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Bilingual and Monolingual Students' Attitude towards the Target Language,
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Bilingual and Monolingual Students’ Attitude towards the Target Language

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INTRODUCTION

The present work consists of three different sections which are related among them. The first comprises all the theoretical subjects of the master, the specific and the generic, and specifies the knowledge acquired in each. The contents that I consider the most important or relevant are explained, together with the aspects that helped me perform the internship successfully. All the knowledge acquired during the theoretical period of the master was necessary for the second step (the internship) although I did not realise until I was at the corresponding school.

The second section is related to the internship, that is, the second stage of the whole master; it was completed in I.E.S. Batalla de Clavijo. To begin, the fundamental elements of the ‘Prácticum’ are analyzed. In order to do that, a brief review of the E.P.C. is provided, where the general context, the facilities, the functioning and the pedagogical document of the school are specified. After that, an overview of the internship is given, where the three periods are described together with a brief reflection of them. It is also indicated which were the most useful contents of the theoretical framework. Next, the group for whom the didactic unit has been designed is examined, specifying students’ socio-cultural conditions as well as their psycho-pedagogical and socio-psychological features. Finally, the didactic unit is presented, which has been developed for students of 2nd of Bachillerato.

The third part consists of a research that tries to improve an issue observed during the internship period. Due to the fact that a wide range of the students in I.E.S. Batalla de Clavijo are foreigners, a great number of the learners in the school are bilingual; but not all of them. This led the present author to the question whether monolingual and bilingual students have the same attitude towards the English learning. Learners’ attitude and lack of interest were also the reason that conducted me to the mentioned question; since now I am aware of the important role that students’ and teachers’ attitude, motivation and behaviour take in learning. It is a relevant topic as in a near future I may work with both monolingual and bilingual students.
So, the present work describes both the first and the second period of the whole master and how the knowledge acquired through the subjects of the first stage was useful and necessary to perform successfully the second, the internship. After explaining the training the master has provided, a research is proposed; which is based on a matter perceived during the internship period but which will be useful for my future practice as a teacher.
I. THEORETICAL FRAMEWORK

This theoretical framework summarize the knowledge acquired through all the subjects of the Master, both the generic and the specific ones; also how this knowledge has been applied in our master’s internship and how it could help us improve our future teaching practice. The generic subjects have provided us with the necessary knowledge needed to perform successfully the teaching practice in its broad sense; the specifics, however, have focused on the English Language Teaching. Hence, all the subjects have contributed to the students’ development as teachers.

1. Generic module

This module consists of Aprendizaje y Desarrollo de la Personalidad; Sociedad, Familia y Educación; and Procesos y Contextos educativos. The main purpose of the mentioned subjects is to help students understand the psychological, sociological and pedagogical aspects that can influence the teaching-learning process and thus know how to handle each situation.

1.1. Aprendizaje y Desarrollo de la Personalidad

In order to introduce the topic, we were provided with a clarification of what psychology is and an explanation of its applicability in education. So as to understand the latter we analysed the principal teaching-learning models, from which I would highlight the Ecological System Theory proposed by Bronfenbrenner (1979) and the Classical Conditioning by Paulov (1927). The first showed us the importance of taking into account the context in which the teaching-learning process takes place; an issue also remarked in Sociedad, Familia y Educación and Complementos para la Formación Disciplinar. In relation to the Classical Conditioning, which states that some knowledge and
behaviours are acquired through stimuli and response, it taught us diverse techniques so as to modify students’ bad attitude and preserve good behaviour.

The subject also dealt with adolescents’ biopsychosocial changes, an important issue considering that we will work with students in ESO and Bachiller who are suffering the mentioned alterations. We analysed the biological and cognitive changes that people between 10-19 years undergo and how they affect their behaviour and feelings. Concurrently, we examined several cognitive features common in adolescents; Sánchez Queija and Delgado Egido (2010) explained that adolescents show idealistic thought, tendency to argue, indecision and egocentrism. The latter is presented in three different ways: personal fable, imaginary audience and invincibility fable. All this content has helped us understand better students’ behaviour, which will make easier to infer their needs and manage the classroom, and consequently, create a good atmosphere.

Another important point studied was ‘Learners’ intrapersonal factors’. We analysed students’ psychological variables, which includes: to want (motivation), to know (previous knowledge), to believe (expectations, self-concept), to be able (intelligence, attention, memory), to be (personal features) and to do (strategies and learning techniques). All the mentioned, together with the personal variables (cognition, conation and affection), influence the teaching-learning process. Within this, we went in depth into the attention, the memory and the motivation of the students; we observed the functions, characteristics, and types of the three aspects as well as some strategies to better them. This knowledge will help us improve our teaching practice and thus facilitate students’ learning.

It is worth mentioning that we reflected on the relevance of emotional education as well. The term refers to the ability to recognize, express, understand and regulate one’s own emotions. It is suggested that the academic curriculum does not cover the emotional needs and that teachers have the responsibility to do it. Together with that, we examined different kinds of families and how each type affects the learning process. In this manner, the subject has made us realise that the school takes an important role in learners’ education.
and that the learning is also influenced by the family. From here I conclude that the relation between the school and the family is considerably important.

Finally, we worked on special educational needs (i.e. Attention Deficit Disorders, higher abilities) and several social problems (i.e. bullying, anorexia) that students might suffer. It is of great importance to know about these issues as they are serious problems which are not easy to solve; teachers need to be prepared for all the possible situations that could come up.

In conclusion, the present subject has provided us with the necessary knowledge to understand students’ behaviours and thus know how to deal with certain situations that could occur during the course. In addition, we have learnt some teaching strategies which can help students improve their memory, motivation and attention; three determining aspects in the teaching-learning process.

1.2. Procesos y Contextos educativos

The subject in question has led us to know the main characteristics of the Spanish educational system, its historical evolution and the current context. This is essential to understand how the schools operate and how a lesson plan should be developed.

Besides, we learnt the importance of developing an accurate planning and examine all the facts that need to be considered in order to do it. On the one hand, we were taught the functions and characteristics of a lesson planning, as well as the processes that should be followed to achieve an effective classroom management. On the other hand, we analysed the elements that compose a didactic unit. Consequently, the present subject was necessary to design the didactic units of the ‘Memoria de Prácticum’ and also to plan successfully the lessons given during the internship.

Together with that, we observed one by one the didactic components of the teaching-learning process: the teacher, the students and the context. First, we examined the characteristics required so as to be considered a good teacher, such as being objective, enthusiastic, organized and clear. Thus, this has taught
us how to become an efficient teacher. After that, we looked at learners’ personal characteristics and strategies, an important point considering that the whole teaching-learning process is focused on them. Finally, we analysed the educational system and the familiar context, two factors that also influence the mentioned process. So, as seen in *Aprendizaje y desarrollo de la personalidad*, the context needs to be considered when planning the course.

All the mentioned content was taught during the theory classes. The practical classes, however, lead us to familiarise with technological sources, especially the ones related to the information and communication. The methodology or source that most called my attention was the *Flipped classroom*, which has become quite common in current education.

1.3. Sociedad, Familia y Educación

This subject focuses on the sociological aspects and it has developed the awareness of the relation between the society, the family and the education; three aspects that are directly related and that influence each other.

The diverse debates that took place during the lessons lead us to reflect on the social issues that affect education, such as the minority groups or the social class. The mentioned points are especially relevant if we take into account the economic crisis that Spain has suffered in the last years and the variety of cultures that can be found in the country nowadays. These and all the other factors that contribute to the diversity have to be addressed in the classroom; teachers have to contemplate the students’ individual needs and at the same time treat them equally. In addition, teachers should see diversity as enriching and rewarding rather than as a problem.

We also dealt with the evolution of the Spanish families; Alberdi (2007) attributes this evolution to some social changes, such as the incorporation of women into the labour market or the increase in life expectancy. Together with this, we examine the different types of families that can be found in Spain nowadays and the influence they have on the education; as Navaridas (2013) asserts, in general, the family structure affects the academic success. From here, we conclude that the relation between the school and the family is of great
importance; a conclusion also drawn in *Aprendizaje y desarrollo de la personalidad*. Families should be in contact with teachers to supervise their children’s schoolwork. Besides, the relation should be collective as well, through the participation in the decisions of the school.

Hence, the subject in question has shown us the importance of considering social and family aspects in the classroom since they have a great influence on the students’ education. At the same time, the society is also determined by the education, therefore, the latter should be considered as an instrument for social development.

Apart from that, we were asked to analyse several researches carried out by CIS and PISA, which led us to compare the Spanish education system with other European countries and also the difference between the communities in Spain. This has shown us the strengths and weaknesses of the Spanish educational system.

2. Specific Module

The subjects in this module, *Aprendizaje y Enseñanza de la Lengua Extranjera: Inglés, Complementos para la formación disciplinar* and *Innovación Docente e Iniciación a la Investigación educativa* also aim to develop the skills required to teach, especially what English teaching is concerned.

2.1. Aprendizaje y Enseñanza de la Lengua Extranjera: Inglés

The content of the present subject deals with different themes and was taught by two different teachers, Almudena Fernández Fontecha and Andrés Canga Alonso.

First, we analysed the Spanish legislation of the Secondary Education, specifically the section related to the English curriculum. We looked at all the different elements which compose a curriculum and how to manage them.
Hence, Aprendizaje y enseñanza de la lengua extranjera has provided us with the necessary knowledge to develop didactic units, which is greatly useful not only for the elaboration of the ‘Memoria de Prácticum’ but also for our future teaching practice; it has helped us know how the law is applied at schools and thus understand the way in which schools work. Moreover, the content provided has clarified which are the responsibilities of the school and which belong to the Government. This part of the subject is closely related to Procesos y contextos educativos.

After that, we read about approaches, methods and techniques, and their difference. Flowerdew (2005) showed us how to integrate traditional and critical approaches to syllabus design. Related to it, we examined diverse syllabi types that can be applied in language teaching classroom. I consider Content and Language Integrated Learning (CLIL) one of the most complete syllabi not only for the reason that, as Marsh (2000) states, the target language is used to learn content with the purpose of enhancing both content and language command. Also because “it helps developing intercultural communication skills and multilingual attitudes, which are quite relevant in the context of the global job market” (Stukalina, 2001: 12). In relation to CLIL, we were asked to design a CLILQuest in groups, a type of Language Webquest, the instrument that Fernández (2010) proposes for the implementation of CLIL.

Thirdly, we reflected on some instructional techniques and strategies, such as scaffolding, focus on form or multimodality. Together with it, we looked at diverse Information and Communication Technology (ICT) tools. The acquisition of this knowledge is beneficial inasmuch as it will allow us improve our future teaching and enhance the students digital competence.

Another important point dealt in this subject is the assessment. Andrés Canga Alonso provided us with the sufficient material to understand the difference between the formative and the summative assessment and the importance of using both. In addition, similarly to Complementos para la formación disciplinar, we looked at several types of tests and the characteristics exams should have. The evaluation planning is one of the most difficult task for
Finally, this subject has developed the awareness of the importance of the Intercultural Communicative Competence (ICC). In order to acquire the communicative competence, the principal objective of language learning nowadays, both the sociocultural and the linguistic knowledge are necessary. Saville-Troike (1982: 1) states that the communicative competence involves “not only rules for communication (both linguistic and sociolinguistic) and shared rules for interaction, but also the cultural rules and knowledge that are the basis for the context and content of communicative events and interaction processes”.

2.2. Complementos para la Formación Disciplinar

Firstly, the subject helped us acquire the knowledge needed to understand the Foreign Language Teaching. Mª Pilar Agustín explained us the difference between first, second and foreign language; minority and majority languages; learning and acquisition; input and output; etc. We also learnt what the term bilingualism implies nowadays.

After that, similarly to Aprendizaje y desarrollo de la personalidad, we analysed diverse variables that can affect the learning, such as the age, the motivation, the gender, the cognitive factors (learning styles and strategies) or the self-worth. It is worthy to have these aspects in mind when planning the lessons.

Through the subject we also examined chronologically the different methods that have been applied to teaching English; their main objectives, their techniques and the activities they propose. From the acquired knowledge it can be concluded that there is no best method and that the physical, social, institutional and personal surrounding should be taken into account before choosing one because, as Bell (2007) suggests, methods are context-dependent.
Apart from that, this subject provided us with several hints about what an effective language teaching involves as well as with the characteristics that a good teacher should have. Not only that, we also examined diverse discipline problems that can be found in the classroom and how to deal with them. Besides, Mª Pilar Agustín described us some factors which contribute to classroom discipline, for example students’ motivation. Together with this we saw different factors that make activities interesting and thus enhance motivation. These topics show us, again, the relation between Aprendizaje y desarrollo de la personalidad and Complementos para la formación disciplinar.

One of the most important points learnt through the subject in question is the lesson planning, which was very useful for the internship. We examined not only tips to teach and assess each skill (speaking, listening, reading and writing) and each language area (vocabulary, grammar and pronunciation), but also how to programme a lesson, the procedure and timing.

I consider this subject very important for the reason that the knowledge acquired is essential for teaching practice. Among others, we have learnt how to plan the procedure and timing of a lesson and how to deal with diverse problems that can arise during the course. In short, Complementos para la formación disciplinar has prepared us for the classroom management.

2.3. Innovación Docente e Iniciación a la Investigación Educativa

This subject is more related to educational investigation than to teaching itself. It deals with investigations, specifically with classroom-based researches. The subject has lead us to know how a research is done and the substantial benefits that it can bring to language classroom. We have learnt the steps that need to be followed, the elements it should contain, its structure, the features it needs to have (reliability, validity and generalization) and some advices that could be useful for the TFM or future researches. Added to that, Bell (2006) explained us the importance of literature review for research success.
The subject also dealt with innovations that can and should be applied in ELT. Everything perceived as new or different by the implementers is considered an innovation and it aims to improve education. The learner centred classroom could be mentioned as an example of innovation since it is a quite new method that is becoming popular in current education. It implies a change in learners’ and teachers’ roles, where the teaching-learning process focuses more on students. Incidentally, we must not forget that teachers should encourage students’ autonomy, self-assessment and self-reflection.

In conclusion, the present subject has shown us that some learning problems could be solved by means of action-research and innovative teaching practice. In order to do that, first, teachers need to reflect on their teaching practice and observe students’ learning.

3. Conclusion

The subjects of the present master have lead us to understand the structure of the Spanish education system and provided us with methodologies, techniques and strategies to improve our teaching. Also with the necessary knowledge to understand learners’ behaviour and the internal and external factors that influence the teaching-learning process. Moreover, we have been furnished with a great amount of technological tools and resources that will help us adapt our teaching to the 21st century.

Although at first I was not sure about the utility of all the content seen during the first semester, once I initiate my internship I realised that the mentioned period was necessary. Students, including me, tend to disdain theoretical subjects but when the practice begins we realise of its importance, utility and benefit.

