



# Development of an English syllabus for the 2<sup>nd</sup> year of Secondary Education (3<sup>rd</sup> term)

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*Desarrollo de una programación didáctica de inglés para 2º ESO durante el 3º trimestre*

Master's Degree in Secondary Education, Vocational Training and Language Teaching (English)

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## ABSTRACT

This master's dissertation is focused on the elaboration of an English syllabus for the 3<sup>rd</sup> term of 2<sup>nd</sup> year of Compulsory Secondary Education (CSE) students. The present English syllabus has been developed taking into account legislation that regulates the design of didactic syllabuses and also general laws on education.

The teaching process is not always easy to implement. Teachers can have many ideas to implement in class that can be successful or that, unfortunately, can go awry due to lack of time or insufficient planning. For that reason, teachers must design a syllabus for their own subject that will serve as a powerful tool to organise, monitor and assess the development of the course.

Apart from elaborating the theoretical syllabus, this project also presents a realistic application of some activities introduced in a teaching unit, going from the most general part to the most specific.

First, I introduce the centre and the students. Then, I explain the different types of legislation that support this project. After that, I present the objectives, the key competences, the contents, the methodology used and the assessment. Next, there are five teaching units with their sequencing for their implementation during the 3<sup>rd</sup> term of an academic year including the development and a practical implementation of some activities. Later, I make reference to students with special needs and other aspects such as didactic resources used during the course. Finally, I draw a conclusion to shed some light on the necessity of the elaboration of personalised and flexible syllabuses adapted to the needs of all students.

**Key words:** syllabus, objectives, key competences, communicative competence, contents, task-based learning, assessment, self-assessment, teaching unit, sequencing, activity, students with special needs.

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## 1. INTRODUCTION

The aim of the present master's dissertation is to develop a syllabus and assessment guidelines for the 3<sup>rd</sup> term of the subject English as a Foreign Language (EFL). It is addressed to a class of 2<sup>nd</sup> year of Compulsory Secondary Education (CSE / *Educación Secundaria Obligatoria, ESO*) in a high school in Castellón. By elaborating this syllabus I intend to process, implement and analyse everything that I have learnt during the Master's Degree in Secondary Education, Vocational Training and Language Teaching that I have attended during the academic year 2013/2014 at Universitat Jaume I within the specialisation of English Language and Literature.

The present syllabus represents a challenge for me because during the master I have not developed a complete syllabus as such having only focused on teaching units, both in the general and the specific modules. Moreover, the fact that planning a course syllabus is one of the requirements of part B of the Spanish competition exam (*Resolución, de 27 de abril de 2010, de la Conselleria de Educación*) has given me more reasons to choose and work on this option for my master's project. Therefore, this syllabus is mainly based on the *Orden 45/2011*, which regulates the structure of didactic syllabuses in basic education, and on other current legislation introduced under the "legal framework" title.

### 1.1 Justification

The didactic syllabus is the meeting point between theory and practice. This document represents the third level of curricular concretion (after the Ministry of Education, which indicates the minimum curriculum; that is, the first level, and the centre, which elaborates the Centre Curricular Project; that is, the second level). It is designed by the English department and especially by each teacher and it represents a powerful tool for her/him because it facilitates the organisation, development and assessment of the lessons; although we have to remember that it is just a guideline of how the academic year can be planned.

Taking into account all these facts, this syllabus can be altered during the academic year, that is why it has the following characteristics: the syllabus must be open in order

to introduce suitable changes at any time, it must be flexible in order to consider the different learning rhythms and the students' personal needs and finally, it must be meaningful, that is, students must learn useful contents and values for their daily life.

Different key points are introduced in this document: the general objectives for the CSE stage, the specific aims of the English subject, the key competences, the contents, the methodology, the assessment criteria, the students with special needs, the teaching units and a practical application.

Teaching foreign languages—especially English—has become essential in Spanish education. What is more, according to the new law on Education—*Ley Orgánica de Mejora de la Calidad Educativa (LOMCE)*—the fluency in a second or third foreign language is a “priority” as a consequence of our globalised world. The European Union and in particular the Council of Europe also promote plurilingualism. In Coste's words (2001) the plurilingual competence represents “all the knowledge and skills that mobilise the resources of a plurilingual repertoire”. Having not only a plurilingual competence but also a pluricultural competence is a requirement stated by the Common European Framework of Reference for Languages (CEFR) in “order to deal with the communicative challenges posed by living in a multilingual and multicultural Europe” (Council of Europe, 2001). In addition, the local law firmly supports plurilingualism. According to the *Decreto 127/2012*, it will be implemented in the Valencian Community in the first cycle of CSE in the academic year 2018/2019. In this region, English represents a third language, since students already learn Spanish and Catalan.

Therefore, it is very important to teach English and especially, to teach how to communicate by using it. That will be the main focus of the present syllabus. Fulfilling the communicative needs and achieving a good command of oral and written skills will be the pillars of this syllabus in order to provide students with the necessary tools to succeed.

## **1.2 The centre in context**

The centre would be a public high school in the city of Castellón with around 700 students from CSE and Bachillerato, from mixed social strata—especially low and medium.

The facilities have been renovated recently and the Information and Communication Technologies (ICTs) have been introduced. Thus, we can find beamers and screens in every classroom and there is also internet connection.

The English language department has got more resources that can help us achieve our didactic goals. It owns a television set, a DVD player, radio-cassettes, monolingual and bilingual dictionaries, reading material (books, magazines, posters...) and multimedia material (CD-ROMs and films).

### **1.3 The students in context**

We can imagine that we will have a class of around 25 students. These students from the 2<sup>nd</sup> year of CSE have been learning English since Primary school and they have already spent one year at high school where some of them have had the chance to choose Practical English as an elective subject or participate in CLIL projects. The level of English is expected to vary among different students. Therefore, this syllabus is compatible with A1/A2 levels according to the Common European Framework of Reference for Languages (CEFR) (see Appendix I).

We cannot ignore that the real classroom nowadays is heterogeneous and diverse. In fact, there will probably be students coming from different countries and social backgrounds such as Romania, Morocco or South America. Therefore, we can have a multicultural class. We, teachers, will need to pay special attention to those students because many of them may be living in Spain for a long time but surely others will have to adapt themselves both to the school and to our society and culture which will still be unknown to them.

Moreover, not all students share the same level of motivation or the same previous knowledge. In addition, according to cognitive styles not all students learn in the same way, some students are field-dependent, others are field-independent. In other words, the former have good interpersonal skills, empathy and sensitivity and enjoy learning in group and the latter are more autonomous, analytic and find it easy to reorganise material and solve problems (Martín Bravo & Navarro Guzmán, 2011). For all these reasons, this syllabus supports an inclusive education model where everyone can participate.



## 2. THE LEGAL FRAMEWORK

At this point, I will introduce the different norms that represent the foundations of this English syllabus. The teacher has to take into account not only European legislation but also national and regional laws.

### 2.1 European Union

The European Union has introduced important changes regarding the national curriculum and also the teaching-learning process of languages such as the key competences and the classification of the mastery of a language in different levels.

- First, I must introduce the key competences originally established by the European Union by virtue of Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].
- Second, we must not forget that nowadays we can measure our command of a foreign language thanks to different levels (A1, A2, B1, B2, C1 and C2) and teachers are encouraged to use this model, among many other reasons, “as a tool for coherent, transparent and effective plurilingual education,” according to the Appendix 1, section A and article 1 of the Recommendation CM/Rec(2008)7 of the Committee of Ministers to member states on the use of the Council of Europe’s Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism.

### 2.2 Spain

This syllabus is based on the following legal dispositions at national level:

- First and foremost, according to the Spanish Constitution, of December 27th, 1978<sup>1</sup>, article 27, sections 1 y 2, “Everyone has the right to education” and “Education shall provide full development of human personality respecting democratic principles of coexistence and fundamental rights and freedoms.”

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<sup>1</sup> Note: All legal translations into English are my own.

- Then, this syllabus must be elaborated according the most recent *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE)* / (Organic Act, 8/2013, of December 9<sup>th</sup>, on the Improvement of the Quality of Education). In the preamble, it is stated that “the fluency in a second or even in a third foreign language has become a priority [...] that at the same time represents one of the main lacks in our education system.” “The law strongly supports plurilingualism, doubling the efforts to make students perform fluently, at least, in a first foreign language, whose oral and reading comprehension level and oral and written expression level is crucial to improve employability and professional ambitions [...].”
- Finally, the *Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria* / (Royal Decree, 1631/2006, of December 29<sup>th</sup>, establishing the minimum contents for Compulsory Secondary Education) establishes the minimum curriculum that then each community will adapt in their regional legislation.

### 2.3 Valencian Community

The following dispositions are implemented at an autonomic level:

- First, every teacher must consider the following act in order to plan and design a syllabus: *Orden 45/2011, de 8 de junio, de la Conselleria de Educación, por la que se regula la estructura de las programaciones didácticas en la enseñanza* / (Act 45/2011, of June 8<sup>th</sup>, by Conselleria de Educación, regulating the didactic syllabus structure of basic education). This act states both the aims of a syllabus and its structure.
- Second, the present English syllabus is based on the guidelines that are set by the *Decreto 112/2007, de 20 de julio, del Consell, por el que se establece el currículo de la Educación Secundaria Obligatoria en la Comunidad Valenciana* / (Decree 112/2007, of July 20<sup>th</sup>, by Consell, establishing the Compulsory Secondary Education curriculum in the Valencian Community). In particular, the contents and assessment criteria for the present syllabus has been taken from the curriculum.

