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The use of infographics to scaffold EFL vocabulary learning in Spanish Secondary Education, trabajo fin de estudios de Vanesa Alejandra Martín Calabró, dirigido por Almudena Fernández Fontecha (publicado por la Universidad de La Rioja), se difunde bajo una Licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 3.0 Unported. Permisos que vayan más allá de lo cubierto por esta licencia pueden solicitarse a los titulares del copyright.
TRABAJO FIN DE MÁSTER

Facultad de Letras y de la Educación

Título:
THE USE OF INFOGRAPHICS TO SCAFFOLD EFL VOCABULARY LEARNING IN SPANISH SECONDARY EDUCATION

Titulación:
MÁSTER UNIVERSITARIO EN PROFESORADO DE EDUCACIÓN SECUNDARIA OBLIGATORIA Y BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS

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AÑO ACADÉMICO 2014/2015
INDEX:

1. Introduction ................................................................................................................................. 4
2. Theoretical Framework .................................................................................................................. 4
   2.1 General Module ......................................................................................................................... 4
      2.1.1 Aprendizaje y Desarrollo de la Personalidad ................................................................. 4
      2.1.2 Procesos y Contextos Educativos .................................................................................... 8
      2.1.3 Sociedad, Familia y Educación ......................................................................................... 9
   2.2 Specific Module ....................................................................................................................... 11
      2.2.1 Aprendizaje y Enseñanza de la lengua extranjera ............................................................ 11
      2.2.2 Complementos para la Formación Disciplinar en inglés ............................................... 14
      2.2.3 Innovación Docente e Iniciación a la Investigación Educativa (Inglés) ......................... 16
   2.3 Conclusions ........................................................................................................................... 16
3. Teaching Program ....................................................................................................................... 19
   3.1 Introduction ............................................................................................................................ 19
   3.2 Stage Objectives ...................................................................................................................... 20
   3.3 Area objectives ....................................................................................................................... 22
   3.4 Content .................................................................................................................................. 23
   3.5 Key Competences .................................................................................................................. 23
   3.6 Methodology .......................................................................................................................... 24
   3.7 Attention to Diversity ............................................................................................................. 26
   3.8 Assessment Criteria ............................................................................................................... 27
   3.9 Assessment Procedures ......................................................................................................... 28
4. Content Sequence ....................................................................................................................... 29
5. UNIT 7- STAYING ALIVE ........................................................................................................... 37
   5.1 Introduction ............................................................................................................................ 37
   5.2 Learning Aims ......................................................................................................................... 37
   5.3 Contents .................................................................................................................................. 38
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.4 Basic Competences</td>
<td>41</td>
</tr>
<tr>
<td>5.5 Assessment</td>
<td>44</td>
</tr>
<tr>
<td>5.6 Unit 7 sessions</td>
<td>45</td>
</tr>
<tr>
<td>1. Introduction</td>
<td>62</td>
</tr>
<tr>
<td>2. Review of the Literature</td>
<td>63</td>
</tr>
<tr>
<td>2.1 Vocabulary acquisition</td>
<td>63</td>
</tr>
<tr>
<td>2.2 Receptive and productive vocabulary</td>
<td>65</td>
</tr>
<tr>
<td>2.3 Multimodality</td>
<td>68</td>
</tr>
<tr>
<td>2.3.1 Infographics</td>
<td>69</td>
</tr>
<tr>
<td>2.3.2 Incidental vocabulary learning</td>
<td>71</td>
</tr>
<tr>
<td>3. Methodology</td>
<td>73</td>
</tr>
<tr>
<td>3.1 Participants</td>
<td>73</td>
</tr>
<tr>
<td>3.2 Instruments</td>
<td>74</td>
</tr>
<tr>
<td>3.2.1 Infographics</td>
<td>74</td>
</tr>
<tr>
<td>3.2.2 Data collection instrument</td>
<td>75</td>
</tr>
<tr>
<td>3.3 Procedure</td>
<td>75</td>
</tr>
<tr>
<td>4. Expected results and discussion</td>
<td>76</td>
</tr>
<tr>
<td>5. Ethical Statements</td>
<td>77</td>
</tr>
<tr>
<td>6. Budget</td>
<td>77</td>
</tr>
<tr>
<td>7. Conclusions</td>
<td>78</td>
</tr>
</tbody>
</table>
1. Introduction

This final project is focused on a reflective summary about the key aspects of the three main parts that are accomplished in this teaching Master. To start with, I will briefly analyse the subjects of the general module where I focused on its importance for our period as teachers. The second part of this project is based on the analysis of the specific module as an important formation to reach those requirements by the English teacher. Finally, I will try to reach some conclusions about these two parts that organise the teaching Master.

2. Theoretical Framework

This Master is well-structured into two modules: the first module is devoted to the learning and understanding of psychological, sociological and pedagogical aspects in a broad sense. Then, the second module addresses the role of the EFL teacher. Accordingly, I will show in detail the main characteristics of each of the subjects regarding the two modules.

2.1 General Module

2.1.1 Aprendizaje y Desarrollo de la Personalidad

“(…) es una época de búsqueda, de oposición, de rebelión, de extremismo a veces; la edad de los ideales, de verlo todo claro para, al instante siguiente, verse inmerso en la confusión mental más absoluta; de transgredir normas y de ir en contra de todo y de todos; de revolución personal para, poco a poco, ir reconstruyendo el propio yo fragmentado.”
We coincide with this quote by Marquillas (2013: 2) on adolescence in that it is a period full of physical, psychological and biological changes. Undoubtedly, these changes are the source of many difficulties (e.g. learning, social difficulties) that will influence their lives.

As a teacher, I find it vital to know how this stage works in order to foresee problems or make improvements. During this period, extrinsic and intrinsic factors (e.g. physical appearance, parental education) lead way to the formation of personality and self-esteem, two crucial characteristics that will become part of their maturity. For this reason, adolescence is the essential feature teaching should be focused on. In this subject, Doctor Fonseca Pedrero has dealt with adolescence as one of the major topics of the subject since our teaching is mainly addressed to young students.

Motivation is one of the important factors of adolescence because it enables the learners to develop their learning goals and concepts such as self-concept or self-efficacy. However, in order to get our students motivated, it is quite important teachers get motivated too. It is required by the students to see motivation on their teachers because they normally influence students’ lives.

Learning is of crucial importance because it is directly linked to behaviour and its changes. For this reason, Fonseca Pedrero paid particular attention to the main learning theories, from Pavlov to Ausubel. As this teacher explained, Pavlov’s Classical Conditioning and Skinner’s (1938) Operant Conditioning are two of the most classical and important learning theories. On the one hand, Pavlov defended that learning is acquired by connecting stimuli. On the other hand, Skinner thought that behaviour needs to identify those factors that influence it. In other words, behaviour will depend on its own consequences (Fonseca Pedrero, personal communication, 2014).
Due to the relevance of these two theories, the students of this master have seen how these could be applied in a classroom by making use of positive reinforcement and punishment. These learning theories led way directly to the Social learning (Bandura, 1977) that emphasised the idea of learning by observing the behaviour of a model. This type of learning demands higher levels of cognitive factors that have a strong relationship with the environment and behaviour. A related theory to Bandura’s is the Vygotsky’s (1978) Cognitive – Social model. This learning theory has a very important role in teaching thanks to two concepts: Scaffolding and the Developmental areas. The latter requires particular attention from teachers because they allow learners to evolve and improve their autonomy.

From Constructivism, we have seen Piaget’s (1952) Cognitive model that proposed a set of stages that will lead to the development of thought. Concerning Cognitivist it suggests that we learn from our own experiences. However, Ausubel emphasised another way of learning: the meaningful learning.

Students’ homogeneity is another factor to take under consideration. Homogeneity would go from Gardner’s Theory of Multiple Intelligences to special educational needs such as autism, Asperger’s syndrome or ADHD.

For this reason, we must be aware of the great variety of learning goals, levels, rhythms and difficulties we will encounter in our classrooms. High intellectual capacity and ADHD were two important aspects Fonseca Pedrero put more emphasis on. In order to achieve the integration of these types of students, schools and high schools provide them and their families some solutions. He also points out that, regarding the High intellectual capacity, education is in charge of a very important role because they must provide the suitable and adapted education these learners need.
In order to do this, schools and high schools must follow different ways: acceleration, grouping or enrichment. Another frequent problem is ADHD that dramatically diminish student performance. Due to the fact that the teacher knows his/her students, s/he will give very important information that will be needed to detect this syndrome. In a way, as Fonseca Pedrero pointed out, these types of students give way to make teachers change the distribution of the students, the lesson structuring and the planning of activities and exams. (Fonseca Pedrero, personal communication, 2014) These changes are needed not only to achieve their integration, but also to favour their learning and satisfy their needs. In other words, other of our duties as teachers is adapting our methodologies and roles in these types of classrooms.

As teachers our role is not only to provide students with contents, but also to make them aware of the importance of our and others’ emotions. For this reason, Fonseca Pedrero suggested the relevance of Emotional Education, an educational process that tries to increase the development of social and emotional competences. Following this idea, basing on Goleman (1996), he put emphasis on Emotional Intelligence as a vital feature inside the classroom due to its benefits. It does not only favour the integral development of learners and their learning processes, but also it favours that teachers and students have more positive relationships and enjoy of a good environment.

All these aspects will allow students to diminish their levels of anxiety or depression, reaching a high level of personal welfare, something that will lead to achieve a better student performance.
2.1.2 Procesos y Contextos Educativos

This subject was divided into two parts. During the first part of this subject, Doctor Navaridas Nalda pointed out that there are four basic personal features to become a teaching professional. For this reason, these characteristics (objectivity, sensitivity, enthusiasm and expectations) are essential to increase motivation among students and also to reach quality on the results (Navaridas, personal communication, 2014).

In addition, he puts emphasis on another issue: teachers’ performance, roles and strategies adopted in the classroom. To achieve better results and opportunities for learners, it is vital that teachers use a great variety of methodologies and resources. In this sense, the teacher needs to be as clear as possible during the lessons in order to allow students to enhance their levels of understanding and their performance. Moreover, taking under consideration the different levels gathered in a classroom, Navaridas suggested that teachers should adopt the appropriate rhythm in order to avoid weak points in the students’ learning process. Besides, the learning process, motivation and behaviour will also be modified by the assessment accomplished by the teacher. (Navaridas, personal communication, 2014).

Navaridas also focused on essential aspects regarding the inner workings of schools and the implementation of the legal framework. Following this idea, we have dealt with those important features that will be part of the curriculum of an academic year. Therefore, we paid particular attention to PEC (Proyecto Educativo de Centro), syllabi, didactic units and the Decreto de Mínimos (Real Decreto 5/2011, de 28 de enero).

The guideline for the goal development was another relevant issue for this first part. These objectives favour the teacher to reflect upon those aspects that allow the students to acquire different results during the learning process.
This is entirely related to the Bloom’s Taxonomy as Navaridas pointed out. Following it, students require stopping in a stage and successfully going to the next ones. These stages go from the less demanding (e.g. rewriting, solving) to the higher demanding (e.g. support, design) (Navaridas, personal communication, 2014).

Regarding the second part of this subject, Doctor Raúl Santiago provided us with the possibility to put into practice the very up-dated Flipped Classroom model through projects. Working with this model I became aware of the fact that traditional sessions could be improved focusing on a learner-centered teaching. In this model, the role of the teacher will be based on solving the problems and doubts of the learners and also to improve and make them gaining different knowledge and acquisition processes. However, this model will succeed if the learner is completely involved. Furthermore, we could design a Project Based Learning addressed to look for another teaching alternatives in order to increase motivation, and therefore, to reach better results.

While working on different projects in this part of the subject, we were provided with the opportunity to know and make use of technological resources such as EdPuzzle, Piktochart or Educanon. Most of these resources are crucial to support CLIL or Flipped Classroom sessions.

2.1.3 Sociedad, Familia y Educación

Teaching is not only based on providing students with theoretical and practical knowledge about a specific issue, but it is also based on teaching certain values and real life experiences. We, as teachers, spend plenty of hours with students, and in the end, we are partly responsible of their acquisition of rules of behaviour, being respectful and establishing social relationships with others.
In order to bring this to the classrooms, it is important to let them know the role played by education, the family and society, as Doctor Giró Miranda broadly dealt with during this subject.

During this subject education was seen in a wide perspective, but always focusing its attention on the current educational system. It was during the practical part of the subject when we were able to work on this issue. Due to the fact that the Finnish educational system is said to be one of the most advanced systems in Europe, we had the opportunity to reflect upon their progresses and improvements during the last years and, at the same time, compare them with the characteristics of our educational framework.

Furthermore, the educational evolution was another significant topic of this subject. In this sense, education has been through different changes that led new generations started to think on improvements to reach better labour opportunities. This is entirely related to parental education that, together with teachers, plays a decisive role in education. Following this idea, Giró Miranda also discussed the differences between men and women and their roles not only in society and families, but also in the labour area, where it seems women are gaining ground, above all, in the educational field.

Intercultural education and the schooling of foreign students were also two highlighted issues by Giró Miranda. Moreover, as he suggested, we are currently be able to see that more and more foreign students are enrolled in our schools.

For this reason, teachers should always bear in mind this situation in order to successfully foster their integration. In this way, we will be able to avoid prejudices and preconceived ideas that could lead to unfortunate communal living situations inside the classrooms (Giró Miranda, personal communication, 2014).
2.2 Specific Module

2.2.1 Aprendizaje y Enseñanza de la lengua extranjera

This subject lasts until the end of the teaching Master and it was divided into three parts totally interrelated among them.

The sessions of the first part were partly focused on the educational legal framework. Doctor Molina Valero made a crucial revision of the innumerable changes suffered by the educational system of our country happened in the past and in the last few years. These were very interesting sessions that allow us to make differences among them but also to be conscious of the essential parts that a curriculum must conveys. Furthermore, some of the sessions were devoted to deal with the syllabi and its working. In order to achieve a suitable understanding of it, we were required to look at different textbooks and materials so as to properly work on didactic units in the future.

As in other subjects, Molina also highlighted our requirement of being conscious of the wide range of levels of English we will encounter in our classrooms. For this reason, it is important teachers foster their capacities, allowing them to make improvements on their performance.

Several sessions were also focused on the revision of the methodologies and strategies deeply practiced in the subject Complementos para la formación disciplinar en inglés. In these sessions, we highly considered the probable difficulties learners could come across when working on the skills.

Moreover, in both cases, other sessions were devoted to broadly revise some of the linguistic theories needed to complement our knowledge of the process of learning a language.
In this sense, we look at the main characteristics and techniques of some of these theories, from Bloomfield’ Structuralism, Chomsky’s Generative Grammar, Hymes’ Communicative Competence, to Krashen’s Monitor Theory.