In conclusion, all the knowledge acquired through the specific and generic subjects of the master was essential to perform the internship successfully and also to face our future teaching practice more easily and greater.
4. References


Stukalina, Y. (2011). “Using Content and Language Integrated Learning (CLIL) for creating the educational environment contributing to language learning in a technical higher school”. *Starpaugstskolu zinatniski praktiskas un
macibu metodiskas conferences rakstī. Latvia: Transport and Telecommunication Instituts. 11-14.
I. FUNDAMENTAL elements of the ‘Prácticum’

1. Brief review of the E.P.C. (Educational Plan of the Centre)

1.1. General Context

I.E.S. Batalla de Clavijo is a public secondary school located in the western area of Logroño. It is next to the river Ebro and not far from the historical centre of the city. It is considered part of the Ebro Park, so the school is situated in nice and quiet surroundings where an adequate and successful learning is possible. Moreover, it could be said that it is both well located and communicated to its surrounding where you could find a sports centre, a health centre and other schools nearby.

Currently the school has more than 1100 students, of whom 210 are ESO learners, 404 of Bachillerato, 27 students are doing Professional Training studies and 480 CFGS.

With regards to the school’s history, the I.E.S began its function as a secondary school the school year of 1993-1994. However, its educational contribution goes back a lot further; it had offered E.G.B. studies for about 25 years. In 1993-1994 Batalla de Clavijo was administratively dependent on I.E.S. Duques de Nájera and the only teaching offered was of E.S.O. It was one year later when the school became administratively autonomous and thus form its school council and obtained its own Governing and Coordination bodies. Since then, the school has been developing and, currently, all the levels of E.S.O. and Bachillerato as well as some Higher Level Training Cycles (CFGs) can be studied. Moreover, diverse Compensatory Education programmes have been developed due to the different curricular, ethnic and language characteristics. The following list specifies in detail the educational offering of the school:

- In E.S.O.
  - 1º de ESO
  - 2º de ESO
• 3º de ESO
• 4º de ESO
• Curricular Reinforcement Programme (1st of E.S.O.)
• Curricular Reinforcement Programme for learning improvement (2nd of E.S.O.): Students with learning difficulties will leave the usual group in the following areas: social and linguistic area (*Lengua Castellana y Literatura* and *Ciencias Sociales, Geografía e Historia*), scientific and mathematic area (*Matemáticas* and *Ciencias de la Naturaleza*) and foreign language area (*Inglés*)
• Programme for Curricular adaptation in group (2nd of E.S.O.)
Students within the present programme will have to follow the following curriculum:
  • Social and linguistic area (6 hours)
  • Scientific and mathematic area (6 hours)
  • Technology and Arts and Crafts (11 hours)
  • Foreign language area: English (2 hours)
  • Music (1 hour)
  • Physical education (2 hours)
  • Religion/Ethnical values (1 hour)
  • Tutorial (1 hour)
• Programme for learning and performance improvement (4th of E.S.O.)
Learners will leave the usual group in the same areas as in “Curricular Reinforcement Programme for learning improvement”.
• Curricular Diversification Programme (4th of E.S.O.)
  • Manufacturing and Assembling Professional Training (1st and 2nd)
  • Bachillerato
    • Bachillerato in Humanities and Social Science (1st and 2nd)
    • Bachillerato of Arts: via Fine Arts, Image and Design
    • Bachillerato of Arts: via Performing Arts, Music and Dance
  • Training Cycles
    • Intermediate Training Cycle in Assistance to Persons in a Situation of Dependence
    • Advanced Training Cycle in Engineering Projects
Advanced Training Cycle in Pre-school Education
- Advanced Training Cycle in Social Integration
- Advanced Training Cycle in Socio-cultural Animation
- Advanced Training Cycle in Socio-cultural Animation and Tourism

Not only that, the school also offers some institutional projects which give the opportunity to increase students’ training, not only academically but also personally. As a result, the school cooperates with the Official School of Languages and offers sports, eco-audits and linguistic innovation. In addition, it takes part in several projects such as the EFQM or the Comenius. Furthermore, there are two linguistic assistants of English and French.

Due to the fact that Bachillerato of Arts and Training Cycles are not very common in La Rioja, the I.E.S. Batalla de Clavijo takes in students from the whole region. The wide ranges of studies and levels offered have enriched the school with great diversity.

1.2. The Facility

The school compound has five buildings which are named after famous painters: Dali, Picasso, Sorolla, Velázquez and Goya. One of the buildings has a small canteen for all the students and workers of the school. On top of that there is also a gymnasium, but groups with more than 30 students cannot carry out some activities due to its small size. That is why several groups have to move to the sports centre Adarraga, which is located in the other side of the river.

With regards to the human resources, apart from the 82 teachers, the school also employs two linguistic assistants of English and French. Apart from that, the school also has a management team and different government bodies who manage the school; this will be specified in the next section.

Concerning the resources material, all the classrooms are equipped with computers with internet connexion, projectors and speakers; however, they lack digital whiteboards. It is noteworthy that the library offers a wide range of books
of diverse genres to which all the students have access. In addition, the school provides the students of the reinforcement classes with the necessary books. Likewise, an online platform named RACIMA is used in order to ensure a proper academic and administrative management; all the schools in La Rioja make use of the application in question. Since parents, teachers and students have access to it, it facilitates the relation between the school and the family. As it was mentioned in the Theoretical Framework this relation is substantial.

1.3. The Functioning

According to the PEC\(^1\), the following principles will regulate the school’s functioning:

1. The academic activity will be in line with the procedures established by the law with regard to the participation in the organization and decision making of the teaching-learning process. In this regard the legal organization faithfully respect and constitute all collegiate bodies which operate from the beginning of the assumption of all the functions and responsibilities entrusted to them by the law.

2. The PGA\(^2\) will be designed annually and making use of the pedagogic autonomy of the school. The mentioned document specifies the schools’ pedagogical intentions, also the regulation of the relations between the different educational community sectors. The PGA will be the referent of all the decisions taken during the school year.

3. The participation of the family will be promoted; including union of efforts, exchange of information, brainstorming, joint management, support supply and collaboration in the schools’ life. In order to carry it out, the channels established by the law and all that enhance participation will be activated.

4. An annual management project will be designed taking into account the framework of the economic autonomy. The mentioned project will define

\(^1\) PEC: Proyecto Educativo del Centro (Educational Plan of the Centre)
\(^2\) PGA: Proyecto General Anual (General Plan of the school year)
the economic objectives for each school year and will distribute the resources depending on the schools' investment needs and the budget request of each department.

5. The school will be opened to collaboration with other external institutions that can provide the necessary resources for the fulfilment of the proposed objectives.

6. The ongoing training of teachers is considered as an essential element for the proper functioning of the school. This will favour: the working groups arose because of joint need, teachers’ particular initiatives (provided that they are supported by the Departments), the experiences of educational innovation that can be implemented either internally by the school or in collaboration with other national or foreign schools.

7. The evaluation is an essential element for operation, irreplaceable for the improvement of the teaching practice. The teaching practice and the quality of the services offered by the institution will be assessed annually together with the internal evaluation of students’ progress and other external evaluations.

As in all Secondary Schools in La Rioja, the I.E.S. Batalla de Clavijo is also regulated by the ‘Decreto 54/2008, de 19 de septiembre, por el que se aprueba el Reglamento Orgánico de los Institutos de Educación Secundaria en la Comunidad Autónoma de La Rioja’. It describes the functions and responsibilities belonging to the members of the management team as well as the diverse government bodies that govern the school’s life and the students’ participation in the operation and decision making. In such a manner and with the purpose of guaranteeing the proper operation of the school, the different functions will be divided between various bodies:

- **Single member bodies of government**: the present body is constituted by the school’s management team, which includes the director (Andrés Mateos Royo), the secretary (Emma Pérez Jiménez), the director of studies (Marcos García Díez and Mariano Muñoz Segura), the deputy director of secondary studies (Luis Ángel Delgado González) and the deputy director of vocational training studies (Marta García Rodrigo). All of the mentioned will work in a coordinated manner, meeting once a week, so as to ensure the school’s proper
functioning and the submission of the coexistence rules. Moreover, they will have to manage the human and material resources.

- **Collegiate bodies**: It includes the faculty and the school board. The latter refers to the control and management body of all the schools within the educational community. Among its functions, and in order to ensure the effective participation of all the educational community sectors, the school board has the task of approving the Plan for Coexistence and the Regulation of the school’s Organization and Operation. It is constituted by the director, the secretary, the director of studies and the representative of the teachers, the parents, the students, the PAS\(^3\), the council and the FER\(^4\). Student representatives are selected by an election during the first semester. It is worth mentioning that diverse commissions (The Permanent Commission, the Economic Commission, the Coexistence Commission and School Absenteeism Commission) have been established so as to facilitate the functions of the present body.

With regards to the faculty, it is led by the director and comprised by all the teachers of the school. The main function is to plan, coordinate, inform and decide the educational features taking into account the operation established in the articles 33 and 34 of the ‘Decreto 54/2008’. In order to guarantee the proper development of the mentioned functions, the group is comprised with 77 members grouped in 19 Didactic Departments.

- **Coordination bodies**: the Guidance Department, the Department of Supplementary and Extra-curricular Activities, the Commission of Educational Guidance, the Didactic Departments, the tutors and the Teachers’ team.

The first one is constituted by the head of the Coordination Department (Mª Eva Pascual Luengo) and all the teachers involved in integration and attention to diversity programmes. The present department is in charge of the tutorial

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\(^3\) PAS: Personal de Administración y Servicios (Administration and Services Staff)

\(^4\) FER: Federación de Empresarios de La Rioja. It is the inter-sector business organization more representative of the autonomous community and its main aim is to promote a framework that contributes to the development of the business in La Rioja.
action, the attention to diversity and personal orientation, school and job
guidance of the students.

The Educational Guidance Commission is the schools’ highest coordination
body. It is composed by the Director (who is the head), the director of studies,
the deputy directors of studies, the heads of Departments, the schools’
counsellor and the secretary. The main responsibility of the body in questions is
to coordinate the academic planning and the didactic programming.

In relation to the Didactic Departments, its main function is to organize and
develop the teaching corresponding to the assigned subjects and modules as
well as the curricular activities (scientific, artistic and cultural) corresponding to
the scope of their competences. The I.E.S. Batalla de Clavijo has the following
teaching departments: Fine Arts, Natural Sciences, Economics, Physical
Education, French, Physics and chemistry, FOL, Geography and History,
English, Classics languages, Spanish Language, Mathematics, Music,
Technology, Socio-cultural and Community Services and Manufacturing and
Civil Work.

Every week, the tutors have to meet with their group of students for at least
one hour. Besides that, they have to offer an hour of tutorials for the parents
that request it and also meet all the tutors of the same level and the Guidance
Department.

- Committee of Delegates: students choose the delegates that will form the
present group. It was created to enhance students’ participation in the operation
of the school.

- Committee of AMPA: it refers to the Association of parents who
collaborate with the school both in the organization and in other required
aspects. In order to do it, they have several representatives that change every
year.
1.4. The Pedagogical Document

The Educational Project of the school defines the ideas accepted by the school community regarding the basic educational options and the schools' general organization. It also specifies the autonomy of the school at the time of determining its model of organizational and educational management. Altúnez (1998: 21) defines it as “un instrumento que define las señas de identidad del centro, formula los objetivos generales que pretende y expresa la estructura organizativa de la institución, de forma coherente con el contexto escolar en el que está inmersa”.

In particular, the PEC of the Batalla de Clavijo is organized into diverse sections. Firstly, the trajectory of the Institute is explained; this has already been explained in the present work. It also clarifies the main purposes of the offered studies: to prepare learners for the active life and the activity in the professional field, to provide them with the necessary knowledge to access to higher studies, to help learners develop skills that will enable them to fulfil their social functions with competence and responsibility, and to provide the students who have not obtained the High School Graduation with a basic training and job competence.

Subsequently, the general organization of the school is defined, that is to say, it describes the functions and competences of the different governing bodies of the school as well as the procedure that students need to follow to participate in the schools' operation and decision-making. This has been explained in the previous section.

After that, the educational offer of the school is specified, which has also been mentioned above. Along with this, the subjects of each training and level are designated, together with the programmes of curricular and organizational measures of each training period.

Afterwards, the curricular objectives that will be developed in the didactic programmes are explained; teachers will use these as a reference when conducting their classes. Finally, it defines the general governing principles that regulate the schools' operation; they have been pointed out in the previous section.
As for the didactic program, it consists of the logical organization of the didactic actions that teachers must perform; these will be the outline to be followed in the acquisition of both the objectives and certain learning. Therefore, a didactic programming must include the following elements: distribution of the contents, methodology, basic knowledge that students should have in order to pass the evaluation, procedures and evaluation criteria, make-up activities for resit subjects of previous years, measures to enhance the reading interest and habit, support measures for learners with special needs, supplementary activities, and the necessary measures for the adjustment between the didactic program and the results obtained. Each department has to develop the didactic program of its course; however, this can be modified so as to adjust to the students’ needs and circumstances.

2. Internship Periods

The present section summarizes the internship period performed at the I.E.S. Batalla de Clavijo. It includes not only the intervention done by the present author but also the aspects observed in the teacher’s performance, what it has been learnt from her and a brief reflection of the whole period. In order to do it, the section has been divided into three parts, following the guideline developed by the Practicum Coordination Commission where the internship period was divided into three periods: the observation period, the discontinuous period and the full involvement period.

2.1. First Period: Observation

The observation period consisted of a global vision of the school, of its teaching and management practice and of its relation with the surroundings. Although, in my case, this period was quite short, I acquired ample of knowledge that was essential for a proper fulfilment of the next two periods. The present section
tries to compile all that knowledge as well as the aspects observed in the teacher’s practice, such as the methodology or the resources.

Due to the fact that what is being described is the English subject, I consider relevant to begin by analysing the language use during the lessons. The most frequent language heard in class is English but the Spanish is also very common, probably more than it should. The majority of the students are not able to follow the explanation when they are taught exclusively in English; for that reason, the teacher is forced to explain several things in their native language. In any case, most of the times she asks one student to translate what she is trying to explain, ensuring thus that all the students understand the content.

Concerning the methodology, they mainly work collectively and the teacher seeks to enhance the participation of all the students; they sometimes have to answer from their desks but other times they are asked to come to the blackboard. In this manner, all the students have the opportunity to practice their oral competence and the teacher is able to assess and ensure the comprehension of all the participants. The individual work is mostly carried out at home, through homework. With regard to corrections, the teacher tries to lead learners to the right answer; she wants them to deduce the error and its correction without giving them the appropriate response beforehand. In order to do that, she asks questions which lead the students to the correct answer. Thanks to such technique, students do not feel that they have failed in the performance of the exercise; on the contrary, they believe that they have been able to give the right response by themselves. Besides, in this manner, they memorise better the content than when the teacher just corrects it.

