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La implementación de métodos alternativos para mejorar la comprensión auditiva de estudiantes de Educación Secundaria en el proceso de enseñanza y aprendizaje de la lengua extranjera inglesa

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Trabajo de Fin de Máster

THE IMPLEMENTATION OF ALTERNATIVE METHODS TO IMPROVE SECONDARY EDUCATION STUDENTS' LISTENING COMPREHENSION IN THE EFL LEARNING AND TEACHING PROCESS

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GENERAL INTRODUCTION

This final project has the objective of reflecting and analysing the multiple ways in which this post-graduate course, including both the theoretical subjects and the Practicum have contributed to my acquisition of a proper acquaintance with laws in education, foreign language teaching methods and strategies and also, techniques and resources in the second language learning and teaching, as well as the knowledge of educational didactic and system, and issues regarding cognitive and personality aspects that are developed in the stage of adolescence.

The present study is made up of three interrelated parts, as follows:

- The first one represents a theoretical framework about the teaching and learning processes studied during my post-graduate course. It basically consists of a descriptive and personal review in terms of making a general reflection on each one of the subjects I have coursed during that academic year.

- The second one presents a whole year teaching programme for the English subject, designed for students that are studying their 3rd year Secondary Education. It is important to note that this teaching programme is planned for the control group and the next part of the paper, introduces the new method of teaching for the experimental group.

- The last part consists of an educational research and innovation project in which I have deliberated a research in order to investigate the improvement of the effectiveness of the methods and tools used in the teaching of listening comprehension skill through the use of audio-visual materials and resources with the implementation of new innovative and creative activities which include the application of new technologies with the purpose of improving the listening comprehension in 3rd year Secondary Education students.

PART I

THEORETICAL FRAMEWORK

1. THEORETICAL FRAMEWORK

1.1 Introduction

With regard to the first part of my project, I will make a brief description on each one of the disciplines I have studied during this course and I will expose my principal thoughts about the knowledge I have reached regarding the theoretical and practical instructions I have been taught in the different subjects of this Master's degree.

Therefore, the disciplines of this course can be divided into two different modules: the generic module and the specific one.

1.2 Generic module

This generic module includes those subjects which provide us with a general knowledge that involves important pedagogical, sociological and psychological aspects in relation to the learning and teaching processes which should be taken into account when teaching a second language as future foreign language teachers. This module includes the following subjects: *Aprendizaje y Desarrollo de la Personalidad, Procesos y Contextos Educativos;* and *Sociedad, Familia y Educación.*

1.2.1 Aprendizaje y Desarrollo de la Personalidad

The subject *Aprendizaje y Desarrollo de la Persolalidad* has the purpose of providing us with the foundations of Secondary students development and learning, that is, the Psychology of Education. It is focused on the teenager development on the physical, mental as well as the thinking levels; and the adolescents learning capacities. One of the principal lessons deals with the personality development of teenagers that implies the development of certain cognitive abilities (Santillana, 2008) which are essential in the learning and teaching processess. Furthermore, this lesson also encompasses theoretical concepts such as self-esteem, self-concept, identity, metacognition; and executive functions as well as emotional intelligence; and the intrapersonal (self-awareness, self-regulation) and interpersonal (motivation, empathy, attention, memory) factors that have an influence on the learning capacity of adolescents.

Additionally, another important lesson on this subject includes the main models for teaching and learning which entails diverse theories for instance the innatist theory (Chomsky, 1957) in contrast to other learning theories regarding behaviourism such as the classical conditioning discovered by Pavlov (1927, the operant conditioning developed by Skinner (1938) who claimed that human behaviours depended on their consequences, establishing a relationship between behaviour and consequences. Also, Bandura's modelling learning (1977) consists of the behaviour learning by means of observing and imitating other people. In addition to the cognitive or constructivist's models, I also have to mention the Vygotsky's Cognitive Social model (1978) who established a Proximal Zone of Development; the Piaget's model (1952) that consists of a set of stages to develop the critical thinking and lastly, the Ausubel's model (2002) based on the meaningful learning. Moreover, this subject also deals with the special educational needs that some students require and learning disabilities such as attention deficit, autism and high intellectual capacity.

All the aforementioned learning theories are very useful to know the cognitive and learning development of the teenagers that provides important information to the teachers in order to have a broader vision of their learning capacity and therefore, to have the ability of adapting the teaching to their individual necessities.

Personally, I consider this subject one of the most useful and practical in this post-graduate course because it describes the physical, mental and emotional changes that are developed during the adolescent stage; which have a significant influence on the learning and teaching processes that we must consider as future teachers with the objective to improve our ways or techniques of teaching in order that students get a proper and successful learning.

1.2.2 Procesos y Contextos Educativos

The subject *Procesos y Contextos Educativos* is one of those belonging to the generic module of this course and it has a strong interdisciplinary approach along with the two other subjects of this module. It has a theoretical

and practical support in the area of Educational Didactic and School Organization and it is related to Pedagogy.

This subject is divided into four lessons that deals with the following contents:

1. The interaction and communication processes in the centre and classroom, which includes concepts and general approaches of the educational didatic, didactic components for the learning and teaching processes, the relationships in the classroom and basic processes to get an efficient management and pleasant and tolerant atmosphere in the classroom.
2. The educational administration and the Secondary centres that includes the organization and administration of the centres, the historical evolution of the Spanish educational system and legislation; and also its current context.
3. Pedagogical strategies for the teaching and learning in the Secondary centres, which includes theoretical and methodological skills, practices and resources, including those regarding new technologies for the learning and teaching processes of Secondary students.
4. The planning and the evaluation and assessment of Secondary Education students, using the Educational Project (*Proyecto Educativo del Centro, PEC)* as a guide to follow, that includes aspects such as the teaching programme, management and lesson planning, attention to diversity, evaluation climate of cooperation, guidance and pedagogical orientation and intervention for the resolution of possible conflicts in the classroom and the centre and last but not least, the quality of learning and its evaluation.

Personally, this subject has been one of the most important and practical for me as a future teacher of Secondary students because I have acquired specific knowledge about the Spanish legislation and Educational system, pedagogical strategies, methodological skills and useful resources for the learning and teaching processes, in addtion to the management and organization of the Secondary centres and besides, the capacity of

developing and making a teaching programme and a lesson planning to become a good teacher.

Finally, in order to improve our knowledge we have used different sources regarding the Spanish Educational System which are listed in the references section.

1.2.3 Sociedad, Familia y Educación

The last subejct of this generic module is *Sociedad, Familia y Educación* that is related to Sociology and it has provided us with information, skills and abilities concerning how to participate in the knowledge of the environment, the contact with family members and with the closest institutions that take part in the students learning process. Besides, we have studied contents related to social functions of education, social and educational inequalities, above all as regards the genre, the socio-economic status and the ethnic background; as well as the connection between family and education since the role of families is essential in their children's education and personal development; in addition to the function of teachers and the different institutions in the learning and teaching processes.

The last lesson of this subject is focused on the analysis of teachers as other social category, in which we study the occupational socialization, the teaching career and teaching practice including other important aspect, that is, the feminization within the teaching profession.

In general terms, this subject has provided us with an overview of the sociological role of the social education as well as the main socio functional elements involved. Now, I am able to comprehend the real sense of the word *Education* and the meaning of *Educating someone,* since it is not only the teaching of different contents that includes a particular subject but also the transmission of both ethical and moral values and principles, based on respect, tolerance, gender and social equalities, among others, because the most important aim is to educate people who will help the world become a better place where everyone has the same opportunities in both the educational and working environment without any discrimination and exclusion.

To conclude, in the practical lessons, we have also participated in some open debates on education and social issues implicated which have served to exchange different opinions and points of view or perspectives on the topics. Moreover, we have worked in groups during the whole course, so that it has allowed us to learn to work collaborately and to make group decisions including the distribution of time and tasks, the resolution of conflicts or the capacity to reach an agreement.

I would simply like to add that we have looked over several sources such as documentaries, films, newspapers' articles, reports, blog entries and statistical data from reliable assessment reports such as *PISA (Programme for International Student Assessment)* and *OCDE (The Organisation for Economic Co-operation and Development).*

1.3 Specific module

This module includes three specific subjects which are focused on the English foreign language teaching. Therefore, the knowledge and instruction we have acquired has to do with teaching methods and techniques, implementation of ICT (Information and communication technology) for teaching English as a foreign language, use of diverse resources and web tools, cognitive and neurological processes involved in the learning of a foreign language, development of the Intercultural competence in FL classroom, innovation and research in the ELT classroom and also, the analysis of innovative or research ELT projects among others.

The subejcts included in this specific module are: *Aprendizaje y Enseñanza de la Lengua Entranjera: Inglés, Complementos para la formación disciplinar: Inglés* and *Innovación docente e iniciación a la investigación educativa: Inglés.*

1.3.1 Aprendizaje y Enseñanza de la Lengua Extranjera: Inglés

Aprendizaje y Enseñanza de la Lengua Entranjera: Inglés is the only annual specfic subject in this post-graduate course that has been taught by two lecturers; the first half of the subject was given by Almudena Fernández Fontecha and the second half of the subject was given by Andrés Canga Alonso.

First of all, this subject is the continuation and is interrelated with the other specific subject called *Complementos para la formación disciplinar: Inglés* since the former is based on the extension of its contents and it provides us with the practical knowledge to apply the theory acquired to the English language teaching practice as foreign language in Secondary Compulsory Education *(ESO) and Bachillerato.*

The contents can be divided into three groups; the first one deals with those aspects belonging to the English foreign language curriculum in Secondary Education such as objectives, competences, contents, methodology, teaching resources and materials, assessment criteria and language testing, among others. For learning and analysing these contents, we used the information obtained from the Spanish legislation and the theoretical context of Spanish Educational System (f.e. *BOE, BOR, LOMCE, Common European Framework).* This information is fundamental for teachers because the Spanish law states both the basic curriculum and the foreign language curriculum for Secondary Education and *Bachillerato.*

The second part corresponds entirely to the practical and theoretical developments of second language learning and teaching processes and it comprises the design, elaboration, evaluation and teaching practice of didactic units which also include the use of ICT resources for the teaching of English as foreign/second language and as well, the application of the Content and Language Integrated Learning (CLIL) in the foreign language classroom. This latter is a methodology similar to but distinct from Language Immersion and Content-Based Instruction (CBI), that has been promoted by the European Commission in order to enhance both the language competences in general and, the teaching of non-linguistic subjects in foreign languages. This teaching approach involves developing interactive and innovative resources as well as the use of online applications and web tools for the second language learning and teaching process, as for instance, *SAMR model link, TED-Ed, visualthinking, powtoon, storybird, inklewriter, genial.ly, prezi, tumblr.com, kahoot, lextutor,wikispaces, dropbox, slideshare, youtube, vimeo, socrative, flipboard and scoop.it among others.*

Lastly, the third part comprises concepts as multiculturalism and multilingualism in FL classroom; likewise the distinction of meaning of terms

as intercultural, multicultural and cross-cultural awareness, and also, the different meaning of concepts like bilingualism, plurilingualism and multilingualism. Moreover, this part is associated with the development and application of Intercultural Competence in an EFL context and thus, other important issues including the design and elaboration of Intercultural tasks and accordingly, the specfic assessment methods required for the evaluation of intercultural competence on this kind of tasks when teaching a foreign language.

Finally, I would like to add that this subject has been one of the most laborious and difficult in this post-graduate course, but at the same time it has been above all, a fulfilling and rewarding experience after having reached the objectives required. I will simply mention that the fact of realising diverse complicated tasks on which we could implement the theoretical knowledge previously acquired, has been the greatest reward for me, as for example the elaboration and presentation of a CLIL project called *Mystery Project* for teaching English language to Secondary students.

1.3.2 Complementos para la formación disciplinar: Inglés

This subject has provided us with a global vision on the history and evolution of the foreign language teaching, concretely the English language, ranging from the early linguistic approaches and methods to the most current and innovative ones. Furthermore, this course offers a context for reflection on the required experience for Secondary Education English teachers, as well as some basic teaching strategies and pedagogical tools needed to develop the learner's communicative competence.

The subject was guided by Lecturer Mª Pilar Agustín Llach who started the course by introducing and defining some basic theoretical concepts such as second language teaching, language learning, foreign language education, bilingualism, learning vs. acquisition as well as establishing the main differences between these relevant concepts: approach, method and technique.

One of the most significant and useful lessons in this course has been the study and analysis of several foreign language teaching methods and approaches because having some knowledge about them might be very

useful for teachers since they are taught different didactic stratregies or techniques and also, teaching tools that can be applied effectively in a foreign language class where diversity of students is currently very common; the methods are divided into four different approaches, which are: Linguistic approaches (including the Grammar-Translation method, the Direct method, and the Audio-Lingual method), Humanistic approaches (containing Suggestopedia, the Silent Way, Total Physical Response and Community Language Learning), later on the Communicative approaches (including Communicative Language Approach and Task-Based Method) and lastly, Content approaches (CLIL). Finally, the last lesson is about the teacher training actions, including the language policy.

1.3.3 Innovación docente e iniciación a la investigación educativa: Inglés

This is the last specific subject of this module, it has been taught in the second half of the course and guided by Lecturers Mª Pilar Agustín Llach and Andrés Canga Alonso.