In the second part of this subject, Doctor Canga Alonso deeply focused his sessions on the significant role that Intercultural Competence (ICC) plays on EFL classrooms. According to the *Curriculum de Secundaria* CAR, the “aspectos socioculturales y consciencia intercultural, contribuyen a que el alumnado conozca costumbres, formas de relación social, rasgos y particularidades de los países en los que se habla la lengua extranjera, en definitiva, formas de vida diferentes a las suyas.” So, as teachers, other of our duties is paying attention to the processing of culture in textbooks and materials that are intended to be applied in the classroom. For this reason, in order to develop and foster this competence, we should bear in mind the importance of the application of different tasks (e.g. E-mail Tandem, eTwinning, culture boxes) to achieve the four skills. These ICC tasks will require to be assessed following Byram’s (2000) three dimensions: 1) knowledge/savoirs; 2) know-how/savoir-faire; 3) being/savoir-être. That is, as Lázár (2007: 29) suggests, these three dimensions does not only considers “‘knowledge’ but also the skills ‘knowing-how’, and the attitudes ‘being´(…)”.

As Aalto *et al.* (2011: 45) claims “An education which promotes plurilingualism concerns all learners and also all subjects. It must be inclusive and build on all language skills, no matter how basic, whilst recognising a range of proficiency profiles and cultural backgrounds (…)”. Following this idea, it is clear that language and culture go hand in hand.
It is through the language that it is possible to teach society rules or communication skills that students will specially need in order to successfully communicate with others. Communication among students needs to happen in a classroom. This allows the creation of new identities and, at the same time, students are able to identify themselves as part of a group. As Canga Also suggested, we, as teachers, need to foster the development of these new identities because it could leave cultural differences aside (Canga Alonso, personal communication, 2014). In this way, we will be able to avoid cultural stereotypes in order not to favour aspects such as discrimination, rejection or intolerance inside a classroom. For this reason, one of our main objectives as teachers should be letting our students understand the importance of being respectful towards other cultures and races.

Regarding the third and final part of this subject, Doctor Fernández Fontecha specially focused on CLIL (Content and Language Integrated Learning) classrooms. The use of ICT’s (Information and Communications Technology) is one of the most important aspects that complement CLIL classrooms. ICT’s play a decisive role, but it is true that although there are many ways to catch their attention, it is the non-linguistic content that will increase motivation towards the foreign language. We have seen this by designing a CLIL proposal where the non-linguistic content needed to be delivered during a long period of time. Based on Fernández Fontecha’s “CLIL in the Foreign Language Classroom: Proposal of a Framework for ICT Materials Design in Language Oriented Versions of Content and Language Integrated Learning”, this proposal was quite different from the current CLIL sessions because we needed to focus on the non-linguistic content students could be more interesting in.
This was quite hard to design because, as Fernández Fontecha (2012: 321) states, “(…) the framework assigns a crucial role to the teacher. It presupposes the teacher’s implication in the creation of instructional materials. (...) In this context, the textbook becomes just one of the many resources that may supplement the instruction.”

Moreover, related to the use of ICT, the SAMR (Substitution, Augmentation, Modification, Redefinition), is designed to check the effect of new technology into a classroom. The SAMR could not be understood without relating it to the Blooms’ Taxonomy because it requires the teachers to reach the upper stages in both cases. In relation to CLIL, we have seen some resources such as Stop-Motion or Infographics as tools to try to catch students’ attention and therefore, increase their motivation towards the language, reaching better results and a suitable level of efficacy in all the skills.

Finally, we have seen the use of Web Quests as a tool to develop the foreign language. In this case, Fernández Fontecha called them CLILQuests since they could be carried out in a CLIL classroom. As, both theory and practice are vital for the development of a curriculum, Fernández Fontecha (2010) suggests this model that intends the learners to develop both theoretical and practical content making using of the CLILQuests. In this sense, the former enables the learners to increase their conceptual concepts and to increase their capacity of relating concepts. The latter enables the learners to put into practice the theoretical contents but following an awareness perspective.

### 2.2.2 Complementos para la Formación Disciplinar en inglés

In this subject, Doctor Agustín Llach focused her attention on a great variety of key aspects that the English teacher requires to acquire. One of those significant aspects was the need to understand why languages are learnt.
Agustín Llach states “good teaching practice is based on a good theoretical understanding. If I do not know my theory, I won’t be a good teacher”. (Agustín Llach, personal communication, 2014). In other words, as professionals it is needed our formation on linguistic disciplines. They will become into a solid base to manage our future classrooms throughout methods, strategies and objectives. Therefore, theory and practice are undoubtedly inseparable.

The concept of language teaching was also highlighted together with the educational curriculum. For this reason, several sessions were devoted to the syllabus and the lesson planning. However, as Agustín Llach stated, it should be noted that in order to succeed on teaching, it is vital teachers adopt certain behaviours (e.g. validity, success-orientation or teacher-assistance) to reinforce students’ learning, autonomy and production of the language (Agustín Llach, personal communication, 2014). So as to complement professionalism of the English teacher, some sessions were focused on a wide range of methods, approaches and techniques. These set of methods and approaches went from the more traditional ones such as the Grammar Translation Method, the Direct Method or the Audio-Lingual Method, to the current ones such as CLIL, Communicative Approaches or Task-Based Learning and Instruction.

Motivation was also understood as a significant concept in this subject. Motivation is directly linked to success. So, if motivation exists success will come out and vice versa. A motivated student will not only wish to make as many efforts as possible to progress, but also to be highly involved in those tasks proposed by the teacher. Moreover, learners’ motivation will favour teachers. In this case, teachers will see students’ motivation and, therefore, it will lead to turn the sessions into more productive ones.
Taking this into account, Agustín Llach finally pointed out that motivation is strongly related to achievement in language learning, something that seems to be more important than language aptitude (Agustín Llach, personal communication, 2014).

2.2.3 Innovación Docente e Iniciación a la Investigación Educativa (Inglés)

This subject was divided into two parts. The first part was introduced by Doctor Jiménez Catalán who provided us with a wide range of specific and needed terminology for the teacher as future researcher. Moreover, she highlighted the fact of being deeply aware of the difference between innovation and research, two essential concepts to gain quality as a researcher. It was throughout the reading and analysis of different articles where we had the opportunity to increase our knowledge about research and the steps that should be taken in different types of research in order to successfully show your objectives. In the second part of the subject, Doctor Canga Alonso also devoted the sessions to the reading and analysis of different articles that broadly deal with research. In fact, most of them dealt with the use of a variety of instruments or strategies or strategies.

Most importantly, we have seen the essential steps to follow in the Literature Review as appear in Bell (1999) due to the fact that it is the main part that will give your project a good quality. All of them were not only useful for the innovation project of this Master but also for our possible formation as future researchers.

2.3 Conclusions

In order to achieve a proper and effective formation, the teacher– above all, the FL teacher – mainly requires acquiring broad knowledge and understanding of the learning process of students.
This reinforces the fact that old-fashioned master classes were, and still are, one of the main causes of students’ lack of motivation towards a subject. The absence of motivation is a relevant drawback encountered in current classrooms.

Most of the time, motivation depends on teachers’ instruction, their own motivation, and the originality by which s/he delivers it. Consequently, the suitable teacher is the one who is able to make a strong combination of his/her mastery with the ability to transmit his/her wide knowledge to students. Our job as teachers entirely entails the awareness of our students’ needs, characteristics and capacities. In this way, every piece of material will be adapted to these aspects allowing them to reach, and correctly produce the aims of the subject. Teachers seem to be more conscious of the fact that the teaching-learning process should follow another perspective in which the learners increase their prominence, leading way to the learner-centered teaching perspective.

Taking into account all that has been stated, this Master provides the authentic and needed formation for becoming not only a skilled teacher, but also a motivated teacher, a vital factor to be successful in this field.

REFERENCES


Real Decreto 1105/2014, dated on 26th December


3. Teaching Program

3.1 Introduction

This subject syllabus has been designed to 2nd E.S.O, students at the I.E.S “Duques de Nájera”. This high school is not only aimed to E.S.O students, but also to Bachillerato and Ciclos de Formación Profesional students. This wide educational offer enables this center to achieve variety in different aspects (e.g. levels, ages, needs). At the same time, thanks to the enrollment of a great number of immigrant students, this allows the development of a high cultural variety. This variety allows students to be conscious of the existence of different cultures and races, and therefore, it fosters respect and tolerance among them. Both respect and tolerance are two crucial features to achieve a profitable environment not only inside a classroom, but also inside the context of the high school. For this reason, I consider that “Duques de Nájera” should be mainly highlighted by the job of the tutors because they are who favour the integration of the students inside and outside the classrooms. Furthermore, teachers and tutors’ dedication is another characteristic to take into account because they are entirely devoted to their students’ relatives and parents, staying in contact with them. This enables parents to intensely take part of their children education and formation.

Regarding the syllabi, it will be imparted to 2nd C group. Due to the fact that some of the students course English with a curricular adaptation in a small group, this classroom only gathers 18 students. This small group of students is characterized by their unalike capacities and motivation. It is a very homogenous group: there are some immigrants students who are completely integrated into the classroom and easily follow its rhythm. At the same time, it is quite important to emphasize the fact that there are some students who suffer from ADHD.
So, in order to favour their integration and welfare, they are normally placed near or beside a model classmate from whom they will be able to correct some aspects from his/her performance. Furthermore, this group gathers both, some students with a high level of English who encourage the rest of the classmates to improve on the communicative competence, and some repeat students who have severe difficulties concerning all the skills. In a general view, they show very different levels in terms of motivation, goals, results and work done both during the sessions and at home.

3.2 Stage Objectives

According to the Real Decreto 1631/2006, dated on 29th December, the objectives for the Secondary Education stage are the following:

a) Asumir responsablemente sus deberes, conocer y ejercer sus derechos en el respeto a los demás, practicar la tolerancia, la cooperación y la solidaridad entre las personas y grupos, ejercitarse en el diálogo afianzando los derechos humanos como valores comunes de una sociedad plural y prepararse para el ejercicio de la ciudadanía democrática.

b) Desarrollar y consolidar hábitos de disciplina, estudio y trabajo individual y en equipo como condición necesaria para una realización eficaz de las tareas del aprendizaje y como medio de desarrollo personal.

c) Valorar y respetar la diferencia de sexos y la igualdad de derechos y oportunidades entre ellos. Rechazar los estereotipos que supongan discriminación entre hombres y mujeres.

d) Fortalecer sus capacidades afectivas en todos los ámbitos de la personalidad y en sus relaciones con los demás, así como rechazar la violencia, los prejuicios de cualquier tipo, los comportamientos sexistas y resolver pacíficamente los conflictos.
e) Desarrollar destrezas básicas en la utilización de las fuentes de información para, con sentido crítico, adquirir nuevos conocimientos. Adquirir una preparación básica en el campo de las tecnologías, especialmente las de la información y la comunicación.

f) Concebir el conocimiento científico como un saber integrado que se estructura en distintas disciplinas, así como conocer y aplicar los métodos para identificar los problemas en los diversos campos del conocimiento y de la experiencia.

g) Desarrollar el espíritu emprendedor y la confianza en sí mismo, la participación, el sentido crítico, la iniciativa personal y la capacidad para aprender a aprender, planificar, tomar decisiones y asumir responsabilidades.

h) Comprender y expresar con corrección, oralmente y por escrito, en la lengua castellana y, si la hubiere, en la lengua cooficial de la Comunidad Autónoma, textos y mensajes complejos, e iniciarse en el conocimiento, la lectura y el estudio de la literatura.

i) Comprender y expresarse en una o más lenguas extranjeras de manera apropiada.

j) Conocer, valorar y respetar los aspectos básicos de la cultura y la historia propias y de los demás, así como el patrimonio artístico y cultural.

k) Conocer y aceptar el funcionamiento del propio cuerpo y el de los otros, respetar las diferencias, afianzar los hábitos de cuidado y salud corporales e incorporar la educación física y la práctica del deporte para favorecer el desarrollo personal y social. Conocer y valorar la dimensión humana de la sexualidad en toda su diversidad. Valorar críticamente los hábitos sociales relacionados con la salud, el consumo, el cuidado de los seres vivos y el medio ambiente, contribuyendo a su conservación y mejora.
1) Apreciar la creación artística y comprender el lenguaje de las distintas manifestaciones artísticas, utilizando diversos medios de expresión y representación.

3.3 Area objectives

According to the Real Decreto 1631/2006, dated on 29th December, the objectives of the foreign language are the following:

1. Escuchar y comprender información general y específica de textos orales en situaciones comunicativas variadas, adoptando una actitud respetuosa y de cooperación.

2. Expresarse e interactuar oralmente en situaciones habituales de comunicación de forma comprensible, adecuada y con cierto nivel de autonomía.

3. Leer y comprender textos diversos de un nivel adecuado a las capacidades e intereses del alumnado con el fin de extraer información general y específica, y utilizar la lectura como fuente de placer y de enriquecimiento personal.

4. Escribir textos sencillos con finalidades diversas sobre distintos temas utilizando recursos adecuados de cohesión y coherencia.

5. Utilizar con corrección los componentes fonéticos, léxicos, estructurales y funcionales básicos de la lengua extranjera en contextos reales de comunicación.

6. Desarrollar la autonomía en el aprendizaje, reflexionar sobre los propios procesos de aprendizaje, y transferir a la lengua extranjera conocimientos y estrategias de comunicación adquiridas en otras lenguas.

7. Utilizar estrategias de aprendizaje y todos los medios a su alcance, incluidas las tecnologías de la información y la comunicación, para obtener, seleccionar y presentar información oralmente y por escrito.
8. Apreciar la lengua extranjera como instrumento de acceso a la información y como herramienta de aprendizaje de contenidos diversos.

9. Valorar la lengua extranjera y las lenguas en general, como medio de comunicación y entendimiento entre personas de procedencias, lenguas y culturas diversas evitando cualquier tipo de discriminación y de estereotipos lingüísticos y culturales.

10. Manifestar una actitud receptiva y de auto-confianza en la capacidad de aprendizaje y uso de la lengua extranjera.

3.4 Content

According to the Real Decreto 1631/2006, dated on 29th December, content is divided into four distinguished blocks (see Annex II). These are the following:

- **Bloque 1. Escuchar, hablar y conversar.**
- **Bloque 2. Leer y escribir.**
- **Bloque 3. Conocimiento de la lengua**
- **Bloque 4. Aspectos socio-culturales y consciencia intercultural.**

3.5 Key Competences

According to the Real Decreto 1631/2006, dated on 29th December, key competences (see Annex I), there are eight key competences:

1. **Competencia en comunicación lingüística.**
2. **Competencia matemática.**
3. **Competencia en el conocimiento y la interacción con el mundo físico.**
4. **Tratamiento de la información y competencia digital.**
5. **Competencia social y ciudadana.**
6. **Competencia cultural y artística.**
7. **Competencia para aprender a aprender.**

8. **Autonomía e iniciativa personal.**

These eight competences are of crucial importance in order to enable the learner to successfully achieve the contents of the FL. In this sense, it is used as a communication tool to create and transmit knowledge. However, students are also required to develop other of their capacities. These will allow them to increase their motivation towards working in an autonomous and collaborative way and to apply those experiences of the classroom to the real life, where they will have to be aware of the importance of preserving cultural and society aspects. These two aspects are vital to be respectful and tolerance towards other cultures. For this reason, this teaching program pays particular attention to the development of these features throughout cultural activities and group work. It should be noted that group work is not only aimed to develop these aspects but also to increase their motivation and initiative. Therefore, **Competencia social y ciudadana** and **Competencia cultural y artística** are developed in all the units. The **Competencia matemática** will be developed particularly in units 1, 2, 5, 10 and 14 and the **Competencia digital** will be accomplished in units 1, 6 and 11 due to group work in which they will have to make use of some ICT’s such as Powert Point or Prezi.