- Third, by virtue of the *Decreto 127/2012, de 3 de agosto, del Consell, por el que se regula el plurilingüismo en la enseñanza no universitaria en la Comunidad Valenciana* / (Decree 127/2012, of August 3rd, by Consell, regulating plurilingualism at non university levels in the Valencian Community), apart from learning Spanish and Catalan, a foreign language (mainly English) will be introduced and its teaching hours will be increased together with official languages. In the third section of the preamble, it argues that the Generalitat would like to achieve the quality that allows students to adapt to the demands of the knowledge society, where mastering English and other foreign languages, and ICTs, become basic tools for progress.”
- Fourth, the *Orden de 14 de diciembre de 2007, de la Conselleria de Educación, sobre evaluación en Educación Secundaria Obligatoria* / (Act of December 14th, 2007, by Conselleria de Educación, on CSE evaluation criteria), focuses on who, when and how to assess during CSE and it will be taken into consideration in the assessment section of this syllabus.
- Fifth, the *Orden de 14 de marzo de 2005, de la Conselleria de Cultura, Educación y Deporte, por la que se regula la atención al alumnado con necesidades educativas especiales escolarizado en centros que imparten educación secundaria* / (Act of March 14th, 2005 by Conselleria de Cultura, Educación y Deporte, regulating the attention to students with special needs in secondary education centres) explains pedagogical and organisational aspects regarding students with physical, psychological or sensory disabilities or students that have serious personality or behaviour disorders.
- Finally, the *Resolución de 27 de abril de 2010, de la Conselleria de Educación, por la que se convocan procedimientos selectivos de ingreso, accesos y adquisición de nuevas especialidades en los cuerpos 6ulio6s de profesores de Enseñanza Secundaria, profesores de Escuelas Oficiales de Idiomas y profesores técnicos de Formación Profesional* / (Resolution, of April 27<sup>th</sup>, 2010, by Conselleria de Educación, announcing competition exams for Secondary Education, School of Languages and Vocational Studies teachers) regulates the proceedings of competition exams and gives information on what to study and prepare for the exam.

### 3. OBJECTIVES

#### 3.1 General objectives for Secondary Education

According to the Decree 112/2007, of 20th July, of the Consell, by which the curriculum of the Spanish Secondary Education in the Valencian Community is established, teachers must take into account the following general objectives. I will highlight some of them:

1. To know, assume their duties responsibly, exercise their rights while respecting the others, to practise tolerance, cooperation and solidarity with people; to exercise dialogue strengthening human rights as common values of a plural, open and democratic society and to be prepared for being democratic citizens.
2. To develop and consolidate habits regarding discipline, study and both individual and team work as a necessary requirement for efficiently performing learning processes and as a means for personal development.
3. To foster behaviour towards school, family and social coexistence.
4. To strengthen their affective abilities in all the aspects of their personality and in their relationships with others. To refuse violence, all kinds of prejudices, sexist behaviour and to solve conflicts peacefully.
5. To develop basic skills in the use of information sources in order to critically acquire new knowledge. To achieve basic competence in the field of technologies, in particular in ICTs.
6. To develop entrepreneurship, self-confidence, participation, critical awareness, personal initiative and the ability to learn to learn, plan, take decisions and assume responsibilities, as well as to appreciate the effort in order to overcome difficulties.
7. To understand and communicate appropriately in, at least, one foreign language.
8. To analyse the mechanisms and values that rule the way society works, in particular those related to citizen's rights, duties and freedoms and to adopt personal judgements and opinions about them.
9. To critically analyse and assess written and audiovisual mass media.

### **3.2 General objectives of the area of foreign languages: English**

According to the Decree 112/2007, of 20th July, foreign language teachers will have to develop a variety of objectives with their students. I have taken these objectives into consideration and I have adapted them hereinafter for my teaching units of the present English syllabus.

1. To understand global and specific information from oral texts in different communicative situations in a respectful and cooperative way.
2. To express and interact orally in everyday communicative situations in an intelligible and appropriate way as well as with certain autonomy.
3. To read and understand different kinds of texts, appropriate for students' abilities and interests, in order to infer both general and specific information, and to use reading as a source of pleasure and personal growth.
4. To produce simple written texts with different purposes on different topics, using appropriate cohesion and coherence strategies.
5. To correctly use phonetic, lexical, structural and functional patterns of the English language in real, communicative contexts.
6. To develop autonomous learning, to reflect upon one's learning processes and to transfer into English the knowledge and communicative strategies that have been acquired in other languages.
7. To use learning strategies and didactic resources, including ICTs to look up, select and present information both orally and in a written form.
8. To appreciate English as a means to access information and as a learning tool.
9. To appreciate English in particular and languages in general as a means of understanding and communicating with people from different cultural and linguistic backgrounds as well as to avoid any type of linguistic and cultural discrimination and stereotypes.
10. To show a receptive and self-confident attitude towards the ability to learn and use English.

## 4. KEY COMPETENCES

The Common European Framework of Reference for Languages (CEFR) together with the European Parliament establishes eight key competences for lifelong learning (Recommendation 2006/962/EC) which should also be acquired by young people when they finish their compulsory education. Furthermore, Delors (1996) already introduced very general competences: learning to know, learning to do, learning to live together and learning to be, which represented the pillars of education.

On the other hand, these key competences appear in the Spanish education system with the Organic Act on Education 2/2006 (*LOE* according to the Spanish abbreviation), in the curriculum described in this law and also in the most recent Organic Act on the Improvement of the Quality of Education (*LOMCE* according to the Spanish abbreviation). These competences have been adapted from the ones established by the European Union.

Below there is a comparative table of both set of competences (pp. 10-12) where we can see the terminology used by the European Parliament and the Spanish Ministry of Education. In addition, I explain how each competence is related to English. Most competences play an important role in the learning-teaching process of English but there are others, such as the Mathematical competence that is not directly related to it. We can see that some terms have changed and that Spain amalgams into one linguistic competence both the communication in the mother tongue and in foreign languages competences. In addition, Spain gives more importance to processing and handling information in relation to ICTs, which develops the critical thinking. For the present syllabus I will follow the terminology established by the Spanish laws. The coding below that refers to the competences (e.g.: KC1, KC2, KC3...) will be used later on in the tables for the teaching units and the development of some activities (pp. 28-41).

<b>KEY COMPETENCES</b>		
<b>European Parliament terminology</b>	<b>Spanish Ministry of Education terminology</b>	<b>Definition related to EFL teaching</b>
Communication in the mother tongue	Competence in linguistic communication (Key Competence 1, KC1)	It is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a wide range of contexts. Apart from exchanging information, language should be used in order to establish respectful relationships with others, to solve conflicts peacefully and to mediate and achieve intercultural understanding.
Communication in foreign languages		
Digital competence	Processing information and using ICTs (KC2)	It involves a confident and critical use of Information Society Technology (IST) and basic skills in Information and Communication Technology (ICT). There is a vast number of online resources (press, TV programmes, podcasts, online dictionaries...) and, in fact, Internet facilitates communication with other students and also with English native speakers.
Learning to learn	Learning to learn (KC3)	It is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities. With the different techniques implemented in the EFL classroom, students learn from one another and they think, reflect, debate, analyse and organise information in order to solve a specific situation.

Continues on page 11

Social and civic competences	Competence in social skills and citizenship (KC4)	It refers to personal, interpersonal and intercultural competence and all forms of behaviour that prepare individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. In addition, students learn to be tolerant with other cultures that integrate our society and understand and accept their different codes of conduct and customs. It is essential to implement activities in the EFL classroom that foster this competence in order to learn to coexist, cooperate, social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), responsibility and democratic participation.
Cultural awareness and expression	Cultural and artistic competence (KC5)	It involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts). An insight into cultural events and traditions of English-speaking countries and their authors is essential as well as the development of creativity.
Sense of initiative and entrepreneurship	Autonomy and personal initiative (KC6)	It is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The students are aware of the context of their work and are able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness

Continues on page 12



		of ethical values and promote good governance. In the EFL class, students can develop this competence carrying out flexible projects where they have to develop their own strategies and autonomy to achieve the objectives. They can be proactive, suggest and take decisions, plan, organise and manage their own work.
Mathematical competence and basic competences in science and technology	Mathematical competence (KC7)	It is not directly related to EFL. It represents the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen.
	Competence in knowledge and interaction with the physical world (KC8)	The students must look around and understand their environment in order to understand English-speaking countries' environments (nature, geography, monuments, etc.).

Table 1. Compared terminology of the key competences between the European Parliament and the Spanish Ministry of Education. Definition related to EFL teaching.

## 4.1 Specific language competences

### 4.1.1 The communicative competence

The competence in linguistic communication can be divided into more specific language competences such as the communicative competence. Many authors have defined the components of communicative competence along time.

In the following construct (see Figure 1) it is highlighted the importance of the four skills, L: Listening, R: Reading, S: Speaking and W: Writing, in order to build discourse competence. Moreover, according to the authors the pragmatic and intercultural competences are incorporated on their own (Usó-Juan & Martínez-Flor, 2006: 16).

Discourse competence includes coherence and cohesion of both oral and written texts. Linguistic competence refers to the knowledge of the linguistic norms (mastering fixed phrases and collocations that are learnt in an automatic way, which are helpful for learning a language). Strategic competence gathers both learning strategies and communicative strategies. Finally, the intercultural competence includes the interactional competence and it refers to the actual use of the language as shown in Figure 1 below:

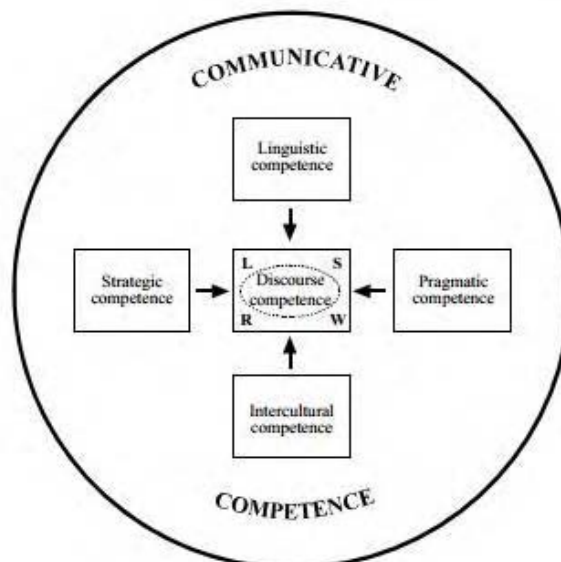


Figure 1. Communicative competence (Usó-Juan & Martínez-Flor, 2006: 16)

Celce-Murcia (2007: 45) introduces another model of the communicative competence which is more recent too (see Figure 2). In this model, apart from the discourse

competence which also lies in the centre of the construct, several other competences are introduced:

- Linguistic competence: it refers to the ability to use the language code and consists of grammar, phonology, the lexicon, morphology and syntax.
- Strategic competence: formulae to gain time when speaking and compensate breakdowns in communication. It is linked to the rest of the competences in the construct.
- Socio-cultural competence: it is closely connected to pragmatics, it refers to interpreting the language use appropriately.
- Interactional competence: it refers to the knowledge of how to perform speech acts, how to open and close conversations, how to change topics, etc. It includes the knowledge of kinesics (body language), proxemics (distance), haptics (touch) and non-linguistic resources (Hall, 2012: 115).
- Formulaic competence: it refers to “prefabricated chunks of language that speakers use heavily in everyday interactions” (Celce-Murcia 2007: 47) for example, idioms, fixed phrases and collocations (e.g. greetings, phrasal verbs...).

