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# **Universidad de Valladolid**

Facultad de Educación y Trabajo Social

**DEPARTAMENTO DE DIDÁCTICA DE LA LENGUA Y LA LITERATURA**

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

## **TRABAJO FIN DE MÁSTER**

**PMAR Programme in Secondary Education. A Syllabus  
proposal for the First Foreign Language in Year 3**

Estudiante: María Vírseda Matesanz

Tutor: D. Francisco Javier Sanz Trigueros

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## ABSTRACT

The current paper, centred in foreign language teaching in Programmes on learning and teaching improvement (PMAR), assumes the main keys appreciated in documents belonged to international and European instances, on purpose of the language learning, teaching and assessment. The focus is placed on the Spanish education system, especially in the official provisions that adjust the foreign language teaching in Secondary Education and in the normative available on PMAR. An analysis of the regulation of foreign language teaching in learning improvement programmes is carried out. It helps as a basis to plan the proposal that is explained in the second half of the paper. The proposal, aimed to the third year of Secondary Education, contains a quarterly syllabus planned month by month with both the appropriate selection of curricular elements and pedagogical components and the type activities. The paper concludes with final revisions about aspects related to foreign language instruction in Programmes on learning and teaching improvement (PMAR).

**Key words:** PMAR, language teaching, Secondary Education, Official provisions, Lesson proposal.

## RESUMEN

El presente trabajo, centrado en la enseñanza de lenguas extranjeras en los Programas de Mejora del Aprendizaje y del Rendimiento (PMAR), asume las claves que se contemplan en documentos procedentes de instancias internacionales y europeas, a propósito de la enseñanza de lenguas. El foco de atención se sitúa en el sistema educativo español, concretamente en las disposiciones oficiales que regulan la enseñanza de lenguas extranjeras en la etapa de Educación Secundaria Obligatoria y en la normativa existente sobre PMAR. Se realiza un análisis de la regulación de la enseñanza de las lenguas extranjeras en los programas de mejora del aprendizaje, que sirve como base para la planificación de la propuesta que se presenta en la segunda parte del trabajo. Propuesta que, dirigida para el tercer curso de Educación Secundaria, contiene una programación trimestral planificada mensualmente y conformada tanto por la selección oportuna de componentes curriculares y aspectos pedagógicos como por las actividades tipo. Se concluye con reflexiones finales en torno a la enseñanza de lenguas extranjeras en este tipo de programas de mejora del aprendizaje y del rendimiento.

**Palabras clave:** PMAR, Enseñanza de lenguas, Educación Secundaria, Disposición Oficial, Propuesta didáctica.



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# INTRODUCTION

"You can never understand one language until you understand at least two"  
(Geoffrey Willans)

There is a key ideal in which all European political institutions coincide. All of them believe that language education must start from the beginning levels of education to the adult education. According to UNESCO and the Universal declaration on cultural diversity (2001), learning languages is essential to the promotion of cultural diversity. As UNESCO also claims, learning a language means knowing pedagogic social and cultural conventions.

International bodies such as UNESCO, the European Council and the European Commission support bilingual and plurilingual education. The latter means the use of more than two languages according to the assumption of the Barcelona European Council (2002), and involves the development of a linguistic and cultural repertoire in line with the guidelines of the *Common European Framework of Reference for Languages* (Council of Europe, 2018) (CEFR).

In the Spanish education system, the first step in response to plurilingual education was the creation of bilingual schools and high schools two decades ago. Furthermore, certain universities have recently introduced subjects in other languages. This data entail a growth of plurilingual education at different levels, letting students know contents in different languages and have the possibility to broaden their education.

However, each student has his own capacities and limits, each student keep different learning rhythm and not all students reach the same level of motivation to acquire knowledge of a foreign language in secondary education levels. In that extent, it is necessary to have different adjustments adaptations depending on the students' level and capacities. Hence, the Spanish education system establishes different measures to avoid the student's languages neglect, such as PMAR.

Taking into account the current details, this paper will explain the main ideas and concepts related to language education, according to European policies and the Spanish Education system. Moreover, the attention will be drawn to the official provisions that rule foreign language teaching at the lowest levels of secondary education in the Spanish context, especially, PMAR (Programmes on learning and teaching improvement) section.

## ***Justification***

The relevance of foreign languages has taken a great importance especially in education. As language teaching and learning in Secondary education is far from easy and even further with unmotivated students, it is relevant to delve into Spanish education laws and official provisions to know the curricular aspects by which PMAR is applied. Moreover, the law and the documents show us which students must follow the adaptation programme and how teachers can motivate them through different activities, taking into account their limitations and possibilities. In order to achieve that most of PMAR students can acquire the foreign language properly, in terms of outweighing the learning standards, it is necessary to design a cohesive syllabus whose main aim is to concern student of the usefulness of knowing and using a foreign language.

According to the *Order EDU/590/2016*, the main goal of teaching foreign languages in PMAR is that students learn the basic contents to accede to the last year of Secondary education. This can be read as follows:

El ámbito de lenguas extranjeras del Programa de mejora del aprendizaje y del rendimiento tiene por objetivo lograr que el alumnado adquiera en grado suficiente los estándares de aprendizaje evaluables correspondientes al currículo de tercer curso de la materia troncal Primera lengua extranjera y pueda incorporarse a cuarto curso en igualdad de condiciones que el resto del alumnado. (p. 80)

To achieve it, the students will develop the oral competence, trying to communicate as much as possible in the foreign language. All of this, as well as the evaluation must follow the CEFR (Council of Europe, 2018) patterns.

With this in mind, it should be highlighted that several competences have been developed after the accomplishment of this paper. The main competences developed are in the *Royal Decree 1393/2007*, but in particular this paper fulfils the most relevant competences of the general module of the Master's degree based on knowing the curricular contents of the instructional matters, planning, developing and assessing the teaching and learning processes, searching, processing and communicating information and converting it into information.

Taking into account the specific module, this paper follows competencies based on:

- transforming the theoretical-practical instruction curricula;
- converting the theoretical and practical working and activities programmes;
- knowing the strategies and evaluation techniques.



Moreover, this paper relies on knowing and applying innovative instructional proposals; identifying learning and teaching problems and suggesting problems; and understanding and applying methodologies according to the different activities.

## ***Objectives***

Considering the abovementioned issues, this paper sets a general objective and three aims in order to address the expected contents.

### *General objective:*

- To explore PMAR specificities according to the European and Spanish approach as regards foreign language teaching, towards a design of a contextualised syllabus proposal contributing the quality of Secondary education.

This objective, with a general nature in its own statement, should be specified in several aims in accordance with the steps followed in the paper.

### *Aims:*

- To analyse collaterally the regulation of the instruction of foreign languages in Secondary Education and in PMAR programmes.
- To design a quarterly programming proposal for the English as a Foreign Language in the third year of PMAR.
- To provide elements of consideration to the implementation of the proposal in a form of final reflections.



# **PART I**

## **THEORETICAL BACKGROUND**



## Chapter 1. The Importance of Teaching Foreign Languages

The world is so globalised that languages are in the spotlight especially in the field of education. Hence, international bodies insist on the importance of studying foreign languages for several reasons from the lowest levels of education. European institutions also explain the problems that countries must face in the field of foreign languages teaching and how they should solve them following certain patterns to achieve an equal degree in all countries of the European Union. This chapter deals with guidelines on foreign language teaching according to what European bodies propose and how they give a necessary advice on teaching foreign languages.

### 1.1. Bi/ Plurilingual and intercultural education

Plurilingualism, as it has been defined by Beacco et al. (2016), is the capacity that a person owns to use a range of linguistic characteristics to communicate. It is important to be aware of the difference between plurilingualism and multilingualism since multilingualism refers to the amount of different languages spoken in a territory whereas plurilingualism defines the languages spoken by people. As Dahlet (2008) claims, the plurilingual competence is an inner characteristic of humans and it can be expressed in several languages. As it is an inner human competence, schools must assure that this competence is constantly developed by students from early ages. Plurilingualism is related to interculturalism because when a language is studied, the cultural characteristics associated to it have to be comprehended. Hence, pluriculturality emerges as a relevant concept that as it is defined by Beacco *et al.* (2016): “the ability to participate in different cultures.” (p. 20)

Due to the relevance of the plurilingual and pluricultural competence (Council of Europe, 2018), education systems have to assure it in their curricula as they include other abilities such as physical, cognitive and creative ones. Plurilingual and intercultural education must embrace all languages learners at the same level to help to increase learner’s self-esteem since they appreciate that educators value their capacities (Byram, 2003). Moreover, it is necessary that schools encourage learning environments centred in increasing students language motivation, trying to raise their autonomy, what also contributes to student’s self-esteem. Therefore, schools must guarantee that they are aware of the goals of being a plurilingual school, as Beacco & Byram (2007) establishes and that they know the intercultural approach in language teaching (Corbett, 2003).

Current society, following Guillén Díaz (2005), being a democratic and intercultural community, must be educated treating sociocultural aspects. Educating in languages' culture has influential aims such as reinforce social cohesion, let students know common principles and keep equal opportunities. Facing the coexistence of different languages and cultures in the present society, it is essential the role of linguistic communicative mediation to secure tolerant ideologies based on respect among individuals. Mediation is the bridge between the two sides of otherness and also contributes to reduce the space between individuals, as Beacco *et al.* (2016) embodies. Hence, apart from languages and cultures, values must be taught since they are the main goals of plurilingual education.

Plurilingual education is based on the use of two or more languages as a teaching medium. The aim of plurilingual education is to favour the communication and the cultural knowledge, in order to reply national and international requests. Bilingual education is based on the use of two languages, using one of them as a teaching tongue. In the Spanish education system, bilingual education is the immediate response to the European requests to get closer to a plurilingual education, and it is fulfilled by studying other subject matters taught in a foreign language taking into account learners' special necessities related to the school and home languages. Hence, each scholar community should choose an education language and use it as a part of the core curriculum of the education system. UNESCO (2003) claims all these concepts in its document "Education in a Plurilingual World".

To achieve a good level of foreign language command is relevant to give a great importance to foreign languages teachers and a balanced curriculum based on strong principles. As Guillén Díaz (2005) explains, curriculum and language teachers are two key factors that help education to be high qualified. The curriculum has to be well considered and adequate to a plurilingual education and intercultural society. Moreover, teachers' responsibility has to be reassessed by society in general, demonstrating the importance of their work and efforts to make society evolve through their contents and objectives. Thus, if society appreciates curriculum and teachers as essential elements, education makes society evolve towards progress.

Accordingly, the recent research of Sanz Trigueros (2020) reveals that the current Spanish curriculum scarcely contributes to the promotion of plurilingual education, appealing to a strong connection among languages supplied in the education system.

Recently, bilingual teaching has been introduced in schools improving the quality of education. However, this determination implies raising awareness in educational institutions and in society about the importance of languages to move around Europe and to keep communicated. Furthermore, teachers in general have to be aware of the importance of language to design real syllabi and to modify them taking into account students necessities, as well as the appropriateness of introducing methodologies coherent with the real world.

Taking into account all these factors and concepts, it can be concluded that bilingual and plurilingual education benefits students' learning since it does not have to affect pupils' cognitive development. Hence, knowing foreign languages improves the cognitive development and offers intellectual advantages, as it was demonstrated by Krashen (1996). Although plurilingual education profits learners' intellect, there exist several obstacles that countries are facing with.

## **1.2. The foreign language in compulsory education**

The Spanish education system is regulated by the Organic Law 2/2006, 3rd May, of Education (BOE núm. 106) (Head of State, 2006) (LOE) with the modifications reflected in the Organic Law 8/2013, 9th December, for the improvement of educational quality (LOMCE). The main aim of the present instructional system is to offer the basic training elements so that individuals could achieve absolute personal, professional and social development.

The Spanish Education System is divided into general system and special system teaching, according to LOMCE (Head of State, 2013):

- The first teaching group is composed of Childhood education, Primary education, Secondary Education, Vocational Training and Higher Education. This group also includes teaching to learners with special educational needs, e-learning and adult education.
- The second group is composed of artistic, languages and sports education. To strengthen this classification, the following lines describe the most important policies of general system teaching, which are the most influential in PMAR, the key point of this paper.