In general terms, this subject has the objective of reaching the following purposes:

Learning and applying innovative teaching proposals in the field of Education, concretely, in the teaching and learning of English as a foreign language as well as the use of ICT's resources and their application for the process of learning and teaching English as a foreign language within an educational context. In addition to know and apply new methodologies and basic techniques of research and innovation in the teaching and learning of English language, being able to design and develop educational projects for that purpose.

The contents of this course are grouped into three main units, as described below:

Unit 1. Research in ELT, this lesson contains basic terms and concepts concerning the research in ELT classroom, the role of teacher as researcher, research traditions in ELT as well as sources for research and also, methods of both data collection and data analysis in ELT.

Unit 2. Innovation in ELT, this includes the innovative teaching practice, the role of the teacher as an innovator and last but not least, the ELT innovation and research project that introduces steps and guidelines for its elaboration.

Unit 3. Innovation and Research in ELT within our Spanish National and Regional context, themes and topics for innovation and research in ELT classroom and finally, the analysis of examples of innovative/research ELT projects.

All these contents have provided me with specialized knowledge with respect to the use of methodologies and techniques for researching and regarding the design and development of innovative and research projects and their respective assessment.

Ultimately, the learning and study of this subject is fundamental in order to take cognizance of the issues related to innovative teaching practice and to the design and development of research projects in ELT classroom, therefore, it is an appropiate, positive and functional subject for the instruction of future English teachers and even, future researchers.

1.4 Conclusion

As far as I am concerned, this analysis of each of the different subjects that constitute the curriculum of this post-graduate course, have contributed to create a real perspective and a general vision of the Spanish Educational System and its organization of the principal components which comprise both the basic and the foreign language curriculum for Secondary Education and *Bachillerato,* as well as a deep comprehension of the main aspects with regard to the process of teaching and learning of a foreign or second language. Moreover, the application of new methodologies and diverse techniques that include the incorporation of new ICT's resources and webtools for the development and improvement of the process of English foreign language learning and teaching. In addition to the theoretical aspects, it is necessary to bear in mind the significant role of *Practicum* in consolidating the knowledge and skills acquired previously on the abovementioned subjects. Hence, I would simply like to add that the whole curriculum, in general, is effective, appropiate and useful for our theoretical and practical learning to become a qualified and efficient English teacher.

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PART II

TEACHING PROGRAMME

2. TEACHING PROGRAMME

2.1 Introduction: justification and legal framework

The Spanish Organic Law for the Improvement of Quality in Education (LOMCE 8/2013 on December 9th), the Spanish Royal Decree 1105/2014 on December 26th (BOE, Número 3. Sección 1. Página 176-177) defines the curriculum as the regulation of the fundamental elements that constitute the teaching-learning processes for each of the teaching areas and stages in Education.

Primarily, it is the responsibility of the Spanish Government to design and create the basic curriculum in order to guarantee a common academic training and the official status and validity of those teaching areas referred to under Spanish Law.

Secondly, it is important to mention that the teaching programme proposed here is directed towards the 3rd year Secondary Education students, that is, a group which receives a common and ordinary methodology of instruction and the new methodology proposed in the experiment is included in the third part of this paper.

It is essential to take into account the difference between both the Spanish and British Educational System. In both Systems, the Education is compulsory from five to sixteen years old. On the one hand, The Spanish System is developed into three stages: Primary Education, Secondary Education and Baccalaureate. On the other hand, The British System is divided into five Key Stages, which are as follows: Key Stage One corresponds to the 3rd year of Pre-school and the 1st year of Primary Education, Key Stage Two corresponds to the 2nd,3rd, 4th and 5th years of Primary Education, Key Stage Three corresponds to the 6th year of Primary Education and 1st and 2nd years Secondary Education, Key Stage Four corresponds to the 3rd and 4th years of Secondary Education and finally, Key Stage Five corresponds to the two years of Baccalaureate**.** Therefore, 3rd year Secondary Education corresponds to the British Key Stage Four.

2.2 Context

2.2.1 Characteristics of School

This teaching programme has been designed to be taught at the Catholic State School *"Ntra. Sra. de la Piedad",* that is located in the town of Nájera (La Rioja), whose address is 19, Cantarranas Street which is in the area of the old town. The School was founded in the year 1901, on successive years the number of students grew considerably and therefore, the educational offer was also expanded. At the present time, the educational centre provides pre-school, primary school and the first three years of secondary school.

Nowadays, the School has a total of 258 students, of which 74 students belong to pre-school, 145 to primary school and finally, 39 students are in secondary school. This educational centre is known by its education based on respect and tolerance, therefore it is integrated by students from different cultures, races, ethnical groups and religions. Moreover, there are also a 10% of students who need some kind of special education.

The socioeconomic level of the students is diverse although it is mostly of low and middle classes.

Because of the great variety of students, the centre is constantly reconsidering the organization of each course in order to get an effective and appropriate educational adaptation to each of the students.

In relation to the school facilities, the centre consists of two buildings which comprise several classrooms for all school years, a library, a computer lab, a classroom equipped for the technology workshop, a multi-purpose room, a teachers' room, and the headmistress's office, in addition to the school canteen, a chapel and three schoolyards.

2.2.2 Characteristics of the group

The teaching programme I have designed is specifically directed to 3rd year Secondary Education students.

The 3rd year Secondary Education group is composed of 18 students, of which eight are men and ten are women. In this group, there is a cultural variety, the students are mostly Spanish but there are also four students of Moroccan origin. Nevertheless, all the students are integrated in class, there is a good relationship between them and with the teachers. Furthermore, there is a friendly and comfortable environment in class and students are good classmates and tolerant and they respect each other and the teachers.

Generally, the intellectual level of the students is high although those immigrant students may find some more difficulties in certain subjects and then, they could need school reinforcement.

For those students who need support on some school subjects, there are special educational support measures in the school, such as small groups' classrooms or flexible groups in which they will receive the necessary personal attention and academic support. These measures are carried out by the same teachers of the academic centre.

In secondary education, the class schedule starts at 08:30 a.m. and finishes at 15:00 p.m. and it includes two break times.

Regarding the teaching of the foreign language, this group has a total of four teaching hours per week in which English is imparted as a second language. More precisely, the English language teaching hours for this group is the following: Monday (from 09:30 to 10:30), Tuesday (from 09:30 to 10:30), Wednesday (from 10:30 to 11:30) and Friday (from 09:30 to 10:30).

Lastly, in the case of the English language learning and teaching, students have not showed yet a clear evidence of the difficulty in the learning of the foreign language, so that it is expected that no student will need extra or reinforcement material for their learning and comprehension of the subject. Consequently, it is expected that the course syllabus will be entirely developed and without any difficulty. Likewise, the syllabus development and the pace of the lessons will be always adapted to all students' needs. Moreover, teacher will be able to deal with the specific needs of each student on a more personal basis.

2.3 Objectives

2.3.1 Stage objectives

According to the Spanish Education Organic Law for the improvement of the quality of education (LOMCE 8/2013 on December 9th), the Spanish Royal Decree 1105/2014 on December 26th (BOE, Número 3. Sección 1. Página 176-177) establishes the objectives of secondary education referred to the achievements that students must accomplish when a period finishes as a result of the learning and teaching experiences previously planned with this purpose.

Next, I itemize the objectives of secondary education that I consider to be the most relevant for the English language teaching and those more important related to the syllabus I have designed. These are the following:

1. *Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.*
2. *Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.*
3. *Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.*
4. *Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.*
5. *Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.*
6. *Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.*
7. *Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad*

Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.

8. *Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.*
9. *Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.*

2.3.2 Area objectives

According to *the Spanish Royal Decree 1105/2014 on December 26th* and following the Council of Europe's *Common European Framework of Reference for Languages* (CEFR), students must be able to carry out progressive communication tasks in order to gradually develop their communicative competence in a foreign language and also, to develop skills in all Key competences. Therefore, the objectives for the area of Foreign languages in Secondary Education are:

1. To understand global and specific information from oral messages in different communicative situations.
2. To produce oral messages related to usual communicative competences, inside and outside the classroom, both in a coherent and autonomous way.
3. To read written messages in English in an autonomous way in order to identify general and specific information and to use the activity of reading as a pleasure and personal enrichment.
4. To plan and organize written texts about different topics and with different purposes by means of adequate cohesion and coherence devices.
5. To use lexical and structural devices as well as phonological patterns, stress and intonation in different communicative situations.
6. To develop strategies for autonomous learning and to integrate knowledge from other areas to the use and practice of the foreign language.
7. To use learning strategies, including ICT, dictionaries and grammar books to select and present information, both in oral and written contexts.

8. To be aware of how a foreign language works and appreciate it as an instrument to access information and as a learning tool in different contexts.
9. To appreciate the foreign language as a means of communication with people from other countries, avoiding discrimination and stereotypes.
10. To show a positive attitude towards the use of the foreign language, and towards learning.

2.4 Key Competences

According to the Spanish Royal Decree 1105/2014 on December 26th (BOE, Número 3. Sección 1. Página 172), which establishes the curriculum of Secondary Education and Bachillerato, the Key competences are the following:

1. Comunicación lingüística.
2. Competencia matemática y competencias básicas en ciencia y tecnología.
3. Competencia digital.
4. Aprender a aprender.
5. Competencias sociales y cívicas.
6. Sentido de iniciativa y espíritu emprendedor.
7. Conciencia y expresiones culturales.

The efficient procurement of these seven competences and its successful integration in the curriculum, is of a crucial importance in order to enable the learners to successfully achieve the contents of the foreign language required in the curriculum. For this purpose, integrated learning tasks will be designed to let learners progress towards learning achievements of one or more competences simultaneously.

2.5 Contents

As stated in the Royal Decree 19/2015 on June 12th which establishes the curriculum of secondary education in the Autonomous Community of La Rioja (BOR Núm. 79 Página 12534-12540), the contents of the first foreign language in the curriculum are divided into four main blocks of contents:

BLOQUE I. Comprensión de textos orales.

Estrategias de comprensión:

- Movilización de información previa sobre tipo de tarea y tema.

- Identificación del tipo textual, adaptando la comprensión al mismo.
- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).
- Formulación de hipótesis sobre contenido y contexto.
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas (*).

Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales;

alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación. Patrones sonoros, acentuales, rítmicos y de entonación.

- BLOQUE II. Producción de textos orales: expresión e interacción.

Estrategias de producción:

Planificación

- - Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.
- - Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.

Ejecución

- Expresar el mensaje con claridad, coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.
- Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.
- Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).
- Compensar las carencias lingüísticas mediante procedimientos lingüísticos,
- paralingüísticos o paratextuales:

Lingüísticos

- Modificar palabras de significado parecido.
- Definir o parafrasear un término o expresión.

Paralingüísticos y paratextuales.

- Pedir ayuda.
- Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.
- Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).
- Usar sonidos extralingüísticos y cualidades prosódicas convencionales.

- Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas (*).

Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación. Patrones sonoros, acentuales, rítmicos y de entonación.

- BLOQUE III. Comprensión de textos escritos

Estrategias de comprensión:

- Movilización de información previa sobre tipo de tarea y tema.
- Identificación del tipo textual, adaptando la comprensión al mismo.

- Distinción de tipos de comprensión (sentido general, información esencial, puntos principales).
- Formulación de hipótesis sobre contenido y contexto.
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.
- Reformulación de hipótesis a partir de la comprensión de nuevos elementos.

Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.
- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas (*).

Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio

ambiente, clima y entorno natural; y tecnologías de la información y la comunicación. Patrones gráficos y convenciones ortográficas.

- BLOQUE IV: Producción de textos escritos: expresión e interacción

Estrategias de producción:

Planificación

- Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).
- Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.).

Ejecución

- Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.
- Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.
- Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).

Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- Iniciación y mantenimiento de relaciones personales y sociales.
- Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.
- Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.
- Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.
- Expresión del conocimiento, la certeza, la duda y la conjetura.

- Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.
- Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.
- Formulación de sugerencias, deseos, condiciones e hipótesis.
- Establecimiento y mantenimiento de la comunicación y organización del discurso.

Estructuras sintáctico-discursivas (*).

Léxico escrito de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación. Patrones gráficos y convenciones ortográficas.

2.6 Methodology

According to the Common European Framework for Languages: Learning, Teaching, Assessment (Council for Cultural Cooperation Education Committee, Strasbourg, 2001.Traducción en español, Ministerio de Educación, Cultura y Deporte, Subdirección General de Cooperación Internacional, Madrid, 2002, página 141),

A fundamental methodological principle from the Council of Europe has been that the methods employed in the learning, teaching and investigation of the language are those considered more efficient to reach the required objectives, taking into account the particular students' necessities as well as the material resources used. For a long time, the Council of Europe has promoted an approach based on the communicative necessities of the students and the use of materials and methodologies that allow them to satisfy those needs and to be appropriate for their traits.

Taking into account the above mentioned points, and following the principles established in the curriculum of Secondary Education, focused on the characteristics and needs of each one of students, the methodology that will be used in this teaching programme will be mainly the Communicative Approach or

Communicative Language Teaching, also including a combination of different language-teaching approaches, methods and techniques which promote the motivation and interest of students in the second language learning, and therefore, the fulfilment of the objectives established in the Secondary curriculum.

Following this methodology, it will be an attempt to obtain a comfortable and calm atmosphere in the classroom in order to encourage students' participation and interaction in the activities and projects that will be carried out in class.

Moreover, diverse strategies will be utilized to favour students' autonomy, their creativity and intuition. This method also contributes to the process of socialization, integrating every student in the classroom. The approach used is student-centred, because it is very important to adapt the learning strategies and methods to each student's needs.