All these competences are illustrated in Figure 2 below:

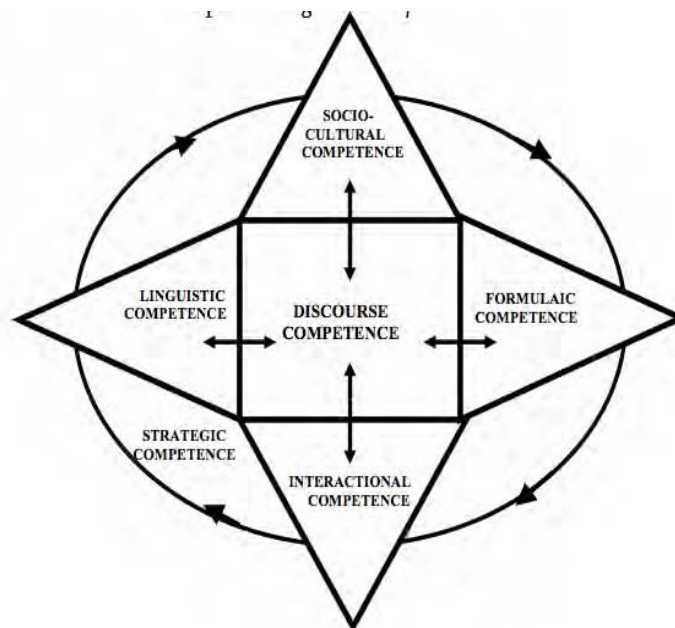


Figure 2. Communicative competence (Celce-Murcia 2007: 45)

## 5. CONTENTS. STRUCTURE AND CLASSIFICATION

The contents of the subject for 2<sup>nd</sup> year of CSE are established by law (*Decreto 112/2007*), they are divided into four sections and some of them coincide with the four skills. Below I introduce the contents that will serve for the third term of the English subject:

### 5.1 Listening, speaking and conversation

The first section focuses on oral comprehension and oral expression and interaction. Both verbal and non-verbal communication is important to express personal opinions about a familiar topic.

- Listening and understanding messages related to daily life activities.
- Elicitation of general and specific information from oral texts and dialogues about predictable daily life topics coming from different media and with the help of both verbal and non-verbal strategies.
- Use of different strategies to understand oral messages: verbal and non-verbal context, background knowledge, identification of key words, brainstorming, etc.
- Production of short and coherent oral texts with an appropriate pronunciation about interesting topics.
- Participation in role-plays in pairs or groups in the classroom, having appropriate pronunciation and intonation in order to achieve communication.
- Answering appropriately in the different communicative situations.
- Development of communication strategies to overcome interruptions and to start and finish communicative exchanges.

## 5.2 Reading and writing

The second section highlights the importance of dealing with different types of texts for the reading comprehension and the written production. Even though, it is equally important to know how to treat information from different sources.

- Understanding general and specific information in different texts: printed and digital, authentic and adapted, about familiar topics and about other subjects of the curriculum.
- Proactivity to read texts of certain length in an autonomous way.
- Identification of the structure and characteristics of different types of texts.
- Use of reading comprehension strategies: identification of the topic, use of background knowledge, inference of meaning by context, visual elements, word comparison or similar expressions in other known languages.
- Recognition and use of some formal and informal expressions in written communication.
- Writing different texts with the help of model examples taking into consideration cohesion and basic writing strategies (planning, writing and revising).
- Use of basic spelling and punctuation rules and value of their importance in written communication.
- Interest in an accurate layout of both printed and digital written texts.

## 5.3 Language and language awareness

This third section is related to conceptual contents and they can be classified under the linguistic competence that we have introduced above (p. 14). Below I develop some contents that have been divided into the following three points: A) Language functions and grammar, which present grammar rules, morphology, syntax and speech acts (requesting, inviting, giving permission...), B) Vocabulary, which introduces the lexicon learnt in the teaching units, and C) Phonetics, which focus on some relevant aspects for the 2<sup>nd</sup> year of CSE.

*A) Language functions and grammar*

- Expressing likes and dislikes, asking and giving opinion and advice.
  - Like / love / dislike / don't like / hate. I think / I don't think.
  - Why don't we...? / What about...?
  - Should / shouldn't
- Describing objects, places and people. Expressions of quantity.
  - Have got / there is / there are
  - Much / many / a lot of
- Expressing obligations and routine.
  - Modal verbs: can, must, should, etc.
- Expressing past events linked to the present time or to a previous past.
  - There was / There were
  - Could
  - Past simple and continuous
  - Present perfect simple: for, since, already, yet.
- Expressing abilities. Asking and giving permission.
  - Can / could
- Expressing future events and decisions and making predictions.
  - Will / be going to + infinitive
  - Time expressions: this weekend, next year, etc.
  - Conditional clauses (type I)

*B) Vocabulary*

- Common expressions, collocations and vocabulary related to specific familiar contexts and to other subjects of the curriculum.
- Topics: music, environment, travel, technology, leisure and free time, daily life, etc.

*C) Phonetics*

- Pronunciation of phonemes that present special difficulty.
- Pronunciation of short forms, endings in verbal tenses and weak forms.
- Stress, intonation and rhythm.

**5.4 Socio-cultural aspects and intercultural awareness**

Learning a language cannot be done separating the student from the target culture; that is why this section about intercultural awareness is so important.

- Value of the English language as an instrument for international communication.
- Identification and interpretation of semiotic elements such as gestures or proxemic patterns used by the English language speaker.
- Development of intercultural abilities in the use of English.
- Identification and respect towards the customs and traditions of other countries and cultures where English is spoken in order to overcome stereotypes.
- Deepening their knowledge about polite set expressions.
- Knowledge of different kinds of cultural events such as historic, geographic or literary and obtaining information from several sources.
- Value of the personal growth that entails relationships with people from other cultures.

**5.5 Cross-curricular contents**

I believe that another relevant criterion to choose the didactic resources I am going to work with is how cross-curricular contents are introduced in the EFL classroom. Therefore, I have included the following cross-curricular topics in my teaching units:

- Moral and civic education
- Education for the environment
- Education for peace
- Education of the consumer

## 6. METHODOLOGY

### 6.1 General methodology

I am going to follow a methodology based on constructivism because I believe it contains all the elements to make my classes work. On the grounds of constructivism, students become the centre of the teaching-learning process so they play an active role in their own learning. Thus, the role of the teacher changes and s/he becomes just a guide who creates the necessary conditions in order to achieve meaningful learning. Therefore, for me it is extremely important to consider the learners' previous knowledge which will make them transfer learnt concepts and strategies to build new meaning enhancing their personal growth and development. Similarly, I think that the teacher should connect the contents with daily-life situations which are familiar to the students in order to achieve meaningful learning. In the same way, in my opinion, it is essential to take into account students' interests and motivations in order to adapt my material and catch their attention.

On the other hand, I also think that the teacher must give more importance to the process and not to the result and students should learn not only from their correct answers but also from their mistakes. In addition, I would like to create an atmosphere where confidence, dialogue, self-esteem and cooperation are guaranteed in order to boost students' autonomy and independence.

Last but not least, today it is crucial to use and integrate ICTs in the EFL class. The command of ICTs is becoming more important in the 21<sup>st</sup> century and, as we have seen above, one of the eight key competences integrates in the curriculum the use of ICTs. Technology has already become part of our lives and now that the students are digital natives, I think that teachers must educate them in the good use of these technologies.

### 6.2 Specific methodology

I will follow a communicative approach as specific methodology which includes, at the same time, the action perspective—task-based language learning and the need to develop both communicative and social skills. According to this approach, learning a



language means learning to communicate effectively, the most important thing is the meaning and students' fluency. In addition, it is important to use authentic material and prepare activities based on real life (Barbero et al, 2008).

From the point of view of action perspective, it is necessary to:

1. Act on the other person through the language. Interaction plays an important role.
2. Deepen the knowledge of the information in order to make the most of it. Communication takes place in a real environment in order to achieve specific interrelation.
3. Communicate to act. Integrating one's experience and knowledge from other areas in order to learn to do by doing.
4. Activate cooperative behaviour.

### **6.3 Teaching and learning activities and strategies**

I am going to take into consideration different types of activities and strategies for the EFL classroom. Thus, I intend each session to be different so that I could reach all students thanks to a wide range of motivating activities and different organisation techniques (whole class, in group, in pairs...). In the list below, I have chosen some of the activities and strategies that I would like to implement in the five teaching units of the present syllabus:

- Group dynamics fostering active participation and cooperative learning such as role plays, debates, research groups, etc.
- Individual work both in class and at home understood as autonomous learning (extensive reading, searching information, creating presentations on different topics, carrying out a questionnaire, etc.).
- Whole class work and pair work.
- Teacher explanation where s/he can use ICTs to focus students' attention on relevant points asking questions in order to check understanding.
- Virtual classroom or blog as an online common space to learn, participate and communicate with the teacher and other students.
- Practical projects for each teaching unit.

