

1 INTRODUCTION:

Designing a Didactic Program is one of the most relevant tasks for the teacher.

Hence, I have designed a Didactic Program (i.e. a set of ordered and didactic sequenced units that have been planned and developed in each educational course) for the **first cycle of Secondary Education, 1º E.S.O.** The program tries to rationalize the teaching practice so that teaching is not carried out in arbitrary way but rather as a plan. The teaching program is justified by the systematization, arrangement and specification of the processes stated in the educational project and the curricular program, with enough **flexibility** to allow space for creativity.

From now on, I am using the term *Syllabus* instead of *Didactic Program*. This syllabus is sustained on the Educational Organic Law (L.O.E.) and from it, on the *Curriculum of Castilla y León* “**Decreto 52/2007 de 17 de Mayo, por el que se establece el Currículo de la Educación Secundaria en la Comunidad de Castilla y León de Inglés como Lengua Extranjera**”. This sets its bases on the common agreement of the **Common European Educational Policy**. It is also based on an eclectic methodology although it is mainly based on methodological approaches like the cognitive approach.

There are differences between syllabus and curriculum that sometimes are not taken into account: Curriculum, Nunan (1980), is concerned with the planning, the implementation, the evaluation, the management and the administration of education, while syllabus is concerned with the selection and grading of content.

2 JUSTIFICATION:

According to the law I am working with an **open curriculum** in which students are encouraged to engage in hands-on work in the classroom and more independent work at home. This curriculum is also **learner centered**. My Syllabus Proposal is **process oriented**. This kind of syllabuses stimulates learning by involving the learner in activities of all sorts (e.g. information-gap activities, opinion-gap activities, reasoning-gap activities, etc.). These activities come as a result of processing or understanding language. Candlin's criteria have been suggested for the selection of good tasks, such as 'promote attention to meaning, purpose, negotiation', 'draw objectives from the communicative needs of learners', 'provide opportunities for metacommunication and metacognition', 'promote sharing of information and expertise'. **Cooperative learning** must also be taken into account at all times.

As regards the **evaluation**, I have designed register boards, but I know that this is the most complex part of the design because I do not know the causes of some phenomena that can happen in the classroom (**Littlewood**).

I have also taken into account the differences among the different **kinds of learners (Littlewood)** and because of that, I have designed units where each student can show his/her possibilities through complex final tasks.

Learning is an active process in which learners construct new ideas or concepts based upon their current and previous knowledge. The learner translates the information, builds hypothesis and takes decisions, relying on a cognitive structure to do so. This structure gives meaning and organization to their experiences. This structure

should be present too in the way the knowledge is organized for the students (*Theory of instruction, Bruner*).

Motivation is a quite relevant part of education and this is the reason why I treat the topics from an attractive perspective (*Motivation for learning and Opportunity for learning, Littlewood*).

Following **Ve** **Jeremias**, my proposal is focused on communication, not on grammar. Hence, I am more interested in developing students' abilities to express themselves than in the correction of their productions. The language used in my units is focused on communication, according to linguistic competences.

3 THE LEGAL FRAMEWORK:

In order to design my Syllabus, I have used different legal documents:

- *Common European Framework of Reference for Languages*. It sets the standards that the student has to achieve in the different stages. The preamble to R (98)6 reaffirms the political objectives of its actions in the field of modern languages.
- *Organic Law of Education (LOE)*. It establishes the educational system in Spain, concreting the basic aspects of the curriculum.
- *Decree 52/2007 (Curriculum for Compulsory Secondary Education in Castilla y León)*. Following the parameters given by the LOE, it settles the objectives, contents and assessment criteria for the different cycles in Secondary in Castilla y León.
- *R.D. 1631/2006 passed on 29th of December, which establishes the Minimum Teaching Requirements for Compulsory Secondary Education*.

- *Order EDU 1946/2007 passed on 12th of July, which establishes the implantation and development of Compulsory Secondary Education in Castilla y León.*
- *Order EDU 1952/2007 passed on 29th of November, which establishes the evaluation of Compulsory Secondary Education in Castilla y León.*
- *Order EDU 6/2006 passed on 4th of January, which establishes the creation of bilingual sections in Castilla y León.*

4 THE EDUCATIONAL CONTEXT:

4.1 Layout of the High School:

My Syllabus Proposal is going to be implemented in a **state High School** in a small city. This centre is situated in an area with **working middle class families**. The High School has the British Council program for all those who want to follow it. Within this program, Science and Geography and History are taught in English following the CLIL (Content Language Integrated Learning) premises.