Furthermore, the activities will be interdisciplinary, that is, these are related to other subjects, so that students can connect the foreign language learning with other areas such as international culture, sports, music, science, technology, cooking and so on.

In addition to this, the methodology will be also general and specific of the foreign language studied. Therefore, this will include the following elements:

- Linguistic Content: vocabulary and grammar based in the context, making use of digital resources and web tools to foster the gradual acquisition of autonomous mechanisms of learning.

- Integrated skills: making use of an integrated approach of the skills, students are encouraged to develop productive and receptive skills. In each one of the lesson, integrated practice of reading, listening, writing and speaking will be provided in order to improve the communicative skills of students in a real context.

2.7 Attention to diversity

In accordance with the Royal Decree 19/2015 on June 12th which establishes the curriculum of secondary education and regulates attention to diversity in the Autonomous Community of La Rioja (BOR Núm. 79 pp. 12377-12379),

As a general principle, educational institutions have the necessary organizational and curricular measures that allow them, in the exercise of their

autonomy, a flexible organization of secondary education and a personalized attention to students with special educational needs and high intellectual abilities.

For this purpose, centres must develop a Plan of attention to diversity to be incorporated into the educational project. This plan will be developed through the Plan of orientation and Tutorial action plan and through the teaching programmes as well.

According to the article 18 of the Royal Decree 19/2015, within the framework of the attention to diversity, it is considered that a student requires a different educational attention from the ordinary, anyone who may reveal special educational needs, specific learning difficulties, ADHD, high intellectual capacities, late incorporation to the educational system, or personal conditions, in order that they can achieve maximum progress and development in their personal and linguistic abilities, and in any event, the stage objectives established as a general rule for all the students.

Spanish Educational Institutions should have measures of attention to diversity at their disposal, either organizational and methodological, which provide them with flexible organization and personalized attention to students according to their individual needs.

In this case, in our class group of 3rd year Secondary Education, there are no students with Special Educational Needs with a prescribed psycho-pedagogical assessment or curricular adaptations. Nevertheless, we must consider the fact that along the academic year or in subsequent years, new immigrant students as well as students from other education centres can join the group. Consequently, those students can feel dissimilar to the rest of the group, considering their poor knowledge of the English language, or on the contrary, have a higher level of the language, in comparison to the average level of the rest of the students in the same classroom. Consequently, those students who have difficulties to adapt or conform to the new situation and circumstances at the school level will need special and well-elaborated didactic material which can serve as scholar reinforcement and support, so they achieve better results in their lessons.

Regardless of the reason why students require special education needs, the educational centres must provide them with the specific and appropriate didactic materials as well as personal support in order to enhance students' learning.

2.8 Resources and Materials

The materials and resources used for the elaboration of this teaching programme and the different activities proposed in the third section of this paper for 3rd year Secondary Education students are the following:

Books:

- Bowen, Tim. Pulse 3. Teacher's Book. (2014) Ed. Macmillan.
- McBeth, Catherine. Pulse 3. Student's Book. (2014) Ed. Macmillan.
- Jackson, Sarah; Ludlow, Karen. Pulse 3. Workbook. (2015) Ed. Macmillan.
- "A Sherlock Holmes Collection". Reading Book. Ed. Burlington

Web tools and Websites:

Use of a variety of web tools and websites to create and develop different activities and innovative tasks to complete and enhance students' learning and moreover, to encourage them to improve their overall English language skills. The diverse Web 2.0 tools are included in various ways in the research and innovation project as the implementation of a new methodology in the process of learning and teaching of the listening comprehension applied to the experimental group. Some examples are *Genially, Youtube, powtoon, Ted-ed, Dropbox, Prezi, Scoop.it, Slideshare, Wikispaces, Storybird, Kahoot, Flipboard, Isuu, Socrative, Khan Academy and Newsela,* among others, and some websites are *macmillansecondary.es*, *pulse.macmillan.es*, *britishnationalcorpus.com, britishcouncil.org, wordreference.com, ororo.tv,* etc.

Classroom equipment:

Computer and/or portable, slide projector, DVD player, sound equipment, whiteboard.

Others:

DVDs, Videos, Worksheets, Academic articles, Newspapers, and so on.

2.9 Learning Standards

In accordance with the Royal Decree 19/2015 on June 12th which establishes the curriculum of secondary education and regulates the Learning Standards in the Autonomous Community of La Rioja (BOR Núm. 79 pp.12535-12541),

- **Bloque I. Comprensión de textos orales.**

– Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera lenta y clara (p. e. cambio de puerta de embarque en un aeropuerto, información sobre actividades en un campamento de verano, o en el contestador automático de un cine), siempre que las condiciones acústicas sean buenas y el sonido no esté distorsionado.

– Entiende lo esencial de lo que se le dice en transacciones y gestiones cotidianas y estructuradas (p. e. en hoteles, tiendas, albergues, restaurantes, centros de ocio, de estudios o trabajo).

– Identifica el sentido general y los puntos principales de una conversación formal o informal entre dos o más interlocutores que tiene lugar en su presencia cuando el tema le resulta conocido y el discurso está articulado con claridad, a velocidad media y en una variedad estándar de la lengua.

– Comprende, en una conversación informal en la que participa, descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés cuando se le habla con claridad, despacio y directamente y si el interlocutor está dispuesto a repetir o reformular lo dicho.

– Identifica la información esencial de programas de televisión sobre asuntos cotidianos o de su interés articulados con lentitud y claridad (p. e. noticias, documentales o entrevistas), cuando las imágenes ayudan a la comprensión.

- **Bloque II. Producción de textos orales: Expresión e Interacción.**

– Participa en conversaciones informales, cara a cara o por teléfono u otros medios técnicos, en las que establece contacto social, intercambia información y expresa opiniones y puntos de vista, hace invitaciones y

ofrecimientos, pide y ofrece cosas, pide y da indicaciones o instrucciones, o discute los pasos que hay que seguir para realizar una actividad conjunta.

- **Bloque III. Comprensión de textos escritos.**

– Comprende correspondencia personal, en cualquier formato, en la que se habla de uno mismo; se describen personas, objetos y lugares; se narran acontecimientos pasados, presentes y futuros, reales o imaginarios, y se expresan sentimientos, deseos y opiniones sobre temas generales, conocidos o de su interés.
– Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional (p. e. sobre un curso de idiomas o una compra por Internet).
– Capta las ideas principales de textos periodísticos breves en cualquier soporte si los números, los nombres, las ilustraciones y los títulos vehiculan gran parte del mensaje.
– Entiende información específica esencial en páginas Web y otros materiales de referencia o consulta claramente estructurados sobre temas relativos a materias académicas, asuntos ocupacionales, o de su interés (p. e. sobre un tema curricular, un programa informático, una ciudad, un deporte o el medio ambiente), siempre que pueda releer las secciones difíciles.
– Comprende lo esencial (p. e. en lecturas para jóvenes) de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.

- **Bloque IV. Producción de textos escritos: Expresión e Interacción.**

- Completa un cuestionario sencillo con información personal y relativa a su formación, ocupación, intereses o aficiones (p. e. para suscribirse a una publicación digital, matricularse en un taller, o asociarse a un club deportivo).

- Escribe notas, anuncios y mensajes breves (p. e. en Twitter o Facebook) relacionados con actividades y situaciones de la vida cotidiana, de su interés

personal o sobre temas de actualidad, respetando las convenciones y normas de cortesía y de la netiqueta.

- Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares y señalando los principales acontecimientos de forma esquemática.

- Escribe correspondencia formal básica y breve, dirigida a instituciones públicas o privadas o entidades comerciales, solicitando o dando la información requerida de manera sencilla y observando las convenciones formales y normas de cortesía básicas de este tipo de textos.

2.10 Assessment

2.10.1 Assessment Criteria

In accordance with the Royal Decree 19/2015 on June 12th which establishes the curriculum of secondary education and regulates specific aspects about its organization, as well as the assessment, promotion and degree of the students in the Autonomous Community of La Rioja (BOR Núm. 79 pp. 12535-12541),

- **Bloque I. Comprensión de textos orales.**

- Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales breves y bien estructurados, transmitidos de viva voz o por medios técnicos, y articulados a velocidad lenta o media, en un registro formal, informal o neutro, y que versen sobre asuntos cotidianos en situaciones habituales o sobre temas generales o del propio campo de interés en los ámbitos personal, público, educativo y ocupacional, siempre que las condiciones acústicas no distorsionen el mensaje y se pueda volver a escuchar lo dicho.

- Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.

- Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana (hábitos de estudio y de trabajo, actividades de ocio), condiciones de vida (entorno, estructura social), relaciones interpersonales (entre hombres y mujeres, en el trabajo, en el centro educativo, en las instituciones), comportamiento (gestos, expresiones faciales, uso de la voz, contacto visual), y convenciones sociales (costumbres, tradiciones).

- Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.

- Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común, y reconocer los significados e intenciones comunicativas generales relacionados con los mismos.

- **Bloque II. Producción de textos orales: Expresión e Interacción.**

- Producir textos breves y comprensibles, tanto en conversación cara a cara como por teléfono u otros medios técnicos, en un registro neutro o informal, con un lenguaje sencillo, en los que se da, solicita e intercambia información sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo u ocupacional, y se justifican brevemente los motivos de determinadas acciones y planes, aunque a veces haya interrupciones o vacilaciones, resulten evidentes las pausas y la reformulación para organizar el discurso y seleccionar expresiones y estructuras, y el interlocutor tenga que solicitar a veces que se le repita lo dicho.

- Conocer y saber aplicar las estrategias más adecuadas para producir textos orales breves y de estructura simple y clara, utilizando, entre otros, procedimientos como la adaptación del mensaje a patrones de la primera lengua u otras, o el uso de elementos léxicos aproximados si no se dispone de otros más precisos.

- Conocer y utilizar un repertorio léxico oral suficiente para comunicar información y opiniones simples y directas en situaciones cotidianas y

habituales, aunque en situaciones menos corrientes haya que adaptar el mensaje.

- Pronunciar y entonar de manera clara e inteligible, aunque a veces resulte evidente el acento extranjero, o se cometan errores de pronunciación siempre que no interrumpan la comunicación, y los interlocutores tengan que solicitar repeticiones de vez en cuando.

- **Bloque III. Comprensión de textos escritos.**

- Identificar la información esencial, los puntos más relevantes y detalles importantes en textos, tanto en formato impreso como en soporte digital, breves y bien estructurados, escritos en un registro formal, informal o neutro, que traten de asuntos cotidianos, de temas de interés o relevantes para los propios estudios y ocupaciones, y que contengan estructuras sencillas y un léxico de uso común.

- Conocer y saber aplicar las estrategias más adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.

- Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización textual (introducción del tema, desarrollo y cambio temático, y cierre textual).

- Reconocer, y aplicar a la comprensión del texto, los constituyentes y la organización de estructuras sintácticas de uso frecuente en la comunicación escrita, así como sus significados asociados (p. e. estructura interrogativa para hacer una sugerencia).

- Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, e inferir del contexto y del cotexto, con apoyo visual, los significados de palabras y expresiones de uso menos frecuente o más específico.

- Reconocer las principales convenciones ortográficas, tipográficas y de puntuación, así como abreviaturas y símbolos de uso común, y sus significados asociados.

- **Bloque IV. Producción de textos escritos: Expresión e Interacción.**

- Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara sobre temas cotidianos o del propio interés, en un registro formal, neutro o informal, utilizando adecuadamente los recursos básicos de cohesión, las convenciones ortográficas básicas y los signos de puntuación más comunes, con un control razonable de expresiones y estructuras sencillas y un léxico de uso frecuente.

- Conocer y aplicar estrategias adecuadas para elaborar textos escritos breves y de estructura simple, p. e. copiando formatos, fórmulas y modelos convencionales propios de cada tipo de texto.

- Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos adquiridos relativos a estructuras sociales, relaciones interpersonales, patrones de actuación, comportamiento y convenciones sociales, respetando las normas de cortesía más importantes en los contextos respectivos.

- Llevar a cabo las funciones demandadas por el propósito comunicativo, utilizando los exponentes más comunes de dichas funciones y los patrones discursivos de uso más frecuente para organizar el texto escrito de manera sencilla con la suficiente cohesión interna y coherencia con respecto al contexto de comunicación.

- Conocer y utilizar un repertorio léxico escrito suficiente para comunicar información, opiniones y puntos de vista breves, simples y directos en situaciones habituales y cotidianas, aunque en situaciones menos corrientes y sobre temas menos conocidos haya que adaptar el mensaje.

- Conocer y aplicar, de manera adecuada para hacerse comprensible casi siempre, los signos de puntuación elementales (p. e. punto, coma) y las reglas ortográficas básicas (p. e. uso de mayúsculas y minúsculas, o separación de palabras al final de línea), así como las convenciones ortográficas más habituales en la redacción de textos en soporte electrónico (p. e. SMS, WhatsApp).

2.10.2 Assessment Procedure

The assessment procedure that will be carried out in this 3rd year Secondary Education will consist in a diagnostic, formative and summative assessment.

Firstly, a diagnostic assessment will be performed at the beginning of the course with the only objective of getting useful information about students' previous knowledge of the English foreign language.

Thus, the teacher can know which skills must be reinforced and so, to choose the adequate didactic tasks and strategies with the goal of improving the students' knowledge.

Afterwards, formative and summative assessment will be carried out along the academic year.

Regarding the formative assessment, it will be taken place during lessons by observing their positive attitude and behaviour, their active participation and class work and lastly, by checking their homework.

