<table>
<thead>
<tr>
<th>Título</th>
<th>Extensive Reading to Improve 4th ESO Spanish Students of English's Oral Fluency, Motivation and Attitudes towards Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autor/es</td>
<td>Magdalena Cristina García Díez</td>
</tr>
<tr>
<td>Director/es</td>
<td>Andrés Canga Alonso</td>
</tr>
<tr>
<td>Facultad</td>
<td></td>
</tr>
<tr>
<td>Titulación</td>
<td>Máster universitario en Profesorado de ESO, Bachillerato, FP y Enseñanza de Idiomas</td>
</tr>
<tr>
<td>Inglés</td>
<td></td>
</tr>
<tr>
<td>Departamento</td>
<td></td>
</tr>
<tr>
<td>Curso Académico</td>
<td>2015-2016</td>
</tr>
</tbody>
</table>
Extensive Reading to Improve 4th ESO Spanish Students of English's Oral Fluency, Motivation and Attitudes towards Reading, trabajo fin de estudios de Magdalena Cristina García Díez, dirigido por Andrés Canga Alonso (publicado por la Universidad de La Rioja), se difunde bajo una Licencia Creative Commons Reconocimiento-NoComercial-SinObraDerivada 3.0 Unported. Permisos que vayan más allá de lo cubierto por esta licencia pueden solicitarse a los titulares del copyright.
Extensive Reading to Improve 4th ESO Spanish Students of English's Oral Fluency, Motivation and Attitudes towards Reading

Autor:

Magdalena Cristina García Diez

Tutor/es: Dr. Andrés Canga Alonso

MÁSTER:

Máster en Profesorado, Ingles (M04A)

Escuela de Máster y Doctorado

UNIVERSIDAD DE LA RIOJA

AÑO ACADÉMICO: 2015/2016
### TABLE OF CONTENTS

#### I. THEORETICAL FRAMEWORK

<table>
<thead>
<tr>
<th>Module</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generic Module</td>
<td>p. 1</td>
</tr>
<tr>
<td>1.1. Aprendizaje y desarrollo de la personalidad</td>
<td>pp. 1-3</td>
</tr>
<tr>
<td>1.2. Procesos y contextos educativos</td>
<td>pp. 3-4</td>
</tr>
<tr>
<td>1.3. Sociedad, familia y educación</td>
<td>pp. 4-5</td>
</tr>
<tr>
<td>Specific Module</td>
<td>p. 5</td>
</tr>
<tr>
<td>2.1. Aprendizaje y enseñanza de la lengua extranjera: inglés</td>
<td>pp. 5-7</td>
</tr>
<tr>
<td>2.2. Complementos para la formación disciplinar</td>
<td>pp. 8-9</td>
</tr>
<tr>
<td>2.3. Innovación docente e iniciación a la investigación educativa</td>
<td>p. 9</td>
</tr>
<tr>
<td>Practicum</td>
<td>pp. 10-11</td>
</tr>
<tr>
<td>Conclusion</td>
<td>p. 11</td>
</tr>
<tr>
<td>References</td>
<td>pp. 11-12</td>
</tr>
</tbody>
</table>

#### II. COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Section</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>p. 13</td>
</tr>
<tr>
<td>Context</td>
<td>pp. 13-14</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>pp. 14-15</td>
</tr>
<tr>
<td>Course Contents</td>
<td>pp. 15-15</td>
</tr>
<tr>
<td>Key Competences</td>
<td>p. 18</td>
</tr>
<tr>
<td>Methodology</td>
<td>p. 19</td>
</tr>
<tr>
<td>Timing</td>
<td>p. 20</td>
</tr>
<tr>
<td>Assessment</td>
<td>pp. 20-22</td>
</tr>
<tr>
<td>Attention to Diversity</td>
<td>p. 22</td>
</tr>
<tr>
<td>Materials and Resources</td>
<td>p. 23</td>
</tr>
<tr>
<td>Syllabus</td>
<td>pp. 24-51</td>
</tr>
<tr>
<td>11.1. First Term</td>
<td>pp. 24-28</td>
</tr>
<tr>
<td>11.2. Second Term</td>
<td>pp. 29-33</td>
</tr>
<tr>
<td>11.3. Third Term</td>
<td>pp. 34-51</td>
</tr>
</tbody>
</table>
I. THEORETICAL FRAMEWORK

Throughout the 2015-2016 academic year, students of the Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas have benefited from the expertise of several professors regarding various fields of knowledge. In preparation for a future career in the Education field, all subjects have been distributed into two modules: generic and specific. In addition to attending classes, we all had the opportunity to put into practice everything that we learnt in a Practicum that lasted for two months.

The following pages are dedicated to a personal reflection on each of the subjects that contributed to the acquisition of knowledge regarding different aspects of the teaching-learning processes. I deem all of them necessary for a comprehensive education of those who will be in charge of teaching future generations of students.

1. Generic module

Subjects belonging to the generic module are compulsory for all students in this Masters Degree. They deal with basic knowledge on the psychology of teenagers –Aprendizaje y desarrollo de la personalidad-, as well as with pedagogy –Procesos y contextos educativos-, and sociology –Sociedad, familia y educación-. A brief description and opinions on the most important aspects of each of them are henceforth provided.

1.1. Aprendizaje y desarrollo de la personalidad

Learning is not categorical, and most certainly not equal for everybody. However, we can more or less predict and recognize our students’ characteristics thanks to the work of several scholars on the psychological development of adolescents (Locke, Hume, Skinner, Vygotsky, Piaget, Chomsky, or Marx). Hence, the need for this subject, which introduced us to different theories, as well as to particularities that appear at this stage, and their implications for teaching.

It is widely known that adolescence is a period of our lives in which we experience changes at different levels: biological, psychological, social and
emotional. Various theories on the development of all of them have been reviewed in class; nevertheless, in these following paragraphs I will focus on those related to their learning processes, as it was the main aim of this subject.

Firstly, Pavlov (1902), through his experiments with dogs, discovered the grounds on which Classical or Respondent Conditioning would set its bases, and that would later be used by Behaviorism. The main conclusion drawn from by this scholar is that stimuli that were originally neutral, can be paired to concrete responses and become powerful elicitors for an established outcome. Secondly, Skinner (1938) developed the Operant Conditioning theory, which argues that conducts depend on their consequences. Therefore, if a student perceives that a specific conduct is reinforced, there are more possibilities for them to repeat the behavior that resulted in a good consequence. I want to reflect briefly on this matter, as it was discussed not only in lectures given by Dr. Eduardo Fonseca, but also worked on during more practical sessions. Through the development of a so-called “token economy”, we discovered that positive reinforcements are particularly valuable and effective in classrooms. In fact, the perspective of receiving a reward in the form of a higher grade, or even an encouraging comment on their performance, helps improve students’ motivation, self-concept and self-esteem. On the other hand, it is sometimes necessary to correct an undesired behavior through the use of negative reinforcements, which are recognized as punishments, and help teachers steer their students away from it. Lastly, Bandura (1977) proposed the Social Learning theory, which claims that a certain behavior can be learnt through the observation or imitation of models, as well as through the recognition of consequences that other people bring upon themselves by their own actions. Bandura’s work has two key implications in education: self-efficacy, explained as the belief that a particular task can be successfully carried out, and the role of the teacher as a model for their students.

The following three scholars that will be discussed work on learning processes stemming from cognitive models. Piaget’s Constructivism (1952) regards individuals as active agents in the construction of their knowledge. He defined adolescence as the stage in which formal operations are starting to develop. From another perspective, Ausubel (1968) believed that the students’ role is learning to learn –which coincides with one of the competences of our
Educational Law-, hence the need to link new contents to their background knowledge. Finally, Vygotsky (1978) defined the construction of knowledge to be the result of social interaction, and proposed the term “Zone of Proximal Development” to describe the existing relation between learning and cognitive development. According to this theory, a teacher’s job is to provide students with tools and scaffolding to guide them from their current level of knowledge and skills to a superior or potential one.

Furthermore, we reflected upon different aspects of adolescents’ personalities that impact their learning processes, such as self-esteem, self-concept, identity, socio-emotional development, and individual learning preferences. We delved deeper into the concept of “Emotional Intelligence”, defined by Daniel Goleman (1995) as the ability to recognize our own feelings, as well as those of others. The reason why this aspect becomes so essential in our practice is that we are not only participating in their acquisition of knowledge related to specific contents –English in this case-, but also helping them through a changing and challenging time of their lives so that they can reach a mental wellbeing that will mark their future.

To conclude, the comprehensive and specialized nature of this subject renders it very difficult to be summarized in a few paragraphs. Nevertheless, I believe that the main and general outcome of Aprendizaje y desarrollo de la personalidad is the need to understand the complexities of adolescence in order to help our students through their learning of content, as well as of personal and social values, and skills for life.