## 7. ASSESSMENT

Assessing the learning process is necessary in order to gather relevant information concerning the students' progress. The teacher must analyse the results, think about them and take relevant decisions to improve this learning process. As I illustrate below, assessment is a non-stop clockwise move that involves planning the assessment, gathering information, making an analysis of the results, communicating them and taking decisions in the middle of the course or for the next academic year. In my opinion, the assessment planning and the communication of results (feedback) are two of the most important parts of the assessment process because, on the one hand, a good planning can help the other elements work properly and, on the other hand, I think that students (families and other teachers too) have the right to know their results in order to improve and autoregulate their own learning.

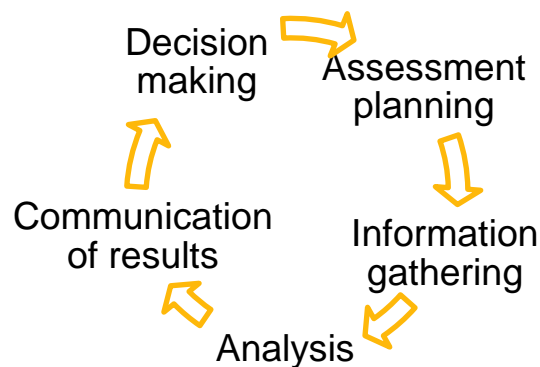


Figure 3. Assessment process

Furthermore, the assessment must have a pedagogic function, where teachers reflect on the teaching-learning process and revise it in order to optimize it, and a social function, where successful students are recognised and certified and thus they can continue with the following level of the education system (Flores Mostacero, 2004). Therefore, the teacher must think about some aspects when elaborating a syllabus: what to assess, how, with which instruments and when to assess. That is why all these aspects are essential in the development of the current English syllabus.

## 7.1 Assessment criteria

The official assessment criteria for the 2<sup>nd</sup> year of CSE are stated by the DOCV (*Decreto 112/2007, de 20 de julio*). The following coding (e.g.: C1, C2) will be used below in the tables for the teaching units (see tables on pp. 28-37). Furthermore, the following assessment criteria will be also adapted for the sample activities below (see tables on pp. 38-41).

C1: To understand the general idea and specific information of oral texts said by a speaker or coming from different mass media about familiar topics.

C2: To participate being every time more autonomous in communicative interactions connected to personal experiences, plans and projects. To use simple structures and the most common expressions for socialising with an appropriate pronunciation in order to achieve communication.

C3: To understand general and specific information from different written texts, both adapted and authentic, of different length and suitable for the age, and to show comprehension through a specific activity.

C4: Guided writing of a variety of texts in different formats with an acceptable level of correctness, to use simple structures and linking words, suitable vocabulary and to take care of formal aspects as well as to respect elementary spelling and punctuation rules.

C5: To use learnt knowledge about the English linguistic system in different communicative contexts as a means for self-learning and self-correcting one's oral and written productions and in order to understand someone else's productions.

C6: To identify, use and orally explain some basic strategies used to make progress in learning.

C7: To use ICTs in a guided way in order to look up and select information, produce texts from model examples and set personal relationships as well as to show interest in using them.

C8: To identify and show interest in some social, cultural, historical, geographical or literary aspects of English-speaking countries. To use English socio-cultural knowledge as a contrastive element with one's own aspects.

## 7.2 Types and instruments

The different types of assessment indicate teachers how to assess. This fact is closely related to the available instruments to perform the assessment process.

Regarding the types, I can name the diagnostic (initial) evaluation, carried out at the beginning of the year (as this syllabus considers the third term of the year, students will have already done this initial assessment at the beginning of the academic year). Thanks to a level test we can see not only the different levels in the class but also we can gather information about the students, their family, their academic record, their skills, difficulties, interests, attitude towards the school, classmates, etc. and from this information the teacher can adapt the syllabus to the changing needs of students from different years (Cassany, Luna & Sanz, 2007). Then, the formative assessment, which is carried out all along the third term and assesses the learning process, is aimed at improving learning. Finally, there is the summative assessment, which I would implement at the end of the academic year.

On the other hand, students are expected to develop peer-assessment in some tasks and, by the end of the year they will also apply a self-assessment of their learning process, as well as the teacher regarding her/his teaching process. Concerning the students, they will have to complete their own Language Passport using the Europass online application on <http://europass.cedefop.europa.eu> (see Appendix V) where they will be able to see their progress regarding foreign languages. Then, regarding the teacher, the European Portfolio for Students Teachers of Languages will be used (Newby, 2007) (see Appendix VI). In my opinion, teachers can benefit from some of the questions of this comprehensive document; for example, those regarding the context, the methodology, the resources, the lesson planning, etc.

Therefore, for the third term I will implement the following types and instruments of assessment both for the students and the teacher:

TYPES	INSTRUMENTS	
	Learning process	Teaching process
Formative assessment	<b>Direct observation:</b> checklists, incidental records, Likert scales, speaking and writing rubrics (see	<b>Critical thought</b> <b>Comparing</b>

(including peer-assessment)	Appendix II). <b>Writing:</b> notebook, blog, exercises, homework. <b>Speaking:</b> dialogues, role-plays, debates, questions, presentations, interviews, use of L2. Degree of <b>cooperation</b> (pair work or group work). <b>Reading tests.</b>	<b>experiences</b> with other colleagues
Summative assessment (including self-assessment)	<b>Final exam.</b> <b>Language passport</b> (final self-assessment, see Appendix V).	<b>Checklists</b> provided by the document <i>European Portfolio for Student Teachers of Languages</i> (Newby, 2007) (see Appendix VI)

Table 2. Assessment types and instruments.

### 7.3 Grading criteria

In order to pass the subject, the student will have to sit the written exams and obtain at least a 50%. In the same way, the student will have to do homework and participate in the different in-class activities and obtain at least a 50%. The assessment process translates into different percentages according to each instrument.

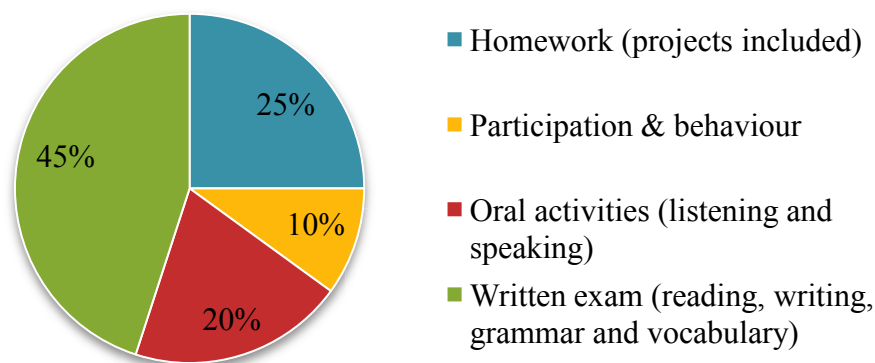


Figure 4. Grading criteria. Percentages.

Students who do not achieve a final mark of 50% will have to pass a resit at the end of the academic year. According to the Act of December 14th, 2007, by Conselleria de

Educación, on CSE evaluation criteria, the results will be marked from 1 to 10, being 5 the minimum mark to pass.

#### **7.4 Extension and reinforcement activities**

Many activities are carried out in group. Students with special needs can benefit from the advantages of working in small groups such as cooperative work, receiving help from other students, sharing responsibilities, etc. For the individual activities, extra help will be provided both for students who fall behind and gifted students that need more exercises.

In each teaching unit, there are minimum objectives that students with special needs can achieve and they will be assessed accordingly.

In the next section, I am going to focus on my syllabus design through five teaching units that will be implemented during the last term of the academic year. In the same way, I am going to introduce some sample activities where all the theory explained in this syllabus and the information from the teaching units fall into place.

## **8. TEACHING UNITS**

In this section I present my five teaching units to be implemented during the third term of the academic year 2013/2014, some sample activities developed from one of the teaching units and, finally, the sequencing for the implementation of the mentioned units. The reason why I have developed five teaching units is because it is compulsory to design at least 15 teaching units in the competition exams (according to the last call for Secondary Education competition exams in 2010), so for the third term of the year I have designed units 11, 12, 13, 14 and 15.

Each teaching unit contains a number of relevant points that I would like to mention. At the top of the table (see table 11, page 28), we can see the title of the unit and the number of sessions. Then, I have developed both the objectives and the minimum objectives for each unit. On the right part of each table, we can also find the key competences that are going to be relevant for the unit and below, we can see a classification of the contents into “concepts”, “procedures” and “attitudes”. We must

not forget that there will be also cross-curricular contents for each unit as I have explained above (see p. 18). Next comes the assessment. In this part, I have connected each instrument (direct observation, notebook, etc.) with the number of the corresponding activity and their assessment criteria (e.g.: C1, C2...). In the last part of the table (see table 11, page 29), we can find how the teaching unit is going to be implemented. On the left of the table, there is a column that divides the number of sessions. Next to it on the right, we can number the different types of activities that compose the teaching unit. I would like to point out that in one session the teacher may implement more than one activity or that in two sessions, only one activity may be implemented. If we move to the centre of the table, we can find the material that the teacher and the students would need for each activity (e.g.: worksheets, flashcards, etc.). Finally, we can see on the right the part devoted to the organisation that is divided into “group”, which refers to the ways of organising the students, “timing”, which refers to the time spent on each activity, and “space”, which establishes the place where the activity would be implemented.

Each teaching unit has a peculiar title that is related to the topic of the unit. Personally, I have decided to use intertextual devices for the titles because I would like to activate the students’ previous knowledge and I find it quite entertaining too. The first teaching unit is number 11 and it is called “The Sound of Music” and it deals with music. However, with this title I intend to integrate the cultural and artistic competence exposing different expressions of music, for example the musical films (as the title suggests), music shows on TV, the history of music, the evolution of likes and dislikes towards music and the materialistic world of some singers and music bands.