It is designed for Compulsory Secondary Education, A levels and PCPI's (Initial Professional Qualification Programs). It is a **four-storey** building, distributed as follows:

- **Ground floor:** Administration Offices, Arts and Crafts, Chemistry Lab, Greek, Language and Literature, Latin, Philosophy, Physics, Physics Lab, Staff-Room, Technical Drawing.

- **Second floor:** Assembly Hall, Economy, Educational and Psychopedagogy Guidance Department, French, Geography, Geography and History, ICT Suite, Library, Mathematics, Science, Therapeutic Pedagogy.
- **Basement 1:** English, Gym 1, Gym 2, Languages Lab, Music, Religion, Technology.
- **Basement 2:** Exam rooms, Games rooms, Physiotherapy, Playground, Technology, Technology workshop.

All the facilities of the High School are designed for students with motor special needs.

[4.2 Policies and Programs of the High School:](#)

- **Plan for Diversity.** This has a specific aim: adapting the educative answer to the students with special educational needs. There is one team in charge of supporting diversity. I plan every unit bearing in mind this difference from a diversity initial idea that children have got different levels of development.
- **Plan for Living Together.** In my design, my first unit is dedicated to know and respect the rules to assure a good life together.
- **Plan for Reading Promotion.** According with this plan, we read many texts (including e-books) and we celebrate the Book Day (“Show your opinion about the book”). Besides, it is a way to work with writing and reading skills as well as with writing interaction.

- **Plan for Theatre Promotion.** Thanks to this plan, students have the chance of participate in a provincial school theatre context.
- **Emotional Intelligence Program.** I believe that empathy is really important to generate trust between teacher and students, so I follow this program in my interaction with the students.
- **Infoeduc@.** It allows families to know all the academic information related to their children as well as that related to the organization of the High School.
- **GLOBE PROGRAM.** A worldwide network of students, teachers and scientists working together to study and understand the global environment.
- **School Antidrug Campaign (Discover y “Construyendo en Salud”).** Preventing the taking of drugs is one of the main values at this High School. Guidance is given in helping parents to keep their teenagers from it.
- **Active Classrooms (Aulas Activas).** This program offers teachers and students alike the possibility of knowing the natural environment of Castilla y León, its ecosystems and landscape richness, among others.
- **Reading with the Newspaper Program (Aprender con el Periódico).** Newspapers are used to encourage children to be informed, improve their reading skills and promote oral interaction in class.
- **Millennium Development Goals Plan (MDG’s).** This plan consists of 8 international development goals signed by 192 countries in 2000 to be achieved

in 2015. Their aim is to encourage development by improving social and economic conditions in the world poorest countries. These goals are.

- ▶ **Goal 1:** Eradicating extreme poverty and hunger.
- ▶ **Goal 2:** Achieving Universal Primary Education.
- ▶ **Goal 3:** Promoting gender equality and empower women.
- ▶ **Goal 4:** Reducing child mortality rate.
- ▶ **Goal 5:** Improving maternal health.
- ▶ **Goal 6:** Combating HIV/AIDS, malaria, and other diseases.
- ▶ **Goal 7:** Ensuring environmental sustainability.
- ▶ **Goal 8:** Developing a global partnership for development.

We are going to get to know them at High School and also in my class by different activities in English using the digital board.

4.3 The students:

My Syllabus Proposal is designed for the **first cycle of secondary education, 1st year of secondary, i.e. 11-12 year-old students**. The group is formed by 19 students (11 boys and 8 girls). There are two Colombians, two Romanians, and the rest of the students are Spaniards, two of them belonging to the gipsy ethnic group. Apart from these, there is also a boy with ADHD. In this multicultural context, students have different backgrounds, needs and understandings.

At this age, adolescents are very **motivated** and they are very curious. They **need dynamic activities in order to pay more attention to the entire lesson**.