In relation to the summative assessment, this will be developed through written tests that will take place in each of three terms of the academic year, in addition to some class project or task required.

Assessment Evaluation

The student's final mark is the set of the scores obtained from the different tests realized as well as other factors to be considered. This result is taken as the average value of the sum of the percentages of the different aspects evaluated.

The percentages of each element that will be considered to calculate the final mark are detailed below:

- ✓ Written test: 70%
  - 20% Reading
  - 20% Writing
  - 15% Listening
  - 15% Speaking
- ✓ Class work (Class Project or Task): 10%
- ✓ Homework: 10%
- ✓ Attitude and participation: 10%

2.11 Didactic units: content sequence

The present course syllabus comprises 15 didactic units that will be developed in, approximately, eight sessions each. Each of them will include different sections containing the goals of the unit, the main contents according to the four blocks in accordance with *the Royal Decree 19/2015 on June 12th*, the key competences as established in *the Spanish Royal Decree 1105/2014 on December 26th*, which will be shown as abbreviations such as C1, C2, C3, C4, C5, C6 and C7 both equally and respectively ordered and listed, in addition to the methodology and the materials involved in the development of each unit. The distribution of the 15 didactic units will be determined in accordance with school calendar.

The organization of the 15 didactic units is presented here below:

Didactic units	**Sessions**	**Term**
Unit 1. Meeting Up!	6	1st term (September-December)
Unit 2. Connected	8	
Unit 3. To the Limit	8	
Unit 4. Is it Art?	7	
Unit 5. Talking Fashion	6	
Unit 6. Making a Video	8	
Unit 7. That's Life!	8	2nd term (January-March)
Unit 8. City Life	6	
Unit 9. Blue Planet	8	
Unit 10. Young Entrepreneurs	8	
Unit 11. Creating a Company	8	
Unit 12. Crime Scene	8	3rd term (April-June)
Unit 13. A Better World	7	
Unit 14. Learning Styles	5	
Unit 15. Radio Programme	5	

2.12 Didactic units

<table>
<tr><th colspan="3">UNIT 1. MEETING UP!</th><th colspan="7">First Term / 6 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="7">Listening and Speaking: Interaction and Production
- Comprehensive listening of a phone conversation.
- Expression of opinions (likes and dislikes) about leisure time activities such as cultural and sport activities.
- Discussion in pairs about different activities they do at the weekends by expressing their personal opinions.</td></tr>
<tr><td>Block II</td><td colspan="7">Reading and Writing: Interaction and Production
- Identification and general comprehension of the reading “An English youth club”.
- Discern the communicative purpose of the text.
- Asking questions about content and context of the reading.
- Comprehensive reading of the textual and paratextual features, and organization of information in an informative text, identifying its parts.
- Writing of an informative text dealing with leisure time activities.</td></tr>
<tr><td>Block III</td><td colspan="7">Linguistic Knowledge
- Functions of language and grammar to describe likes and dislikes and express personal interests.
- Present simple, adverbs of frequency and present continuous.
- Comparatives and superlatives.
- Wh- questions and short answers.
- Vocabulary: Communication verbs and adjectives and their opposites.
- Pronunciation: /e/ in comparatives and the correct stress and intonation in questions and statements.</td></tr>
<tr><td>Block IV</td><td colspan="7">Sociocultural Aspects and Intercultural Awareness
- Knowledge and value of the most relevant cultural elements and activities of an English youth club.
- Contrast between the sociocultural aspects and specified elements of physical geography and location in Great Britain and Spain.</td></tr>
<tr><td colspan="10">Objectives
- To learn communication verbs and the difference between say, tell, speak and talk.
- To revise the present simple, adverbs of frequency and the present continuous.
- To revise adjectives and their opposites.
- To revise comparative and superlative forms.
- To read a text and do a quiz about British geography.
- To read about an English youth club.
- To listen to a phone conversation.
- To talk about likes and dislikes.
- To write a personalized dialogue.</td></tr>
<tr><td colspan="2">Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td colspan="2">C7</td></tr>
<tr><td colspan="10">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="10">Materials & Resources
Student’s book, Workbook, Laptop, Projector, Whiteboard, DVD’s, CD Audio, Interactive grammar table, Geography article.</td></tr>
</table>

<table>
<tr><th colspan="2">UNIT 2. CONNECTED</th><th colspan="6">First Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="6">Listening and Speaking: Interaction and Production
- Comprehensive listening of three short telephone calls.
- Understanding of interpersonal communications between two friends talking about apps.
- Listening to someone making a complaint.
- Ask and answer questions using the past continuous.
- Planning, production and interaction of a dialogue about making a complaint.
- Introduction of oneself referring to their preferences about habits and use of technologies.</td></tr>
<tr><td>Block II</td><td colspan="6">Reading and Writing: Interaction and Production
- Identification and use of reading strategies for interpreting data in a book review about technology use.
- Understanding of general, specific and detailed information in a web page related to mobile phone shop.
- Identification and comprehension about specific information in descriptions of social media apps.
- Writing a personalized dialogue about making a complaint.
- Writing a product review in three steps: plan, write and check.
- Learning how to use adverbs of degree.</td></tr>
<tr><td>Block III</td><td colspan="6">Linguistic Knowledge
- Functions of language and grammar for describing likes and dislikes and making a complaint.
- Recognition, understanding and appropriate use of past simple and past continuous in affirmative, negative and interrogative forms.
- Understanding and use of synonyms and antonyms.
- Vocabulary describing different technologies and social media.
- Recognition, understanding and appropriate use of phrasal verbs relating to communication.
- Pronunciation: past simple endings and sentence stress.</td></tr>
<tr><td>Block IV</td><td colspan="6">Sociocultural Aspects and Intercultural Awareness
- Reading and comprehension of a brief history of social media.
- Contrast and discuss which websites they use.
- Reading and comprehension of a text about Owl Hall by Robert Campbell by answering comprehension key questions.</td></tr>
<tr><td colspan="8">Objectives
- To learn vocabulary and words related to technology and new media.
- To ask and answer questions about their use of gadgets in their free time.
- To recognize, understand and correctly use of past simple and past continuous.
- To revise the past simple of irregular verbs.
- To recognize and use correctly phrasal verbs relating to Communication.
- To use adverbs of degree to modify adjectives or adverbs.
- To express themselves both accurately and fluently orally when talking about likes and dislikes and their use of technologies, social medias and websites.
- To write in a clear and well-structured way personal opinions, dialogues and reviews relating to technology use by using an adequate style and grammatical strategies.</td></tr>
<tr><td colspan="2">Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td>C7</td></tr>
<tr><td colspan="8">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="8">Materials & Resources
Student’s book, Workbook, Laptop, Projector, Cultural video, CD Audio, Interactive grammar tables, worksheets, websites, web tools, infographics.</td></tr>
</table>

<table>
<tr><th colspan="3">UNIT 3. TO THE LIMIT</th><th colspan="5">First Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="5">Listening and Speaking: Interaction and Production
- Comprehensive listening of three short conversations.
- Understanding of general, specific and detailed information from a TV programme about a charity.
- Correct and precise comprehension of an emergency call.
- Understanding of an interpersonal communication between two friends asking and answering questions about extreme sports.
- Prepare and act out a personalized dialogue about making an emergency call.
- Expressing personal opinion about a web profile.</td></tr>
<tr><td>Block II</td><td colspan="5">Reading and Writing: Interaction and Production
- Identify specific and detailed information in a web profile about a wheelchair athlete, in some news reports about different emergencies and in a sign about what to do in an emergency.
- Writing a personalized dialogue about making an emergency call.
- Writing a blog post.</td></tr>
<tr><td>Block III</td><td colspan="5">Linguistic Knowledge
- Functions of language and grammar for describing injuries, illness and symptoms.
- Present perfect and past simple. Use of for, since, just, yet, already, ever and never.
- Recognize and use vocabulary to describe adventure sports and learn new vocabulary about extreme sports.
- (-ed / -ing) adjectives.
- Pronunciation of contractions in Present perfect tense.</td></tr>
<tr><td>Block IV</td><td colspan="5">Sociocultural Aspects and Intercultural Awareness
- Knowledge and value of the most relevant cultural elements and characteristics about The emergency services in Britain. Comparison between British and Spanish emergency services.
- Cultural video about Extreme sports.
- Cultural reading texts.</td></tr>
<tr><td colspan="6">Objectives
- To learn words related to adventure sports and some adjectives with -ed and -ing endings.
- To revise the present perfect of regular and irregular verbs.
- To use the present perfect with time expressions such as for, since, just, already, ever and never.
- To contrast and use correctly the past simple and the present perfect.
- To understand and comprehend reading texts as web profiles, news reports and a notice.
- To understand properly a charity television programme organized by BBC channel, short conversations and an emergency call.
- To express opinions about news reports, web profiles, etc.
- To read properly and accurately texts about the Olympic Games and The London Marathon.
- To write a personalized dialogue about what situations can be described as an emergency.
- To write a blog post.</td></tr>
<tr><td colspan="2">Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td>C7</td></tr>
<tr><td colspan="6">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="6">Materials & Resources
Student’s book, Workbook, Laptop, Projector, Videos, CD Audio, Websites, Web articles, News reports, Web tools, Worksheets, Web Quests, etc.</td></tr>
</table>

<table>
<tr><th colspan="2">UNIT 4. IS IT ART?</th><th colspan="7">First Term / 7 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="7">Listening and Speaking: Interaction and Production
- Comprehensive listening of an audio tour giving opinions.
- Exchanging opinions about a piece of art.
- Listen to two people giving opinions in an art gallery.
- Ask and answer questions about art in the students' town.</td></tr>
<tr><td>Block II</td><td colspan="7">Reading and Writing: Interaction and Production
- General comprehension and understanding of specific information and gist of a feature article about artist Ben Wilson.
- Comprehension of general and specific information of a magazine article about the history of beauty.
- Comprehensive reading of the textual and paratextual features, and organization of information in an informative text about body decoration around the world and a floor plan of an art gallery; identifying its parts.
- Writing a personalized dialogue about giving opinions.
- Writing a for and against essay in three steps by using connectors of contrast and addition.</td></tr>
<tr><td>Block III</td><td colspan="7">Linguistic Knowledge
- Use of functional language and grammatical structures to make phrases for giving opinions.
- Expressions of quantity: some / any, (too) much / many, a few and a lot of. Use of too and (not) enough.
- Learn new vocabulary to describe the visual arts, body art and body decoration.
- Pronunciation of difficult sounds (gh) and word stress in compound nouns.</td></tr>
<tr><td>Block IV</td><td colspan="7">Sociocultural Aspects and Intercultural Awareness
- Read the text of Body decoration around the world carefully and complete the comprehension activities.
- Compare with customs in their own country and contrast relevant sociocultural aspects with those in your own country.
- Read a leaflet with visitor information and learn to interpret maps and plans at the art gallery.</td></tr>
<tr><td colspan="9">Objectives
- To recognize, understand and correctly use vocabulary to describe the visual arts, body art and body decoration.
- To recognize, understand and correctly use expressions of quantity and draw parallels to L1.
- To learn how to discuss differences with their own society.
- To learn reading strategies for interpreting maps and plans.
- To identify specific information in a feature article about an unusual street artist.
- To find out more online about artist Ben Wilson.
- To learn how to give opinions about art and write a for and against essay.</td></tr>
<tr><td>Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td>C7</td></tr>
<tr><td colspan="9">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="9">Materials & Resources
Student's book, Workbook, Laptop, Projector, Videos, CD Audio, Websites, Feature article, Cultural and social reports, Maps, Plans, Web tools, Worksheets, Web Quests, Voice recording tools (found in www.voxopop.com, voicethread.com, etc.)</td></tr>
</table>

<table>
<tr><th colspan="2">UNIT 5. TALKING FASHION</th><th colspan="7">First Term / 6 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="7">Listening and Speaking: Interaction and Production
- Comprehensive listening of a fashion report from the 2014 MTV Video Music Awards and Answering the questions.
- Give personal opinion about dress codes in different situations.
- Discussion in small groups about diverse prototypes of fashion clothes and fashion victims, making comparisons and giving their personal opinions.</td></tr>
<tr><td>Block II</td><td colspan="7">Reading and Writing: Interaction and Production
- Comprehensive reading of the textual and paratextual features, and organization of information in an informative text, identifying its parts.
- Accurate and careful reading of an online newspaper article and a report.
- Writing a descriptive text of Fashion, using opinion sentences and the appropriate order of adjectives.</td></tr>
<tr><td>Block III</td><td colspan="7">Linguistic Knowledge
- Use of functional language and grammatical structures to make phrases for giving opinions.
- Recognize and correctly use of Gerunds and Infinitives.
- Learn Fashion vocabulary and fashion adjectives.
- Pronunciation of difficult sounds (s) and (k), and word stress in two syllables words.</td></tr>
<tr><td>Block IV</td><td colspan="7">Sociocultural Aspects and Intercultural Awareness
- Read and identify sociocultural aspects and intercultural elements
in the articles about Shopping Around the World.
- Compare American and British interesting shopping places with those in your country and write a paragraph.
- Watch a Cultural video: New Zeland.
- Read a literary text: The Picture of Dorian Gray by Oscar Wilde and answer the questions.</td></tr>
<tr><td colspan="9">Objectives
- To recognize, understand and correctly use of Gerunds and Infinitives.
- To revise, understand and correctly use of Fashion vocabulary and fashion adjectives.
- To learn how to order the adjectives.
- To learn how to write a personalized dialogue, using personal opinion clauses.
- To identify general and specific information in an informative text of an online newspaper article and a report.
- To find out more online about the literary author Oscar Wilde.
- To comprehend and understand both general and specific information of a Cultural video about New Zeland.</td></tr>
<tr><td>Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td>C7</td></tr>
<tr><td colspan="9">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="9">Materials & Resources
Student’s book, Workbook, Laptop, Projector, Videos, CD Audio, DVD’s, Websites, Online newspaper articles, News reports, Web tools (inkle writer), Grammar & Vocabulary worksheets, Web Quests, Video worksheets, etc.</td></tr>
</table>