The teaching unit number 12 is called “My Family and Other Animals” and it refers to a well-known book by Gerald Durrell. In this unit, I would like to work on literature and let the students know some interesting books and authors. It goes without saying that the suggested books can vary each year including students’ wishes and proposals.

Then, I have named the teaching unit number 13 “Around the World in 80 Days”. By making reference to the great work of Jules Verne, I intend to make students reflect on stereotypes and other countries’ traditions and cultures. In this unit, I also introduce some of the differences between British and American English.

Next, in the teaching unit number 14, “The Social Network”, I have designed some activities to raise awareness of the different types of technology that surround us and both their advantages and disadvantages. Students will be able to talk about social networks, making reference to the film by David Fincher if they have seen it, and they will have the opportunity to create a blog for the English subject.

The last teaching unit is number 15 and it is called “Earth Hour” linking it to the global-scale event where everyone turns off the light during one hour. From my point of view, it is necessary to educate the students to make them leave in peace with the environment. Therefore, students will learn about the main environmental issues while they make predictions of possible consequences and solutions.

Here below (pp. 28-37) there are the five tables for the different teaching units that I have described.



TEACHING UNIT 11: THE SOUND OF MUSIC			Schedule: 6 sessions
<b>Objectives</b> - The student will be able to talk about the music s/he likes or dislikes using suitable expressions. - The student will be able to read and understand a written text about music and look for and identify general and specific information efficiently. - The student will be able to talk about quantities using correct structures and vocabulary. - The student will participate using English as the main language.			
<b>Minimum objectives</b> - The student will understand and use appropriate quantity expressions. - The student will learn basic vocabulary about music.			<b>Key competences</b> KC1, KC2, KC3, KC4, KC5, KC6, KC8
<b>Contents</b>			<b>Cross-cultural content</b>
<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>	- Education for the consumer
- Countable & uncountable nouns - Quantifiers & determiners: much, many, a lot of... - There is/there are - Expressions for likes and dislikes and asking for opinion: like, love, hate, don't mind, enjoy, why don't we... - Types of music - Vocabulary on music	- Pair work - Text comprehension and interpretation - Autonomous reading - Autonomous project - Production of an oral text and performing it as a role-play	- Talking in English to the teacher and to the rest of classmates - Taking decisions and reaching an agreement	
<b>Assessment</b>			
<b>Instruments</b>	<b>Activity</b>	<b>Assessment criteria</b>	
Direct observation	1, 2, 3, 4, 5, 8, 9	C1, C3, C7, C8	
Notebook	2, 6, 7	C4	

Peer-assessment	2	C1			
Self-assessment	9	C7, C8			
Implementation					
Session	Activity	Material	Organisation		
			Group	Timing	Space
1	1. Brainstorming. Introduction and preparation of project (comparing music habits in the past and now)	Paper	Small groups and individually	50 min	Classroom
2	2. Writing and speaking: role play	Paper	Pair work	50 min	Classroom
3	3. Scavenger Hunt	Worksheet	Small groups	20 min	Classroom
	4. Reading: The History of Pop Music	Text (Adapted from: <a href="http://bit.ly/1oHHPf7">http://bit.ly/1oHHPf7</a> )	Small groups	30 min	Classroom
4	5. Grammar: Spot the mistake	Board and flashcards	Individually	20 min	Classroom
	6. Grammar and vocabulary: countable and uncountable nouns revision and comparing pictures of two music shops	Pictures	Pair work	30 min	Classroom
5	7. Quick writing: describe your classroom	Paper	Individually	20 min	Classroom
	8. Song (according to students' preferences)	Worksheet	Individually	30 min	Classroom
6	9. Project: sharing results	Computer (websites such as Glogster), posters	Individually	50 min	Computer lab

Table 3. Teaching unit 11: The Sound of Music.

TEACHING UNIT 12: MY FAMILY AND OTHER ANIMALS			Schedule: 6 sessions
<b>Objectives</b> - The student will be able to describe an object, a place, an animal or a person using present and past tenses. - The student will be able to talk about his/her favourite book. - The student will participate using English as the main language.			
<b>Minimum objectives</b> - The student will be able to use past tenses (past simple and past continuous) appropriately.			<b>Key competences</b> KC1, KC2, KC3, KC4, KC5, KC6, KC8
<b>Contents</b>			<b>Cross-cultural content</b>
<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>	- Education for the environment  - Awareness for the environment and animals
- Present simple & present continuous (revision) - Past simple & past continuous - Connectors of time (while, when) - Literary work: <i>My Family and Other Animals</i> by Gerald Durrell, <i>Divergent</i> by Veronica Roth, <i>Diary of a Wimpy Kid</i> by Jeff Kinney. - Adjectives describing personality and physical appearance	- Group work - Autonomous project - Preparing an oral presentation	- Talking in English to the teacher and to the rest of classmates  - Awareness for the environment and animals	
<b>Assessment</b>			
<b>Instruments</b>	<b>Activity</b>	<b>Assessment criteria</b>	
Direct observation	1, 2, 4, 5	C1, C7, C8	
Notebook	3, 4, 6	C1, C3, C4	
Peer-assessment	7	C1, C2, C5, C7, C8	
Self-assessment	7	C2, C7, C8	

Implementation					
Session	Activity	Material	Organisation		
			Group	Timing	Space
1	1. Brainstorming. Introduction and preparation of project (oral presentation of a favourite book)	Paper, computer	Small groups or individually	20 min	Computer lab
	2. Warming-up: Which is your favourite book?	Paper, computer	Pair work	30 min	Computer lab
2	3. Reading: a book review (several possibilities: <i>Divergent</i> , <i>Diary of a Wimpy Kid</i> )	Worksheets with reviews (source: <a href="http://amzn.to/1oaox4r">http://amzn.to/1oaox4r</a> or <a href="http://amzn.to/1u2bcbC">http://amzn.to/1u2bcbC</a> )	Individually	50 min	Classroom
3	4. Listening: <i>My Family and Other Animals</i>	Worksheets and video (source: <a href="http://bit.ly/1s38bMx">http://bit.ly/1s38bMx</a> ) Questions on: <a href="http://bit.ly/1uSeKzt">http://bit.ly/1uSeKzt</a>	Individually	50 min	Classroom
4	5. Grammar: Past simple and continuous	Board and worksheets	Individually	30 min	Classroom
	6. Writing: About a book: “My favourite spot/character/object was...”	Paper	Individually	20 min	Classroom
5	7. Project: oral presentations	Computer or posters	Small groups or individually	50 min	Classroom
6					

Table 4. Teaching unit 12: My Family and Other Animals.

<b>TEACHING UNIT 13: AROUND THE WORLD IN 80 DAYS</b>			<b>Schedule: 8 sessions</b>
<b>Objectives</b> - The student will learn about stereotypes of people from other countries and will develop respect for other people's traditions. - The student will discuss about the stereotypes of her/his own country. - The student will be able to use the present perfect correctly. - The student will participate using English as the main language. - The student will be aware of some of the differences between American and British English and will practise pronunciation.			
<b>Minimum objectives</b> - The student will understand the concept of stereotype and will develop respect for other people's traditions. - The student will learn simple present perfect structures.			<b>Key competences</b> KC1, KC2, KC3, KC4, KC5, KC6, KC8
<b>Contents</b>			<b>Cross-cultural content</b>
<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>	- Moral and civic education - Education for peace
- Present perfect simple: for, since, already, yet - Stereotypes - Traditions - American and British English - Cultural words	- Pair work - Text comprehension and interpretation - Autonomous project - Oral presentation	- Development of tolerance and respect for other people's traditions.	
<b>Assessment</b>			
<b>Instruments</b>	<b>Activity</b>	<b>Assessment criteria</b>	
Direct observation	1, 3, 4, 7	C1, C2, C5, C7, C8	
Notebook	2, 5, 6, 8	C4, C3, C4, C8	
Peer-assessment	8	C1, C8	

Implementation					
Session	Activity	Material	Organisation		
			Group	Timing	Space
1	1. Presentation of the unit. Warming up (brainstorming), introduction and preparation of project (elaborating a tourist guide of a country)	Paper, computer	Small groups	50 min	Computer lab
2	2. Grammar: Present perfect	Board, worksheet	Pair work	50 min	Classroom
3	3. Listening: different English dialects and cultural words	Paper. Suggested resources: <a href="http://bit.ly/1y0fi8S">http://bit.ly/1y0fi8S</a> , <a href="http://bit.ly/1oqcL63">http://bit.ly/1oqcL63</a>	Individually	50 min	Classroom
4	4. Speaking: How Spanish people are seen	Board. Suggested resources: <a href="http://bit.ly/11vb0kr">http://bit.ly/11vb0kr</a>	Whole class	30 min	Classroom
	5. Grammar: Present perfect (Breaking apart national stereotypes)	Worksheet.	Individually	20 min	Classroom
5	6. Reading: The Other Types of Stereotypes	Suggested resources: <a href="http://bit.ly/1mWskSE">http://bit.ly/1mWskSE</a>	Pair work	50 min	Classroom
6	7. Project: A tourist guide of a country	Computer, software such as Power Point	Small groups	50 min	Computer lab
7					
8	8. Presentation of the project	Computer, software such as Power Point	Small groups	50 min	Classroom

Table 5. Teaching unit 13: Around the World in 80 Days.

