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Máster en Profesor de Educación Secundaria Obligatoria, Bachillerato,
Formación Profesional y Enseñanza de Idiomas

TRABAJO FIN DE MÁSTER

**CURRICULAR GUIDELINES ON FOREIGN
LANGUAGE TEACHING. A SYLLABUS PROPOSAL
FOR SECONDARY EDUCATION.**

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ABSTRACT

This Master's Thesis has been conceived with three aims. The first one is that of compiling and listing all the international recommendations, official dispositions at the national level, the educational laws in the autonomous community of Castilla y León, and the center's documents that affect the action of teaching English as a foreign language during the second cycle of Secondary Education. The second one is that of proposing a trimester syllabus structured around five units and which has been conceived as part of an annual syllabus, and about which all the relevant details at the curricular, didactic, and methodological levels are thoroughly explained. Lastly, during the conduction of this paper there are some clues that have been observed and which might be useful for other educators when programming a syllabus for a group of similar characteristics.

Key words: Trimester syllabus; Curriculum; Foreign language teaching; Secondary Education; English.

RESUMEN

Este Trabajo Fin de Máster tiene tres objetivos. El primero de ellos es recopilar y analizar las recomendaciones internacionales, la normativa nacional, la legislación autonómica en Castilla y León, y los documentos de centro que afectan a la docencia de la lengua extranjera inglesa durante el segundo ciclo de la Educación Secundaria Obligatoria. El segundo de ellos es una propuesta de programación trimestral compuesta por cinco unidades y concebida como parte de una programación anual, y sobre la que se comentan todos los detalles relevantes tanto a nivel curricular, como a los niveles metodológico y didáctico. Por último, durante la realización de este trabajo se han obtenido algunas pistas que podrían servir a otros docentes a la hora de programar para un grupo de características similares.

Palabras clave: Programación trimestral; Currículum; Enseñanza de lenguas extranjeras; Educación Secundaria; Inglés.

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PRESENTATION

This Master's Thesis has been written as part of the *Máster en Profesor de Educación Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanza de Idiomas* offered in the *Universidad de Valladolid* during the academic year 2018/2019. This master is valued in 60 credits according to its plan of studies and these are divided among a General Module that is worth 12 credits, a Specialty Module that is pondered 32 credits, a Practicum that is valued in 10 credits, and the *Trabajo Fin de Máster* that is valued in 6 credits and is the conclusory step of the course. Since I graduated in 2017 in the *Grado en Estudios Ingleses* in this university, as well, my specialty is that of *Lengua Extranjera (Inglés)*, translatable as "English as a Foreign Language", as my future prospect is that of becoming an English subject teacher in the future.

This Master's thesis goal, as specified in its website (*Universidad de Valladolid*) is that of "la adquisición por los estudiantes de una formación avanzada, orientada a la especialización profesional, que les habilite para el ejercicio de las profesiones reguladas de Profesor de Enseñanza Secundaria Obligatoria y Bachillerato, Formación Profesional y Enseñanzas de Idiomas", career paths that are government-regulated and which require the fulfillment of certain criteria. It also does have a wide number of objectives and aims, all meant to prepare students for their future lives as professional educators.

This *Trabajo Fin de Máster* is compulsory for all students regardless of their specialty and is an essential requirement for the obtention of the master's degree. Only those students who have passed all the other subjects that are part of their curriculum are able to present it and defend it before a tribunal composed of three teachers of the master. The nature of this work is that of paper which combines theoretical research and a didactic proposal, as it could serve for the future professional life of the student. The Master's thesis is written under the guidance of a tutor that aids the students in reflecting his/her ideas and is the result of the request of an area of study set forth by the student.

INTRODUCTION

This Master's Thesis has as its objective that of analyzing the legal frameworks and the international recommendations that condition the implementation of a syllabus of the English subject matter during the fourth year of Secondary Education, and then proposing a syllabus for the second trimester that is applicable to the target group above. In this section, the contents of this paper are briefly outlined.

The first part is devoted to the analysis of the different documents that have been looked at when devising the syllabus proposal due to their sheer relevance in the field of programming for foreign languages. Firstly, the attention was focused on the international recommendations and documents that exist at the European and International levels, fruit of the work of organizations such as UNESCO or the Council of Europe, among others. Then, the focus shifted to the official dispositions that affect the educational system at the national level. After that, the targets were the reflection of the national dispositions into the disposition of the autonomous community of Castilla y León and its impact on the teaching of English as a foreign language during that educational stage. Finally, there was the necessity to comment on the documents that are present in every educational center in the region, doing first a general overview before turning to those addressing the subject matter. Here the nature of a syllabus was also explained.

The second part revolves around the syllabus proposal. It starts with an explanation of the didactic and methodological theories and ideas it complies with, so that the reader can understand how the decision-making process was. Then, the learning standards, assessment criteria, and contents for the trimester are specified in a table. After that, the five didactic units of the syllabus are schematically shown in the shape of tables to shed light on how those curricular components fit the implementation in the classroom. Lastly, there is a brief overview on the last remaining relevant aspects such as the timing, the resources required, or the cross cutting themes that the syllabus incorporates, among other few.

Lastly, there is a conclusion that briefly summarizes the Master's thesis and which provides some insight into the development of syllabuses to help educators in the same specialty.

JUSTIFICATION

The Spanish national educational system suffers from a series of issues that motivate the appearance of alternative proposals on how to teach. To start with, the Spanish educational system suffers from a troubled history, having been changed drastically on multiple occasions through the brief period of democracy Spaniards have enjoyed since the mid nineteen seventies. This is the result of a politicization of education, which transformed schools and high schools into ideological battlegrounds of sorts, to the detriment of the pupils who had to observe how every now and then the system was changed. This led to social unrest and strikes which made politicians decide it was the moment to create a pact for education in which the social agents involved could create a durable change.

On top of this insecurity of the system, today everyone witnesses the dominance of new technologies and the globalization to which we are subjected to. These aspects have not been pondered enough by legislators, and thus technologies are, in general, restricted to a very small amount of tasks, thus limiting the potential learning of students. A curriculum adequate to our era should involve technology in all the subjects, abandoning old-fashioned methodologies and techniques for new ones that are better adapted to our situation.

However, there are even some even more dire concerns to educators, such as the high rate of early school leavers. People who abandon school prior to the obtaining of the Secondary Education title for different reasons. Some European initiatives try to reduce the percentage of students that abandon their education before reaching certain educational stages. The syllabus proposal in this Master's thesis tries to use a wide array of strategies to capture the attention of the students and to make learning a foreign language easier and funnier for young students.

Education in foreign languages was also an educational issue till recently, as we are behind our European neighbors when it comes to learning and mastering an L2. Currently, the bilingual programs are becoming widespread, and the level of students is gradually improving, so that there is a brighter future ahead, as linguistic skills have become a requirement for the conduction of most economic activities, or so do job offers seem to reflect.

OBJECTIVES

In accordance with the aforementioned ideas, a set of objectives and aims has been designed, so as to guide and illustrate which goals this Master's Thesis seeks to achieve. Then, we start by explaining the objective, that which covers the entirety of this paper, and then we conclude with the three aims that synthesize what each of the different chapters of this master's thesis strives to attain.

The objective of this Master thesis is as follows: to analyze the international educational recommendations as well as the Spanish regional and national legal frameworks for education as an overarching support for the creation of a proposal in the form of a syllabus, so as to draw conclusions to take into account in the English subject matter of Secondary Education.

As for the three aims that have been established and that concern the goals to achieve for the compliance with the objective stated above are:

1. To analyze the curricular documents that regulate Language Education in the European and Spanish contexts.
2. To design a didactic proposal conceived as a curricular planning tool that works, in turn, as a language syllabus for one term of the fourth year of Secondary Education.
3. To draw conclusions in terms of keys and guidelines that shed light to the teacher decision-making in the English subject matter of Secondary Education.

As it is natural to expect, this objective and these aims condition the work in which the master's thesis has been planned and are the guide that allows for the careful planning of the different sections. Now that the aims and objective of this paper have been clarified, we can turn our attention to the core of the master's thesis.

PART 1: THEORETICAL BASIS

In this section of the master thesis we focus on the first aim proposed before by listing and analyzing all the educational documents that are useful for educators when it comes to designing a course syllabus on teaching English as a foreign language. This is related to the first aim which have been exposed before. However, it is necessary to highlight that the nature of these documents might be classified as belonging to two completely different classes: guidance and impositions. The first ones are merely advice on how to conduct the educational activity and thus they lack the force of a law, as they cannot be imposed upon those educators or educational centers that do not wish to adhere to its views. Conversely, the second type encompasses all the curricular documents or official dispositions that have been devised by a governmental organization and which effectively work as an educational law.

This part starts with the highest level, that is the international recommendations on education, and slowly descends into the educational practices in Secondary Education centers. In doing so, we are able to offer an insightful view on the panorama of education in Spain, addressing each level of curricular concretion separately and distinguishing between the various natures of the curricular documents.

1) International and European curriculum perspectives for language teaching

As it has been mentioned before, the topmost level of educational curriculum is formed by the guidelines that supranational entities provide after a process of empirical research on the different fields of education. For this reason, its general purpose is to serve as a guideline for all the nations around the world for the design of a curriculum that satisfy those standards the international community aspires to attain.

Since each nation is free to design its own educational curriculum, the influence of this level of curricular concretion varies wildly, but our country frequently takes it into account for the improvement of education. Therefore, educators must be aware of the international recommendations for education. The organisms that publish this advice include the OECD (Organization for Economic Co-operation and Development) whose motto is “better policies for better lives” (OECD), but also the UNESCO (United Nations Educational, Scientific and Cultural Organization) which seeks to “build peace through international cooperation in Education, the Sciences, and Culture” (UNESCO). Lastly, but not least importantly, the European Union, through the Council of Europe and the European Commission. Now, in the

two following points there will be a more thorough view on the documents that have been commissioned by these organizations and which are relevant for teaching foreign languages in our country.

1.1.) Guidance Declarations of curriculum order

Here the focus of the analysis is placed on the guiding declarations of curriculum order that have been proposed and encouraged by these supranational entities, while paying special attention to the OECD, the UNESCO, and the EU.

As for the **OECD**, this organization expresses on its website that its “work on education helps individuals and nations to identify and develop the knowledge and skills that drive better jobs and lives, generate prosperity, and promote social inclusion” (OECD). In fact, on its website there are some lines of work which comprise the OECD’ educational action, which can be listed as:

- a) “measuring the outcomes of educational policies”,
- b) “understanding teaching and learning”,
- c) “developing and using skills”,
- d) “policy development and implementation”,
- e) “innovation and the future of education” (OECD).

Under the umbrella of these areas of work, there are several project, such as their perhaps most iconic one, the PISA (Programme for International Student Assessment) which evaluates the performance of students in the areas of mathematics, sciences, and reading, and the equity among students in terms of the performance of boys versus girls, the results of students from different social backgrounds, or the results of students with an immigrant context. These are then used as descriptors for assessing the quality of the educational system of every nation and region that took part in the project, assessing the factors for success and failure of each participant, producing as the result an in-depth analysis and evaluation of worldwide education. It is also necessary to remark that this test is voluntary, and therefore it only measures those centers that willingly collaborate.

The **UNESCO** is also concerned about education at a worldwide level, as it is considered a necessary element for the attaining of its goals. On its website education is defined as a “human right for all throughout life and that access must be matched by quality” (UNESCO). It is also extremely important in educational topics, as this is the only United

Nations agency whose scope incorporates all aspects of education, and due to the fact that it is the only one that analyzes, programs, and implements policies that affect the entirety of the educational spectrum. Their plans for education are defined in the Education 2030 Framework for Action, or FFA. This new vision on education is structured around the idea of “ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all” (UNESCO, 2016, p. 7-9), while also pondering the importance of gender equality in education among other topics. In the document politicians also comment that there is a need to create a more flexible and resilient educational system worldwide, so that it can adapt to the humanitarian crisis that are happening in the present day so that these students are not deprived of a quality education because of some external factors.

The **European Union**, unlike the other two organizations that have been mentioned so far, has a significantly narrower scope, as most of the initiatives on education by either the Council of Europe or the European Commission affect only the members of the European Union and some other ascribed countries, such as Norway or Belarus, and always subject to the decision-making of their citizenry.

Concerning Europe, it is necessary to mention that the European Union has a multilingualism policy, with 2 separate aims, which are:

- 1) “striving to protect Europe’s rich linguistic diversity”
- 2) “promoting language learning” (European Union).

One should not forget that in truth the European Union is a supranational confederation of 26 countries in the European Continent, most of which have a mother tongue of their own, and that this confederation tries to protect the national identities of its member states as well as their culture, as they are both representative of the cultural richness of Europe.

Education-wise the European Union has a set of policies and initiatives meant to improve the reach and quality of Education in Europe. Perhaps the best example of it is the *Europe 2020: A European Strategy for Smart, Sustainable and Inclusive Growth*, which targets some aspects of education seeking to correct some issues present in the European Community, by reducing the number of early school leavers to less than 10% and by increasing the percentage of people aged 30-34 who have completed higher education to a minimum of 40% (European Commission).

Another document which is also influential and serves to illustrate the European Union's interest in education is the *Strategic Framework - Education & Training 2020*, wherein it is stated that each country is in charge of their educational system, but that the European Union serves to address some common problems and support the various national systems (European Commission).

In this document, on top of a series of benchmarks set for the deadline, there are a list of four common European objectives to achieve by the deadline which are:

- a) “making lifelong learning and mobility a reality”,
- b) “improving the quality and efficiency of education and training”,
- c) “promoting equity, social cohesion, and active citizenship”,
- d) “enhancing creativity and innovation, including entrepreneurship, at all levels of education and training” (European Commission).

1.2.) Linguistic and Educational Policies

Now that the most relevant supranational organizations plans and recommendations have been analyzed in great detail, it is the time for looking at a series of documents which will inevitably influence the educational activity in any country in the European Union such as ours.

The *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* is perhaps the most relevant supranational document concerning language teaching. It was produced between 1989 and 1996 by the Council of Europe, as part of the greater scope project “Language Learning for European Citizenship”. This document was created to help users and professionals with learning a foreign language, and since a resolution by the same organization in 2001, it has become the system by which language certifications in Europe are validated. It is available in the language of all member countries and its contents are applicable to any language.

The document starts with a prefatory note preceding the notes for the user, which in turn precede a synopsis. After these introductory sections of the document, there are a series of chapters that form the bulk of the document, which are as follows: Chapter 1: The Common European Framework in its political and educational context; Chapter 2: Approach adopted; Chapter 3: Common Reference Levels; Chapter 4: Language use and the language user/learner; Chapter 5: The user/learner's competences; Chapter 6: Language learning and teaching; Chapter 7: Tasks and their role in language teaching; Chapter 8: Linguistic diversification and

the curriculum; and Chapter 9: Assessment (Council of Europe, 2001). After this there is a general bibliography, and after that there are a series of appendixes and an index of the document. The appendixes are: A) Developing proficiency descriptors, B) the illustrative scales of descriptors, C) the DIALANG scales, and D) the ALTE “Can Do” statements (Council of Europe, 2001).

This document covers a very broad topic as it has been programmed to satisfy the needs of all the people involved in the process of language teaching and language acquisition in Europe. Due to this broad spectrum, each chapter is devoted to a specific matter or to a collective in particular and therefore each person will only consult those aspects that are relevant for them. On top of this document, there are other documents that further elaborate on these ideas or which are based on them, as it is the core of the linguistic policy of the Council of Europe. But perhaps its most well-known proposal is the establishment of different linguistic levels, from A2 to C2, representing that a user complies with a set of criteria that award that level in any of the four different skills, be it oral or written, or be it comprehension or be it production. This denomination has been adopted by organizations independent from the Council of Europe for a number of purposes, such as the Cambridge University English Exams or other qualifications of similar nature. Despite this generalized conception, the **CEFR** is a much more in-depth take on the many aspects of education in languages.