<table>
<tr><th colspan="2">UNIT 6. MAKING A VIDEO</th><th>First Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td>Listening and Speaking: Interaction and Production
- Comprehensive listening and understanding of detailed information of a video script.
- Listening comprehension of a group planning a video.
- Discuss, in small groups, what makes a video fun to watch, how they can make an interesting video and what things related to art they could make a video about.</td></tr>
<tr><td>Block II</td><td>Reading and Writing: Interaction and Production
- Read descriptions of art works.
- Read and complete a conversation extract.
- Planning a video and writing the script appropriately.
- Edition of videos, addition of images, sound effects, titles, etc.
- Complete the group assessment and the individual assessment.</td></tr>
<tr><td>Block III</td><td>Linguistic Knowledge
- Understand and correctly use of grammatical descriptive structures and both new vocabulary and description adjectives.
- Understand and correctly use of functional language to find out further information and to learn how to choose reasons or facts for including in the project.
- Pronunciation: use of a correct stress and intonation in the formulation of questions and statements.</td></tr>
<tr><td>Block IV</td><td>Sociocultural Aspects and Intercultural Awareness
- Knowledge and value of relevant online tutorials for editing videos.
- Contrast and compare different online editing techniques and make a personal assessment to share with others.</td></tr>
<tr><td colspan="3">Objectives
- To learn grammatical descriptive structures and both new words and descriptive adjectives about monuments and art works.
- To read and comprehend carefully texts of descriptions of art works.
- To listen and identify features of a video script.
- To listen to a group planning a video.
- To read and complete a conversation extract.
- To plan a video and write the script.
- To make a video about art or monuments in your own town.
- To make a collaborative project about Making a video.</td></tr>
<tr><td colspan="3">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="3">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="3">Materials & Resources
Student’s book, Laptop, Projector, Online videos, CD Audio, DVD’s, Short films, Websites, Web articles, News reports, Web tools (for editing videos: Movavi video editor, Magisto video editor, etc.), Worksheets and Web Quests.</td></tr>
</table>

<table>
<tr><th colspan="2">UNIT 7. THAT'S LIFE!</th><th>Second Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td>Listening and Speaking: Interaction and Production
- Comprehensive listening of voicemail messages.
- Inviting a friend to a celebration.
- Ask and answer questions about a family member.
- Discussion whether 16-year-olds should be able to vote.</td></tr>
<tr><td>Block II</td><td>Reading and Writing: Interaction and Production
- Identification of general and specific information of a website describing laws in the UK, a birthday invitation and an informal letter.
- Comprehensive reading of the textual and paratextual features, and organization of information in an informative text, concretely a newspaper article about 'leaplings'; identifying its parts.
- Writing of a personalized dialogue about invitations, an informal letter in three steps: plan, write and check.</td></tr>
<tr><td>Block III</td><td>Linguistic Knowledge
- Functional language and grammatical structures to make phrases for invitations.
- Uses of get and modal verbs.
- Learn and correctly use of adverbs of possibility and probability.
- Learn or revise words related to life events and also young people and the law in the UK.
- Pronunciation of contractions of modal verbs and linking words.</td></tr>
<tr><td>Block IV</td><td>Sociocultural Aspects and Intercultural Awareness
- Knowledge and value of relevant sociocultural aspects about young people and the law in the UK. Read the text and Complete the exercises.
- Compare these sociocultural aspects, including the laws in Great Britain with laws in Spain.
- Discussion at what age British young people can do the activities indicated in the box, and compare with the Spanish ones.</td></tr>
<tr><td colspan="3">Objectives
- To recognize, understand and correctly use vocabulary related to life events, and also young people and the law in the UK.
- To recognize, understand and correctly use the different uses of the verb get.
- To recognize, understand and correctly use modal verbs: can, could and be able to.
- To learn how to use adverbs of possibility and probability.
- To identify specific information in a newspaper article about three special siblings.
- To write an informal letter.
- To comprehend general and specific information about teen culture in the UK by watching a short video.
-To infer feelings and attitudes when listening.</td></tr>
<tr><td colspan="3">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="3">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="3">Materials & Resources
Student's book, Workbook, Laptop, Projector, Videos, CD Audio, Websites, Web articles, News reports, Web tools, Worksheets, Web Quests, etc.</td></tr>
</table>

<table>
<tr><th colspan="2">UNIT 8. CITY LIFE</th><th colspan="7">Second Term / 6 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="7">Listening and Speaking: Interaction and Production
- Comprehensive listening of a conversation between two people talking about the future.
- Comprehensive listening of what the future holds for a British child.
- Ask and answer questions about future life events.</td></tr>
<tr><td>Block II</td><td colspan="7">Reading and Writing: Interaction and Production
- Comprehensive reading of the textual and paratextual features, organization of information in a magazine article about two future cities; identifying its parts.
- Comprehensive reading of a scientific article that is entitled ‘Living in Cities Affects the Brain’.
- Writing an e-mail about plans.</td></tr>
<tr><td>Block III</td><td colspan="7">Linguistic Knowledge
- Functional language and grammatical structures to make plans and talk about preferences.
- Learn how to write using informal language.
- Learn new vocabulary related to places and building materials.
- Pronunciation of contractions of future tenses.</td></tr>
<tr><td>Block IV</td><td colspan="7">Sociocultural Aspects and Intercultural Awareness
- Comprehensive reading of the brochures to do the quiz.
- Complete the Task: What foreign city would you like to visit? Find information and write a paragraph about it.</td></tr>
<tr><td colspan="9">Objectives
- To recognize, understand and correctly use vocabulary related to places and building materials and also, verb collocations.
- To recognize, understand and correctly use future tenses: will, be going to and the present continuous for future.
- To read and interpret an invitation, listen to people talking about the future and learn how to respond to an invitation and invite people to a celebration.
- To read carefully and comprehend a magazine article about two future cities and a scientific article that is entitled ‘Living in Cities Affects the Brain’.
- To listen and understand a radio talk show about city life and conversations about future plans.
- To talk about preferences and plans.
- To make predictions.
- To write an e-mail about plans.</td></tr>
<tr><td colspan="2">Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td>C7</td></tr>
<tr><td colspan="9">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="9">Materials & Resources
Student’s book, Workbook, Laptop, Projector, Videos, CD Audio, Websites, Web articles, News reports, Web tools, Worksheets, Web Quests, etc.</td></tr>
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<table>
<tr><th colspan="2">UNIT 9. BLUE PLANET</th><th>Second Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td>Listening and Speaking: Interaction and Production
- Comprehensive listening of an interesting news story.
- Listen to people talking about their carbon footprints and listen to two people reacting to news events.
- Do a multiple-choice listening task.
- Ask and answer questions about recycling by using the first conditional.
- Prepare and act out a dialogue about discussing the news.</td></tr>
<tr><td>Block II</td><td>Reading and Writing: Interaction and Production
- Comprehensive reading of the textual and paratextual features, and organization of information in an informative text, concretely a news article about tsunami debris; by identifying its parts.
- Reading and correctly comprehension of an online news story about recycling.
- Reading and comprehension of an article about climate change.
- Writing of a fundraising poster in three steps: plan, write and check.
- Learning how to use synonyms in writing.</td></tr>
<tr><td>Block III</td><td>Linguistic Knowledge
- Functional language and grammatical structures to make phrases for reacting to and discussing the news.
- Understanding and correctly use of first conditional, will and might, and second conditional.
- Learning new vocabulary for rubbish and recycling; and also new terms for the environment: Word families (Verbs and Nouns).
- Pronunciation: Intonation in conditional sentences.</td></tr>
<tr><td>Block IV</td><td>Sociocultural Aspects and Intercultural Awareness
- Reading and comprehension of a text about climate change. Answer the comprehension questions about the text.
- Discussion of the impact of global warming on their country.
- Watch a cultural video: WWF (World Wildlife Fund for Nature).
- Read a literary text: Robinson Crusoe by Daniel Defoe and answer the questions required.</td></tr>
<tr><td colspan="3">Objectives
- To recognize, understand and correctly use vocabulary related to rubbish, recycling, and the environment.
- To recognize, understand and correctly use the first and second conditional and will and might.
- To learn about climate change, pollution in the ocean and innovative solutions to the problem.
- To learn what a carbon footprint is and more about the future of global warming.
- To learn more about the work of WWF (World Wildlife Fund for Nature) by watching a short video.
- To identify specific information in an online news story about Recycled Island.
- To read carefully news articles, listen to people talking about the news and learn useful expressions to react to the news.
- To prepare a fundraising poster.
- To learn how to prepare for some multiple-choice pictures listening task
- To look online for further information about Recycled Island and the problem of plastic pollution.</td></tr>
<tr><td colspan="3">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="3">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="3">Materials & Resources
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<table>
<tr><th colspan="3">UNIT 10. YOUNG ENTREPENEURS</th><th>Second Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="2">Listening and Speaking: Interaction and Production
- Comprehensive listening of an interview where two people talk about work experience.
- Listen and understand properly to a student talking to a careers advisor.
- Ask and answer questions about jobs; and exchange information about giving advice using modal verbs of obligation.
- Comprehensive listening of a conversation between various people giving advice and personal opinion about future professional options.
- Prepare and act out a dialogue about making requests.</td></tr>
<tr><td>Block II</td><td colspan="2">Reading and Writing: Interaction and Production
- Comprehensive reading of the textual and paratextual features, and organization of information by identifying its parts; in an informative text; concretely a magazine article about an interesting business that is entitled ‘Let’s Face It: it’s a bright idea’.
- Writing a formal letter.</td></tr>
<tr><td>Block III</td><td colspan="2">Linguistic Knowledge
- Functional language of phrases for making requests.
- Understanding and correctly use of Modals of obligation, prohibition and no obligation. And an appropriate use of should / shouldn’t.
- Learning new vocabulary referring to Job sectors and Personal qualities.
- Pronunciation of Negative suffixes and the Silent /l/.</td></tr>
<tr><td>Block IV</td><td colspan="2">Sociocultural Aspects and Intercultural Awareness
- General comprehension and recognition of specific information in a text about vocational training and Academic education.
- Revise and use learning strategies and thinking skills to prepare previously the listening activity.
- Contrast and compare with training and apprenticeship in their country.
- Watch a cultural video: ‘Working at the weekend’ and complete the comprehension worksheet.</td></tr>
<tr><td colspan="4">Objectives
- To recognize, understand and correctly use vocabulary related to job sectors and descriptions of personal qualities.
- To recognize, understand and use modals of obligation and prohibition.
- To learn about vocational and academic education in the UK and draw comparisons to their own country and moreover, about part-time work in the UK by watching a short video.
- To read a magazine article, listen to a student talking to a careers advisor and learn how to make requests for information.
- To revise and correctly understand how to expand on word families by adding prefixes to make the opposite of some adjectives.
- To identify specific information in a magazine article about an original company set up by two young entrepreneurs. And also, to find out more information about the ‘Buy My Face’ business and their next project.
- To prepare for and do a multiple-choice answers listening task and Write a formal letter.</td></tr>
<tr><td colspan="4">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="4">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="4">Materials & Resources
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<table>
<tr><th colspan="2">UNIT 11. CREATING A COMPANY</th><th>Second Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td>Listening and Speaking: Interaction and Production
- Comprehensive listening of a conversation of a group planning a company.
- Expression of ideas and opinions about creating a web page.
- Discussion about Businesses, trying to answer what makes a company successful and how different companies advertise.
- Discussion in small groups the importance of using English and being creative. And answer if there are any other things they would include and whether they think the web page looks interesting and attractive.</td></tr>
<tr><td>Block II</td><td>Reading and Writing: Interaction and Production
- Reading a diverse variety of web pages carefully, through a detailed review and checking to focus only on the most relevant and significant elements and aspects.
- Planning and writing the steps to follow for creating a company, and then a web page.</td></tr>
<tr><td>Block III</td><td>Linguistic Knowledge
- Functional language and grammatical structures for introducing and present key data on the home page of your company's web page.
- General checking and revision of the Grammar (including verb tenses, prepositions, adverbs, adjectives, collocations, structures, etc.), Vocabulary, Spelling and Punctuation again.
- General and diverse use of vocabulary and adjectives. Use a dictionary and other materials to help you when necessary.
- Useful language and grammar structures for making questions about Planning and phrases for making Suggestions, Agreeing and Disagreeing.</td></tr>
<tr><td>Block IV</td><td>Sociocultural Aspects and Intercultural Awareness
- Knowledge and value of the most relevant sociocultural aspects and intercultural elements about the creation of a company and both the use and design of a web page.
- Discuss the relevance of those sociocultural aspects and specified elements and provide your reasons.</td></tr>
<tr><td colspan="3">Objectives
- To read and analyse different web pages for identifying relevant features of them.
- To listen to a group planning a company.
- To read and complete a dialogue extract.
- To plan a company and write the text for a web page to advertise it.
- To learn and use new websites and web tools for creating web pages.
- To make a collaborative project whose objective is to create a web page.
- To learn how to work in groups, by exchanging information and opinions, organizing and distributing the tasks to all members. Highlight the common ideas and lastly, reach an agreement.</td></tr>
<tr><td colspan="3">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="3">Methodology
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<tr><td colspan="3">Materials & Resources
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<table>
<tr><th colspan="2">UNIT 12. CRIME SCENE</th><th>Third Term / 8 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td>Listening and Speaking: Interaction and Production
- Comprehensive listening of a conversation in a Tour of London between the tourist guide and two other tourists.
- Expression of personal information about visited cities and tourism activities. Discussion about different opinions and likes / dislikes.
- Expression of desired destinations for future travel.</td></tr>
<tr><td>Block II</td><td>Reading and Writing: Interaction and Production
- General comprehension and detailed information of a police report about three different crimes.
- Comprehensive reading of a website feature about DNA.
- Learn how to use sentence adverbs.
- Write a school magazine article.</td></tr>
<tr><td>Block III</td><td>Linguistic Knowledge
- Functional language of phrases for agreeing and disagreeing.
- Grammatical structures concerning the Present and Past passive tenses and also, Present and past passive: questions and answers.
- Learn new vocabulary for crime and punishment, for fighting crime (verb + noun collocations).
- Pronunciation of weak forms: was [waz] and were [wa(r)]</td></tr>
<tr><td>Block IV</td><td>Sociocultural Aspects and Intercultural Awareness
- Listening comprehension about an audio titled ‘Tour of London’ in which there is a conversation between the tour guide and two other tourists.
- A general overview about social aspects and intercultural elements in relation to British Tourism, by listing the most relevant and primarily visited monuments and places in London.
- Express personal opinion about the real differences between the British and Spanish tourisms respectively.
- Discussion about these statements.</td></tr>
<tr><td colspan="3">Objectives
- To recognize, understand and correctly use vocabulary related to crime, criminals and fighting crime.
- To recognize, understand and correctly use the present and past passive tense.
- To learn knowledge about forensic science and its use.
- To learn useful expressions for agreeing and disagreeing.
- To identify specific information in a report about CCTV operations.
- To read news reports related to crimes that have been committed.
- To look online for information about webcams in cities around the world.
- To listen to a crime scene investigator talk about his job.
- To write a school magazine article.</td></tr>
<tr><td colspan="3">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="3">Methodology
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<table>
<tr><th colspan="3">UNIT 13. A BETTER WORLD</th><th>Third Term / 7 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="2">Listening and Speaking: Interaction and Production
- Comprehensive listening of a student giving a class presentation about different charities.
- Expression of opinions about civil rights in the students' countries.
- Partner interaction using indefinite and relative pronouns.
- Listen a conversation between four candidates standing for a council election.
- Prepare and act out a dialogue about persuading a friend to help with a task.</td></tr>
<tr><td>Block II</td><td colspan="2">Reading and Writing: Interaction and Production
- Identification and general comprehension of a web article about an awards ceremony for inspirational people.
- Comprehensive reading of a poster for school council elections.
- Learn how to use a set of connectors of time and space.
- Write a biography of a famous person.</td></tr>
<tr><td>Block III</td><td colspan="2">Linguistic Knowledge
- New vocabulary about Global issues and Citizenship.
- Functional language to make phrases for persuading people.
- Use and understanding of relative pronouns such as who, which, and were; and indefinite pronouns.
- Ask and answer questions using used to.
- Pronunciation of difficult sounds: /ju:/ and /A/</td></tr>
<tr><td>Block IV</td><td colspan="2">Sociocultural Aspects and Intercultural Awareness
- Read and comprehend the most relevant sociocultural aspects and intercultural elements of an informative and historic text that is about the Civil Rights movement in the USA over the years and it is entitled 'I have a dream…'
- Contrast and compare life in the past with life today.
- Comprehension reading of a literary text entitled 'Nelson Mandela' by Carl W. Hart. Complete and answer the activity questions.</td></tr>
<tr><td colspan="4">Objectives
- To recognize, understand and use vocabulary relating to global issues and citizenship: word families (noun and adjectives).
- To recognize, understand and use relative pronouns such as who, which, and were; and indefinite pronouns.
- To learn about the US civil rights movement and compare against civil rights in their country.
- To identify specific information in a web page about a local awards ceremony and about different charities in their countries.
- To read and interpret a school council election poster, listen to a student giving a class presentation about children's charities and persuade people to help them.
- Write a biography of a famous person.</td></tr>
<tr><td colspan="4">Competences C1 C2 C3 C4 C5 C6 C7</td></tr>
<tr><td colspan="4">Methodology
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<table>
<tr><th colspan="2">UNIT 14. LEARNING STYLES</th><th colspan="7">Third Term / 5 Sessions</th></tr>
<tr><td rowspan="4">CONTENT</td><td>Block I</td><td colspan="7">Listening and Speaking: Interaction and Production
- Comprehensive listening of three conversations about a summer course in England.
- Ask and answer questions about the future of the English language.
- Listen to a student talking about personal experiences at a language school.
- Reflecting on and discussing personal experiences.</td></tr>
<tr><td>Block II</td><td colspan="7">Reading and Writing: Interaction and Production
- Identification and general comprehension of an article entitled ‘ENGLISH, past, present and future’.
- Practise different reading strategies and express their opinion a bout the future of English.
- Comprehensive reading of a web page about a language school.
- Reading comprehension of a text describing the experiences of a language learner.
- Write a short composition about your personal learning experiences.</td></tr>
<tr><td>Block III</td><td colspan="7">Linguistic Knowledge
- Grammatical structures of Present simple and perfect tense, Past simple and perfect tense and Future simple and perfect tense.
- Functional language of phrases for talking about personal experiences.
- Revision and acquisition of some new terms relating to Phrasal verbs, Word families and Collocations
- Pronunciation: the use of stress in phrasal verbs.</td></tr>
<tr><td>Block IV</td><td colspan="7">Sociocultural Aspects and Intercultural Awareness
- Knowledge and value of relevant sociocultural aspects and intercultural elements of a text dealing with The English language around the world.
- Literature quiz about famous English-speaking authors and The future of the English language. Discuss the different statements about the issues previously mentioned.</td></tr>
<tr><td colspan="9">Objectives
- To learn different learning styles and how to use them correctly.
- To recognize, understand and use various verbs tenses such as Present, Past and Future both simple and perfect forms.
- To revise word building techniques, grammatical structures and verb tenses.
- To apply reading strategies while reading a text about English as a global language.
- To revise and apply writing strategies.
- To develop critical thinking skills and apply them.
- To write a composition about their own learning experiences.</td></tr>
<tr><td colspan="2">Competences</td><td>C1</td><td>C2</td><td>C3</td><td>C4</td><td>C5</td><td>C6</td><td>C7</td></tr>
<tr><td colspan="9">Methodology
Communicative Language Teaching/Communicative approach.</td></tr>
<tr><td colspan="9">Materials & Resources
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</table>