1.2. Procesos y contextos educativos

The second subject within the generic module is entitled Procesos y contextos educativos, and focuses on Pedagogy. The main aim of didactics is to understand the teaching-learning processes that take part in different contexts. Navaridas Nalda (2013) argues that one of the major challenges of the European Union is to provide a comprehensive education to all its citizens in order for them to become agents in the transformation of the current society towards a more thriving, fair, inclusive, and democratic one. In addition to that, teachers need to make sure that all their students benefit from a high quality
education in three basic dimensions: personal growth, competences and abilities. From these essential premises, Dr. Navaridas made us aware of the organizational characteristics of schools, as well as of the different levels of curriculum development. This was particularly useful for the design of the syllabus that will be later presented in this paper. Furthermore, I deem it even more valuable for my future in the Education field, as it provided me with the bases on which I will build my teaching practice according to the prevailing legislation in our country. Nevertheless, regarding this last point, we are all aware that Spain has passed many different laws in its recent history, such as the Ley Orgánica de Educación (LOE), or the Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE). Therefore, the fact that we reviewed them in class and got acquainted with the language that is normally used to elaborate them allowed me to acquire a very necessary background knowledge that I will be able to apply regardless of the specific law that applies at a given point in time.

On a different note, although most of the time was devoted to the previously explained contents, we also learnt the valuable concept of Flipped Classroom from one of its main developers, Raúl Santiago, and we had the opportunity of putting it into practice through an assignment consisting on the creation of a Wiki for our prospective students. This project required a great deal of individual and peer work, but was motivating enough to actively engage me in its design.

1.3. Sociedad, familia y educación

Sociology plays a vital role in our future careers, and it is through Sociedad, familia y educación that we got in contact with a deep understanding of its implications for Education. On the one hand, as well as discussing the influences that families have on the teaching-learning processes, we realized that our students’ backgrounds determine to some extent how our classes will develop. On the other hand, we studied the concept of equality from the point of view of diversity, which is essential in the sense that acknowledging the existing differences among them—in terms of social classes, gender and ethnicity—procured us with insights to provide them all with a good quality education. The last main point covered in this subject was based on the role of teachers in society, which we concluded that is not only a mere transfer of contents, but also a steady teaching on the rules and norms of society.
Our sessions with Dr. Joaquín Giró did not only revolve around theoretical issues related to sociology, but also engaged us in more practical reflections on the impact of those already discussed aspects of society in education. Through the study in small groups of documents such as several reports by the “Organisation for Economic Co-operation and Development” (OECD), among which we particularly focused on the “Programme for International Student Assessment” (PISA), we could give our informed opinion on the situation of the Spanish education system, as well as establish comparisons among the different levels of performance of various countries within the European Union. Not only did these contrastive studies give us the opportunity of understanding Spain’s trends, but also provided the grounds for essential personal questionings on the state of the matter that were later translated into debates among us, prospective teachers of the Spanish education system.

2. Specific module

The second part of the Masters Degree focuses on specific knowledge that needs to be acquired in order for future teachers to successfully deal with the subject that they will instruct. Firstly, Aprendizaje y enseñanza de la lengua extranjera (Inglés) discusses several ways of approaching the teaching-learning processes and provides students with useful tools that could be utilized in the classroom. Secondly, Complementos para la formación disciplinar (Inglés) reviews the main approaches, methodologies and techniques that an English teacher can apply in their classroom. Finally, Innovación docente e introducción a la investigación educativa (Inglés) supports the need for continuous investigation in the Education field. In the following paragraphs, I share the main outcomes of each of these subjects along with a brief reflection on them.

2.1. Aprendizaje y enseñanza de la lengua extranjera. Inglés.

The first subject within the generic module, Aprendizaje y enseñanza de la lengua extranjera (Inglés), is also the only one that lasted for the whole academic year. Dr. Almudena Fernández Fontecha was in charge of teaching the first semester, which dealt with the foreign language curriculum based on
the Spanish Law, as well as with the various types of syllabi that have been developed within the Communicative Approach, Content and Language Integrated Learning (CLIL), and online tools that foster the development of the four skills (reading, listening, speaking and writing). On the other hand, Dr. Andrés Canga Alonso focused on forms of assessment, language testing, and different aspects of Intercultural Competence.

To start with, we collaboratively worked on the Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE), which is a task that I found hard but beneficial due to the fact that, as prospective teachers, we need to get acquainted with the terminology and structure of the laws that will dictate our practice in the Education field. Another useful aspect of this subject was the investigation in small groups on the different types of syllabi comprised within the Communicative Approach: notional/functional, situational, skill-based, content-based, genre-based, and task-based. Furthermore, our work was not confined to mentioning facts or gathering information on them; we also looked for examples that are used in real life (mostly retrieved from textbooks) so that we could understand their implementation in the curriculum.

During subsequent sessions with Dr. Fernández Fontecha, we delved into the study of CLIL, and we discovered that this methodology is already being used in some schools in our region, as well as in the whole country. With the purpose of teaching content through language, we developed a project in groups of approximately five people consisting on the design of “CLILQuests”, defined by Dr. Fernández as “inquiry-oriented activities that draw on the resources of the Internet and promote the development of learners’ higher-order thinking skills” (2012: 324-325). The project that I worked on, together with other four colleagues, resulted in a Blog called “Mystery Project” containing several “CLILQuests” for students to solve a murder case through the use of literature.

As a final note on Dr. Fernández Fontecha’s sessions, I would like to add that she constantly provided us with a vast quantity of online tools that we can use to teach English and design adequate materials for different contexts. These resources render classes very enjoyable and dynamic, therefore their usage benefits teachers in the sense that students are learning the language without even noticing they are doing so. Many of these tools use a strategy known as “gamification”, or the use of games and fun activities during lessons.
The only disadvantage that I find is that there are many schools that do not own the technical equipment that is required in order to take advantage of them, so their implementation is subdued to the availability of computers and a connection to the Internet.

On the other hand, Dr. Canga Alonso shed light on the differences existing between two types of assessment: formative and summative. Through the exploration of both categories, we discovered that it is of vital importance to not exclusively implement summative parameters in our students’ assessment, but that the use of formative ones improves the quality of the feedback that we give them. Therefore, we got acquainted with rubrics and the various elements that compose them, and I personally found them very convenient and effective during my Practicum. Furthermore, language testing has proven to be a more difficult task than I had expected. On top of the availability of various types of tests depending on the information that a teacher wants to retrieve, there are several cornerstones of testing to be considered, such as usefulness, validity, reliability, practicality, authenticity, transparency, security, and the washback effect. After revising those foundations one by one, we were given advice on how to test different skills through the reading and comments on several scholarly articles.

The last period of the second semester was dedicated to the understanding of Intercultural Communicative Competence (ICC). According to Byram, “Intercultural Competence (IC) refers to the ability to meet and engage successfully with people of another social group” (2015: 38), but he adds that “language comprehension becomes a very important factor” when people “need not only IC but language competence as well, or ICC, where the relationship between language and culture becomes crucial” (2015: 38). I believe that our role as English teachers is not only to transfer knowledge on linguistic aspects, but that we are educating our students in respecting the cultural differences of populations around the world. In addition to that, it is my understanding that we live in an era in which coming in contact with people from other countries is becoming essential, therefore the need to encourage the acknowledgement of their various cultures in order to foster empathetic and comprehending views and attitudes towards all of them that will, in turn, facilitate communication.
Dr. Agustín Llach started the *Complementos para la formación disciplinar (Inglés)* course with an introduction regarding basic concepts of foreign language teaching, as well as applied linguistics. We discovered that there are some aspects such as age, gender, aptitude and cognitive factors that influence language acquisition. After a broad overview of those features, we considered all relevant theories of language teaching from three different perspectives: a) linguistic (Grammar-Translation Method, Direct Method and Audiolingual Method); b) humanistic (The Silent Way, Suggestopedia, Total Physical Response and Community Language Learning); and c) communicative (Communicative Approach, Task-Based Approach, and CLIL). Currently, the Communicative Approach is used by most teachers in the English as a Foreign Language field; nevertheless, after a comprehensive review of all the approaches and methodologies that have been used in language teaching, the main conclusion is that each teacher must decide which one best fits their needs in a given context and with a particular group of students. There is no “good” or “bad” method *per se*, as their efficacy depends on several variables that the teacher must take into account in order to proceed with their teaching practice.

Additionally, Dr. Agustín Llach gave us valuable advice on classroom management with potential real-life cases that we may encounter in our practice, which has proven to be very useful during my Practicum. Furthermore, we were made aware of the three processes that are followed in teaching sessions: the presentation and explanation of new material, the provision of practice, and testing. The main characteristics of the last one were outlined in various sessions, but I would like to focus on the first of the processes, as I believe it is worth relating it to a section of Krashen’s Monitor Hypothesis (1982) dealing with input. His research shed light on the fact that our students should receive comprehensible input in class, but in order to learn, they will need to be exposed to a level that is a little beyond their current knowledge (*i*+1).