<b>TEACHING UNIT 14: THE SOCIAL NETWORK</b>			<b>Schedule: 6 sessions</b>
<b>Objectives</b>			
<ul style="list-style-type: none"> <li>- The student will think of all forms of technology that surround her/him.</li> <li>- The student will identify the main problems of technology and social networks and will give advice to offer possible solutions using modal verbs.</li> <li>- The student will discuss in a critical way the advantages and disadvantages of social networks.</li> </ul>			
<b>Minimum objectives</b>			<b>Key competences</b>
<ul style="list-style-type: none"> <li>- The student will identify some advantages and disadvantages of technology.</li> <li>- The student will suggest some advice for using technology in a responsible way.</li> </ul>			KC1, KC2, KC3, KC4, KC6
<b>Contents</b>			<b>Cross-cultural content</b>
<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>	- Education of the consumer
<ul style="list-style-type: none"> <li>- Modal verbs: obligation and advice (can, must, should, etc)</li> <li>- Social networks (Facebook, Twitter, Google+)</li> <li>- Technology</li> </ul>	<ul style="list-style-type: none"> <li>- Creation of a blog</li> <li>- Design of an infographic</li> <li>- Pair work</li> </ul>	<ul style="list-style-type: none"> <li>- Interest in technologies and social networks</li> <li>- Identification of advantages and disadvantages of technologies and social networks</li> </ul>	
<b>Assessment</b>			
<b>Instruments</b>	<b>Activity</b>	<b>Assessment criteria</b>	
Direct observation	1, 2, 3, 4	C1, C3, C5	
Blog	1, 5	C4, C5, C7	
Peer-assessment	1	C7	

Implementation					
Session	Activity	Material	Organisation		
			Group	Timing	Space
1	1. Introduction and preparation of project (creation of a blog)	Computer and resources such as Wordpress or Blogger.	Small groups	50 min	Computer lab
2	2. Grammar: modal verbs	Worksheet	Individually	50 min	Classroom
3	3. Listening: <i>Look Up</i> and <i>Look at this Instagram</i> . Speaking: Application of modals (debate)	Computer (Youtube), worksheets. (Source: <a href="http://bit.ly/1s2h19J">http://bit.ly/1s2h19J</a> and <a href="http://bit.ly/1booV9I">http://bit.ly/1booV9I</a> )	Individually and whole class	50 min	Classroom
4	4. Reading comprehension	Worksheet	Individually	50 min	Classroom
5	5. Writing: Do's and Don'ts of the Use of Social Networks (blogging, use of modals))	Paper, computer, resources for infographic designs ( <a href="http://piktochart.com/">http://piktochart.com/</a> )	Small groups	50 min	Computer lab
6					

Table 6. Teaching unit 14: The Social Network.



<b>TEACHING UNIT 15: EARTH HOUR</b>			<b>Schedule: 5 sessions</b>
<b>Objectives</b> - The student will be aware of and discuss about the main environmental issues of the world. - The student will be able to make predictions about the future using the future and conditionals. - The student will use time expressions correctly.			
<b>Minimum objectives</b> - The student will be aware of the main environmental issues. - The student will make simple sentences about the future.			<b>Key competences</b> KC1, KC2, KC3, KC4, KC5, KC6, KC8
<b>Contents</b>			<b>Cross-cultural content</b>
<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>	- Education for the environment
- Will / be going to + infinitive - Time expressions: this weekend, next year, etc. - Conditional clauses (type I) - Climate change - Environmental issues - Solutions - Earth Hour	- Pair work - Text comprehension and interpretation - Production of an oral text and performing it as a role-play	- Awareness towards the world's environmental issues	
<b>Assessment</b>			
<b>Instruments</b>	<b>Activity</b>	<b>Assessment criteria</b>	
Direct observation	1, 3	C1, C5	
Notebook, blog	2, 4, 5	C3, C4, C8	
Peer-assessment	3	C1	

Implementation					
Session	Activity	Material	Organisation		
			Group	Timing	Space
1	1. Warming-up. Brainstorming: Earth Hour 2013. Introduction of grammar: Will/be going to. 1 <sup>st</sup> conditional	Computer. Suggested resources: <a href="http://bit.ly/1mWy0FU">http://bit.ly/1mWy0FU</a>	Individually	50 min	Classroom
2	2. Grammar: The future and the 1 <sup>st</sup> conditional	Worksheet	Individually	50 min	Classroom
3	3. Speaking: role-play (using 1 <sup>st</sup> conditional)	Paper	Pair work	50 min	Classroom
4	4. Reading comprehension: Climate Change: Facing the Future or Earth Hour UK	Worksheets. Suggested resources: <a href="http://bit.ly/1ezFG0a">http://bit.ly/1ezFG0a</a> , <a href="http://bit.ly/1vldsx7">http://bit.ly/1vldsx7</a>	Individually	50 min	Classroom
5	5. Writing: An informal letter (writing to myself in the future, use of future, conditionals, vocabulary: environment). Three best letters will be posted on the blog.	Paper	Individually	50 min	Classroom

Table 7. Teaching unit 15: Earth Hour.

### 8.1 Example of activities (Teaching Unit 11: The Sound of Music)

In this section, I present three sample activities (n° 2, 3 and 4) from the teaching unit number 11, “The Sound of Music”. With these activities, I would like to show an easy application of this syllabus design and prove that the suggested activities are practical and feasible. In order to find some material, I have enclosed the complete activities n° 2 and 4 in the appendices III and IV.

The objectives, contents and assessment have been adapted to fit each activity. Furthermore, we can find a new section devoted to “learning outcomes”, which refers to the expected knowledge or strategies that the student will learn. In addition, there is another section that presents, when necessary, different options for the students with special needs.

<b>ACTIVITY 2: LET’S THROW A PARTY!</b>							
<i>Objectives</i>	<i>Contents</i>			<i>Learning outcomes</i>			
	<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>				
<ul style="list-style-type: none"> <li>- The student will be able to talk spontaneously about his/her favourite songs and musicians.</li> <li>- The student will identify different types of music (also for SSN).</li> <li>- The student will express likes and dislikes, agreements and disagreements (also for SSN).</li> </ul>	Different types of music, vocabulary for expressing likes and dislikes.	Writing and performing a role play in pairs or threes, agreeing and choosing songs according to likes and dislikes.	Development of short-term memory, development of strategic competence, participation and volunteering in the classroom, respect for different likes and preferences.	<ul style="list-style-type: none"> <li>- The student suggests different songs and types of music according to her/his likes and dislikes.</li> <li>- The student uses phrases expressing likes and dislikes and agreement or disagreement properly and coherently.</li> <li>- The student talks in English during the class.</li> </ul>			
					<i>Key competences</i>		
					KC1, KC4, KC5, KC6		
<i>Implementation</i>		<i>English for students with special needs (SSN)</i>		<i>Methodology</i>			
<p><b>Pre-task/warming-up:</b> The teacher will read the definition of different types of music and the student will identify them (see Appendix III, exercise 1).</p> <p><b>While-task:</b> The teacher will introduce</p>		Students with behavioural problems are expected to do the role-play activity just as the rest of their classmates.		Role-play			
				<i>Materials</i>			
				Notebook			
				<i>Timing</i>			
				1 session (50			

expressions for talking about likes and dislikes. On the board, the teacher writes a matching exercise with relevant vocabulary. Individually, each student will match the columns in order to form complete sentences. The teacher will revise expressions for giving suggestions in order to introduce the role-play. In pairs or groups of three, students will have to write a dialogue where they choose some music for a party according to their preferences and interests (WRITING). Finally, some pairs will come to the front to perform their role-play (SPEAKING) without looking at their notes. <b>Post-task:</b> The teacher will remind important new structures. Then, the whole group will try to make a list of their five favourite songs or bands (in English). Thus, the teacher can have some feedback of her students' interests and prepare an activity on a favourite song for another in-class session.	They will work in pairs with another suitable student and they can write a role-play in their notebook making an effort to use correct basic structures. If they feel encouraged, they can perform their role-play in front of the class. Very shy students can perform the role-play from their seats.	min)
		<i>Place</i> Classroom
<i>Assessment</i>		
The teacher will assess participation and involvement of all students through direct observation. This mark will add up to the formative assessment for the third term of the academic year (10%). In order to do this and according to the assessment criteria n° 4, the teacher will check the students are writing appropriate dialogues in their notebooks and will correct students' pieces of writing before performing the role-plays. The teacher can take notes of the most common mistakes to talk about them at the end of the class if there is enough time. For the writing and speaking exercises, the teacher has two different rubrics (see Appendix II).		

Table 8. Activity 2: Let's Throw a Party!

<b>ACTIVITY 3: SCAVENGER HUNT</b>				
<i>Objectives</i>	<i>Contents</i>			<i>Learning outcomes</i>
	<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>	
- The student will think of the habits of her/his favourite musicians. - The student will	Musicians, types of music, different	Agreeing and disagreeing.	Team work, respect for others' opinions.	- The student states her/his point of view in a critical way.

express her/his opinion. - The student will understand the concept of consumerism and physical appearance.	contexts for music.			- The student uses correct expressions.
<i>Key competences</i>				
KC1, KC5, KC8				
<i>Implementation</i>		<i>English for students with special needs (SSN)</i>		<i>Methodology</i>
The teacher hands out the worksheets with different questions to each group of students (4 students in each group). The students have to talk to each other and complete the questions. At the end of the activity, they will share their opinions with the rest of the class.  <b>CAN YOU FIND...?</b> 1) An artist who sells more than just music? Popstar: What else does s/he sell? 2) An artist who changed her/his name or look to be more like a popstar? Artist: What did s/he change? Why do you think s/he changed it? 3) A star who promotes herself/himself in different ways? (For example: on TV shows, films or through products they sell). Star: How does the artist promote herself/himself? 4) A music show on TV you all watch?		This activity does not need any kind of adaptation because students work in groups and they talk about a familiar topic. In heterogeneous groups, students help each other and SSN will find the reinforcement they need in this help.  Regarding gifted students, they can deepen in each question as much as they want and they can express their founded opinion in each question.		Scavenger hunt (questions) <i>Materials</i> Worksheet <i>Timing</i> 20 min <i>Place</i> Classroom
<i>Assessment</i>				
Assessment will be implemented mainly through observation. The teacher will make sure every group has finished the activity and that, according to the assessment criteria n° 2, everyone is participating and talking in English to other classmates and to the teacher. This mark will add up to the formative assessment for the third term of the academic year.				

Table 9. Activity 3: Scavenger Hunt.