Regarding the student with ADHD, I have to say that he had been in a private school before, where there was not a therapeutics teacher who could help him so he is in our school since he was five years old. That was the main reason for this change. He lives with his parents and his little sister. Both of them are adopted children. His family belongs to a higher socioeconomic and cultural level. During the last three years his family and teachers have been worried because of his behaviour in class, his lack of attention, he was much disorganized and untidy, restless, he used to bother his classmates and he did not finish his tasks; and two years ago, he was diagnosed Attention Deficit Hyperactivity Disorder. Most of his problems are in the behaviour. To try to solve this problem in class, teachers are doing three things that the adviser proposed us: time out when he behaves badly, finalization of his tasks, and a reward system to reinforce his behaviour when he does it good. Now it is much easier working with him.

[4.4 The classroom:](#)

My English classroom **walls** are divided **according to the topics or areas worked**. As regards the distribution of the desks, these are organised for group work. On the front wall there are both an interactive board and a big white board.

On the rear wall, (apart from the displays) there is a bookcase full of books and different **colour-coded drawer cabinets** where students put some of their school material away (each drawer is also named).

At the library's corner, there is a big display with a **reading tree**. Whenever a student reads a book, s/he is allowed to hang a leaf on the tree. There is also a display called "How to be a good writer". This **strategy** encourages children to read more and

develops **autonomy and personal initiative**. Children are also provided with a **Reading Passport** with books categorised according to genre.

At the front part of the class, it takes place the **Assembly**.

There is an Interactive Board in this classroom.

There is also an **ICT Suite** in the High School and laptops can be booked in advance for the children use in their own classroom (listening and reading as well as watching dramatized stories).

*Different works will be **displayed** on the classroom/school walls throughout the year: **Group Work Rules, The Weather, Good Speaking in Class, Our Value of the Month, among others.***

5 SEQUENCE OF UNITS: (See attachments)

I have included sixteen units in my Syllabus Proposal which follow a logical order taking into consideration the main objectives that I want my students to achieve. **Apart from this, I would like to state that my students will not only have to carry on a Final Task in each unit, but also at the end of each term, consisting on the recording of a video clip including all the final tasks.** The units are the following:

First Term	Second term:	Third term:
My School.	Pushes and pulls	Saint Toribio!
I am what I eat.	Passport to London.	Reading about Olympic Games.
Where do I live?	Water in the world.	What is your favourite sport?
Halloween.	Let's grow plants!	Building my future!
How do we move?	Terrible lizards.	My Chest of Treasures.
It's Christmas time!		

First term:

This term is focused on the students' personal development and their environment. I have entitled the first unit **My School** because it establishes the routines and provides students with the language that is going to be used throughout the year. This unit is linked to the second one (**I am what I eat**) due to the fact that both work with instructional texts. At the same time, this is connected to **Where do I live?** because their final tasks are international. **Halloween** is placed in this period of time because this festivity is celebrated the 31st of October. I consider this tradition important because students need to know the Anglo-Saxon culture. The following unit (**How do we move?**) is related to the third one (*Where do I live?*) since both work with the children's environment. I have included **It's Christmas time!** as the last unit of this term because it is compulsory according to the Annual General Program.

Second term:

This term is basically focused on nature. One of the main activities (not a subtask) of **Pushes and Pulls** is, writing a letter to the English children about their new gifts, is closely connected to the eighth unit (**Nessie's Land**) because it is the city where their pen friends live. As the weather in London is so rainy and this term is focused on nature, I have designed a unit about water (**Water in the world**). Since plants need this element to grow, I want my students to register their growing taking into account the different variables that influence on this process by means of the unit **Let's grow plants!** Going on with the topic of nature, I have planned a trip to the Dinosaurs Museum (Burgos) included in the last unit of this term (**Terrible Lizards**).

Third term:

This term is mainly focused on sports but this does not mean we are just working with this topic. The first unit (**Saint Toribio**) is placed on this period of the year because it coincides with the date of this festivity and it is when the English students come. The thirteenth unit (**Reading about the Olympic Games**) is based on sports readings because Book Day is an important festivity in high schools and Olympic Games have just taken place last summer in London. In order to reinforce their knowledge about sports, I have designed the fourteenth unit (**What is your favorite sport?**). I want my students to be conscious that sports are also jobs, that is why I have planned the fifteenth unit called **Building my Future**. In order to recap all the students learning process, I propose a final unit (**My Chest of Treasures**) in which students are

offered the opportunity to select, classify and organize all the documents included in their *Grade Booklet*.