Finally, during the last weeks of this course, we dealt with lesson planning, which provided me with the bases for the design of one of the units in the syllabus presented in the following pages. We considered several templates coming from different trustworthy sources and, at the end, we put everything
into practice by elaborating our own lesson plan. From my point of view, it is necessary to acquire a deep understanding of all the elements that should be taken into account when planning a lesson; I believe that, at the beginning of my teaching practice, it will require hard work, and will later become a more automatic process as time passes by. Nevertheless, no matter the effort and time that need to be invested in this task, I am aware that good planning allows for better teaching-learning processes.

2.3. **Innovación docente e introducción a la investigación educativa. Inglés.**

The last subject within the specific module is oriented towards investigation and innovation in the education field. Firstly, Dr. Pilar Agustín drew a general picture of research, focusing specifically in a useful process for teachers known as Action Research, as they “develop insights into their students’ learning from observing their behavior. Reflective teachers analyze the students’ behaviors, identify potential problems, modify their teaching practices, and evaluate the results” (Chamot, Barnhardt, Dirstine 2011: 1). From this perspective, our major task was to design an Action Research project under the supervision of Dr. Agustín, which set the grounds for the innovation project that will be later developed in this dissertation.

Dr. Andrés Canga, who divided his lessons into two main sections, taught the second part of the subject. On the one hand, we read several chapters on the proper way to conduct our research as teachers, as well as on how to accurately write the different sections of our research papers: abstract, literature review, methodology, conclusions and discussion (Bell 2006). This has been particularly useful in the sense that Bell addresses inexperienced or first-time researchers, which is a category that I belong to. On the other hand, we were made aware of the necessity to develop and implement innovative tools in our teaching practice. Based on the knowledge acquired during Dr. Canga’s lectures, we designed our own innovative tool in groups that can be recycled and adapted to various contexts in our future classrooms.


3. Practicum

Although the Practicum is considered to be a subject within the Masters Degree, I believe that it does not particularly belong to either of the previously established categories. As its own name suggests, it does not consist on lectures and assignments, but on putting into practice everything that has been learnt in a real and specific context, which is something that I would call “informed practice”.

For a period of two months, I got in contact with all the agents participating in the education of students from 11 to 17 years old. They helped me understand how everything works in the real world, and I developed insights regarding my own perspectives on teaching. All the conclusions that I drew from this experience are laid down in a project named Memoria de Prácticas, therefore, I will just briefly mention several key points. In the first place, knowing your subject matter is of vital importance, but it is assumed that you master it, so the focus turns to finding the best way of motivating students to develop their own capacities to the fullest of their abilities. Secondly, being a teacher is not a job that ends in the classroom, on the contrary, it requires a big deal of reflection and time that is not included in the established working hours. Lastly, everything that is learnt in a controlled environment –i.e., in lectures during the Masters’ Degree- has to be adapted to different contexts; therefore, flexibility and rapid adaptation to unforeseen circumstances are vital for a successful development of the course outcomes.

In addition to employing my time in the school on reviewing all the theory that I had learnt during the different subjects in a real context, I reflected upon my recently acquired knowledge on Action Research. As a teacher, I want to help my future students overcome their major difficulties in English, and I discovered that, although a big effort was placed on the development of their oral skills, they still lacked fluency in their productions and interactions. With this issue in mind, I started to explore different theories that could serve the purpose of improving this skill in the students. I noticed that my supervisor built a small library of graded readers for them, and I related that fact with my previous knowledge on vocabulary building through extensive reading (ER). At this point, I concluded that it was worth investigating whether ER could also have a
positive effect in developing their oral fluency so, as a result, I put forward an innovative research project that studies their potential relationship, which can be read later in this thesis.

To conclude, from my point of view the time spent in a school has helped me understand all the undertakings of the teaching practice. In addition, I consider these two months to be a crucial point in our training, given that although theory is essential, practice is the element that best informs individuals on whether they are fit for the job or deemed to fail in the future.

4. Conclusion

To conclude, all the subjects that have been discussed in this brief overview have contributed to a deep understanding of how the teaching-learning processes work, particularly in the context of Secondary Schools throughout the Spanish geography. All the contents, from the Laws to concrete approaches and methodologies that are available for teachers to implement in their classrooms have provided me with insights regarding my future practice, and have helped me reflect on various aspects of the education field that I had not previously given much thought to. It is worth mentioning that we bring our knowledge on the subject matter of our own choosing, but the comprehensive training that we acquire during this Masters’ Degree is an essential factor contributing to the high quality education that we want to provide future generations with.

REFERENCES


II. COUSE SYLLABUS

1. INTRODUCTION

The design of a syllabus requires reflection upon various aspects of the teaching and learning processes that students and teachers go through during a given academic year. Stemming from a careful examination of the current educational law (*Ley Orgánica 2/2006, de 3 de mayo, de Educación*), instructors who are in charge of guiding learners through the Foreign Language (English) curriculum need to take into account that we are living in an era that relies heavily upon international communications. Therefore, English teaching programs must propose a set of activities that empower students’ abilities to go further in their knowledge of the language so that they can successfully transfer its practice to the real world. This is the reason why Communicative Language Teaching is the preferred approach among foreign language teachers, as it allows for a comprehensive development of reading, writing, listening and speaking skills. Additionally, the Common European Framework of Reference for Languages is one of the main benchmarks on which the current educational law sets its bases.

Furthermore, a syllabus should be designed according to the contextual needs and opportunities offered by a certain school, given the fact that the planning of activities that will develop students’ competences towards the achievement of the curriculum objectives will vary depending on the available resources. For that reason, the following pages depict a teaching program that has been adapted to a certain group of students who attend a particular school named *Escuelas Pías*, in Logroño.

2. CONTEXT

This syllabus has been designed with the aim of being followed in *CPC Escuelas Pías*, a semi-private school located in *Doce Ligero de Artillería 2*. The neighborhood is mostly inhabited by young working-class families of various nationalities, and counts on a high number of immigrant populations. The school provides its students with a Catholic education adapted to the needs of recent environmental changes.
The following pages describe a syllabus for the Foreign Language (English) subject addressed to 4th ESO (Compulsory Secondary Education) students ranging from 15 to 17 years old. They are at a stage in which they have to decide whether to continue towards higher education, follow professional training programs, or quit studying. The planning hereby provided would be implemented in two groups, namely B and C, which consist of students who attend one of the three available itineraries: mathematics and technology, science and biology, or technical drawing and music. Group B is made of 23 learners, while C counts on 28. One student in each of those groups suffers from Attention Deficit Hyperactivity Disorder (ADHD), therefore minimal adaptations need to be made for them during assessment sessions.

The classroom environment in both groups is very similar; the only difference being that group C is a little more crowded. The school has provided both classes with a computer, Internet connection, projector and speakers, therefore making it possible to use technology for teaching.

3. COURSE OBJECTIVES

Under the provisions of the Ley Orgánica 2/2006, de 3 de mayo, de Educación, course objectives are understood as the achievements that students are expected to accomplish at the end of an academic year as a result of the teaching-learning processes that they have participated in. By the end of this course students will be able to:

1. Listen to and understand general and specific information from oral texts in various communicative situations from a respectful and cooperative perspective.

2. Orally express themselves and interact with others in common communicative situations in an understandable and adequate manner, as well as with a certain degree of autonomy.

3. Read and understand various texts within their capacities and interests in order to extract general and specific information, as well as to use reading as a source of pleasure and personal enrichment.

4. Write simple texts with various aims about different topics through the use of adequate cohesion and coherence resources.
5. Correctly use phonetic, lexical, structural and functional elements of the foreign language in real communicative contexts.

6. Develop their autonomous learning capacity, reflect upon their own learning processes, and transfer communicative knowledge and strategies that have been acquired in other languages into the foreign language.

7. Use learning strategies, as well as all the resources within their reach, including Information and Communication Technologies (ICT), in order to obtain, select and present information orally and in writing.

8. Appreciate the foreign language as a tool that gives them access to information and allows them to learn diverse contents.

9. Value the foreign language and languages in general as communication tools that allow for the understanding among people with different backgrounds, languages and cultures, avoiding any kind of linguistic or cultural discrimination and stereotyping.

10. Display a receptive and self-confident attitude on the capacity to learn and use the foreign language.

4. COURSE CONTENTS

The course contents are the combination of knowledge, abilities and skills that contribute to the achievement of the course objectives and competences. According to the Ley Orgánica 2/2006, de 3 de mayo, de Educación, contents in the Foreign Language subject they are divided into four modules, which are explained below:

Module 1: Listening, spoken production and spoken interaction.

1. Understanding of the general and specific meaning of simple conversations about previously known topics presented in a clear and organized manner.