### 3.6 Methodology

The methodology applied by the teacher will determine the progress on the learning process of the students.

I consider that teaching efficiency will be reached by means of the combination of those methods that meet the characteristics that could be adapted to the students’ needs.

In this sense, a method should gather all the suitable teaching strategies to achieve optimal experiences with that method.
The methodology that will be carried out during this teaching program will be entirely based on the active participation of students. Active participation is closely related to motivation. If both terms go hand in hand in a classroom, it will mean the efficiency of the strategies used by the teacher. In order to promote an improved comprehension of a subject, it seems that the best way of doing it is letting the students to speak among them about their preferences and ideas under optimal conditions. (Hill, 2007).

Although this could be addressed to higher education, it is true that participation is favourable at any level, and in any case, it is always a good source of new knowledge and improvement. Following this idea, at this 2nd E.S.O stage, active participation of the learners is required to produce and use the FL in a meaningful way. As Krashen (2002) points out, in order to acquire a language, it is of crucial importance that the learner interacts meaningfully in the target language. In this situation, speakers are more focused on the content than in the form. In other words, what it is really important here is the message they want to transmit and understand. In this sense, due to the fact that 2nd E.S.O is still quite an early period of the stage, it is of crucial important learners work on the language in a meaningful way in order to easily face to the complexities of the language that students will encounter in higher levels of this secondary education. Additionally, although collaborative work will be achieved, it should be considered that that students will also work individually in order to make advances on their autonomy.

The type of interaction that will be used is the following:

- Teacher-student (T-S)
- Student-teacher (S-T)
- Students- students (Ss-Ss) (this interaction will be carried out by means of asking questions, repeating ideas, helping in tasks and group work)
3.7 Attention to Diversity

According to the *Guía de Actuación para Docentes* (2007: 3), diversity is seen as “todas aquellas características excepcionales del alumnado, provocadas por diversos factores que requieren una atención especializada para que todo el alumnado alcance un mismo nivel de aprendizaje.” Providing a definition of this term was significant enough in order to precisely define teachers’ performance concerning diversity.

In this case, owing to the fact that it is a homogenous classroom, it is crucial every student will be favoured when fulfilling their needs and problems. However, it is vital to deliver more attention to those students who actually show special needs such as those who suffer from ADHD or are repeat students. In any case, all of them show different levels regarding any aspect (e.g. motivation, concentration, learning strategies, rhythm) and therefore, different levels will be reached. For this reason, the goal in this case is the adaption of the contents to enable them to achieve the same objectives. Following this idea, this teaching program will draw attention to the integration of these students by means of increasing their self-esteem, learning strategies, motivation or competences.

Positively reinforcing their participation during the classroom or throughout tasks will be one way to achieve this. Moreover, this will be increased by delivering a precise and special supporting and guiding to allow them to find better learning strategies.

Distribution is another strategy to fulfil their needs. For instance, those learners who suffer from deficit attention disorder will be placed in the front rows of the classrooms or together with a pattern classmate.

Finally, regarding the content of the language, it will be delivered bearing in mind learners with lower and higher capacities. For example, grammar – which is the most difficult part for students – will be explained in English and Spanish. This will satisfy
two types of learners: those who wish to increase their knowledge of the English language, and those who require diminishing their learning difficulties.

3.8 Assessment Criteria

According to the Real Decreto 1631/2006, dated on 29\textsuperscript{th} December, the assessment criteria for this secondary stage are the following:

1. Comprender la idea general e informaciones específicas de textos orales emitidos por un interlocutor, o procedentes de distintos medios de comunicación, sobre temas conocidos.

2. Participar con progresiva autonomía en conversaciones y simulaciones relativas a las experiencias personales, planes y proyectos, empleando estructuras sencillas, las expresiones más usuales de relación social, y una pronunciación adecuada para lograr la comunicación.

3. Comprender la información general y la específica de diferentes textos escritos, adaptados y auténticos, de extensión variada, y adecuados a la edad, demostrando la comprensión a través de una actividad específica.

4. Redactar de forma guiada textos diversos en diferentes soportes, utilizando estructuras, conectores sencillos y léxico adecuados, cuidando los aspectos formales y respetando las reglas elementales de ortografía y de puntuación para que sean comprensibles al lector y presenten una corrección aceptable.

5. Utilizar los conocimientos adquiridos sobre el sistema lingüístico de la lengua extranjera, en diferentes contextos de comunicación, como instrumento de autoaprendizaje y de auto-corrección de las producciones propias orales y escritas y para comprender las producciones ajenas.

6. Identificar, utilizar y explicar oralmente algunas estrategias básicas utilizadas para progresar en el aprendizaje.
7. **Usar de forma guiada las tecnologías de la información y la comunicación para buscar información, producir textos a partir de modelos y para establecer relaciones personales mostrando interés por su uso.**

8. **Identificar y poner ejemplos de algunos aspectos sociales, culturales, históricos, geográficos o literarios propios de los países donde se habla la lengua extranjera y mostrar interés por conocerlos.**

### 3.9 Assessment Procedures

The assessment procedure carried out in this 2\textsuperscript{nd} E.S.O classroom covers diagnostic, formative and summative assessment. On the one hand, diagnostic assessment will take place at the beginning of the course and it will only cover the introductory unit. This assessment will enable the teacher to know the knowledge of the learners from the previous course, and therefore, it is a very important information for the teacher to know in which aspects they will need to improve. This type of assessment will be carried out by means of checking their previous knowledge during the course of the sessions.

On the other hand, formative and summative assessment will take place in the rest of the units. Regarding formative assessment, this will be developed during the course of the sessions by checking out their active participation, their positive attitude, behaviour and homework. Summative assessment is carried out as follows: in the second unit of each term, they will have to prepare a project in groups by making use of ICT’s.

In this way, they will learn to work collaboratively and achieve the suitable use of the technological resources. Then, in the second unit of each term, they will be assessed by an oral test; and in the last unit of each term they will have to do a final test in which the
content of this and the previous units will be assessed by listening, reading, vocabulary and grammatical exercises.

Finally, it should be noted that at the end of all the units, students will have to do a writing task and a vocabulary, verbs, grammar and language skills test that will try to reinforce their linguistic knowledge seen in the unit.

4. Content Sequence

This syllabus presents 15 units that will be developed in, approximately, seven sessions each. All of them are organized in tables in which competences will correspond to the eight Basic Competences shown in the Real Decreto 1631/2006, dated on 29th December and they will be abbreviated by C1, C2, C3, C4, C5, C6, C7 and C8. Moreover, the content block will be also organized by the four blocks written in the legal framework. At the same time, it is important to say that all of the units will follow the same intervention strategies in order to reach equality in all the sessions.

As abovementioned, assessment will be carried out by means of diagnostic assessment in the introductory unit, formative and summative assessment for the rest of them.

Finally, regarding resources and material, they could vary, but all of them will make use of laptops, the textbook and the workbook as a support material to complement grammar explanations, improve students’ acquisition of new knowledge or for the practice of dictation and listening activities. This will be abbreviated in the tables as R&M.
DIDACTIC UNITS
This unit tries to make students revise the basic content of the previous course in order to reinforce them and come again into contact with the English language.

**Goals**

- To correctly use the verb *To Be* in the affirmative, negative and interrogative forms.
- To correctly reproduce the intonation of the interrogative form of the verb *To Be*.
- To correctly use the verb *Have got* in the affirmative, negative and interrogative forms.
- To correctly reproduce the intonation of the interrogative form of the verb *Have got*.
- Being able to correctly use the Saxon Genitive in written and oral contexts.
- To correctly use the Possessive Adjectives in written and oral contexts.
- To correctly identify and use the Prepositions of Place in written and oral contexts.
- To comprehensively read titles, teacher’s notes and wordings.
- To understand a dialogue between two friends.
- To write a list of questions.
- To write a description about the best moment of the classroom.
- To introduce oneself, asking and answering questions.
- To identify, use and produce the meaning of vocabulary related to parts of the body and animals in an oral and written way.
- To understand to others’ instructions and their asking-replying processes.
- To correctly use the technological resources (laptops) when preparing the written tasks.

<table>
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<tr>
<th>Competences</th>
<th>C1</th>
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</table>
| **Content** | *Bloque 1. Escuchar, hablar y conversar.* Listening to others’ instructions and their asking-replying processes. Listening to a mini-dialogue between two friends about the dispositions of furniture. Speaking: introducing oneself, asking and answering questions.  
*Bloque 2. Leer y escribir.* Read titles, teachers’ notes and wordings. Write a list of questions to classmates to know them better (Students will ask and answer their lists). Write a description about the best moment of the classroom making use of laptops.  
*Bloque 3. Conocimiento de la lengua.* Verbs *To be* and *Have got* and their correct intonation of the interrogative forms; final –s of the third singular person of the *Have got* tense; Saxon Genitive; possessive adjectives; prepositions of place; Vocabulary: parts of the body and animals. |
| **Intervention strategies** | Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation |
| **Assessment** | Diagnostic assessment: writing task, and a grammar and vocabulary test that will serve as formative assessment. |
| **R & M** | The laptop and projector; the textbook and the WB |
| **Methodology** | Communicative Approach |
UNIT 1  IT’S TIME TO HAVE FUN

This first unit tries to reinforce the use of the Present Simple tense by means of writing, speaking and listening activities. Moreover, they will be able to broadly deal with new vocabulary related to the things they like to do. In this way, motivation towards the language will be increased.

Goals
To correctly use the Present Simple tense in the affirmative, negative and interrogative ways in written and oral contexts.
To correctly reproduce the intonation of the interrogative form of the Present Simple tense.
To correctly use the adverbs of frequency in written and oral contexts.
To comprehensively read and understand titles, teacher’s notes and wordings.
To understand a video about holidays in Las Vegas.
To write a letter to a foreign friend.
To successfully interact with classmates about their favourite hobbies
To identify, use and produce the meaning of vocabulary related to places in a city and hobbies, making a correct use of them.
To work in a project about their ideal hobby by making use of the vocabulary, expressions and linguistic content by using ICT’s such as Power Point or Prezi.
To express feelings and adjectives to describe personal situations.

Competences

| Content | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 
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<tbody>
<tr>
<td>Bloque 1. Escuchar, hablar y conversar. Listening to a video about a Spanish couple who are spending their holidays in Las Vegas. Speaking: in pairs, describe personal situations making use of feelings (bored, upset, excited) and personal adjectives (talkative, shy). Speaking: in pairs, describe their favourite hobbies.</td>
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<td>Bloque 2. Leer y escribir. Read a text about cooking and identify key vocabulary; read and understand titles, wordings and teacher’s notes. Writing a letter to a friend who lives in a foreign country about places h/she can visit in Spain.</td>
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<tr>
<td>Bloque 3. Conocimiento de la lengua. Present Simple, Adverbs of frequency (usually, often); Pronunciation: /s/, /z/, /ɪz/. Vocabulary: places in a city and hobbies.</td>
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<td>Bloque 4. Aspectos socio-culturales y consciencia intercultural. Spanish cultural knowledge; capacity and initiative to get in contact with foreign cultures. Las Vegas: places to visit, things to do and gastronomy. Speaking: share their likes with the classmates.</td>
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Intervention strategies
Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

Assessment
Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Summative assessment: a project, a writing task and a vocabulary, verbs, grammar and language skills test.

R & M
The laptop and projector, Power Point, https://prezi.com; the textbook and WB.

Methodology
Communicative Approach
UNIT 2: HOLIDAYS!

In this second unit the students will be able to have broad knowledge about other countries' features. In this way, they will be aware of different cultures, costumes and behaviours in other societies. This unit will reinforce their capacities of being respectful and tolerant towards other races and cultures. Furthermore, in this context, they will strengthen their Past Simple tense knowledge.

Goals
To correctly use the Past Simple tense in the affirmative, negative and interrogative ways in written and oral contexts.
To correctly reproduce the intonation of the interrogative way of the Past Simple tense.
To correctly use expressions of time (years ago, before, when) in written and oral contexts.
To correctly pronounce /d/, /t/, /ɪd/.
To correctly use the irregular and regular verbs in the past tense in written and oral contexts.
To comprehensibly read a text about cruises.
To comprehensibly read a text about foreign countries.
To understand a dialogue about taking a flight in airports.
To understand a radio program about the most extraordinary beaches in the world.
To write a comparison between two foreign countries emphasising their culture and costumes.
To successfully interact with classmates about the country s/he wishes to visit soon.
To identify, use and produce the meaning of vocabulary related to transports, airports and characteristics of foreign countries.

Competences

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<tbody>
<tr>
<td>Bloque 1. Escuchar, hablar y conversar. Listen to a dialogue about taking a flight in the airport. Listen to a radio program about extraordinary beaches in the world. Speaking: in pairs, talk about a country you wish to visit.</td>
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<tr>
<td>Bloque 2. Leer y escribir. Reading a text about the most famous cruises. Reading a text about London, New York, Sydney, Prague and Amsterdam and their main characteristics. Writing a comparison between the culture and costumes of two foreign countries.</td>
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<tr>
<td>Bloque 3. Conocimiento de la lengua. Past Simple tense; Pronunciation: /d/, /t/, /ɪd/; intonation of the interrogative way of the Past Simple tense; Expressions of time (years ago, before, when); Vocabulary related to airports, means of transport, characteristics of foreign countries.</td>
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Intervention Strategies
Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

Assessment
Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Summative assessment: an oral test, a writing task and a vocabulary, verbs, grammar and language skills test.

R&M
The laptop and project; the textbook and the WB.

Methodology
Communicative Approach
In this unit the students will be able to be aware of the problems carried out by the Climate Change and its near-future consequences. In this way, they will increase their collaboration with the environment. Moreover, in this context, they will strengthen the Present Continuous tense knowledge, being successfully when comparing it with the Present Simple tense.