<b>ACTIVITY 4: THE HISTORY OF POP MUSIC</b>					
<i>Objectives</i>	<i>Contents</i>			<i>Learning outcomes</i>	
	<b>Concepts</b>	<b>Procedures</b>	<b>Attitudes</b>		
- The student will learn about the history of pop music in the 20th century (also for SSN). - The student will understand the structure and sequence of a text (also for SSN). - The student will identify key concepts and find specific information in a text. - The student will identify and find basic information in a text (SSN).	History of pop music in the 20th century, connectors of sequence, vocabulary on music.	Ordering the scrambled paragraphs, research information and specific data.	Team work.	- The student orders the different paragraphs of a text following a temporal logic structure. - The student talks in English during the class. - The student identifies basic and specific information.	
	<i>Key competences</i>				
	KC1, KC3, KC5, KC8				
<i>Implementation</i>		<i>English for students with special needs (SSN)</i>		<i>Methodology</i>	
The teacher will cut out the paragraphs of the reading activity for each group of 4. The text will not be in the correct order, so exercise 1 would be to read each paragraph and find the correct order of the whole text (see Appendix IV). After having ordered the text, students are expected to do exercises 2 and 3 where they have to find some information in the text and some synonyms.		Students can work in a group or individually, if they feel more comfortable since the text is not difficult. As an extension exercise (if there is enough time), students are asked to do exercise 4 where they have to say if the sentences are true or false. Exercise 5 can be done as homework.		Reading comprehens.	
				<i>Materials</i>	
				Copies of the text Notebook Board	
				<i>Timing</i>	
				30 min	
<i>Place</i>		Classroom			
<i>Assessment</i>					
The teacher will assess participation and involvement of all students. This mark will add up to the formative assessment for the third term of the academic year. Assessment will be implemented mainly through observation. According to the assessment criteria n° 3, the teacher will make sure every group has finished the activity, has understood the information of the text and that everyone is talking in English to other classmates and to the teacher.					

Table 10. Activity 4: The History of Pop Music.

## 8.2 My sequencing proposal for the sessions

My proposal is to teach English 3 times a week. Each session lasts around **50 minutes**. Considering that during the **academic year 2013/2014** there is class every **Monday, Wednesday** and **Thursday** and that there are holidays (Magdalena, Easter) and bank holidays, the sequencing for implementing the teaching units during the third term would be as follows:

### MARCH

M	Tu	We	Th	Fr	Sa	Su
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24 31	25	26	27	28	29	30

19: Sant Josep

22-30: Magdalena

### APRIL

M	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

17-28: Easter

### MAY

M	Tu	We	Th	Fr	Sa	Su
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1: Labour Day

### JUNE

M	Tu	We	Th	Fr	Sa	Su
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29 30

20: End of academic year 13/14

### Session sequencing

Teaching Unit 11: The Sound of Music  
(10<sup>th</sup>-31<sup>st</sup> March)

Teaching Unit 12: My Family and Other  
Animals (2<sup>nd</sup>-14<sup>th</sup> April)

Teaching Unit 13: Around the World in  
80 Days (16<sup>th</sup> April-15<sup>th</sup> May)

19<sup>th</sup> May → Written exam (11, 12, 13)

Teaching Unit 14: The Social Network  
(21<sup>st</sup> May-2<sup>nd</sup> June)

Teaching Unit 15: Earth Hour (4<sup>th</sup>-12<sup>th</sup>  
June)

16<sup>th</sup> June → Revision

18<sup>th</sup> June → Final exam

19<sup>th</sup> June → Revision

## 9. STUDENTS WITH SPECIAL NEEDS (SSN) AND OTHER CONSIDERATIONS

All students will be encouraged to participate in class during all the activities implemented by the teacher. In the English class, it is possible that not all students share neither the same level of competence in the language nor the same motivation. That is why there will be both reinforcement and extension activities for the students that need them. In the same way, the teacher will provide extra support for those students who have to pass a resit at the end of the academic year.

On the other hand, the Act of March 14th, 2005 by Conselleria de Cultura, Educación y Deporte, regulates the attention to students with special needs in secondary education centres. When necessary, the teacher will coordinate with special-education teachers (e.g.: *pedagogía terapéutica*) to adapt specific material.

If there are special cases such as visually impaired students or hard of hearing students, special help from organisations such as ONCE and from the speech-language and hearing therapist will be needed. Meanwhile, the teacher can give them more time to finish the activities and adapt materials as well (for example, using subtitles for the deaf and hard of hearing, using audiodescription techniques, a bigger font size and sheets of different colours for the visually impaired students, etc.). There are specific resources that will be applied to the whole class in order not to make any differences and to promote an inclusive education (such as the subtitles or using a bigger font size).

Apart from dealing with the measures for the students with special needs, a syllabus must include other points that I would like to mention.

First of all, the **promotion of reading** must be present in every language syllabus. During all the semester, reading will be promoted thanks to reading exercises, autonomous projects where students have to look up information and the English library. The English department will have a specific library containing not only books but also press that can fulfil students' needs. These resources can be used both for reinforcement and extension activities.

Second, I would like to state different types of **didactic and organisational resources** for the correct development of the English class: 1) Human resources (student, peer



group, teachers, families...), 2) material resources (computer, screen, beamer, notebooks, worksheets, dictionaries, press, USB flash drive...), 3) spatial resources (classroom, computer lab, English department...) and 4) organisational resources (furniture arrangement, timing, tutoring...).

Finally, as part of the teaching-learning process, the English department can also organise **complementary activities** such as a theatre play in English at high school.

## 10. CONCLUSION

The present course syllabus has shown the different stages that teachers have to go through in order to prepare and face an academic year and be successful in the classroom. Not all the success depends on the syllabus itself but it does in a great part.

Like inverted pyramids, teachers must design their syllabuses following a deductive philosophy. The upper part of the pyramid is the inverted base where the most general aspects of the syllabus lie and the opposite part represents the most specific aspects which translate in the daily work of the learning-teaching process. Therefore, I have followed a deductive reasoning going from the general to the specific points. On the one hand, the former includes the legal background that teachers have always to keep in mind—in fact, it is important to be up to date due to the constant changes of legislation—the objectives, contents, methodology and assessment for that course. On the other hand, the latter refers to the teaching units that will be implemented during the year and also the timing that the teacher will set.

Personally, I did not want to stop there, so I have also developed some sample activities in order to show that they are feasible and practical. These are essential characteristics of a syllabus. Although it can be altered during the course, teachers must design plausible and pragmatic syllabuses. It does not mean, however, that a syllabus cannot be challenging. Teachers must be encouraged to innovate and try new teaching methods if they feel it is worthwhile. Hence, a syllabus must remain flexible and open for possible changes that teachers can introduce during the course.

In the same way, it is necessary not to forget students with special needs and include options for them in the syllabus. That is why I have taken into account some reinforcement and extension activities. Nevertheless, this point will be widely explained

in the development of the teaching units where teachers can describe the measures for these students in full detail. I strongly believe that teachers must conceive a syllabus from an inclusive point of view where all students are integrated in the classroom.

One of the drawbacks I would point out is that teachers usually elaborate didactic syllabus before starting the academic year. Therefore, it is important to remark that they may not know their students yet. That is one of the added difficulties of writing a syllabus. Thus, this fact supports the idea that a syllabus has to be flexible and adaptable to every educational context. In some cases, however, the teacher takes the syllabus that the publishing house offers because s/he may think it is much more comfortable. Nevertheless, it will not be adapted to the real classroom and to the specific needs of some students. That is why this syllabus is not based on any textbook, in fact, I have developed it on my own and all resources and materials have been searched by myself in order to personalise the syllabus as much as possible.

Finally, I would like to mention another aspect that many times remains forgotten. It refers to the importance of teachers' self-assessment. In fact, it is necessary, essential indeed, that the teacher—even more than other professionals—evaluates her/his work; first in order to improve her/his practice; second, in order to know the relationships between students' learning and her/his own teaching; and third to contribute with data to assess the centre (Nieto Gil, 1996: 22). Therefore, one of my improvement proposals would be to devote a part of the syllabus design for the teachers' self-assessment. From my point of view, as language teachers, we have to improve year after year, from every experience and from every student too. For this reason, I have included a teacher's self-assessment questionnaire developed by the Council of Europe as part of the elaboration of the European Portfolio, that evaluates the teaching process and serves as a reflection tool (see Appendix VI). We, teachers, have to be critical with ourselves to be able to transfer that critical thinking to our students and always with the intention of improving day by day. Similarly, there is a student's self-assessment called Language Passport (see Appendix V) where students can fill in a form and be aware of their language progress. These self-assessment questionnaires could be used as tools for future improvement that could be implemented in the language syllabus and in the classroom.

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## 12. APPENDICES

### 12.1 Appendix I: Common European Framework of Reference for Languages: Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEF): © Council of Europe

**12.2 Appendix II: Rubrics for speaking and writing**
**SPEAKING**

	<b>Excellent (9-10)</b>	<b>Good (7-8)</b>	<b>Fair (4.5-6)</b>	<b>Needs improvement (0-4.4)</b>
<b>Linguistic competence (grammar and vocabulary)</b>	Grammar mistakes are minor and don't hinder understanding. Uses correctly a wide range of suitable new structures. Meaning is conveyed.	There are some grammar mistakes but they don't hinder understanding. Uses correctly some suitable new structures. Meaning is conveyed.	There are some grammar mistakes, which can hinder communication and understanding. Uses familiar structures correctly and tries new ones with some difficulty. Meaning is partially conveyed.	Grammar mistakes are abundant and communication is impossible. Only uses familiar structures and single words. New expressions aren't put into practice. Meaning is not conveyed.
<b>Fluency &amp; discourse competence</b>	Responds appropriately to questions and engages in conversation with little or no hesitation. Keeps flow of language.	Makes short pauses and hesitates a little bit but it doesn't interfere with communication.	The speech is not coherent nor easy to follow. There is some hesitation which interferes with communication.	The speech lacks coherence. Doesn't respond appropriately to questions and makes a lot of pauses. Unfinished sentences.
<b>Strategic competence</b>	Regularly uses reformulation, self-correction and body language (gestures) while communicating. Asks for repetition or clarification when necessary.	Often uses reformulation, self-correction and body language (gestures) while communicating. Sometimes asks for repetition or clarification.	Occasionally uses reformulation, self-correction and body language (gestures) while communicating. Hardly ever asks for repetition or clarification and it can hinder communication.	Unable to use reformulation, self-correction and body language (gestures) while communicating. Never asks for repetition or clarification and it hinders communication.
<b>Pronunciation and intonation</b>	Clear and accurate pronunciation and intonation for the different aims of communication. Although being slightly influenced by Spanish, tries to mimic English	Clear and accurate pronunciation and intonation with some minor problems. Pronunciation is sometimes	Problems in pronunciation and intonation make it difficult to understand the conversation. Pronunciation is heavily influenced by Spanish. May self-	Frequent problems with pronunciation and intonation and a very strong Spanish accent. Unable to be understood by natives due to pronunciation.

	accent all the time.	influenced by Spanish but is able to mimic English some of the time.	correct pronunciation occasionally.	
<b>Performance (creativity, body language)</b>	Very original performance. The speaker is relaxed and holds the audience's attention, the voice is convincing and energetic. There is eye contact when necessary. Doesn't use notes.	Original performance. The speaker is relaxed and holds the audience's attention most of the time, convincing and energetic voice. There is not much eye contact. Minimal use of notes.	Average performance. The speaker is a bit nervous and doesn't hold the audience's attention all the time, the voice is dull and monotone. There is not eye contact. Frequent use of notes.	Performance is not original. The speaker is nervous and can go blank. The audience does not take the speaker seriously. The voice is hesitant and monotone. There is not eye contact. Reads from notes quite often.