### **1.2.1. Foreign language teaching in childhood and primary education**

Childhood education is carried out from one to six years old. It is divided into two cycles, the first one from zero to three years old and the second cycle, from three to six years old. The target of this stage, in terms of foreign language acquisition, is the development of oral comprehension and listening skills.

Then, Primary education is compulsory and it lasts six years. The main aim of this period, in terms of foreign language acquisition, is the increasing progression in the development of the communicative competence with its five communication skills (Council of Europe, 2018), as well as the development of the intercultural dimension (Byram, Gribkova & Starkey, 2002).

### **1.2.2. Foreign language teaching in secondary education**

After elementary school, secondary education comes into play, whose main targets in terms of language acquisition and learning are to prepare learners to real life, to their careers. In this stage, language education provides learners the continuance of the first foreign language and the second foreign language.

According to the *Royal Decree 1105/2014* and the *Order EDU/362/2015*, 4th de May, by which the curriculum is established and its deployment, evaluation and development of education of Secondary Education in Castile and Leon is regulated, languages in secondary education establish a great part in the curriculum, given the importance of communication and the linguistic competence.

Within the framework of languages, two subjects are offered: a) First Foreign Language and b) Second Foreign Language. Below, a brief description of how each subject is organised is made.

#### *1.2.2.1. The First Foreign Language subject*

The First foreign language is described as an essential tool to communication and language learning, influencing in students intellect. It is claimed that the main competence of the foreign language curriculum is to promote linguistic communication, emphasising the practical role of first languages:



La competencia del currículo por excelencia en la materia Primera Lengua Extranjera es la comunicación lingüística. No se trata de conocer y saber algo sobre la lengua extranjera desde un punto de vista teórico, sino de practicarla, utilizándola para comunicar y comprender en situaciones reales, ya sean orales o escritas. (Order EDU/362/2015, p. 182)

The First foreign language helps students to develop the sense of initiative which is related to expression and oral and writing interaction. Students have to decide what they want to say, how to say it, the medium that they have to use and the channel in order to communicate successfully. Furthermore, the First Foreign Language contributes to the scientific and technological competences since the linguistic activity is carried out through technological media. These media are also included in the curriculum as natural tools by which students would produce, comprehend and process information. Hence, the digital competence is understood as a substantial part of the communicative competence.

Students have to present a defined capacity in five skills, oral and written comprehension, oral and written expression and interaction. Among these five skills, speaking is one of the most problematic skills to learners, thus, teachers have to make them feel comfortable using the language. In order to achieve it, teachers should avoid corrections letting learners express themselves fluently.

In terms of writing, teachers should propose familiar topics for essays so that the learners can control what they want to express. They also must comprehend languages' cultures and background.

The relevance of authentic materials and participation to get learners' attention is also highlighted in the *Order EDU/362/2015*, 4th May. Texts and oral comprehension have to allow learners acquire cultural and transversal contents expected in the curriculum. These real materials have to be well-understood without noises or interferences in the case of oral comprehension. With regard to reading and writing, authentic materials should not contain weird vocabulary or lacks of context data that interrupt the whole meaning of the text.

Hence, the curriculum is organised in four blocks, following the five skills provided by the CEFR related to oral and written comprehension and production. The contents, evaluation criteria and learning standards are organised in relation to the current skills and they are developed year by year.

- The first block portrays oral texts comprehension,
- the second one displays oral texts production: expression and interaction,
- the third block is suitable for written texts comprehension. Finally,
- the last block is fitting for written texts production: expression and interaction.

Each block contains contents, evaluation criteria and learning standards that define the curriculum of the First Foreign Language. The relations among these three elements depend on the special nature of the linguistic activity. Therefore, to each communicative task described in standards, the set of joint contents should be assigned to each activity block. In the same way, in order to assess the acquisition grade of each evaluation criteria of a determined language activity, learning standards should be applied. The established contents of competences are organised in “socioculturales y sociolingüísticos, funcionales, estratégicos, sintáctico-discursivos, léxicos, fonético-fonológicos y ortográficos.” (p. 335)

In accordance to the *Order EDU/362/2015*, 4th May, school hours devoted to the First Foreign Language subject vary depending on the year and the cycle. First foreign language in the first year holds four hours a week, while the second and the third year, first foreign language holds three hours. Finally, in the first year of the second cycle, that is the fourth year, first foreign language is taken three hours a week.

#### *1.2.2.2. The Second Foreign Language subject*

Apart from first foreign language, secondary students are allowed to learn a Second Foreign Language in order to avoid languages as an obstacle to diversity and mobility due to the multiculturalism and multilingual character of the current Europe. Hence, the present *Order EDU/362/2015* relates the languages learning to the importance of multilingualism, as follows:

... la educación de una o más lenguas extranjeras no debe tomarse como un hecho aislado sino como el desarrollo de un perfil plurilingüe e intercultural integrado por competencias diversas en distintas lenguas y a distintos niveles, que puede ser cambiante según las necesidades del individuo. (p. 335)

The Second Foreign Language in secondary education curriculum organises the contents, evaluation criteria and the learning standards so that students can develop their communication skills in a second foreign language. The competences of the curriculum are designed to manage that language efficiently in usual situations in the personal, public, education and occupational areas.

The curriculum, as in First Foreign Language, is structured in four blocks according to the different activities in languages, written and oral comprehension and production. Each block is divided into contents, evaluation criteria and learning standards related among them.

Therefore, in order to assess the acquisition level of the varied competences needed to carry out every action reflected in learning standards, all evaluation criteria should be applied, at the same time. In addition, the contents and the competency areas are derived from learning standards. The established contents of competences are organised in “socioculturales y sociolingüísticos, funcionales, estratégicos, sintáctico-discursivos, léxicos, fonético-fonológicos y ortográficos.” (p. 335)

The main aim of the Second Foreign Language curriculum is that learners can implement their knowledge in real life, in accordance with the *Order EDU/362/2015*: “El aprendizaje de las segundas lenguas debe aproximarse al proceso de adquisición de la lengua materna para producir unos resultados de carácter natural, y aplicables al uso lingüístico en el mundo real.” (p. 182). The Second Foreign Language should be approximated to the acquisition of the mother tongue in order to create natural results, being applied to the linguistic use in the real world.

So as to learners achieve communication efficiently, it is convenient the analysis and the reflection about the language, the theory and the practice on an oral and written text. The work in the classroom and the autonomous work have to take into account the sources that learners can produce and comprehend.

The pedagogic actions and learning tasks have to contribute to the specific aims established by assessable learning standards to each activity in each year. Nevertheless, the methodological principles to teaching and learning a second foreign language are the same as the first foreign language. The differences are in the initial level and the motivation of learners when they start to study these languages.

As opposed to First Foreign Language, school hours devoted to the Second Foreign Language do not depend on the cycle and on the year. Second Foreign Language learning is conformed to subjects of free autonomic setting and these subjects spend two hours a week, regardless of the academic year.

### *1.2.2.3. Other significant issues*

The secondary stage is divided into four years and two cycles. The second cycle has a propaedeutic character. After secondary education, students are allowed to access to upper secondary or vocational training cycles. At the end of each academic year, students receive a report including the level of aims and competence acquisition, in consideration of the *Royal Decree 310/2016*, 29th July, through which final evaluations in Secondary and Upper Secondary Education are ruled.

Within Secondary education, it is also significant the adaptation programmes, for instance, PMAR (Programmes on learning and teaching improvement). This adaptation programme takes place from the second year of Secondary education until the third year of this stage. PMAR teachers employ a specific methodology through contents organisation, practical activities and different subjects so that learners can study ordinarily the last secondary education year. Hence, this programme is made up of students who present learning difficulties distanced from lack of efforts.

## **Chapter 2. Motivation to language learning and rules for PMAR**

### **2.1. Motivation in the foreign language classroom**

As it has been contextualised in the introduction, not all secondary students have the same capacities. Therefore, they do not have the same motivation towards foreign languages, as Madrid (2006) claims giving influential solutions to catch learner's attention. Nevertheless, teachers must follow a set of criteria to raise the motivation of those students who do not consider languages as an important part of their studies.

To begin with, teachers have a double purpose, firstly, to provide their students the essential knowledge to develop the competences in the language taught and afford them the necessary cognitive tools to raise their motivation, taking into account their interests.

Furthermore, the use of current and real materials to exemplify and explain lessons also assists teachers to keep learners attention and motivation. Authentic materials, being the teacher's supporting point, let learners make questions, analyse and acquire a critical understanding. According to Guillén Díaz, Alario Trigueros & Castro Prieto (1994):

Se favorece la motivación en el aprendizaje, se desarrollan la confianza en las relaciones profesor-alumno y la responsabilidad por el hecho mismo de poder decidir; se facilita el conocimiento y/o identificación de sus propias estrategias de aprendizaje; se estimula a interacciones comunicativas en la lengua objeto de estudio (p. 96).

Moreover, by using authentic materials, students appreciate the language as is used by a native speaker. Students develop their autonomy, being able to assess them and decide the extent to which authentic materials' influence on their own learning.

Taking action of authentic materials, they contribute to instruct foreign cultures in language lessons. Cultural content attract learners' interest for languages since they can comprehend a culture through understanding its language, in other words, language approximates students to different cultures. Hence, enriching students' culture can enhance their motivation. Besides, evaluating learners basing grades on rubrics and criteria also increases learners' motivation since they know how to improve in languages and they reflect their efforts in marks. Thus, learners liaise with teachers, being able to respond to the matter requirements.

Conversely, in the case that learners could not comply with the curricula and with syllabi, it is motivating for students that teachers adjust their criteria and their methodology in that educative level. By doing so, learners feel that teachers support them and try to help in their academic life and see them as ‘allies’. This adaptation is necessary since language curricula have to respond to students’ body situation, bearing in mind their capacities. The framing of flexible educative situations that let the greater number of students accede to the basic contents also augments their motivation, according to Madrid (2006) verifications on languages motivation.

Apart from raising motivation, teachers must keep students motivated and interested in knowing foreign languages and in broaden their knowledge. For this purpose, teachers range their methodologies so that students can grasp applicable contents in different ways.

Moreover, communicative and actional approaches should be carried out in instructing languages to allow them know how to operate in lessons and exams. The communicative approach, coined by Hymes (1972) and linked to the intercultural competence, permits communication between people from different cultures, hence, interaction among individuals is supplied. The actional approach, proposed by the CEFR (Council of Europe, 2001), has been highly remarked by Puren (2008) is centred in action since learners study a language as social agents. On the part of teachers, rubrics aid them to know their classroom responds to the demands or otherwise, they have to modify the criteria.

## **2.2. Studies on PMAR success**

Education is a basic tool to achieve professional goals. Nevertheless, there exist several students that suffer the consequences of lack of motivation, lack of support or learning difficulties. For the purpose of helping this kind of learners to finish the compulsory education, the Spanish education system has designed resilience programmes. PMAR (Programmes to the improvement of learning and efficiency) is the current adaptation programme to help learners to finish Secondary Education by the standard way.

PMAR, being a successor of Curricular Diversification programme, is carried out under the adoption of the LOMCE (Head of State, 2013). These programmes, as it has been explained in the previous section are delimited among programmes of attention to diversity in

order to avoid dropout and desertion of studies (concept explained by Fernández-Enguita, Mena Martínez & Riviére Gómez, 2010).

Furthermore, the concept of premature school dropout is linked to the learning adjustment programmes, being a solution to avoid the increase of the dropout rate. In order to face the desertion of studies, the Spanish education legislation has designed different attention to diversity programmes during Secondary Education stage. PMAR is a proposal included in LOE but it was not implemented until the endorsement of the LOMCE in 2013.

Several studies have been recently conducted amongst PMAR and its usefulness. In order to be able to analyse any conclusion, it is necessary to take into account the point of view of the individuals that take part in PMAR, teachers, coordinators and learners but also learners' parents.

Corujo, Méndez & Rodríguez (2018) carried out a survey in some high schools in Seville between the second semester of 2015-2016 and 2016-2017. The survey is composed of studies through a documental analysis, identifying common and different aspects among these high schools. The study is based on knowing how participants of PMAR value the programme and giving an answer to the planned objectives. The authors propose a question about whether PMAR learners really present learning difficulties or they do not struggle to learn. It cannot be decided only by solving this survey but several conclusions can be obtained.