**Goals**
To correctly use the Present Continuous tense in the affirmative, negative and interrogative in written and oral contexts.
To correctly reproduce the intonation of the interrogative way of the Present Continuous tense.
To correctly revise and use the Present Simple tense in written and oral contexts.
To correctly identify the differences between the Present Simple tense and the Present Continuous tense in written and oral contexts.
To comprehensibly read an extract from a magazine about some extinct animals.
To comprehensibly read a brochure about polar bears in the Arctic.
To understand a dialogue between two friends.
To understand a video about the Earth Day.
To write an essay about how to collaborate with the environment.
To successfully interact with classmates to express their opinions about climate change.
To identify, use and produce the meaning of vocabulary related to climate change, endangered species, animal’s habitats, recycling, weather.
To be able to respect the environment and be aware of the consequences of the climate change.

**Competences**

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<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Bloc 1. Escuchar, hablar y conversar. Listening: a dialogue between two friends who live in different countries about the sudden changes of the weather.</td>
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<td>Listening: a video about the Earth Day. Speaking: in pairs, students have to express their opinions why they think climate change is happening</td>
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<td>Bloc 2. Leer y escribir. Reading: an extract from a magazine about the polar bear, the tiger, and the gorilla as extinct animals</td>
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<td>Reading: a brochure about polar bears in the Arctic. Writing: an essay about how can you collaborate at home or at school to help the environment</td>
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<td>Bloc 3. Conocimiento de la lengua. Present Continuous; Presente Simple vs. Present Continuous; Vocabulary: Climate Change; Endangered species; Animals’ habitats; Recycling, weather.</td>
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**Intervention strategies**
Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

**Assessment**
Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Summative assessment: a writing task and a vocabulary, verbs, grammar and language skills test.

**R & M**
The laptop and projector; the textbook and WB.

**Methodology**
Communicative Approach
UNIT 4 - THE WORLD OF THE FILMS  
FIRST TERM / 7 SESSIONS

This unit tries to increase students’ cinema knowledge since they are required to understand and accept it as part of a cultural side of the humankind. Moreover, in this context, students will strengthen their Past Continuous tense knowledge, being successfully when comparing it with the Past Simple tense.

Goals
To correctly use the Past Continuous tense in the affirmative, negative and interrogative ways in written and oral contexts.
To correctly reproduce the intonation of the interrogative way of the Past Continuous tense.
To correctly identify and use the ending –ing in written and oral contexts.
To correctly use the time expressions (while and when) to differentiate both tenses in written and oral contexts.
To comprehensibly read a text about films in Hollywood
To comprehensibly read a magazine article about celebrities.
To understand a dialogue between two friends.
To understand a video about teenagers who study dramatic arts.
To write a film card.
To successfully interact with classmates talking about their favourite actor/actress.
To identify, use and produce the meaning of vocabulary related to the creation of the films, genres, Hollywood world.
To be able to understand and respect cinema as a cultural aspect.

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<th>Competences</th>
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Content

**Bloque 1. Escuchar, hablar y conversar.** Listening to a dialogue between two friends who talk about their experience watching a blockbuster in the new cinema of their neighbourhood. Watch and listen to a video about teenagers who study dramatic arts in Hollywood. Speaking: students will talk about their favourite actress/actor, justifying why.

**Bloque 2. Leer y escribir.** Reading a text about the best known films in Hollywood (Titanic, Avatar, The Lord of the Rings). Reading a magazine article about how films and popularity changed some celebrities’ life (Leonardo DiCaprio, Jennifer Lawrence, Will Smith). Writing a film card of a film you like.

**Bloque 3. Conocimiento de la lengua.** Past Continuous; Past Simple vs. Past Continuous; Time expressions; ending –ing. Vocabulary: creation of films (stage, actor, actress, shot); genres; Hollywood world (celebrity, Oscar Prize, red carpet, VIP)


Intervention strategies
Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

Assessment
Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Summative assessment: a writing task and a final test.

R & M
The laptop and projector; the textbook and the WB.

Methodology
Communicative Approach
### Goals

- To correctly use the future form *Will* in the affirmative, negative and interrogative ways in written and oral contexts.
- To correctly reproduce the intonation of the interrogative way of future tense with *Will*.
- To correctly use the future form *Be going to* in the affirmative, negative and interrogative ways.
- To correctly reproduce the intonation of the interrogative way of *Be going to*.
- To correctly use the Present Continuous tense with future intentions.
- To correctly identify the differences between *Will*, *Be going to* and Present Continuous tense with future intention in written and oral contexts.
- To comprehensively read a travelling website about London.
- To comprehensively read a TV guide from the UK.
- To comprehensively read an extract from a magazine about the British Royal Family.
- To understand a radio interview to a very famous chef in the UK.
- To understand a video about London.
- To write a blog’s entry and correctly use opening and linking words.
- To successfully interact with classmates to express likes and dislikes about the British culture and their planes when visiting the UK.
- To identify, use and produce the meaning of vocabulary related to places in the UK, gastronomy, costumes, the British family, types of magazines, newspapers and TV channels.
- To be able to identify the members of the British Royal Family.
- To be able to respect British culture and costumes.

### Content

<table>
<thead>
<tr>
<th>Block</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bloque 1. Escuchar, hablar y conversar</strong></td>
<td>Listening to a radio interview with a very famous chef in the UK who talks about which dishes will become the most eaten in the country. Watch and listen to a video about London’s past, present and future.</td>
</tr>
<tr>
<td><strong>Bloque 2. Leer y escribir</strong></td>
<td>Reading a travelling website about London that gives advice about the most important building and museums to visit in London, the currency, the flag of the UK, and some of their costumes. Reading a TV guide from the UK with some programmes and their descriptions. Reading an extract from a magazine about the British Royal Family gathered in a family tree. Writing a blog’s entry about interesting things to do if visiting the UK.</td>
</tr>
<tr>
<td><strong>Bloque 3. Conocimiento de la lengua. Will; Be going; Present Continuous tense with future intentions; differences between Will, Be going to and Present Continuous with future intentions; the abbreviated and non-abbreviated forms when using Will; Vocabulary: about places to visit in the UK, gastronomy, costumes, the British family, types of magazines, newspapers and TV channels.</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Intervention strategies

- **Grammar**: Explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation.
- **Speaking**: Exchanging likes, dislikes and opinions among classmates.
- **Listening**: Engaging in interactive activities.
- **Reading**: Comprehensive reading of materials about the UK.
- **Writing**: Writing blog entries and completing tasks related to the UK.

### Assessment

- **Formative assessment**: Speaking interaction, active participation, positive attitude, behaviour and homework.
- **Summative assessment**: Written task and a vocabulary, verbs, grammar and language skills test.

### R&M

- **Resources**: Laptops and projector [http://goo.gl/brYRnb](http://goo.gl/brYRnb)
- **Materials**: Textbook and the WB.

### Methodology

- **Communicative Approach**.
This unit tries to make students aware of the importance of the family and friends as support and guide models and the importance of taking care of them. Moreover, in this context, students will be able to reinforce the future tense knowledge and improve their knowledge of the First Conditional form and the comparison of adjectives, being successful when using them.

Goals
To correctly revise the future form Will in the affirmative, negative and interrogative ways in written and oral contexts.
To correctly reproduce the intonation of the interrogative way of the future form Will.
To correctly use the First Conditional in written and oral contexts.
To correctly revise the pronunciation of the abbreviated and non-abbreviated forms of the future form Will.
To correctly use the Comparison of adjectives in written and oral contexts.
To correctly identify and use the Comparative and the Superlative form of the adjectives and the Irregular ones.
To correctly pronounce the sounds /æ/ and /eɪ/.
To comprehensively read a story about the experiences of two families.
To comprehensively read a short text about two friends.
To understand an argument between two friends.
To understand a dialogue between two cousins.
To write their family tree.
To successfully interact with classmates to plan activities for the weekend.
To identify, use and produce the meaning of vocabulary related to friendship, family, free time, hobbies, life events, adjectives.
To be able to understand the importance of family and friends as a support in their lives.
To work in a project about the biography of a character by using ICT’s such as Power Point or Prezi.
To correctly use the technological resources (laptops) when preparing the written tasks.

Competences
<table>
<thead>
<tr>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
<th>C7</th>
<th>C8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bloque 1. Escuchar, hablar y conversar. Listening to two friends who are arguing about who is the best football player. Listening to a dialogue between two cousins who are trying to plan the next holidays. Speaking: in a role play, students will plan activities to do at the weekend.</td>
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</tr>
<tr>
<td>Bloque 2. Leer y escribir Reading a story about the experiences of two families who exchanged their houses for three months. Reading a short text about two friends who share the same hobby: ice-skating. Writing their family tree. In groups, prepare a presentation about the biography of an interesting and important history character.</td>
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</tr>
</tbody>
</table>

Content

Intervention strategies
Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

Assessment
Formative Assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Summative Assessment: a project, a writing task and a vocabulary, verbs, grammar and language skills test.

R&M
The laptop and projector; Power Point; https://prezi.com; The textbook and WB.

Methodology
Communicative Approach
This unit tries to make students learn new concepts, expressions and vocabulary related to extreme experiences. Moreover, in this context, they will improve their knowledge of the Present Perfect Simple tense, For and Since, and the verbs related to experiences, being successful when using them.

**Goals**

To correctly use the Present Perfect Simple / For and Since in written and oral contexts.

To correctly reproduce the intonation of the interrogative way of the Present Perfect Simple tense.

To correctly pronounce the /s/ and /ʃ/; /ŋk/, /nd/ sounds.

To comprehensively read a text about amazing stories.

To comprehensively read an online article about extinct animals.

To comprehensively read a short text about Indiana Jones.

To understand a dialogue about newspapers articles.

To understand a radio interview about a project.

To understand a dialogue about experiences.

To understand a video about wild animals.

To understand a video to revise the Present Perfect Simple.

To understand a video about the use of technology.

To write an essay about a great experience.

To successfully use the closing sentence in a written context.

To successfully interact with classmates to talk about the news and experiences.

To identify, use and produce the meaning of vocabulary related to experiences, verbs, extinct animals.

To be able to understand the importance of family and friends as a support in their lives.

**Competences**

<table>
<thead>
<tr>
<th>Bloque 1. Escuchar, hablar y conversar</th>
<th>C1</th>
<th>C2</th>
<th>C3</th>
<th>C4</th>
<th>C5</th>
<th>C6</th>
<th>C7</th>
<th>C8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to a dialogue about newspaper articles. Listening to a radio interview about a special project to save animals. Listening to a dialogue about experiences. Listening to a video called &quot;Wild animals&quot; about animals that are living in an animal shelter in the UK. Listening to a video edited with Educanon in which it is possible to revise the main structures of the Present Perfect Simple tense throughout a compilation of English speaking TV series. Listening to a video called &quot;IDIOTS&quot; reflecting about the use of technology and mobile phones. Speaking: talking about the news and experiences.</td>
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</tr>
</tbody>
</table>

**Bloque 2. Leer y escribir.**

| Reading a text about new amazing stories. Reading an online article about extinct animals. Reading a short text about Indiana Jones. Writing: an essay about a great experience. |

**Bloque 3. Conocimiento de la lengua.**

| Present Perfect Simple / For and Since. The /s/ and /ʃ/; /ŋk/, /nd/ sounds. Closing sentences. |

**Bloque 4. Aspectos socio-culturales y consciencia intercultural.**

Respect the costumes and daily life aspects of other counties and cultures where the foreign language is spoken; value the personal enrichment that mean the relationship with people from other cultures; recognise and value the foreign language as a communication tool to use in the classroom and with other people from other cultures. Speaking: share opinions and experiences with classmates.

**Intervention strategies**

Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation.

**Assessment**

Formative assessment: speaking interaction, active participation, positive attitude and homework.

Summative assessment: a written task, an oral test and a vocabulary, verbs, grammar and language skills test.

**R&M**


**Methodology**

Communicative Approach
5. UNIT 7- STAYING ALIVE

5.1 Introduction

In this unit, students will learn new concepts, expressions and vocabulary related to extreme experiences. This learning is acquired by the proper use of the Present Perfect Simple tense and the verbs related to experiences. Due to the fact that this tense will be practiced in the next years of E.S.O, it is important to use it efficiently in this present course. Moreover, the verbs related to experiences are of great importance in order to acquire a good comprehension and precise use of oral, written and listening parts that will be practiced throughout at-home and in-class activities. The students will also acquire cultural aspects related to the Indiana Jones' films and they will learn specific lexicon and expressions about technology and computers. Furthermore, they will do several interdisciplinary activities that provide the students the opportunity to remember those concepts learnt in other subjects.

5.2 Learning Aims

a) Learn the vocabulary related to the use of computers, action verbs and expressions to talk about experiences.

b) Watch the video called "IDIOTS", and reflect about the use of technology in a broad perspective.

c) Talk about news and experiences.

d) Comprehensively read news about extraordinary facts, an online article about extinct animals, two texts about “living fossils” and a text about Indiana Jones.

e) Watch the video "Wild animals" about animals that are living in an animal shelter in the UK and learn new vocabulary and expressions.
Practice the use of the Present Perfect Simple tense, the adverbs, For and Since and the time expressions than normally go together with this tense.

Watch a video edited with Educanon to revise the main structures of the Present Perfect Simple.

Listen to a radio program about a project to save animals; conversations about the news and a survey about experiences related to animals.

Identify and pronounce sounds, such as the nk and nd endings.

Reflect about the use of the conclusion in texts.

Identify and practice the pronunciation of the /s/ and /ʃ/ sounds.

Write an essay about an experience.

5.3 Contents

The following contents are based on the Real Decreto 5/2011, dated on 28th January. However, it should be noted that I have included some contents that were developed during the sessions.

Bloque 1. Escuchar, hablar y conversar

1) Use of the objectives of the units to interact with the teacher and the rest of the classmates.

2) Understand and listen to the information related to the activities transmitted inside the classroom.

3) Listening to general content activities that are anticipated with the support of verbal and non-verbal elements.

4) Understand and listen to oral messages related to a radio program about a project to save animals and conversations about news, a survey and the use of computers.
5) Listen to specific information of a video about wild animals from an animal shelter in the UK.

6) Watch and reflect upon the use of technology.

7) Obtain specific and general information of a radio program about a project to save animals, conversations about extraordinary news, a survey about unusual activities and the use of computers.

8) Use of basic comprehension strategies to understand oral speeches.

9) Participation in conversations with classmates by following proposed patterns and by making use of the right pronunciation and intonation.

10) Listen and speak making use of vocabulary related to actions verbs, experiences and the use of computers.

11) Use of the suitable answers for the information required by the teacher and the classmates during the activities done in the class.

12) Development of strategies to overcome interruptions during the speech, making use of verbal and non-verbal elements.

Bloque 2. Leer y Escribir.

1) Understand basic instructions to correctly solve activities.

2) Relate the vocabulary of the unit with its category.

3) Anticipation of the content before and after reading a text.

4) Understand the specific and general information of texts.

5) Use of reading comprehension strategies.

6) Development of the written expression in a guided way.

7) Reflect upon the function of the conclusion from a paragraph.

8) Interest for the tidy presentation of written texts, in paper and digital format.
Bloque 3. Conocimiento de la Lengua: in this part, students will have to identify the basic morphological elements in the use of the language and the verbs of action.