Last year, the Council of Europe published a *Companion Volume with New Descriptors* as a supplement to the CEFR. It was created to extend and update the CEFR illustrative descriptors. In page 23 from the document, the reader can notice the fact that they list the aspects that needed correction as the development of new areas which were not covered by the 2001 document, the need for further description of the linguistic levels that the CEFR established, the development of pre-A1 and the so-called plus levels, and the necessity for updating certain existing scales while adding descriptors for other communicative activities (Council of Europe, 2017). This publication was also accompanied by other related policy documents such as the *Guide for Development and Implementation of Curricula for Multilingual and Intercultural Education* (Bacco et al, 2016) that was shared in 2016, or the document titled *Competences for Democratic Culture: Living together as equals in culturally diverse democratic societies* (Barret, 2016), also published in 2016. Additionally, in this introductory section it is recommended for people involved in the educational sector to consult the document called *Education, mobility, otherness: the mediation functions of schools* which dates back from 2015 (Coste and Cavalli, 2015).

However, the European Union conducts a significant number of projects that concern education in general and foreign language teaching in particular. The European Center for Modern Languages, an organization part of the European network, shows on its website this great diversity of educational projects and policies, serving as a repository of sorts which can be very useful for educators and students alike. These documents may target a specific collective or they might concern the whole of the European population, and therefore its coverage allows for assisting any person involved in the teaching-learning process.

One example for that is the *European Portfolio for Student Teachers of Languages -or EPOSTL-* which is a document aimed at language teachers in training to help check their development over a period of time and which can be very useful, as it is a self-assessment carried over a long period of time where personal reflections are complemented by the use of illustrative “can do” descriptors (Newby et al, 2007).

Another example, in this case targeted at the teacher corps in general is the *European Portfolio of Languages* (Council of Europe, 2001) which according to its webpage in the European Center for Modern Languages aims to “foster the development of learner autonomy, intercultural awareness, and multilingualism” and which can be consulted by teachers when planning how to conduct their lessons and plan their curriculum in order to help students obtain those three targeted goals (European Center for Modern Languages, 2011).

In truth the number of documents and dispositions devised by the Council of Europe to assist in Education in Languages is very high, however, among the countless valuable documents for the teacher and the learner, the importance of the CEFR and its Companion Volume is highlighted, as it can be argued that it has conditioned the way we learn foreign languages the most.

2) National and Regional curriculum perspectives for language teaching

Now that the international recommendations and policies have been examined, it is time to pay attention to those documents generated by the national and regional governments of Spain and which have the characters of an educational law, therefore molding the curriculum and the educational system in general.

The analysis starts with the national documents to then paying attention to the educational panorama in Castilla y León while also pondering the regional educational policies

and laws from other regions of Spain to contrast the many ways in which the educational laws can be interpreted and shaped.

2.1.) Official Dispositions for the Teaching of English as a Foreign Language: The case of the Spanish context

As discussed above, the first step for being able to effectively educate and program a syllabus understands the framework in which they are built, as it highlights the aspects that must be taught, issues that must be tackled, and specific objectives set for a time. Since there are many educational dispositions, the focus of this subsection is the more general educational laws and those that affect the teaching of Secondary Education which concerns the lesson of English as a foreign language in the course for which the syllabus is meant.

To understand the educational panorama in Spain we must first focus on the Organic Laws that organize education to this day. These are popularly known as *LOE* and *LOMCE* and are the basis upon which most other educational Royal Decrees and laws rest.

The former, published as *Ley Orgánica 2/2006, de 3 de Mayo, de Educación* is a document enforced after its publication in the *Boletín Oficial del Estado* on the 3rd of May of 2006 and which is the cornerstone of education today in Spain. The document has a length of 110 pages and starts with a “preámbulo”, after which there are 9 titles, which are further subdivided into chapters. The titles are: a) “Título Preliminar”, b) “Título I. Las Enseñanzas y su Ordenación”, c) “Título II. Equidad en la Educación”, d) “Título III. Profesorado”, e) “Título IV. Centros Docentes”, f) “Título V. Participación, autonomía, y gobierno de los centros”, g) “Título VI. Evaluación del sistema educativo”, h) “Título VII. Inspección del sistema educativo”, and i) “Título VIII. Recursos económicos” (Jefatura del Estado, 2006). Each of these titles addresses all aspects of the Spanish educational system and thus it can be easily inferred how relevant this document it is, as it established the foundation upon which other legislative documents further elaborate.

It starts with a brief preamble and then continues with the preliminary title. The preliminary title is split into four chapters, the first one devoted to explaining the principles and goals of education, the second one dealing with lifelong learning and the way in which the different educational stages are organized, the third one focuses on the curriculum and the manner in which competences are distributed, and the last one regulates the cooperation among the different educational organizations.

The first title defines the different types of studies that the government provides, organized around nine chapters each focusing on a specific study, with the latter three concerning sports education, education for adults, and language teaching. This latter aspect concerns the *Escuelas Oficiales de Idiomas* network, their linguistic certifications and their correspondence with other studies, and its organization.

In contrast with this, the second title addresses the issue of achieving educational equity, and thus throughout its text topics such as attending students with specific educational learning needs, the manners of offsetting inequality in education, the differences of being a student in a public center and in a private subsidized center, and the regulations for awards, contests, and acknowledgements.

The third one concerns educators and thus, it tells us about the characteristics of the educators, how teachers are trained, how they are evaluated, and their recognition and support. The fourth title revolves around educational centers and their principles, before jumping to a comparison among the three types of educational centers: public, private, and private subsidized.

As for the fifth title, it is devoted to the autonomy and government of educational centers, and how different social agents participate in its management. Here there are explanations for the limits to this autonomy, which organisms manage the center, and the direction of public centers. The sixth title is an assessment on the Spanish educational system, whilst the seventh addresses educational inspectors at all levels. Lastly, the eighth title revolves around the economic resources of the educational system, after which a series of dispositions are mentioned (Jefatura del Estado 2006).

The latter, officially referred to as *Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa* enacted on 2013, is an Organic Law which serves as a post-modification for the *LOE*, modifying some aspects of this previous document while leaving the aspects with which the politicians were satisfied unchanged. It is because of this that any educator or individual that wishes to understand the current day panorama will need to look at the *LOMCE* and the *LOE* simultaneously, as it would be unfeasible to get a grasp of the educational system ignoring any of them. This document available in the *BOE* is 64 pages long and it is organized following this structure: a) “Preámbulo”, b) “Artículos”, c) “Disposiciones adicionales”, d) “Disposiciones transitorias”, and e) “Disposiciones finales” (Jefatura del Estado, 2013).

The preamble, as in the *LOE*, is the section of the regulation where the King validates the legal text affirming that the Spanish Parliament subjected this document to a vote and it was passed. After that the several factors that motivated the educational change are commented upon, as the shortcomings of *LOE* are revised to justify these modifications. The second section, translatable into “articles”, is a list of all the articles that formed the *LOE* and that are subject to modification, which is explained schematically.

The third section is devoted to additional dispositions and its divided into five of them which are: a) the authorized centers to teach the different baccalaureate modalities, b) the requirements to participate in merit-based competitions for the selection of headmasters in public centers, c) the titles and studies prior to the enactment of the Organic Law, d) the promotion of physical activity and a varied diet, and e) the system for loaning textbooks. The third section concerns two transitory dispositions, the first one being the requirements for participating in merit-based competitions for the selection of headmasters in public centers, and the second concerning the temporary application of the article 84.3 of the *LOE*. The fourth section addresses the final dispositions, where the modification of three previous Organic Laws are explained, these being: 1) *Ley Orgánica 6/2001, de 21 de diciembre, de Universidades* (Jefatura del Estado, 2001), 2) *Ley Orgánica 8/1985, de 3 de julio, reguladora del Derecho a la Educación* (Jefatura del Estado, 1985), and 3) *Ley Orgánica 8/1980, de 22 de diciembre, de financiación de las Comunidades Autónomas* (Jefatura del Estado, 1980). In addition to those three, this section also comprehends other three dispositions, which concern the regulation development, the implementation schedule, and the entry into force of this Organic Law (Jefatura del Estado 2013).

As has been briefly commented before, these two Organic Laws form the basis of the Educational system in the present day. Nonetheless, these laws are themselves complemented by other official dispositions according to the subsidiary principle, that are also relevant for any teacher and educational inspector. In addition to those modifications, there are also other related yet independent regulations that will be important for the configuration of the syllabus. Now that the two Organic Laws have been briefly reviewed, our attention will focus on other relevant educational regulations that affect the target educational stage and subject.

The *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato* is a document dating from the year 2014 and which specifies some aspects of education that were regulated by the *LOE*

and its post-modification *LOMCE*. It is structured into four different sections, which encompass 3 chapters, 34 articles, nine additional dispositions, one derogatory disposition and four final dispositions (Ministerio de Educación, Cultura, y Deporte 2014).

The document starts with a text establishing which laws were previously regulating these aspects of education, why a change was necessary, and signaling that it was approved and validated. Then there is a chapter around general dispositions valid for both educational stages and comprises nine articles which deal with the object of this law, it defines some terms, it establishes the distribution of competences, and it sets the basic curriculum of the block formed by core subjects. Another sets the basic curriculum of the block formed by specific subjects. Other explains the transversal elements, whereas the seventh discusses the autonomy of educational centers. Another presents how parents, mothers, and tutors participate in the process of education, and concludes with how students with specific needs for educational support are assisted.

The second chapter focuses solely on Secondary Education or *Educación Secundaria Obligatoria* and comprehends all articles from the 11th to the 23rd included. This chapter deals with the following aspects of Secondary Education: a) general principles, b) objectives, c) general organization, d) the organization of the first cycle, e) the organization of the last academic year, f) the process of learning and individualized attention, g) the general and curricular measures for attending to diversity and the flexible organization of the studies, h) the integration of subjects into the areas of knowledge, i) students of late incorporation to the educational system, j) programs for the improvement of student's learning and performance, k) assessments, l) final evaluation of the *E.S.O.*, m) promotion, and n) the title of graduate in Secondary Education and its certifications.

The third chapter is devoted to the *Bachillerato* and comprehends the remaining articles, which explain: a) general principles, b) objectives, c) general organization, d) the organization of the first course of *bachillerato*, e) the organization of the second course of *bachillerato*, f) the process of learning, g) assessment, h) the final evaluation of baccalaureate, i) promotion, j) the continuity between baccalaureate subjects, and k) the title of *bachiller*.

After this chapter, the document concludes with a series of dispositions that are either additional, derogatory or final in nature. There are nine dispositions of the first kind and they concern the adaptation of references, the learning of foreign languages, religious education, education for adults, the textbooks loan system, the official evaluation documentation, the final

evaluation of the co-official language and literature subject, the academic calendar, and the actions for informing and raising awareness. In connection to the learning of foreign languages, this disposition revolves around an increased methodological freedom, the change of the official or co-official language from vehicular to auxiliary, the limitations to the teaching of subjects in foreign languages, and the criteria that the centers must comply with. The derogatory typology features one single disposition where the derogated rules appear. Lastly, the four final dispositions cover the implementation calendar, the powers used and basic character, its development, and its entry into force.

Another legal text of great relevance for the field of Secondary Education in our country is the *Orden ECD/1361/2015, de 3 de julio, por la que se establece el currículo de Educación Secundaria Obligatoria y Bachillerato para el ámbito de gestión del Ministerio de Educación, Cultura y Deporte, y se regula su implantación, así como la evaluación continua y determinados aspectos organizativos de las etapas*. The final version of the text dates to the year 2015, and is 26 pages long.

As it is typical with other legal documents, the start of the document consists of background information on previous laws covering these specific aspects of education, which are the motives for the change, and how it was approved by the Parliament and validated by the Spanish monarch. After that, the core of this educational law is revealed structured around five chapters which are simultaneously further split into 39 articles, and by the end of the document there are number of additional, transitory, derogatory and final dispositions (Ministerio de Educación, Cultura y Deporte 2015).

The first chapter covers the general dispositions and contains two articles, one explaining the object and the scope of its application and another detailing the methodological principles.

The second chapter revolves around curricular configuration and the organization of studies and thus, it clarifies the blocks of subjects, the organization of educational cycles, the coordination of educational stages, and the design of the weekly schedule and the academic calendar.

The third chapter concerns the curricular and organizational measures for attending to diversity and thus it covers the aforementioned service, as well as the improvement of learning

and performance programs, the support of educational support for specific needs, and mentoring and guidance.

The fourth chapter discusses the organization of educational centers and the methodological proposal. In relation to the first, it explains the organizational and educational autonomy of educational centers. As for the second, it explains the curricular proposal and syllabuses. On top of this, it also specifies the education offer in certain regions, the assessment of the curricular proposal, the evaluation of the didactic syllabus, the teaching practice, and the processes of teaching.

The fifth chapter concerns the evaluation of students along three main lines. The first one deals with the development of the assessment process. Whereas the second concerns the academic documentation. The third one concerns the objectivity of the continuous assessment.

Lastly, there are six additional dispositions, two transitory dispositions, one derogatory disposition, and three final dispositions. Those of the first type are related to: 1) the adaptation for the educational action abroad, 2) the adaptations for e-learning and adult education, 3) textbooks and other curricular resources, 4) teachings in the Spanish educational system taught in a foreign language, 5) official evaluation documents, and 6) single-member and collegiate organizations. The transitory dispositions concern the process of elaboration of the pedagogical proposal and the measures for educational care. The derogatory disposition lists the articles of educational laws that is no longer in effect after the publication of this document. Lastly but not least importantly address the implementation schedule, the application of this regulation, and the entry into force of this legal document.

Another relevant official disposition is the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (Ministerio de Educación, Cultura y Deporte, 2015) which consists of seven articles and two annexes.

As for the articles, they deal with the objectives and the spectrum of implementation, the key competences in the Spanish educational system, the way in which these are described, the connection between key competences and educational stages, the manner in which key competences are reflected in the curriculum, the methodological strategies to be used in the classroom, and the assessment of the key competences.

Regarding the annexes, here one can find an insightful description of each of the key competences and a series of guidelines to enable the development of methodological strategies that allow for working with key competences in the classroom. Thus, it can easily be inferred that these are an in-depth explanation of the seven articles mentioned before.

Lastly, there are two essential documents worthy of mention, as they form the core of the law that regulates the implementation of Secondary Education with those that have been listed above. These documents are the *Real Decreto 310/2016, de 29 de julio, por el que se regulan las evaluaciones finales de Educación Secundaria Obligatoria y de Bachillerato* (Ministerio de Educación, Cultura, y Deporte, 2016) and the *Orden ECD/462/2016, de 31 de marzo, por la que se regula el procedimiento de incorporación del alumnado a un curso de Educación Secundaria Obligatoria o de Bachillerato del sistema educativo definido por la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa, con materias no superadas del currículo anterior a su implantación* (Ministerio de Educación, Cultura y Deporte, 2016).

Regarding the Royal Decree, it is structured around four chapters, which are subdivided into twenty-four articles and an additional number of dispositions. The first chapter contains general dispositions that affect everything commented upon in the document, whereas the second focuses on the final evaluation of Secondary Education and the third does the same but with *Bachillerato*. The fourth chapter is targeted at education for adults and how adults might take these examinations to obtain a title. Finally, there three additional dispositions, a transitory disposition, and six final dispositions, that affect the way in which this law is implemented.