2. Understanding of interpersonal communications in order to answer in a timely manner.

3. General understanding of the most relevant information from the media with a clear and simple language.
4. Usage of strategies for the comprehension of oral messages: verbal and nonverbal contexts, background knowledge on the situation, key word identification and identification of the attitudes and purposes of the speaker.
5. Oral production of descriptions, narrations and explanations of experiences, events and diverse contents.
6. Active participation in conversations and simulations on everyday topics, as well as on those that are of personal interest to the students, with various communicative aims.
7. Usage of spontaneous and precise answers in classroom communication contexts.
8. Usage of conversational conventions in real and simulated communicative activities.
9. Autonomous usage of communication strategies with the purpose of initiating, keeping, and ending interactions.

Module 2: Reading and writing.

1. Identification of the main topic of a written text with contextual support.
2. Identification of the purposes of the writer.
3. General and specific understanding of diverse texts, both digital and paper-based, that are of general interest or refer to other contents in the curriculum.
4. Autonomous extensive reading on topics of personal interest to the students.
5. Usage of different sources, both digital and paper-based, in order to obtain information for the completion of specific tasks.
7. Writing of diverse texts with the appropriate lexicon according to a certain topic and context, as well as with cohesive elements that establish the relationship among ideas, and through the autonomous use of basic writing strategies (planning, writing and revision).
8. Autonomous usage of the appropriate register for a certain addressee (formal and informal).
9. Personal communication with native speakers of the foreign language by mail or through the use of technology.
11. Interest for a careful presentation of written texts, both digital and paper-based.

**Module 3: Language knowledge.**

*Linguistic knowledge*

1. Usage of everyday expressions, idioms, and vocabulary related to general topics, as well as to those of the students’ personal interest, common lexicon, and items contained in other subjects of the curriculum.
2. Recognition of antonyms, synonyms, false friends, and word building through the use of prefixes and suffixes.
3. Consolidation and usage of structures and functions associated with different communicative situations.
4. Autonomous recognition and production of various rhythmic, intonation and accentuation patterns in words and sentences.

*Reflection on learning processes*

1. Application of strategies to organize, acquire, remember, and use vocabulary.
2. Gradually autonomous organization and usage of learning resources such as dictionaries, reference books, libraries, or digital resources.
3. Analysis and reflection upon the usage and meaning of various grammatical aspects through comparisons and contrasts with other known languages.
4. Participation in the assessment of their own learning processes and self-correction strategies.
5. Organization of personal work as a strategy to progress in their learning processes.
6. Interest in taking advantage of the learning opportunities offered inside and outside the classroom.
7. Active participation in group work.
8. Confidence and initiative to write and speak in public.

**Module 4: Socio-cultural aspects and intercultural awareness.**

1. Evaluation of the importance of the foreign language in international relations.
2. Identification of the most notorious characteristics of the customs, norms, attitudes and values of the society whose language is being learnt, as well as respect for cultural patterns that differ from their own ones.
3. Knowledge of the most relevant traits of the culture of the countries where the foreign language is used, obtaining that information through various sources, Internet and ICTs among them.
4. Interest and initiative in communicative exchange practices with native speakers or learners of the foreign language, digital or paper-based.
5. Appropriate use of linguistic patterns associated with concrete communicative situations: courtesy, agreement, disagreement, etc.
6. Understanding of the value of the relations with people from other cultures in their own personal enrichment.

**5. KEY COMPETENCES**

As established by the *Ley Orgánica 2/2006, de 3 de mayo, de Educación*, students will develop the following competences in the Foreign Language subject:

a. Competence in linguistic communication (LC)
b. Mathematical competence (MC)
c. Competence in processing information and use of ICT (ICT-PI)
d. Competence in social skills and citizenship (SSC)
e. Cultural and artistic competence (CA)
f. Competence in learning to learn (LL)
g. Autonomy and personal initiative (API)

To conclude, the acronyms for the competences that are developed in each unit will be indicated in bold, as opposed to those that are not worked on, which have been assigned a light grey color.
6. METHODOLOGY

English teachers in Escuelas Pías (Logroño) mainly use a communicative approach in their lessons, as proposed by the Common European Framework of Reference for Languages (2001). Therefore, the four skills are deeply worked on: reading, listening, writing and speaking. In addition, they rely on focus on form approaches, as students are presented with written texts and recordings through which the specific grammar points of each unit are explained and consolidated.

In an effort to implement newer perspectives into the classrooms, several methodologies within the Communicative Language Teaching approach have been used in the development of certain units. For instance, Unit 5: My Own Short Movie and Unit 9: Welcome to Logroño! follow the principles of project-based teaching (Kilpatrick 1918); and Unit 10: The Mysterious Case of Anthony Poe falls into a task-based methodology (Prabhu 1987). Finally, a unit entitled “The Book Club” was introduced because, as stated in the theoretical framework of this thesis and will be reviewed in the subsequent innovation project, it is believed that one of the most neglected skills in schools in general is the one related to oral production and interaction, which could be developed through large quantities of input (Krashen 1985) obtained from extensive reading (Day and Bamford 1988).

Lastly, it is worth mentioning that a particular emphasis has been placed on the development of cultural knowledge through the use of real-life situations and issues. It is considered to be essential to educate students in the acknowledgement, understanding and respect for other cultures as they become more active citizens of the world.
7. TIMING

<table>
<thead>
<tr>
<th>TERM</th>
<th>DATES</th>
<th>UNITS</th>
<th>SESSIONS PER UNIT</th>
<th>SESSIONS PER TERM</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIRST</td>
<td>From 11th September to 22nd December</td>
<td>1. Introduction and Review</td>
<td>6 (+2)</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Moving On!</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. It’s a Disaster!</td>
<td>6 (+2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Against the Law</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. My Own Short Movie</td>
<td>6 (+2)</td>
<td></td>
</tr>
<tr>
<td>SECOND</td>
<td>From 11th January to 23rd March</td>
<td>6. Fact or Fiction?</td>
<td>6</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Smart Art!</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. Cool Creatures</td>
<td>6 (+2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>9. Welcome to Logroño!</td>
<td>7 (+2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. The Mysterious Case of Anthony Poe</td>
<td>7 (+2)</td>
<td></td>
</tr>
<tr>
<td>THIRD</td>
<td>From 4th April to 24th June</td>
<td>11. Health Matters</td>
<td>6 (+3)</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12. Getting Together</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>13. Jobs</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>14. The Book Club</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Bridge to…Bachillerato</td>
<td>4 (+4)</td>
<td></td>
</tr>
</tbody>
</table>

SESSIONS PER ACADEMIC YEAR: 109

Note: sessions in parentheses (+2, +3, +4) are those that will be used for tests.

8. ASSESSMENT

Students’ performance in the Foreign Language (English) subject is assessed through the criteria established by the Ley Orgánica 2/2006, de 3 de mayo, de Educación:

1. Understand general and specific information, as well as the main idea and key details from oral texts in interpersonal communicative contexts or the media, on topics that do not require specialized knowledge.
2. Participate in conversations and simulations through the use of adequate strategies to initiate, establish and end communications, making speeches that are comprehensible as well as adapted to the context and communicative intentions.
3. Understand general and specific information from several real and adapted versions of texts, with various lengths, identifying data, opinions, arguments, implicit information, and the author’s intentions.
4. With a certain degree of autonomy, write various types of texts with a logical structure, using basic conventions pertaining to each genre, the
appropriate lexicon for a certain context, and the necessary elements of cohesion and coherence in order to render the texts comprehensible for the reader.

5. Consciously utilize the acquired knowledge on the linguistic elements of the foreign language in different communicative contexts in order to self-correct and self-evaluate oral and written productions, as well as to understand other people’s productions.

6. Identify, use, and explain the learning strategies that have been used, propose alternative ones, and decide on those that are more appropriate for the learning objectives.

7. With a certain degree of autonomy, use ICT to look for information, use models to produce texts, send and receive e-mails, and establish oral and written relations while showing interest in their usage.

8. Identify and describe key cultural traits of the countries where the foreign language is spoken, as well as establish relationships among customs, uses, attitudes and values of their societies and the students’ own ones while showing respect towards them.

Concretely, this syllabus is designed with the aim of providing students with both, formative and summative assessment through the academic year. Firstly, the teacher utilizes rubrics with comments and provides detailed feedback on daily tasks following formative parameters. As for summative assessment, students receive a grade per term based on their performance on reading, listening, writing and speaking tasks, and language knowledge does not receive a separate section as it is assessed through the abovementioned activities. The following chart visually explains the aspects that will be considered for evaluation and their weigh in the students' term and final grades:
<table>
<thead>
<tr>
<th>SKILL</th>
<th>WEIGH</th>
<th>ASSESSED THROUGH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(in each term and final evaluation)</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
<td>1. Classroom activities and tasks.</td>
</tr>
<tr>
<td>Listening</td>
<td>25%</td>
<td>2. Tests.</td>
</tr>
<tr>
<td>Writing</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>TOTAL: 100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**9. ATTENTION TO DIVERSITY**

During my teaching *practicum* in Escuelas Pías, I was in contact with both classes in this level for two months: 4th ESO B and 4th ESO C. Given the variety of learning styles that any group of students portray, visual, as well as aural and kinesthetic elements have been included in the syllabus. Sessions count on a wide range of listening, reading, small-group work, big-group work, and physical representation elements.