Since the behaviour of many students is not adequate, the professor is constantly pointing out which are the appropriate rules for coexistence. She always stresses the importance of being punctual, being quiet when others are speaking, etc. Not only that, due to the little interest shown by many of the students, she continuously has to stress the importance of paying attention in class, being constant, performing the exercises, etc. Hence, the teacher does
not only teach them content but also acts as an educator and shows them basic rules of discipline.

As for the resources employed, the teacher usually makes use of the books, taking advantage mainly of the digital format and following the order of the content and exercises. In such manner, students can follow the class both in their books and in the projector of the classroom. In addition, the digital resource permits performing the exercises collectively and then checking if the results are right; this motivates the learners a lot. So as to complement the specified material, diverse photos, videos or songs related to the content are also used. Therefore, the teacher mostly uses the book and the computer, without making great use of new technologies. Within the SAMR (Substitution Augmentation Modification Redefinition) model I would place the teaching in the augmentation level, where the use of the computer offers an effective tool to perform usual exercises. Such model is a method of observing how computer technology influences the teaching and learning; the mentioned level is the second step of four levels (Substitution, Augmentation, Modification and Redefinition).

About the teacher I would highlight her ability to show imposition and closeness at the same time. Moreover, she makes a great effort to create a good learning atmosphere through jokes and comments, which keep learners attentive. It is true that in certain situations she has been forced to express her anger, but, in general, she maintains the tone even when the students do not. Occasionally, when learners’ bad behaviour is reaching the limits, the teacher has to “threaten” them with a written warning; a strategy used by the majority of the teachers in the school. However, in fact, my tutor did not give any written warning during my internship period. In relation to that, on several occasions she has asked some pupils to meet and speak with her at the end of the lesson. This method seems to me adequate since it does not slow down the lesson; besides, they speak in private, without giving to the student the prominence that they probably seek.

It is worth mentioning that she always ensures that learners have understood the content or the exercises. In order to do it, she asks them questions related
to the topic or directly asks them whether they have understood. The latter aspect is determining considering that, as we learnt in \textit{Procesos y Contextos Educativos}, what it is important is what the learner understands rather than what the teachers explains. Depending on how the reality is identified, the task will be understood in one way or another. Besides, she has never shown rejection nor anger when she had to give the explanation again, provided that the problem is lack of understanding rather than of interest. Not only that, she is accustomed to give real-life examples, which facilitate learners’ understanding and memorization, and make them aware of the importance of the content they are studying. It is substantial to make students aware of the knowledge they will acquire, of its usefulness and of the time when they will have to apply it. This is referred as \textit{self-regulated learning} and it serves not only to enhance students’ motivation but also to learn with awareness and interest.

Finally, I would like to mention that, apart from all the knowledge acquired from the teacher, the observation period also served me to familiarise with the school management, to know the students and learn their names, among others. The latter aspect seems a trifle, but the Free Time and Leisure Activity Monitor Course taught me that learning the names of the students has relevance in the teacher-student relationship.

In conclusion, the knowledge acquired during the first period has helped me face the next two; it was short but necessary. The observation has cleared up some doubts I had about the classroom management and the explanation of certain contents. It also served me to know the students and learn their names, and consequently build a better relation with them. Besides, I learnt a wide range of techniques and methods; the ones mentioned are those that most drew my attention and hence the ones I tried to use in the last period of my internship.

\section{Second Period: Discontinuous Period}

The second period refers to the stage in which the trainee begins to participate in the classroom. As mentioned above, my tutor gave me the
opportunity to begin quite early this phase; this allowed me to get involved in the classroom management little by little. I am grateful that she permitted me to start in such manner because it helped me face my fears.

My first intervention was in 2\textsuperscript{nd} of Bachillerato, specifically in the group for which the didactic unit of the present work has been designed. However, I participated in all the groups belonging to my tutor, which allowed me to know the students better. I lectured part of some lessons, guiding some activities and giving some brief explanations. These interventions helped me face my stage fright and provided me with the necessary confidence to perform successfully the third period.

2.3. Third Period: Full involvement Period

In this last period, the trainee takes the secondary teacher’s role. I begin my full involvement with PMAR students in 3\textsuperscript{rd} of ESO, to whom I lectured the rest of the internship. From my point of view, to start with the mentioned group was a good choice for the reason that it was one of the “easiest” groups. It consisted of eight students only, whose attitude and behaviour was quite good. Although they are students with curricular adaptation, I will not say that the explanation or the performance of the activities was more difficult than with other groups; their good attitude facilitated considerably in the classroom management.

Once I had obtained sufficient confidence I began lecturing in 2\textsuperscript{nd} of Bachillerato as well, a group of 35 students. It was at that moment when I realised that the context needs to be taken into account. The two groups were quite different, not only in the number of students but also in their level of maturity and thus in their behaviour, attitude, motivation, learning strategies, among others. Consequently, I could not prepare the lesson in the same manner. Besides, as learners in Bachiller are preparing the PAU, most of the activities were focused on such exam. Hence, when preparing the lessons I had more freedom with the students in PMAR.
It was easier to control the small group, mainly because they have the chance to participate more and they do not get distracted so easily. Although sometimes I had to warn them about their behaviour, both classes were formal and all the students had respectful behaviour towards me; they never made me feel bad nor demotivated.

It is noteworthy that the knowledge acquired in the master was applied in the third period. All the content learnt in Aprendizaje y desarrollo de la personalidad served me to understand the attitude of the students; so, it was of great importance since I had to act depending on their behaviour. Moreover, all the lessons were prepared as we were taught in Complementos para la formación disciplinar. Thanks to the latter subject, I was able to plan the lectures in an organized way. In relation to that, at the beginning of every lesson I informed the students about the lesson planning and did a brief review of the content learnt in the previous lesson; a technique we were taught in Procesos y contextos educativos.

Therefore, in the present period I have acquired abundance of knowledge necessary for my future practice as a teacher, but also learnt things that will be useful in my daily life. From all that I would highlight the self-confidence I have achieved and the loss of the stage fright; these were some of the objectives proposed to myself before beginning the internship.

3. Study of the Group: 2nd of Bachillerato

The group of 2nd of Bachillerato comprises of 35 students. They belong to the branch of arts and humanities and their English level is not very high. It is a group that could be considered heterogeneous from a cultural perspective, different nationalities can be found in the class.

As a general rule, learners’ behaviour toward the teachers is appropriate and polite, much more than in other groups of the school. Their functioning in class also tends to be proper; the majority of them pay attention to the explanations and participate in the activities. Their behaviour toward me was
respectful at all times; moreover, in my first day they greeted me with great sympathy and gave me a very friendly welcome. All the mentioned aspects show a degree of maturity and empathy. This is one of the reasons why I decided to choose the present group; also because their interest toward the subject was greater than in other groups, their participation in class more active and their attitude more respectful and responsible.

With regard to the learning potentiality, it is not a group of high performance; they did not obtained very good results and the number of failing grades is significant. Nevertheless, it could be said that, in general, learners have the sufficient level to follow the instructions of the teacher and perform the activities correctly; although it is true that some students presented difficulty to understand teachers’ instruction when they were given in the target language. However, their interest to understand led them to ask thus facilitating the teaching-learning process.

In conclusion, the group for whose didactic unit had been designed is quite heterogeneous in what culture is concerned, and so are most of the groups of the school. The present group is considered a common class, with no curricular adaptations, but with not very high skills in English. Nonetheless, it is a class where the majority of the pupils behaved correctly, have a good attitude, and show interest.

3.1. Students’ Socio-cultural Conditions

The teaching-learning process always occurs in a socio-cultural context. As mentioned in the Theoretical Framework section, Aprendizaje y Desarrollo de la Personalidad; Sociedad, Familia y Educación and Complementos para la Formación Disciplinar made us aware of the importance of taking into account the context. Therefore, in order to understand students and facilitate the learning, teachers need to understand not only the student but also his culture, family, friends, etc.; that is to say, all their surroundings. Bronfenbrenner’s (1979) Ecological System Theory divides individuals’ surroundings in five environmental systems: microsystem (i.e. family, school, church group, health
services), mesosystem (interaction between the Microsystems; the relation between the family and the school for example), exo-system (i.e. neighbours, friends of family, social welfare services), macro-system (attitudes and ideologies of the culture) and chronosystem (sociohistorical conditions). All of them should be contemplated before planning the school year.

Learners’ closest sphere of influence is the population with medium-low socioeconomic level. The majority of the students live near the school area or in the old town of Logroño. In the last years, a large amount of foreign families have stayed in the mentioned areas in search of better working conditions. As a result, a high percentage of the student body is constituted by immigrants from disadvantaged families. This entails to fall behind in school because of a late incorporation to school, low professional expectations, school absenteeism, etc. All this leads to a quite low number of students who promote having passed all the subjects. According to the Coexistence Plan 2015/21016 of the I.E.S. Batalla de Clavijo, learners’ educational level has progressively become lower. This influences not only the teaching-learning process but also the promotion. Furthermore, the contact between the school and the families is sometimes difficult since some of them do not master the official language of the country.

In this manner, students of Batalla de Clavijo belong to diverse countries with very different cultures. An example of it is 3rd of PMAR, where we can find five different nationalities in a group of eight pupils. Nevertheless, this great diversity has not been a problem in the teaching-learning process, not at list during my internship period. The group for which the didactic unit of the present work has been designed, 2nd of Bachillerato, is not so divergent; however, diverse cultural backgrounds can be found as well.

In spite of the great diversity, students do not have problems to understand one another and problems between them do not arise frequently; besides, they show respect, appreciation and affection for each other. However, in certain occasions I have heard some students speaking in other languages, what could make difficult the integration. It is noteworthy that one of the students who does not come to school frequently, justifies herself by saying that she has to go to the mosque, that she has to help with the housework, etc. Hence, in this case
the cultural contrast obstructs the learning process. Of course, it is not the only case of school absenteeism; still most of them cannot be attributed to cultural or religious issues but to the lack of interest of both students and parents. Thus, the reason of the latter absenteeism can be assigned to the little discipline of the parents. *Aprendizaje y desarrollo de la personalidad* showed us that this cases usually occur in families denominated ‘negligent’ or ‘careless’. Within this type of families the fondness as well as the control or authority are inferior than they should; rules are barely imposed, schedules and routines are extremely flexible, so as to avoid discussions parents are too tolerant, there are no reference models for the teenager, etc. Nonetheless, I am not going deeper in such issue because I am not informed about the personal and family situation.

As far as the **clothing** is concerned, several differences can be observed which are attributable to the culture. One instance could be a group of girls who use the Muslim veil in their daily life. Nevertheless, apart from that, there are no big differences in the students’ clothing and in case there are, this would be attributable to the fashion style rather than to the culture itself. It is worth mentioning that as the Muslim veils are permitted, other accessories that obstruct the view of the students’ face, such as the caps, are also allowed. Such topic took us to a debate in *Sociedad, Familia y Educación*, where some were in favour of the mentioned accessories, some against and others in favour of the veils but not the caps. From my point of view, it is hard to deal with that matter for the reason that all the students need to be treated equally and thus we cannot ask someone to take off the cap if we allow other students to wear the Muslim veil. However, it seems to me that the situations are quite different since the latter is linked to a culture while the cap is related to a fashion style. Anyhow, I consider adequate and logic to permit both, the complements belonging to a culture and the ones that are not, if and when the face of the person who wears them is visible.

With regards to students’ **ideology** and way of thinking, the topics commented in class have not been cause for meaningful disagreements. This could be due to a complete integration to the culture of the country or because the topics where not polemic at all. Nevertheless, it is true that on one occasion,
when the English assistant was about to explain something related to the catholic culture some comprehension difficulties arose.

In short, students’ economic situation, unlike the culture, is similar. Nonetheless, as conclusion it could be said that, although the groups are quite heterogeneous in respect of culture, in general there are not big differences among students and that the diversity has no caused difficulties in the teaching-learning process.

3.2. Students’ Psycho-pedagogical and Socio-psychological Characteristics

The first thing to be considered is that the present work analyses adolescents who, as mentioned in the first section, are facing a complicated period full of physical, social, emotional and cognitive changes.

Within the mentioned subject we examined adolescents’ common features. We saw that adolescents tend to discuss, they continuously seek for the chance of testing their reasoning ability. That is the reason why during the internship I witnessed several incidents where students refused to follow the teacher’s instructions or went against her (never violently) trying to explain their arguments. The incomprehension feeling is also very common among teenagers due to the characteristic that Sánchez Queija and Delgado Egido (2010) denominate as personal fable; adolescents belief they are exceptional beings, that no one has ever experienced what occurs to them and thus they think that anyone can understand them. I also witness events where the students showed the mentioned characteristic, as well as the one named imaginary audience. The latter is, probably, the most common feature among the learners in 2nd of Bachillerato; learners feel they are the centre of attention, and consequently are excessively worried about what others might think. Such feeling leads students to opposite behaviours: while some learners barely participate because they are afraid of “making a fool of themselves” others are constantly speaking and trying to make others laugh.
One of the most striking aspects of learners’ psycho-pedagogical features is the motivation. Students’ motivation takes a really important role in learning since it is what determines the behaviour; the motivation makes them want not only to start but also to continue studying and learning. Most of the learners in I.E.S. Batalla de Clavijo lack of motivation, at least in what the English subject is concerned. During my internship period I observed certain indifference in a great number of learners: the teacher had to remind them to take notes and to correct the activities, they constantly got distracted, the teacher had to “force” them to participate and to complete the exercises, etc. In other words, the students required constant supervision.

In relation to the socio-psychological characteristics, students’ relations can be divided into two groups; the relationships among equals and the relation of students with the family.

Eduardo Fonseca (2015) explained that the first is the principal context of adolescents’ development. He mentioned that the emotional dependency moves from the family to the group of equals. Thus, the relation between students takes a considerable importance that can affect the teaching-learning process, especially with students who have problems to interact with others. Problems with classmates can cause lack of motivation, fear, and rejection of school, among others. Luckily, I did not observe such problem in any of the groups.

Concerning the relation students have with their families, Maccoby and Martin (1983) state that there are different parental styles which lead to different types of students: the negligent, the authoritarian, the democratic and the permissive. It has already been mentioned that the behaviour of several learners takes to the conclusion that their families belong to the negligent type. As specified above, within the type in question there is lack of fondness and authority. The result is usually a low performance at school, inconstancy, lack of self-confidence, school absenteeism, etc. As opposed to the latter type, we find the authoritarian. Considering the behaviour of some students, especially the ones who presented great rebellion, it could be said that the latter was also the case of some families of the group. The consequences of the authoritarian
parents have no so many negative consequences in the learning process. As for the permissive type, it leads students to be dependent, with limited self-control, insecure and with little self-steam, among others; characteristics that could be observed in some learners. In relation to the democratic style, it is said to be the best type because the rules are clear, the use of punishments and rewards is appropriate and there is a good communication between the teenager and the parents. The mentioned facts among others originate in the student a high self-esteem level, responsibility, obedience of the rules, good socialization, etc. Some learners could be placed in this group. Hence, the group of 2nd of Bachillerato is formed with students from quite divergent families.