Moreover, regarding the vocabulary they will have to make use of verbs of actions, formulas to tell experiences, expressions related to the use of computers, specific vocabulary about wild animals and most importantly, they will have to identify, use and value the suitable learning strategies. Concerning the functions and structure of the language, it is quite important learners develop their capacity to express past event using the Present Perfect Simple in the affirmative, interrogative, negative ways, and when giving short answers. Furthermore, they will be required to talk about news and experiences as two elements that enable the learners to practise the use of the tense and the adverbs and expressions of time that go together with it. At the same time, it is of crucial important students achieve their capacity to reflect upon the use of the conclusion in a text since they will be asked to work on a written task. Besides, the correct pronunciation of nk and nd or the /s/ and /ʃ/ sounds is vital to be developed by the students in order to enhance their communication skill.

Once learners have acquired all of these linguistic aspects, they will have to reflect about them by applying strategies to organize, remember and use the lexicon; and the learning resources such as dictionaries, source books or libraries. Moreover, it is also important to reflect about the meaning of the Present Perfect Simple and its expressions in order to be successful in every context. Nevertheless, one of the most vital reflections is the acceptance of the error as part of the learning process and not as something that could favour their rejection to the foreign language. Therefore, the error acceptance needs to lead way to adapt a positive attitude to overcome it.

Active participation in activities, in their own assessment learning and in the use of self-correction strategies are other aspects students must achieve during this unit.
At the same time, they will have to show interest to take advantage of these learning opportunities and show confidence and initiative to express themselves in public.

**Bloque 4. Aspectos Socio-Culturales e Interdisciplinares:** This block enables the learners to show respect for the costumes and daily life aspects of other counties and cultures (e.g. extraordinary experiences, volunteer work) where the foreign language is spoken. Moreover, they will have to recognize and value the foreign language as a communication tool to use in the classroom and with other people from other cultures. At the same time, students are required to be interested and show initiative to do communication exchanges with foreign language speakers or learners using the e-mail, short messages or phone calls. Finally, they will have to value the personal enrichment of their relationships with people from other cultures.

### 5.4 Basic Competences

According to the *Real Decreto 1631/2006* dated on 29th December, the basic competences to be developed in this unit are the following:

1. **Competencia en comunicación lingüística:** This competence will be developed by making use of lexicon related to action verbs, experiences and the use of computers. Regarding the skills, the reading skill will be accomplished by written comprehension about news based on extraordinary facts; an online article about extinct animals, two texts about “living fossils” and a text about Indiana Jones. The listening skill will be developed by watching different videos about animals, technology and the revision of the Present Perfect Simple in order to also enhance their grammar knowledge. At the same time, it will be carried out by listening to a radio program about a project to save animals.
Pronunciation of the /s/ and /ʃ/, nk and nd is part of the development of both the listening and the speaking skill because it will try to enhance them by receiving and making an efficacy production of them.

Concerning the speaking skill, participation is carried out through conversations and simulations, questions and sharing experiences and opinions. Moreover, students will have to develop this skill by using the Present Perfect Simple tense, the adverbs and time expressions that go together with this tense, “for” and “since” expressions and reflect about the use of the conclusion at the end of a text. Finally, the writing skill will be developed through their capacity to write an essay about an experience.

2. *Competencia en el conocimiento e interacción con el mundo físico*: this competence will be developed bearing in mind all the language skills. On the one hand, the students will have to be able to revise other subjects’ content in some CLIL activities in which they are required to identify on a world map those countries and information about the meteorites and the behavior of the whales that will appear on some reading activities. CLIL is also developed in other activities in which they will have to complete sentences about scientific facts the relationship between the human being and nature; or in which they will have to acquire information about the extinct animals, their characteristics and the causes of their extinction. Concerning the reading skill, they will be aware of the improvements in the technique of genetic manipulation and the existence of “living fossils”. Through the listening skill, students will have the opportunity to know new wild animals and reflect about the progresses in technology, its advantages and drawbacks for society.
3. *Tratamiento de la información y competencia digital*: this competence will be achieved by listening and interacting about the use of the use of newspapers and the need to be kept informed about what is happening in the world. Moreover, they will need to show a critical and reflective attitude when selecting, using and valuing the information and its sources. In this sense, they are required to do this in an autonomous, efficiently, reflective and responsible way. In a general perspective, it is quite important learners develop respect for the behavior rules when interacting with the teacher and the rest of the classmate and take critical attitude when facing information about how to use expressions to talk about experiences.

4. *Competencia social y ciudadana*: this competence will be achieved by making students see the importance of keeping calm, without being carried along by fear in hard situations. It is also relevant learners be aware of the importance of continue trying and smile although mistakes could be made. At the same time, students will have to respect for each classmate turn speak and for the routines of the classroom. These aspects will foster their positive relationships among and the optimal environment of the classroom.

During some activities, students will have to show respect for the progresses in genetic science; for the animals and their habitat; respect for the wild animals being aware of the importance of helping them if they are injured; respect for other cultures’ activities or those that could be seen as unusual; and respect for other people’s preferences. At the same time, students will have to be aware of the importance of preserving animals and their habits in order to avoid more extinction. It is also important they could be able to appreciate the progresses of technology and reflect about its use in the society.
As a final and relevant point, this competence will try to allow students to see the importance of the maintenance of a constructive and supporting attitude in the presence of information and the interactions that will appear in the classroom.

5. Competencia cultural y artística: this competence will be achieved by allowing the students to understand and respect other cultural aspects such as Indiana Jones, seen as character who represents cinema as a sociable aspect.

6. Competencia para aprender a aprender: this competence allows students to reflect about the learnt vocabulary; to understand the importance of applying a polite attitude towards the teacher and the classmates; and to use strategies, resources and work techniques to learn, being aware of their own skills and knowledge.

7. Autonomía e iniciativa personal: this competence will be developed by working in an autonomous way; by using personal creativity when using the language in written and oral contexts; by develop their organization capacity; and by promoting the cooperative work in the classroom.

5.5 Assessment

This unit assessment will be focused on formative and summative assessment. On the one hand, formative assessment is performed by means of checking students’ behaviour, positive attitude and active participation in class, not only in speaking activities but also in in-class and at-home tasks. In this way, the teacher will be able to decide whether the learners have achieved the objectives of the unit. If it is not the case, s/he will have to apply the improvements required by the learners in order to reach other learning processes or guide the teaching process in another way. Furthermore, positive attitude, behaviour and active participation will be part of the formative assessment.
On the other hand, summative assessment is carried out by a writing task, an oral test and a vocabulary, verbs and grammar test. As you can see in Table 1, the assessment procedures are the following:

<table>
<thead>
<tr>
<th>ASSESSMENT PROCEDURES</th>
<th>Percentage of the global mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary and verbs test</td>
<td>10% of the global mark</td>
</tr>
<tr>
<td>Writing task</td>
<td>5% of the global mark</td>
</tr>
<tr>
<td>Oral test</td>
<td>10% of the global mark</td>
</tr>
<tr>
<td>Grammar and language skills test</td>
<td>60% of the global mark</td>
</tr>
<tr>
<td>Positive attitude, behaviour, homework and active participation</td>
<td>10% of the global mark</td>
</tr>
</tbody>
</table>

Figure 1. Assessment procedures

5.6 Unit 7 sessions

As you can see, down below Unit 7 is shown developed in seven sessions. It should be noted that timing is approximate; therefore, some of the activities would need extra time to be achieved. As you will see, all the sessions are organized by the activities proposed to be done in each of them by using some material and resources (M & R) such as the textbook, the workbook (WB) and handouts delivered in some sessions. These activities need to be done to develop all the language skills and to achieve the Basic Competences (C) written on the Real Decreto 1631/2006, dated on 29th December.

At the same time, all the activities intend to achieve the suitable interaction among students (Ss), between students and teacher (T) and between teacher and students. Finally, in these sessions, students are required to complement their language acquisition by doing several activities of the Workbook (WB) as homework (HW).
<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills</th>
<th>Aim</th>
<th>C.</th>
<th>R&amp;M</th>
<th>Interaction</th>
<th>HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation of the unit by describing the images. Which activities have you done? Which would you like to do? Discussion.</td>
<td>Warming up Reading Speaking</td>
<td>-Activation of their previous knowledge. -Active participation. -Get in contact with the new vocabulary and expressions of the unit.</td>
<td>C1 C5 C8</td>
<td>Textbook; Laptop and projector</td>
<td>T → Ss Ss → T</td>
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</tr>
<tr>
<td>Listening: repetition of Past Simple verbs. -Vocabulary activities: correct vocabulary sentences.</td>
<td>Listening Writing</td>
<td>-Revision of their previous knowledge of the Past Simple tense. -Learn new vocabulary and expressions.</td>
<td>C1 C7 C8</td>
<td>Textbook; laptop and projector</td>
<td>T → Ss Ss → T</td>
<td></td>
</tr>
<tr>
<td>Speaking: complete phrases. -Writing: make a list of verbs about new events.</td>
<td>Speaking Writing</td>
<td>-Improve their vocabulary and verbs knowledge.</td>
<td>C1 C5 C7 C8</td>
<td>Textbook; laptop and projector</td>
<td>T → Ss Ss → T Ss → Ss</td>
<td></td>
</tr>
<tr>
<td>Listening: listen to a conversation about the news. -Speaking: talk to your partner about TV.</td>
<td>Listening Speaking</td>
<td>-Improve their listening skill. -Share likes and dislikes with partners.</td>
<td>C1 C5 C7 C8</td>
<td>Textbook; laptop and projector</td>
<td>T → Ss Ss → T Ss → Ss</td>
<td></td>
</tr>
<tr>
<td>WB: revision of the content. End of the session</td>
<td>Listening Speaking</td>
<td>-Reinforce their new acquired knowledge.</td>
<td>C1 C5 C7 C8</td>
<td>Textbook and WB; laptop and projector</td>
<td>T → Ss Ss → T</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Skills</td>
<td>Aim</td>
<td>C</td>
<td>R&amp;M</td>
<td>Interaction</td>
<td>HW</td>
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<tr>
<td>-WB correction. -Reading: a text about new stories. -Reading comprehension activities. -CLIL: find the countries where these new stories happened.</td>
<td>Reading</td>
<td>-Acquire cultural knowledge. -Increase their autonomous work. -Improve their reading skill. -Revise content from other subjects.</td>
<td>C1 C3 C6 C7 C8</td>
<td>Textbook and WB; Laptop and projector</td>
<td>T → Ss Ss → T</td>
<td>15’</td>
</tr>
<tr>
<td>-Presentation of the Present Perfect Simple tense and time expressions. -WB: grammar explanation and activities.</td>
<td>Listening Writing</td>
<td>-Correctly use the Present Perfect Simple in the affirmative, negative and interrogative ways.</td>
<td>C1 C5 C8</td>
<td>Textbook and workbook; laptop and projector</td>
<td>T → Ss Ss → T</td>
<td>20’</td>
</tr>
<tr>
<td>-CLIL: Present Perfect Simple to revise geographical content. -Writing: practice the interrogative way of the Present Perfect Simple.</td>
<td>Writing</td>
<td>-Revise the content from other subjects. -Improve their use of the Present Perfect Simple. -Correctly use the interrogative way of the tense.</td>
<td>C1 C3 C6 C7 C8</td>
<td>Textbook; laptop and projector</td>
<td>T → Ss Ss → T</td>
<td>10’</td>
</tr>
<tr>
<td>-Speaking: talk to your partner about habits. -Time expressions activity.</td>
<td>Listening Speaking</td>
<td>-Improve their Present Perfect Simple use and know more about their classmates.</td>
<td>C1 C5 C6 C7 C8</td>
<td>Textbook; laptop and projector</td>
<td>T → Ss Ss → Ss Ss → T</td>
<td>5’</td>
</tr>
<tr>
<td>- WB: revision of the content. End of the session</td>
<td>Listening Speaking</td>
<td>-Reinforce their new acquired knowledge.</td>
<td>C1 C5 C7 C8</td>
<td>Textbook and WB; laptop and projector</td>
<td>T → Ss Ss → T</td>
<td>5’</td>
</tr>
</tbody>
</table>
### Unit 7 Staying Alive

#### THIRD SESSION (50’)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills</th>
<th>Aim</th>
<th>C</th>
<th>R&amp;M</th>
<th>Interaction</th>
<th>HW</th>
</tr>
</thead>
</table>
| -WB correction.  
-Reading an online article about extinct animals.  
-Reading comprehension activities.  
-Agree or disagree with the readers’ comments. | Reading Speaking | -Acquire cultural and historical knowledge and vocabulary.  
-Improve their reading skill.  
-Increase their capacity to express their opinions with the rest of the classmates. | C1 C3 C5 C6 C7 C8 | Textbook and WB; Laptop and projector | T → Ss  
Ss → T | Ss → Ss |
| -Listening to a radio program about a special project to save animals.  
-Listening comprehension activities. | Listening Writing | -Improve their listening skill.  
-Acquire new social knowledge.  
-To be aware of the importance of preserving animals. | C1 C3 C5 C6 C8 | Textbook; laptop and projector | T → Ss  
Ss → T | |
| -Watch and listen to a video about animals that are living in an animal shelter in the UK. Listening comprehension activities.  
-WB: revision of the content. End of the session. | Listening Speaking | -Increase their listening skill.  
-Acquire new social knowledge.  
-To understand the importance of preserving animals.  
-Reinforce their new acquired knowledge. | C1 C3 C5 C6 C8 | Textbook, WB and handouts (https://goo.gl/0jxwgr)  
Laptop and projector | T → Ss  
Ss → T | |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills</th>
<th>Aim</th>
<th>C</th>
<th>R&amp;M</th>
<th>Interaction</th>
<th>HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>-WB correction. -Revision of the Present Perfect Simple -WB: time expressions (e.g. <em>ever, just, already</em>). -Reading a text about Indiana Jones by using the Present Perfect Simple. -Writing questions about Indiana Jones.</td>
<td>Writing Reading</td>
<td>-Revise the Present Perfect Simple and correctly use the time expressions. -Correctly use the Present Perfect Simple. -Acquire cultural knowledge about films and Indiana Jones.</td>
<td>C1</td>
<td>Textbook and WB; Laptop and projector</td>
<td>15’</td>
<td>T → Ss Ss → T</td>
</tr>
<tr>
<td><strong>FOURTH SESSION (50’)</strong></td>
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<tr>
<td>-Presentation of the use of <em>for</em> and <em>since</em>. -WB: grammar reinforcement. -CLIL: finding out interesting facts about animals using <em>for</em> and <em>since</em>. -Presentation of <em>How long</em>.</td>
<td>Writing Speaking</td>
<td>-Correctly use <em>for</em>, <em>since</em> and <em>How long</em>. - Increase their knowledge about interesting animals -To have initiative to know more about their classmates by asking questions.</td>
<td>C1</td>
<td>Textbook and WB; laptop and projector</td>
<td>30’</td>
<td>T → Ss Ss → T Ss → Ss</td>
</tr>
<tr>
<td>-WB: revision of the content. End of the session.</td>
<td>Listening Speaking</td>
<td>-Reinforce their new acquired knowledge.</td>
<td>C1</td>
<td>Textbook and WB; laptop and projector</td>
<td>5’</td>
<td>T → Ss Ss → T</td>
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<tr>
<td>Activity</td>
<td>Skills</td>
<td>Aim</td>
<td>C</td>
<td>R&amp;M</td>
<td>Interaction</td>
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</tbody>
</table>
| -WB correction.  
-CLIL: reading a text about some amazing animals.  
-Reading comprehension activity. | Reading | -Increase their reading skill  
-Acquire relevant knowledge about animals.  
-Revise and improve the use of the Present Perfect Simple and previous grammar content. | C1 | Textbook and WB; Laptop and projector | T → Ss  
Ss → T |
| -Listening to a survey about experiences.  
-Listening comprehension activities.  
-Speaking about experiences.  
-Vocabulary activities  
-Speaking: How you ever swum with sharks?  
-Presentation of the pronunciation of /s/ and /ʃ/ | Listening  
Speaking | -To improve their listening skills.  
-To acquire knowledge about interesting experiences.  
-To acquire new vocabulary and expressions.  
-To correctly use grammar tenses.  
-To correctly pronounce /s/ and /ʃ/  
-To share experiences with other classmates. | C1 C3 C5 C6 C7 C8 | Textbook; laptop and projector | T → Ss  
Ss → T  
Ss → Ss |
| -Language Builder: revision of the content. End of the session; | Listening  
Speaking | -Reinforce their new acquired knowledge | C1 C5 C7 C8 | Textbook and WB; laptop and projector | T → Ss  
Ss → T |