Finally, these sixteen units are also classified into six different sections for students to organize the different documents included in their Booklets:

1. **Me, Myself and I:**

- My School.
- I am what I eat.

2. **Geography:**

- Where do I live?
- Nessie's Land.

3. **Culture:**

- Halloween.
- It's Christmas time!
- Saint Toribio.
- Reading about the Olympic Games.

4. **Transports:**

- How do we move?

5. **Nature:**

- Water in the world.
- Let's grow plants!
- Terrible Lizards.

6. **Professions:**

- What is your favorite sport?
- Building my future.

6 OBJECTIVES:

Objectives are understood to be the **abilities** that students must achieve as a result of an educational intervention. The general purpose of my Syllabus Proposal is to link the goals of Compulsory Secondary Education: to facilitate the learning of comprehension and oral expression; to promote reading and writing development; to understand basic mathematical operations; and to acquire basic cultural concepts, work habits, study and life strategies.

Foreign Language Area Objectives:

English as a Foreign Language at this educational stage aims to help students to acquire the communicative, social and cultural skills necessary to handle daily-life situations in a foreign language. For this purpose, we have the objectives of this area, which will focus on developing students' capabilities (R.D.52/2007 CyL). I have

highlighted the ones I **prioritize** this year according to the high school, the reality of my classroom, the participants and the plans and programs for this year.

1. **To be able to listen and understand general and specific information of oral texts in different communicative situations adopting a respectful and cooperative attitude.**
2. **To be able to express themselves orally and interact effectively and adequately in common communicative situations and with some level of autonomy within and outside the classroom.**
3. To be able to read and understand various texts of an appropriate level taking into account the capacities and interests of the students in order to extract general and specific information and use reading as a source of pleasure and personal enrichment.
4. To be able to write simple texts for different purposes about different issues using appropriate resources of cohesion and coherence.
5. **To be able to use with correction the basic phonetic, lexical, structural and functional components of the foreign language in different communicative contexts.**
6. **To be able to develop autonomy in learning, reflect on the own learning processes and on the functioning of the language and transfer communicative skills and strategies acquired in other languages to the foreign language.**

7. **To be able to use learning strategies and all the teaching resources at their disposal, including information and communication technologies, to obtain, select and present information orally and in a written way.**
8. To be able to appreciate the foreign language as a means of access to information and a tool for learning diverse contents.
9. To be able to value the foreign language and languages in general, as a means of communication and understanding between people of different backgrounds, languages and cultures to avoid any type of discrimination.
10. **To be able to gain confidence and self-confidence in learning ability and foreign language use, making improvements that lead to success in achieving the set tasks.**

7 CONTENTS:

The term **contents** refers to teaching and learning objects that society considers useful and necessary for promoting personal and social development of all individuals. Besides, the **instrumental nature** of the contents makes obvious the close relationship that must exist among the different capacities that the objectives attempt to develop and the specific contents that are to be used for this aim. Hence, **contents stop being ends in themselves and turn into means for achieving the proposed goals**. Contents are divided into four different sections within the official curriculum (R.D. 52/2007).

FIRST CYCLE:

Block 1. Listening, speaking and oral interaction.

- Listening and comprehension of brief oral messages related with classroom activities: instructions, questions, comments, dialogues.
- Anticipation of the general content of what is being listened with the support of verbal and non-verbal elements.
- Obtaining of specific information in oral texts about daily life and predictable issues such as numbers, prices, timetables, names or places, presented in different media.
- Use of basic understanding strategies of oral messages: use of verbal and non-verbal context and of previous knowledge about the topic.
- Production of brief oral texts with a logic structure and with an appropriate pronunciation.
- Participation in brief and simple conversations within the classroom and in simulations related with personal experiences and interests.
- Use of answers adequate to the information required by the teacher and the classmates in classroom activities.
- Development of strategies in order to overcome communication interruptions, using verbal and non-verbal elements to express orally in pair and group activities: demand of clarification and repetition among others.

Block 2. Reading and writing.