Furthermore, each class at this level has a student diagnosed with ADHD. Following the English department’s advice, the only adaptation made for them with respect to the rest of the students takes place during assessment; both need each exercise to be handed in an individual paper and with very clear and concise instructions. Intervention strategies or further adaptations are not been necessary.
10. MATERIALS AND RESOURCES

The materials and resources that have been chosen for the development of the syllabus hereafter described are as follows:

- **Textbooks:**

- **Workbook:**

- **ICT:** Classroom computer, computer lab, projector, mobile devices and the Internet.
### UNIT 1: INTRODUCTION AND REVIEW

#### Introduction
The aim of this first unit is to review the most important aspects of the English language that students should know at this point. It serves the purposes of activating their background knowledge and getting them ready for the new course.

#### Objectives
- Understand the differences between the Present Simple and the Present Continuous, as well as correctly use them in context.
- Understand the differences between the Past Simple and the Past Continuous, as well as correctly use them in context.
- Understand the expression of the future tense with “Will” and “Going to”, as well as correctly use them in context.
- Understand and adequately use quantifiers and determiners.
- Comprehensively listen to a conversation between two interlocutors.
- Understand, explain, and exchange personal information.
- Identify landmarks of English speaking countries.
- Comprehensively read popular recipes of English speaking countries.
- Understand “geocaching” from a cultural point of view.

#### Competences

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

#### Contents

**MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION**
- Diagnostic test on listening and speaking skills.
- Listening on a teenager’s daily routine and plans for the weekend.
- Listening of a conversation between two friends on a past event.
- Listening of an explanation of “geocaching”.
- Spoken interaction among students on their summer holidays and plans for the academic year.

**MODULE 2: READING AND WRITING**
- Diagnostic test on reading and writing skills.
- Reading of a bibliography.
- Reading on recipes of English speaking countries.
- Writing of a personal bibliography.
- Writing about future perspectives.

**MODULE 3: LANGUAGE KNOWLEDGE**
- Diagnostic test on vocabulary and grammar.
- Present Simple VS. Present Continuous.
- Past Simple VS. Past continuous.
- “Will” and “Going to”.
- Quantifiers.
- Determiners.

**MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**
- Recipes of English speaking countries.
- Landmark identification through images.
- “Geocaching”.

#### Methodology:
Communicative Language Teaching.

#### Materials and resources:
Textbook, workbook, computer, projector, blackboard, Internet resources.

#### Assessment:
Formative.
**TERM:** FIRST  
**NO. OF SESSIONS:** 6  
**UNIT 2: MOVING ON!**

**Introduction**  
The teaching of contents established by Law to be learnt during 4th ESO starts here. Students build up their knowledge of the English language on previously learnt contents, and new ones are added. This unit focuses on traveling and past experiences.

**Objectives**  
Review the Past Simple.
Understand and adequately use the Present Perfect Simple and “Used to”.
Review the expression of the future tense with “Will” and “Going to”.
Understand and adequately use vocabulary related to traveling.
Understand and use the correct word order according to Anglo-Saxon rules.
Comprehensibly listen to recordings related to traveling.
Orally express traveling plans and give directions.
Comprehensibly read texts related to traveling.
Understand and embrace cultural differences in various parts of the world related to tourism.
Adequately pronounce the vowels in “should” and “route”.

**Competences**

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

**Contents**

**MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION**
- Listening of two conversations among people talking about traveling.
- Listening and viewing of a short documentary on people who have a bucket list to visit all amusement parks in the world.
- Presentation of a travel plan with all its necessary elements (including budget distribution).
- Role-plays related to traveling and asking for directions.

**MODULE 2: READING AND WRITING**
- Reading “Putting It Together”.
- Reading on strange experiences lived by travelers.
- Reading on trains with special routes all over the world.
- Writing and designing a travel plan with all its necessary elements (including budget distribution).

**MODULE 3: LANGUAGE KNOWLEDGE**
- Past simple.
- Present Perfect Simple.
- “Used to”.
- “Will” and “Going to”.
- Vocabulary related to traveling.
- Word order.
- Phonetics: pronunciation of vowels in “should” and “route”.

**MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**
- Thorough investigation of one place in the world for the design of a travel plan.
- Stories of trains with special routes all over the world.

**Methodology:** Communicative Language Teaching.
**Materials and resources:** Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.
**Assessment:** Formative and summative.
TERM: FIRST
NO. OF SESSIONS: 6 (+2)

UNIT 3: IT’S A DISASTER!

Introduction
Students activate their background knowledge on natural disasters and global warming. They extend their comprehension of the topic and discuss their new findings through the use of their previously and currently acquired knowledge of English linguistic elements.

Objectives
Understand and adequately use relative pronouns (who, which, that, where, when and whose).
Understand and adequately use “some”, “any” and “no”.
Understand and correctly use vocabulary related to natural disasters and emergency services.
Understand and correctly use connectors of sequence.
Comprehensively listen to a radio debate, a conversation on volunteering at disaster areas, and an emergency call.
Comprehensibly read general texts on natural disasters.
Curate information on recent natural disasters and global warming.
Discuss and reflect upon recent natural disasters, as well as global warming.
Write a short report on a recent natural disaster.
Adequately pronounce the sound /h/.

Competences

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening of a radio debate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening of a conversation between two friends on volunteering at disaster areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening of an emergency call.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Role-play simulating emergency calls among students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Discussion on recent natural disasters and global warming.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 2: READING AND WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Three readings on natural disasters (volcanic eruption, meteorites and earthquakes.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Reading of a book review on the author’s experiences related to traveling to disaster areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Writing of a short report on a recent natural disaster.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 3: LANGUAGE KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Relative pronouns (who, which, that, where, when and whose).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- “Some”, “any” and “no”.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Vocabulary related to natural disasters and emergency services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Connectors of sequence (first, then, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Phonetics: pronunciation of /h/.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Information retrieval on recent natural disasters and subsequent reflections upon them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Global warming.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Methodology: Communicative Language Teaching.
Materials and resources: Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.
Assessment: Formative and summative.
**TERM:** FIRST  
**UNIT 4:** AGAINST THE LAW

### Introduction
Students get acquainted with justice systems, crime stories and their relationship with the media through the use of their previously and currently acquired knowledge of English linguistic elements.

### Objectives
Understand and adequately use the Past Perfect Simple.  
Understand and adequately use formulaic expressions to give opinions, as well as conjunctions of contrast.  
Understand and correctly use vocabulary related to crime and TV.  
Form nouns with suffixes (-ian, -tion, -ity, -ment).  
Comprehensibly read crime-related texts, as well as a text that establishes relationships between crime solving and TV programs.  
Comprehensibly listen to a conversation on opinions about video surveillance and breaches of privacy, and to the story of Amanda Knox.  
Curate information on justice systems around the world and understand cultural differences on this matter.  
Discuss the differences on justice systems around the world and orally reflect upon Amanda Knox’s case.  
Adequately pronounce the sound /s/.

### Competences
<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

### Contents

#### MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION
- Listening on opinions about video surveillance and breaches of privacy.  
- Listening on the story of Amanda Knox – crime-related and media coverage.  
- Discussion on justice systems around the world with a particular focus on the case of Amanda Knox (Italian VS. American justice systems).

#### MODULE 2: READING AND WRITING
- Reading of a text on Bonnie and Clyde.  
- Reading of a text on a German Bank Manager who stole money to give it to the poor.  
- Reading of a text on the use of fingerprints to solve crimes.  
- Reading of a text on a TV show that aims at helping investigators to solve crimes.  
- Writing of an editorial on one of the stories that have been read or listened to.

#### MODULE 3: LANGUAGE KNOWLEDGE
- Past Perfect Simple.  
- Formulaic expressions to give opinions.  
- Conjunctions of contrast.  
- Vocabulary related to crime and TV.  
- Suffixes -ian, -tion, -ity, -ment to form nouns.  
- Phonetics: pronunciation of /s/.

#### MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS
- Information retrieval on justice systems around the world.

### Methodology
Communicative Language Teaching.

### Materials and resources
Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.

### Assessment
Formative and summative.
**TERM:** FIRST  
**NO. OF SESSIONS:** 6 (+2)  

**UNIT 5: MY OWN SHORT MOVIE**

**Introduction**  
Students bring their background knowledge to a more comprehensive understanding of “The Seventh Art” and its various possibilities. They also put into practice what they have learnt with a movie-making project. All of this is possible through the use of their previously and currently acquired knowledge of English linguistic elements.