**FIFTH SESSION (50’)**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Skills</th>
<th>Aim</th>
<th>C.</th>
<th>R&amp;M</th>
<th>Interaction</th>
<th>HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>-WB correction</td>
<td>Speaking</td>
<td>-To increase their vocabulary and expressions.</td>
<td>C1</td>
<td>Textbook;</td>
<td>T → Ss</td>
<td>WB</td>
</tr>
<tr>
<td>-Speaking about experiences.</td>
<td>Reading</td>
<td>-To have initiative to share experiences, likes and dislikes.</td>
<td>C5</td>
<td>Laptop and projector</td>
<td>Ss → T</td>
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<tr>
<td>-Presentation of the closing sentences of an essay.</td>
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<td>-To correctly write a closing sentence.</td>
<td>C6</td>
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<td>Ss → Ss</td>
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<tr>
<td>-Read an essay to practice the suitable way to write a closing sentence.</td>
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<td>-To successfully write an essay about a great experience.</td>
<td>C8</td>
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<tr>
<td>-Speaking</td>
<td>Speaking</td>
<td>Acquire new vocabulary and expressions about computers.</td>
<td>C1</td>
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<td>T → Ss</td>
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<tr>
<td>-Listening to mini-dialogues about computers.</td>
<td>Listening</td>
<td>-To improve their listening skill.</td>
<td>C4</td>
<td>Textbook and WB;</td>
<td>Ss → T</td>
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<tr>
<td>-Speaking: answer questions about technological issues</td>
<td>Speaking</td>
<td>-To acquire relevant information about technology.</td>
<td>C7</td>
<td>laptop and projector</td>
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<td>-WB: Dictation</td>
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<td>C8</td>
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<tr>
<td>-Watch and listen to a video about technology.</td>
<td>Listening</td>
<td>Improve their listening skill and reflect about the use of technology.</td>
<td>C1</td>
<td>Textbook and WB;</td>
<td>T → Ss</td>
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</tr>
<tr>
<td>-WB: revision of the content. End of the session.</td>
<td>Speaking</td>
<td>-Reinforce their new knowledge.</td>
<td>C4</td>
<td>laptop and projector</td>
<td>Ss → T</td>
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**SIXTH SESSION (50’)**

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<td>Ss → T</td>
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<th><strong>Interaction</strong></th>
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<th><strong>Interaction</strong></th>
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<td>T → Ss</td>
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<td>Ss → T</td>
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<tr>
<td>Activity</td>
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<tr>
<td>-WB correction. -Revision of vocabulary and verbs. -Expressions about experiences and the use of computers.</td>
<td>Warming up Speaking</td>
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<tr>
<td>-Revision of the Present Perfect Simple Tense. -Grammar re-explanation and activities.</td>
<td>Listening Writing</td>
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<tr>
<td>-Watch and listen to a compilation of TV series to revise the Present Perfect Simple tense. -Speaking: answer the questions related to the video. -WB: grammar review exercises. End of the session.</td>
<td>Listening Speaking</td>
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**UNIT 8- THE SHOPPING CENTRE!**

This unit tries to increase their knowledge of the shopping centers as sociable spaces. Moreover, in this context, students will achieve the knowledge of the forms as...as, too... (no)...enough and the relative pronouns, being successful when using them.

**Goals**

To correctly use the forms as...as, too..., (not)...enough and the adjectives that usually go with them in written and oral contexts and correctly use the relative pronouns.

To comprehensively read a text about the Dubai Mall.

To understand a dialogue between a customer and the shop assistant.

To understand a description about an experience at the Dubai Mall.

To write an essay about things you can buy at the shopping centre.

To successfully interact with classmates about things to do and places to go at the shopping centre.

To identify, use and produce the meaning of vocabulary related to clothes, shops, relaxing moments and adjectives.

To successfully perform the roles of the customer and the shop assistant in a shop.

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<th>Competences</th>
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</table>
| Content     | *Bloque 1. Escuchar, hablar y conversar.* Listening to a dialogue between a customer and the shop assistant about a defective item. Listening to a rich man who describes his experience at the Dubai Mall. Speaking: students will talk about those shops they love to visit at the shopping centre and relaxing things they normally do. Speaking: in a role-play, they will imagine they are at a shop and the customer needs some help to choose a pair of shoes.
*Bloque 2. Leer y escribir.* Reading about the Dubai Mall, one of the biggest shopping centres in the world. Reading a leaflet about the list of prices and offers at the hairdresser. Writing an essay about the less and the most expensive things that you can buy at the shopping centre.
*Bloque 3. Conocimiento de la lengua.* As...as, to..., (not) enough. Relative pronouns. The /æ/ and /eɪ/ sounds. Vocabulary related to clothes, shops, relaxing moments, adjectives.
*Bloque 4. Aspectos socio-culturales y consciencia intercultural.* Dubai Mall: its main characteristics, why is it famous for. Capacity to understand other cultures. Speaking: exchanging of likes and dislikes among classmates. |
| Intervention strategies | Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation |
| Assessment | Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework. Summative assessment: a writing task and a vocabulary, verbs, grammar and language skills test. |
| R&M | The laptop and projector.; Textbook and WB. |
| Methodology | Communicative approach |
UNIT 9. THERE ISN'T ANY FOOD IN YOUR FRIDGE!

This unit tries to make students understand the importance of gastronomy as a sociable aspect and respect other countries’ gastronomies. Moreover, in this context, students will improve their knowledge of countable and uncountable nouns, quantifiers and determiners and possessive pronouns, being successful when using them.

Goals
To correctly use the count and uncountable nouns and the quantifiers and determiners in written and oral contexts.
To correctly use the forms there is/there are and correctly reproduce the intonation of their interrogative forms.
To correctly use the forms of the possessive pronouns.
To comprehensively read a restaurant guide.
To comprehensively read a comic strip about woman.
To understand an argument between a waiter and a couple in a restaurant.
To understand a video about a woman who is at the grocery.
To write a description about your favourite dish.
To successfully interact with classmates about types of fast food.
To identify, use and produce the meaning of vocabulary related to cooking, appliances, dishes, food.
To understand and respect other cultures’ gastronomy and food habits.

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Content
- **Bloque 1. Escuchar, hablar y conversar** Listening to an argument between a waiter and a couple about some problems with the bill. Listening to a video about a woman who is at the grocery. Speaking about which type of fast food they normally eat. Speaking: presentation about how to prepare a dish they like.
- **Bloque 2. Leer y escribir.** Reading a restaurant guide about some of the best cuisine in the world (Peruvian, Japanese and Thai). Reading a comic strip about a woman who is trying to install a new cooking appliance in her kitchen. Writing a description about your favourite dish.
- **Bloque 3. Conocimiento de la lengua.** Count and uncountable nouns; quantifiers and determiners; there is/there are; possessive pronouns. Vocabulary related to cooking, appliances, dishes, food.

Intervention strategies
- Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

Assessment
- Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
- Summative assessment: a writing task and a final test.

R&M
- The laptop and projector; Textbook and WB;

Methodology
- Communicative approach
This unit tries to make students reinforce their acceptance and tolerance perspective towards other cultures. Moreover, in this context, learners will improve their knowledge of relative pronouns and adverbs of manner, being successful when using them.

**Goals**
- To correctly use relative pronouns in written and oral contexts.
- To correctly reproduce the intonation of the interrogative forms of the relative pronouns.
- To correctly reproduce the sounds of the relative pronouns /hu:/, /haʊ/; /wen/; /weə/; /wɒt/ and /waɪ/.
- To correctly use the adverbs of manner in written and oral contexts.
- To comprehensively read a text about some important and famous character in the USA.
- To comprehensively read a to-do list about the USA.
- To understand the song “Born in the USA”.
- To understand a conversation about the three most important inventions of the USA.
- To write an essay about a historical building of USA.
- To successfully interact with classmates to express their likes and dislikes about the USA.
- To identify the meaning of vocabulary related to places to visit in the USA, costumes, food, history events.
- To respect characteristics of other cultures.

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<td><strong>Intervention strategies</strong></td>
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<td><strong>Assessment</strong></td>
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<td><strong>Methodology</strong></td>
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UNIT 11- CAN I ADD YOU TO FACEBOOK?

This unit tries to make students aware of the correct use of the social networks and the internet seen as tools. Moreover, in this context, students will improve their knowledge of Modal verbs, being successful when using them.

Goals
To correctly use Modal verbs in the affirmative, negative and interrogative ways in written and oral contexts and correctly reproduce the intonation of their interrogative ways.
To comprehensively read a Facebook post.
To comprehensively read a magazine article about apps.
To comprehend some tips to use social networks.
To understand a dialogue between two friends talking about Twitter stuff.
To understand a video about people using their mobile phones.
To write an e-mail about how to use a laptop.
To successfully interact with classmates to express their opinion about social networks.
To identify, use and produce the meaning of vocabulary related to social networks and sites, apps, gadgets, dangers and benefits from social networks, internet language (selfie, photobomb, tweet, gif).
To work in a project about the disadvantages and advantages of Facebook by using ICT’s such as Power Point or Prezi.
To correctly use the technological resources (laptops) when preparing the presentation.

Competences

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</thead>
<tbody>
<tr>
<td>Bloque 1. Escuchar, hablar y conversar. Listening to a dialogue between two friends who are describing photos posted on Twitter. Listening to a video about people spending time on mobile phones. Speaking: expressing their opinion about social networks</td>
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<tr>
<td>Bloque 2. Leer y escribir. Reading a Facebook post about new technology gadgets. Reading a magazine article about apps that are revolutionizing the world of the mobile phones. Writing an e-mail to your mother giving her some tips to use a laptop.</td>
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<tr>
<td>Bloque 3. Conocimiento de la lengua. Modals: can, could, must, mustn’t and should. Vocabulary related to social networks and sites, apps, gadgets, dangers and benefits from social networks, internet language (selfie, photobomb, tweet, gif).</td>
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<td>Bloque 4. Aspectos socio-culturales y consciencia intercultural. Social life using the social networks and technological resources. Speaking: to share opinions among students to share opinions.</td>
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Intervention strategies
Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation.

Assessment
Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Formative assessment: a project and a vocabulary, verbs, grammar and language skills test.

R&M
The laptop and projector, https://prezi.com//Textbook and WB

Methodology
Communicative Approach
**UNITS 12- STAY HEALTHY!**

This unit tries to make students aware of the importance of being healthy as an important aspect for life and society. Moreover, in this context, students will be able to revise and improve their previous knowledge of written connectors and affirmative and negatives sentences, being successful when using them.

**Goals**

To correctly revise and use the affirmative and negative sentence in written and oral contexts.
To correctly revise and use and, too, or, but, because, for in written and oral contexts.
To comprehensively read a text about healthy habits.
To comprehensively read a quiz about body hygiene.
To understand a conversation about how to follow a healthy diet.
To understand a radio interview about the benefits of physical exercise.
To write a list of tips to sleep better
To successfully interact with classmates to share their experiences with some sport.
To identify, use and produce the meaning of vocabulary related to healthy habits, sports, healthy food, diets.

**Competences**

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**Content**

**Bloque 1. Escuchar, hablar y conversar.** Listening to a conversation between mother and son about how to follow a healthy diet. Listening to a radio interview to a professional basketball player who talks about the benefits of making physical exercise regularly. Speaking: will share their experiences with some sport.

**Bloque 2. Leer y escribir.** Reading a text about healthy habits. Reading a quiz about body hygiene. Writing a list of tips to sleep better

**Bloque 3. Conocimiento de la lengua.**


**Intervention strategies**

Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

**Assessment**

Summative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
Formative assessment: a writing task, and oral test and a vocabulary, verbs, grammar and language skills test.

**R&M**

The laptop and projector; Textbook and WB.

**Methodology**

Communicative Approach
UNIT 13 – WHAT AN AMAZING JOB!

THIRD TERM / 7 SESSIONS

This unit tries to make students be aware of the importance of jobs for building societies. Moreover, in this context, students will be able to reinforce their previous knowledge about the construction and production of questions and exclamatory phrases, being successful when using them.

**Goals**

To correctly revise and use the Wh-questions; what + adj. +; how + adj in written and oral contexts and correctly reproduce the intonation of their exclamatory and interrogative ways.

To correctly revise and use exclamatory sentences and phrases and reproduce their intonation.

To comprehensively read an online article about some professions.

To comprehensively read a magazine article about extraordinary jobs.

To understand a radio interview about an experience of a Google employee.

To understand a conversation between two friends about their problems at their jobs.

To write a description of the best job.

To successfully interact with classmates to share advice.

To identify, use and produce the meaning of vocabulary related to professions and their descriptions, work places, verbs exclamatory sentences and phrases.

**Competences**

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</table>
| **Content** | **Bloque 1. Escuchar, hablar y conversar.** Listening to a radio interview to a man who talks about his experience as an employee at Google. Listening to a conversation between two friends who are talking about their current problems at their jobs. Speaking: students will give advice to people who are looking for a job.

**Bloque 2. Leer y escribir.** Reading an online article about some professions that are disappearing nowadays (farmer, travelling agent, logger). Reading a magazine article about the experiences of some people who have extraordinary jobs (waterslide tester, gumologist, snake milker). Writing a description of the best job.