UNIT 15. RADIO PROGRAMME		Third Term / 5 Sessions
CONTENT	***Block I***	**Listening and Speaking: Interaction and Production** - Listening comprehension of a conversation of a group planning a radio programme. - Giving advice about learning English language. - Discuss about different ways of making podcasts. - Listen a great variety of sound and music to choose those they will use to make the recording.
	Block II	**Reading and Writing: Interaction and Production** - Reading comprehension of a radio programme script. - Read and complete a dialogue extract. - Planning a radio programme and writing the script.
	Block III	**Linguistic Knowledge** - To review all the verb tenses studied previously. - Revise, understand and correctly use of the Reported speech. - Functional language of phrases for interviews. - Revision and acquisition of some new terms relating to Phrasal verbs, Word families and Collocations - Pronunciation: listen and check your speed and pronunciation because you should talk clearly and an appropriate pace.
	Block IV	**Sociocultural Aspects and Intercultural Awareness** - Knowledge and value of the most relevant sociocultural aspects and intercultural elements of a cultural video titled 'Music in the UK'. - Discussion the different cultural aspects relating to music in general, the profession of singer and its different consideration depending on the country. Compare the differences.

Objectives

- To recognize, understand and use reported speech and to understand the difference between direct and reported speech.
- To recognize and understand reported suggestions, offers and commands.
- To practice an interview in a radio programme.
- To read a radio programme script and identify features on it.
- To listen to a group planning a radio programme.
- To work in small groups and plan a radio programme and write the script.
- Make a radio programme giving advice about learning English.

Competences	C1	C2	C3	C4	C5	C6	C7

Methodology

Communicative Language Teaching/Communicative approach.

Materials & Resources

Student's book, Workbook, Laptop, Projector, Videos, CD Audio, Websites, Web articles, News reports, Web tools to make podcasts, Worksheets, Web Quests, etc.

2.13 Developed Didactic Unit.

UNIT 12: CRIME SCENE

Introduction and justification.

The present didactic unit has been designed for 3rd year Secondary Education students at the Catholic state school "*Nª Sra. de la Piedad*" located in the town of Nájera (Autonomous Community of La Rioja, Spain).

Each unit aims to ensure their students fully develop their language competence, to teach tools and strategies for learning inside and outside the classroom. Each unit also presents **new vocabulary** and **grammar in context**, new lexis is introduced gradually and practised thoroughly, including contextual presentations. Moreover, grammar structures are presented in various authentic-style texts that provide the context essential for understanding meaning.

In addition, each unit also features innovative **Integrated Skills** which present fully-integrated practice of reading, listening, writing and speaking to improve students' communication skills in a real-world context.

The didactic unit 12 'Crime Scene' will be developed in eight sessions of 60 minutes each. The detailed information about each session is included in the charts below.

Each session of 60 minutes will be divided into three periods of time:

- 5 minutes: Review of the contents studied in the previous lesson and resolve problems or/and explain doubts.
- 50 minutes: Introduction and explanation of new contents. Development of activities and elaboration of tasks.
- 5 minutes: Listening activities of the student's book that consist of listening audios and complete the required activities; and/or also, listening and interpretation of English songs and complete the gaps with the missing words of the lyrics. These activities have the purpose of developing listening skills by entertaining and pleasant practices.

The interactions can be: Teacher > Student, Student > Teacher and Student > Student.

UNIT 12: CRIME SCENE. THIRD TERM // SESSION 1

Activity	Skill	Objective	Competence (**)	Time	Homework
Review of Modal verbs	Writing	Consolidating contents	CLC, L2L	10’	
Start Unit 12- Vocabulary (Crime & Criminals) – Ex. 1 y 2 (p.74)	Writing	Learn vocabulary about Crime and Criminals	CLC, L2L, SCC, CAE	20’	
Questions about Crimes Ex. 3 (p.74)	Speaking	Give opinions about crime and punishment	CLC, L2L, SCC, SIE, CAE	10’	
Activity Book – Ex. 1, 2 y 3 (p.56) and correct exercises.	Writing	Consolidating vocabulary	CLC, L2L	15’	
Song: “Sorry seems to be the hardest word” by Elton John and Bernie Taupin	Listening	Developing Listening skill	CLC, L2L, CMST, DC, CAE	5’	Workbook Ex. 4 (p.56)

(CLC- Competence in Linguistic communication, CMST- Competence in mathematics, science and technology, DC- Digital Competence, L2L- Learning to learn, SCC- Social and civic competences, SIE- Sense of initiative and entrepreneurship, CAE- Cultural awareness and expression)**

UNIT 12: CRIME SCENE. THIRD TERM // SESSION 2.

Activity	Skill	Objective	Competence(**)	Time	Homework
Vocabulary review, Check homework	Writing	Consolidating contents	CLC, L2L	10’	
Reading “A report” and do exercises (p.74-75)	Reading Listening Writing Speaking	Comprehension of an article about Crime and reading specific information	CLC, L2L, CMST, DC, SCC, CAE	45’	
Song: “Sorry seems to be the hardest word” by Elton John and Bernie Taupin	Listening	Developing Listening skill	CLC, L2L, CMST, DC, CAE	5’	

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UNIT 12: CRIME SCENE. THIRD TERM // SESSION 3.

Activity	Skill	Objective	Competence (**)	Time	Homework
Resolution of doubts	Speaking Writing	Consolidating contents	CLC, L2L	10’	
Explanation of The Passive: Present and Past **(See Appendix 1)**	Writing	Learn the passive forms (present and past) and comparing their use respectively	CLC, L2L	25’	
Passive exercises Ex. 1, 2, 3, 4 y 5 (p.76)	Writing	Consolidating contents	CLC, L2L	20’	
Song: “Sorry seems to be the hardest word” by Elton John and Bernie Taupin	Listening	Developing Listening skill	CLC, L2L, CMST, DC, CAE	5’	Workbook (Ex. p.57)

(CLC- Competence in Linguistic communication, CMST- Competence in mathematics, science and technology, DC- Digital Competence, L2L- Learning to learn, SCC- Social and civic competences, SIE- Sense of initiative and entrepreneurship, CAE- Cultural awareness and expression)**

UNIT 12: CRIME SCENE. THIRD TERM // SESSION 4.