**Objectives**  
Understand and adequately use all the grammatical structures that have been learnt up until this point.  
Understand and correctly use vocabulary related to movie genres and the movie industry.  
Comprehensively listen to two documentaries about two opposite perspectives on movie making.  
Comprehensively read movie plots and a newspaper article on “The Seventh Art”.  
Write a short movie script.  
Learn the previously written script and record a short movie with dialogues and/or narrations starring the students.  
Adequately use video-editing software.  
Acknowledge the major festivals in the movie industry and alternative ways of making movies.

**Competences**  
<table>
<thead>
<tr>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

**Contents**  

<table>
<thead>
<tr>
<th>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</th>
<th>MODULE 2: READING AND WRITING</th>
<th>MODULE 3: LANGUAGE KNOWLEDGE</th>
<th>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</th>
</tr>
</thead>
</table>
| - Listening of a documentary (with images) about making low-budget movies.  
- Listening of a documentary on the Oscars and the Cannes Festival.  
- Making of a short movie with dialogues and/or narrations starring the students. | - Reading of movie plots.  
- Reading of a newspaper article on “The Seventh Art”.  
- Writing of a short movie script. | - All the grammatical structures that have been learnt up until this point.  
- Vocabulary related to movie genres and the movie industry. | - Hollywood and the Oscars.  
- Cannes Festival.  
- The Seventh Art culture. |

**Methodology:** Project-based.

**Materials and resources:** Video camera, mobile devices, video-editing software, computer, projector, Internet resources, blackboard.

**Assessment:** Formative and summative.
## 11.2 SECOND TERM

<table>
<thead>
<tr>
<th>TERM: SECOND</th>
<th>NO. OF SESSIONS: 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 6: FACT OR FICTION?</td>
<td></td>
</tr>
</tbody>
</table>

### Introduction
Students learn about inventions made through history and review more modern ones. They must discern between reality and fiction, as well as reflect upon and discuss the topic through the use of their previously and currently acquired knowledge of English linguistic elements.

### Objectives
Understand and adequately use the First, Second and Third conditionals.
Understand and adequately use expressions for making suggestions, as well as expressions of agreement and disagreement.
Understand and correctly use connectors of addition.
Understand and correctly use vocabulary related to inventions and verbs of action.
Comprehensively listen to a conversation, a radio program and a documentary related to inventions.
Comprehensively read texts about modern inventions.
Write an essay on an invention designed by the students.
Discuss the culture of Nobel prizes, as well as give opinions on the best and worst advances proposed for the awards.
Use the adequate syllable intonation in words.

### Competences
<table>
<thead>
<tr>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

### Contents

#### MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION
- Listening of a conversation about inventions and the planning of a project.
- Listening of a radio program on the weirdest inventions.
- Listening of a documentary on the most notorious Nobel Prize winners.
- Discussion on the students’ opinions about the best and worst Nobel prizes awarded for cultural and scientific advances.

#### MODULE 2: READING AND WRITING
- Reading on time traveling.
- Reading on three old monuments built with what appears to be modern technology.
- Reading on a prototype of brain implant that would allow people to speak and understand any language.
- Writing of an essay on an invention designed by the students.

#### MODULE 3: LANGUAGE KNOWLEDGE
- First, second and third conditionals.
- Formulaic expressions for making suggestions.
- Formulaic expressions of agreement and disagreement.
- Connectors of addition.
- Vocabulary related to inventions.
- Vocabulary related to verbs of action.
- Syllable intonation

#### MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS
- Nobel prizes awarded for cultural and scientific advances.

### Methodology:
Communicative Language Teaching.

### Materials and resources:
Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.

### Assessment:
Formative and summative.
Introduction
Students learn about the various expressions of art that exist in the world, respect and reflect upon them through the use of their previously and currently acquired knowledge of English linguistic elements.

Objectives
Understand and adequately use the Passive voice in the Present Simple, Past Simple and Future.
Understand and adequately use comparisons and expressions of contrast.
Understand and correctly form adjectives through the addition of suffixes (-al, -y, -ed, -ful) as well as adequately order them in sentences.
Comprehensively listen to several recordings of various types on art and culture.
Comprehensively read several texts related to alternative expressions of art.
Write an essay on each student’s favorite piece of art.
Discuss and reflect upon cultural expressions around the world, as well as on the role of architecture in the movie “Inception”.
Adequately pronounce long and short vowels in different words.

Contents

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

**MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION**
- Listening of a guided visit through a modern art museum.
- Listening on whether different people consider specific items to be art or a fraud.
- Listening on cultural expressions around the world.
- Listening and viewing of clips of the movie “Inception”.
- Discussion and reflection upon cultural reflections around the world and the role of architecture in the movie “Inception”.

**MODULE 2: READING AND WRITING**
- Reading of a biography of a man who can draw a whole city after flying over it.
- Reading of a review on strange materials that are used to create works of art.
- Reading on the story of a man who draws on his house’s walls while sleeping.
- Reading on strange items belonging to different museums.
- Writing of an essay on each student’s favorite piece of art.

**MODULE 3: LANGUAGE KNOWLEDGE**
- Passive voice in the Present Simple, Past Simple and Future.
- Comparisons and contrasts.
- Suffixes -al, -y, -ed, -ful to form adjectives.
- The order of adjectives.
- Phonetics: differences between long and short vowels.

**MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**
- Cultural expressions around the world.
- The movie “Inception” related to architecture.

Methodology: Communicative Language Teaching.
Materials and resources: Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.
Assessment: Formative and summative.
UNIT 8: COOL CREATURES

Introduction
Students bring their background knowledge on animals and endangered species, learn about volunteering, and extend their comprehension on these topics through the use of their previously and currently acquired knowledge of English linguistic elements.

Objectives
Understand and adequately use the reported speech, as well as verbs used in this type of sentences.
Understand the connotations of adjectives and adequately use them in context.
Understand and correctly use idioms.
Understand and correctly use conjunctions of cause and consequence.
Comprehensively listen to several recordings of various types on animals and volunteering.
Comprehensively read several texts about animals and volunteering.
Write and design a plan on volunteering with animals (budget and expenses included).
Understand and embrace the culture of volunteering, as well as be aware of the worldwide problematic of endangered species.
Adequately pronounce the sound /ŋ/.

Competences

<table>
<thead>
<tr>
<th>Contents</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</td>
<td>- Listening of a dialogue about stray cats. - Listening of a news report on animals. - Listening of a documentary on endangered species. - Listening of a documentary on young volunteers. - Discussion and personal opinions on the advantages and disadvantages of volunteering with animals.</td>
<td>MODULE 2: READING AND WRITING</td>
<td>- Reading of a newsletter about two groups of people who help animals. - Reading of two articles about animals. - Reading of a text about a fish that is used for medical treatment. - Reading of three short texts about three endangered species. - Writing of a plan on volunteering with animals (budget and expenses included).</td>
<td>MODULE 3: LANGUAGE KNOWLEDGE</td>
<td>- Reported speech. - Vocabulary – verbs used in reported speech. - Connotations of adjectives. - Idioms. - Conjunctions of cause and consequence. - Phonetics: pronunciation of the sound /ŋ/</td>
<td>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</td>
<td>- Endangered species around the world. - Volunteering with animals in different parts of the world.</td>
</tr>
</tbody>
</table>

Methodology: Communicative Language Teaching.

Materials and resources: Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.

Assessment: Formative and summative.
**TERM:** SECOND | **NO. OF SESSIONS:** 7 (+2)

**UNIT 9: WELCOME TO LOGROÑO!**

**Introduction**
Students learn about the tourism industry and leisure activities around the world and apply their knowledge to their most immediate environment: the city of Logroño. They prepare a walking tour that is put into practice in a field trip. All the files they elaborate through the use of their previously and currently acquired knowledge of English linguistic elements will be compiled in a portfolio.

**Objectives**
Understand and correctly use all the grammatical structures of the past, present and future tenses learnt up until now.
Understand and correctly use vocabulary related to the leisure industry and tourism.
Comprehensively listen to tour guides in different parts of the world.
Comprehensively read several texts on the different perspectives on tourism of various cultures, as well as on landmarks and touristic attractions in Logroño.
Give a walking tour of the city of Logroño.
Design a portfolio on different landmarks and touristic attractions in Logroño.
Acknowledge differences in the tourism industry around the world and embrace their own culture and most immediate environment.

**Contents**

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</strong></td>
<td>- Listening of tour guides in different parts of the world.</td>
<td>- Reading on the different perspectives on tourism of various cultures.</td>
<td>- All the past, present and future tenses learnt up until now.</td>
<td>- The students’ own environment: the city of Logroño.</td>
<td>- Walking tour of the city of Logroño performed by the students.</td>
<td>- Readings on landmarks and touristic attractions in Logroño.</td>
<td>- Tourism around the world.</td>
</tr>
<tr>
<td><strong>MODULE 2: READING AND WRITING</strong></td>
<td>- Readings on landmarks and touristic attractions in Logroño.</td>
<td>- All the past, present and future tenses learnt up until now.</td>
<td>- Vocabulary on the leisure industry and tourism.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 3: LANGUAGE KNOWLEDGE</strong></td>
<td>- Design of a portfolio on different landmarks and touristic attractions in Logroño.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Methodology:** Project-based.