- Understanding of basic instructions for a correct resolution of activities.
- General understanding and identification of specific information in different authentic and adapted simple texts, in paper and digital, about various topics suitable for their age and related to the contents of other areas of the curriculum.
- Initiative to read with certain autonomy texts suitable for their age, interests and level of competence.
- Use of reading comprehension basic strategies: identification of the text of a topic with the help of textual and non-textual elements, use of previous knowledge, inference of meanings from the context, comparing words or sentences similar in the languages they know.
- Recognition of some of the characteristics and conventions of written language and their differentiation from oral language.
- Development of writing expression in a guided way, as for instance, filling in or modifying sentences and simple paragraphs.
- Composition of short texts with basic cohesive elements, with different communicative intentions, taking as a starting point some models and using the most elemental strategies in the writing composition process (planning, contextualization and revision).
- Use of the basic orthography and punctuation rules, and recognition of their importance in written communication.
- Interest in taking care of the presentation of paper and digital written texts.

Block 3. Language knowledge.

Linguistic knowledge.

- Identification of basic morphological elements and usual in the use of language: noun, verb, adjective, adverb, preposition, etc.
- Identification and use of common expressions, of simple collocations and vocabulary related to specific and daily contexts and to contents of other areas of the curriculum.
- Use of structures and basic functions related to the most predictable daily situations.
- Recognition and production of basic patterns of rhythm, intonation and accentuation of words and sentences.

Learning reflection.

- Application of basic strategies to organize, acquire, remember and use vocabulary.
- Progressive use of learning resources, such as dictionaries, reference books, libraries or information and communication technologies.
- Guided reflection on the use and meaning of grammatical forms appropriate to different communicative intentions.
- Initiation in strategies of self-assessment and self-correction of oral and written productions.

- Acceptance of errors as a part of the learning process and positive attitude to overcome them.
- Personal work organization as a strategy for learning progression.
- Interest to make the most of the learning opportunities created within and outside the classroom context.
- Active participation in activities and group work.
- Confidence and initiative to express in front of an audience and in a written way.

Block 4. Sociocultural aspects and intercultural awareness.

- Recognition and evaluation of the foreign language as a communication tool in the classroom, and with people from other cultures.
- Identification of habits and daily life characteristics from other countries and cultures where the foreign language is spoken.
- Use of common courtesy appropriate to the social interchanges.
- Knowledge of some historical and geographical characteristics of the language speaking countries, obtaining the information from different media, the Internet and other information and communication technologies, among others.
- Interest and initiative in the realization of communicative interchanges with foreign languages speakers or learners, using paper as a medium or digital media.
- Valuing of the personal enrichment originated by the relationship with people belonging to other cultures.

8 BASIC COMPETENCES:

The current Law on Education (LOE) includes the concept of *basic competence* (article 6) within the concept of *curriculum*. The Royal Decree which establishes the Minimum Teaching Requirements for Compulsory Secondary Education (1631/2006) present the basic competences as an essential element which is linked to both the **assessment and promotion of students**. The basic competences established for Spain, based on the recommendations of the European Parliament (Dec.2006) identify **eight areas of knowledge** and experience that are functional in nature and must be developed in a rigorous way in line with the specific contents of our area. These are the basic competences:

- **COMMUNICATIVE COMPETENCE:**

It refers to the use of language in a communicative way. Hence, it focuses on literacy, which is the set of skills that allows an individual to engage fully in society and in learning, developing at the same time thinking strategies.

- **MATHEMATICAL COMPETENCE:**

It refers to the capacity of using and relating numbers, basic operations and symbols.

- **KNOWLEDGE AND INTERACTION WITH THE PHYSICAL WORLD**

- **COMPETENCE:**

It is the capacity of interacting with the physical world: understand facts, predict consequences and make whatever necessary to improve our development.

- **INFORMATION PROCESSING AND DIGITAL COMPETENCE:**

It consists on searching, getting, processing and communicating information using the new communication media.

- **SOCIAL AND CIVIC COMPETENCE:**

It refers to the capacity of understanding the society in which we are living, cooperating, participating, being responsible and trying to improve it.

- **CULTURAL AND ARTISTIC COMPETENCE:**

It involves knowing different cultures and ways of art, understanding, valuing and using them as pleasure and source of knowledge.

- **LEARNING TO LEARN COMPETENCE:**

It consists on being conscious of the own ways of learning as well as acquiring new learning strategies.

- **AUTONOMY AND PERSONAL INITIATIVE COMPETENCE:**

It refers to the acquisition of certain values and attitudes, such as responsibility, perseverance, knowledge of oneself, self-confidence, creativity, self-criticism, emotion, control, ability to choose, to face problems, to learn from mistakes...