In particular, teachers' questionnaire should answer questions related to characteristics of PMAR, learners' profile and improvement, family's reaction after the proposal of the inclusion of their children, methodology, evaluation and expectations. Finally, all questionnaires include an open-ended question about advantages and disadvantages of PMAR, but also suggestions to improve. The results of the survey were linked to the objectives.

Firstly, taking into account the legislation on PMAR, the authors concluded that most educative centres do not apply the law since some of them select learners who have failed subjects due to a lack of effort. Secondly, there exist several discrepancies on parents' acceptance. Counsellors appreciate that parents prefer other programmes of diversity attention. Nevertheless, learners think that their families agree with PMAR participation. Thirdly, it is necessary to accept that the objectives and the contents established in the

curriculum are the same as Secondary Education curriculum. However, the methodology used by teacher is different, since it is more personalised, tasks are adapted and the rhythm of learning, practices and activities should be more motivated and dynamic so as to get a positive outcome. In accordance with the evaluation criteria, most centres claim that these criteria are modified in terms of percentages and media.

PMAR is considered a successful programme since learners feel comfortable with the proposal of participating in that programme and they claim that the fact that some subjects are teaching in ordinary groups, make them feel integrated. Almost all students feel pleased about the class setting, their outcome and expectations. They even are satisfied with the opportunity brought by the centre. Teachers consider that learners who have studied this kind of programmes will present fewer possibilities to develop other studies and they propose an intermediate level of Vocational Training to take a step to the labour market.

It is also important to take into account the article of Fernández & Gual (2017), whose main aim is to identify the eventual factors of PMAR success. As the previous document, Fernández & Gual (2017), follow five objectives to build their conclusions. The first objective is linked to analysing the pedagogical component and the background of the programme. The second objective is to study the teachers' role and the school context. Thirdly, they study the profile of learners who join PMAR and finally, the fourth aim is to study the relation of the programme to its professional career. The participants of the survey include tutors, learners and mothers from three different schools from Palma de Mallorca.

In conclusion, in accordance to the first objective, the pedagogic component of the programme has been accepted by most of the interviewers. Teachers claim that PMAR students got low marks in previous years and they improve after studying the two years in PMAR. However, the three interviewed groups are worried about the last year on Secondary education. They doubt if PMAR is enough to get the Secondary Education title. Secondly, the lack of resources supposes a common argument to teachers and educators in PMAR. In reference to the role of teachers, learners consider a good teacher when s/he supports them, s/he is comprehensive with them. A good setting is appreciated in classrooms by students. Thirdly, educators highlight the learners' complex familiar and personal situations and a lack of familiarity with studying. In order to select the learners, teachers assure that learners' effort is considered. Finally, families appreciate a great improvement in their children behaviour towards their work expectations. Nevertheless, PMAR learners pursue low-qualification jobs.



Families do not expect upper-qualification jobs neither higher studies. Hence, familiar expectations, support and motivation take a great importance to PMAR learners and their achievements.

After analysing these two surveys, it can be concluded that PMAR success depends on the educative centres and their criteria, their teachers and the Orientation Department since they have to set PMAR criteria and they decide which students participate in the programme. PMAR success also depends on teachers that impart subjects and the support of families. Hence, the methodology and relevant concerns on PMAR has to be specified to try to guide educational institutions.

### **2.3. PMAR in depth: methodology, concerns and regulation**

PMAR in Castile and Leon draws on the II Plan to the Diversity Attention (2017)<sup>1</sup> since it establishes the approaches of the inclusive education, as follows:

Este II Plan [. . .] debe entenderse como una referencia en materia de atención a la diversidad en Castilla y León y pretende establecer las líneas estratégicas de actuación en nuestra Comunidad Autónoma desde una visión inclusiva de la educación. (p. 4)

The main goal of this official document is to claim the necessary measures to get an equitable and qualitative education to every individual. The II Plan is divided into three parts. Firstly, the strategic approach and the perspective of the Education Concierge, i.e. the inclusion paradigm are defined. Secondly, the measures by which the education system is pretended to be reinforced are established and finally, innovative activities to be employed in the different academic years are proposed.

To go into detail about PMAR education, its methodology, main concerns and regulation should be detailed. Moreover, it is appropriate to highlight the criteria to choose the students that join these adaptation programmes and how they achieve the suitable level to finish Secondary education by the ordinary way. The subjects and the curricula that PMAR follows should be emphasized and with that, the aims of the stage in which adaptation programme are implemented.

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<sup>1</sup>ACUERDO 29/2017, de 15 de junio, de la Junta de Castilla y León, por el que se aprueba el II Plan de Atención a la Diversidad en la Educación de Castilla y León 2017-2022.

### 2.3.1. PMAR in the official provisions

With the intention of dealing with PMAR and its concerns, it is precise to delve again into the *Order EDU/362/2015* by which the curriculum, the evaluation and the development of Secondary Education in Castile and Leon is established. Through this Order, Castile and Leon establishes the basic factors that influence Secondary Education and explains the relevance that Secondary Education has in learners as follows:

La educación secundaria obligatoria, [. . .] constituye un periodo vital para la formación y maduración personal y, [...] en su caso, incorporarse a estudios posteriores y al mundo laboral. En ella se pretende que los alumnos desarrollen y consoliden hábitos de estudio y trabajo, [...] que dominen las destrezas fundamentales [...] y que conozcan los elementos esenciales de las diversas materias. (p. 3)

The *Order EDU/362/2015* also highlights the relevance of teachers and parents to get an appropriate education progress.

By the present *Order EDU/362/2015*, the measures for attention to diversity are defined. Hence, learners with special needs of educational support can receive special actions, which should be applied progressively, unless they can receive personalised measures. These specialised actions modify curricular and organised elements to favour the personal and learning development of learners. The specialised measures for attention to diversity involve the curriculum modification in favour of learners' needs; they also adjust the educational intervention taught by expert teachers and the extraordinary modalities.

In accordance to the fourth section of the *Order EDU/362/2015*, the 27<sup>th</sup> article establishes the measures to education reinforcement, specifying the kind of learners who join these measures and how education centres should organise them. Moreover, the different coordination departments should put their attention in these learners with special needs and how they should do it.

Taking into account the 28<sup>th</sup> article, it is claimed that education centres' directors have to display instrumental reinforcement subjects instead of Second Foreign Language to learners who present basic shortages in instrumental subjects. This general proposal is carried out by the orientation department of the centre. According to PMAR, it is stated that the development of the learning process along the programme is considered to integrate reinforcement subjects in the last year in Secondary education. Maths and Spanish Language and Literature are the most common subjects to be included as reinforcement subjects but

their incorporation is decided by these subjects' teachers, the teaching staff and the orientation department. Nevertheless, students who have taken an instrumental reinforcement subject in the first year will be able to study a Second Foreign Language in the second year, being accepted by the teacher staff, tutors and the orientation department and after overcoming the previous learning difficulties.

The 31<sup>st</sup> article is specially centred in PMAR, which are ruled in turn by the 19<sup>th</sup> article of the Royal Decree 1105/2014, 26<sup>th</sup> December. This article settles the subjects included in the programme and the adaptations of instrumental subjects. Concluding this article, the education counselling organises these adaptation programmes, their implementation, the learners' admission and finally their commissioning in high schools.

To conclude the reflection on programmes to the learning and efficiency improvement, it is precise to take into account the usefulness of PMAR evaluation, emphasised in the chapter IV and especially in the article 32<sup>nd</sup> intended to learning evaluation:

El equipo docente tendrá en especial consideración aquellos estándares que se consideren básicos en cada curso y en cada una de las materias para la toma de decisiones sobre la promoción, en especial la excepcional, así como para la incorporación al grupo ordinario de cuarto curso del alumnado que haya cursado un programa de mejora del aprendizaje y del rendimiento. (p. 25)

Hence, basic standards have to be considered to decide whether a learner should be added to the ordinary group of the last year of Secondary Education after taking PMAR. Furthermore, teachers decide the marks and the promotion of learners after analysing the student's progress, basing their decision on basic standards and the initial evaluation.

Being based on the Order EDU/362/2015, the *Order EDU/590/2016* is focused on PMAR developments in education centres implemented in Secondary Education in Castile and Leon. Through the *Order EDU/590/2016* PMAR commissioning and the procedure by which PMAR students are selected is moderated. By the Organic Law 2/2006 of 3<sup>rd</sup> May determines in the 27<sup>th</sup> article that the government defines the basic conditions to establish PMAR requirements.

In contrast to the Order EDU/362/2015, the *Order EDU/590/2016* deepens PMAR rules and explains all procedures to admit students, all criteria to carry out diversity programmes and the basic outcomes of each subject. Specially, as the main goal of this study is to demonstrate the importance of languages in education, languages in PMAR are going to be highlighted.

In terms of foreign languages curriculum, foreign languages are introduced in PMAR as an area to be taught. Teachers who impart foreign languages belong to the languages department that also teaches first foreign languages. First Foreign Language mark will be obtained by the learner in the foreign languages area, as it is described in the 14<sup>th</sup> article. For the purpose of promotion, in order to calculate subjects, the foreign languages areas will compute as a subject. Hence, the *Order EDU/590/2016* establishes a section aimed to develop the foreign language arena.

Foreign languages field keeps a great relevance in PMAR since learners study the language to the point that they can continue the languages training by the ordinary path in the last year of secondary education:

El ámbito de lenguas extranjeras del Programa de mejora del aprendizaje y del rendimiento tiene por objetivo lograr que el alumnado adquiera en grado suficiente los estándares de aprendizaje evaluables correspondientes al currículo de tercer curso de la materia troncal Primera lengua extranjera y pueda incorporarse a cuarto curso en igualdad de condiciones que el resto del alumnado. (p. 80)

In order to achieve this aim, it is necessary to analyse the problems that learners present in relation to languages and to modify the methodology taking into account the results. As the already aforesaid *Order EDU/362/2015* establishes, language subjects should be oriented towards the action and they should be based on practice, dynamic and participative activities, as it is specified in the CEFR (Council of Europe, 2018). The foreign language must be used as a working language, giving relevance to oral competences, imitating as much as possible the mother tongue natural learning.

The *Order EDU/590/2016* claims that teachers should avoid corrections, letting students communicate although they commit several mistakes. By this way, students are confident and comfortable expressing themselves. Teachers must increase learners' self-esteem and respect, they have to convince learners that they continue learning by listening to their partners and teachers and by taking into account the materials they provide.

The importance of authentic materials is also presented in the *Order EDU/590/2016*. In this case, authentic materials are considered to introduce new contents. Learners analyse real resources by exploiting them individually or helped by teachers. Thus, cooperative work and contents mutualisation is enhanced through the development of tasks that require the use of technologies. Technologies permit learners to complete the class working with individual

work since by using education applications they carry out self-evaluation and develop their autonomy. By this way, the digital competence and the learning to learn competence are improved. Teachers must advise their students how to make a responsible use of technologies, being aware of dangers and advantages.

The linguistic competence is reinforced through written and audiovisual sources to make reference to contents and topics addressed in the rest areas of PMAR. While students are studying languages, they can strengthen the contents of the rest of subjects. With regard to oral expression competence, dramatisation techniques, simulation of real situations strategies and role plays should be considered. Hence, these techniques are useful to stimulate oral production; they also help to develop imagination and spontaneity, to avoid stage fright and brace the self-esteem. The importance of authentic materials and their advantages are also embraced in the sections assigned to explain first foreign languages and second foreign languages in ordinary years of Secondary Education in the Order EDU/362/2015.

Belonging to PMAR does not mean that learners cannot join in activities and programmes that require the use of foreign languages such as trips abroad or interchanges with foreign schools. By participating in these activities, learners suitably develop the intercultural communicative competence proposed by Byram (1989) and they feel involved in the high school events, feeling part of a group and increasing their motivation.

PMAR evaluation follows the roles of the CEFR in consequence of the five communication skills, emphasising the degree reached in relation to each learning standard, keeping the weight off grammar. Nevertheless, considering grammar contents, the Order EDU/362/2015 gives them a great importance to communicate properly and to comprehend the message.

