kingdom	09:00	16:00
Wed	Cruising		
Thu	Cagliari, Sardinia, Italy	07:00	16:00
Fri	Florence/Pisa (Livorno), Italy	07:00	19:00
Sat	Cannes/Monte Carlo, France	07:00	19:00
Sun	Barcelona, Spain	10:00	
Mon	Barcelona, Spain		01:00
Tue	Málaga, Spain	07:00	15:00
Wed	Lisbon, Portugal	10:00	18:00
Thu	Vigo, Spain	09:00	16:00
Fri	Cruising		
Sat	Southampton, England	06:00	

Departures from the UK 2009
May 9 Jun 20 Jul 18 Aug 15 Sep 12

STATEROOM CATEGORIES	PRICES FROM £s
	CRUISE ONLY
Interior	1,509
Promenade View	1,599
Ocean View	1,739
Family Ocean View	1,949
Premium Ocean View	2,039
Suites	2,539
3 RD /4 TH Guests*	899
Child**	899

To find out about free parking at Southampton or regional flights from selected UK airports to Southampton for £70, please see pages 8-9.

* Terms and conditions apply, refer to pages 62-67
* Prices based on category Q interior stateroom accommodation are subject to change and availability. For more information about prices please see back cover.
** Please see back cover for information on child pricing.



**DAY 01 SATURDAY
DEPART SOUTHAMPTON, UK**

**DAY 02 SUNDAY
CRUISING**

**DAY 03 MONDAY
CRUISING**

**DAY 04 TUESDAY
GIBRALTAR, UK**

Enjoy spectacular views as Independence of the Seas cruises into port. Located at the southernmost tip of Europe, the Rock of Gibraltar's unique location has been responsible for its pivotal role in history as one of the world's most important military strongholds. Make a visit to the Gibraltar Museum and discover the fascinating history of this strategic landmark. Then take a ride in a cable car to the top of the Rock for some truly breathtaking views.

**DAY 05 WEDNESDAY
CRUISING**

**DAY 06 THURSDAY
CAGLIARI (SARDINIA), ITALY**

Cagliari, Sardinia's capital, is a bewitching blend of modern urbanity and medieval mystery. And there's no better way to get your first glimpse of this intriguing city than by approaching it from the sea, with Cagliari's massive castle towering majestically overhead. Between the harbour and castle lies Cagliari's marina located in the old harbour, a vibrant district replete with restaurants, from simple trattorias to gourmet establishments.



**DAY 07 FRIDAY
FLORENCE/PISA (LIVORNO), ITALY**
The historic port city of Livorno is your gateway to Florence, birthplace of the Italian Renaissance, and Pisa, home of the famous leaning tower. Before leaving Livorno don't forget to shop along the Via Grande for locally produced olive oil and Chianti from the Tuscan vineyards.

**DAY 08 SATURDAY
VILLEFRANCHE
(CANNES/MONTE CARLO), FRANCE**
Next day, wake up to the picturesque French Riviera harbour town of Villefranche, on the beautiful Cote D'Azur. Villefranche sparkles with spectacular sun-kissed beaches and breathtaking views and is the perfect destination from which to experience the super-chic resorts of Cannes, Nice and Monte Carlo.

**DAY 09 SUNDAY
BARCELONA, SPAIN**
Barcelona is famed for its individuality, cultural interest and fascinating history. And with an overnight stay to look forward to you've got plenty of time to enjoy everything this exciting city has to offer. Stroll along Las Ramblas, a vibrant part of the city where street vendors and performers vie for your attention, then stop to marvel at the soaring spires of the Sagrada Família.

**DAY 10 MONDAY
BARCELONA, SPAIN**
Another day in the beautiful city of Barcelona and the chance to explore more of its cultural riches. The old town, comprising the Gothic Quarter and the Ribera and Raval districts, is famed for its historical monuments, narrow streets and Bohemian atmosphere. Or visit Sitges, a fishermen's village situated just 36 kilometres to the south that boasts great beaches, three marinas, and one of the best resorts in Spain.

**DAY 11 TUESDAY
MALAGA, SPAIN**
Next day, it's time to acquaint yourself with the bustling capital of the Costa del Sol, Málaga. Málaga's fascinating heritage, miles of beautiful beaches, picturesque gardens and superb weather make it the perfect cruise destination. The birthplace of Pablo Picasso, Málaga boasts a variety of interesting places to explore, from its historic old quarter, dating back nearly 800 years, to its many Moorish monuments.

**DAY 12 WEDNESDAY
LISBON, PORTUGAL**
As your ship sails into the historic harbour of Lisbon, you can share the same excitement that sailors for centuries experienced as they ventured into this magnificent maritime city. Enjoy spectacular views over the tiled rooftops of the city from the Square of Pedro de Alcantra Belvedere.

**DAY 13 THURSDAY
VIGO, SPAIN**
Your final port of call is the bustling Spanish port of Vigo. Take a shore excursion through the Galician countryside to the unique cathedral of Santiago del Compostela. The remarkable Romanesque cathedral dominates picturesque squares and plazas which themselves offer you a superb opportunity for shopping or simply exploring.

**DAY 14 FRIDAY
CRUISING**

**DAY 15 SATURDAY
RETURN SOUTHAMPTON, UK**

MAGNIFICENT CRUISE ONBOARD INDEPENDENCE OF THE SEAS

**BOOK EARLY AND
SAVE UP TO £400†**

For the best price of the day, visit www.royalcaribbean.co.uk

† Book before 31st July 2008 and save £200 per person, or up to £400 per stateroom. Terms and conditions apply to Early Booking Offer. Please see pages 8-9 for details.

Sardinia, Italy