Concerning the Order, it consists of four articles and three dispositions, plus an annex that illustrates the correspondence between subjects after the re-naming of some of them with the *LOMCE* entry into force. The first article defines its object, the second addresses Secondary Education, the third targets *Bachillerato* or Baccalaureate, whereas the final one deals with subjects that are not part of the educational offer. The document then presents a transitory disposition and two final dispositions that affect the implementation of this legal text.

2.2.) Official Dispositions for the Teaching of English as a Foreign Language: The Case of Castilla y León.

Now that the national laws and guidelines for the course, educational stage, and subject have been analyzed, we will be focusing on its concretion in the regional curriculum of the

Autonomous Community of Castilla y León, analyzing the most important documents that directly and indirectly condition how a syllabus must be organized and composed. It is necessary to consider that Spain is a very diverse country, and thus the official dispositions for each autonomous region (e.g. País Vasco or Las Islas Canarias) or autonomous cities (i.e. Ceuta and Melilla) are bound to drastically alter the way the implementation is carried, resulting in very different Secondary Education systems within the national panorama. One example of this diversity is the existence of co-official languages (e.g. Basque) that require considerable adaptation to suit both the national curriculum and the preservation of the rich cultural heritage of a region.

Castilla y León has a broad number of official dispositions by which they adapt the national guidelines and dispositions to the specifics of the autonomous community. These documents therefore take the national ones and make small changes to them so as to satisfy the idiosyncrasies of the particulars of every situation. Since the curriculum in our autonomous community is very rich, our attention is focused on what could be defined as the keystone of the implementation of Secondary Education, and then other documents that are influential yet in a more subtle way are briefly mentioned

This **keystone** that has been briefly mentioned above is the *ORDEN EDU/362/2015, de 4 de mayo, por la que se establece el currículo y se regula la implementación, evaluación y desarrollo de la educación secundaria obligatoria en la Comunidad de Castilla y León* (Consejería de Educación, 2015), which regulates the operation of this educational stage in the region.

As it is common with the text typology, the text starts with a preamble that gives us a bit of context on how this law came to be passed and why was it necessary. Afterwards, there is the first chapter that contains dispositions of a general nature that impregnate all the aspects that are commented in the document. Some of these aspects include the number of students each class should have or the finality, goals, and main principles, among others.

In contrast with this general focus, the rest of the chapters now address a certain aspect or area within the field of Secondary Education. The second chapter turns its attention to the curriculum and the organization of the educational stage. Since both areas are extensive, the chapter is split along three sections, so that each of them is explored in the appropriate depth, whereas the third section concerns the planning and development of the curriculum in the educational center through the creation of the center's documents.

The third chapter regards the student body, guidance for students, and attention to diversity. Due to the importance and complexity of these issues in the education of minors, it has been structured around five sections so that element in play is thoroughly analyzed and taken care of.

The fourth chapter concerns assessment, promotion and the obtention of the title of Secondary Education, and thus, it tackles these aspects of the Secondary Education, then argues for the objectivity of the assessment, as it is a controversial and debatable topic at times, and later it analyzes the evaluation documents.

The fifth chapter revolves around the coordination of teachers and the participation of the educational community, and it addresses the role of teachers, the manner in which an educational center is governed, and the role each organization in a center plays.

The sixth chapter concerns the projects of autonomy of those educational centers that are government-funded, and thus it establishes a set of guidelines that these centers must observe, ensuring that these subsidized private centers enjoy a considerable degree of autonomy while protecting the interests of the autonomous government by guaranteeing that these funds are spent according to the ethical and educational principles of the government of Castilla y León.

Lastly, but not least importantly, there are some dispositions of transitory, additional, final, and derogatory nature that are listed, and that concludes the changes. After that, there are the numerous annexes among which we can count the curriculum which has been used for the design of the proposal in a later section of this Master's Thesis.

However, as we have mentioned before, there is a **multiplicity of documents** that regulate the implementation of the English subject-matter in public centers of Castilla y León. Previously, the main official disposition has been mentioned, but there are others which condition this proposal, though in a less influential manner, such as the *ORDEN EDU/472/2017, de 14 de junio, por la que se adecúan los documentos oficiales de evaluación en lo referente a cuarto curso de Educación Secundaria Obligatoria y a segundo de Bachillerato a lo dispuesto en la disposición final quinta 2 y 3 de la Ley Orgánica 8/2013, para la Mejora de la Calidad Educativa, en la Comunidad de Castilla y León* (Consejería de Educación, 2017) or the *ORDEN EDU/293/2018, de 14 de marzo, por la que se regula la realización material y se concretan determinados aspectos de la evaluación de final de etapa*

de educación secundaria obligatoria en Castilla y León para el curso escolar 2017/2018 (Consejería de Educación, 2018). As the law is a living organism, it is subject to additions, modification, or derogations at any moment, and thus their force may change at any given moment, requiring educators to be conscious and to keep up to date with any modification to satisfy the requirements of education.

3) The treatment of foreign languages in the educational center's documents

Now that the international recommendations and the official dispositions that condition the education in foreign languages have been examined, it is the turn to focus on the way these guidelines are reflected in the educational center. Educational centers must obey the Spanish law and therefore the official dispositions that have been analyzed and which deal with Secondary Education have exerted considerable influence upon the decision-making of the educational center. However, educational centers enjoy a bit of freedom and that makes each one different from the others, allowing for educational individuality, although this is always adjusted to the legal basis.

Since a proposal for a syllabus is constructed later, in this third point we take a quick glance upon the different documents that each center has, and which determine the way it operated, concluding with an explanation of what a syllabus is.

3.1.) The Center Documentation

Since all educational centers in Castilla y León generate their own center documents following governmental guidelines, each center has the same center documents, which are:

1. The Center's Educational Project
2. The Plan for Coexistence
3. The Center's Curricular Project
4. The Project for the Management for Public Centers
5. The Yearly General Schedule

The **Center's Educational Project** is a comprehensive document that reflects the identity of the center as it defines its objectives, values, and priorities of action. Broadly-speaking any *CEP* must specify the commitments the center has agreed to in three areas, the pedagogical, the educational, and the institutional. It is elaborated by the director and the management board and is approved by the school board. Generally, the teaching staff and the

school board give advice and guidelines on how this document should be elaborated, and then it is up to the directive team to create it. This document must be updated yearly.

The Center's Educational Project can be arranged into a series of chapters or sections. It frequently contains a general framework consisting of the objectives, priorities, and values of the center. Then there is the curricular project that encompasses the defined curriculum for all the studies offered in the center. The measures for attending to diversity are also a part of this document and it is where the center defines its protocols for assisting students with special educational, needs. Another section is the tutorial action plan which states how tutorial action is going to work in the center and also includes any activities that are meant for guiding and assisting students develop both professionally and personally. Lastly, there is the plan for coexistence that is explained later in this section.

Now, we turn to the **Plan for Coexistence**. This document, as has been mentioned briefly before, is included within the Center's Educational Project and it is of vital importance for the well-being of the peaceful coexistence between all people involved in the daily activity of the educational center, be it a Secondary Education student, the headmaster, or the physical education teacher to name just a few examples. The name is rather self-descriptive, and as it can be inferred, its contents are the procedures, criteria, and objectives concerned directly with the relationships between the student body, the teaching staff, the directive team, and the administrative staff. Its relevance is made obvious by the impact it has on the daily matters concerning all the employees of the center, as they are to abide by these directions.

After analyzing those documents, it is necessary to get to know the Center's Curricular Project, which is the materialization of the educational intentions of the center. It consists of all the syllabuses concerning all the courses, subjects, modalities, and studies that are offered, and thus it conditions how the contents, assessment criteria, and learning standards are arranged, among other elements. This document is renewed annually to adapt to legal changes or the occurrence of a special circumstance that affects the operation of the center, and subsequently of all the activities conducted in the location. The nature of a syllabus is explained later, as the analysis focuses specifically on the way foreign language are taught.

Other center's document of great importance is the **Project for the Management for Public Centers** that, as defined in the *LOMCE*'s article number 123 (Jefatura del Estado, 2013), is a document that determines how the center operates, focusing on management aspects, such as the center's budget, the renewal of educational material, the care for the center's

facilities, or the criteria for a sustainable use of resources, just to name a few. Thus, its sphere of influence overlaps mostly with the actions of the school board and the director, as its effect on the curriculum and the educational activity itself is mostly indirect.

On top of these, there is the **Yearly General Schedule** that is elaborated each year by the directive team and considering the ideas and guidelines of the teaching staff and the school board. This is done in accord with the 125th article of the *LOMCE* (Jefatura del Estado, 2013) and specifies the schedule of the center, its educational project, the syllabuses of the departments, the yearly schedule of complementary and after-school activities, and an administrative memoir which details the failures and successes of the academic year and proposes solutions and improvements based on the reflection of the directive team and teaching staff. Therefore, the preeminence of this document is made evidently clear, as it materializes the educational operation of an educational center.

3.2.) Specific Documentation for the Teaching of English as a Foreign Language in Secondary Education.

In the previous section, we have analyzed the documents which determine the operation of an educational center and which are generated by its staff following a series of national and regional educational dispositions. However, they are not the only documents concerning the teaching of a foreign language in a Secondary Education center in Castilla y León. Thus, in this section the center's documents that concern directly the education in foreign languages are analyzed. These documents are the Center's Linguistic Project and the Didactic Syllabus.

As for the **Center's Linguistic Project** is an extension of the Center's Educational Project generated by the educational institution to regulate education in foreign languages. If a bilingual or multilingual education is offered, it grows significantly in relevance (e.g. French, German, or English, generally speaking), and is created after an intense period of reflection, which is later used as the starting point. The ultimate goal this document pursues is that of enhancing the students' abilities to learn and develop their linguistic and communicative skills. As it can be expected from a bilingual educational offer, this project affects the entirety of the school community, since teachers from several departments are teaching their ordinary contents in this foreign language. This document normally relies on the Common European Framework of Reference for Languages as a useful tool when designing their didactic programs. As there are many forms of developing linguistic skills, this document also

comprehends plans to encourage reading, to organize educational trips, to make exchanges with other countries, etc.

In contrast with that, a didactic syllabus or simply **syllabus**, according to the online website *Dictionary.com* can be defined as “an outline or other brief statement of the main points of a discourse, the subjects of a course of lectures, the contents of a curriculum, etc.” (Syllabus). In our current day educational system, spontaneity is reserved for outside of the classroom, being allowed in it only for very specific reasons and in a limited way. Since the educational system tries to organize education throughout Spain, it is logical to assume that the curriculum would be fixed, and that results in the lessons being planned beforehand, to ensure a certain degree of uniformity at the national and regional levels.

Now that the nature and purpose of the syllabus have been explained, it is the moment for looking at the different sections or parts in which a didactic syllabus can usually be split. These parts could be:

1. **Introduction:** Here one can find the justification for the syllabus, an explanation of the decision making, etcetera.
2. **Contextualization:** All aspects concerning the educational center and the students are briefly commented in this section.
3. **Area Objectives:** Here the objectives for the subject and area are listed.
4. **Key Competences:** The key competences that are practiced in the syllabus will be mentioned in this point.
5. **Contents:** The contents, how they are used, how they are organized, and how they are planned.
6. **Timing:** How this syllabus is planned to be conducted over time.
7. **Methodology:** The teacher uses a series of strategies and techniques on the class, and the syllabus generally obeys some principles and guidelines. All these aspects are what the methodology is.
8. **Materials:** Here there would be a list of all the materials that are necessary for conducting the syllabus in the classroom.
9. **Recovery activity:** Those students who have failed the subject in the previous year are given a chance to recover by submitting to a test or assignment on the contents of the previous year.
10. **Educational measures of effort:** The goal of this measures is assisting those students that have certain difficulties for learning the subject.

11. **Measures for boosting the interest in reading and reading habits:** Reading is an integral part of the curriculum, and the syllabus must reflect how this is going to be promoted through its activities and tasks.
12. **Complementary and after-school activities:** Sometimes the department organizes activities that fall outside of the traditional spectrum of the class, and they might involve doing something beyond the ordinary school schedule or in other location.
13. **Cross-Cutting Themes:** The Spanish law sets several cross-cutting themes that must be treated in educational centers, and thus every subject should try to include in its curriculum all those that fit its range of activities.
14. **Assessment:** Here there is a list of all the assessment criteria that are used for marking students, as well as the learning standards, as both are the materialization of the educational objectives students are expected to achieve by the conclusion of the academic year. The instruments used for assessing are also located here (e.g. a test).
15. **Attention to Diversity:** The syllabus must devote a section to explain how the curriculum is adapted to suit the special needs of a student that presents a specific educational need.
16. **Use of Information and Communication Technologies (ICTs):** In our current day world, informatics is ubiquitous, and thus the curriculum must take advantage of the ICTs for teaching foreign languages and any other subject. Thus the curriculum will devote some of its part to using informatics and internet in the classroom.
17. **Procedure for assessing the course results:** Here the department teachers elaborate instruments that are used by the end of the academic year and whose purpose is to assess whether the syllabus has managed to obtain satisfactory results.
18. **Conclusions:** The teachers then are expected to depict their conclusions in written form in the syllabus.
19. **Bibliographic references:** This section features a list of all the resources that have been used in the lesson so that any teacher in Spain knows what is required for teaching a subject in this manner.
20. **Annexes:** This last section is mostly optional and could be used to attach any information or document the creators deem interesting or useful for conducting this syllabus in the classroom.

The Didactic Syllabus is elaborated prior to the start of the academic year by the department of foreign languages and is approved by the school board. As the concretion of the

curriculum of that year for the subject it is extremely important, and its failure or success will mark the students taking the subject. Since the methodological framework of this *Trabajo Fin de Máster* is a proposal of a syllabus for a trimester it complies with some of the sections above, but since it is not a yearly syllabus, nor it is a ready for implementation syllabus, it thus lacks some of these sections above.

PART 2: METHODOLOGICAL FRAMEWORK

After reviewing all the legal recommendations and regulation that exist on the international, national, and regional levels, and the typology of the educational documents that are elaborated in the educational centers, it is possible to focus on our second aim. Henceforth, in this section our attention turns towards curricular planning, its final result being a syllabus proposal for the fourth year of Secondary Education.

4) Contextual aspects

As it has been mentioned and will be mentioned later throughout this paper, the syllabus proposal is meant for a specific target center and audience, which can be extended through proper modifications¹. Therefore, this section is meant to help describe the characteristics of the target center and student body, that are essential for a proper understanding of the syllabus proposal.

Then, the first step consists of limiting and describing the features of the target educational context, as an explanation of the educational center model used for the proposal can shed some light on the planning of the didactic units introduced later.

The target center is located in a city from Castilla y León and has been built during the 1980s. The center has a rich architectonic patrimony composed of two buildings where the educational activity and the administrative tasks of the center take place, a gymnasium for the conduction of physical education, a courtyard for the recess, sports, and emergency drills, a cabin with items for the maintenance of the buildings, and a laboratory building devoted to the conduction of the practical activities of some of the studies offered.

Regarding the educational offering of the center, it is very rich and comprehends the following educational stages, courses, and studies: a) *Educación Secundaria Obligatoria* and its four courses, b) the *E.S.O.* in English and French bilingualism programs, c) all the modalities of *Bachillerato*, d) the International *Bachillerato* Program, e) basic cycle of vocational training in Commercial Services, f) medium cycle of vocational training in Care of Dependent People, and g) superior cycle of vocational training in Children's Education. On top of those studies, the center has a rich foreign language offering, which consists of French, English, German, and Portuguese. These studies mentioned before take place during the morning, and during the

¹ According to the Curriculum nature, that is open, flexible, basic, and dynamic.

evenings the center's offering comprehends all the modalities of *bachillerato*, education for adults, and the superior cycle of vocational training in Children's Education.