**Materials and resources:** handouts, blackboard, portfolio, computer, projector and Internet resources. (A consent form must be sent to the parents for them to allow students to go on a field trip in the city of Logroño with an approximate duration of 2 hours).

**Assessment:** Formative and summative.
TERM: SECOND          NO. OF SESSIONS: 7 (+2)

UNIT 10: THE MYSTERIOUS CASE OF ANTHONY POE

Introduction
Students are contacted by an American detective who is asking for help on the mysterious disappearance of a teenager in Pennsylvania. They will complete several tasks to arrive to their own conclusions on the development of the story through the use of their previously and currently acquired knowledge of English linguistic elements.

Objectives
Understand and adequately use the present and past perfect tenses.
Make hypotheses with the second conditional.
Understand and correctly use vocabulary related to character traits and crime.
Comprehensively listen to recordings related to a case that the students are investigating.
Comprehensively read several materials related to a case that the students are investigating.
Fill out suspect forms, write hypotheses, and design a comic on the case that the students are investigating.
Debate on hypotheses and opinions about the case.
Acknowledge and understand the short story genre and Gothic literature.

Competences

<table>
<thead>
<tr>
<th>Contents</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</td>
<td>- Listening of several recordings made by a detective.</td>
<td>- Listening of several recordings made by a detective.</td>
<td>- Listening of several recordings made by a detective.</td>
<td>- Listening of several recordings made by a detective.</td>
<td>- Listening of several recordings made by a detective.</td>
<td>- Listening of several recordings made by a detective.</td>
<td>- Listening of several recordings made by a detective.</td>
</tr>
<tr>
<td>- Listening of a short recording accompanied by a video on “The Black Cat” by Edgar Allan Poe.</td>
<td>- Reading of Fakebook profiles.</td>
<td>- Reading of several anonymous letters written by the main suspect.</td>
<td>- Reading of an adapted version of “The Black Cat”, by Edgar Allan Poe.</td>
<td>- Reading of several alibis.</td>
<td>- Fill out suspect forms.</td>
<td>- Writing of hypotheses.</td>
<td>- Writing of a comic on the case.</td>
</tr>
<tr>
<td>- Debate with hypotheses and opinions on which suspect is guilty.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MODULE 2: READING AND WRITING</td>
<td>- Reading of Fakebook profiles.</td>
<td>- Reading of several anonymous letters written by the main suspect.</td>
<td>- Reading of an adapted version of “The Black Cat”, by Edgar Allan Poe.</td>
<td>- Reading of several alibis.</td>
<td>- Fill out suspect forms.</td>
<td>- Writing of hypotheses.</td>
<td>- Writing of a comic on the case.</td>
</tr>
<tr>
<td>- Reading of Fakebook profiles.</td>
<td>- Reading of several anonymous letters written by the main suspect.</td>
<td>- Reading of an adapted version of “The Black Cat”, by Edgar Allan Poe.</td>
<td>- Reading of several alibis.</td>
<td>- Fill out suspect forms.</td>
<td>- Writing of hypotheses.</td>
<td>- Writing of a comic on the case.</td>
<td></td>
</tr>
<tr>
<td>MODULE 3: LANGUAGE KNOWLEDGE</td>
<td>- Present Perfect</td>
<td>- Past Perfect</td>
<td>- Hypotheses (second conditional)</td>
<td>- Vocabulary related to character traits</td>
<td>- Vocabulary related to crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Short stories and Gothic literature.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Methodology: Task-based.

Materials and resources: handouts, blackboard, computer, projector and Internet resources (see http://mysteryprojectur.tumblr.com/ for further information).

Assessment: Formative and summative.
11.3. THIRD TERM

11.3.1. UNIT 11: HEALTH MATTERS

A) Methodology

English teachers in Escuelas Pías (Logroño) mainly use a communicative approach in their lessons. Therefore, four skills are deeply worked on: reading, listening, writing and speaking. In addition, they rely on the focus on form, as students are presented with written texts and recordings through which the specific grammar points of each unit are explained and consolidated. Lastly, teachers structure the course syllabus according to the units proposed by a textbook called *Real English 4*, by Burlington Books, based on a notional-functional methodology which encloses each topic to be seen during the academic year in a particular context.

B) Competences

According to *Anexo I (LOE)*, basic competences are those that must be worked on during compulsory education in order to give students the opportunity of personal capacity-building, active citizenship, successful adult life, and permanent learning through life. They are considered to be of vital importance, therefore their inclusion in the curriculum.

The competences that are included in the English syllabus for compulsory education are as follows:

- Competence in linguistic communication (LC)
- Mathematical competence (MC)
- Competence in processing information and use of ICT (ICT-PI)
- Competence in social skills and citizenship (SSC)
- Cultural and artistic competence (CA)
- Competence in learning to learn (LL)
- Autonomy and personal initiative (API)

To conclude, during the development of this unit, only the acronyms for each competence will be used to indicate which ones have been worked on during each activity.
C) Objectives

The aim of this unit is for students to be able to:

1. Understand and correctly use modal verbs (can, could, should, must, mustn’t, have to, don’t have to, may, and might).
2. Understand and correctly use collocations with “get” and “lose”.
3. Understand and correctly use vocabulary related to health, as well as physical wellbeing and lifestyles.
4. With a certain degree of autonomy, read an allergy-related web forum, an article about a pill that substitutes exercise, a person’s testimony on weight issues, and the story of a girl who doesn’t feel pain.
5. With a certain degree of autonomy, read an article about how to be healthy.
6. Listen to a radio program about allergies and a conversation between two people about how to keep fit.
7. Listen to health issues of different people, medical staff answers and advice, and the services offered by a private clinic.
8. Listen to a conversation between a mother and her son’s school nurse about healthy habits, as well as a conversation between an ill man and his friend with advice given.
9. Know the components of an informal email in order to be able to implement them later.
10. Write an informal email giving people advice on different problems.
11. Use the Internet to look for information about the differences between the U.S. private health care system and the Spanish public one, as well as lifestyle variations between both populations.
12. Understand cultural differences related to health and health care systems between the U.S.A and Spain.
13. Understand the different components of a debate in order to implement them later.
14. Express agreement and disagreement in a debate on the differences between the U.S. private health care system and the Spanish public one, as well as lifestyle variations between both populations.
15. Give personal opinions on health and health care systems.
To conclude, during the development of this unit, only the numbers for each objective will be used to indicate which ones have been worked on during each activity.

**D) Contents**

The contents to be taught during the whole academic year in English are divided into four modules. Contents presented hereafter belong to the teaching-learning process of this particular unit:

a) **Module 1: Listening, spoken production and spoken interaction.**
   1. Radio program on allergies.
   2. Conversation between to people on how to keep fit.
   3. Personal testimonies on health issues, answers given by medical staff, and services offered by a private clinic.
   4. Conversation between a mother and her son’s school nurse on healthy habits.
   5. Conversation with advice between an ill man and a friend of his.
   6. Teacher explanation of an American woman with serious weight and health issues.
   7. Debate on the differences between the U.S. private health care system and the Spanish public one, as well as lifestyle variations between both populations (listening and speaking involved).

b) **Module 2: Reading and writing.**
   8. Web forum on allergies (reading).
   9. Article on a pill that substitutes exercise (reading).
   10. Health care systems and lifestyle variations between Americans and Spaniards (autonomous reading on the Internet).
   11. Personal testimony on health issues and a visit to the doctor’s office (reading).
   12. Article on a girl who doesn’t feel pain (reading).
   13. Story of an American woman’s weight issues (reading).
   14. An article about how to keep fit (reading).
   15. Informal email with advice on different problems (writing).
16. Informal email with advice on healthy habits (writing).

c) Module 3: Language knowledge.
17. Vocabulary related to health, as well as physical wellbeing and lifestyles.
18. Modal verbs (can, could, should, must, mustn’t, have to, don’t have to, may, and might).
19. Collocations with “get” and “lose”.
20. Agreement and disagreement expressions.

d) Module 4: Socio-cultural aspects and intercultural awareness.
22. Informal emails respecting Anglo-Saxon socio-cultural rules (writing).
23. Autonomous investigation on the differences between the U.S. private health care system and the Spanish public one, as well as the variations on their lifestyles.
24. The sharing of knowledge and opinions on U.S. and Spanish health systems, as well as their populations’ lifestyle variations.

To conclude, during the development of this unit, only the numbers for each item in the contents list will be used to indicate which ones have been worked on during each activity.