4. Didactic Unit: On the Road

4.1. Justification

The present didactic unit has been developed to work with the students of 2º of Bachiller. Its elaboration has been done considering the psycho-pedagogic and organizational principles proposed in the PEC, what means that it has been developed depending on the students’ needs and characteristics.

The unit is named On the Road for the reason that vocabulary related to driving and road safety is going to be taught. The unit also includes the modals and the modal perfects, some expressions to agree or disagree and the steps to write an opinion essay. Since teenagers are constantly trying to put into practice their reasoning ability, it can be interesting for them to learn how to discuss with others, how to agree and disagree and how to give their own opinion. It will probably enhance students’ participation as they will be more enthusiastic to take part in this kind of activities. Besides, considering that the learners of this age can already get their driving license, the theme might be of interest for them. Furthermore, this topic can be used to make students aware of the importance of driving cautiously, an important matter if we consider that teenagers tend to think they are invincible and bad things do not happen to them; as it has been mentioned, Sánchez Queija and Delgado Egido (2010)
explained that one feature of the adolescents is the invincibility fable. The modals and the modal perfects will be very useful as well, especially for their preparation for the PAU.

4.2. Objectives

The specific objectives of the unit have been set taking into consideration the general objectives established in the “Decreto 21/2015, de 26 de junio, por el que se establece el Currículo de Bachillerato y se regulan determinados aspectos sobre su organización, evaluación, promoción y titulación del alumno de la Comunidad Autónoma de La Rioja”. By the end of the unit, students will be able to:

✓ Use an extent range of vocabulary about driving and road safety.
✓ Use phrasal verbs about driving and road safety.
✓ Indicate ability, possibility, regret or certainty in the present, in the future and in the past.
✓ Ask for permission
✓ Ask about possibilities
✓ Distinguish between the modals and the modal perfects.
✓ Give your own opinion in a discussion with others
✓ Use the proper expression to agree or disagree
✓ Write a coherent and well-structured opinion essays.
✓ Use a wide range of connectors correctly
✓ Understand texts about driving.
✓ Understand general and specific information given in radio programs.
✓ Distinguish the phonetic representation of each diphthong.
4.3. Basic Competences

At the end of Bachillerato students should have acquired the seven basic competences: linguistic communication, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences and entrepreneurship. Through the present unit the students will acquire some of the mentioned:

- Linguistic communication: the content learnt and activities performed will help students develop their linguistic communication with which they will be able to improve their speaking, reading, writing and listening skills. Thus, this competence could be considered one of the most important ones.

- Digital competence: The use of diverse technological materials, such as the digital book or the *FlipQuiz* game, will lead students to acquire digital knowledge. It is an important competence since nowadays technologies are part of our everyday life. Within the SAMR model, the teaching would be placed in the Modification level, where the technology allows for significant task redesign. It is the third step of all the levels, the first over the line between enhancing and transforming the traditional teaching.

- Learning to learn: One of the aims of the present didactic unit is to create good learning habits among the students, through the homework for example. They will have to be able to deduce how, when and where they learn better. This will help them internalize the content effortlessly, use easily the knowledge acquired and improve their English.

- Social and civic competences: Thanks to the group works and also to other tasks, such as the debate, students will learn how to respect the opinion of other people, to respect their turn and to discuss using proper manners. Thus, learners will develop tolerant and respectful behaviour. This is necessary to live in community and be part of the society.

- Entrepreneurship: It is important to show to the students that having initiative is helpful in real life situations. Students need to realise that acquiring
knowledge is not enough; they have to be creative, participate and put into practice all their knowledge.

4.4. Contents

The contents of the present unit have been established according to the “Decreto 21/2015, de 26 de junio, por el que se establece el Currículo de Bachillerato y se regulan determinados aspectos sobre su organización, evaluación, promoción y titulación del alumno de la Comunidad Autónoma de La Rioja”:

BLOCK I: LISTENING

- Listening and understanding of both general and specific information from dialogues or oral texts related to driving.
- Listening and understanding of messages produced in class about daily topics.
- Vocabulary about driving and the road as well as phrasal verbs related to that topic.

BLOCK II: SPEAKING

- Clear and coherent communication of the oral text, adapting it to the precise register and addressee.
- Indicate ability, possibility, regret or certainty in the present, in the future and in the past.
- Give your opinion in a discussion with others by using the proper expressions to agree and disagree.
- Ask for permission
- Use an extent range of vocabulary related to the road and driving.
BLOCK III: READING

- Reading and understanding of general and specific information, both paper-based and digital format.
- The distinction between relevant and irrelevant information
- Vocabulary about driving and the road as well as phrasal verbs related to that topic.

BLOCK IV: WRITING

- Clear and coherent communication of the written text (opinion essay), adapting it to the precise register and addressee.
- Give your opinion using the proper expressions to agree and disagree.
- Use an extent range of vocabulary about the road and driving.

4.5. Intervention Strategies and Curricular Adaptations

A Plan of Attention to Diversity can be implemented for diverse reasons: high intellectual capacities, specific difficulties in the learning process, late entry to the education system, Attention Deficit Hyperactivity Disorder (ADHD) or personal problems related to school records. None of the students in the present group presents any of these characteristics; hence, curricular adaptations will not be made.

Nonetheless, since not all the students in the class have the same level I will have to observe those students with less knowledge of English language and supply them with additional exercises if necessary; in this way, they will be able to acquire and understand the content. Anyway, not only students with difficulties will be provided with additional activities, I will furnish with supplementary material to all the students who want to practice for the PAU or just want to work on specific aspects more in depth.

Briefly, although none of the students require special educational attention, I will be willing to provide to the students who have lower level of English with
extra activities and to the ones interested in improving or practicing their English too.

**4.6. Methodology**

During our Master we have learned diverse teaching methods in the subject *Complementos para la Formación Disciplinar*, where we were taught that there is no one best method and so the teacher needs to plan and organize the lessons taking into account several aspects such as the necessities of the students, the characteristics of the learners or the objectives. However, currently, the Communicative Language Teaching is thought to be the most efficient method. Nowadays, the main purpose of learning a language is to communicate in the target language and the method in question is supposedly the one that most compiles that aim.

For that reason, I would like to use some of the techniques and principles of Communicative Language Teaching; I would like to enable learners to communicate using English. Thus, with the purpose of developing the communicative competence, I will try to make them speak as much as possible through oral activities. Besides, I will try not only to teach grammar and vocabulary but also show them how to use them. Having communicative competence involves having linguistic or grammatical competence: in order to use a language you need to have knowledge about it.

According to the mentioned method, we must focus on meaning rather than on form because the goal is that students express content. This means that when students make mistakes the teacher does not need to interrupt them if the communicative process is being successful, that is, if the content has been understood. Nonetheless, since learners of 2º of Bachiller are preparing the PAU, they need to be accurate, coherent and adequate in their speaking and writing if they want to pass the mentioned exam. So, if they make big mistakes I will correct them by repeating their sentences correctly. Preparing them for this exam also implies that most of the tasks have to be focused on it.

One of the most important characteristics of the methodology to be implemented is that the use of the mother tongue will not be permitted; all the
explanations will be given in English language and the students will be asked to speak only in the target language. However, if there is anything that has been explained several times and students still do not understand it, the Spanish language will be used.

It is worth mentioning that at the beginning of every lesson I will give to the students a general view of what is going to be taught during that lesson, and its expected outcomes; a brief explanation of the lesson planning will help students to organize themselves. It is also important to briefly summarize the content of the previous lesson to remind them of key points. It is a good manner to bring to their minds the content and locate them. In addition, the teacher can also take advantage of this method to get a sense of whether the students have understood the content by asking them some relevant questions regarding the previous lesson.

As it has been mentioned above, most of the activities are carried out collectively, with the purpose of enhancing students’ participation and improve their speaking skill. With the same purpose, students will be asked to prepare some oral presentations, for example a debate. So, the lesson will require the students to be active. However, individual activities are also undertaken since students need to develop their autonomous working skills and the entrepreneurship. Some of the individual activities will be collected for the reason that students usually get more involved in the activity when they know it will be gathered. Collaborative skills will be developed through exercises done in groups or in pairs.

4.7. Activities

The content of the subject is determined by the law and the teacher must fulfil the established objectives and use the course book chosen; thus, the lessons must be planned according to the mentioned facts. However, the needs and characteristics of the students need to be considered as well; the teacher has to adapt the activities, explanation, timing, etc. to the characteristics of the learners. In order to do that, additional material can be used. These materials
should include interesting and motivating activities for students and also reinforcement activities for those students who have more difficulties. The motivation of the students takes a really important role in learning since it is what determines their behaviour; the motivation makes them want not only to start but also to continue studying and learning. As García Bacete and Doménech Betoret (1997) state, the motivation is the stimulus of every behaviour; motivation initiates, maintains and guides the student’s behaviour.

The present unit includes the following complementary activities:

- **Brainstorming activity**: I will introduce the new unit through this activity for the reason that it will let me observe the previous knowledge of the students and also because it will activate that previous knowledge that will help the students learn better and faster. Besides, as the amount of generated ideas will be high, the learners will probably learn new vocabulary from their classmates. Not only that, it is an activity that encourages students to participate and that it usually motivates them inasmuch as they see it as a game.

- **Genial.ly presentation**: In order to explain the modals and the modal perfects I will make use of a presentation made with a tool named genial.ly (see Appendix 1). The purpose is to provide the students with organized information in an attractive way. It is worthy to simplify the instruction, to express the content in a clear and simple way so that they can understand and internalize it.

- **FlipQuiz game**: Generally speaking, games are well-liked by students; so practicing the content through games makes the learning more enjoyable and easy. I will use it to practice the grammar content learnt until the moment. I will take some exercises from the students and modify them into questions. The learners will be divided into four groups and they will be asked to answer the questions of the game; the group which has more correct answers wins.

- **Fast & Furious video**: Students will watch a fragment from the film mentioned ([https://www.youtube.com/watch?v=nfV87TqYH78](https://www.youtube.com/watch?v=nfV87TqYH78)) and they will have to write some sentences related to it, such as *The driver shouldn’t drive so fast*; thus, the writing will be practiced together with the grammar and vocabulary of the unit.
- **Speaking about yourself**: The present activity will be performed in pairs and orally and it involves the listening and speaking skills. Learners will be asked to complete some unfinished sentences so that they are true for them. Subsequently, they will be asked to come in front of the class and tell the rest of the students the most curious or weird experience(s) mentioned in their couple.

- **Game Who Is Who**: Instead of just asking the students to write a composition where they have to use the modals and the modal perfects, I will try to motivate them by saying that we are going to play the game *Who Is Who* with the passage they have to produce. I will read their compositions aloud without mentioning who has written it and they will have to guess the author. Besides, when they know that their work will be read in front of the whole class they usually make a bigger effort.

- **Debate**: The objective of this debate is to make students speak and practice the expressions used to agree and disagree. I have chosen a debate for the reason that, in general, adolescents like arguing and they are constantly trying to put into practice their reasoning ability, and hence, they will participate actively. The students will be divided in four groups which at the same time will be divided into two.

- **Infographic**: An infographic (information + graphic) is a representation of data in a graphic format, which is designed to make the information easily understandable at a glance; that is the reason why I will use it to review the grammar content of the unit. Also because this kind of illustration attracts students’ attention. (see Appendix 2)

- **The song See you again**: It is a popular song among students, so the activity will be exciting for them. While listening to the song they will be asked to fill in the gaps of the page in Appendix 3. Next, some of them will have to explain to the rest of the students the plot of the song. In this way, they will practice both the listening and speaking skill. In addition, with the purpose of increasing their driving awareness I will explain to them that the song is done in memory of Paul Walker, who died in a car accident.
With regards to the opinion essay they have to write, they will be allowed to choose the topic they want because it is important to make them feel participants of the decisions. Furthermore, writing about a topic you like it is more motivating and easy.

4.8. Assessment

What is going to be assessed?

✓ The accurate use of the modals and the modal verbs
✓ The understanding of the difference between the modals and the modal perfects
✓ The correct use of the connectors
✓ The capacity to use the proper expressions to show that you agree or disagree with something or someone
✓ The acquisition of vocabulary about driving and road safety
✓ The accurate use of phrasal verbs related to driving and road safety
✓ The fluency and accuracy when expressing themselves
✓ The use of correct pronunciation and intonation when speaking
✓ The ability to write coherent and well structured opinion essays
✓ The reading comprehension of diverse texts
✓ The listening comprehension of several recordings
✓ The effort made to learn, understand and help others to do so
✓ The participation in class
✓ The ability to work in groups

How and when it is going to be assessed?

There will be two different types of assessment: the students’ final achievements will be evaluated as well as their progress and effort made during the learning process. In order to assess the latter, it will be taken into account the effort, participation and evolution; this will be the 10% of the final mark of the unit. Thus, you need to observe if the learners complete the exercises, if they do their homework, if they have an active participation, if they create a good atmosphere in class, if they do not interrupt the class, etc.
With regard to the final exam (see Appendix 4), students will take it at the end of the unit, where it will be evaluated if they have achieved the objectives. The exam will assess their reading, writing and listening skills as well as the acquisition of the grammar and vocabulary related to the unit. The exam will be the 60% of the final mark (of the present unit).

The speaking skill will be evaluated through the oral activities that will take place during the unit rather than in the final exam, such as the debate. The mentioned skill will be assessed using the rubric in Appendix 5 and will be the 20% of the final mark.

Hence, the assessment will be both summative and formative. The writing and the speaking exams are considered formative assessment inasmuch as they will help improve the teaching-learning process. The rubrics will make students reflect on the aspects they need to improve and on what they have done correctly. So, it will not only help them enhance their language but also see their progress; it is important to notice the improvements so as to get motivated.

4.9. Materials and Resources

Apart from the traditional teaching resources (the student’s book, the workbook and the blackboard), we will also make use of the digital book. Having a course book is of vital importance inasmuch as it works as a guide not only for teachers but also for the students; learners usually feel more secure with a textbook.

Nonetheless, it is worthy to use additional material together with the book for the reason that the course book is designed for all students of the course. The teacher needs to attend the students’ needs and provide them with additional material that best fits them. For this reason, during the Unit On the Road we will employ other resources too (the ones mentioned above), which will probably increase students’ motivation:
# 4.10. Sessions

## FIRST SESSION

**RESOURCES & MATERIAL:** the text book, the digital textbook and the projector.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 5'     | Warm up  | - Introduce the topic through a brainstorming activity. Students will be asked to mention:  
  · Words/expressions related to driving  
  · The modal verbs  
  · Inform them about the lesson planning. | - Examine and activate students’ previous knowledge  
- Get to know the new topic  
- Enhance participation  
- Know the plan and the objectives of the lesson. | Speaking | Vocabulary & Grammar | T → S  
S → T |
| 8'     | Pre-reading | - Check the understanding of some terms  
- Read the questions on page 70 (student’s book). | - Lexical enlargement | Speaking, listening & reading | Vocabulary | T → S  
S → T |
| 15’    | Reading   | - Read the text on page 71. We will do it aloud and in turns so that all the students can participate. I will stop the reading several times and make some questions to make sure they are understanding | - Improve the reading skill  
- Lexical enlargement  
- Make them awareness of the importance of driving cautiously | Reading | Vocabulary & Pronunciation | S → T |
and paying attention.