Activity	Skill	Objective	Competence (**)	Time	Homework
Review and Resolution of doubts	Speaking Writing	Consolidating contents	CLC, L2L	10’	
Checking Workbook exercises	Writing	Consolidating contents	CLC, L2L	10’	
Reading book “Sherlock Holmes” Chapter 1 “The Letter” and doing exercises	Reading Listening	Reading comprehension	CLC, L2L, DC, CAE	35’	
Song: “Sorry seems to be the hardest word” by Elton John and Bernie Taupin	Listening	Developing Listening skill	CLC, L2L, CMST, DC, CAE	5’	

(CLC- Competence in Linguistic communication, CMST- Competence in mathematics, science and technology, DC- Digital Competence, L2L- Learning to learn, SCC- Social and civic competences, SIE- Sense of initiative and entrepreneurship, CAE- Cultural awareness and expression)**

UNIT 12: CRIME SCENE. THIRD TERM // SESSION 5.

Activity	Skill	Objective	Competence(**)	Time	Homework
Language Assistant (activities and games)	Speaking Listening	Developing Linguistic skills	CLC, L2L SCC, SIE, CAE	60’	

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UNIT 12: CRIME SCENE. THIRD TERM // SESSION 6.

Activity	Skill	Objective	Competence (**)	Time	Homework
Review and Resolution of doubts	Speaking Writing	Consolidating contents	CLC, L2L	10’	
Verb + Noun collocations (p.77)	Writing Listening	Learn collocations (verb + noun) Listen specific information	CLC, L2L	15’	
Passive Questions and Short answers (present & past) (See Appendix 1)	Writing	Ask and answer questions by using present and past forms	CLC, L2L, SIE	10’	
Passive exercises on the Projector	Writing Speaking	Consolidating contents	CLC, L2L, CMST, DC, SIE	20’	
Song: “Sorry seems to be the hardest word” by Elton John and Bernie Taupin	Listening	Developing Listening skill	CLC, L2L, CMST, DC, CAE	5’	Workbook (p.58-59)

(CLC- Competence in Linguistic communication, CMST- Competence in mathematics, science and technology, DC- Digital Competence, L2L- Learning to learn, SCC- Social and civic competences, SIE- Sense of initiative and entrepreneurship, CAE- Cultural awareness and expression)**

UNIT 12: CRIME SCENE. THIRD TERM // SESSION 7.

Activity	Skill	Objective	Competence(**)	Time	Homework
Review and Resolution of doubts	Speaking Writing	Consolidating contents	CLC, L2L	10’	
Agreeing and disagreeing Expressions (p.81)	Speaking	Learn to give opinions for agreeing and disagreeing	CLC, L2L	10’	
Writing: “A school Magazine article” (p.82)	Writing	Writing an article	CLC, L2L	15’	
Checking exercises	Writing	Consolidating contents	CLC, L2L	20’	
Song: “Sorry seems to be the hardest word” by Elton John and Bernie Taupin	Listening	Developing Listening skill	CLC, L2L, CMST, DC, CAE	5’	Writing an article for the school magazine (for delivering)

(CLC- Competence in Linguistic communication, CMST- Competence in mathematics, science and technology, DC- Digital Competence, L2L- Learning to learn, SCC- Social and civic competences, SIE- Sense of initiative and entrepreneurship, CAE- Cultural awareness and expression)**

UNIT 12: CRIME SCENE. THIRD TERM // SESSION 8.

Activity	Skill	Objective	Competence(**)	Time	Homework
Review and Resolution of doubts	Speaking Writing	Consolidating contents	CLC, L2L	10’	
Listening “Tour of London” (See Appendix 1)	Listening Speaking	Developing Linguistic skills	CLC, L2L, CMST, DC, SCC, SIE, CAE	15’	
Reading book “Sherlock Holmes” Chapter 2 “Two Mysterious Deaths” and doing comprehension exercises	Reading Listening	Reading comprehension	CLC, L2L, DC, CAE	35’	Workbook (p. 62-63)

(CLC- Competence in Linguistic communication, CMST- Competence in mathematics, science and technology, DC- Digital Competence, L2L- Learning to learn, SCC- Social and civic competences, SIE- Sense of initiative and entrepreneurship, CAE- Cultural awareness and expression)**

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PART III

RESEARCH AND INNOVATION PROJECT

3. RESEARCH AND INNOVATION PROJECT

THE IMPLEMENTATION OF ALTERNATIVE METHODS TO IMPROVE SECONDARY EDUCATION STUDENTS' LISTENING COMPREHENSION IN THE EFL LEARNING AND TEACHING PROCESS

Abstract

This research paper focuses on investigating the effective use of audio-visual material resources making use of the latest Web 2.0 tools at our disposal nowadays in the Foreign Language (FL) learning and teaching process and the implementation of innovative and creative activities with the purpose of improving the listening comprehension in Secondary Education students. The main hypothesis proposed is if the completed linguistic immersion by using audio-visual materials and implementing interesting and innovative activities is a more useful and effective method to improve students' listening competences. For doing so, there will be an experimental group which will be applied the new method proposed and a control group which will follow the conventional instruction methodology as usual. This only distinction between them will provide us with the necessary data to conclude if the expected results are positive. Moreover, a level test will be applied to both groups at the beginning and at the end of the academic year in order to compare the results obtained.

Key words: listening comprehension, Secondary Education students, audio-visual material, Web 2.0 tools, innovative activities.

Resumen

Este trabajo de investigación se centra en investigar el uso efectivo de recursos materiales audiovisuales, hacienda uso de las últimas herramientas web a nuestra disposición, hoy en día, en el proceso de enseñanza y aprendizaje de la lengua extranjera; y la implementación de actividades creativas e innovadoras con el propósito de mejorar la comprensión auditiva en los estudiantes de Educación Secundaria. La hipótesis principal propuesta es si la inmersión lingüística complete usando materiales audiovisuales e implementando actividades innovadoras e interesantes, es un método más efectivo y útil para mejorar las competencias auditivas de los estudiantes. Para ello, habrá un grupo experimental, al cual se le aplicará el nuevo método propuesto y un grupo control que seguirá la metodología de enseñanza convencional. Esta única distinción entre ellos, nos proporcionará la información necesaria para concluir si los resultados esperados son positivos. Además, un test de nivel se aplicará a ambos grupos al comienzo y al final del año académico para comparar los resultados obtenidos.

Palabras clave: comprensión auditiva, estudiantes de Educación Secundaria, material audiovisual, herramientas web, actividades innovadoras.

3.1 Introduction

The present research paper is framed within the Spanish Educational System Law (*LOMCE 8/2013 on December 9th)*, concretely regarding the English Foreign Language Teaching (EFLT) in a Secondary Education context.

As far as the English Language Teaching is concerned, the proposed research and innovation project focuses on investigating the effective use of audio-visual material resources making use of the latest information technologies (IT), also known as Web 2.0 tools at our disposal nowadays in the Foreign Language (FL) learning and teaching process and the implementation of innovative and creative activities with the purpose of improving the listening comprehension in Secondary Education students.

From my own experience in the FL learning and teaching context, an existing problem within our Spanish Educational System, is the limited application of effective audio-visual resources in the target language as teaching tools in a EFL classroom, since teachers generally pay more attention to grammatical structures and lexical acquisition. Moreover, the use of these resources is mostly basic and elemental, in such a way that these audio-visual materials and resources are not in most cases utilized to obtain the best possible results.

Furthermore, in general terms, it is a current reality that FL students have difficulty in obtaining successful outcomes regarding the listening comprehension and they do not know which appropriate and successful tools and resources are available in order to enhance their listening skills and consequently, to achieve the objectives required.

For this reason, the objective of this project is to foster the application of appropriate audio-visual resources and materials as well as to ensure coherent and effective use of these instruments by making a different use of audio-visual materials as we are accustomed to, with the purpose of fostering interactive and unusual activities to enhance listening skills in English foreign language, in addition to increase the students' motivation and the interest in learning a second language.

First of all, I want to consider the Educational context in which I carry this research project out, this is a Catholic state school that offers pre-school, primary and secondary education. I focus my research in 3rd year Secondary

Education students who are randomly divided into two classes with an equitable distribution. Both groups are similar concerning cultural, social and economic backgrounds as well as linguistic competences. Besides, it is important to keep in mind that there are no students with special educational needs; therefore, the project can be applied to both groups without any distinction.

The idea is to apply the new methodology with respect to listening skill to one of both groups whereas the other one will follow the conventional method of instruction. So, we can compare the different results both at the beginning and at the end of the academic year and then, checking if the results obtained are significant and relevant to take into consideration and, if these ones are as expected.

To make this possible, it must be clear to us the methodology to follow which entails important aspects such as the hypothesis, the objective, the existing variables, the participants involved, the instruments to collect data, the materials and tools utilized and the procedure to be applied.

Furthermore, there will be a section which will include a brief explanation about the use of the new Information and Communication Technologies for Development (ICT4D) and Web 2.0 tools in the field of education as well as the implementation of innovative and creative activities or tasks. All this is aimed at improving and developing new competences, not only the listening skills but also personal, cultural and social ones. By using this kind of methodology in which new web tools are combined with innovative activities, it is intended to obtain better results regarding students' listening comprehension competence and moreover, a higher motivation and interest in the learning of a foreign or second language.

Then, a reflection about the expected results will be included and lastly, a conclusion about the whole research project will be provided.

3.2 Literature review

Firstly, it is important to mention the significant role of the research in foreign languages. It is one of the essential cornerstones within the teaching process because it implies the formulation of questions about the world, the real situation of students and the teachers who participate in the learning and teaching process. In addition to ask about the processes carried out and the

results obtained. The data collection and the information gathered from a research project is fundamental and necessary for researchers to be able to establish and design new approaches or methods with the purpose of improving the learning and teaching process of a foreign/second language.

Over the years, researchers and educators have led the foreign and second language research to the study of all aspects of language use, the areas of investigation include, among others, communication in the professions, language policy and planning, communication disorders, language and the media, language and technology and so on (Kramch, 2000). Besides the interest of studying the diverse methodologies and strategies used in the language and teaching process, other relevant issues to foreign language study are the motivation to learn and attitude toward the FL and its speakers, also including the cross-cultural misunderstandings experienced in a foreign context. Below, is the description of the main concepts involved in the elaboration of this research paper in order to avoid misunderstandings.

According to Jack C. Richards and Richard Schmidt (2013), the following terms are defined below:

- Listening comprehension: *the process of understanding speech in a first or second language. The study of listening comprehension processes in second language learning focuses on the role of individual linguistic units (e.g. phonemes, words, grammatical structures) as well as the role of the listener's expectations, the situation and context, background knowledge and the topic.*

- Audio visual: *an audio or visual device used by a teacher to help learning. For example, pictures, charts, and flashcards are visual aids; radio, records, and tape-recorders are auditory aids. Film, television, and video are audio-visual aids.*

- Foreign Language: *a language which is not the native language of large numbers of people in a country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc. Foreign languages are typically taught as school subjects with the purpose of communicating with foreigners or for reading printed materials in the language.*

- International English Language Testing System (IELTS): *a test of English for academic purposes, used widely to measure the English language*

proficiency of international students whose native languages are not English and who intend to enter universities in Australia, Canada, New Zealand, the United Kingdom and elsewhere.

- Language acquisition and/or language learning: *the learning and development of a person's language. The learning of a native first language is called first language acquisition, and of a second or foreign language, second language acquisition. Some theorists use "learning" and "acquisition" synonymously. Others maintain a contrast between the two terms, using "learning" to mean a conscious process involving the study of explicit rules of language and monitoring one's performance, as is often typical of classroom learning in a foreign language context, and using "acquisition" to refer to a nonconscious process of rule internalization resulting from exposure to comprehensible input when the learner's attention is on meaning rather than form, as is more common in a second language context.*

The European Union, together with the support of International institutions, has accepted a change of paradigm and has lead the research in a different perspective. Now, the objective is focused on the learners or users of languages instead of language itself.

Listening comprehension is a complex process in which the strategies must be used simultaneously and teachers should provide the students with the suitable listening strategies and the activities proposed should be arranged from basic to more complex when at the same time learners advance in English language (Pourhosein, A.& Banou, Narjes, 2016). In accordance with this assumption, Meskill (1996) also states that recognition of listening is a complex activity in the language acquisition process that has highly influenced contemporary language teaching practice, this is the reason why listening is considered at present as an active and interactive process, on the contrary that the previous ones, that designated the learner as the passive receiver of aural input. Furthermore, she also claimed (Meskill, 1996) that multimedia could improve listening skill focused on some aspects, as for example, visual and texts roles as tool to organize language, video motivation aspect as a profit for language teaching and a comfortable environment to describe chart and discourse strategy for students (Arono, 2014). Abbas and Narjes (2016), also present a list with the main problems or difficulties that learners may encounter

in the listening comprehension processes (for example, cultural differences, accent, unfamiliar vocabulary or length and speed of listening), and alternatively, there are some suggestions that are beneficial to students to overcome some of their listening comprehension problems.

Besides, Meskill (1996) explains the increase of audio-visual technologies in the process of learning and teaching, which is considered a challenge for teaching professionals as she stated. Moreover, some controversial opinions arose with respect to the immersion of multi modal processes which imply not only aural but also visual and even, textual modalities. Nevertheless, it is finally considered that the cognitive requirements of multi-modal processing may also imply increased understanding and, therefore, increased task persistence.

3.3 Methodology

This innovative project represents an experimental research designed to enhance Secondary students' listening skills by fostering the application of appropriate audio-visual material resources and making use of the current web tools to ameliorate the effectiveness of these instruments and hence, the results obtained.