9 METHODOLOGY:

9.1 General principles:

Methodology is formed by the strategies used for the teaching-learning process. It combines different elements, materials, techniques and teaching-student relationship.

I have designed my units following the **task-based approach**. This is an approach of instruction in the field of language acquisition. The structure of this approach is formed by three kinds of activities:

- **The activities:** they have not a specific meaning but they provide the student with the knowledge that s/he is going to need for the subtasks.
- **The subtasks:** these have a specific meaning and the students have to produce something. They support the final task.
- **The final task:** it is the most important one, the most complex of all and it uses the knowledge and productions of the students in order to produce something that joins the work of the subtasks.

Bearing the previously stated in mind, I will take into consideration the following premises:

- The learning must be based on the student **experience and interests** in order to develop a **meaningful learning**.
- All the **language skills** must be developed.
- Students must bear in mind the different particular ways of processing the information and acquisition of different abilities, known as “**learning to learn and be.**”
- The texts worked must have a **recognizable structure**.
- **ICT support** must be used, which favours the use of foreign languages.
- The development of **positive and receptive attitudes** towards other languages.

9.2 Methodology within my Syllabus Proposal:

Having in mind the points previously stated, the child development moment and the high school projects and plans, I will use the following methodology in my class:

- I, as a **teacher**, must be the “**driving force**” of my pupils learning.
- I **adapt and personalise the teaching** to the **different learning rhythms** of each student.
- I follow a direct, flexible, functional and **communicative approach** by using some audiovisual resources: the digital board, DVD’s, CD’s, computers, laptops, netbooks...
- I focus my didactic units on the student’s **interests** to promote their **motivation**.

- I propose activities involving the student **participation and action** in a more **cooperative** way rather than **competitive**, based on the game with different kinds of groups (pairs, small, medium and big groups).
- I use **songs, chants, rhymes** involving action and rhythm so that they learn the structures necessary for the unit seen in an **amusing** way.
- I bear in mind that **making mistakes is part of the everyday learning process** (although it is better to avoid them).
- I promote the development of my students' **comprehension skills** by providing them with the **listening and reading** of different kinds of stories.
- I include in my units activities involving **interaction** in the communication process (role plays, dialogues...).
- I frequently remember the **classroom rules** to my students.
- I place special interest on **cultural aspects** because they are full part of the matter to teach.

10 EVALUATION OF THE STUDENT'S LEARNING PROCESS:

There exist some differences between the terms **evaluation** and **assessment** that sometimes are not taken into consideration. Hence, "*evaluation* is the collection and interpretation of information about aspects of the curriculum (...) for decision taking purposes" (Nunan, 1999). On the other hand, "*assessment* is taken to refer to the set of purposes by which we judge students' learning" (Nunan, 1999).

According to these definitions, the LOE (2/2006) and the R.D. 1531/2006 determine the principles and nature of evaluation. Thus, the **evaluation** must be **systematic, continuous and differentiated** according to the different areas of the curriculum. The official references are the basic competences, the objectives and the knowledge acquired in each area, according to the assessment criteria established in the curriculum for each year. In my syllabus proposal, the specific competences, objectives and contents will be considered.

The **evaluation** is regarded as an integral part of the students' learning process; so, it is understood that evaluation must be a systematic, continuous and formative process which not only pays attention to the students' **intellectual development** but also to their **affective and social development**.

Teachers will not only judge students' learning processes but also their own **teaching practice** in relation with the objectives established in the curriculum. Likewise, they will evaluate the efficiency of their syllabuses regarding the educational context of the centre they are working in as well as the students' needs.

The evaluation of the students will be carried out by the **evaluation team**, formed by the group of teachers in each students group, coordinated by the tutor teacher and supported by the Educational and Psychopedagogy Guidance Department.

Promotion:

The LOE (2/2006) establishes some main points about students' promotion, being the most remarkable ones the following:

- At the end of each academic year and, as a consequence of the evaluation process, the evaluation team will take the corresponding decisions about the students' promotion.
- Promotion to the next year will take place when the corresponding objectives of each area had been reached or, if the objectives of two areas at the most have not been reached.

Exceptionally, if the student has failed to reach the objectives of three areas, promotion may be authorised.

- The student may repeat each year only once and twice at the most within Secondary Education.