<table>
<thead>
<tr>
<th>15’</th>
<th>Comprehension questions</th>
<th>Students will be asked to complete activities 2, 3, 4, 5 and 6 on page 70.</th>
<th>- Check the understanding (main idea, some terms, specific information)</th>
<th>Reading &amp; Writing</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Be able to identify synonyms</td>
<td></td>
<td>T → S</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>S → T</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5’</th>
<th>Over to you*</th>
<th>Ask students if they know people who text while driving, if they think that these people would stop doing it after watching the video, etc.; they will have to give arguments to support their opinions.</th>
<th>- Encourage participation - Improve the speaking skill</th>
<th>Speaking</th>
<th>Pronunciation, Grammar &amp; Vocabulary</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>T → S</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>S → T</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2’</th>
<th>Homework</th>
<th>Tell the students that they have to do exercises on page 72.</th>
<th>- Reinforce the acquired knowledge - Increase the autonomous work - Create good learning habits</th>
<th>Reading &amp; Writing</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

* In case we are running out of time this activity will not be performed.
**SECOND SESSION**

**RESOURCES & MATERIAL:** *Genial.ly* presentation, the text book, the digital textbook, the projector and *FlipQuiz* game.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 5'     | Review         | - Ask them to translate into the Spanish some words/expressions and produce some sentences with those words/expressions. We will do it orally.  
- Inform them about the lesson planning. | - Review the vocabulary learnt in the previous lesson  
- Encourage participation  
- Inform about the lesson planning | Speaking         | Vocabulary                  | T → S            |
|        |                |                                                                              |                                                                            |                 | S → T                |              |
| 30'    | Grammar explanation | - Activate the previous knowledge: ask them what they remember about modals and modal perfects.  
- Explanation of the modals and modal perfects through a *Genial.ly* presentation. | - Activate the previous knowledge  
- Learn the uses of the modals and the modal perfects  
- Difference the modals and the modal perfects | Speaking & Listening | Grammar & Pronunciation | T → S            |
| 10'    | *FlipQuiz*     | - The students will play a question game through *FlipQuiz*. It is explained in the 'activities' section. | - Practice the grammar learnt until the moment  
- Enhance | Speaking & Collaborative | Grammar & Pronunciation | S → S            |
<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4'</td>
<td>Topic Vocabulary*</td>
<td>Students will do exercises 5 and 6 on page 73</td>
<td>- Lexical enlargement</td>
<td>Reading &amp; Speaking</td>
<td>Vocabulary &amp; Pronunciation</td>
<td>T → S</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Enhance participation</td>
<td></td>
<td></td>
<td>S → T</td>
</tr>
<tr>
<td>1'</td>
<td>Homework</td>
<td>Do exercises on page 50 (workbook). Also exercises 5 and 6 on page 73 if there is no time to finish them in class.</td>
<td>- Reinforce the acquired knowledge</td>
<td>Reading &amp; Writing</td>
<td>Grammar</td>
<td>-</td>
</tr>
</tbody>
</table>

* In case we are running out of time this activity will not be performed.

THIRD SESSION

RESOURCES & MATERIAL: the text book, the digital textbook, the speaker, the projector, YouTube and the notebook.
<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Description</th>
<th>Grammar, Vocabulary &amp; Speaking</th>
<th>Listening &amp; Writing</th>
<th>Vocabulary &amp; Grammar</th>
<th>Pronunciation, Vocabulary &amp; Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>24'</td>
<td>Homework correction</td>
<td>Correct the vocabulary and grammar exercises sent in the previous lesson. - Examine one's own mistakes, accuracy and progress.</td>
<td>Speaking, Listening, Writing &amp; Reading</td>
<td>Vocabulary &amp; Grammar</td>
<td>T → S</td>
<td>S → T</td>
</tr>
<tr>
<td>10'</td>
<td>Fast &amp; Furious</td>
<td>- Watch a fragment of the film Fast &amp; furious. - Produce some sentences related to the video, where they will have to use the modals, the modal perfects and some specific vocabulary. - Increase the autonomous work - Improve the writing skill - Reinforce and practice the grammar and vocabulary learnt until the moment.</td>
<td>Listening &amp; Writing</td>
<td>Pronunciation, Vocabulary &amp; Grammar</td>
<td>T → S</td>
<td>S → T</td>
</tr>
<tr>
<td>10'</td>
<td>Grammar activities*</td>
<td>Students will do exercises 3, 4 and 5 on page 75. - Practice the modals and the modal perfects - Enhance participation</td>
<td>Reading &amp; Writing</td>
<td>Grammar</td>
<td>T → S</td>
<td>S → T</td>
</tr>
<tr>
<td>1'</td>
<td>Homework</td>
<td>Students must do the exercises on page 51 (workbook). - Reinforce the acquired knowledge - Increase the autonomous work - Create good learning habits</td>
<td>Reading &amp; Writing</td>
<td>Grammar</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

* If there is not enough time to finish all these activities the students will have to finish them at home.
FOURTH SESSION

RESOURCES & MATERIAL: the text book, the digital textbook, the notebook, the projector and the speaker

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 5'     | Review                  | - Explain them the lesson planning.                                          | - Review the content learnt in the previous lesson  
- Enhance participation  
- Improve the speaking skill  
- Inform about the lesson planning                                                   | Speaking     | Grammar & Vocabulary                   | T → S        |
|        |                         | - Translate some Spanish sentences to English and vice versa to review the vocabulary and the grammar. We will do it orally. |                                                                                                                                             |              | S → T                                  |             |
| 10'    | Homework correction     | - Check who has done the homework - Provide the students with the answers. They will correct the exercises individually and ask me if there is any doubt. | - Examine one’s own mistakes, accuracy and progress  
- Enhance participation  
- Enhance the autonomous work                                                        | Reading & Writing | Grammar & Vocabulary                   | T → S        |
|        |                         |                                                                            |                                                                                                                                             |              | S → T                                  |             |
| 10'    | Grammar exercises       | Complete exercises on page 75: 6 (collectively) and 7 (individually; then listen and check the answers). | - Practice the modals  
- Lexical enlargement  
- Improve the listening skill  
- Improve the reading skill                                                            | Reading & Listening | Grammar, Vocabulary & Pronunciation         | T → S        |
<p>|        |                         |                                                                            |                                                                                                                                             |              | S → T                                  |             |</p>
<table>
<thead>
<tr>
<th>5'</th>
<th>Speaking about yourself</th>
<th>The exercise will be performed orally and in pairs. It is explained in the 'activities’ section above.</th>
<th>- Increase the autonomous work</th>
<th>Speaking &amp; Listening</th>
<th>Grammar, Vocabulary &amp; Pronunciation</th>
<th>S → S</th>
</tr>
</thead>
</table>
| 14' | Who is who? | - Write a brief passage about themselves using the modals and the modal perfects.  
- I will read some of them without mentioning the author so that they can guess who the author is. | - Be able to use the knowledge acquired  
- Improve the writing skill  
- Improve the listening skill  
- Increase the autonomous work | Writing & Listening | Grammar & Vocabulary | T → S  
S → T |
| 5' | Vocabulary activity* | We will complete exercise 1 on page 76 (student’s book). We will do it collectively. | - Lexical enlargement  
- Be able to identify the definitions  
- Enhance participation | Reading & Speaking | Vocabulary | T → S  
S → T |
1’ Homework  Exercises 1 and 2 on page 52 (workbook).  - Reinforce the knowledge acquired  - Increase the autonomous work  - Create good learning habits  Reading  Vocabulary  -

* In case we do not have time, this activity will not be performed.

**FIFTH SESSION**

**RESOURCES & MATERIAL:** the text book, the digital textbook, the notebook, the projector and the speaker.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Pre-lesson</td>
<td>Inform about the lesson planning</td>
<td>Inform about the lesson planning</td>
<td>Listening</td>
<td>-</td>
<td>T → S</td>
</tr>
<tr>
<td>5’</td>
<td>Vocabulary activity</td>
<td>Complete exercise 2 on page 76 (student’s book).</td>
<td>- Lexical enlargement  - Enhance participation</td>
<td>Speaking</td>
<td>Vocabulary</td>
<td>T → S</td>
</tr>
<tr>
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<td>S → T</td>
</tr>
<tr>
<td>15’</td>
<td>Listening</td>
<td>- Listen to a radio program about new safety devices in cars.  - Complete exercises 4 and 5.</td>
<td>- Lexical enlargement  - Develop the listening skill  - Improve the pronunciation  - Learn about new safety devices in cars</td>
<td>Listening</td>
<td>Vocabulary &amp; Pronunciation</td>
<td>T → S</td>
</tr>
</tbody>
</table>

S → T
24’ Writing an opinion essay
- Read the text on page 78 and answer complete exercises 1, 2 and 3.
- Give a brief explanation about opinion essays (the structure, the objectives, etc.).
- Learn how to write a coherent opinion essay
- Learn useful connectors
- Lexical enlargement

Grammar & Vocabulary

S

T → S

24’ Writing an opinion essay
- Read the text on page 78 and answer complete exercises 1, 2 and 3.
- Give a brief explanation about opinion essays (the structure, the objectives, etc.).
- Learn how to write a coherent opinion essay
- Learn useful connectors
- Lexical enlargement

Grammar & Vocabulary

S

T → S

1’ Homework
Write an opinion essay about the topic they want. They will have to use the modals, the proper connectors and, if possible, the vocabulary learnt in the unit.
- Reinforce the knowledge acquired.
- Learn how to write an opinion essay coherently and accurately
- Increase the autonomous work
- Create good learning habits

Vocabulary & Grammar

S

T → S

SIXTH SESSION

RESOURCES & MATERIAL: the text book, the digital textbook, the projector and the notebook.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>5’</td>
<td>Pre-lesson</td>
<td>Explain the lesson planning.</td>
<td>- Inform about the lesson planning</td>
<td>Listening</td>
<td>-</td>
<td>T → S</td>
</tr>
<tr>
<td>12’</td>
<td>Homework</td>
<td>We will correct the</td>
<td>- Examine one’s own mistakes, accuracy and</td>
<td>Speaking &amp; Vocabulary</td>
<td>T → S</td>
<td></td>
</tr>
</tbody>
</table>

55
correction  | homework sent in the fourth lessons. We will do it aloud. | progress. - Enhance participation | Listening | S → T
--- | --- | --- | --- | ---
8’  | Practice the connectors  
- Paraphrase the excerpt in exercise 5 individually because I will collect it.  
- Reinforce the knowledge about the connectors  
- Enhance participation  
- Increase the autonomous work | Writing & Speaking | Grammar | T → S  
S → T
10’  | Reaching an Agreement  
The students will complete exercises 7, 8 and 9 on page 77 of the student’s book.  
- Learn how to agree/disagree with someone  
- Lexical enlargement  
- Be able to identify the synonyms of some expressions. | Reading | Vocabulary & Grammar | T → S  
S → T
15’  | Debate  
Learners, in groups of four, will have to prepare short debate for the next lesson. Each group will be assigned a topic (the ones in exercise 10).  
- Learn how to agree/disagree with someone  
- Improve the writing skill  
- Enhance group work  
- Enhance participation | Writing, Listening, Creativity & Organizational | Grammar & Vocabulary | S → S
# SEVENTH SESSION

RESOURCES & MATERIAL: the textbook, the digital textbook, the projector, the speaker.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>4’</td>
<td>Pre-lesson</td>
<td>Inform about the lesson planning</td>
<td>Inform about the lesson planning</td>
<td>Listening</td>
<td>-</td>
<td>T → S</td>
</tr>
</tbody>
</table>
| 10’    | Listening | Listen to three callers and complete exercise 6 (page 75). We will correct it collectively. | - Familiarise with *Reaching an agreement*  
- Develop the listening skill  
- Improve the pronunciation | Listening | Grammar, Vocabulary & Pronunciation | T → S  
S → T |
| 5’     | Pronunciation | - Listen to the recording and repeat.  
- Subsequently, they will practice the pronunciation through the activity* on page 137 (student’s book). | - Improve the pronunciation  
- Familiarise with the phonetic representation of the sounds | Listening | Pronunciation | T → S  
S → T |
| 30’    | Debate | Each group will perform the debate prepared in the previous lesson. | - Learn how to agree/disagree with someone  
- Improve the speaking skill  
- Enhance group work  
- Enhance participation  
- Respecting others’ opinion | Speaking, Listening, Creativity & Organizational | Grammar, Vocabulary & Pronunciation | S → S |
- Respecting others’ turn
- Reinforce the knowledge acquired
- Increase the autonomous work

Writing & Reading
Grammar & Vocabulary

* In case there is not enough time, students will have to finish the activity at home.

EIGHTH SESSION

RESOURCES & MATERIAL: the text book, the digital textbook, Youtube, an infographic, photocopy of the song See you again.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Activity</th>
<th>Description</th>
<th>Objectives</th>
<th>Skills</th>
<th>Language area</th>
<th>Interaction</th>
</tr>
</thead>
</table>
| 15’    | Review        | - I will use some infographics to do a brief review of the unit, paying special attention to the grammar. | - Review the content  
- Inform about the lesson planning. |
|        |               |                                                                            | Listening                                                                                           | Grammar & Vocabulary |                           | T → S       |
| 5’     | Homework correction | - Check who has done the homework.  
- Provide them with the answers. |
|        |               |                                                                            | - Examine one’s own mistakes, accuracy and progress.  
- Enhance participation |
|        |               |                                                                            | Speaking & Listening                                                                                           | Grammar & Vocabulary |                           | T → S       
|        |               |                                                                            |                                                                                                       | S → T           |                           |             |
| 10’ | Review activities | Complete activities on page 55 in order to review the grammar and vocabulary of the unit. | Review the content  
- Examine one’s own mistakes, accuracy and progress.  
- Enhance participation  
- Observe if there is any difficulty. | Speaking, Writing, Reading & Listening | Grammar & Vocabulary | T → S  
S → T |
| 15’ | See you again | - Listen to the song *See you again*  
- Fill in the gaps of the copy in Appendix 5.  
- Next, one of them will explain what the song is about. | Improve the listening skill  
- Lexical enlargement  
- Make students aware of the importance of driving cautiously. | Listening & Speaking | Vocabulary & Pronunciation | T → S  
S → T |
| 5’ | Questions | Since it is the last lesson before the exam, they will have time to ask me the doubts they have. | Ensure all the students have understood and interiorize the content learnt through the unit | Listening & Speaking | Vocabulary, Grammar & Pronunciation | T → S  
S → T |
4.11. Conclusion

Before beginning the internship, the fact of thinking about them made me feel motivated and enthusiastic, but at the same time I was experiencing feelings of worry, nervousness and respect. It was not the first time I lectured adolescents but it was my first time in a school, that is to say, I had never taught in a group formed by so many students. Now, once this excellent and gratifying experience has concluded, I can say that I am satisfied with the work performed; which would have not been possible without the support and assistance of the teachers in the school, in particular of my tutor Mª Dolores.