The curriculum in Foreign Languages area is organised in four blocks, as they are described in the CEFR: oral and written comprehension and production. Each block present contents, evaluation criteria and learning standards.

The *Order EDU/590/2016* also specifies the weekly hours of Foreign Languages in PMAR. Both years, PMAR learners take languages lessons three hours per week. In contrast, the Order EDU/362/2015 establishes the schedule of each Secondary Education year in terms of languages, as it is also analysed in the present paper.

As it has been proved, the Order EDU/590/2016 is logically based on the Order EDU/362/2015 since it takes the curriculum organisation and some criteria. Nevertheless, *Order EDU/590/2016* specifies several criteria in favour of PMAR and its curriculum. Therefore, PMAR is well defined so that high schools can present their PMAR groups, being substantiated in a law.

### **2.3.2. Concerns about PMAR in a school**

As early school leaving is a problematic fact in Spain and the dropout rate was constantly increasing, educative authorities have proposed the already mentioned PMAR. According to LOMCE, learners included in PMAR have to be considered as risk of exclusion students. They are defined by presenting cognitive difficulties in the academic capacity and with problems to socialise with their environment. In some instances, their familiar and social environment devalue scholar education but in other situations, learners are not competent to acquire the basic contents and they have hardly passed the previous years but struggling to achieve it. Furthermore, students who are able to achieve the final object but they are separated from studies due to problems alien to the educative system.

The adaptation programme is devised by the Orientation Department of the high school, cooperating with the rest of the didactic departments coordinated by the administrative head. Once the programme is accepted by the rest of teachers, PMAR has to be a part of the High School Education Project. When the plan is in vigour, the process so as to incorporate students begins after a second evaluation, when the educational team issues a report detailing the reasons why a student should join PMAR the next academic year.

Hereafter, the orientation department elaborates a pedagogical and psychological assessment in each case, concluding an evaluation about the advantages to assign a learner to PMAR. If the learner is considered to join PMAR, the form teacher and the school counsellor bring together with the family to let them know the criteria of the programme and the possibilities of learners to join PMAR. The family has to agree the participation of the student.

PMAR is developed from the second year of Secondary education and it lasts two years. Exceptionally, learners who have not achieved the basic level to promote to the fourth year, they can repeat the third year by joining a PMAR. Moreover, learners that join

PMAR fulfil these two criteria. Firstly, they have repeated a year in any stage and secondly after having taken the first year of secondary education, they cannot promote to the second year. It also happens when they do the second year but they cannot promote to the third year.

In these cases, teachers employ a specific methodology based on organising contents, practical activities and different subjects from the general procedure. The evaluation is made academically and psychologically based on the *key competences* (European Commission, 2019) and the *stage objectives* of Secondary Education just as evaluation criteria and assessable learning standards. It is important to emphasise the power of the tutorial action in adaptation programmes.

There exist two modalities to carry out PMAR education, firstly, learners study the ordinary subjects following and adapted methodological orientation and secondly, different subjects established with a general role gathered in three ranges which are:

- linguistic and social range,
- scientific and mathematical range and
- foreign languages range.

The rest of subjects are taught in the reference group integrated by all students of the year. These subjects are Music, Arts, Physical Education, Tutorial and Religion or Values. Finally, in order to access to the following year, the student cannot fail two or three stages, unless the teacher considers that these stages do not impede the development of the next year.





**PART II**

**METHODOLOGICAL APPROACH**



### **Chapter 3. Contextualizing the syllabus proposal**

PMAR, as it has been analysed in the theoretical background constitutes reinforcement for students with special needs and it is framed in programmes intended for all-encompassing attention to diversity. After analysing the curriculum in PMAR and the proper methodology, the chapter three develops the school situation in terms of the school environment and the centre projects and details PMAR guidelines on foreign language teaching. Moreover, the present chapter deals with the schooling background of the 3rd year of Secondary Education as well as their learning styles and communication skills.

#### **3.1. The school situation and PMAR specificities**

The high school in which this syllabus is going to be based on is the I.E.S. Emilio Ferrari (Valladolid). Hence, in order to contextualise the syllabus proposal, firstly, the school environment and the Centre Project principles are described. Secondly, an explicit mention of the school PMAR guidelines on foreign language teaching is considered appropriate, taking into account the different syllabi, priorities, objectives, methodology and assessment issues set for this programme.

##### **3.1.1. The school environment and Centre Project principles**

The high school I.E.S. Emilio Ferrari is a bilingual centre located in a western neighbourhood of the city of Valladolid. The high school main concerns are based on freedom of speech respecting the human rights and on tolerance. Being an inclusive educational centre, families and students are heterogeneous in terms of economy and age. Taking into account this situation, the educational centre is the result of the current society, composed of a great variety of people, who must know and respect each other. This heterogeneity supposes a positive aspect that characterises this high school.

Respect and tolerance of the different cultures suppose basic criteria to teach in every subject. Hence, teachers are considered knowledge facilitators but also educators and guiders, whose main function is to educate learners in tolerance and respect of others' ideologies, traditions and personality. This criteria influences teaching quality, particularly in languages since they are linked to their culture, as it has been claimed in the theoretical background. In order to be able to acquire a language properly, students must know its cultural background and its idiosyncrasy.

By giving learners freedom to act and to think, they acquire a certain autonomy degree. Teachers also must increase their learners' autonomy to decide their interests and learning styles to accomplish the subject's targets. A very constrained and pattern-based activity does not contribute to foster learners' autonomy; however, wider activities inviting creativity, research and cooperation do so.

The centre has initiated several projects in support of the environment such as recycling by creating areas in the high school with recycling bins. PMAR students should collect all plastics and rubbish that they find in the playground and heaped in the hall, trying to raise awareness of people's attitude towards the environment. Moreover, PMAR students are required to design posters, applying the English language, about environment concerns and rules to take care of nature. Hence, the foreign language learning is reinforced and students are fully engaged in these activities, connecting the use of English as a foreign language with a current issue, global warming and environmental problems.

On balance, tolerance, respect and freedom are the three main values that portray the high school. These values constitute the basis of the centre and help to create a pleasant environment among the school stakeholders.

### **3.1.2. PMAR guidelines on foreign language teaching**

I.E.S. Emilio Ferrari, presenting a group of PMAR students from Years 2 and 3 of Secondary education, establishes their criteria in the syllabus. PMAR syllabus is divided into fourteen points, including:

*Introduction*

*Content sequence and timing*

*Evaluation criteria*

*Assessable learning standards*

*Basic learning standards*

*Methodology*

*Key competences*

*Cross-cutting elements*

*Reading habits measures*

*Strategies and tools to the learners' assessment*

*Measures for attention to diversity*

*Materials to the curricular development*

*Extracurricular and supplementary activities*

*Other resources and programmes*

In terms of foreign languages, second year of PMAR is oriented towards a practical approach, and practical contents that have been adapted to the learners' level are designed. Through the three weekly hours, learners have the opportunity to acquire comprehension and expression skills. As learners present different levels due to the different knowledge acquisition in previous years, the measures for attention to diversity have increasingly become important to propose different motivating activities to acquire basic contents.

The timing in PMAR syllabus, being able to be adapted to the group of students, can be applied simultaneously both in students with languages learning difficulties and in learners with advanced knowledge. Moreover, timing is adjustable depending on learners and teachers intentions and the year evolution.

### **3.2. Groups of Year 3: prior knowledge and relevant details**

Ordinary groups of Year 3 of Secondary Education are composed of 25 students, depending on the group. The level of students depends on the group and on the subjects they are involved in. The learning pace of Year 3 presents the characteristics of ordinary years, being crucial the acquisition of the basic contents, as well as overtaking the criteria proposed by teachers. Students of these groups are usually greatly motivated, being interested in yielding good results in the different subjects to be able to promote to the next school year adequately.

In terms of languages, students are allowed to study three languages: German, French and English. Moreover, they have the possibility to study English or German as a First Foreign language and French as a Second language or as an optional subject. As foreign languages groups are limited, they just have around ten learners and the relationship among them is supportive, in that students help themselves to achieve the common targets.

Communication is essential in these groups since language lessons are based on developing their communication skills through different activities. For instance, a poster presentation about foreign countries cultures in front of the class, but also to other groups to get them know the culture of Anglophone countries. Hence, cultural knowledge is also influential to students' languages learning. It can be concluded that groups of English as a foreign language are connected among them. They usually carry out common activities and join in the activities of the other group, following the example of the design of posters and their presentation as tourism fair. Each pair of learners offers their country as a flawless destiny and finally, the rest of students should vote for the best poster and presentation.

### **3.2.1. Schooling background, readiness level and motivation**

According to the attitude of PMAR students towards languages, it is necessary to highlight that it depends on the student attitude towards education. Hence, learners without any motivation to study neither present motivation to study languages. They appreciate languages as useless subjects that inhibit them from achieve their object, to stop studying. They complain when they must do exercises in class and most of them rarely brought homework the next day to be corrected by the teacher. Furthermore, they lose their interest in education after holidays and bank holidays since they disconnect from the high school. When the teachers request them for extra material such as photographs or letters, most of them complained and forgot it.

Nevertheless, some of them feel identified with languages when they understand clauses portrayed in video games or foreign publicity. Hence, they are interested in foreign languages when they can apply them in their daily life. PMAR students refuse grammar contents since they have to make a great effort to study them and they feel uncomfortable applying them in writing. However, speaking and vocabulary seem to motivate them because they consider these skills more useful to express themselves or understanding whatever they listen. As they have weakness in terms of comprehension in Spanish, they reject reading and understanding texts in English and even answer questions related to them.

Most of PMAR students are not supported by their families due to a lack of knowledge or media. Moreover, few students live far from the high school and they have to support their family economically in case of necessity. Nevertheless, there are students who are constantly struggling to get good marks to be able to study the last year of Secondary education appropriately and to continue studying.

### **3.2.2. Learning styles and communication skills**

PMAR learning constitutes a reflection point in the design of a syllabus since it has to be taken into account to propose contents, criteria and methodologies.

In terms of learning styles, it is precise to highlight the lack of attention during a long period of time, therefore, theoretical explanations should not last more than ten minutes if the teacher wants to catch their attention in the whole lesson. Furthermore, texts cause learners to

be absent-minded by its length or remoteness from their interests. Then, theory ought to be explained through short clear schemes that emphasise the key points of the content so that learners can focus on the most basic part of the lesson.

Nevertheless, when a linguistic or grammatical explanation is appealed, the learning style of these learners is mainly distinguished by needing the comparison between two tenses with similar meaning or use. For instance, the explanation of the past simple tense theory should be followed by a comparison with the present tense since they can be confused and thus they clarify both notions.

Unquestionably, PMAR students withhold contents' theory when they appreciate it in real materials or in real life aspects. This is the reason why PMAR syllabus must be based on the most useful contents. Furthermore, PMAR students retain the theory that has been practice constantly and that has been repeated by the teacher again and again. They usually have visual memory; they remember the theory when they see a picture or a weird sign in the same page as well as when they read an alternative example or when they have suggested the examples in relation to that theory.

Taking communication skills into consideration, as well as the level of language command, it is relevant to notice that the *speaking* skills (interaction included) are is one of the less developed skills since the students usually focus their attention in understanding the teacher. What is more, they do not feel comfortable speaking in English because they do not have vocabulary enough, confidence and strength to express their ideas. However, students feel confident when they speak about themselves. Then they control the vocabulary and the grammatical rules. They also feel entrusted when the teacher gives them relevant key aspects to develop a good speech.

The *listening* skill is not well-practiced since learners are not competent to follow a theoretical lesson in English, they feel lost and frustrated at the time they do not understand a clause or even a part of the clause. Even though they can understand the general meaning of the speech, when they listen to the teacher illustrating a unit in English, students disconnect and do not pay any attention since they have assimilated that they cannot comprehend anything at all. The teacher just expresses him/herself in the foreign language during the correction of activities or exemplifying the theory. Hence, the input received by students is adapted to the needs and limits of students, being a mixture of Spanish and English.

The *reading* skill depends on the importance that they give to the text and the complexity of reading comprehension activities. Skimming activities result attractive for PMAR students since they are allowed to guess the meaning of the text or the author's intention. What is more, students feel free to give their point of view since they do not have to get information right, being open questions about the meaning of the pictures of the text or about the sense of the title. Despite this, scanning activities make students be anxious in the case they do not comprehend the question sense or whether they cannot find the answer in the text, being unable to illustrate their answers.