Firstly, some research questions are raised in the present work:

- "Is the use of audio-visual materials a more useful and effective method to improve students' listening comprehension competences in English foreign language classes?
- The fact that teachers promote and perfect the use of audio-visual resources, could it be an effective and adequate teaching tool to improve listening skills in the foreign language teaching?
- Is there a significant difference in the students' learning outcomes depending on the way the audio-visual materials are utilized in the foreign language learning and teaching?

The hypothesis proposed is if the completed linguistic immersion by using audio-visual materials and implementing interesting and innovative activities is a more useful and effective method to improve students' listening competences.

Therefore, the aim of this project is to research the effectiveness of using audio-visual materials in the target language and introduce more collaborative

and innovative activities or tasks as teaching tools in the English foreign language lesson.

The following step is to identify the variables implied in the present research, in this case, two variables are distinguished; on the one hand, it is the independent variable that refers to the method applied. On the other hand, it is the dependent variable that refers to the results obtained from the test realized. Of course, the independent variable will be manipulated to determine its effect on the dependent variable, in other words, two different methods will be applied to each group to determine which of them is more effective regarding the performance enhancement. Clearly, the method used is the only different feature existing in both groups.

3.3.1 Participants

As I have mentioned previously, in this research there will be involved two similar groups consisted of students in the 3rd year Secondary Education.

The comparative study between the two groups makes use of an Experimental Research Methodology that is based on three principal criteria:

1. Random assignment: the subjects of each group will be randomly and equally assigned to treatment groups.
2. Experimental control: all features of the treatments are identical except for the independent variable. That is, there is no any other distinction between the groups, these are similar, there are no significant differences regarding learning abilities, language proficiency, ethical and cultural origins, special educational needs, and so on.
3. Appropriate measures: the dependent measures are appropriate for testing the research hypothesis.

Therefore, on the one hand, there will be an experimental group which will be applied the new method proposed and on the other hand, the control group which will follow the conventional instruction methodology as usual. This distinction between them will provide us with the necessary data to conclude if the expected results are positive.

3.3.2 Instruments

The tools used to gather the data will consist of taking a listening test to both groups, both at the beginning and at the end of the academic year which could measure the level of listening comprehension competence. Firstly, the listening level test is taken from **IELTS** (International English Language Testing System) and it will consist of four different audios with seven listening exercises each one. The elaboration of these tests will provide the data required to measure the English level of students in listening skill. (See Appendix 2)

The Rubric used for this Listening Level Test is composed of nine levels, from 1 (lower level) to 9 (higher level). (See an example in Appendix 3)

The material resources and tools will be used for the ELT process, concretely, in the Listening skill development, will include technological devices such as laptop, screen projector, video and audio player, DVD player, among others. In addition to the implementation of new Educational Web 2.0 Tools and Educational web sites to use in the FL/SL teaching and learning process. Additionally, Web 2.0 tools provide innovative ways to communicate, present content, and collaborate with others in creative ways. Web 2.0 tools are easy to learn, use, and implement, and many are free. This course will not only introduce you to popular Web 2.0 tools like Edmodo, Twitter, Voice thread, and Skype in K-16 instruction, but teachers will also learn how to effectively integrate these technologies into the classroom practices and create engaging student activities. In addition to web sites that constitute Educational support and comprise a wide variety of diverse sections organized according to skill competences and kind of activities.

3.3.3 Procedure

The procedure of the research will be carried out in the following way:

The Listening Comprehension Level tests will be realised to each group of students in 3rd year Secondary Education, first, at the beginning of the academic year, this is a pre-test, and lastly, at the end of the same academic year, that is called the post-text.

During the experimental process, both class groups will be provided with a different teaching method and strategies to enhance the development of the

Listening Comprehension Competence. This will be the only distinction between both students' groups.

The time schedule devoted to EFLT lesson will be the same and more concretely, the specific time dedicated to the Listening Skill Competence in both groups will be the same. Mainly, the experimental group will be introduced to new webs in which they can reproduce a great variety of videos such as English Language films, interviews, documentaries, journalist reports, Quiz shows and so on, and after that, completing online activities related to videos, commenting and debating different aspects, asking questions, and so on. In addition to this, students will be required to carry out diverse creative tasks by using web tools as *powtoon, kahoot, storybird, Genially,* among others, in order to foster the listening skill in English Foreign language. Nevertheless, the difference is not the fact of using these audio-visual materials but how teachers can make use of that material by choosing the appropriate and effective activities to put into practice, as in the case of the experimental group.

Whereas the control group will follow realizing the usual and typical comprehension and oral exercises by filling the gaps, answering the questions, or choosing true/false statements that appear in the textbook regarding the audio or video previously reproduced.

The type of tasks that the experimental group will realize are the following ones:

Firstly, students will watch different interesting videos related to culture, music, sport, travels, festivals and so on, then they will have to answer questions that will be made through the web application *Kahoot.* Meanwhile, the control group will study the units from the first term (Units 1,2,3,4,5 and 6).

Secondly, the experimental group class will be divided into small groups and each one will use a specific web tool dedicated to learn English, as for example *ABA English.* With this task the objective is to foster the teamwork, the responsibility, the decision making, and the use and knowledge of different webtools to learn English since they will have to make an essay explaining the pros and cons and possible suggestions about the use of these applications. At the same time, the control group will make the units from the second term (Units 7,8,9, 10 and 11).

The last task will consist of watching some video scenes about Sherlock Holmes and students will have to deduce what has happened, who is the murder, what is the murder weapon and so on. Then, students will represent what they think have happened through the web tool *Powtoon.*

Meanwhile, the control group will study the units from the third term (Units 12,13, 14 and 15).

At the end of the school year, the same listening level tests will be done again to both 3rd year Secondary Education students groups, with the purpose of analysing and compare the results and check if students have increased their listening skill competences. Finally, all the results will be compared and contrasted to verify the expected results or on in contrast, start a reflection on them. At the end, a conclusion will be established.

3.4 Innovative aspects

The introduction of the new information technologies in the Educational context have contributed to extend and improve the teaching strategies and methods used in the learning and teaching processes, and moreover, the application of web 2.0 tools and websites have influenced in the enhancement of students learning process because of the elaboration of new creative and innovative tasks have developed new capacities in students as the autonomy, the creativity, the collaborative work, the interaction in class and so on. Here below, some of these above-mentioned web tools and online websites are presented:

- Powtoon: PowToon lets you create awesome presentations and animated videos.
- ESL Web site is specifically designed to help English learners improve their listening comprehension skills. One of the best ways to improve communication skills.
- Tech4learning is an innovative educational technology company that develops and markets original professional development programs and creativity products for K-12 education. Since the company was founded in 1999, we have focused on developing tools educators need to be successful with technology in their classrooms. http://www.tech4learning.com/t4l/privacy

Other websites that could be used are the following ones:

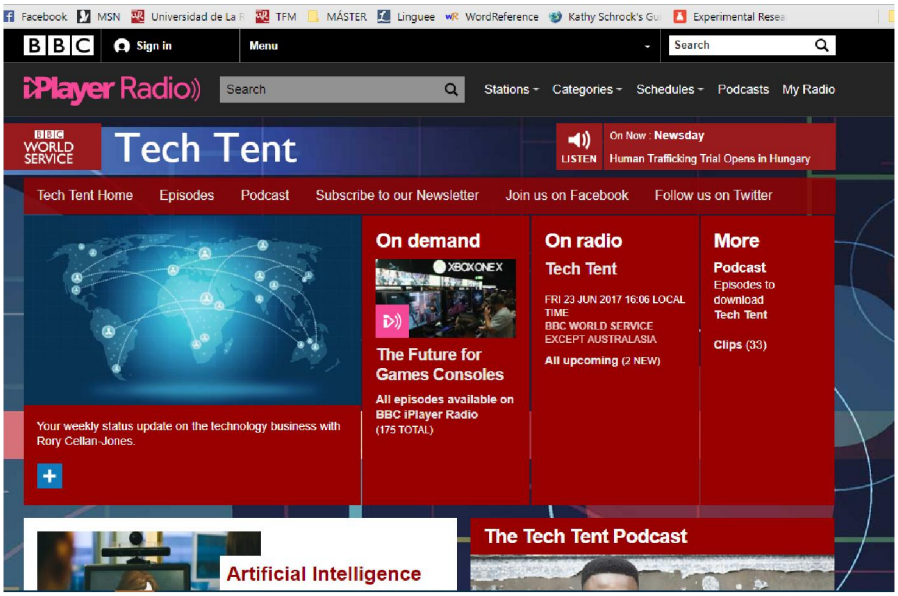
http://www.dailyesl.com/index.htm

http://www.bbc.co.uk/aboutthebbc/

http://www.bbc.co.uk/makeitdigital

http://www.bbc.co.uk/programmes/p01plr2p

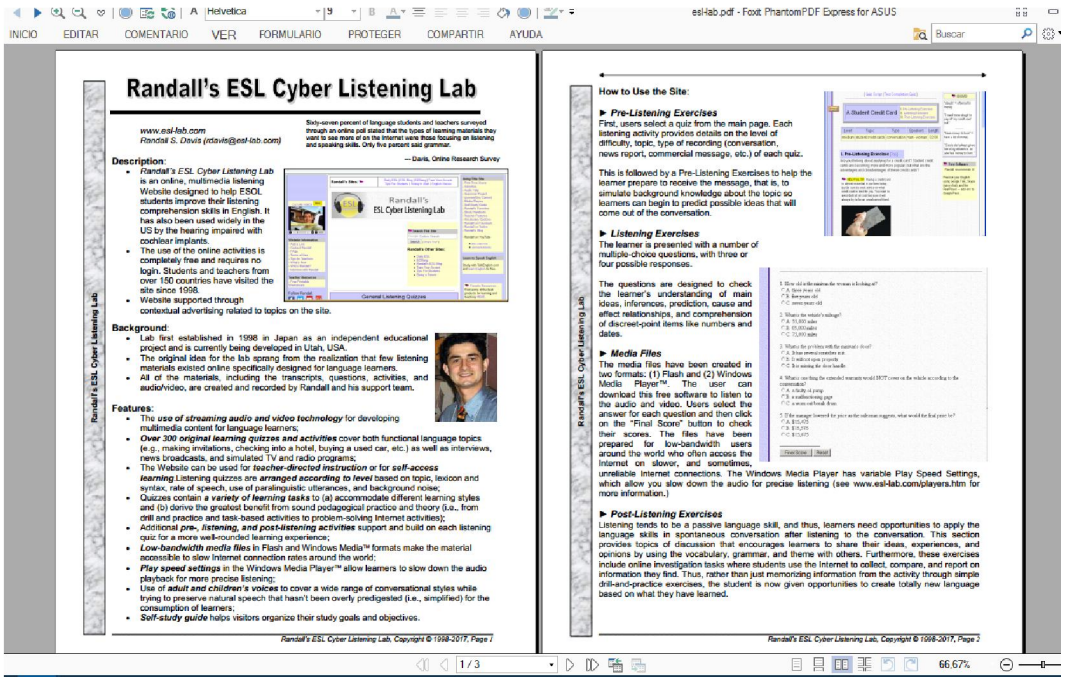
https://www.britishcouncil.org/



http://learnenglishteens.britishcouncil.org/

English Listening Level Test **IELTS** (International English Language Testing System) Retrieved from https://trucoslondres.com/libros-preparar-ielts-exam/

Example of Webpage for learning English Language:



3.5 Expected results and discussion

Hence, the expected results obtained from the experimental group are positive not only because of the introduction of the new information technologies (IT) and use of new webtools and online resources but also the way in which these ones are used. In addition to the immersion of creative and innovative activities in which students can participate more actively and develop other competences like personal, cultural, and so on. Because it must be clear that a new methodology is proposed in this research project through the use of the previously mentioned webtools and online resources. For all these reasons, it is expected that results are positive. However, there is some possibility that results obtained are similar in both groups, that is, the results are not enough significant and relevant, in that case, the hypothesis would be null. Nevertheless, perhaps the findings obtained are not conclusive because the research is applied to a small group and probably, it would be necessary to carry out more studies applied to more groups.

3.6 Conclusion

As I have already mentioned, it is an existing fact that foreign language students have more complexity in obtaining positive results regarding the listening comprehension and they do not know appropriate and successful tools and resources and also, how to use them in order to enhance their listening skills and consequently, to achieve the objectives required.

For this reason, the objective of this project is to foster the application of appropriate audio-visual resources and materials as well as to ensure coherent and effective use of these instruments by making a different use of audio-visual materials as we are accustomed to, with the purpose of fostering interactive and unusual activities to enhance listening skills in English foreign language, in addition to increase the students' motivation and the interest in learning a second language.

We will be able to prove if the linguistic immersion completed through audio-visual materials and choosing creative and effective activities to put into practice is a useful and effective method to improve students' linguistic competences.

The pedagogical implications will consist of some changes in the lesson planning, the study and research of oral and audio-visual tasks for teaching a foreign language, the introduction of new activities and their development and implementation in the foreign language class.

If the results indicated this method works effectively, foreign language teachers could consider using more audio-lingual and visual materials and resources by applying communicative and interactive tasks which foster the students' participation and the collaborative class projects, and at the same time increase the students' motivation and their interest in acquiring a foreign language. Last but not least, I will conclude by saying that foreign language teachers should invest more time to create and apply new and effective activities to enhance the students' listening and speaking skills in the English foreign language.

Finally, we could take into consideration to change the current English classes and introduce new practical and functional activities and tasks that promote equally both the spoken and written language learning.

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