The number of staff the center has is that of 100, consisting of the headmaster, four studies coordinators, six janitors, four secretarial staff, five cleaners, and eighty teachers. Therefore the center could be classified as relatively large, due to the total number of personnel and students.

The richness of the educational offering and its centric location in the city attract a high number of students, amounting over one thousand five hundred of enrolled students each year. Therefore, they are extremely diverse, some of the students coming to study in this institution from other villages and towns or the province or even further away, as the International Bachillerato offer is rather scarce in our Autonomous Community. Economic-wise, most students will belong to the middle class, with a minority belonging to the low class, and with some students being in risk of social exclusion. Another symptom of this diversity is that some students belong to ethnic minorities (e.g. the Roma people) and that there are students who have incorporated to our system that come from other regions of the world (e.g. Latin America, East Asia, and etcetera).

Our Autonomous Community has a mostly monolingual background, as the language for the conduction of the lessons has always been solely in Spanish, and that has left a scar on the development of linguistic skills of the students, unlike other regions where the presence of other co-official languages allow for a multicultural approach to education. Fortunately, this trend is reversing, as bilingual sections are becoming gradually ubiquitous in our region, improving the competence of students not only in English, but also in French or German in other cases.

Lastly, but not least importantly, we will describe a model of what the English classroom is like in this educational center. This Master's thesis and its syllabus proposal are addressed towards the 2nd cycle of Secondary Education, or *4º de E.S.O.* Due to the high number of students enrolled in the center, the average classroom of the 4th course of the *E.S.O.* will be of circa 28 students. Due to the diversity of the student body in the educational center, probably there will be two or three students with specific learning needs, either from having incorporated to the Spanish educational system, or because they have attention deficit disorder. The classrooms are not very spacious nor too small, and the students are organized into three parallel rows that are wide enough to allow two students sitting together. The classroom has a

digital and an ordinary blackboard, and the teacher has its own chair and table, as expected. The walls are decorated with posters with English phrasal verbs, quotations from famous Anglophone authors, and images from iconic places in Anglo-Saxon countries, which contribute to the development of **peripheral learning** of the students.

The level of competence of students in the classroom is drastically varied, ranging from an A2 to a B2 according to the CEFR. This imbalance is the result of the own actions of the students, as some are willing to take English courses and obtain linguistic titles beyond ordinary Secondary Education, whereas other do not pay sufficient attention to English as they do not deem it useful for their future lives. The class' diversity is also reflected in the interaction of the students in class. Some of them are willing to participate not only in their groups but also publically, whilst others are more shy and do only interact in their groups. The syllabus proposal tries to take advantage of theories such as the affective filter (Krashen, 1982) to counter these negative effects, as an improvement in self-esteem and the creation of an appropriate atmosphere for the classroom might help students participate in the classroom by overcoming their shyness and their fears.

The syllabus will be aimed at a group of these characteristics, as its student diversity and educational center characteristics are versatile, allowing for its adaptation and implementation in other high schools of the autonomous community. These factors will also prove vital in the hypothetical case the syllabus is implemented, as it would determine its success or its failure.

5) Proposal: A User Guide to the World and its Laws.

5.1.) The rationale for the syllabus proposal

In this subsection of the syllabus proposal, the different didactic and pedagogical theories that have been influential in the composition of the syllabus will be explained briefly. Additionally, the effects of their impact on the proposal are also explained in detail, so that it is clearer how each theory is relevant.

Firstly, there is an idea underlying the foundations of this proposal, and it is that of a language as being a tool for communication, as ultimately the purpose of interaction between two human beings is that of sharing ideas, emotions, information, and etcetera. Thus, the proposal will put emphasis on the **communicative and intercultural skills** of students, as they are trained to be able to interact with other speakers using English as the vehicular language,

task for which the understanding of cultural aspects such as politeness or cultural references are extremely important.

Secondly, Krashen formulated in 1981 the so-called **acquisition-learning hypothesis**, in his famous work *Second Language Acquisition and Second Language Learning*. Krashen distinguishes between second language acquisition and second language learning, describing the former as “is very similar to the process children use in acquiring first and second languages” (Krashen, 1981, p. 1) and makes a pun with the latter notion “conscious language learning” (Krashen, 1981, p. 2). This theory has been taken into account when devising this curricular proposal, as students are possessed of the innate human ability to acquire languages, and as they will learn English through practice and interaction with other speakers.

In third place, another theory this syllabus embraces is that of the **affective filter**, proposed by Dulay & Burt (1977), which defends that attitudinal factors have a substantial impact on the acquisition of a second language of students. Thus, the proposal is conceived with the idea that the teacher should not press students to answer a question, rather letting those willing to answer it, or encouraging collaborative work and group work, as these will result in this filter going down. Krashen gives in his work an insightful statement on the relevance of this attitudinal factors: “If the affective filter is up, no matter how beautifully the input is sequenced, no matter how meaningful and communicative the exercise is intended to be, little or no acquisition will take place” (Krashen, 1981, p. 110).

Another theory postulated by Stephen Krashen (1982) was the **Comprehensible Input** and it has also influenced the way in which this syllabus proposal has been conceived. He perhaps synthesizes this idea brilliantly in the following statement: “We acquire, in other words, only when we understand language that contains structure that is a little beyond where we are now” (p. 21). Therefore, the input provided in the classroom to the students is slightly superior to that which they have, so that they might continue learning. This difference in linguistic levels is counterbalanced by the teacher, who uses audiovisual contents, repeats the utterances more than once, and paraphrases those sentences that students have difficulties in understanding. Hopefully, this leads to an improvement in the learning results of the students.

Krashen also proposes another hypothesis that has been extremely influential, and which has also influenced this curricular proposal and it has been named **Monitor Theory**. This theory defends that the speaker must devote time and practice to improve his or her linguistic skills, as the learned rules help shape his or her production in such a way that is

grammatically correct. Thus, in this curricular proposal, grammar is taught, but unlike other syllabuses here it does not have a preeminent role. In his book *Principles and Practice in Second Language Acquisition* this hypothesis is summarized as:

“The Monitor hypothesis posits that acquisition and learning are used in very specific ways. Normally, acquisition initiates our utterances in second language and is responsible of our fluency. Learning has only one function, and that is as a Monitor, or editor.” (Krashen, 1982, p. 15).

Another theory that has been considered when shaping this curricular proposal is Vygotsky’s **Zone of Proximal Development**. In his book *Mind in Society: The Development of Higher Psychological Processes* a statement summarizes this concept: “It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p. 86). Thus, the core activities of this syllabus proposal are conducted as group tasks, those groups having been created by the teacher so as that each student can help their peers and is in turn helped by them. Besides, the teacher’s role during these tasks is that of monitoring the different groups and he or she should be ready to intervene to help the students or solve any problems that might have appeared.

In fifth place, Ausubel proposed in 1967 a **Meaningful Learning** theory. Ivie (1998), briefly refers to the meaningful learning as “Meaningful learning, on the other hand, is part and parcel to higher order thinking. Such thinking takes place when we grasp the interrelationship between two or more ideas, old and new” (p. 39). This has also been influential during the design phase of this syllabus proposal, and thus the units, lessons, and activities try to connect with each other, so that it is a whole, allowing students to remember what they know and what they have done and recover this information to conduct a task. Here the motivations of students also come into play, as it is a relevant factor for successful learning. For this very reason, teacher’s feedback is limited merely to showing approval or congratulating for a job well done. Any kind of negative remark is to be avoided, as it could cause a student to lose interest in the subject and participate less on the lessons.

Rebecca Oxford is an author who has been paramount during the design of this curricular proposal. Her most famous line of research is that of **learning strategies**. Oxford and Nyikos (1989) define them as “operations used by learners to aid the acquisition, storage, and retrieval of information” (p. 291). They argue that the success of an individual in learning is the result of the ability - or inability - of this person to select those strategies that are more

convenient for himself or herself. Due to this, this syllabus proposal tries to offer a wide range of activities, which would hopefully encourage students to learn English and use the strategies that relate to those activities in the way that is more learning enriching for them.

Now that we have delved into the context and the second language acquisition theories presented above, it is the moment to comment on the methodology that is to be used during the syllabus proposal implementation. This syllabus has been devised with **the Task-Based Approach (TBA)** in mind, as this theory started growing in relevance in the 20th century, as experts considered its methodology took the advantages of other methodological approaches whilst countering their shortcomings. In syllabus design this theory is reflected in both lesson and unit planning, in the case of the former as the lessons are organized into three task blocks: pre-task, during task, and post-task, and in the case of the latter as the work done on each lesson leads to the fulfillment of a final task on the last day of the unit. Therefore, the whole of the unit is interconnected, and the student's work is based on what they have done and learned on previous lessons and courses. At the same time, this organization leads to a constant increase on the level of difficulty, which related to the comprehensible input theory that has been mentioned above. David Nunan (2004) lists the following principles as being the basis of the TBA:

- “A need-based approach to content selection”
- “An emphasis on learning to communicate through interaction in the target language”
- “The introduction of authentic texts into the learning situation”
- “The provision of opportunities for learners to focus not only in language but also on the learning process itself”
- “An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning”
- “The linking of classroom language learning with language use outside the classroom” (p. 1).

Other considerations

As the class is formed by 28 students and the syllabus embraces the theories that have been mentioned above, for the implementation the teacher must organize heterogeneous groups obeying his or her professional criterion, as a well-planned student distribution is expected to help student further develop their abilities. Since another of the syllabus objectives is that of

encouraging students to learn English by taking advantage of the many learning strategies existent and which have been proposed by many relevant authors. For this reason, the dynamics of the classroom are varied, and so students can practice oral production, oral comprehension, written comprehension, and written production, either individually or with other students, and adding other elements to the mix, such as movement through the classroom or the use of mobile phone in the classroom for research purposes, among others. In order to be fair when assessing and to avoid any potential drawbacks from the complexity of certain tasks, the largest percentage of the grade and the most difficult tasks are conducted in groups as a collaborative effort, and reserving individual tasks to those of middle to low difficulty, which will be assessed as well, though making up a slightly less significant part of the grade.

In relation to the groups, since the number of students is 28 and seeking to create neither very small nor very large groups, it has been decided that seven groups of four students each should be created by the teacher. These groups are fixed and remain as they have been created for the rest of the academic year, unless the teacher sees fit to make an extraordinary change due to a new factor coming into play or to better suit the educational needs of the students. Each member of the group has his or her strong and weak points, and the purpose of the creation of these heterogeneous teacher-organized groups is that the students complement each other, so that over the academic year they are able to overcome their difficulties in a specific area while simultaneously helping other group-members with their personal obstacles.

Lastly, let us conclude with a small commentary on the **role of the teacher**. The teacher is a keystone for the development of the educational effort. It is thanks to this person that a proper environment for learning is created in the classroom - though in truth sometimes this person might be a deterrent to it - and is vital for the development of the curricular proposal. During the lesson, his or her role is that of introducing new information making any necessary adaptation to the students' needs, organizing the groups in such a way that the collaborative effort helps each of the members evolve their capabilities, monitoring the conduction of the activities, and assessing the work of the students, among other tasks.

5.2.) The Syllabus Proposal

5.2.1.) Key Competences

The Spanish Ministry for Education, Culture and Sport has developed a series of key competences for lifelong learning which must be implemented in the curriculum of all the subjects and studies offered in Spain. These were taken from the *Recommendation of the*

European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning (European Union, 2006), a document where the European Union argues in favor of the necessity of developing the key competences for life long learning in the educational systems of Europe. The key competences are reflected in the Spanish curriculum in the *Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato* (Jefatura del Estado, 2015), however, the Spanish government merges communication in foreign languages and mother tongue into a single one.

Since their appearance in the curriculum of foreign languages is compulsory, this proposal for a syllabus lists the following key competences as being part of its educational view:

1. Linguistic competence: The students interact with other students orally or through written media to autonomously communicate respecting a basic set of social conventions.
2. Digital competence: The students can use Technologies of Information and Communication to perform a wide number of tasks and are familiar with the elementary software and hardware involved in ordinary digital interactions.
3. Learning to learn: The students develop their abilities to autonomously learn and broaden their knowledge by assimilating study and work techniques that help them in their personal and professional lives.
4. Conscience and cultural expressions: The students recognize, respect, and appreciate the cultural and artistic expressions that conform the heritage of a cultural group.
5. Civic and social competences: The students are familiar with the operation of our society and take advantage of it to identify and recognize the ever-changing social phenomena and issues that occur before our eyes.
6. Mathematic competence and basic competences in science and technology: The students can use their mathematic and scientific knowledge to understand the world and interact with it appropriately.
7. Sense of initiative and entrepreneurship: The students are motivated to put into motion their ideas and plans, be it founding a company or planning their future lives.

5.2.2.) Stage Objectives

The educational stage of Secondary Education has a number of objectives that must be attained by the conclusion of that stage. It is a duty of the national government to establish what these objectives are, and they are listed in the *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y el Bachillerato*. This document has been mentioned previously in the theoretical basis and these objectives are listed in the second chapter in the article number eleven. There are twelve objectives for this educational stage, whose goal is that of helping students develop a number of essential capabilities for their personal and professional lives.

As Secondary Education is subdivided into two educational cycles, it has been decided that this syllabus proposal would strive to achieve the following stage objectives through its curricular implementation in a Secondary Education center in the autonomous community of Castilla y León. The following objectives have been selected from those listed in the legal disposition mentioned before:

a) “Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos y la igualdad de trato y de oportunidades entre mujeres y hombres, como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.” (M.E.C., 2014, p. 176-177)

b) “Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.” (M.E.C., 2014, p. 177)

c) “Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar la discriminación de las personas por razón de sexo o por cualquier otra condición o circunstancia personal o social. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres, así como cualquier manifestación de violencia contra la mujer.” (M.E.C., 2014, p. 177)

d) “Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.” (M.E.C., 2014, p. 177)

e) “Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.” (M.E.C., 2014, p. 177)

g) “Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.” (M.E.C., 2014, p. 177)

i) “Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.” (M.E.C., 2014, p. 177)

j) “Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.” (M.E.C., 2014, p. 177).

5.2.3.) Contents, Assessment Criteria and Learning Standards.

The table presented below is the result of a three-step process that served for designing a proper syllabus proposal that would satisfy the legal criteria and that is coherent with the theories and documents that have been presented so far.

The first necessary step for the curricular design task is that of researching and analyzing the different legal dispositions and educational recommendations that exist at the national and regional levels, plus those that set an international standard. Therefore, we have searched for documents that are relevant for this case in particular and we have analyzed them into detail, filtering the information required to design the proposal, and understanding the principles that underlie them.

Once that the important information was isolated and had been analyzed, it was the moment for the organization of the course of the 4th year of Secondary Education’s whole academic year, thus splitting the **assessment criteria, contents, and learning standards** among the three trimesters in such way that the burden was equally split and that it allowed students to develop, designing a learning curve of sorts that helps implement the syllabus on the classroom. In the **annexes** there is a table that serves as an example of how this careful planning concerns the entire course, in that case specifically concerning assessment criteria².

Lastly, as it has been highlighted before, one of the aims of this Master Thesis is that of creating a syllabus proposal for the second term of the 4th year of Secondary Education. Thus, now that the general planning of the year has been created, and that we know what is taught in this second trimester, it was the moment for organizing the five didactic units in which the trimester is split, each unit having six lessons of fifty minutes.