The *writing* skill is well-developed when the teacher gives students the rules that they have to follow; otherwise they feel lost and stop writing. The approach that favours their learning is based on following a pattern given by the teacher, being based on rules, key topics, clause constructions and limits. That is to say, students are accustomed to develop their writing skill from the well-known writing as a product, rather than the useful writing as a process.

Overall, communication is favoured by the teacher in every lesson but it is hardly achieved by learners since they cannot keep listening to other students. Hence, communication among students and with the teacher is only promoted through homework correction and in-class tasks.



## Chapter 4. A quarterly syllabus proposal for PMAR

This final chapter develops a quarterly syllabus proposal for PMAR Year 3 with the aim of guiding the teaching and the learning of English as a foreign language. Hence, it can be taken into account to plan a semester in that year, ensuring that students get the basic contents to promote. Firstly, the syllabus conception and design are presented, secondly, the curricular elements are described and modified and finally, the pedagogical components are developed.

### 4.1. Syllabus conception and design

The syllabus proposal specifies the period when the syllabus will be implemented, the key competences and the objectives. In terms of curricular elements, contents, evaluation criteria and assessable learning standards are developed. Finally, taking into account pedagogical elements, the communication skills, teaching and learning strategies, classroom management and attention to diversity adaptations will be presented.

The syllabus proposed is focused on the practical role of PMAR foreign language teaching and learning. In spite of that, general competences that include declarative knowledge, skills, existential competences and the ability to learn, and language communicative competences, including the linguistic, sociolinguistic and pragmatic competences are developed (Council of Europe, 2001). The syllabus proposal takes the attention to diversity into consideration to establish the evaluation criteria and the assessable learning standards. In order to outline the present syllabus, the limits and the need of students have been appreciated and analysed to avoid their frustration and school dropout.

The current proposal is defined as *flexible* since it is adapted to the needs of students, taking into account their limits and goals.

The proposal is also *dynamic* since is mostly based on practical activities so that students can feel active, appreciating their learning improvement.

Moreover, it is an *integral* proposal since it comprises all contents to reach a useful learning, being based on the main principles of PMAR and adapting the methodology to contents and criteria.

Even so, the proposal is *open* to be modified if methodologies or contents are not appropriate or beneficial for a successful learning.

With the intention of planning the present proposal for PMAR year 3, several criteria have been considered. Hence, the proposition is based on:

- The *feasibility* criterion, the possibility to be applied to different learning contexts and filling the obvious gaps of current education related to the lack of coherence of teaching.

- The *flexibility* that characterises the project and facilitates the adaptation of contents to learners even the modification of useless matter.

- The *pedagogic adaptation* in order to drive the attention of PMAR students, since they rely on unique academic background and interests. The proposal counts on a great variety of activities, focusing on relevant contents and implementing assorted methodologies to prove which ones are the most successful to reach the main academic targets.

- The *authenticity* as the main cornerstone to keep the students' motivation, letting them comprehend the relevance and usefulness of learning foreign languages. This is the reason why authentic materials and real contexts are presented in tasks and projects.

This quarterly PMAR proposal is substantiated by the use of the foreign language during teacher's explanations and the influence of the *affective filter* (Krashen & Terrell, 1983) in teaching, helping learners to keep motivated since they feel supported by the teacher. Lessons' methodology is based on *task-based language teaching* (Willis, 1996) to maintain students participating and practising and the communicative approach (Hymes, 1972) is adopted to favour the use of the foreign language among students and between learners and the teacher.

The importance of cultural contents in relation to the foreign language is thus reflected in lessons, being used to practice the foreign language and establishing contact between the learners in the class. Consequently, through the enforcement of this proposal, the *multilingual competence* (European Commission, 2019) is flourished by students.

The following syllabus proposal permits students to introduce themselves and speak about them, describing their hobbies, their favourite places and their experiences and future plans, taking into account their future career, knowing the great variety of jobs. They finally

learn how to organise a text, introducing basic connectors and daily vocabulary. Students are interested in all these topics due to the influence of them on their daily life and they can express themselves about personal facts. After each unit, working in pairs, learners complete a project related to the main topic of the unit that will be evaluated as writing and speaking skills, since they have to present each work orally in front of the class. Students are demanded to use past and present tenses in sentences, using them consciously and unconsciously.

Hence, first year learners can appreciate the capacity to learn a language and second year learners value their improvements. It can be made through the projects presentation between groups. Moreover, group work fosters communication among learners since they have to compare ideas and to present their projects in front of the class. Learners should be able to speak about daily topics and communicate themselves at the end of the second year of PMAR.

The organization of the syllabus in the successive charts, as a visual planning, is briefly explained as follows:

- The first chart presents the lesson planning in general curricular terms.
- The second table presents the curricular aspects of the month of September.
- The third chart details the curricular elements of the month of November.
- The fourth chart exposes the curricular terms of December.
- Finally, the rest charts develop the weekly curricular and pedagogical elements of each month.

#### **4.2. Curricular elements**

In the context of curricular elements, the contents, the evaluation criteria and the assessable learning standards follow the Order EDU/590/2016, although the importance of each skill is graded as follows. The 50% of the final mark corresponds to the average of the two semester written exam, 20% the average of the two oral presentations of each project, 20% written projects and 10% representing the motivation and interest for the lessons and the language. The sequence and the timing of contents influences to a great extent in the organisation of the syllabus. In the case of this quarterly syllabus, during the first semester, the introductory unit and the three first units are taught.

The methodology carried out in the syllabus is also a significant point to organise PMAR foreign languages contents. The key competences to be developed in lessons are focused on multilingualism, communication, technologies and socioculturalism. The quarterly syllabus proposal approaches the transversal elements since cultural, social technological are clearly studied. The curricular elements of the current syllabus consider measures to promote reading habits, strategies and tools to improve the students' learning and materials to favour foreign languages learning and the development of programmes for attention to diversity. Authentic materials are depicted as the main resource to help learners to know the real relevance of studying languages.

The communicative competence, being the essential skill in learning a foreign language, is promoted through the communication between the learners of the two PMAR years.

General planning of the Syllabus proposal		Period: First term
<b>Key competences:</b> Multilingual Literacy Personal, social and learn to learn Citizenship Cultural awareness and expression	<b>Foreign language teaching cornerstones:</b> Authentic materials Work in groups Clear explanations in foreign language Knowing the students' background Cultural teaching	
Curricular elements		
Contents	Evaluation criteria	Assessable Learning Standards
<b>Bloque 1. Comprensión de textos orales</b> <ul style="list-style-type: none"> <li>Distinción de tipos de comprensión [...].</li> <li><i>Aspectos socioculturales y sociolingüísticos:</i> convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.</li> <li>Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades. Narración de</li> </ul>	<b>Bloque 1. Comprensión de textos orales</b> <ul style="list-style-type: none"> <li>Identificar la información esencial, [...] que versen sobre asuntos cotidianos en situaciones habituales o sobre temas generales o del propio campo de interés en los ámbitos personal, público, educativo y ocupacional.</li> <li>Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de</li> </ul>	<b>Bloque 1. Comprensión de textos orales</b> <ul style="list-style-type: none"> <li>Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera clara y a una velocidad media.</li> <li>Capta la información esencial e información no tan relevante de lo que se le dice en transacciones y gestiones cotidianas y</li> </ul>

<p>acontecimientos pasados puntuales y habituales.</p> <ul style="list-style-type: none"> <li>• Descripción de estados y situaciones presentes.</li> <li>• <i>Estructuras sintáctico-discursivas.</i> Léxico oral de uso común relativo a trabajo y ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración; lengua y comunicación; medio ambiente, clima y entorno natural.</li> </ul>	<p>uso frecuente en la comunicación oral, así como sus significados asociados.</p> <ul style="list-style-type: none"> <li>• Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones [ . . . ]</li> </ul>	<p>estructuradas.</p> <ul style="list-style-type: none"> <li>• Comprende, [ . . . ] descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés.</li> <li>• Comprende, en una conversación formal o entrevista en la que participa, lo que se le pregunta sobre asuntos personales, educativos, ocupacionales o de su interés.</li> <li>• Identifica la información esencial de programas de televisión sobre asuntos cotidianos [ . . . ].</li> </ul>
<p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p>	<p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p>	<p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p>
<ul style="list-style-type: none"> <li>• Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>• Expresar el mensaje con claridad y coherencia.</li> <li>• Pedir ayuda.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración, descripción de estados y situaciones presentes.</li> <li>• Léxico oral de uso común relativo a trabajo, ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración; lengua y comunicación; medio ambiente, clima y entorno natural; y Tecnologías de la Información y la Comunicación.</li> </ul>	<ul style="list-style-type: none"> <li>• Producir textos breves y comprensibles [ . . ] sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo u ocupacional, acciones y planes.</li> <li>• Incorporar a la producción del texto oral monológico o dialógico los conocimientos socioculturales y sociolingüísticos.</li> <li>• Conocer y utilizar un repertorio léxico oral suficiente para comunicar información, opiniones y puntos de vista [ . . ] en situaciones habituales y cotidianas.</li> <li>• Pronunciar y entonar de manera clara e inteligible, aunque se cometan errores de pronunciación esporádicos.</li> <li>• Manejar frases cortas, [ . . ] para desenvolverse [ . . ] en breves intercambios en situaciones habituales y cotidianas.</li> <li>• Interactuar de manera sencilla.</li> </ul>	<ul style="list-style-type: none"> <li>• Hace presentaciones breves y ensayadas, [ . . ] sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas.</li> <li>• Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas.</li> </ul>

<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Distinción de tipos de comprensión [ . . ].</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración de acontecimientos, descripción de estados y situaciones presentes.</li> <li>• Establecimiento y mantenimiento de la comunicación y organización del discurso.</li> <li>• Léxico escrito de uso común relativo a trabajo y ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración; lengua y comunicación; medio ambiente, clima y entorno natural [ . . ].</li> <li>• Fórmulas y expresiones. Patrones gráficos y convenciones ortográficas.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial los puntos más relevantes y detalles importantes en textos, [ . . ] que contengan estructuras sencillas y un léxico de uso común, los aspectos socioculturales y sociolingüísticos [ . . ]</li> <li>• Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones.</li> <li>• Reconocer las principales convenciones ortográficas, tipográficas y de puntuación, así como abreviaturas y símbolos de uso común.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional.</li> <li>• Comprende lo esencial de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.</li> </ul>
<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Expresar el mensaje con claridad [ . . ].</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración de acontecimientos, descripción de estados y situaciones presentes.</li> <li>• Léxico escrito de uso común relativo a trabajo y ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración; lengua y comunicación; medio ambiente, clima y entorno natural.</li> <li>• Patrones gráficos y convenciones ortográficas.</li> </ul>	<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Escribir, [ . . ] sobre temas cotidianos o de interés personal, [ . . ] utilizando adecuadamente los recursos básicos de cohesión, las convenciones ortográficas básicas y un léxico de uso frecuente.</li> <li>• Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos.</li> <li>• Conocer y aplicar, [ . . ] los signos de puntuación elementales y las reglas ortográficas básicas.</li> </ul>	<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Completa un cuestionario con formación, aspiraciones profesionales, intereses o aficiones.</li> <li>• Escribe informes muy breves [ . . ] sobre hechos habituales y los motivos de ciertas acciones, en los ámbitos académico y ocupacional, describiendo de manera sencilla situaciones, personas, objetos y lugares.</li> </ul>

### **4.3. Pedagogical components**

In order to explain the pedagogical components of the quarterly syllabus, firstly, the communication skills, the teaching and the learning strategies are developed. Secondly, the methodology and the classroom management are specified and the programme of attention to diversity is finally realised.

Alluding communication skills, students are able to present themselves, telling likes and dislikes, their origins and present and past hobbies. Moreover, they can describe places and share a past trip, organising the speech through basic connectors, they are able to narrate past and present experiences in their favourite places. Teaching strategies are focused on the role of the language teacher, being a mere monitor and guide since s/he facilitates the students learning without approaching their mistakes. Teachers have the function of letting them know how to improve learners knowledge without interrupting them and providing real materials to work with. Teaching strategies are directly connected to learning strategies (Oxford, 1990), based on the interaction among students and between the student and the teacher and group work.