**Bloque 3. Conocimiento de la lengua.** Wh-questions; what + adj.; how + adj. Vocabulary related to professions and their descriptions, work places, verbs exclamatory sentences and phrases. Vocabulary related to professions and their descriptions, work places, verbs exclamatory sentences and phrases.


**Intervention strategies**

Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation.

**Assessment**

Formative assessment: speaking interaction, active participation, positive attitude, and homework.

Summative assessment: a writing task and a vocabulary, verbs, grammar and language skills test.

**R&M**

The laptop and projector; Textbook and WB;

**Methodology**

Communicative Approach
UNIT 14 – SYDNEY!

This unit tries to make students aware of the importance of being respectful and tolerance towards other cultures. Moreover, in this context, they will be able to improve their knowledge of tenses, being successful when using them.

**Goals**
- To correctly revise and use the tenses seen in the previous units in a written and oral contexts.
- To comprehensively read a text about dangerous animals of Australia.
- To comprehensively read an extract from a magazine about the Opera House.
- To understand a dialogue about aborigines.
- To understand a conversation about famous characters from Australia.
- To write a description of a festivity of Australia.
- To successfully interact with classmates about questions related to Australia.
- To identify the meaning of vocabulary related to interesting facts, gastronomy, events, customs, currency, flag.
- To understand and respect other cultures and costumes.

### Competences

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<td>Listening to a dialogue about aborigines history and current life.</td>
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<td>Listening to a conversation between two friends about Australian famous people (Nicole Kidman, Huge Jackman) who have emigrated to another country.</td>
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<td>Speaking: to interact with classmates by asking and answer questions about Australia following a pattern.</td>
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<td>Bloque 2. Leer y escribir.</td>
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<td>To read a text about the most dangerous animals of Australia and some people experiences with them.</td>
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<td>To read an extract from a magazine about the Opera House and some events celebrated there.</td>
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<td>To read an online article about Australia and some of its characteristics.</td>
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<td>Bloque 3. Conocimiento de la lengua.</td>
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<td>Review of tenses.</td>
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<td>Vocabulary related to Australia interesting facts, gastronomy, events, customs, currency, flag.</td>
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<td>Bloque 4. Aspectos socio-culturales y consciencia intercultural.</td>
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<td>Australia: its main characteristics and culture.</td>
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<td>Speaking: to share opinions with classmates.</td>
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### Intervention strategies
- Grammar explained in English and Spanish; Special distribution of some students (ADHD learners and repeat students); Positive reinforcement of their participation

### Assessment
- Formative assessment: speaking interaction, active participation, positive attitude, behaviour and homework.
- Summative assessment: a written task and a final test.

### R&M
- The laptop and projector; Textbook and WB.

### Methodology
- Communicative Approach
REFERENCES


Real Decreto 1631/2006, de 29 de Diciembre


THE USE OF INFOGRAPHICS TO SCAFFOLD EFL VOCABULARY LEARNING IN SPANISH SECONDARY EDUCATION

ABSTRACT

Infographics are a new genre that displays data via visual and textual information under a certain narrative tone. Even though, no research has been found about the use of infographics in EFL teaching, and more concretely, about its use in foreign vocabulary learning, this study intends to examine wider fields related to this multimodal tool that may influence the process of learning new vocabulary. Although infographics are more frequently used in business or the press, this project will explore its use in EFL (English as a Foreign Language). Despite infographics could be suitable to teach linguistic elements beyond the word level such as grammar or discourse, this work is focused on the supportive role of infographics in learning abstract EFL words at least receptively. Following this idea, this paper analyses Paivio’s Dual Coding Theory (DCT) and the context-availability method (Aslandağ & Yanpar) in order to buttress the benefits of the use of infographics in the process of vocabulary learning. In order, to get results a multiple choice test will be provided to an experimental group of Spanish-speaking EFL learners of 2nd E.S.O. Further research on the training of EFL teachers in infographics, assessment and the combination of traditional classrooms with infographics is recommended.

Keywords: infographics, abstract vocabulary, receptive vocabulary learning, multimodality, EFL.
1. Introduction

Non-verbal communication is well-known to be a feature shared by both human beings and animals. Nevertheless, language has made human beings unique by guiding verbal communication and marking a milestone in the development of the mankind. Without going any further, verbal communication makes the world happen; in fact, “by using language (...) humans have produced a material society that has achieved domination over all the creatures of our world and often over Nature herself.” (MacWhinney, 2005:1). In this sense, words invade our streets as if, intentionally, they were placed there to never stop communication among us. This gave way to the vitality of words in our life since we are dependent of them to achieve our sociable essence. This essence empowered mankind to create what allows us to reinforce our uniqueness: the language. Since its inception, language has been playing an essential role in our lives because, as Mahindroo (2015:1) truly states “The enormous development in various walks of our life has been possible only through language. Science, Technology, Religion, Art could make progress only with the help of language”. Accordingly, the presence of a language is essential to preserve the future of our human race.

In addition, it is true that our social skills are one of the main sources for our development; we feel curiosity to know and learn other languages and, therefore, other cultures. Due to verbal communication, our curiosity implies a complexity that transforms the vocabulary into one of the most crucial aspects in the acquisition of a FL. Despite its importance, currently, vocabulary lies behind in the EFL classroom, where grammar, for example, is given a crucial role. One may point to an actual lack of update in foreign language methodology and techniques.
Although no research has been found about the use of infographics in FL teaching, and more concretely, about its use in foreign vocabulary learning, this study intends to examine wider fields related to this multimodal tool and that influence the process of learning new vocabulary. In this sense, by following Paivio’s Dual Coding Theory (DCT) and the context-availability method, in this project we aim at exploring the effects of the scaffolding role of infographics in abstract EFL vocabulary receptive learning.

2. Review of the Literature

2.1 Vocabulary acquisition

Vocabulary has been shifted to the background by several SLA scholars and teachers due to their inaccurate idea of learners’ ability to acquire vocabulary without any effort (Hsu, 2006). On the contrary, it is also true that a considerable amount of literature has been published on the acquisition of vocabulary of an L2/FL as one of the major aspects of the language to be acquired. Recently, researchers have shown an increased interest in studying the role of vocabulary. Accordingly, there are several key aspects in which vocabulary acquisition is highlighted.

One of these aspects is the dependency of the language’s skills on the acquisition of vocabulary because, as Agustín Llach (2011: 3) states, “the process of L2 vocabulary acquisition begins as soon as the L2 is encountered and continues long after other aspects of the L2 have been mastered.” Mokhtar (2010: 72) also coincides on this idea certainly pointing out that the language’s skills are the ones to be mastered once the vocabulary of the language has been acquired.
As I have explained before, the mankind uniqueness is represented by our solid capacity of using the language. As a result, the importance of continuously developing our verbal-communication is another aspect that reinforces the vital role of vocabulary. In this case, communication is dependent on words; meaning is only achievable by linking words. For this reason, the learner requires having full vocabulary knowledge no matter the level s/he achieves in every aspect of the language; otherwise communication practically could not take place (Min, 2013). Nevertheless, acquiring and linking new words does not imply an easy way to achieve it. In this case, it is not a question of using the memory to learn new words –as many learners do to learn other aspects of the language - but a question of making use of them, something that enables the learners to make them part of their memory (Mehring, 2006). Furthermore, according to Zhang (2011), vocabulary is a very important factor in the learning of a language because it is not only necessary to know the meaning of sentences but also to know if the learner has achieved the proficiency level of that language. This idea has been supported by many researchers (e.g. López Campillo, 1995; Mehring, 2006; Hsu, 2006; Mokhtar, 2010; Agustín Llach, 2011; Fazeli, 2012).

However, vocabulary acquisition relies heavily on the context, another key element at stake here. If we take into account our experience in learning the L1, we know that our learning takes place in different contexts such as the context of the streets, the supermarkets or our own homes. Once the exposure is achieved, these new words do not have sense by their own. Hence, it is clear that the vocabulary acquired in these contexts need to be adapted to them every time we want to give words some sense.
In contrast, the process of learning a foreign language in a formal context implies a higher complexity because learning is devoid of an authentic setting where fully meaningful learning can take place; therefore, each word will have a different meaning in different contexts (Johnson & Johnson, n.d.). These drawbacks make the students to accomplish different strategies to reach that learning, for instance, memorizing.

However, learners could not rely on memorization because it is not an optimal solution to learn new words and then apply them to different contexts (Texas Education Agency, 2000). Therefore, Johnson and Johnson also assert that learners have to make sure that the word they want to know is in the context and that its meaning has something to do with the rest of the words. In the same vein, Nagy (1995) also emphasizes the importance of the context in the acquisition of vocabulary. Nevertheless, following the idea of different contexts stated by Johnson and Johnson, it should be mentioned that Nagy (1995) makes a comparison between two types of contextual variation. One of them is called *sense selection* and the other *reference specification*. The former is basically focused on the polysemy condition of words, giving the example of *bear* as a noun and a verb. But, the latter refers to the fact that the different meanings of a word in different contexts depends on what will supplement a vague sentence. He exemplifies this variation by the sentence *George Washington left his horse in the barn*. In this case, he (1995: 3) argues that “the phrase *his horse* can be interpreted as referring to George Washington's horse. However, no one would argue that the lexical entry for the word *his* (...) should include a subentry which specifies that it can sometimes mean "George Washington's."

**2.2 Receptive and productive vocabulary**

It is of crucial importance that the learner acquires a considerable amount of vocabulary in order to achieve communication.
In this sense, a number of studies have examined the influence of vocabulary size in the acquisition of the FL. In order to do so, all of these studies (Terrazas Gallego & Agustín Llach, 2009; López Campillo, 1995; Nation, 2001; Zhong, 2011) clearly suggest that we first need to differentiate between productive vocabulary and receptive vocabulary. As López Campillo (1995:37) states, the former refers to “the words learners need to be able to use and understand (…)”, and the latter addresses “(…) the words they need to recognize only.” a difference that should be taken into account by teachers, as she afterwards points out.

Both receptive and productive vocabularies are highlighted in vocabulary teaching and learning. On the one hand, the teacher needs to bear in mind these two concepts for several reasons: assessing vocabulary, defining the levels of language and selecting/designing attractive materials and activities (Jiménez Catalán & Terrazas Gallego, 2005-2008). On the other hand, Nation (2001) suggests the relation between productive and receptive vocabulary and the language’s skills. What it is more, he makes a distinction between receptive/listening/reading vocabulary and productive/speaking/writing vocabulary. In the same vein, Terrazas Gallego and Agustín Llach (2009) also defend the idea of this relation, since they state that the amount of vocabulary acquired by the learner is dependent on their mastering of that FL. Moreover, this amount will also depend on the time the learner devotes to the FL.

Furthermore, Nemati (2010) explains that productive vocabulary is defined by words that are employed in speaking and writing contexts, meanwhile receptive vocabulary is defined by the vocabulary received in listening and reading contexts.
Despite this distinction, Nation (2001) and Pignot-Shahov (2012) defend the fact that the receptive vocabulary depends on productive vocabulary, because meaning is also achieved if we are exposed to reading or listening contexts (Nation, 2001). In fact, Nation takes a close look at this issue.

According to Melka Teichroew (as cited in Nation, 2001:25), active and passive vocabularies are the optimal terms that substitute to productive and receptive vocabulary. This distinction is also analyzed by Meara (1990) and Corson (1995). However, Nation found some incongruities in Meara’s study. As Nation (2001) suggests, Meara (1990) showed that the passive vocabulary could only react to stimuli, while the active vocabulary could achieve its active condition thanks to other words. In the light of this, Nation does not dismiss Meara’s confusion because “language use is not only associationally driven, but more basically is meaning driven. Being able to actively name an object using a second language (L2) word can be externally stimulated by seeing the object without necessarily arousing links to other L2 words” (Nation, 2001:25). Moreover, Nation is very much in favour of Corson’s distinction between active and passive. As Nation points out (2001: 25), this distinction is focused on the use of the vocabulary. For this reason, Corson (as cited in Nation, 2001: 25) identifies different types of words: the active vocabulary; the vocabulary that is avoided to be used in certain contexts; and the low frequency words that are inactive, but could be active thanks to stimuli.

On the other hand, some researchers consider that the difference between receptive/passive and productive/active vocabulary cannot take place because they create a cycle, a continuum. According to Laufer and Paribakht (1998), it seems that lexical knowledge should be better defined as a continuum in which different levels and dimensions of knowledge are involved.
In this sense, Palmberg (as cited in Laufer & Paribakht, 1998:367), refers to the fact that this continuum starts with unrecognizable but understandable vocabulary for learners and ends with passive and active vocabulary. In the same vein, Henriksen (as cited in Laufer & Paribakht, 1998:367) divides this continuum into three parts: (1) levels of knowledge are equivalent to levels of word comprehension; (2) syntagmatic and paradigmatic relations among words; and (3) combination of receptive and productive vocabulary. This last part clearly specifies the ability of learners to understand and make use of the words. Moreover, they point out that Henriksen’s division refers to the fact that the inability of learners to achieve the learning and the use of a word implies that still they need to know how to be in contact with a word.

2.3 Multimodality

In recent years, multimodality has emerged as a key term that covers a variety of fields. In language education, it has been found to be a very valuable way of understanding and articulating the teaching-learning process by studying the use of different modes, such as images, gestures, and sounds together with language information (Jewitt, 2008). The multiplicity of resources and forms of communication in our technological world may justify its development. In this work, we examine its effect on FL vocabulary learning.

Currently, it is true that technology is more and more being applied to teaching since the use of Information and Communication Technologies (ICT) is highlighted inside the L2/FL classrooms. Taking into account the clear attraction that these technological resources deliver to students, multimodality plays here a very important role.

Many studies have shown the importance of multimodality in linguistics (e.g. Kress & Leeuwen, 2006; O’Halloran, 2006; Kress, 2010; Norris, 2011).
Kress (2010) suggests that multimodality is related to communication by giving the example of signs that ease our daily routines. In this line, he states that the signs, as images, are different due to way in which the modes are used. Multimodality, then, plays a very important role here because thanks to it we know which modes are used. Moreover, Norris (2011) claims that contexts and communication are clearly connected because visual elements are involved in the context, but most importantly, communicative modes are also part of it.

From a more technological point of view, multimodality is mainly being applied to the use of computers and mobile phones, as it is shown in the research conducted by Guichon and McLornan (2008). They examined the advantages of CALL (Computer Aided/Assisted Language Learning) as a way to learn a L2/FL. In this sense, they claim that multimodality enables us to obtain information and to create interactions among different formats of information. In this case, they suggest that, thanks to multimodality, CALL provides different benefits: a) learners can make use of different channels; b) the information is in hand of learners; c) in order to improve their comprehension, learners are able to directly go to dictionaries or maps available in the Internet; d) so not as to get different pieces of information, learners are also able to mix different formats or select one of them. Consequently, as pointed out in CISCO report (2008), learning could enhance and increase through verbal and visual multimodal learning.