Below a table can be found that specifies the contents, assessment criteria, and learning standards for the second trimester of 4th year of Secondary Education. Its terminology consists of a “B” that stands for Block, then a number corresponding to the block in the curriculum, and

² See Figure 1 in the **Annexes**.

a last number which serves as a reference to locate the original text in the official disposition.
This table is a synthesis of the real table that can be found in the **annexes**³.

³ See Figure 2 in the **Annexes**.

Figure 1⁴

	Contents	Assessment Criteria	Learning Standards
<p>Block 1: Comprehension of Oral Texts</p>	<p>B.1.1. Comprehension strategies: -Distinction of the types of comprehension ... -Identification of the text ... -Formulation of hypotheses ...</p> <p>B.1.2. Socio-cultural and sociolinguistic aspects...</p> <p>B.1.3. Communicative functions: -Description of the physical ... -Narration of punctual ... -Request and offer of</p> <p>B.1.4. Syntactic-discourse structures: 1) Beginning and maintenance of ... 2) Narration of frequent and punctual past events, 3) Predictions and expression of intention...</p> <p>B.1.5. Oral vocabulary of frequent use (reception)....</p> <p>B.1.6. Sound, accentual, rhythm, and intonation patterns: - Recognition and insight in the comprehension of phonetic symbols.</p>	<p>B.1.2. The student will be able to know and know how to apply the adequate strategies ...</p> <p>B.1.3. The student will be able to know and use the socio-cultural and sociolinguistic aspects</p> <p>B.1.7. The student will be able to discriminate sound....</p>	<p>B.1.2. The student understands what he/she</p> <p>B.1.3. The student identifies the main ideas</p> <p>B.1.7. The student identifies the main idea and the significant aspects ...</p>

⁴ Source: Elaborated by the author based on the document *ORDEN EDU/362/2015*

<p>Block 2. Production of Oral Texts: Expression and Interaction</p>	<p>B.2.1. Production strategies: a) Planning <input type="checkbox"/> Clear conception of ... <input type="checkbox"/> Adaptation of the text ... b) Execution <input type="checkbox"/> Expression of the <input type="checkbox"/> Offsetting the linguistic ... B.2.2. Sociolinguistic and socio-cultural B.2.3. Communicative functions: → Description of ... → Request and offering of ... → Expression of ... and → Predictions and expressions of ... → Establishing and ... B.2.4. Syntactic-discourse structures: 1) Beginning and maintenance of personal and social relationships.... 2) Narration of frequent 3) Predictions B.2.5. Oral vocabulary B.2.6. Sound, accent....</p>	<p>B.2.1. The student will be able to produce B.2.7. The student will be able to pronounce ... B.2.9. The student will be able to interact ...</p>	<p>B.2.2. The student is able to adequately ... B.2.3. The student properly participates in informal conversations ...</p>
<p>Block 3. Comprehension of Written Texts</p>	<p>B.3.1. Comprehension strategies: <input type="checkbox"/> Identification of the text <input type="checkbox"/> Distinction among ...</p>	<p>B.3.2. The student will be able to know ...</p>	<p>B.3.2. The student understands the B.3.5. The student is able to easily locate ...</p>

	<p><input type="checkbox"/> Inference and formulation</p> <p>B.3.2. Socio-cultural and sociolinguistic</p> <p>B.3.3. Communicative functions:</p> <p>B.3.4. Syntactic-discourse structures:</p> <p>B.3.5. Written vocabulary of frequent use</p> <p>B.3.7. Graphic patterns and orthographic conventions.</p>	<p>B.3.6. The student will be able to recognize</p> <p>B.3.7. The student will be able to recognize the main form...</p>	<p>B.3.7. The student comprehends the general aspects ...</p>
<p>Block 4: Production of Written texts: Expression and Interaction.</p>	<p>B.4.1. Production strategies:</p> <p>1)Planning:</p> <p>b) Adequate location ...</p> <p>2)Execution</p> <p>a) Clear expression</p> <p>b) Use of the previous ...</p> <p>B.4.2. Sociolinguistic and socio-cultural aspects...</p> <p>B.4.3. Communicative functions</p> <p>B.4.4. Syntactic-discourse structures</p> <p>B.4.5. Written vocabulary</p> <p>B.4.7. Graphic patterns and orthographic conventions.</p>	<p>B.4.2. The student will be able to know, select</p> <p>B.4.3. The student will be able to incorporate</p> <p>B.4.5. The student will be able to demonstrate</p>	<p>B.4.4. The student composes brief notes....</p> <p>B.4.6. The student writes personal correspondence</p> <p>B.4.7. The student writes basic formal correspondence...</p>

5.2.4.) Units and Lessons

In this previous section a selection of assessment criteria, learning standards, and contents has been made. These are taken from the curricular disposition *ORDEN EDU/362/2015* (Consejería de Educación, 2015) which establishes the curriculum for Secondary Education for the autonomous community of Castilla y León, going into detail with each subject and every course, thus providing an insight that is necessary for the development of a curriculum proposal.

Nevertheless, the table in the previous section is not specific enough, as they are just the reflection of the Spanish law for that matter. Below one can find five tables outlining the didactic units that are part of this syllabus proposal for the second trimester, where the nature of the lessons and the way the curricular aspects are connected to the classroom practice are further specified. The terminology used is similar for that table following the model a “B” that stands for Block, then a number corresponding to the block in the curriculum, then another number which serves as a reference to locate the original text in the official disposition, and a last number, which serve to further specify the specific concretion of that content, standard, or criteria within the specific context of the unit.

Some of the contents expressed in the general table have been omitted from these specific tables, as they can be taken for granted due to the nature of the unit’s theme and lessons. One example of this omission is the vocabulary, which is obviously taught in every unit so that the students possess enough linguistic knowledge to speak on topics, problems, or events that are new to them or that have already been taught to them but now its depth is significantly higher than before. Another example are the comprehension and production strategies that students are supposed to have acquired through their many years of schooling and which are necessary for understanding and producing an utterance in the target language either written or in direct communication. Graphic and orthographic conventions are another factor depicted in the table above which has been omitted below, along with social conventions and politeness. Once again, as the student is expected to have developed certain basic notions on these skills over the course of his/her education in the English language, then it might only be necessary to remind the student about some rules or introduce new rules that are valuable in the context. This also applies to orthography and graphic conventions or communicative functions as the student is supposed to know and apply at least some of them with the teacher providing extra

information on those that are new to them and which are required for the development of the didactic units.

Figure 2⁵

UNIT 1: TRAVELLING ABROAD		
Curricular Components		
<p>Contents:</p> <p>B.2.4.1. Narration of past events during a trip.</p> <p>B.3.3.1. Description of the physical and abstract qualities of people, locations, and activities related to a travel destination.</p> <p>B.4.4.1. 2) Description of places; past simple; adverbs of degree.</p>	<p>Assessment Criteria:</p> <p>B.1.3.1. The student will be able to know and use sociolinguistic and socio-cultural aspects connected to leisure during the trip.</p> <p>B.2.9.1. The student will be able to interact in a simple yet effective way in structured exchanges to book a room, a tour, or another touristic service.</p> <p>B.3.6.1. The student will be able to recognize frequently used written vocabulary concerning travels and holidays.</p> <p>B.4.2.1. The student will be able to know and apply the most appropriate strategies to compose a travel guide report.</p>	<p>Learning Standards:</p> <p>B.1.2.1. The student understands what he/she is being told when speaking with the hotel staff.</p> <p>B.2.2.1. The student is able to successfully intervene in a conversation with a person to solve a problem that has appeared during the travel.</p> <p>B.3.5.1. The student can infer the pros and contras of a touristic destination from the text of a journalistic text, as long as there are images or videos to help comprehension.</p> <p>B.4.7.1. The student is able to write a formal e-mail to a hotel or touristic agency to request a service or to book an accommodation.</p>
Didactic Aspects		
<p>Timing:</p> <p>6 lessons of 50 minutes each</p>	<p>Class management:</p> <p>The 28 students will be divided in 7 groups of four. The final task and other activities will require the group members to work together.</p>	<p>Resources:</p> <p>Travelling brochures from a travel agency Newspaper articles on touristic resorts YouTube videos by Travel Bloggers</p>
Lessons		
<p>Lesson 1:</p> <p>Brainstorming on where they have been on holidays Leading questions on travel destinations Listening: Travel blogs on YouTube</p>	<p>Lesson 2:</p> <p>Listening: Speaking with the hotel's receptionist Reading: A travel brochure Reinforcement task</p>	
<p>Lesson 3:</p> <p>Reading: A touristic destination review Discussion: Where do you want to go? Reinforcement task</p>	<p>Lesson 4:</p> <p>Writing: An email to reserve a room Meaning negotiation Reinforcement task</p>	
<p>Lesson 5:</p> <p>Role-play/Speaking: Requesting the assistance of the restaurant staff Reinforcement task Intercultural dimension: Understanding the richness of world's culture and the need for tolerance</p>	<p>Lesson 6:</p> <p>Final Task: Writing a journalistic report of a trip Unit Recap</p>	

⁵ Source: Elaborated by the author based on the document *ORDEN EDU/362/2015*.

Figure 3⁶

<i>UNIT 2: A CRIMINAL CASE</i>		
Curricular Components		
<p>Contents: B.1.3.1. Communicative function: A) Description of the physical and abstract qualities of items, people, actions, and locations; B) Narration of the events of a crime.</p> <p>B.2.3.1. Syntactic-discourse structures: b) Narration of past events using the past continuous, past perfect, and past simple tenses, and using time linking words and expressions.</p> <p>B.3.2.1. Socio-cultural and sociolinguistic aspects on a trial.</p> <p>B.4.2.1. Socio-cultural and sociolinguistic elements in a journalistic article dealing with legal issues.</p>	<p>Assessment Criteria: B.1.2.1. The student will be able to know and know how to apply the adequate comprehension strategies to understand the meanings of oral conversations during the trial.</p> <p>B.2.1.1. The student will be able to produce medium-length oral utterances face-to-face when conversing with the judge, prosecutor, and defense attorney.</p> <p>B.3.7.1. The student will be able to recognize the form of a journalistic trial chronicle and associating symbols (e.g. \$) with their adequate meanings.</p> <p>B.4.3.1. The student will be able to produce journalistic trial reports using the specific terminology and writing in the appropriate register.</p>	<p>Learning Standards: B.1.3.1 The student understands the main points of a conversation that happens before him/her in a trial if it is uttered in a standard English variant, be it American or British English.</p> <p>B.2.3.1. The student takes part in conversations with other students to discuss their opinion on certain legal issues.</p> <p>B.3.5.1. The student can understand the main points in a journalistic text revolving a trial or a legal issue that are of medium-length and well-structured.</p> <p>B.4.4.1. The student composes brief notes either asking for or providing information concerning a specific legal issue.</p>
Didactic Aspects		
<p>Timing: 6 lessons of 50 minutes each</p>	<p>Class management: The 28 students will be divided in 7 groups of four. The final task and other activities will require the group members to work together.</p>	<p>Resources: PowerPoint presentation on the legal system, crimes, and the way a court operates. Journalistic trial chronicles YouTube</p>
Lessons		
<p>Lesson 1: Brainstorming: what do they know about crimes? Leading questions: which actions are illegal? Reading: PowerPoint presentation.</p>	<p>Lesson 2: Reading: A journalistic chronicle of a trial Listening: Saturday Night Live's parody of a trial Reinforcement task</p>	
<p>Lesson 3: Discussion: on the severity of some crimes Writing: A journalistic article on a crime. Reinforcement task</p>	<p>Lesson 4: Speaking: Presenting evidence before the jury Listening: Understanding the presented evidence. Reinforcement task.</p>	
<p>Lesson 5: Writing: Composition of notes for the organization of a trial Role-play: Rehearsal of the trial representation Reinforcement task</p>	<p>Lesson 6: Final task: Trial Representation Unit Recap</p>	

⁶ Source: Elaborated by the author based on the document *ORDEN EDU/362/2015*.

Figure 4⁷

UNIT 3: THE ENVIRONMENT		
Curricular Components		
<p>Contents:</p> <p>B.1.3.2. Communicative functions: Offering points of view and information in environmental issues.</p> <p>B.1.4.3. Syntactic-discourse structures: Making predictions about likely future environmental scenarios.</p> <p>B.2.3.2 Communicative functions: Making predictions.</p> <p>B.2.4.1. Syntactic-discourse structures: Making predictions about likely future environmental scenarios.</p> <p>B.3.4.1. Syntactic-discourse structures: Making predictions about likely future environmental scenarios.</p> <p>B.4.4.1. Syntactic-discourse structures: Making predictions about likely future environmental scenarios.</p>	<p>Assessment Criteria:</p> <p>B.1.7.1. The student will be able to discriminate sound, accent, rhythmic, and intonation patterns to understand the meaning of the utterance and the communicative intention behind it in a documentary.</p> <p>B.2.1.2. The student will be able to produce brief to medium-length oral text in face-to-face communication to explain and justify their ideas to the other group members and classmates.</p> <p>B.3.2.1. The student will be able to use the adequate strategies to comprehend the information displayed on an informational brochure.</p> <p>B.4.3.2. The student will be able to incorporate socio-cultural and sociolinguistic elements to the written text to adapt it to the target audience.</p>	<p>Learning Standards:</p> <p>B.1.7.1. The student understands the main ideas and the most relevant aspects on a documentary or a YouTube clip on environmentalism.</p> <p>B.2.3.2. The student takes part in conversations with his/her group members and classmates to explain his/her point of view and justify it on a specific environmental issue.</p> <p>B.3.2.1. The student understands the gist and the main points of an advertisement that encourages people to solve an environmental problem.</p> <p>B.4.4.2. The student composes an informational brochure defending the ideas of the NGO.</p>
Didactic Aspects		
<p>Timing: 6 lessons of 50 minutes each</p>	<p>Class management: The 28 students will be divided in 7 groups of four. The final task and other activities will require the group members to work together.</p>	<p>Resources: WWF documentary NGO informational brochures World Endangered Species Index YouTube</p>
Lessons		
<p>Lesson 1: Scaffolding Brainstorming: environmental issues Leading questions: what they know about the environment?</p>	<p>Lesson 2: Reading: NGO informational brochures Listening: YouTube clips on environmental issues and their causes. Reinforcement task</p>	
<p>Lesson 3: Listening: WWF documentary Discussion: How can we stop the decline of nature due to man-made activities? Reinforcement task</p>	<p>Lesson 4: Speaking: What can you do in your everyday life to help the environment? Writing: an informational brochure on ecologist measures that people could do Reinforcement task</p>	
<p>Lesson 5: Group discussion: what can our NGO fight for? Writing: Their NGO's goals, methods, staff, etc.</p>	<p>Lesson 6: Final task: NGO presentation before the class Unit Recap</p>	

⁷ Source: Elaborated by the author based on the document *ORDEN EDU/362/2015*.