The methodology carried out in this quarterly syllabus is based on the task-based language teaching since different tasks are proposed by the teacher to acquire the foreign language. The direct method is employed to strength the communication skills and to develop a great variety of lexicon that favour message transmission. The communicative approach is implemented to favour the communication skills, the representation of student's ideas and to comprehend written texts. Finally, the Total Physical Response (TPR) is mainly reflected in listening and interacting activities. The classroom is organised in U form in order that all learners have a good position to pay attention to the teacher or in pairs to elaborate the projects.

The programme of attention to diversity is centred on giving a special support to help learners to reach the last year. The measures are based on adapting the methodology and contents without modifying the objectives and the evaluation criteria, on promoting the work in groups or in pairs, on arranging the activities to motivate learners. The adaptation programme encourages choosing motivating materials, reinforcement activities and the use of technologies so that learners improve their communication skills.

Pedagogical elements	
<b>Communication skills</b> Listening Speaking Interacting Reading Writing	<b>Teaching roles:</b> guide and monitor role, corrector without interrupting and authentic materials facilitator. Interactor with learners and group formation.  <b>Learning strategies:</b> cognitive strategies to link new contents with previous ones. Metacognitive strategies, interdisciplinary strategies and social strategies to keep the interaction in lessons.
<b>Methodology:</b> Communicative approach Total physical response	
<b>Resources:</b> Textbook, notebook, extra sheets, computers, cards, chalks and a blackboard and a ball of wool.	
<b>Timing:</b> 50 minutes	<b>Attention to diversity:</b> Special support, adaptation of activities to motivate learners, provides reinforcement activities, methodology and contents adjustment without changing the evaluation criteria and the objectives.  Adaptations addressed to monolingual and unmotivated learners. Expectations on knowing foreign languages are negative but they are interested in understanding daily vocabulary and in communicating their ideas and opinions. Each learner has different learning rhythms and capacities, therefore, contents and criteria should be accessible to all of them. Hence, PMAR year 3 supposes a heterogeneous group.
<b>Classroom management</b> In pairs U form	

#### 4.4. General breakdown of the monthly planning

The proposed quarterly syllabus comprises the first months of a common school year, that is the second half of September, October, November and the first half of December. The curricular elements and the pedagogical components are delved in annexes, where the monthly planning is portrayed. Hence, the contents, evaluation criteria and assessable learning standards that will be encompassed each month are developed, being based on the Order EDU/590/2016.

Moreover, the pedagogical components are disaggregated into communication skills, classroom management, teaching roles and learning strategies. Finally, attention to diversity



is also regarded to specify focal spots to bear in mind in the teaching performance and methodological strategies.

During the month of *September*, students start to establish and keep personal relationships with their partners, being able to describe themselves, things and places using basic lexicon. Students understand the oral and written messages clearly, being able to express themselves and demanding help if it is necessary. Moreover, learners can answer personal questions and develop personal descriptions orally and written.

The month of *October* is focused on reinforce the month of September. Moreover, learners study the oral and written description of present situations emphasizing the lexicon related to food and restaurants. Learners are able to distinguish types of comprehension and to comprehend and emit clear messages related to personal information and descriptions of daily activities and places.

*November* is focused on including politeness rules and registers in dialogues and written texts, in order to acquire sociocultural and sociolinguistic knowledge. The lexicon of November is centred in jobs and activities and in useful expressions. Furthermore, the contents taught in the previous months are reviewed, taking into account the orthographic conventions.

The quarter ends in the month of *December* making a wide review of the previous contents. Nevertheless, learners broaden oral and written lexicon based on jobs, activities, trips, weather and environment. Finally, Christmas in English-speaking countries will be taught in order to acquire cultural knowledge, permitting learners to explore how it is celebrated in other countries, and communicating the results of their investigations to the rest groups.

The typology of activities varies depending on the content or the standard that the teacher wants to assess. Activities are based on drama plays, answers, cooperative learning and interaction to favour oral communication. Moreover, students develop activities based on objects, sounds, images and videos, based on linguistic plays to facilitate oral communication and listening. Finally, tasks based on journalistic texts and based on stories and short tales are carried out to improve written comprehension and communication.

#### 4.5. Activities and tasks for language learning in PMAR

The aim of activities is based on favour communication in lessons and the understanding of the foreign language. Hence, learners acquire knowledge to understand the information that they receive and how to react properly.

Firstly, activities about foreign publicity and video games are attractive to PMAR learners, as well as films tasks. Furthermore, tasks based on cooperative learning and group activities favour learners' motivation to speak in front of the members of the class.

Secondly, the fact that learners have to present their poster for the rest of their partners, favours the communication in lessons. Student's investigation about personal information or cultural information facilitates their motivation since they are allowed to look for interesting data for them and for their partners.

Consequently, a description of the type activities proposed in the didactic units belonged to each month is depicted.

##### *Activities and tasks planned for September*

The activities that follow will be carried out at the beginning of the session, as a routine.

→ **Break the ice activities:** "The ball of wool": a learner has a ball of wool, s/he has to ask two personal questions to a person, throwing the ball. All learners have to ask and answer at least once.

"Look for your twin": the teacher distributes three cards to each student with questions or answers. Students have to look for the partner who has the question or the answer to complete the conversation.

These activities will be developed as the central part of the lesson, in order to put into practice the theory.

→ **Information gap activities** in order for students to complete the main contents of the lesson: "Questions battle" this activity is firstly developed individually since learners receive a sheet of paper with a picture of a famous character, it can be a footballer, an actor or a

cartoon character. They have to select the personal questions that they would make if they can interview them. Secondly, in pairs, Students would compare the questions and they tell the teacher the questions to be corrected. Hence, learners would elaborate their own theory.

→ **Role plays:** “Let’s go shopping”: Students are organised in pairs. Each pair receive two cards, one of them with the name of a shop assistant (greengrocer, store clerk in a clothing store, in a supermarket, butcher/fishmonger...) and the other with the word “customer”. Then, by using the verb to have got, they have to keep a conversation in a dramatic tone to be understood by the other students and making it realistic.

“Meeting my classmates”: Each student has to represent a hobby without repeating the activities in front of the class without making any noise. The rest of the class has to guess what is s/he practising.

This activity will come into play at the end of the lesson in order to keep learners relaxed, finishing the lesson.

→ **Oral presentation:** each student will design his/ her own biography following the example of the teacher. Then, they have to present the aspect that wants to be known by the whole class.

→ **Final task:** “Myself”: Learners receive an example of a dossier made by the teacher. The dossier is composed of six pages; cover sheet, personal information, favourite animal and why, my family, hobbies and favourite subject and why. Each page is made of a half of a sheet of colour paper. The final task will be developed in class, being the teacher the student’s monitor. Students will be allowed to bring pictures to be included in the biography.

### ***Activities and tasks planned for October***

The ensuing activity is designed to start the lesson and to propose new or reinforcement ideas.

→ **Brainstorming:** “Illustrate me” learners have to propose their ideas, opinions or simply words that remind them previous knowledge on the topic.

The successive activities are planned to be carried out as the main part of a lesson in order to present and to practice the lesson contents.

→ **Jigsaw activities:** “Wanted” The class is divided into groups of three or four students. The teacher gives them a picture with a crowd of people making different activities and wearing different clothes. They have to find a relevant person by answering the questions of the president of the city. Hence, they have to remember the vocabulary studied in the previous lesson and to comprehend the different sentences of the text and the questions.

“Students are the teachers”: The class is divided into three groups in which there is a leader that organises the lesson. Each group receives a little text with a determined quantifier. Following a couple of questions, they have to complete the theoretical chart to explain the quantifier in question to the rest of students.

→ **Discussions and debates:** “Right or wrong” The class is divided in pairs and each pair receives a red and a green card. The teacher will read ten sentences about ordering food and making suggestions and each pair has to decide if they are right or wrong. Finally, each pair has to explain their decision.

“All you need is food”: Students form two groups, the teacher gives them a picture with a mess of words, and each group has to fill in a chart to make groups of adjectives, tastes and food. Then, the two groups have to compare the results deciding which one is the most appropriate. In the debate all members of the group have to participate deciding a word.

The present activities are destined to be developed at the end of the lesson to review the contents given in the class.

→ **Advance picture dictation:** “The teacher, the leader” The teacher gives the students a sheet of paper with a picture of a kitchen. The teacher orders them to draw a picture following the instructions, by using the vocabulary of the lesson. Finally, each student shows the picture, explaining what s/he has drawn. The picture is based on a kitchen where they have to draw the food that the teacher is describing.

“Boss of the classroom”: The teacher asks for a volunteer to draw a picture in the blackboard. The teacher gives the students a simple picture to be described. The other students, keeping an order, have to guide the volunteer to draw a similar picture. They cannot say the name of food; they have to describe it following the example given by the teacher. For instance: draw

a yellow sour fruit in the centre of the blackboard. Then, draw two sweets with a square form to be eaten with milk.

→ **Interactive online games:** For these activities, a computer room is necessary.

“Test you”: The students will complete a test in order to review this unit and the previous one. The mark obtained will be founded upon the level of improvement or upon whether they have to practice or study more to get a good mark in the final task.

“Comic authors”: Students choose a partner to write a comic. Firstly, they have the chance of writing on a sheet of paper the conversation and then, copy it in the online comic. The teacher gives them the web page to create the comic and the first scene will be made with the teacher. The story has to be based on a conversation between a customer and a salesperson. They have to create between three and six scenes.

→ **Final task:** “Great cookers”: Students in pairs have to design a recipe. It is necessary to provide a computer room. They can bring all communicative tools needed to class and they have to debate and decide which one is better. Then, they have to use an application to design a cover sheet and the recipe as if it was a health magazine. Recipes will be uploaded by the teacher onto Moodle to be available for all learners.

### *Activities and tasks planned for November*

These two activities are suggested with the purpose of open the class and to start with the contents.

→ **Break the ice activities:** “Brainstorming of jobs”: The teacher proposes learners to bomb him/her with all the words that they imagine thinking about job. In the case that learners cannot pronounce any word, they would be able to draw it and the teacher will write it in the blackboard, designing a conceptual map.

“My perfect job”: the teacher suggests students thinking about the jobs that they liked when they were about six years old and reflecting what would like to be in a future. Hence, learners know the contrast or the similarities between both jobs.

The tasks that follow, act as developing processes of any content in order to delve into them.

→ **Inquiry activities:** “Indispensable jobs”: Students have to investigate the most essential jobs, those necessary to live, even in a pandemic situation or in an extreme situation. Moreover, they would complete a chart claiming which of the proposed jobs are considered essential and which ones are not.

→ **Journalistic activities:** “BBC news”: The teacher gives a headline to each learner based on a job and an outline with the order of each piece of news. After understanding each headline with the help of the teacher, student will simulate the news. They can draw anything in the blackboard simulating real news.

→ **Information gaps activities:** “Who I am”: the teacher gives to each pair of students six quotes of five workers and they have to guess the speaker’s profession. After five minutes, they have to compare the solutions with their partners.

→ **Role play:** they have to choose a profession and design a sentence or a couple of sentences in pairs. Then, they have to perform them and the partners have to predict the profession that they are depicting.

→ **Jigsaw activities:** “Hunting the present” The class will be divided into two groups. The teacher gives a newspaper or a magazine to each group and several hits to be answered with examples of the text. Then, they have to complete the table given by the teacher with the theory, giving at least three examples of adjectives, nouns and the two verbal tenses found in the news. Hence, the two groups have to cooperate to complete the chart to find the solutions and to present the theory to the first course of PMAR.

→ **Discussions and debates:** “Jobs typology”: The teacher proposes groups of professions and in pairs, they have to decide and explain which one is wrong in the group. Finally, they have to decide in which group the wrong profession should be.

Finally, these tasks are promoted to end up the sessions, being short and based in the previous activities.

→ **Advance picture dictation:** “Trip to the mountain” The teacher gives the students a picture of a mountain and asks them to draw different things following the instructions. Then, a volunteer will contribute to the description.