10.1 Evaluation:

As it can be seen, **evaluation** refers to the part of the teaching process that permits understanding information about it, useful not only for teachers but also for all the people in charge of the teaching process, in order to make changes, confirm if things are going well; it is indeed one of the most relevant parts of the teaching-learning process.

10.2 Assessment:

Based on the definition by Nunan, we can state that **assessment** is related more specifically to the students to judge their performance. Hence, both teachers and students alike are involved in the assessment process. The former use activities, texts and exercises to *assess* the latter, for identifying which factors are causing their success or failure. Then, students use *self-assessment* and *peer assessment* to identify by themselves which their strengths and weaknesses are. In this section, I will try to answer the following questions:

- **What to assess?** › By means of assessment criteria.
- **How to assess?** › By means of assessment materials and techniques.
- **When to assess?** › By means of initial, continuous and final assessment.

WHAT TO ASSESS?

These general assessment criteria are based on Decree 52/2007 (Curriculum for Compulsory Secondary Education in Castilla y León).

1. Identify and understand the general idea and specific information of oral texts, emitted in oral interactions or by audiovisual means, about everyday situations, if people speak slowly and clearly.
2. Participate in conversations and simulations on familiar or previously worked topics using appropriate strategies for communication and producing an understandable speech which must be appropriate to the communicative intention.

3. Recognize the general idea and extract specific information from written texts, with the aid of textual and non-textual elements.
4. Compose short texts in different media using the appropriate structures, functions and lexicon, as well as some basic elements of cohesion.
5. Use knowledge of some formal aspects of the foreign language code (in different contexts of communication as an instrument of self-learning and self-correction of their own productions and to understand those of the others in a better way.
6. Identify, use and give examples of some strategies used to advance in learning.
7. Use the communication and information technologies to look for and to select information, to produce messages using models and establish personal relationships, showing interest in the accomplishment of tasks.
8. Identify some cultural or geographic elements of the foreign language speaking-countries and to show interest to know them.

HOW TO ASSESS?

As regards the assessment of students' development of basic competences, assessment tools help the teacher to determine whether or not the student has fully achieved the learning purpose. For that, I pay special attention to the following **kinds of assessment**:

- **Self-assessment:** (**ATTACHMENT**). Students are going to assess themselves by means of different resources, being the most relevant one the *Grade Booklet*.

Each student has his/her own booklet for each term, which will include the main documents for assessment explained on the next section (*Materials and techniques for assessment*). The **Language Portfolio** for Secondary Education in Spain is also a relevant tool for students to self-assess their learning process. Bearing this in mind, I will ask my students to fill in their own portfolios (consisting on a *biography, a dossier and a passport*) and look over them in order to create an **interactive portfolio**.

- **Peer assessment:** Students are going to assess each other (in pairs) in order to internalize the characteristics of their quality work. This consists on a registration board (used at the end of each unit) with three main points:
 1. What my partner did today.
 2. What my partner learned today.
 3. Things to remember.
- **Group assessment:** This consists on a grid used at the end of each unit.

Materials and techniques for assessment:

Techniques:

In order to do the assessment, I will observe and register the process of each unit. Every unit has a specific *register board* where the teacher writes what s/he observes, attending to the following parameters:

- **Direct and systematic observation:** taking down on the teacher's notebook those aspects considered to be important.
- **Analysis of the students' works.**
- **Oral exchanges:** taking into consideration to what extent the student participates in the activities which involve oral interaction.
- **Specific tests:** oral and written ones, in order to assess the student's knowledge acquisition and his/her cognitive abilities.

Materials:

- *Teacher's notebook.*
- *Student's notebook.*
- *Specific tests* (students will do one every two units).
- *Student's worksheets.*
- *Student's homework.*

WHEN TO ASSESS?

Continuous assessment implies the following stages:

- **Initial assessment:** this is carried out at the beginning of the year. Not only it is used to know the level of the students but also the quality of their knowledge.
- **Progress assessment:** for this purpose, I will use a *register board* to observe how my students progress in their acquisition of skills.

- **Final assessment:** this takes place at the final stage of learning. I will use this to measure my students' learning outcomes.