Figure 5⁸

UNIT 4: HISTORICAL TRADITIONS		
Curricular Components		
<p>Contents:</p> <p>B.1.4.4. Syntactic-discourse structures: Narration of events. Use of present simple and continuous, and past simple and past continuous.</p> <p>B.2.3.3. Communicative function: Expression of knowledge, hesitation, and guesses.</p> <p>B.2.4.4. Syntactic-discourse structures: Narration of events. Use of present and past both continuous and simple.</p> <p>B.3.4.2. Syntactic-discourse structure: Narration of events and description of the characteristic elements involved in traditional festivals.</p> <p>B.4.4.2. Syntactic-discourse structures: Narration of past events.</p>	<p>Assessment Criteria:</p> <p>B.1.2.2. The student will be able to use the appropriate comprehension strategies to comprehend the main ideas related to festivals and customs in oral conversations where the interacting parts are English native speakers.</p> <p>B.2.7.1. The student will be able to pronounce the discourse in an understandable and well-structured manner so that the message can be understood by the listener.</p> <p>B.3.6.2. The student will be able to recognize frequently used vocabulary related to traditions, festivals, and folklore.</p> <p>B.4.2.1. The student will be able to Know and apply the most adequate strategies to compose a brief text in which a historical element is discussed.</p>	<p>Learning Standards:</p> <p>B.1.7.2. The student understands the main ideas transmitted in a conversation through technical media or recorded by the media as long as there is visual support.</p> <p>B.2.3.2. The student participates in informal conversations to discuss customs and traditions with the telecollaboration partners or with classmates.</p> <p>B.3.7.1. The student understands the main ideas in a text that a group of foreign students have made up to depict their fictional stay during a Spanish festival.</p> <p>B.4.6.1. The student takes part in a blog where he/she discusses cultural and historical topics online with his/her classmates and with those foreign students with which the teacher is collaborating.</p>
Didactic Aspects		
<p>Timing: 6 lessons of 50 minutes each</p>	<p>Class management: Groups are organized to fit the numbers of the telecollaboration class, and thus the 28 student groups are disbanded for this unit.</p>	<p>Resources: Computer room: computers, internet access, webcams, microphones. Journalistic reports Videoblogs on tourism.</p>
Lessons		
<p>Lesson 1: Scaffolding Brainstorming: Spanish traditions and festivals Leading questions: why historical traditions are important?</p>	<p>Lesson 2: Reading: A journalistic report on a British custom Listening: Touristic Videoblogs on British traditions. Writing: Blogging on the festival Reinforcement task</p>	
<p>Lesson 3: Reading: Partners comments and research into a Spanish festivity Speaking: Telecollaboration Reinforcement task.</p>	<p>Lesson 4: Reading: A journalistic report on the assigned British festival. Writing: A report on the event Reinforcement task.</p>	
<p>Lesson 5: Discussion: What do we have in common? Writing: A Prezi presentation where they collect their previous work and synthesize their thoughts on their work and the previous discussion. Reinforcement task.</p>	<p>Lesson 6: Final task: Presentation before the class; vote for the best presentation, and awards ceremony Unit Recap.</p>	

⁸ Source: Elaborated by the author based on the document *ORDEN EDU/362/2015*.

Figure 6⁹

UNIT 5: MULTICULTURALISM		
Curricular Components		
<p>Contents:</p> <p>B.1.3.4. Communicative function: Description of the physical and abstract qualities of the elements involved in a certain manifestation of multiculturalism.</p> <p>B.2.3.4. Communicative functions: Expressing points of view and opinions.</p> <p>B.2.6.1. Recognition of phonemic symbols and autonomously using their previous knowledge on phonetics to autonomously use the correct pronunciation of terms during the utterance.</p> <p>B.4.4.3. Syntactic-discourse structures: Description of the physical and abstract qualities of aspects connected to multiculturalism.</p>	<p>Assessment Criteria:</p> <p>B.1.7.2. The student will be able to discriminate accent, rhythm, sound, and intonation patterns to understand the intentions of the speaker and the meaning of the utterance.</p> <p>B.2.9.2. The student will be able to interact effectively in dialogues, using expressions to allow the other speakers to express himself/herself or to request permission to express himself/herself.</p> <p>B.3.2.2. The student will be able to know and apply the adequate comprehension strategies to understand the gist, the main ideas, and the most relevant details of journalistic texts revolving around multiculturalism.</p> <p>B.4.5.1. The student will be able to demonstrate a good command of the English language when composing texts that is reflected in the use of correct syntactic structures, and the use of coherence and cohesion text devices.</p>	<p>Learning Standards:</p> <p>B.1.3.2. The student understands what he/she is being told in a face-to-face brief conversation if the utterance is well-structured.</p> <p>B.2.3.3. The student participates in informal conversations where he/she gives or request information and justifies his/her opinion on certain matters.</p> <p>B.3.5.2. The student can infer the essential information in journalistic texts that are well-structured, and which do not use excessively technical vocabulary.</p> <p>B.4.6.2. The student writes medium-length texts revolving around multiculturalism in written and digital supports, organizing the information in a coherent and cohesive way.</p>
Didactic Aspects		
<p>Timing: 6 lessons of 50 minutes each</p>	<p>Class management: The 28 students will be divided in 7 groups of four. The final task and other activities will require the group members to work together.</p>	<p>Resources: Equipped computer room Journalistic articles Documentaries on the topic</p>
Lessons		
<p>Lesson 1: Brainstorming: What is multiculturalism? Scaffolding Leading questions: Multiculturalism in our region</p>	<p>Lesson 2: Reading: Journalistic article on multiculturalism Listening: British reports on foreign customs Reinforcement task.</p>	
<p>Lesson 3: Speaking: Instances of multiculturalism in Spain Role-play: Interview with a journalist Reinforcement task.</p>	<p>Lesson 4: Reading: Journalistic article on the importance of tolerance Writing: Essay on Spanish multiculturalism Reinforcement task.</p>	
<p>Lesson 5: Reading: Peer-review of each other's proposal. Writing: Editing of those proposals. Reinforcement task.</p>	<p>Lesson 6: Final task: Design of a website Unit Recap.</p>	

⁹ Source: Elaborated by the author based on the document *ORDEN EDU/362/2015*.

5.2.5.) Methodology

Methodology-wise, this syllabus proposal is based on the TBA approach, and thus the lessons are structured around central tasks that lead to the conduction of a final task at the end of each unit to assess the proper linguistic development of the students. The materials and contents of the lessons are aimed at imitating real life situations that the students might experience in their daily lives, and thus the materials are real.

As for the students, the syllabus proposes a very wide range of activities that revolve around the four different skills (i.e. oral production, written comprehension, etc.) and that follow some guidelines provided by the theories this syllabus adheres to, such as the affective filter, that encourages students' participation while prohibiting the educator from pressing a student to answer to a specific question. The goal of this diversity is to allow students to use whatever learning strategies they find more useful to learn the contents of any unit, and thus they are exposed to a series of manners of presenting contents.

This syllabus has been devised with **active learning methodologies** in mind, as the nature of the tasks allow students to perform several activities in different manners so that they acquire new knowledge, and then proceed to conduct a final task where they demonstrate how far has their knowledge grown through their own actions and strategies, both individually and as a heterogeneous group.

5.2.6.) Resources

Resource-wise, this syllabus for the fourth year of Secondary Education follows a number of pedagogical and didactic theories that have been addressed above, and thus it relies mostly in authentic materials, which require the teacher to do research in order to locate real-life materials that are suitable for being used in the context of the classroom. This extra charge of work on the shoulders of the educator might be burdening and will require the teacher to be aware of the global situation surrounding the classroom. However, if done properly, it would allow students to develop skills in a way that is connected with future uses they might require in their future lives.

On top of this, the classroom is expected to have all the standard resources which should amount to the following: a blackboard with chalk to write on it, an electronic board with a projector for presentation and audiovisual contents, and, of course, a computer that allows for navigation of the Internet and which is required for some of the classroom activities. On top of

that, some lessons will require the teacher to have access to the computer room, so that students are able to make use of Information Technologies during the classroom and enhancing their ability to do self-research. The fourth unit is designed around a telecollaboration project. This would require the educator to connect with other educators through the platform eTwinning in order to find a suitable partner for the collaboration.

5.2.7.) Timing

This syllabus is aimed at the second trimester of the academic year, and as such it is meant to be implemented as part of a more comprehensive didactic program that encompasses the whole of the academic year, and thus it is necessary to understand that this syllabus is merely the tip of the iceberg.

The second trimester of Secondary Education starts after the winter break, and thus it starts on the 8th of January and concludes circa the 28th of March. According to the curricular documents that have been analyzed in the theoretical basis, the number of hours for the first foreign language in 4th year of Secondary Education is of 3 hours weekly. Each didactic unit is designed to cover two weeks; however, this planning's implementation might be disrupted due to several external factors such as: local or regional holidays (e.g. Carnivals), the weekly schedule programmed by the center, and other less foreseeable events.

Figure 7¹⁰

UNIT	UNIT 1	UNIT 2	UNIT 3	UNIT 4	Unit 5
Approximate start	8 th of January	22 nd of January	5 th of February	22 nd of February	8 th of March
Approximate conclusion	19 th of January	2 nd of February	21 st of February	7 th of March	22 nd of March

5.2.8.) Interdisciplinary considerations

Bilingualism programs in Castilla y León have become a trend, as they are present in more centers every year. In those centers where English bilingualism programs exist, the

¹⁰ The dates present in the table approximate the implementation dates. Source: Elaborated by the author and based on the academic calendar of Castilla y León for the year 2017/2018.

English department must coordinate its actions with those departments whose subjects are also instructed in English, and thus they become interdepartmental and interdisciplinary issues.

The English subject matter is then directly involved in English bilingualism programs, as a student is expected to learn other subjects in English, whereas the English lesson serves as a nexus of sorts within which the previous knowledge of the students in other subjects might be exploited to further dive in the English language. This coordination among departments might also result in cooperative projects and tasks which require the students to work in a project where different subjects intertwine.

As for this syllabus proposal, it has not been designed with a specific vocation for interdisciplinarity. Nevertheless, this does not imply that it cannot be adapted to this fact, by altering the components of the proposal. Due to this factor, the themes around which the units revolved are connected to other areas, and thus the unit devoted to the environment might be a good chance to test the students in both the English and the Natural Sciences subjects.

5.2.9.) Cross Cutting themes

The *Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria* (Jefatura del Estado, 2014), defines in its sixth article the cross cutting themes that must be worked on during the educational stage of Secondary Education. These themes are aspects that are relevant for a peaceful coexistence in our society and thus the educational system must be able to instruct students in certain values for their future lives, which in turn will help Spanish society move forwards and advance in aspects such as tolerance. This relevance is highlighted by the fact that its general character allows any teacher from any subject to include it in the curriculum, and thus it is necessary that all subjects include some, if not all of them.

This didactic syllabus incorporates the following cross cutting themes, according to their listing in the document named before: numbers one, two, and three (p. 173-174).

5.2.10.) ICT promotion

This syllabus proposal is concerned with the development of the digital competences of students, and thus there are a series of aspects that are included in the curriculum that motivate students to work together to attain certain goals making use of Information and Communication Technologies.

In this syllabus, digital contents are used in the classroom, but it is really in the fourth and fifth didactic units when students really use ICTs. In the former, the students will be participating in a telecollaboration through the European platform eTwinning where they will interact both through Skype and by creating a blog where the students from both countries will communicate with each other, and presenting their research on certain topics. In the latter, students use also considerably the ICTs, yet not up to the point of making an actual telecollaboration. This syllabus and the didactic year program of which it is part try to balance the need of using ICTs and the more traditional approaches to education, as ICTs present a series of difficulties that would make it very difficult to conduct the lessons of all the year in a truly digital way. Some centers are more wealthy and their resources allow for better technological equipment, and that would allow for a syllabus completely involving ICTs, but as this syllabus is aimed at a more generic center, it is designed with the idea that the center has technological equipment, but which might be outdated for our current day world.

5.2.11.) Interpretation in the Linguistic Center Project

The Linguistic Center Project is a document commissioned by the directive team and the headmaster with the backup of all the involved didactic departments and which is planned for a limited number of years whose object is that of improving the linguistic competence and results of the students in the different languages that are part of the educational offer of the center.

This syllabus has not been devised with a specific Linguistic Center Project in mind, and thus it might require some modifications in order that it better suits the needs and objectives of a specific educational center in Castilla y León. Therefore, it is expected that upon implementation it will be updated to better suit the objectives and guidelines defined in the document, so as to be coherent with the rest of the center's curriculum.

5.2.12.) Intercultural Dimension

Education in foreign languages often requires of an intercultural dimension, as the knowledge of the culture where this language was developed and used help students not only to understand particular literary texts, but also to understand the meaning of a significant part of the linguistic heritage, such as idioms (e.g. kick the bucket), colloquial expressions (e.g. It's raining cats and dogs), or references to certain well-known events, characters, etcetera (e.g. "D'Oh", a catchphrase by cartoon character Homer Simpson).

Any didactic syllabus must include references to the culture of the country or countries where this language is spoken natively, and it must also include relevant literary texts - frequently belonging to the literary canon- that also teach the target culture in an indirect yet somewhat effective way. This trimestral syllabus does not incorporate literary texts per-se, focusing on journalistic texts delving into the target culture instead. However, the didactic syllabus that encompasses the whole year, which subsumes this trimestral proposal does include literary texts both modern and canonical, does, that are connected to the topics that are taught in class and which have been selected for their literary quality and the degree of interest that they might arise in students.

5.2.13.) Evaluation and marking

The marking of students' accomplishments is done through continuous assessment, so as to effectively represent the whole of the work that the students will do throughout the trimester. Since TBA is the elected methodology, both daily tasks and the final tasks are assessed. Individual work and group-work are assessed separately, with the aim of individualizing the grades of the students, to reflect the individuality of each student. A table below synthesizes the ideas behind the marking for students, so that the idea is more clearly understood.

Figure 8¹¹

Trimester Assessment	Unit 1 Assessment	Unit 2 Assessment	Unit 3 Assessment	Unit 4 Assessment	Unit 5 Assessment
50% - Individual work	Daily tasks: 60%	Daily tasks: 60%	Daily tasks: 60%	Daily tasks: 60%	Daily tasks: 60%
50% - Groupwork	Final task: 40%	Final task: 40%	Final task: 40%	Final task: 40%	Final task: 40%
20% Unit 1	Lesson 1 - 0%	Lesson 1 - 0%	Lesson 1 - 0%	Lesson 1 - 0%	Lesson 1 - 0%
20% Unit 2	Lesson 2 - 15%	Lesson 2 - 15%	Lesson 2 - 15%	Lesson 2 - 15%	Lesson 2 - 15%
20% Unit 3	Lesson 3 - 15%	Lesson 3 - 15%	Lesson 3 - 15%	Lesson 3 - 15%	Lesson 3 - 15%
20% Unit 4	Lesson 4 - 15%	Lesson 4 - 15%	Lesson 4 - 15%	Lesson 4 - 15%	Lesson 4 - 15%
20% Unit 5	Lesson 5 - 15%	Lesson 5 - 15%	Lesson 5 - 15%	Lesson 5 - 15%	Lesson 5 - 15%
	Lesson 6 - 40%	Lesson 6 - 40%	Lesson 6 - 40%	Lesson 6 - 40%	Lesson 6 - 40%

¹¹ Source: Elaborated by the author.

As it is compulsory by law, any student who fails the trimester is able to conduct a recovery task. This task is devised by the teacher and it should incorporate all the curricular contents that have been taught over the trimester. The teacher will also decide how it is going to be evaluated, as for this recovery task there will be no continuous assessment.

The students shall be handed in a mark in numeral form with up to two decimals (e.g. 6,52 or 7,75) accompanied by a Spanish term that matches with the level of achievement of the student in the subject (i.e. *Insuficiente*, *Suficiente*, *Sobresaliente*, etc.). The teacher will also provide some feedback to the parent in the form of commentaries that are shipped with the final marks and which contain council to help the student perform better.

CONCLUSIONS

Here, it is necessary to turn our attention to the last aim that was proposed at the beginning of this Master's Thesis. This consisted on drawing conclusions and providing guidelines for teachers concerning decision-making in the English subject matter during Secondary Education.