It is worth mentioning that the practices returned me the emotion and motivation to transmit knowledge and to educate. As mentioned above, I had taught before and that the students acquired knowledge partly thanks to me, produced me a pleasant feeling of satisfaction. That is the reason why I decided to do the master of education after I had completed the university degree. However, the majority of the subjects studied during the first four months of the master were not what I expected and I put in doubt if my vocation was teaching. But once I finished the internship I realised that teaching is what I want to do. I like to transmit knowledge, to educate, to see that students learn from me and also to prepare the lessons.

I must admit that I still have too much to learn since there is knowledge that can only be acquired through experience. During this time I have realised that the teaching-learning process varies greatly depending on the context and that I will have to adapt to the conditions of the schools where I might work. A good teacher must take into account the characteristics and needs of the students, the resources and materials that will be employed, the hour in which the lesson takes place, the objectives set, etc. Apart from that, teachers should also bear in mind that unexpected events can change the schedule programmed and they have to adapt as quickly as possible to the situation. It is complicated to carry out all the tasks that had been planned for the session, exercises and explanations usually take more time than the expected. This was a problem which I had most of the times. An example of it is the explanation of the modals and the modal perfects, which took me double of the time I had planned.
The main difficulties I had during my lectures were the lack of motivation in some students and the diverse levels encountered in the same group. It is hard to motivate the students who have little or no interest, even more if that lack of interest and motivation is collective. Teachers take an important role in the teaching-learning process, but students will not learn if they do not want to. That is why a teacher needs to motivate their students, a purpose that I find more difficult than teaching a specific content. In regard to the different levels with which I had to deal with, I have to say that it is difficult to give classes where the knowledge of the students varies a lot. It is not easy to organise a class so that the students with lower level come to understand everything and students who have a higher level do not get bored.

In relation to the methodology, I have to admit that the Communicative Language Teaching has its obstacles. It is quite difficult to only make use of the target language, especially if the level of the students is not high. I sometimes had to use the Spanish to explain certain content or exercises they did not understand; other times, similarly to my tutor, I asked another learner to explain or translate it. Nevertheless, the most difficult was to make them speak only in English; I managed to get them to speak to me in the foreign language, but it was impossible to make them speak in English among themselves. Another difficult aspect of the method was to focus on meaning rather than on form. It was complicated for me to know where the line between the relevant and not so important mistakes was.

With regard to difficulties related to myself, the most notable was the fear to speak in public, mainly because I had to speak in a language that was no one of my mother tongues. However, with the practice that insecurity has slowly faded. Therefore, although I still have to improve in what that aspect is concerned, I believe that I have reached one of my main goals.

The methodology could be said to be one of the strengths of the didactic unit. The methodology applied and the way in which the activities were performed lead students to an active participation. This did not only help learners improve their communication skill but also overcome their fear to speak in public or in English. The wide range of additional resources used to carry out
the unit could be also mentioned as a positive aspect since it has enhanced learners’ motivation and participation. The video and the song of *Fast and Furious* were especially exciting for the students as it is a popular film among adolescents. Relating the mentioned film with the topic of the unit has been of great importance to involve learners in the subject. The genially and the infographic helped learners to maintain the attention, although it is true that the explanations and review of the content were always longer than planned. I would point out the debate as one of the most suitable activities. Learners were excited with the fact of giving and reasoning their opinion; discussing with classmates enhanced their participation and helped them develop a respectful attitude for each other. Since the topic was interesting and controversial no one had problems to participate.

However, the games *FlipQuiz* and *Who is Who* were not so successful. In the latter, learners were motivated but perhaps more than they should. I believe it is a good idea to complete activities through games, but it can happen that the classroom becomes a noisy place. At first, the game was going properly but after several texts were read out learners began to speak, and it was really hard to make them be quiet. So, this game could be said to be one of the weakest points of the designed didactic unit. As for the *FlipQuiz*, the problem was the lack of time; the grammar explanation took us much more time than it was expected and thus we did not have time to finish. As mentioned above, the timing of the explanations was not very accurate, so that aspect could be mentioned as a weak point as well.

In short, the methodology and the wide range of resources used are the main strengths of the present didactic unit, while the games played were not very successful. The planning of the explanation was neither very appropriate since it always took me more time to explain the content. However, I consider that in general the didactic unit design is quite complete.

As for the relation between the theoretical subjects of the master and the internship, I have to admit that all the subjects were necessary. I realised about that especially when I started the full involvement period. The knowledge acquired during the master has helped me perform successfully the internship;
without it I would have not understood the teenagers so easily or I would have not been able to plan my lessons in an organized way. Besides, the methodology and some of the techniques used were learned in the master.

In conclusion, the internship has not only contributed to the acquisition of a large amount of knowledge, but also has demonstrated me that the teaching is my vocation. Although I still have a lot to learn, I have the sufficient motivation to continue learning and become a good teacher.

5. References


Decreto 21/2015, de 26 de junio, por el que se establece el Currículo de Bachillerato y se regulan determinados aspectos sobre su organización, evaluación, promoción y titulación del alumno de la Comunidad Autónoma de La Rioja.

Decreto 54/2008, de 19 de septiembre, por el que se aprueba el Reglamento Orgánico de los Institutos de Educación Secundaria en la Comunidad Autónoma de La Rioja.


II. RESEARCH AND INNOVATION PROJECT

BILINGUAL AND MONOLIGUAL STUDENTS’ ATTITUDE TOWARDS THE TARGET LANGUAGE

ABSTRACT

The aim of this research is to analyse bilingualism as a variable of attitude towards the English learning. That is, if monolingual and bilingual students have different attitude towards the English language and its learning. For this purpose, a questionnaire consisting of 37 items has been implemented. The sample consists of 64 pupils, 33 of which are bilingual students and the rest monolingual. All of them were schooled in 2nd of Bachillerato in the high school I.E.S. Usandizaga. The data collection has not been carried out but the results are expected to show that knowing a second language influences on the attitude towards the learning of a foreign language. The issue in question is substantial for teachers since students with different attitude need to be taught in a different manner; different techniques and methods should be used with each group.

Key words: bilingualism, linguistic attitude, English learning, teaching methods, teaching strategies.
1. Introduction

Learning is influenced by students’ attitude and so is language learning. Different factors determine that attitude, such as the learning purpose or the classroom management. The present study tries to find out whether the fact of knowing a second language is another aspect that influences the attitude of the students. Such issue is substantial considering that learners’ attitude, motivation and behaviour take an important role in the learning process. A lot of researches suggest that positive attitudes towards the language learning lead students to a better, faster and easier acquisition. Therefore, teachers have to ensure that their learners are motivated and in case they are not, take measures.

Students’ lack of interest was one of the hardest issues I faced during the internship. Most of the learners in the I.E.S. Batalla de Clavijo were not interested in learning and their attitude towards the English learning and the language itself was not enthusiastic. Another apparent point of the school was the individual differences of the students. The school where I have completed the internship was very diverse in language and culture; a wide range of students were foreigners whose mother tongue was not the Spanish. This and the lack of interest brought me up to the questions whether learners who know more than one language have the same attitude towards English as monolingual students.

A lot of researches have been done in the fields of bilingualism and linguistic attitude, but few studies have focused their attention on the relation between the two factors. It is a relevant topic for me since I worked with both monolingual and bilingual learners at the same time. Nonetheless, the present research will focus on students belonging to a bilingual community because that is the situation I may face in the future. This means that the results of the research will not be applicable to other situations where the bilinguals, for example, are foreigners who have studied the language of the new country (such as my students in I.E.S. Batalla de Clavijo). Hence, the study has been developed
due to a difficulty found during the internship but has been adjusted to a matter I may face in a near future.

The present research proposes that bilingual and monolingual learners do not have the same attitude and that the first ones have a more positive perspective about language learning. If, as it is suggested, monolingual and bilingual students do not present similar attitudes, teachers will have to use different techniques and methods to lecture each group. The type of activities and the way they are performed will infer in the willingness to study and thus in the learning achievement.

In short, the present study aspires to know the different attitude that bilingual and monolingual learners can present since it can help teachers to infer how to manage the classroom with each type of student. The use of the adequate method, techniques, activities and tasks will improve the teaching practice and thus students’ achievements.

2. Literature review

First of all, I consider necessary to define both bilingualism and attitude so as to clarify what the research is about and avoid misinterpretation; a clear explanation of both terms will help understand better the study as well as its purpose.

With regards to bilingualism, it is difficult to define it since it is a relative concept. As Hoffman (1991: 14) declares, “it is open to a variety of descriptions, interpretations and definitions”. Not everyone agrees on what the mentioned term involves. Besides, several aspects need to be considered when defining it, such as the proficiency level that a student needs to acquire in order to be considered bilingual or whether a foreigner who learns a language and a person who has learnt two languages at the same time are at the same level of bilingualism. In relation to the latter issue, Bloomfield (1933:55) declares that “in the case where this perfect foreign-language learning is not accompanied by loss of the native language, it results in ‘bilingualism’, native-like control of two
languages”. The last statement shows that for a long time bilingualism has implied the perfect mastery of two languages; few people were considered bilingual. However, in the last years the concept has become very popular and its implication has changed; as Hoffman (1991) asserts, it is believed that over half the population is bilingual.

Thus, Titone (1972) describes better the current understanding of bilingualism; he believes that it is the ability to speak a second language following its concepts and structures rather than paraphrasing the native language. Note that the only skill mentioned is the speaking; this reminds me of the definition given by Macnamara (1967a) since he believes that anyone who possesses a minimal competence in one of the four language skills (speaking, writing, listening and reading) can be considered bilingual. My point of view of this is that a bilingual person is the one who dominates the four skills; I consider that all of them are necessary to communicate. It is often believed that the speaking is the only skill required for communication, but it is worthy not to forget that in order to communicate orally the listening is also needed and that writing, and thus reading, is another way of communicating.

Having said this, I would conclude that bilingualism involves using a second language while following its concepts and structures rather than paraphrasing the native language; where the term using includes speaking, listening, writing and reading. I especially like the definition given by Weinreich (1968:1) where he clarifies that “the practice of alternately using two languages will be called bilingualism, and the person involved, bilingual”.

As far as attitude is concerned, Verma (2009) defines it as “a set of beliefs developed in a due course of time in a given socio-cultural setting” and asserts that although it does not necessarily determine behaviour it can have some impact on it. A similar definition is given by Gardner (1985:9): “an evaluative reaction to some referent or attitude object, inferred on the basis of the individual’s beliefs or opinions about the referent”. Brown (1994) claims that attitudes are determined by the attitude of parents and peers, by the contact with people who are different in several aspects, and by some factors of affective interactions.
The present research will focus its attention on the attitude that learners have towards the learning of the target language which, in this case, is English. Attitudes toward the learning situation are defined by Gardner (1985:91) as “evaluative reactions towards the learning environment”. Within the language learning attitude, Macnamara (1973) distinguishes two types, the integrative and the instrumental; where the first refers to the purpose of knowing and interacting in a friendly way with speakers of a language while the instrumental attitude aims to better oneself materially in what language is concerned. He suggests that language success is more likely to happen when the attitude is integrative rather than instrumental.

Verma (2009) explains that several studies have shown that positive attitude facilitates learning, and on the contrary, students who are reluctant to learn do not produce any result. In such manner, language learning or acquisition is influenced by learners’ attitude, as concluded by many researches (Gardner 1985; Dörneyi 2003; Ushida 2005). This does not only include positive attitude towards the language itself, but also, as Gardner (1985) states, positive attitude towards the culture and people of the target language. He believes that students will learn the target language more efficiently if they have such positive attitudes.

Going back to bilingualism, as it can be seen, a considerable amount of researches about bilingualism have been done; especially in relation to the differences between monolingual and bilingual students. Within this, the lexicon is a very common issue. Pearson, Fernandez and Oller (1993), for example, compared the lexical development of bilingual and monolingual students. From the study they conclude that there is no big difference between the two types of learners and that the bilingual children are not slower than monolinguals to develop early vocabulary. In relation to that, Portocarrero, Burright and Donovick (2007) analysed the English vocabulary and verbal fluency of some bilingual and monolingual students. The first ones were foreigners who had learned English when arriving at the USA, and the monolinguals, however, students who had English as their mother tongue. The findings provided some evidence that bilinguals had lower receptive and expressive English vocabularies, and that the younger they were at the time they arrived to the
mentioned country the better their English lexicon. However, the most common matter within bilingualism is the cognitive aspects (Springer 2007; Leikin 2012).

The linguistic attitude is also a very common point in question among linguistic researchers. It could be said that the most usual issue is the influence that attitude and motivation has in second or foreign language acquisition. Some researches (Dörneyi 1990; Ellis 1994; Oxford 1996) state that the relation between second language acquisition and students’ attitude and motivation are inconsistent; specifying that other factors influence this relation, such as the learning environment or the age of the students.

However, most researches come to the opposite conclusion. An example of that is Ushida’s (2005) research about the role of the mentioned aspects in second language within an online language course. The obtained results lead him to the conclusion that students’ motivation and attitude greatly influence the second language learning.

Similar results were obtained by Dörnyei (2003); he found that the relation among second language achievement and measures of attitudes, motivation and orientations are consistently positive, where motivation and achievement are specially related:

“Integrativeness and attitudes toward the learning situation are two correlated variables that support the individual’s motivation to learn a second language, but that motivation is responsible for achievement in the second language. This conceptualization implies that integrativeness and attitudes toward the learning situation are related to achievements in second language, but that their effect is indirect, acting through motivation” (Dörnyei 2003: 169).

Hence, it can be concluded that students’ attitude takes an important role in the teaching-learning process and that the acquisition of the target language is conditioned by such factor. Dörnyei (2003:1) explains that this is because “humans are social beings and human action is always embedded in a number of physical and psychological contexts which considerably affect a person’s cognition”. İnal, Evin and Saracaloğlu (2013: 39) provide a similar but simpler argument by saying that “the reason is that attitude influence one’s behaviours, inner mood and therefore learning”.

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Nevertheless, and bringing back what Dörneyi (1990), Ellis (1994) and Oxford (1996) declare, he admits that the mentioned relation may depend on several aspects. In order to explain that, he cites Oxford and Shearin (1994), who ensure that it is prominent whether learners study a second or a foreign language. Among others, Dörneyi (2003) also mentions Jones’ (1949) and Massey’s (1986) belief about the influence that age and experience have in the attitude.