11 ATTENTION TO DIVERSITY:

Attention to diversity tries to bear in mind the specific characteristics of each student, by taking into account their interests, learning rhythms and attitudes. It is an essential principle of teaching to provide an educational response appropriate to this reality. This principle guarantees **equity** and fosters **flexibility**. According to the stated above, diversity is centred on different elements of attention:

- **Attention to students with Special Educational Needs:** This group includes students who present *conditions associated with physical, mental or sensory handicaps or those who have serious personality disorders*.
- **Attention to intellectually gifted students:** *Necessary measures* will be taken to identify and evaluate in an early stage their needs.
- **Attention to foreign students:** For those students who do not know the Spanish language and culture, or who present a serious lack in basic knowledge, *specific learning programs* will be designed with the aim of easing integration of these students in their corresponding levels.
- **Attention for equal opportunities for a quality education:** *Singular procedures* will be adopted in school centres or geographic areas in which due to socio-economic and socio-cultural characteristics of the population, a differentiated educational intervention is necessary with special attention being paid to the guarantee of equal opportunities in rural environments.

11.1 Diversity in my class:

To attend diversity dealing with pupils with **different interests, learning rhythms and attitudes**, I will use some **favouring learning strategies**, which consist of different mechanisms to make possible and set off my pupils learning process. First of all, I always have a welcoming attitude in class to create a good learning atmosphere. I select the curricular materials according to my students' preferences for them to be motivated while learning. I usually value the progress that takes place in order to increase my students' self-esteem. Moreover, I will make use of daily interactive routines and speak clearly and slowly. When giving instructions, I will use brief and simple statements and make use of paralinguistic resources, such as gestures and body language.

In reference to **students with different intellectual capacities** (both higher or lower than the level of the class), I will provide them with **amplification or reinforcement exercises** for them to follow their progression, or to reach the level of the rest of the average group. However, I neither have Special Educational Needs students nor Educational Compensation Needs pupils in my classroom.

Bearing in mind the **two students coming from Colombia**, I will provide them with *reinforcement exercises* in order to come up to the level of the stage as quick as possible. Regarding the **two Romanians**, *no special attention will be needed* as they have been attending school since they were three years old; hence, they are totally integrated.

I will also attend, in cooperation with the whole school community, those **children with socio-economic and socio-cultural differences** by providing them with some material resources that are needed for the achievement of the educational compensation.

Finally, every single teacher must be aware of the fact that **homogeneity in a foreign language does not exist**. Hence, we must admit the existence of diversity. Moreover, one of the main teacher's roles is to adapt pedagogical and methodological involvement to cover each student's needs. Another relevant role is to develop cooperation and solidarity among the different levels. And of course, we must favour self-evaluation and co-evaluation in our students.

12 CONCLUSION:

I want to state that the implementation of one of the Didactic Units (Unit 14: “What is your favorite sport?”) that I have designed has been very positive both from a personal and a didactic point of view. First of all, I have been able to make my students follow a **meaningful learning**, by treating the topic from an attractive and **motivating** perspective. In second place, I have focused my attention on developing my **students communication**, following at all times the premises of Decree 52/2007 (Curriculum for Compulsory Secondary Education in Castilla y León). **Autonomy and personal initiative** is another aspect I have always borne in mind. Thirdly, I guarantee that the inclusion of the **ICT’s** in the classroom is not only very appealing to students but also, very time-saving for the teacher.

I have also taken into account the **different kinds of learners (Littlewood)** designing activities where each student can show his/her possibilities through complex final tasks. As a matter of fact, learning is an active process in which learners construct new concepts by translating the information, building hypothesis and taking decisions, relying on a cognitive structure to do so. This structure should be present in the way the knowledge is organized for the students (*Theory of instruction, Bruner*).

Motivation is also a quite relevant part of education and that is why I treat all the topics of my units from an attractive perspective (*Motivation for learning and Opportunity for learning, Littlewood*).

According to the stated above, I would like to end up this paper by saying that the **Task-based Approach** is very effective as far as developing our students communication and implicit knowledge is concerned. Besides, this approach states that learning is more effective when there is a context of real life situations. Hence, we must consider our students' needs and interests.

To conclude, it may be said that this paper attempts to show a more effective alternative in the field of TESL (Teaching English as a Second Language). In fact, the implementation of one of the Didactic Units that constitute it has highly and satisfactorily proved its effectiveness during my training period at High School.

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www.thefreedictionary.com/method

www.youtube.com/watch?v=vr3x_RRjdd4 -

tip.psychology.org/piaget.html

web.ics.purdue.edu/~rallrich/learn/mean.html