2.3.1 Infographics

Infographics are an example of visual multimodality. As a very powerful resource, different authors, such as Smiciklas (2012), Krum (2013) or Lankow, Ritchie and Crooks (2012) have deeply dealt with infographics (see examples in Appendix I and II).
In a general perspective, Smiciklas (2012) defines infographics (an abbreviation of information graphic) as an image that combines not only data but also design. This design could have the format of a static infographic, an infographic video or even an interactive infographic. Therefore, this combination enables the audience to better understand complex messages. Moreover, thanks to this combination, the infographic could act as a source of information, enjoyment or persuasion. In fact, they have the power of catching the attention of the audience, allowing them to know in some way what to do with the new data acquired thanks to being exposed to the infographic (Krum, 2013). For this reason, infographics are best known to be addressed to business or even the press. Nevertheless, taking into account its potential, it should be mentioned its possible implementation into the EFL classrooms even though no study has been published about this tool and its relation with the learning of a FL. In this sense, infographics could have a positive effect upon any aspect of the learning and teaching of a FL. The infographic could become a support tool for the teacher to better explain new and complex concepts or ideas that appear on the textbook, grammar or even abstract vocabulary. In fact, the latter may be not only difficult to learn but also difficult to explain in a FL classroom.

For this reason, we should mention here Paivio's Dual Coding Theory (DCT) (1979). The DCT is basically focused on the fact that cognition takes place thanks to two linked codes: a verbal code (language) and a non-verbal code (mental imagery). So, for instance, if someone sees a tree, that person should also have the word “tree” in his/her mind. However, it is rather a difficult task if we talk about abstract words. If we take the example of the word “true”, we will hardly get into the non-verbal code. In other words, we will not be able to have the concrete image of “true” in our minds.
Therefore, in order to reach meaning, abstract words clearly need to go hand in hand with verbal associations, providing the access to meaning by defining “true” with synonyms or antonyms (Aslandağ & Yanpar, 2014).

It seems that dual coding has an optimal impact upon the learners when they remember new vocabulary (Mayer & Anderson, 1991). Nevertheless, when it concerns abstract and concrete vocabulary, it seems that dual coding is not enough. It requires something else such as the context-availability method as Aslandağ and Yanpar (2014) suggest. This method is focused on quickly recognizing concrete or abstract words by exposing them to a bigger context by means of the use of concrete words. Accordingly, if we take into account that a concrete word is easily recognizable thanks to its imagery, abstract words could be easily recognizable too if they are part of a meaningful context with a great amount of verbal information (Schwanenflugel & Stowe, 1989). However, in their study, Aslandağ and Yanpar (2014), conclude that images have a positive effect on vocabulary teaching because they enable the teachers to understand it in a meaningful way. At the same time, the context-availability method has a positive effect on students since, thanks to the meaningful context, they are able to understand the words. Moreover, these authors also conclude that both the DCT and the context-availability method can be used individually or in a combination. However, if teachers wish to apply the DCT, they are required to pay attention to the words and the adequate images that represent them. In the case of the context-availability method, teachers are required to include another technique to avoid learners' boredom.

2.3.2 Incidental vocabulary learning

A typical use of these types of resources, such as infographics, is supportive of incidental learning.
Schmidt (1994: 16) defines incidental learning as “learning without the intent to learn or the learning of one thing (e.g. grammar) when the learner’s primary object is to do something else (e.g. communicate).” When the time comes to learn vocabulary, this type of learning is not only dependent on the context but also on the interest of the learner towards the meaning and form (Restrepo, 2015).

Many researchers have found that the acquisition of vocabulary is positively influenced by reading contexts incidentally (Elley, 1989 and 1997; Rieder, 2003; Webb, 2008; Ponniah, 2011; Alemi & Tayebi 2011; Ahmad, 2012; Restrepo, 2015). For instance, Ahmad (2012) states that when the learner is in front of a text, s/he will make many efforts to deduce the meaning of new words by carefully finding the hints that the text will deliver. In this way, incidental vocabulary helps increase memorization and the cognitive process. In the same vein, Elley (1989) supports this idea by highlighting the importance of silent reading as another strategy to learn vocabulary incidentally. Moreover, Ponniah (2011) emphasizes the power of incidental learning by claiming that when someone reads a text, s/he does not pay attention to the words s/he does not know, but to the meaning of the text as a whole. Therefore, without being aware, the reader is acquiring new words and, at the same time, new meanings.

Although incidental learning through reading has been in the spotlight of investigations, as Schwarz (2013) suggests, some researchers have shown that it is also possible to increase the vocabulary size through listening. In fact, in her study, Schwarz is able to conclude that thanks to English pop songs students gain vocabulary in an incidental way. In the same vein, Brown, Waring and Donkaewbua (2008) and Elley (1989) suggest the possibility of acquiring vocabulary incidentally by listening to reading stories.
In the same line, Lévesque (2013) defends the importance of listening by claiming that the visual means, in this case the TV programs, as a source of incidental learning.

Taking into account all that has been stated above, the present study intends to explore the role of infographics as scaffolding techniques in EFL vocabulary learning of a group of Spanish learners of secondary education. The focus will be placed on the learning of abstract words through incidental learning tasks.

3. Methodology

This present project is an experimental research designed to analyze the increase of vocabulary of the English language in Spanish secondary students through the use of infographics. In order to demonstrate this, this project will be accomplished in two groups of 2nd E.S.O who are under the same conditions. The results will be collected after providing with a version of the multiple choice test designed by López-Mequeita (2005:688).

3.1 Participants

Two groups of Spanish-speaking EFL learners of 2nd E.S.O. are involved in this project. GROUP A will be the experimental group that will be exposed to the content through the use of different types of infographics; GROUP B will not be exposed to this tool but to the traditional classroom methodology. These groups are formed by 25 students each, therefore, a total of 50 students will participate in this study whose average age is 13 years-old. They attend a public high-school of La Rioja in which the level of English taught in this grade is A1/A2 of the Common European Framework of Reference for languages. These groups have little experience with ICT’s since they have always been exposed to traditional materials but sometimes they have made use of some of them such as Prezi or Power Point for presentations.
3.2 Instruments

As mentioned above, the goal of this project is to explore the role of infographics in supporting EFL vocabulary learning of a group of secondary graders. Specifically, we will make use of infographics in order to teach abstract vocabulary in a receptive way.

3.2.1 Infographics

During the sessions, students will be provided with a total of four infographics each. They will be exposed to a great variety of infographics in the format of: 1) static infographics: images and text; and 2) interactive infographics: that will allow the students to interact with the information. In both cases, words will be inserted in texts supported by images related to those words. Figure 1 shows the type of material that students will be exposed to.

Figure 1. Example of an infographic combining the DCT and the context-availability method. (Self-elaborated). (Text adapted from “How Knowledge helps”. Retrieved from http://goo.gl/5NhQn1)
3.2.2 Data collection instrument

Both in traditional sessions and in infographic sessions, students will be exposed to the same words. Nevertheless, in the infographic sessions abstract words will be inserted in infographics and they will be contextualized in the way Figure 1 shows.

In the case of traditional sessions, abstract words will be inserted inside a context, such as a text or a more traditional language activity. In this case, there will not be visual support.

The groups will be provided with a version adapted of the multiple choice test found in López-Mezquita (2005: 688) (see model in Appendix III). In this test, students will have to choose the option that is much more related to the meaning of the word given. In this case, the test covers part of speech vocabulary such as adjectives, nouns and verbs. Moreover, these words will be short, long, concrete and abstract.

3.3 Procedure

In order to reach the optimal estimations, this study will be developed during 15 days and four hours per week. It should be mentioned that an EFL level test will be provided to the learners at the beginning of the treatment in order to measure their average level. Learners with low level of English of both groups will be chosen during the evaluation of the treatment.

In the group of traditional sessions, abstract vocabulary will be worked by means of more traditional linguistic activities. In this case, images will not be used as a supportive mean to understand new words. However, in the case of infographic sessions, students will be exposed to a range of abstract words that will be inserted in infographics as in the example of Figure 1.
In this case, infographics will be used in different ways: 1) to explain the vocabulary by inserting them in presentations; 2) copies of the infographics will be provided to the students to achieve a better understanding of the abstract words at stake; and 3) students will be able to get involved in different activities in which they will work with infographics.

4. Expected results and discussion

First of all, it should be mentioned that since infographics are an innovative tool hardly found in research on EFL teaching, this study expects to be an inspirational source to implement this tool in classrooms in the near future. Regarding the research question, this project intends to provide the students the opportunity to facilitate their vocabulary learning by means of infographics.

As it is suggested in INTECO (2009), the young generation of children is totally involved in the information society. In this society, they make use of their communication and socialization opportunities by using their capacity of participation. Furthermore, many students find it difficult to study the English language what leads them to learn the language with the aim of passing the exam. Precisely, acquiring new vocabulary could be also boring. These two ideas reinforce the positive side of the technology and the use of infographics in a classroom. These resources could be considered to be motivational and beneficial reasons to improve their capacity of communication and socialization, but most importantly to increase their motivation towards the FL and its vocabulary.
5. Ethical Statements

The two groups and their families and the board of directors of the high school will be well informed about the aims of this present study. Moreover, the students will be informed about their required collaboration as participants to accomplish this project. Two informative talks delivered to the participants and their families and the board of directors will take place during two days before the second semester starts. In these talks, the points to deal with are the following:

1. A detailed explanation of the aims of the study and its expected time of exposure.

2. A presentation about the infographics and how they are going to be implemented in the study.

3. A confidential statement by which the researcher will assume that she will preserve the privacy of the participants’ data, and the results won’t be published without the consent of their parents or guardians of the minors.

6. Budget

In order to develop this project, there is no need of a high budget. However, since this study will be developed through computers, the high school should provide this resource in case of its absence. Moreover, taking into account that infographics will be used in this study, some of the webs to elaborate or access to infographics have freely access. However, in case others are required to be bought, the high school will also have to provide the research with the properly budget.
7. Conclusions

By means of this project, we attempt to improve the receptive learning of abstract EFL words by a group of Spanish secondary graders through the use of infographics. Bearing in mind this purpose, an experimental research has been planned in which an experimental group will be exposed to the use of infographics as a supporting tool of the English sessions. During this study, students will accomplish different tasks, mostly incidental learning tasks, by which they will be able to interact with the new words during their learning process. Thanks to them, the learners will be able to have experiences with the new vocabulary during the learning process.

Results will try to demonstrate whether infographics are an effective tool to scaffold the learning of EFL abstract words.

This experimental method will be accomplished in 15 days. During this time, students will have the opportunity to be aware of the existence of new words, but most importantly to be in direct contact with them. Moreover, this period of exposure will enable them to work autonomously, a very important aspect to be achieved in teenage students to develop their self-sufficient capacity.

This project faces some limitations regarding the data collection instruments. In this case the type of test chosen could fail to get the expected results. For instance, the test offers the participants the don’t know option. In this case, they could choose this option for the whole test, leading way to achieve invalid results. Another limitation is the lack of context. Although during the exposure time words will be part of a context – something that ease the comprehension of the words - vocabulary is not accompanied by a context in the test.
This could lead to get correct or incorrect results but it will not mean that the participants have acquired more meanings of a word because they have limited knowledge of it (Schmitt, 2000). Another limitation is the possible difficulty of controlling the variables in the control group because they could interfere with the results. These variables could be the way in which the abstract words are taught or the contextualization degree of the abstract words inserted in the materials.

Several implications are intended to be shown in this project since it tries to demonstrate the importance of the implementation of visual information tools such as infographics in the FL classroom.

Due to the fact that infographics are innovative in nature, further research should be carried out in order to know whether teachers with little experience with these types of resources could require some training in the use of this tool. Moreover, further research should be accomplished in order to give answer to the assessment procedure and the positive or negative effects of the implementation of infographics in traditional classrooms.

**REFERENCES**


APPENDIX II. “The history of light” ( Retrieved from https://goo.gl/NJnSrV)
APPENDIX III. Multiple choice test. (López-Mezquita, 2005:688)

Circle the option that gives the best meaning of the underlined word.

- **Culture** means: a) ignorance  
  b) tradition of a civilization  
  c) to increase  
  d) abstract  
  e) (don’t know)

- **Loyalty** means: a) dishonor  
  b) to encourage  
  c) to be faithful  
  d) to lie  
  e) (don’t know)

- **Maturity** means: a) the adulthood stage  
  b) be a teenager  
  c) childhood  
  d) to support  
  e) (don’t know)

- **Sensitivity** means: a) cold  
  b) to be apathetic  
  c) to be susceptible  
  d) weak  
  e) (don’t know)

- **Idiosyncrasy** means: a) to be eccentric  
  b) to be plain  
  c) improvement  
  d) large  
  e) (don’t know)

- **Tolerance** means: a) impatience  
  b) to be understanding  
  c) to disapprove  
  d) easy  
  e) (don’t know)
- **Trust** means: a) *to have doubts*  
  b) *to believe in someone*  
  c) *to call*  
  d) *exciting*  
  e) (don’t know)

- **Success** means: a) *to achieve a goal*  
  b) *to be defeated*  
  c) *campaign*  
  d) *story*  
  e) (don’t know)

- **Wisdom** means: a) *intellectual power*  
  b) *to be stupid*  
  c) *to insert*  
  d) *weakness*  
  e) (don’t know)

- **Enhancement** means: a) *to decrease*  
  b) *to improve something*  
  c) *show*  
  d) *important*  
  e) (don’t know)

- **Beauty** means: a) *something easy*  
  b) *something or someone elegant*  
  c) *to run*  
  d) *an adventurer*  
  e) (don’t know)

- **Calm** means: a) *to distinguish*  
  b) *to be serene*  
  c) *noise*  
  d) *a relative*  
  e) (don’t know)

- **Friendship** means: a) *the state of being friends*  
  b) *to hate someone*  
  c) *insult*  
  d) *amazing*  
  e) (don’t know)
• Determination means: a) *something light*
  b) *to verify something*
  c) *a lamp*
  d) *a building*
  e) *(don’t know)*

• Ego means: a) *be special*
  b) *be friendly*
  c) *be arrogant*
  d) *giant*
  e) *(don’t know)*

• Fear means: a) *to be scared*
  b) *happiness*
  c) *to try*
  d) *love*
  e) *(don’t know)*

• Goodness means: a) *evil*
  b) *positive*
  c) *someone who is benevolent*
  d) *to adopt*
  e) *(don’t know)*

• Leisure means: a) *to enjoy of the free time*
  b) *to work*
  c) *environment*
  d) *ancient*
  e) *(don’t know)*

• Hope means: a) *to have faith*
  b) *to have doubts*
  c) *a mistake*
  d) *mercury*
  e) *(don’t know)*

• Intelligence means: a) *ignorance*
  b) *wonderful*
  c) *to fly*
  d) *the ability to understand*
  e) *(don’t know)*