### WRITING

	<b>Excellent (9-10)</b>	<b>Good (7-8)</b>	<b>Fair (4.5-6)</b>	<b>Needs improvement (0-4.4)</b>
<b>Content</b>	Topic is clear. Student stays on topic. There are many details to enrich it.	Topic is quite clear. Student stays on topic.	Limited focus and some repetitions. Topic is not clear.	Unclear topic and random thoughts.
<b>Structure</b>	Writing is easy to follow. Events are sequenced and there are linking words where necessary. Excellent paragraphing and punctuation.	Writing flows reasonably well. Presence of linking words. Good paragraphing and punctuation.	Writing is confusing and difficult to follow due to misplaced/no linking words. Attempts paragraphing and punctuation.	Writing is confusing and difficult to follow due to the lack of linking words. No paragraphing or punctuation.
<b>Use of English</b>	Grammar mistakes are minor. Uses accurately a wide range of suitable vocabulary. Few repetitive words. Student succeeds to make more difficult sentences than expected for his/her level.	There are some grammar mistakes. Uses accurately vocabulary and there is effective word choice.	There are some grammar mistakes. Uses familiar structures correctly and tries new ones with some difficulty.	Grammar mistakes are abundant. Only uses familiar structures and single words. Vocabulary is limited and new expressions aren't put into practice.



### 12.3 Appendix III: Activity 2



**Exercise 1:** Identify each type of music.

1. Bach, Mozart and Beethoven wrote this type of music.
2. Metallica and ACDC played this type of music. It's very loud.
3. The singers of this type of music often wear cowboy hats.
4. Bob Marley made this music famous.
5. This music comes from South America. One example is salsa.
6. This type of music began in New Orleans. African American musicians such as Louis Armstrong played this type of music.
7. This music is light and popular. In fact, the word is short for 'popular'.
8. The Rolling Stones are very representative of this type of music.



**Exercise 2:** Match the columns to form complete sentences.

- |   |  |
|---|--|
| 1. You like hip hop music...              | a. because he loves playing the violin.                        |
| 2. I don't mind salsa...                  | b. because you like wearing baggy trousers and large t-shirts. |
| 3. I fancy pop music...                   | c. It's too loud!  |
| 4. My brother likes classical music...    | d. but I prefer listening to reageton.                         |
| 5. I can't stand rock music...            | e. because my favourite singer is Justin Bieber.               |
| 6. My mum enjoys playing the saxophone... | f. because she loves jazz music.                               |



**Exercise 3:** Imagine it is your birthday and you want to decide on what music you are going to play during the party. Talk to your partner and reach an agreement.

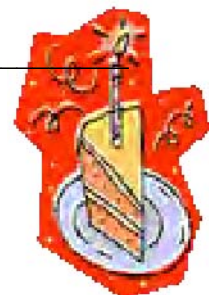
### *Let's throw a party!*

Student A: \_Hello! I'm throwing a party for my birthday! \_\_\_\_\_

Student B: \_Oh! Really? Are you going to play some music? \_\_\_\_\_

Student A: ...

Student B: ...



## 12.4 Appendix IV: Activity 4



**Exercise 1:** Put the paragraphs into the correct order (cut them out for the student).

### A SHORT HISTORY OF POP

**Pop music**

‘Pop’ is short for popular music. There are different styles of pop music, but they all appeal to the general public. But when did ‘modern’ pop music begin? There were two significant moments. First of all Leo Fender invented the electric guitar in 1950. Then, in 1954, Sony introduced the transistor radio and after that, music was accessible to people in their homes and cars.

In 1954 Elvis Presley released *That’s All Right*. He fused country music with black rhythm and blues to create rock and roll. At that time this was an innovation, and Elvis, who was young, attractive and exciting, became the first teen idol and made pop music a youth culture.

The 1960s was the decade of The Beatles, who dominated pop music from 1961 to 1970 with a new folk-rock sound. The Beatles were the first band to play in a stadium: Shea Stadium in New York in 1965. In June 1969 they had their seventeenth number one hit – two more than Elvis.

The 60s also saw the first outdoor music festivals and popular music began to have a social and political message, for example, Bob Dylan. This was also the beginning of Motown and soul music with artists like Ray Charles, The Supremes and Marvin Gaye.

Next came the 1970s and several new genres of music appeared, like reggae (Bob Marley), glam rock (David Bowie), punk (the Sex Pistols) and heavy metal (Iron Maiden). When the Bee Gees recorded *Saturday Night Fever*, a new global dance phenomenon was born: disco.

Michael Jackson’s *Thriller* video started the trend for using video as promotion and during the 1980s the influence of MTV meant that the video became as important as he

song itself. Madonna exploded onto the scene, and with her ability to adapt to every trend, is now a pop icon.

The 80s was the era of indie music from bands like The Smiths, The Cure and New Order. This decade also saw the first ‘raves’ when disco transformed into high energy dance music.

From the late 80s, through the 1990s and into the first part of the 21st century, other musical styles appeared. Grunge (Nirvana), RnB (Beyoncé), rap and hip hop (Eminem, Ice-T), new rock (The White Stripes) showed that pop music is always evolving. The 90s onwards was also the era of boy bands and girl bands such as Take That and The Spice Girls.

Today pop is a global industry. CDs replaced records a long time ago and nowadays, downloading from websites is marking the end of these traditional music formats. In 2013 Robin Thicke with his song *Blurred Lines* became the first artist to reach number 1 in the UK charts based only on download sales.

Adapted from: <http://bit.ly/1oHHPf7>





## 12.5 Appendix V: Language Passport template

(Source: <http://europass.cedefop.europa.eu/en/documents/european-skills-passport/language-passport>)






Replace with First name(s) Surname(s)

Mother tongue(s)

Other language(s)

Replace with mother tongue(s)

Replace with other languages

Replace with language				
<b>Self-assessment of language skills</b>				
Understanding		Speaking		Writing
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)	Replace with level (e.g. B1) Replace with level label (e.g. Independent user)
<b>Certificates and diplomas</b>				
Title	Awarding body		Date	Level*
Replace with name of certificate or diploma	Replace with name of awarding body		Replace with date of issue	Replace with level (e.g. B2)
<b>Linguistic and intercultural experience</b>				
Description			Duration	
Using languages for study or training / Using languages at work / Using languages while living or travelling abroad / Mediating between languages (delete non relevant types of experience or replace with your own text): Replace with description of experience			Replace with dates (from - to)	

\* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.

The Europass Language Passport is part of the European Language Portfolio developed by the Council of

**12.6 Appendix VI: Sample of teachers' self-assessment questionnaire**

(Source: Newby, D. (2007). *European portfolio for student teachers of languages* (1st ed.). Graz, Austria: European Centre for Modern Languages.)

**A. Curriculum**

1. I can understand the requirements set in national and local curricula.
2. I can design language courses around the requirements of the national and local curricula.
3. I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio).
4. I can understand and integrate content of European documents (e.g. Common European Framework of Reference, European Language Portfolio) as appropriate in my teaching.

**C. The Role of the Language Teacher**

1. I can promote the value and benefits of language learning to learners, parents and others.
2. I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.
3. I can take into account the knowledge of other languages learners may already possess and help them to build on this knowledge when learning additional languages.
4. I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching.
5. I can critically assess my teaching on the basis of experience, learner feedback and learning outcomes and adapt it accordingly.
6. I can critically assess my teaching in relation to theoretical principles.
7. I can accept feedback from my peers and mentors and build this into my teaching.
8. I can observe my peers, recognise different methodological aspects of their teaching and offer them constructive feedback.
9. I can locate relevant articles, journals and research findings relating to aspects of teaching and learning.
10. I can identify and investigate specific pedagogical/ didactic issues related to my learners or my teaching in the form of action research.

**B. Lesson Content**

1. I can structure lesson plans and/or plan for periods of teaching in a coherent and varied sequence of content.
2. I can vary and balance activities to include a variety of skills and competences.
3. I can plan activities to ensure the interdependence of listening, reading, writing and speaking.

4. I can plan activities to emphasise the interdependence of language and culture.
5. I can plan activities which link grammar and vocabulary with communication.
6. I can plan to teach elements of other subjects using the target language (cross-curricular teaching, CLIL etc.).
7. I can identify time needed for specific topics and activities and plan accordingly.
8. I can design activities to make the learners aware and build on their existing knowledge.
9. I can vary and balance activities to enhance and sustain the learners' motivation and interest.
10. I can vary and balance activities in order to respond to individuals learners' learning styles.
11. I can take on board learners' feedback and comments and incorporate this in future lessons.
12. I can involve learners in lesson planning.