All the mentioned above has shown that there is a wide range of researches about linguistic attitude and its influence in language acquisition; also about the bilingualism, especially in what dissimilarities between monolingual and bilingual people is concerned. However, few investigations have observed the different attitudes that monolingual and bilingual students can present towards the target language. For that reason and in the light of the weight that attitude has in language learning, the present research aims to find out whether monolingual and bilingual learners have the same or different attitudes towards the foreign language, which in this case is English.

Several studies (Gardner and Lambert 1972; Skolverket’s 2007; Garret 2010) support that bilingual and monolingual students present different attitudes towards learning foreign languages. According to Carlson (2010), Skolverket’s (2007) report showed that 82% of the bilingual students like to learn English while only the 60% of the monolingual learners like it. These results are a clear evidence of the difference in attitude between the two types of learners in question.

According to Carlson’s (2011) research, although the results are not extremely different, on the whole, bilingual students present more positive attitude than monolingual students. He carried out a study with the purpose of analysing learners’ attitudes towards the English education as well as to examine if bilingual and monolingual learners think they have advantages or disadvantages at the time of learning English. In order to collect the data, he gave out a questionnaire in a school in Sweden, among learners in sixth, ninth and eighth grade. He also interviewed several teachers of the same school. Generally, results lead to the conclusion that more bilingual students like
learning English and that a wider range of these pupils consider it very important and useful. None of the bilingual students dislike learning the language but some of the monolinguals do. The same happens in the second question, that is, some monolinguals do not consider relevant and useful to learn English whereas none of the bilinguals have that opinion. The pupils who answered that, justified their answer by saying that Swedish is the language used in Sweden. However, it is true that almost all the learners answered that it is important or very important to learn the mentioned language. Besides, they both point out communication with other people and travelling as the main reason for learning English as well as for considering it substantial. Still, only bilingual learners adduce the fact of working and studying abroad.

It is interesting to mention that Carlson’s (2011) results present that there are more monolingual students who think that they have advantages when learning another language than those who think they have disadvantages. In the same manner, most bilinguals believe that they have advantages or facilities. Nevertheless, it is noteworthy that there are more students with English as their second language than bilinguals who think they have disadvantages; only three learners with English as their third language consider that they have some disadvantages whilst 19 monolinguals have that opinion. These last believe that it is easier for them because they have only two languages to control and they do not mix them. Regarding the bilingual learners, the findings present that most of them consider their bilingualism beneficial since they have already learned another language and they have therefore an easier time to acquire another, they have a base to build on.

From the investigation Carlson’s (2011) concludes that students who think learning English is important are more enthusiastic to do it and have positive attitudes towards both the language and the learning itself, and therefore learn it easier.

On the other hand, some researches (Saracaloğlu 1996; Erdim 2001; Inal, Evin and Saracaloğlu 2013) state that there is no relevant difference between monolingual and bilingual learners’ attitude and that it is determined by other factors. According to Inal, Evin and Saracaloglu (2013), Erdim (2001) shows
that people who lived abroad will have sympathy to foreign language, a
sympathy which influences learners’ attitudes. On the contrary, Inal, Evin and
Saracaloglu (2013) disapprove the idea and assert that students’ behaviour is
mainly determined by the methods used in classroom, teacher’s behaviour,
course books, individual interests and intelligence. He also states that gender,
high school type (Public, Anatolian, Vocational or Super) and mother’s
education (literate, primary school, secondary school, high school or University)
are other factors that influence students’ attitude towards the target language.

As it can be observed, several studies have been done in relation to
bilingualism and linguistic attitude but hardly any analyses the relation among
the two aspects. Hence, the present research aims to examine how bilingualism
can affect learners’ attitude in order to adjust the teaching practice according to
the results obtained.

3. Research Questions and Hypothesis

The present research aims to answer the following research question:

Do bilingual and monolingual students have the same attitude towards the
foreign language (English in this case)?

Based on the mentioned question and in the light of previous studies
previously conducted, I propose the following hypotheses:

1. Students’ attitude affects the teaching-learning process as well as the
language success.

2. Bilingualism influences students’ attitude towards the language learning
positively. Thus, bilingual learners present better attitude than
monolinguals towards the foreign language learning.
4. Method and Design

4.1. Instrument and Procedure

The data will be collected with a questionnaire that has been adapted from Yang Yu’s (2010). He developed it based on 11 different questionnaires, from which he selected the most relevant questions and removed the inappropriate or not applicable ones.

Some modifications have been made for the present research as well; several questions have been modified and others removed since they were no relevant for the investigation. It includes 46 items which are divided into three sections: Your attitude toward English, Your attitudes toward the current English education policy and Your attitude towards the purposes for learning English. The first consist of 14 items, the second one of 17 and the last section is composed by 9.

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<th>Attitudes of Students toward English</th>
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Thank you so much for participating in this study! This questionnaire will take approximately 20 minutes to finish and is concerned with your attitudes toward English and your purposes for learning English. You are the expert in this case. Please be assured that your identity is completely confidential. By completing this questionnaire, you consent to participate in this study.

Please read each of the following statements carefully; and then write the number that best represents the level of your agreement to the statement. Level of agreement 1=Strongly Disagree (SD) 2= Disagree (D) 3= Slightly Disagree (SLD) 4= Slightly Agree (SLA) 5= Agree (A) 6=Strongly Agree (SA).

**Part I. Your attitudes toward English**

1. English is an international language.  

2. English is the language used most widely in the world.  

3. Knowing English is important in understanding people from other countries.

4. Knowing English is important in understanding the cultures of English-speaking countries, like U.S.A. or U.K.

5. If I have a chance, I would like to travel to English speaking countries, like U.S.A. or U.K.

6. I do not like learning English.

7. British English and American English are the major varieties of English in the world.

8. The English spoken by Indian people is not authentic English.

9. Many varieties of English exist in the world.

10. The non-native English speakers can also speak Standard English. (Here, Standard English refers to English spoken in the English-speaking countries, like U.S.A. or U.K.).

11. As long as people understand me, it is not important which variety of English I speak.

12. When I speak English, I want to sound like a native speaker.

13. When I speak English, I want to be identified clearly as Spanish.

14. I am not confident in speaking English because of my Spanish/Basque accent.
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<tr>
<td>15.</td>
<td>All Spanish students should learn English.</td>
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<td>16.</td>
<td>Spanish college students should use English in either spoken or written communications among each other.</td>
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<td>17.</td>
<td>English education should start from elementary school in Spain.</td>
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<tr>
<td>18.</td>
<td>English should not be a compulsory subject.</td>
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<tr>
<td>19.</td>
<td>I would not take English if it were not a compulsory subject in school.</td>
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<tr>
<td>20.</td>
<td>If English were not taught at school, I would study it on my own.</td>
</tr>
<tr>
<td>21.</td>
<td>Oral language skills are more important than literacy skills in college English education.</td>
</tr>
<tr>
<td>22.</td>
<td>College English classes should be entirely conducted in English.</td>
</tr>
<tr>
<td>23.</td>
<td>College English classes should be conducted in both English and Basque/Spanish.</td>
</tr>
<tr>
<td>24.</td>
<td>Besides English classes, other college classes, such as Math, should be also conducted in English.</td>
</tr>
<tr>
<td>25.</td>
<td>I am satisfied with the English education policy in Spain.</td>
</tr>
<tr>
<td>26.</td>
<td>I am satisfied with the college English education curriculum in Spain.</td>
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</table>
27. I am satisfied with the English learning textbooks and other materials used in our school.

28. I am satisfied with the English teaching methods used in our school.


30. British English is the best model for Spanish learners of English.

31. I prefer native speakers rather than non-native speakers as my English teachers.

Part III: Your attitudes toward the purposes for learning English

32. In Spain, knowing English is more useful than knowing any other foreign language.

33. Learning English is important for me, because English is a very useful tool in contemporary society.

34. I learn English to catch up with economic and technological developments in the world.

35. An important purpose for my English learning is to obtain a university degree.

36. An important purpose for my English learning is to get a decent job.

37. An important purpose for my English learning is to obtain high scores in English examinations.

38. I learn English in order to obtain better education and job opportunities abroad.
Both bilingual and monolingual students’ groups will have to fill in the questionnaire so that the results can be compared. Students will be explained that they have to answer on a scale from 1 to 5 how identified they feel with each item, where 1 corresponds to ‘Strongly Disagree (SD)’ and 5 ‘Strongly Agree (A)’. Participants will be informed about the features of the research as well; as they are the ones providing the data, they have the right to know what the investigation is about. Moreover, I need their legal consent and, perhaps, they deny completing it if they do not have enough information. However, I will only describe the basic aspects for the reason that informing them deeply about the investigation can alter the results.

It is worth mentioning that although they will have to provide some personal information (the age, the genre and whether they are monolingual or bilingual) the questionnaire will be anonymous.

4.2. Participants

The questionnaire should be given out in a school were monolingual and bilingual education is offered for the reason that it is better to compare students with the same socio-economical background. This means that the gathering of the data should be done in a region where there are two official languages. Consequently, the questionnaire will be carried out in the Basque Country; specifically in the I.E.S Usandizaga, which is located in San Sebastian. It is a public secondary school which offers studies in Basque (model D) and in Spanish (model A). The socio-economic level of the learners is medium-high and there is not much cultural diversity.
The sample will be constituted by 64 students, 33 of which are bilingual and the rest monolingual. With respect to the level, the questionnaire will be given out in four classes of 2\textsuperscript{nd} of Bachillerato; one of the model D and the other of the model A. Thus, the informants’ age will range from 16 to 18. The reason to select the mentioned groups is that learners of that age will probably be more conscious of their attitude, motivation and interest than younger learners. Besides, I believe that they understand better what the term bilingualism involves.

Note that the bilingual students who will contribute to the data collection are young people who have studied the second language since they were very young; the sample includes bilinguals who have studied the two languages almost at the same time. Therefore, the present study focuses only on bilinguals belonging to communities where there are two official languages. The findings will not be applicable to other situations, such as the case of foreigners who have studied the language of the country they have arrived in.

5. Expected Results and Discussion

In the light of previous researches, the present one assumes the relation between bilingualism and students’ attitude; expecting to obtain results which prove that bilingual learners’ attitude is quite more positive than monolingual students’ attitude.

I believe that people who know more than one language have facilities when learning a new one for the reason that, as it has been mentioned above, they have a base to build on. Not only that, they can transfer knowledge from one language to another and thus make the learning process easier. Advantages in language learning will lead students to a better and faster acquisition, which at the same time will result in a greater and more favourable attitude towards the learning. Besides, as opposed to monolingual learners, bilinguals know that they can achieve proficiency level in a language different to the mother tongue; this will also guide pupils to a positive attitude. According to Garret (2010),
students who have learned another language successfully will be keener on studying a new one.

In short, the present research predicts that due to diverse factors, differences among monolinguals’ and bilinguals’ attitudes arise, where those of the latter are more positive.

6. Conclusion

In spite of the fact that several studies (Erdim 2001; Inal, Evin and Saracaloglu 2013; Saracaloglu 1996) support the idea that there is no difference among monolingual and bilingual learners’ attitude and others (Dörneyi 1990; Ellis 1994; Oxford 1996) do not even admit a consistent relation between bilingualism and linguistic attitude, the present study believes that knowing a second language influences pupils’ attitude at the time of learning English.

Since these two types of students have different language backgrounds their attitude to learn a foreign language will not be the same. Achievements in the learning of a certain language will probably lead to a positive attitude towards language learning in general. “In his article Gardner (1991) says that when a person acquires a new language, positive feelings towards learning language will occur and this, in turn, will influence the willingness to learn another language; “attitude will serve this kind of two-way function”.” (Garret 2010: 21). So, as bilingual learners have already learnt another language successfully, their attitude will probably be more positive.

The facilities that knowing more than one language can provide at the time of learning a new language, such as knowledge transfer or the fact of having a base to build on, are also mentioned as reason for a greater attitude; they make the learning process easier and faster and thus maintains motivation. Hence, the present study supports the idea that bilingual learners have better attitude than monolinguals’ towards the target language and its learning.
Nonetheless, there are much more factors which determine learners’ attitude as well as motivation and behaviour. Inal, Evin and Saracaloglu (2013) claim that the methods used in classroom, teacher’s behaviour, course books, individual interests and intelligence are some of these factors. Skilverket’s (2007) report suggests that pupils’ awareness of the reason and usefulness of learning a language also affects in their willingness to learn.

At the same time, learning success and achievement are influenced by students’ attitude, motivation and behaviour, and so is language learning. Consequently, teachers should know which the facts that affect the learning process are in order to select the method, techniques and activities that best fit with the students. Since the present study suggests that bilingual and monolingual students do not have the same attitude towards the target language, teachers should be aware of that aspect so as to determine how the teaching practice will be in each group or with each student; the method and techniques used will vary depending on the characteristics of the pupils. Because as Dörnyei (2003: 14) asserts “the quality of the activities used in language classes and the way these activities are presented and administered make an enormous difference in students’ attitude toward learning”.

If, as it is suggested in the present study, monolingual learners have less positive attitude towards the English learning, they probably need more exciting and motivating activities than bilingual pupils. Carlson’s (2010) study shows that some monolingual learners believe they would learn better if the lessons were more fun and they had the chance to make individual choices more frequently. Although some bilinguals mentioned that idea as well, other issues were more popular among them. I agree with the answer of the pupils since I believe that learning is easier, better and effortless if you are having a good time. In order to do that, motivating and interesting activities and tasks should be proposed by teachers; avoiding lessons where only the theoretical explanations are given. Going to an English speaking country, communicating more with the teacher and watching movies or the TV in the target language were tasks proposed by both groups of learners. More variation was a plan mentioned by several bilinguals, an aspect that I consider of great importance; bilingual learners have noticed that when learning a language it is important to control all the skill,
registers and contexts. That can only be learned by varying the activities, working with different skills and registers.

From all that I would conclude that all language learners need to be provided with motivating and interesting activities, but especially those for who English is a second language. Monolingual learners require more attention since it is easier that they get unmotivated; students with English as their third language have learned a second language successfully and thus know that they can achieve a high level in another language different to the mother tongue, but monolingual students are not aware of that. That is the reason why it is also especially meaningful to show to monolingual pupils the real use of the language, its importance and usefulness. This could be done by travelling abroad or contacting with people from English speaking countries; also by simply providing them with real life material, such as newspapers, magazines, films or TV and radio programmes. Besides, such material will help learners realise the importance of the variety mentioned above.

Teachers and parents also play an important role in learners’ attitude, but I think this factor will influence equally students who know one language and those who know two. Nevertheless, teachers should be positive, relaxed and patient so as to create a good classroom atmosphere. In such manner, learners will be more relaxed, opened and will participate more; what will help them improve and thus have a better attitude.