→ **Final task:** “My professional future”: Recovering the biography designed in the first unit, learners should complete a professional biography. They have to think that they are workers; hence, each student has to develop what is his/her profession, where s/he works and if s/he likes it or not.

### ***Activities and tasks planned for December***

As previous break the ice activities, these ones are produced to start the class, as a warm up.

→ **Break the ice activities:** “Examples everywhere”: The teacher divides the class into two groups and distributes cards to both with words related to trips and they have to ask the other group an example. For example, a member of group one takes the card in which appears the word “mountain”, then, group two has to say a mountain to demonstrate that they know the meaning of the word.

“Christmas Brainstorming”: Students have to propose words, places, meteorological phenomenon, characters and food related to Christmas. Then, the teacher provides new examples.

“Superlative ball of wool”: The teacher gives a ball of wool to a student and asks him/her a question using a comparative or a superlative starting with *Who is...?* Then, the student has to throw the ball to a partner who fulfils the adjective proposed in the question. If any volunteer wants to propose a question, a new round can be developed.

Hence, these tasks are aimed to broaden the knowledge of the unit contents and to review previous units.

→ **Inquiry activities:** Students, working in pairs in the computer room, have to look for a place to visit during Christmas, describing the customs of the country/city. Then, they have to post it in a blog activated by the teacher.

→ **Jigsaw activities:** “Comparing the centre” In two groups, that have to find in the high school things or places that fits to the descriptions given by the teacher to each group. Descriptions focus on comparatives and superlatives. Finally, the teacher would decide which group has been more original and accurate.

→ **Role play:** “Walking down the esplanade”: the class is organised in pairs and each one has a different role: tourists, shop assistant, life ward... and they have to design a dialogue in group including questions about addresses, time, weather and opinions of a place.

This last activity is directed to finish the lesson and to practice the contents studied by using different resources.

→ **Interactive online games:** “Assess comparatives and superlatives” Learners, using the computer room, will elaborate a questionnaire based on comparatives and superlatives in order to assess their knowledge and to prove if they are ready to complete the final task. The teacher will exchange the questionnaires to be completed by learners.

→ **Final task:** “Best trip ever”: Learners will design a poster, advertising a country, a city or a place to travel. Finally, they will present the posters to their partners of the other group of PMAR and they will decide the place where they would travel following the learners’ descriptions. In order to achieve it, they need to describe the place using comparatives and superlatives and lexicon of the unit.



## CONCLUSIONS

To conclude, it is essential to claim and dismiss certain theoretical aspects that have been proved after analysing PMAR conditions and designing a quarterly syllabus proposal.

In conceptual terms, institutional agents, education authorities, educative centres and instructional professional community must provide quality responses to PMAR (Programmes on learning and teaching improvement) development.

In addition, authentic materials help learners to keep a positive contact with the culture, which motivate them to study the foreign language. The cultural knowledge provided by teachers indirectly assists students to solidify their communication skills.

Considering curricular policies, the scheduling of a quarterly proposal for PMAR requires bearing in mind, apart from the academic year, the age and students level, their motivations and stimuli, which will be useful as a basis for the proposal of activities carried out by the teacher.

The consideration of families has to be taken into account, in that they should constantly know the improvement of learners, their work and the efforts employed in lessons. Hence, online activities and final projects can be appreciated by families in order to get their support, making learners feel motivated and proud of their achievements.

Taking methodology into consideration, the curricular planning of a quarterly programme to the subject first foreign language to the third year of PMAR implies a challenge for foreign languages teachers by the time of transposing the curriculum elements in a linguistically sequenced way. The fact that the teacher varies the methodologies motivates students since they are constantly changing the typology of activities, introducing new technologies in order to achieve the final target.

Moreover, the promotion of the cooperative work and the group formation facilitates the development of the most difficult tasks, being an easy way to establish connections among learners, letting them to learn one from the others. Nevertheless, autonomy should be also fostered in individual activities such as debates that require the opinion of each learner in order to incentivize a critical thinking.

The described quarterly proposal would be strengthened if extracurricular activities were introduced or if tasks out of the classroom were planned in order to make dynamic and playful activities. Hence, the current proposal is basically centred in in-class activities and other settings are essential to be included in learning.

In order to achieve the correct implementation of the proposal, teachers have to take into account some elements of consideration. On the first place, the relationships among students since group activities are essential in the present quarterly proposal. Hence, groups have to be composed by partners who have the same interests and a good setting working together.

On the second place, activities that encourage students to think and reflect about a certain concept, taking into account inquiry, jigsaw, discussions and debates and role play activities should be itemized. Break the ice activities and online ones are also required to complete the syllabus but they can be considered in the second semester. Moreover, timing can cause certain problems by the time of implementing the quarterly syllabus; this is the reason why several activities have to be detailed in order to be prioritised. Break the ice activities; therefore, should be developed at the beginning of the lesson the first week of the unit and online activities result more useful the previous days of an exam to reinforce contents.

On the third place, teacher attitudes also influence in a great measure the implementation of this quarterly syllabus since, as learners develop group activities and activities in pairs, s/he has to carefully assist them, taking into account their doubts, creating a flawless appropriate atmosphere. Thus, learners feel comfortable in lessons, being free to propose doubt and suggested improvements.

Finally, it should also be noted that the elaboration of the planned syllabus has permitted to consolidate the formative itinerary that leads to the practice of the teaching profession in Secondary Education and Baccalaureate, Professional Formation (FP) and Official Foreign Language Schools. In the same way, the abovementioned syllabus has supposed an enriched perspective that places the author of this study in a line of continuous improvement in planning of syllabus and its related activities, taking into account the learners' limits and possibilities, timing and resources.

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## ANNEXES

Planning for SEPTEMBER		
<p><b>Period:</b> First term</p>	<p><b>Key competences:</b>  <b>Multilingual Literacy</b>  <b>Personal, social and learn to learn</b>            Citizenship            Cultural awareness and expression            Entrepreneurship            Science, technology, engineering and mathematical            Digital</p>	<p><b>Objectives:</b>            To enhance communication in lessons.            To favour the interaction between learners and the teacher and among learners.            To stimulate the use of lexicon.            To develop simple oral and written speeches.            To promote the use of foreign languages in daily life.</p>
Curricular elements		
Contents	Evaluation Criteria	Assessable Learning Standards
<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico oral de uso común relativo a trabajo y ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración.</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Concebir el mensaje con claridad.</li> <li>• Expresar el mensaje con claridad y coherencia.</li> <li>• Pedir ayuda.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico oral de uso común relativo a trabajo,</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales y bien estructurados, que versen sobre asuntos cotidianos.</li> <li>• Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses.</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Producir textos breves y comprensibles con un lenguaje sencillo, sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, acciones y planes.</li> <li>• Conocer y utilizar un repertorio léxico oral suficiente para comunicar situaciones habituales y cotidianas.</li> <li>• Manejar frases cortas, grupos de palabras y fórmulas para desenvolverse de manera suficiente en situaciones habituales y cotidianas.</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Capta la información esencial de lo que se le dice en gestiones cotidianas.</li> <li>• Comprende, en una conversación informal en la que participa, descripciones, sobre temas de su interés.</li> <li>• Comprende, lo que se le pregunta sobre asuntos personales.</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Hace presentaciones breves y ensayadas, sobre temas de su interés y responde a preguntas breves y sencillas.</li> <li>• Se desenvuelve correctamente en gestiones y transacciones cotidianas.</li> </ul>

<p>ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración.</p> <p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico escrito de uso común relativo a trabajo y ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración.</li> <li>• Fórmulas y expresiones.</li> </ul> <p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico escrito de uso común relativo a trabajo y ocupaciones; viajes; compras y actividades comerciales; alimentación y restauración.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactuar de manera sencilla.</li> </ul> <p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial los puntos más relevantes y detalles importantes en textos, que contengan estructuras sencillas relativos a la vida cotidiana.</li> <li>• Reconocer léxico escrito de uso común relativo a asuntos cotidianos.</li> </ul> <p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Escribir textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal</li> <li>• Conocer y aplicar, de manera adecuada los signos de puntuación elementales.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional.</li> </ul> <p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Completa un cuestionario con formación, aspiraciones profesionales, intereses o aficiones.</li> <li>• Escribe informes muy breves sobre hechos habituales, describiendo de manera sencilla situaciones, personas, objetos y lugares.</li> </ul>
<b>Pedagogical elements</b>		
<p><b>Communication Skills</b></p> <p>Listening Speaking Interacting Reading Writing</p>	<p><b>Teaching roles:</b> authentic materials and monitoring role. Interaction with students.</p> <p><b>Learning strategies:</b> cognitive strategies to link new contents with previous ones. Metacognitive strategies, interdisciplinary strategies and social strategies to keep the interaction in lessons.</p>	



<p><b>Classroom management</b></p> <p>U form and in pairs</p>	<p><b>Attention to Diversity:</b> Special supports, adaptation of activities to motivate learners, provide reinforcement activities, methodology and contents adjustment without changing the evaluation criteria and the objectives. Reinforcement activities to three slow learners, special support for three unmotivated students and useful basic activities for three learners with no intention of studying foreign languages due to a lack of interest in education.</p>
<p><b>Resources:</b> Flashcards, texts and charts provided by the teacher, whiteboard, cards, colour markers and a ball of wool.</p>	

<p style="text-align: center;"><b>Planning for OCTOBER</b></p>		
<p><b>Period:</b> First term</p>	<p><b>Key competences:</b>  <b>Multilingual</b>  <b>Literacy</b>  <b>Personal, social and learn to learn</b>            Citizenship            Cultural awareness and expression            Entrepreneurship            Science, technology, engineering and mathematical  <b>Digital</b></p>	<p><b>Objectives:</b> To enhance communication in lessons.            To favour the interaction between learners and the teacher and among learners.            To stimulate the use of lexicon.            To develop simple oral and written speeches.            To promote the use of foreign languages in daily life.</p>
<p style="text-align: center;"><b>Curricular elements</b></p>		
<p style="text-align: center;"><b>Contents</b></p>	<p style="text-align: center;"><b>Evaluation criteria</b></p>	<p style="text-align: center;"><b>Assessable Learning Standards</b></p>
<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Distinción de tipos de comprensión.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Descripción de estados y situaciones presentes.</li> <li>• <i>Estructuras sintáctico-discursivas.</i> Léxico oral de uso común relativo a alimentación y</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial, los puntos principales y los detalles más relevantes que versen sobre asuntos cotidianos en situaciones habituales.</li> <li>• Reconocer léxico oral de uso común relativo a asuntos cotidianos.</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Capta la información esencial de lo que se dice en gestiones cotidianas y estructuradas.</li> <li>• Comprende, en una conversación informal en la que participa, asuntos prácticos de la vida diaria y sobre temas de su interés.</li> <li>• Comprende, en una conversación formal o entrevista en la que participa, lo que se le pregunta sobre asuntos personales.</li> </ul>