Throughout this *Trabajo Fin de Máster* we have listed and briefly analyzed the guidelines and dispositions that regulate Secondary Education and the English subject at all relevant levels, ranging from the International and European level down to the level of a Secondary Education center in the autonomous community of Castilla y León, throughout the national and autonomous community levels. This gave us an insight on what was essential to understand for the second part of this paper. The second part consisted on the proposal of a syllabus for the 4th year of Secondary Education, for which a general table containing all the curricular components and illustrative tables showing the organization of each of the five didactic units have been created, after providing a theoretical basis for justifying the decisions made, and providing some extra information on the timing, the resources, and other relevant aspects.

In so doing, we have reached several conclusions that could shed some light regarding **decision-making for programming for the English subject matter in Secondary Education** and that which might be helpful for other teachers or student teachers when designing their own syllabuses. These conclusions are:

1. The importance of analyzing the enforced curriculum dispositions that condition the educator when programming.
2. The action of programming is an extremely complex intellectual exercise that requires the programmer to strategically look for the concerning educational dispositions and to strategically select the aspects that are featured in the syllabus.
3. The relevance of attending to all levels of education in foreign languages, to enhance the learning of the students to the utmost possible.
4. The fact that the teacher must be familiar with the different phases of curricular design: planning, sequencing, intervention, and assessment. An adequate knowledge on these areas is vital for the teacher to design an adequate syllabus proposal that is enlightening for the students.

5. The fostering of the interdisciplinarity of academic subjects, hence the need for connecting the different subjects together by taking advantage of previous knowledge.
6. The usefulness of the advice provided by experts of both private and international institutions in the field of foreign language education or learning in general.
7. The imperative of the implementation of cross cutting themes in the Spanish educational system and its goals of improving society. They are a beautiful goal that should be attained, as education is designed to form an individual in all aspects, and thus, it enables for a more tolerant, cooperative, and open-minded society for the best for all citizens.
8. The importance of designing a syllabus that is flexible and carefully planned for implementation in any kind of context, even though some modifications might be required for optimal results.
9. The necessity for a careful planning of the contents, learning standards, and assessment criteria over the academic year, so that there is a learning curve that is not extremely steep and so that the burden of work is equally distributed.
10. The influence of modern technologies in our globalized society and the impact these Information and Communication Technologies have in the classroom, if educators aim to improve academic results and the lifelong learning skills of their pupils.
11. The necessity for bringing the real world into the classroom, proposing real life situations and using authentic materials, which are more enjoyable and useful for students.
12. The usefulness of introducing the students to the culture of the target language and the impact it has on the linguistic, cultural, and interpersonal skills of the student.
13. The need for improving the relationship between educators and students, allowing for optimal skill development in the latter with the invaluable support of the former.

As a last remark, the educational system can be conceived as a living organism, as it is formed by human beings interacting on a controlled environment, which prevents the appearance of universal rules, as every teacher and students is unique, and thus a certain method or focus might not serve equally to different students and teachers. It is necessary to continue researching in the different ways in which the learning process can be improved, as a better education might bring social improvement, and that is a quite noble objective. On another hand, politicians should start legislating while listening to the different social agents involved in the

education system, so as to generate an educational system that satisfies all parts and which is stable enough to go on for years without drastic modifications.

It is also necessary to bear in mind that the syllabus proposal of this *Trabajo Fin de Máster* is merely one third of a truthful yearly syllabus, which as its name indicates covers the entirety of the academic year. This syllabus proposal would in optimal conditions be subjected to improvements and changes that are the result of contrasting it with the syllabus proposal for the remainder two trimesters, as they ought to be related to improve the learning of the students and to cover all the contents, learning standards, and assessment criteria that are defined in the Spanish and Castilian law. This allows for a glimpse of the process of curricular planning, that despite being relatively less detailed than a proper one, manages to have most elements present in a true yearly syllabus.

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ANNEXES

Figure 9¹²

Block / Trimester	First Trimester	Second Trimester	Third Trimester
Block 1. Comprehension of Oral Texts	<p>B.1.1. Identifying the gist, the essential information, the main points and the most relevant details in oral text of short or medium length, clearly structured, and transmitted orally or through technical means and articulated at medium speed, in a formal, informal, or neutral register, and which verse on concrete or abstract topics of general interest themes, about daily situations or frequent events, or about their own interests in the personal, public, educational, and professional areas, as long as the acoustic conditions do not distort the message and having the opportunity to listen again to the utterance.</p> <p>B.1.6. Recognizing frequently used oral vocabulary concerning daily matters and general topics, or related to the student's own interest, studies and occupations, and a limited repertory of expressions and idioms that are frequently used when the context or the visual support enable the comprehension.</p>	<p>B.1.2. Knowing and knowing how to apply the adequate strategies for the comprehension of the gist, the essential information, the main ideas and points, or the relevant details of the text.</p> <p>B.1.3. Knowing and using the sociocultural and sociolinguistic aspects related to daily life (routines and study habits, work and leisure), life conditions (habitat, socioeconomic structure), interpersonal relationships (generational, among men and women, in the educational, professional and institutional area), behavior (stances, facial expressions, use of the voice, visual contact, proxemics), and social conventions (attitudes, values) for the comprehension of the text.</p> <p>B.1.7. Discriminate sound, accent, rhythmic and intonation patterns of common use and recognizing the meanings and general communicative intentions associated to them.</p>	<p>B.1.4. Distinguishing the most relevant communicative function or functions in the text and a repertory of their most common epitomes, as well as the frequently used discourse patterns in oral communication related to the organization and extension or restructuring of the information (e.g. new versus old; exemplification; summary).</p> <p>B.1.5. Applying to the text comprehension the knowledge on its constituents and the organization of frequently used syntactic and discourse patterns in oral communication, as well as their associated meanings (e. g. an interrogative structure to show surprise).</p>
Block 2. Production of Oral Texts: Expression and Interaction	<p>B.2.2. Knowing and knowing how to use the most adequate strategies for producing brief or medium-length oral monologue or dialogue</p>	<p>B.2.1. Producing brief or medium-length texts either in face-to-face communication or through the phone or other technical media, in</p>	<p>B.2.3. Incorporating to the production of the monologue or dialogue utterance the acquired sociocultural and sociolinguistic elements</p>

¹² Source: Elaborated by the author using data from the *ORDEN EDU/362/2015*.

	<p>utterances with a clear and simple structure, and taking advantage of all the available resources and limiting the expression to them; and also appealing to the simple definition of elements for which the precise word is not known or starting again with a new strategy when communication fails, among others.</p> <p>B.2.4. Conducting the required functions for the communicative purpose, using a repertory of common epitomes of those functions and usual discourse patterns to start and conclude the text in a suitable way, organizing the information clearly, expanding the information with examples, or summarizing it.</p> <p>B.2.6. Knowing and using commonly used oral vocabulary related to daily matters and general topics or associated with the student's interest, studies, occupations, and a limited repertory of expressions and commonly used idioms.</p>	<p>a formal, informal, or neutral register, in which they interchange information, ideas, and opinions, that they justify in a simple yet efficient way the motives behind their actions and plans, and they formulate hypotheses, even though they may occasionally hesitate to seek the correct expression, or that they make pauses to reformulate and organize the discourse and thought it might be necessary to repeat what has been said to help the listener understand some details.</p> <p>B.2.7. Pronouncing and intonating the utterances in a clear and understandable manner, even if the other speakers may require for a repetition if strange words and structures are used, in whose articulation some mistakes can be committed as long as they do not disrupt communication.</p> <p>B.2.9. Interacting in a simple yet effective way in clearly structured interchanges, using formulae or usual indications to take or give the floor, even if they might need the assistance of the other speaker.</p>	<p>related to interpersonal relationships and social conventions in the personal, public, educational, and labor areas, selecting and providing the necessary relevant information, adapting in an adequate manner the expression to its target, the communicative purpose, the topic, and the channel of communication, and expressing opinions and points of view with the necessary courtesy.</p> <p>B.2.5. Demonstrating a good command, even though it might be influenced by the mother tongue or others, about a wide repertory of common syntactic structures, and selecting the adequate elements of textual coherence and cohesion to organize the text in a simple yet efficient fashion.</p> <p>B.2.8. Maintaining the rhythm of the discourse with sufficient fluency to make the message understandable when the interventions are of medium or short length, even though pauses, occasional hesitations or reformulations of what they want to express in less usual situations or longer interventions may occur.</p>
<p>Block 3. Comprehension of Written Texts</p>	<p>B.3.1. Identifying the essential information, the most relevant points, and the most important details in texts, be it printed or be it digital, of short or medium length and well structured, that are written in a formal, informal, or neutral register, that deal with daily topics or less</p>	<p>B.3.2. Knowing and knowing how to apply the most adequate strategies for the comprehension of the gist, the essential information, the main ideas and points or the relevant details of the text.</p> <p>B.3.6. Recognizing</p>	<p>B.3.3. Knowing and using for the comprehension of the text the sociolinguistic aspects connected to daily life (routine and study activities, occupation and leisure), life conditions (habitat, socioeconomic structure), interpersonal relationships (</p>

	<p>common themes, about themes of interest or relevant for the students' own studies, occupation, or job, and that contains commonly used structures and vocabulary, of both general and specific characters.</p> <p>B.3.4. Distinguishing the most relevant communicative function or functions of the text and a repertory of their most common epitomes, as well as discourse patterns of frequent use related to the organization and expansion or restructuration of the information (e.g. new versus old; exemplification; summary)</p>	<p>frequently used written vocabulary associated with daily matters and general topics or connected to the students' own interests, studies and occupations, and a limited repertory of frequently used expressions and idioms when the context and the visual support enable its comprehension.</p> <p>B.3.7. Recognizing the main form, font, orthographic, and punctuation conventions, as well as abbreviations and symbols that are used often and even more specific (e.g. &, \$), and their associated meanings.</p>	<p>generational, or in the educational, occupational, and institutional area), and social conventions (attitudes, values), as well as the general cultural aspects that allow for an understanding of the text and the ideas present in it (e.g. of historical or literary nature).</p> <p>B.3.5. Recognizing and applying to the comprehension of the text the constituents and the organization of commonly used syntactic structures in written communication, in addition to their associated meanings (e.g. an interrogative structure that shows surprise).</p>
<p>Block 4. Production of Written Texts: Expression and Interaction</p>	<p>B.4.1. Writing in paper or in electronic support brief or medium-length texts that are coherent and have a clear structure, about themes of personal interest, or everyday or frequent topics, in a formal, neutral, or informal register, adequately using cohesion devices, orthographic conventions, and the most common punctuation signs, and demonstrating a reasonable control of expressions, structures, and frequently used vocabulary, either more general or more specific within the own area of expertise or interest.</p> <p>B.4.6. Knowing and using common written vocabulary concerning everyday matters and general topics, or related to the students' own</p>	<p>B.4.2. Knowing, selecting, and applying the most adequate strategies for elaborating brief or medium-length written texts, e.g. paraphrasing structures from other texts with similar characteristics and communicative purposes, or composing previous drafts.</p> <p>B.4.3. Incorporating to the production of the oral text the acquired sociocultural and sociolinguistic knowledge and related to interpersonal relationships and social conventions in the personal, public, educational, and professional areas, selecting and providing the necessary information, adapting in an adequate fashion the expression to its target,</p>	<p>B.4.4. Conducting the required functions for the communicative purpose, using a repertory of common epitomes for those functions and the usual discourse patterns to start and conclude the written text appropriately, organizing the information in a clear way, extending it with examples, or summarizing it.</p> <p>B.4.7. Using the most common orthographic, punctuation, and form conventions with reasonable correction so that the message is understandable, even though it might have been influenced by the mother tongue or other language; knowing how to use the basic resources for processing texts to correct orthographic errors in texts produced</p>

	<p>interests, studies, and occupations, and a limited repertory of expressions and idioms of frequent use.</p>	<p>to its communicative purpose, to the topic, and expressing opinions and points of view with the necessary courtesy.</p> <p>B.4.5. Demonstrate an a good command, even though influenced by the mother tongue or others, of a broad repertory of common syntactic structures, and selecting the adequate elements of textual cohesion and coherence to organize the discourse in a simple yet efficient way.</p>	<p>in an electronic form, and adapting to the common conventions of written texts on the Internet (e.g. abbreviations or others in chats).</p>
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Figure 10¹³

Block 1: Comprehension of Oral Texts	Contents	Assessment Criteria	Learning Standards
	<p>B.1.1. Comprehension strategies: -Distinction of the types of comprehension (gist, essential information, main points, relevant details) -Identification of the text type and adapting the comprehension to it. -Formulation of hypotheses on context and content.</p> <p>B.1.2. Socio-cultural and sociolinguistic aspects: social conventions, rules of etiquette and registers; customs, values, beliefs and attitudes; non-verbal language.</p> <p>B.1.3. Communicative functions: -Description of the physical and abstract qualities of people, objects, places, and actions. -Narration of punctual and frequent past events, description of situations and states in the present, and expression of future events. -Request and offer of information, indications, opinions and points of view, advices, warnings, and notifications.</p> <p>B.1.4. Syntactic-discourse structures: 1) Beginning and maintenance of personal and social relationships. Description of the physical and abstract qualities of people, places, objects, and activities. Description of current situations and states. Expression of the punctual and frequent aspects. Request and offering of information, pointers, opinions and points of view, advices, warnings and notifications. -Present Simple / Present continuous -Interrogative pronouns - Adverbs (every Sunday morning) -Expression of space; prepositions and adverbs of location, position, distance, movement, direction, origin, and arrangement.</p>	<p>B.1.2. The student will be able to know and know how to apply the adequate strategies for the comprehension of the gist, the essential information, the main ideas and points, or the relevant details of the text.</p> <p>B.1.3. The student will be able to know and use the socio-cultural and sociolinguistic aspects related to daily life (routines and study habits, work and leisure), life conditions (habitat, socioeconomic structure), interpersonal relationships (generational, among men and women, in the educational, professional and institutional area), behavior (stances, facial expressions, use of the voice, visual contact, proxemics), and social conventions (attitudes, values) for the comprehension of the text.</p> <p>B.1.7. The student will be able to discriminate sound, accent, rhythmic and intonation patterns</p>	<p>B.1.2. The student understands what he/she is being told in everyday transactions and managements as long as they are structured (e.g. in banks, shops, hotels, restaurants, transports, educational centers, workplaces).</p> <p>B.1.3. The student identifies the main ideas and the relevant details in an informal or formal conversation of certain length among two or more speakers that happen in his/her presence and in which the conversation revolves around known topics, of general or everyday character, when the discourse is clearly articulated and is uttered in an standard variant of the language.</p> <p>B.1.7. The student identifies the main idea and the significant aspects of clearly structured television news when visual support is available to complement the discourse, as well as advertisements, well structured and clearly uttered TV series and</p>

¹³ Source: Elaborated by the author using data from the *ORDEN EDU/362/2015*.