In conclusion, teachers should provide students with material and activities that are motivating for them, such as games or real life material. The latter is especially important and influential as it helps students see the usefulness and importance of the language in question. Since teacher’s behaviour is also influential, they have to try to create a good atmosphere in the classroom; this will avoid fears. The mentioned ideas should be carried out with both monolingual and bilingual learners, but especially with the learners of English as their second language. Teachers who work with monolingual students need to pay more attention to their students, observe and analyze them to plan motivating and interesting lessons.
7. Limitation

The data collection of this research could end up being a bit limited. Although the data collection has not been carried out in the present work, the designed research involves a questionnaire; such instrument will be used to gather information about students’ attitude towards the target language. Questionnaires are appropriate tools for this kind of research but perhaps keeping a teachers’ journal as well would be a good idea. It implies the teacher to observe their students and take notes about the relevant events or situations. This kind of tool is very useful to gather every day’s observations about the topic in question; information that could be very useful for the investigation and that it is not possible to obtain through the questionnaire. The journal will allow going deeper in the study. Nevertheless, the questionnaire will provide the necessary information to answer the research question.

8. References


APRENDIX 1

MODAL VERBS

Modal and Modal Perfects

What are the modal verbs?

1. Auxiliary verbs
2. Some characteristic:
   - Some form for first, second and third person --- NO 's for To sg
   - They lack of several verb tenses
     - be able to, have to, know how to, etc.
   - They don't need any auxiliary to form interrogative or negative sentences
   - They are followed directly by the infinitive of another verb

   3. Semi-Modals: They can be used as modals and as common verbs

MODALS

MAY

MIGHT

GIVE PERMISSION
You may leave if you like.

POLITE REQUEST (PERMISSION)
May I have a glass of water?

FORBID
You may not leave the room now.

POSSIBILITY (present or future)
I would bring an umbrella, it may rain later.

POSSIBILITY (negative)
He may not be ready.

MODALS

HAVE TO

OBLIGATION
You have to/must be on time.

NECESSITY (no election)
I have to stay or else I'll fail my exam.

I will have to undo all my knitting if the sweater doesn't fit me.

-Fast --- had to
I had to go to school very early when I was in England.

-Future --- will have to
We will have to go home soon.

CAN, COULD and BE ABLE TO

ABILITY
He can speak four languages.

SUGGESTION
You can take a taxi if you are tired.

We could use my house for the party.

RISK / POSSIBILITY
I can go in two directions.

You can't buy fruit now. The shops are closed.

REQUEST
Can/Could you help me?

MUST

OBLIGATION / ORDER SOMETHING
You must stop for at least two seconds at a stop sign.

STRONG NECESSITY
You must visit the doctor, you are too thin.

STRONG BELIEF (DEDUCTION)
It's late, Jane must be in a traffic jam.

SUGGESTION
You must go to England if you want to improve your English.
**MUSTN’T, NEEDN’T, DON’T HAVE TO**

**MUSTN’T**
Prohibition/Not Convenient
You mustn’t text while driving.

**NEEDN’T, DON’T HAVE TO**
Lack of Obligation/Necessity
You don’t have to, needn’t drink all the milk if you don’t want to.
He doesn’t have to, needn’t come so early.

**WILL, WOULD SHALL**

**WILL**
- Future tense
  - She’ll telephone at 6.00 tonight.
  - He won’t be interested in this book.

**WOULD**
- would politely
  - Would you like more coffee?
- Would you like to come to my party?

**SHALL**
- Make suggestions, offer help
  - Shall I open the window?

**MAST HAVE**
Certainty or Logical Conclusion about an Event in the Past
Sheila was absent yesterday. She must have been ill.
There is milk left. Mary must have drunk it all as she stayed up late.
Jackson prepared. He must have been informed about the changes. They must have been really scared when a cursor went into their lane.

**SHOULD OUGHT TO**
Regret after an Event
She looks worse. She should/ought to have seen a doctor last week.
These letters should have been typed. Now it’s too late.
They should have been home by now.

**SHOULD OUGHT TO HAVE**
Future Perfect (WILL HAVE + past participle)
To speak about an Event that will be finished in a certain time in the future
- By this time next year, I will have finished my degree course.

**MODALS**
- Able to have done something but in fact did not.
- He could have helped us, but he came too late.

**MODAL PERPECTS**
- Modal + HAVE + Past participle
- We use them to make reference to the past.
  - Usually conclusion, suggestion or assumptions about past events.
  - He didn’t come yesterday. He must have been ill.
- I should have taken more lessons before the test.
  - In passive voice:
  - Modal + HAVE + BEEN + Past participle

**THE HABITUAL, FREQUENT ACTION**
- Do it regularly
- She lives in London.

**MODALS**
- Will
  - We use it to make reference to the future
  - By the time, in 2014, etc.
  - By this time next year, I will have finished my degree course.
- The polls indicate that by next month, she will have been elected president.
- (passive)
MODALITY

PROBABILITY
- They must be written by now.
- Could be written by now.
- Could be written a long time ago.
- Could be written in the future.
- Could be written in the past.

ADVICE
- You should start studying.
- You should finish studying.
- You should start helping.
- You should finish helping.

RELATIVE CLAUSES

DEFINING
1. No commas
2. They give relevant information
   - This is the girl who won the race
3. The pronoun can be omitted (if it isn’t the subject)
   - The salary which they are offering isn’t very high
4. You can replace the pronoun by ‘that’
   - The salary that they’re offering isn’t very high

NON-DEFINING
1. Commas are needed
2. They give extra information
   - My sister, who is very good at tennis, has won the race
3. The pronoun cannot be omitted
   - We have just come back from London, where John lives
4. You cannot replace it by ‘that’
   - My sister, who is very good at tennis, has won the match
Wiz Khalifa - See You Again (feat. Charlie Puth)

I. FILL IN THE GAPS

[Charlie Puth]
__________ a long day, without you my friend
And __________ you all about it when I __________ you again
__________ a long way from where we began
Oh I'll tell you all about it when I see you again
When I see you again

[Wiz Khalifa]
Damn, who __________
All the plans we __________
Good things we been through
That __________ right here talking to you
Boat another path
I know we __________ to hit the road and laugh
But something __________ me that it __________ last
Had to switch up look at things different see the bigger picture
Those __________ the days
Hard work forever __________
Now I __________ you in a better place

II. CIRCLE THE CORRECT WORD

[Wiz Khalifa]
How ________ ________ we not talk about family when family's all that we got?
Everything I went _____ /__ __________ you were standing there by my side
And now you __________ /____ ________ be with me for the last ride

[Charlie Puth]
...

III. FILL IN THE GAPS

[Wiz Khalifa]
First, you both ________ out your way
And the vibe ________ strong
And what's small ________ to a friendship
A friendship ________ to a bond
And that bond ________ never ________ broken
The love ________ never ________ lost
And when brotherhood ________ first
Then the line ________ never ________ crossed
Established it on our own
When that line had to be

IV. PUT THE PHRASES IN THE CORRECT ORDER

[Charlie Puth]
And every road you take ________
Hoooooome ________
Hold every memory as you go ________
So let the light guide your way, yea ________
Will always lead you home ________
1. **Rewrite the sentences so that they have a similar meaning to the ones given. Use the words in brackets.** [1 point]
   
a. Perhaps he won the lottery. (could)
   
   ____________________________________________

   b. I’m thinking about taking Spanish lessons. (may)
   
   ______________________________________________

   c. I’m certain that he buried something in the garden. (must)
   
   ______________________________________________

   d. I’m sure that Mrs Smith didn’t leave home. (can’t)
   
   ______________________________________________

   e. If I were you, I would study hard for the exam. (ought to)
   
   _______________________________________________

   f. Perhaps Mr Smith murdered his wife. (might)
   
   ______________________________________________

   g. Perhaps she’s gone to stay with her mother (might)
   
   She ___________________________________________

2. **Use a modal verb to rewrite the sentences so that they have the same meaning.** [1 point]
   
a. It isn’t necessary for you to take a jacket
   
   ______________________________________________

   b. Tom knows how to speak Spanish.
   
   ______________________________________________

   c. Perhaps Anita didn’t get the text message.
   
   ______________________________________________

   d. I didn’t have the ability to cook when I was younger.
   
   ______________________________________________

   e. It wasn’t a good idea to ask the other couple to come with us.
   
   ______________________________________________

   f. Eating chewing-gum in the class is prohibited.
   
   ______________________________________________
g. I wish I had paid for half of the meal, but I didn’t.

h. I am certain you haven’t seen John because he is on a trip.

3. Fill in the gaps with an adequate word. [1 point]

1. The p…………… reveals that 60% of the population believes footballers’ salaries are too high.
2. Last week, we spent hours caught in a t…………… ……………
3. I d…………… my sister …………… at school every day.
4. You have to pay a f…………… if you disobey the traffic rules.
5. The steak was so t…………... that I couldn't eat it.
6. You should s…………… ……………, you are driving too fast.
7. He went through a red light and consequently r…………… …………… a cat.

4. Give the word for the following definitions [0,5 points]

1. Happening or existing in all parts of the world: ………………….
2. A place where two or more roads meet: ……………
3. To put off to a later time: ……………

5. LISTENING

I. You will hear a radio report about a new type of air transport. Mention at least four characteristics of the mentioned transport. [0,5 points]

II. For questions 1-10 complete the sentences. Write no more than three words and/or a number. [2 points]

1. It will take 37 hours for the new form of transport to travel from London to _____.
2. Unlike crowded jets, the Aircruise will allow passengers to travel in ____________.
3. The Aircruise can travel at low altitudes if there is something ________________.
4. Hydrogen fuels the airship and also provides ____________ for the people on board.
5. The airship disaster at Hindenburg killed __________________________ people.

6. Scientists are keen to develop transport options which are both __________ and environmentally friendly.

7. The Aircruise will carry a total of _______________________ passengers.

8. The luxury features on board include private apartments, a bar and a __________.

9. Compared to airports, the Aircruise has the potential to land closer to __________.

10. The concept is getting a lot of attention from a Korean company which makes _______________.

6. READING

TEEN SPIRIT: WHAT'S IT REALLY LIKE TO BE A TEENAGER?

15-year-old Ellie Wilson says “The problem with being a teenager is that one minute we’re up and then we’re down; one minute I want to shout the house down, the next I feel very happy.”

The turbulent process of becoming an adult is one that for generations has baffled parents and scientists. When almost every other species manages the transition from infancy to adulthood with relative ease, why do we seem to find it so hard?

First we blamed hormones. Then scientists found that the human mind undergoes a massive restructuring during the 12th to 25th years. Between childhood and adulthood, critical physical changes are taking place. These result in behaviours that parents might have thought were designed to cause them pain, but which are in fact vital processes in the brain’s development.

The truth remains that science offers a rational explanation, but it doesn’t make everyday communication with teenagers any easier. Which is where Lovegrove and Bedwell step in. These friends published a book, Teenagers Explained, that was designed to help adults understand adolescence. Because “there are things we talk about that adults just don’t understand.”
“Try to let us make our own mistakes,” pleads Lovegrove. “If we don’t get to make our own mistakes when we’re young then, at some point, as soon as you’re not around, we’re just going to explode. It’s OK to be concerned and to ask questions but please don’t question us on everything. Do try to talk to us and make an effort to get to know us, but also understand that there are some things we don’t want to talk to you about.”


I. Answer the following questions using your own words but taking into account the information in the text. [0.5 point]

a. Why do teenagers behave the way they do?

b. Why was the book *Teenagers Explained* published?

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet. [0.5 point]

b. Teenage behaviour is closely related to how the brain develops.

c. Scientific discoveries have helped parents get on with their sons and daughters.

III. Find a synonym for each of the four words below from these six options: baffled, transition, hard, massive, vital, concerned [0.5 point]

a. shift    b. worried    c. puzzled    d. huge

7. Write an opinion essay on one of the following topics (130 - 150 words approximately): [2.5 points]

1. The age limit for driving should be lowered.

2. It’s a good idea to ban cars from city centres.
### APENDIX 5

<table>
<thead>
<tr>
<th>Grammatical resource</th>
<th>Excellent (10-9)</th>
<th>Very good (8-7)</th>
<th>Good (6)</th>
<th>Sufficient (5)</th>
<th>Not enough (&lt;5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Maintains control of a wide range of grammatical forms.</td>
<td>Maintains control of a range of grammatical forms.</td>
<td>Shows a good degree of control of a range of simple and some complex grammatical forms.</td>
<td>Shows a good degree of control of simple grammatical forms</td>
<td>Important grammatical mistakes</td>
</tr>
<tr>
<td>Lexical resource</td>
<td>Uses a wide range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</td>
<td>Uses a range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.</td>
<td>Uses appropriate vocabulary to give and exchange views, but only when talking about familiar topics.</td>
<td>In general uses appropriate vocabulary to give and exchange views in familiar topics, but makes some mistakes</td>
<td>Inadequate use of the vocabulary frequently</td>
</tr>
</tbody>
</table>
| Discourse management | • Produces extended stretches of language with ease and with very little hesitation.  
• Contributions are relevant, coherent and varied.  
• Uses a wide range of cohesive devices and discourse markers. | • Produces extended stretches of language with very little hesitation.  
• Contributions are generally relevant, coherent and varied.  
• Uses a range of cohesive devices and discourse markers. | • Produces extended stretches of language despite some hesitation.  
• Contributions are relevant and there is a clear organisation of ideas.  
• Uses a range of cohesive devices. | • Produces extended stretches of language but with frequent hesitation.  
• Contributions are relevant but there is repetition.  
• Uses a range of cohesive devices, but makes some mistakes | • Produces only short stretches of language and with frequent hesitation.  
• Contributions are not always relevant  
• Lack of cohesive devices |
| Pronunciation | • Is intelligible.  
• Phonological features are used effectively to convey and enhance meaning.  
• Is intelligible.  
• Intonation is appropriate.  
• Sentence and word stress is accurately placed.  
• Individual sounds are articulated clearly.  
• Not always intelligible.  
• Intonation is not always appropriate.  
• Sentence and word stress are not always accurately placed.  
• Individual sounds are not always articulated clearly.  
• Generally not intelligible.  
• Inadequate intonation.  
• Sentence and word stress generally are not accurately placed.  
• Individual sounds are unclear. |
| Interative communication | • Interacts with ease, linking contributions to those of other speakers.  
• Widens the scope of the interaction and negotiates towards an outcome.  
• Initiates and responds appropriately, linking contributions to those of other speakers.  
• Maintains and develops the interaction and negotiates towards an outcome.  
• Generally initiates and responds appropriately, linking contributions to those of other speakers.  
• Generally maintains and develops the interaction.  
• Generally initiates and responds appropriately.  
• Maintains and develops the interaction and negotiates towards an outcome with very little support.  
• Inadequate responds generally.  
• Does not maintain and develop the interaction always. |