<p>restauración.</p> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>• Pedir ayuda.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración de acontecimientos y situaciones presentes.</li> <li>• Léxico oral de uso común alimentación y restauración.</li> </ul> <p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Distinción de tipos de comprensión.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración de situaciones presentes.</li> <li>• Léxico escrito de uso común relativo a alimentación y restauración.</li> <li>• Patrones gráficos y convenciones ortográficas.</li> </ul> <p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Expresar el mensaje con claridad.</li> </ul>	<p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Producir textos breves y comprensibles, sobre temas de importancia en la vida cotidiana.</li> <li>• Manejar frases cortas, grupos de palabras y fórmulas para desenvolverse de manera suficiente en breves intercambios en situaciones habituales y cotidianas.</li> <li>• Interactuar de manera sencilla.</li> </ul> <p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial los puntos más relevantes y detalles importantes en textos.</li> <li>• Reconocer léxico escrito de uso común relativo a asuntos cotidianos.</li> <li>• Reconocer las principales convenciones ortográficas, tipográficas y de puntuación.</li> </ul> <p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Escribir, en papel o en soporte electrónico, textos breves, sencillos y de estructura clara</li> </ul>	<p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Hace presentaciones breves y ensayadas.</li> <li>• Se desenvuelve correctamente en gestiones y transacciones cotidianas, siguiendo normas de cortesía básicas.</li> </ul> <p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Comprende lo esencial de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.</li> </ul> <p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Completa un cuestionario con formación, aspiraciones</li> </ul>
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<ul style="list-style-type: none"> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Narración de acontecimientos situaciones presentes.</li> <li>• Léxico escrito de uso común alimentación y restauración.</li> <li>• Patrones gráficos y convenciones ortográficas.</li> </ul>	<p>sobre temas cotidianos.</p> <ul style="list-style-type: none"> <li>• Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos.</li> <li>• Conocer y aplicar, los signos de puntuación elementales y las reglas ortográficas básicas.</li> </ul>	<p>profesionales, intereses o aficiones.</p> <ul style="list-style-type: none"> <li>• Escribe informes muy breves sobre hechos habituales.</li> </ul>
<b>Pedagogical elements</b>		
<p><b>Communication skills:</b></p> <p>Listening Speaking Interacting Reading Writing</p>	<p><b>Teaching roles:</b> authentic materials and monitoring role. Interaction with students.</p> <p><b>Learning strategies:</b> cognitive strategies to link new contents with previous ones. Metacognitive strategies, interdisciplinary strategies and social strategies to keep the interaction in lessons.</p>	
<p><b>Classroom management</b> in pairs and U form</p>	<p><b>Attention to Diversity:</b> special support, adaptation of activities to motivate learners, provide reinforcement activities, methodology and contents adjustment without changing the evaluation criteria and the objectives.</p> <p>Reinforcement activities to three slow learners, special support for three unmotivated students and useful basic activities for three learners with no intention of studying foreign languages due to a lack of interest in education.</p>	
<p><b>Resources:</b> Flashcards, texts and charts (provided by the teacher), whiteboard and computers, cards, colour makers and blackboard and chalks.</p>		

Planning for NOVEMBER		
<b>Period:</b> First term	<b>Key competences:</b> <b>Multilingual</b> <b>Literacy</b> <b>Personal, social and learn to learn</b> Citizenship Cultural awareness and expression Entrepreneurship Science, technology, engineering and mathematical Digital	<b>Objectives:</b> To enhance communication in lessons. To favour the interaction between learners and the teacher and among learners. To stimulate the use of lexicon. To develop simple oral and written speeches. To promote the use of foreign languages in daily life.
Curricular elements		
Contents	Evaluation criteria	Assessable Learning Standards
<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Descripción de estados y situaciones presentes.</li> <li>• Léxico oral de uso común relativo a trabajo y ocupaciones [ . . ].</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>• Expresar el mensaje con claridad y coherencia.</li> <li>• Pedir ayuda.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial, los puntos principales y los detalles más relevantes en textos orales.</li> <li>• Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones.</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Producir textos breves y comprensibles sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo u ocupacional, acciones y planes.</li> <li>• Incorporar a la producción del texto oral los conocimientos socioculturales y sociolingüísticos.</li> <li>• Conocer y utilizar un repertorio léxico oral suficiente para comunicar información.</li> <li>• Pronunciar y entonar de</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Capta los puntos principales y detalles relevantes de indicaciones, anuncios, mensajes y comunicados breves y articulados de manera clara y a una velocidad media.</li> <li>• Capta la información esencial e información no tan relevante de lo que se le dice en transacciones y gestiones cotidianas y estructuradas.</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Hace presentaciones breves y ensayadas, bien estructuradas y con apoyo visual sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas.</li> <li>• Se desenvuelve correctamente en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas.</li> </ul>

<p>y actividades.</p> <ul style="list-style-type: none"> <li>• Narración de acontecimientos y situaciones presentes.</li> <li>• Léxico oral de uso común relativo a trabajo, ocupaciones [ . . . ]</li> </ul>	<p>manera clara e inteligible, aunque se cometan errores de pronunciación esporádicos.</p> <ul style="list-style-type: none"> <li>• Manejar frases cortas, para desenvolverse de manera suficiente en breves intercambios en situaciones habituales y cotidianas.</li> <li>• Interactuar de manera sencilla.</li> </ul>	
<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración de acontecimientos y situaciones presentes.</li> <li>• Establecimiento y mantenimiento de la comunicación.</li> <li>• Léxico escrito de uso común relativo a trabajo, ocupaciones [ . . . ].</li> <li>• Fórmulas y expresiones. Patrones gráficos y convenciones ortográficas.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial los puntos más relevantes y detalles importantes en textos.</li> <li>• Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones.</li> <li>• Reconocer las principales convenciones ortográficas, tipográficas y de puntuación.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Identifica, con ayuda de la imagen, instrucciones de funcionamiento y manejo de aparatos electrónicos o de máquinas, así como instrucciones para la realización de actividades y normas de seguridad.</li> </ul>
<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Narración de acontecimientos y situaciones presentes.</li> <li>• Léxico escrito de uso común relativo a trabajo, ocupaciones [ . . . ]</li> <li>• Patrones gráficos y convenciones ortográficas.</li> </ul>	<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Escribir textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal[ . . . ].</li> <li>• Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos.</li> <li>• Conocer y aplicar, los signos de puntuación elementales y las reglas ortográficas básicas.</li> </ul>	<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Completa un cuestionario con formación, aspiraciones profesionales, intereses o aficiones.</li> <li>• Escribe informes muy breves en formato convencional con información sencilla y relevante sobre hechos habituales y los motivos de ciertas acciones.</li> </ul>

<b>Pedagogical elements</b>	
<p><b>Communication skills</b></p> <p>Listening            Speaking            Interacting            Reading            Writing</p>	<p><b>Teaching roles:</b> authentic materials and monitoring role. Interaction with students.</p> <p><b>Learning strategies:</b> cognitive strategies to link new contents with previous ones. Metacognitive strategies, interdisciplinary strategies and social strategies to keep the interaction in lessons.</p>
<p><b>Classroom management</b></p> <p>U for and in pairs</p>	<p><b>Attention to Diversity:</b> Special supports, adaptation of activities to motivate learners, provide reinforcement activities, methodology and contents adjustment without changing the evaluation criteria and the objectives.</p> <p>Reinforcement activities to three slow learners, special support for three unmotivated students and useful basic activities for three learners with no intention of studying foreign languages due to a lack of interest in education.</p>
<p><b>Resources:</b> Flashcards, texts and charts (provided by the teacher), whiteboard, cards, colour makers and blackboard and chalks.</p>	

Planning of DECEMBER		
<b>Period:</b> First term	<b>Key competences</b> <b>Multilingual</b> <b>Literacy</b> <b>Personal, social and learn to learn</b> Citizenship Cultural awareness and expression Entrepreneurship Science, technology, engineering and mathematical <b>Digital</b>	<b>Objectives:</b> To enhance communication in lessons. To favour the interaction between learners and the teacher and among learners. To stimulate the use of lexicon. To develop simple oral and written speeches. To promote the use of foreign languages in daily life.
Curricular elements		
Contents	Evaluation criteria	Assessable Learning Standards
<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).</li> <li>• Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía[. . .].</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades [. . .]objetos, lugares y actividades.</li> <li>• Léxico oral de uso común relativo a trabajo y ocupaciones; viajes; [. . .] medio ambiente, clima y entorno natural.</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.</li> <li>• Expresar el mensaje con claridad y coherencia.</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial, los puntos principales y los detalles más relevantes [. . .] que versen sobre asuntos cotidianos en situaciones habituales [. . .]</li> <li>• Reconocer léxico oral de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones. [. . .]</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Producir textos breves y comprensibles en un registro [. . .] sobre temas de importancia en la vida cotidiana y asuntos conocidos o de interés personal, educativo u ocupacional, acciones y planes.</li> <li>• Conocer y utilizar un repertorio léxico oral suficiente para</li> </ul>	<p><b>Bloque 1. Comprensión de textos orales</b></p> <ul style="list-style-type: none"> <li>• Capta los puntos principales y detalles relevantes de indicaciones [. . .].</li> <li>• Capta la información esencial e información no tan relevante de lo que se le dice en transacciones y gestiones cotidianas y estructuradas.</li> <li>• Comprende, [. . .] descripciones, narraciones, puntos de vista y opiniones sobre asuntos prácticos de la vida diaria y sobre temas de su interés [. . .].</li> </ul> <p><b>Bloque 2. Producción de textos orales: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Hace presentaciones breves y ensayadas [. . .] sobre aspectos concretos de temas de su interés o relacionados con sus estudios u ocupación, y responde a preguntas breves y sencillas.</li> <li>• Se desenvuelve correctamente</li> </ul>

<ul style="list-style-type: none"> <li>• Pedir ayuda.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico oral de uso común relativo a trabajo, ocupaciones; viajes; [. . .] medio ambiente, clima y entorno natural.</li> </ul>	<p>comunicar información, opiniones y puntos de vista [. . .] en situaciones habituales y cotidianas.</p> <ul style="list-style-type: none"> <li>• Interactuar de manera sencilla.</li> </ul>	<p>en gestiones y transacciones cotidianas, como son los viajes, el alojamiento, el transporte, las compras y el ocio, siguiendo normas de cortesía básicas.</p>
<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Distinción de tipos de comprensión.</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico escrito de uso común relativo a trabajo y ocupaciones; viajes; [. . .] medio ambiente, clima y entorno natural.</li> <li>• Fórmulas y expresiones. Patrones gráficos y convenciones ortográficas.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Identificar la información esencial los puntos más relevantes y detalles importantes en textos. [. . .]</li> <li>• Reconocer léxico escrito de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones.</li> <li>• Reconocer las principales convenciones ortográficas, tipográficas y de puntuación, así como abreviaturas y símbolos de uso común.</li> </ul>	<p><b>Bloque 3. Comprensión de textos escritos</b></p> <ul style="list-style-type: none"> <li>• Entiende lo esencial de correspondencia formal en la que se le informa sobre asuntos de su interés en el contexto personal, educativo u ocupacional.</li> <li>• Comprende lo esencial de historias de ficción breves y bien estructuradas y se hace una idea del carácter de los distintos personajes, sus relaciones y del argumento.</li> </ul>
<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Expresar el mensaje con claridad [. . .].</li> <li>• Iniciación y mantenimiento de relaciones personales y sociales.</li> <li>• Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.</li> <li>• Léxico escrito de uso común relativo a trabajo y ocupaciones; viajes; [. . .] medio ambiente,</li> </ul>	<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Escribir, [. . .] textos breves, sencillos y de estructura clara sobre temas cotidianos o de interés personal, [. . .] utilizando los recursos básicos de cohesión, las convenciones ortográficas básicas y un léxico de uso frecuente.</li> <li>• Incorporar a la producción del texto escrito los conocimientos socioculturales y sociolingüísticos.</li> <li>• Conocer y aplicar, [. . .] los signos de puntuación elementales y las reglas ortográficas básicas.</li> </ul>	<p><b>Bloque 4. Producción de textos escritos: expresión e interacción</b></p> <ul style="list-style-type: none"> <li>• Completa un cuestionario con formación, aspiraciones profesionales, intereses o aficiones.</li> <li>• Escribe informes muy breves [. . .] sobre hechos habituales [. . .] describiendo de manera sencilla situaciones, personas, objetos y lugares.</li> </ul>



<p>clima y entorno natural.</p> <ul style="list-style-type: none"> <li>• Patrones gráficos y convenciones ortográficas.</li> </ul>		
<b>Pedagogical elements</b>		
<p><b>Communication skills</b></p> <p>Listening          Speaking          Interacting          Reading          Writing</p>	<p><b>Teaching roles:</b> authentic materials and monitoring role. Interaction with students.</p> <p><b>Learning strategies:</b> cognitive strategies to link new contents with previous ones. Metacognitive strategies, interdisciplinary strategies and social strategies to keep the interaction in lessons.</p>	
<p><b>Classroom management:</b>          in pairs and U form</p>	<p><b>Attention to Diversity:</b> Special supports, adaptation of activities to motivate learners, provide reinforcement activities, methodology and contents adjustment without changing the evaluation criteria and the objectives.</p> <p>Reinforcement activities to three slow learners, special support for three unmotivated students and useful basic activities for three learners with no intention of studying foreign languages due to a lack of interest in education.</p>	
<p><b>Resources:</b> Flashcards, texts and charts (provided by the teacher), whiteboard and computers, cards, colour makers, blackboard and chalks and a ball of wool.</p>		