	<p>2) Narration of frequent and punctual past events, -Expressions of entity: count/non-count/collective/compound nouns; pronouns (reflexive/emphatic; one(s); determiners) -Expression of quantity (singular/plural; cardinal and ordinal numbers; lots/plenty (of))</p> <ul style="list-style-type: none"> - Expression of degree (absolutely, a (little) bit) - Past simple/ past continuous - Present perfect - For, since, already, yet, etc. - Questions with subject and object - Used to + infinitive - Past perfect - Expression of time (points e.g. at midnight; divisions e.g. term; and indications of time e.g. ago, early, late; duration e.g. from to, during, until; anteriority e.g. already, (not) yet; posteriority e.g. afterwards, later; sequence e.g. first, second, after that, finally; simultaneousness e.g. just, when) <p>3) Predictions and expression of intention. Expression of certainty and probability. Expression of future events.</p> <ul style="list-style-type: none"> - Will - Be going to - Present Simple and Continuous + adv. - Future continuous - May/Might/Can/Can't/Could, etc - Time clauses - First class conditional clauses - If, Unless - Expression of the inchoative aspect (be about to) <p>B.1.5. Oral vocabulary of frequent use (reception) related to self-identification; home, abode and environment; everyday activities; family and friends; job and occupations; free time; sport and leisure; travels and holidays; healthcare and physical care; education and study; shopping and commercial activities; diet and restoration;</p>	<p>of common use and recognizing the meanings and general communicative intentions associated to them.</p>	<p>movies, as long as they are produced in a standard variant of the language and as the images enable comprehension.</p>
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<p>Block 2. Producti on of Oral Texts: Expressi on and Interacti on</p>	<p>transports; language and communication; environment, climate, and the natural surroundings; and Information and Communication Technologies.</p> <p>B.1.6. Sound, accentual, rhythm, and intonation patterns: - Recognition and insight in the comprehension of phonetic symbols.</p>		
	<p>B.2.1. Production strategies:</p> <p>a) Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear conception of the message, distinguishing its main idea or ideas and its basic structure. <input type="checkbox"/> Adaptation of the text to the addressee, context, and channel, applying the discourse and the discourse structure appropriate for each case. <p>b) Execution</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expression of the message in a clear and coherent way, and adapting it the case, models, and formulae of each text type. <input type="checkbox"/> Offsetting the linguistic weak points by using linguistic, paralinguistic, and paratextual procedures: <ul style="list-style-type: none"> <input type="checkbox"/> Para-linguistic and paratextual: <ul style="list-style-type: none"> <input type="checkbox"/> Requesting assistance <p>B.2.2. Sociolinguistic and socio-cultural aspects: social conventions, rules of etiquette and registers; customs, values, beliefs, and attitudes; non-verbal language.</p> <p>B.2.3. Communicative functions:</p> <ul style="list-style-type: none"> → Description of the physical and abstract qualities of people, items, locations, and actions. → Request and offering of information, pointers, opinions and points of view, advices, warnings and notifications. → Expression of knowledge, hesitation, and guesses. → Predictions and expressions of intentions. Expressing certainty and probability. → Establishing and maintaining the communication and the organization of the discourse. 	<p>B.2.1. The student will be able to produce brief or medium-length texts either in face-to-face communication or through the phone or other technical media, in a formal, informal, or neutral register, in which they exchange information, ideas, and opinions, that they justify in a simple yet efficient way the motives behind their actions and plans, and they formulate hypotheses, even though they may occasionally hesitate to seek the correct expression, or that they make pauses to reformulate and organize the discourse and thought it might be necessary to repeat what has been said to help the listener understand some details.</p> <p>B.2.7. The student will be able to pronounce and intonate the utterances in a clear and understandable manner, even if the other speakers may require for a repetition if strange words and structures are used, in whose</p>	<p>B.2.2. The student is able to adequately participate in everyday situations and some less frequent situations that may occur during trips or stays abroad, for personal, educational or professional reasons (transport, accommodation, food, studies, jobs, relationships with the authorities, healthcare, leisure) and is able to ask for attention, information, assistance or explanations, and fill a complaint or a formal management in a simple yet correct and adequate to the context.</p> <p>B.2.3. The student properly participates in informal conversations either face-to-face or via telephone or other technical media, about everyday or less frequent topics, in which he/she exchanges information and expresses or briefly justifies opinions and points of view; coherently describes and narrates facts that happened in the past or real or invented future plans;</p>

	<p>B.2.4. Syntactic-discourse structures:</p> <p>1) Beginning and maintenance of personal and social relationships. Description of the physical and abstract qualities of people, places, objects, and activities. Description of current situations and states. Expression of the punctual and frequent aspects. Request and offering of information, pointers, opinions and points of view, advices, warnings and notifications.</p> <ul style="list-style-type: none"> -Present Simple / Present continuous -Interrogative pronouns - Adverbs (every Sunday morning) -Expression of space; prepositions and adverbs of location, position, distance, movement, direction, origin, and arrangement. <p>2) Narration of frequent and punctual past events,</p> <ul style="list-style-type: none"> -Expressions of entity: count/non-count/collective/compound nouns; pronouns (reflexive/emphatic; one(s); determiners) -Expression of quantity (singular/plural; cardinal and ordinal numbers; lots/plenty (of)) <ul style="list-style-type: none"> - Expression of degree (absolutely, a (little) bit) - Past simple/ past continuous - Present perfect - For, since, already, yet, etc. - Questions with subject and object -Used to + infinitive -Past perfect - Expression of time (points e.g. at midnight; divisions e.g. term; and indications of time e.g. ago, early, late; duration e.g. from to, during, until; anteriority e.g. already, (not) yet; posteriority e.g. afterwards, later; sequence e.g. first, second, after that, finally; simultaneousness e.g. just, when) <p>3) Predictions and expression of intention. Expression of certainty and probability. Expression of future events.</p> <ul style="list-style-type: none"> - Will - Be going to - Present Simple and Continuous + adv. 	<p>articulation some mistakes can be committed as long as they do not disrupt communication.</p> <p>B.2.9. The student will be able to interact in a simple yet effective way in clearly structured exchanges, using formulae or usual indications to take or give the floor, even if they might need the assistance of the other speaker.</p>	<p>formulates hypotheses; makes suggestions; asks and gives pointers or instructions in some detail; expresses and justifies emotions, and describes concrete and abstract aspects of themes such as music, cinema, literature or current day topics.</p>
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	<ul style="list-style-type: none"> - Future continuous - May/Might/Can/Can't/Could, etc - Time clauses - First class conditional clauses - If, Unless - Expression of the inchoative aspect (be about to) <p>B.2.5. Oral vocabulary of frequent use (production) related to self-identification; home, abode, and environment; everyday activities; family and friends; jobs and occupations; free time, sports and leisure; trips and holidays; healthcare and physical care; education and study; shopping and commercial activities; food and restoration; transports; language and communication; environment, climate, and natural surroundings; and Information and Communication Technologies.</p> <p>B.2.6. Sound, accent, rhythm, and intonation patterns:</p> <ul style="list-style-type: none"> → Recognition and insight in the use of phonetic symbols. → Autonomous production of different rhythm, intonation, and stress patterns in words and sentences. 		
<p>Block 3. Comprehension of Written Texts</p>	<p>B.3.1. Comprehension strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification of the text type and adapting comprehension to it. <input type="checkbox"/> Distinction among the different types of comprehension (gist, essential information, main points, relevant details) <input type="checkbox"/> Inference and formulation of hypothesis about meanings from the comprehension of significant linguistic and paralinguistic elements. <p>B.3.2. Socio-cultural and sociolinguistic aspects: social conventions, rules of etiquette and registers; customs, values, beliefs, and attitudes; non-verbal language.</p> <p>B.3.3. Communicative functions:</p> <ul style="list-style-type: none"> → Description of the physical and abstract qualities of people, places, locations, and activities. 	<p>B.3.2. The student will be able to know and know how to apply the most adequate strategies for the comprehension of the gist, the essential information, the main ideas and points or the relevant details of the text.</p> <p>B.3.6. The student will be able to recognize frequently used written vocabulary associated with daily matters and general topics or connected to the students' own interests, studies and occupations,</p>	<p>B.3.2. The student understands the gist, the main points and relevant information of advertisements and statements of public, institutional or corporative nature and that are clearly structured and that revolve around topics of his/her personal, academic, or professional interest (e.g. about leisure, courses, grants, job offers)</p> <p>B.3.5. The student is able to easily locate specific information of concrete character in journalistic</p>

	<p>→ Narration of past punctual and frequent events, description of current states and situation, and expression of future events.</p> <p>B.3.4.Syntactic-discourse structures:</p> <p>1) Beginning and maintenance of personal and social relationships. Description of the physical and abstract qualities of people, places, objects, and activities. Description of current situations and states. Expression of the punctual and frequent aspects. Request and offering of information, pointers, opinions and points of view, advices, warnings and notifications.</p> <ul style="list-style-type: none"> -Present Simple / Present continuous -Interrogative pronouns - Adverbs (every Sunday morning) -Expression of space; prepositions and adverbs of location, position, distance, movement, direction, origin, and arrangement. <p>2) Narration of frequent and punctual past events,</p> <ul style="list-style-type: none"> -Expressions of entity: count/non-count/collective/compound nouns; pronouns (reflexive/emphatic; one(s); determiners) -Expression of quantity (singular/plural; cardinal and ordinal numbers; lots/plenty (of)) <ul style="list-style-type: none"> - Expression of degree (absolutely, a (little) bit) - Past simple/ past continuous - Present perfect - For, since, already, yet, etc. - Questions with subject and object -Used to + infinitive -Past perfect -Expression of time (points e.g. at midnight; divisions e.g. term; and indications of time e.g. ago, early, late; duration e.g. from to, during, until; anteriority e.g. already, (not) yet; posteriority e.g. afterwards, later; sequence e.g. first, second, after that, finally; simultaneousness e.g. just, when) <p>3) Predictions and expression of intention. Expression of certainty and probability. Expression of future events.</p>	<p>and a limited repertory of frequently used expressions and idioms when the context and the visual support enable its comprehension.</p> <p>B.3.7. The student will be able to recognize the main form, font, orthographic, and punctuation conventions, as well as abbreviations and symbols that are used often and even more specific (e.g. &, \$), and their associated meanings.</p>	<p>texts of any support, that are well-structured and of medium-length, such as glossed new; he/she understands significant ideas in simple informative articles, and identifies the main conclusions in texts of purely argumentative character, as long as he/she can read the most difficult sections.</p> <p>B.3.7. The student comprehends the general aspects and the most relevant details in fictional texts and contemporary literary texts that are well-structured and which are written on a standard variant of the language, in which the plot is linear, and can be followed easily, and with clear and simple descriptions of the characters and their relationships.</p>
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<p>Block 4: Production of Written texts: Expression and Interaction.</p>	<ul style="list-style-type: none"> - Will - Be going to - Present Simple and Continuous + adv. - Future continuous - May/Might/Can/Can't/Could, etc - Time clauses - First class conditional clauses - If, Unless - Expression of the inchoative aspect (be about to) <p>B.3.5. Written vocabulary of frequent use (reception) related to self-identification; home, abode, and environment; everyday activities; family and friends; jobs and occupations; free time, sports and leisure; trips and holidays; healthcare and physical care; education and study; shopping and commercial activities; food and restoration; transports; language and communication; environment, climate, and natural surroundings; and Information and Communication Technologies.</p> <p>B.3.7. Graphic patterns and orthographic conventions.</p> <p>B.4.1. Production strategies:</p> <ol style="list-style-type: none"> 1) Planning: <ol style="list-style-type: none"> b) Adequate location and use of linguistic and thematic resources (using a dictionary or grammar book, obtaining help, etc.) 2) Execution <ol style="list-style-type: none"> c) Clear expression of the message according to the models and formulae of each text type. c) Use of the previous knowledge as the basis (using “prefabricated” language, etc. <p>Clear expression of the message according to the models and formulae for each text type.</p> <p>B.4.2. Sociolinguistic and socio-cultural aspects: social conventions; rules of etiquette and registers; customs, values, beliefs, and attitudes; non-verbal language.</p> <p>B.4.3. Communicative functions:</p>		
		<p>B.4.2. The student will be able to know, select, and apply the most adequate strategies for elaborating brief or medium-length written texts, e.g. paraphrasing structures from other texts with similar characteristics and communicative purposes, or composing previous drafts.</p> <p>B.4.3. The student will be able to incorporate to the production of the written text the acquired socio-cultural and sociolinguistic knowledge and related to</p>	<p>B.4.4. The student composes brief notes, advertisements, messages, and commentaries, in any medium, in which the student asks and gives simple information and opinions and in which he/she highlights those aspects that are of importance to him/her (e.g. in a webpage or teenager magazine, or addressed to a teacher or a colleague)</p> <p>B.4.6. The student writes personal correspondence and participates in forums, blogs, and chats in which he/she describes his/her</p>

	<p>→ Start and maintenance of the personal and social relationships.</p> <p>→ Description of the abstract and physical qualities of people, objects, places, and actions.</p> <p>→ Narration of past punctual and frequent events, description of current situations and states, and expression of future events.</p> <p>→ Establishing and maintenance of the communication and organization of the discourse</p> <p>B.4.4. Syntactic-discourse structures:</p> <p>1) Beginning and maintenance of personal and social relationships. Description of the physical and abstract qualities of people, places, objects, and activities. Description of current situations and states. Expression of the punctual and frequent aspects. Request and offering of information, pointers, opinions and points of view, advices, warnings and notifications.</p> <ul style="list-style-type: none"> -Present Simple / Present continuous -Interrogative pronouns - Adverbs (every Sunday morning) -Expression of space; prepositions and adverbs of location, position, distance, movement, direction, origin, and arrangement. <p>2) Narration of frequent and punctual past events,</p> <ul style="list-style-type: none"> -Expressions of entity: count/non-count/collective/compound nouns; pronouns (reflexive/emphatic; one(s); determiners) -Expression of quantity (singular/plural; cardinal and ordinal numbers; lots/plenty (of)) - Expression of degree (absolutely, a (little) bit) - Past simple/ past continuous - Present perfect - For, since, already, yet, etc. - Questions with subject and object -Used to + infinitive -Past perfect - Expression of time (points e.g. at midnight; divisions e.g. term; and indications of time e.g. ago, early, late; duration e.g. from to, during, until; anteriority e.g. 	<p>interpersonal relationships and social conventions in the personal, public, educational, and professional areas, selecting and providing the necessary information, adapting in an adequate fashion the expression to its target, to its communicative purpose, to the topic, and expressing opinions and points of view with the necessary courtesy.</p> <p>B.4.5. The student will be able to demonstrate an a good command, even though influenced by the mother tongue or others, of a broad repertory of common syntactic structures, and selecting the adequate elements of textual cohesion and coherence to organize the discourse in a simple yet efficient way.</p>	<p>experiences, impressions, and feelings; the student narrates, in a linear and coherent way, facts concerning his/her areas of interest, past activities and experiences (e.g. about a trip, their best holidays, an important event, a book, a movie) or fictional facts; and the student exchanges information and ideas on specific themes, pointing out those factors that he/she considers most important and briefly explaining his/her opinions on the matter.</p> <p>B.4.7. The student writes basic formal correspondence, addressed to public or private institutions or business organizations, eminently to ask for or give information, request a service or make a small management or filling a complaint, observing social conventions and the usual courtesy rules for those text typologies.</p>
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	<p>already, (not) yet; posteriority e.g. afterwards, later; sequence e.g. first, second, after that, finally; simultaneousness e.g. just, when)</p> <p>3) Predictions and expression of intention. Expression of certainty and probability. Expression of future events.</p> <ul style="list-style-type: none"> - Will - Be going to - Present Simple and Continuous + adv. - Future continuous - May/Might/Can/Can't/Could, etc - Time clauses - First class conditional clauses - If, Unless - Expression of the inchoative aspect (be about to) <p>B.4.5. Written vocabulary of frequent use (production) related to self-identification; home, abode, and environment; everyday activities; family and friends; jobs and occupations; free time, sports and leisure; trips and holidays; healthcare and physical care; education and study; shopping and commercial activities; food and restoration; transports; language and communication; environment, climate, and natural surroundings; and Information and Communication Technologies.</p> <p>B.4.7. Graphic patterns and orthographic conventions.</p>	
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