E) Planning

The following pages show the planning for the unit in 50-minute sessions. Each of these counts on competences (acronyms), objectives (numbers), teaching-learning activities proposed for the consecution of those objectives, the contents used to reach both, competences and objectives (numbers), materials used, and the timing for each class. Please, refer to previous pages for a full disclosure of each item.
### SESSION # 1

<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PowerPoint projection with vocabulary items and related pictures. Students identify the vocabulary that they are going to work with.</td>
<td>17</td>
<td>PowerPoint with vocabulary items and related pictures.</td>
</tr>
<tr>
<td>LC</td>
<td>3</td>
<td>PowerPoint projection with pictures of people who have different symptoms. Students identify them, provide each person with a diagnosis, and give them treatment.</td>
<td>17</td>
<td>PowerPoint with pictures.</td>
</tr>
<tr>
<td>SSC</td>
<td></td>
<td>Radio program listening on allergies, comprehension activities, and correction.</td>
<td></td>
<td>Real English 4 Page 86, exercises 4 and 5.</td>
</tr>
<tr>
<td>CA</td>
<td>6</td>
<td>Web forum reading on allergies, comprehension activities, and correction.</td>
<td>1</td>
<td>Real English 4 Pages 86 and 87, exercises 7 and 9.</td>
</tr>
<tr>
<td>API</td>
<td>4</td>
<td>Conversation between the teacher and the students with questions and answers addressed to the obtaining of information on the U.S. health care system.</td>
<td>17</td>
<td>Blackboard for additional vocabulary items.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>24</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total:</strong> 50 minutes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SESSION # 2

<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC</td>
<td>1</td>
<td>Testimony reading of a person with a health issue who is asking for help in a blog on the Internet and explains her visit to the doctor’s office afterwards. Students' attention is driven to the modal verbs in the text.</td>
<td>11</td>
<td>Text with questions (teacher-made).</td>
</tr>
<tr>
<td>SSC</td>
<td>3</td>
<td></td>
<td>17</td>
<td>(See Appendix I)</td>
</tr>
<tr>
<td>CA</td>
<td>4</td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

38
| LL | 1 | Students answer the questions on the text in pairs. Then, they are corrected aloud. | 17 | Text with questions (teacher-made). | 12 mins. |
|    | 3 |                                                                                   | 18 | (See Appendix I)                     |          |
|    | 4 | The teacher asks for sentences from the text that contain a modal verb and organizes them on the blackboard. In addition, students are asked to try to identify the uses for each one of them (prohibition, suggestion, etc.) A PowerPoint is projected in the meantime with the grammar point explain to act as support. Lastly, students fill out a handout with uses and examples for each modal verb. | 18 | - Modal verbs handout to complete with uses and examples for each one of them. - PowerPoint with grammar explanations (modal verbs). - Blackboard to organize contents. | 15 mins. |
|    | 1 | Grammar activity in which students need to choose the correct modal verb for each sentence. It is carried out aloud and without preparation time. | 18 | Real English 4 Page 88, exercise 3. | 3 mins. |
|    | 4 | Reading of a text about buying and selling sweets at school and choosing the correct modal verb to complete it. It is an individual activity later corrected aloud. | 18 | Real English 4 Page 89, exercise 7. | 6 mins. |
|    | 1 | Conversation in pairs about personal experiences with questions provided by the textbook. | 17 | Real English 4 Page 89, exercise 12. | 7 mins. |
|    | 3 |                                                                                   | 18 |                                            |          |

**Total:**

50 minutes
<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC</td>
<td>SSC</td>
<td>Listening to and reading Mayra Rosales’ life story. Students write down the vocabulary of the unit in their notebooks.</td>
<td>6 13 17</td>
<td>PowerPoint about Mayra Rosales with pictures and text containing the vocabulary of the unit (teacher-made).</td>
</tr>
<tr>
<td>CA</td>
<td>API</td>
<td>Conversation between the students and the teacher with opinions on Mayra Rosales’ story. Participants can share their personal experiences or other topic-related stories. In addition, teacher and students talk about the differences they see between Americans and Spaniards in relation to lifestyles.</td>
<td>6 13 17 18 24</td>
<td>Blackboard for additional vocabulary items.</td>
</tr>
<tr>
<td>CA</td>
<td>API</td>
<td>Reading of an article about a pill that substitutes exercise. Students answer comprehension questions individually, which are subsequently corrected aloud.</td>
<td>9 17</td>
<td>Real English 4 Pages 90 and 91, exercises 2 and 3.</td>
</tr>
<tr>
<td>2</td>
<td>API</td>
<td>Consolidation activity of collocations with “get” and “lose”.</td>
<td>19</td>
<td>Real English 4 Page 92, exercise 4.</td>
</tr>
<tr>
<td>3</td>
<td>API</td>
<td>Listening of a conversation between two people about how to keep fit. Students answer comprehension questions that are later corrected aloud.</td>
<td>2 17</td>
<td>Real English 4 Page 92, exercises 5 and 6.</td>
</tr>
</tbody>
</table>

**Total:** 50 minutes
<table>
<thead>
<tr>
<th>COMP. OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC</td>
<td>13 The teacher briefly explains the main components of a debate.</td>
<td>21</td>
<td>PowerPoint presentation with the main components of a debate (teacher-made).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7 mins.</td>
</tr>
<tr>
<td></td>
<td>14 The teacher asks students to activate their background knowledge on how to agree and disagree. Afterwards, a projection with formulaic expressions of agreement and disagreement is provided.</td>
<td>20</td>
<td>PowerPoint presentation with agreement and disagreement formulaic expressions (teacher-made).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 mins.</td>
</tr>
<tr>
<td>ICT-PI</td>
<td>13 The teacher explains that the students need to prepare a debate and divides them into two groups. One of them will defend the American private health system and its populations’ lifestyle, while the other will do the same with Spain. Students brainstorm on subtopics and the teacher provides ideas.</td>
<td>21</td>
<td>Small papers to be drawn from a box by the students, with either “U.S.A” or “Spain” written on them (to divide the class into two groups). Blackboard to brainstorm and write down subtopic ideas for the debate.</td>
</tr>
<tr>
<td>SSC</td>
<td></td>
<td></td>
<td>8 mins.</td>
</tr>
<tr>
<td>CA</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LL</td>
<td>1 Students have time in class to collect data and arguments to defend their position in the debate that will take place in a later session. They can work in small groups or individually, and must divide the subtopics autonomously among all the members of the group. All of them must talk during the debate.</td>
<td>10</td>
<td>Mobile devices and computers in the computer lab (the Internet).</td>
</tr>
<tr>
<td>API</td>
<td>3</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>23</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Homework:</td>
<td>continue preparing the debate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>50 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(in class)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(HOME)
### SESSION # 5

<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC</td>
<td></td>
<td>The teacher asks students to activate their background knowledge on how to write an informal email. Next, the teacher explains its different components (formatting and language) according to Anglo-Saxon rules through a PowerPoint presentation.</td>
<td>22</td>
<td>PowerPoint presentation with the different components of an informal email based on Anglo-Saxon rules.</td>
</tr>
<tr>
<td>SSC</td>
<td>1</td>
<td>Writing practice consisting of a series of situations or problems that students are presented with to which they will have to reply with informal emails including advice.</td>
<td>17</td>
<td>Students’ notebooks and writing material.</td>
</tr>
<tr>
<td>CA</td>
<td>9</td>
<td>Students share their emails with a partner. Both students in each pair give their opinion on the advice given by their partner.</td>
<td>17</td>
<td>Students’ notebooks and writing material.</td>
</tr>
<tr>
<td>API</td>
<td>10</td>
<td>In pairs, students stand up and share their emails aloud with the rest of the class. They must explain the instances in which they agreed and disagreed with their partner.</td>
<td>17</td>
<td>Students’ notebooks and writing material.</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td><strong>Homework</strong>: continue preparing the debate.</td>
<td></td>
<td>(HOME)</td>
</tr>
</tbody>
</table>
### SESSION # 6

<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC</td>
<td>1</td>
<td>Debate in which the two previously established big groups defend, as assigned, the U.S.A or Spain in the matters related to health care systems and lifestyles of their populations. The teacher acts as moderator and brings up the subtopics discussed about in former sessions only in case students can’t move on from one to another. In addition, this activity serves the purpose of assessing oral production and interaction.</td>
<td>7</td>
<td>For the teacher: rubric to assess students’ performance, and a class list to write down grades and comments. For everyone: PowerPoint presentation with the topics and subtopics of the debate to direct students.</td>
</tr>
<tr>
<td>SSC</td>
<td>3</td>
<td></td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>12</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>LL</td>
<td>13</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>API</td>
<td>14</td>
<td></td>
<td>21</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**Total: 50 minutes**

### SESSION # 7

<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>LC</td>
<td>1</td>
<td>Writing assessment activity consisting on an informal email to a friend who has health issues. Advice to improve life habits must be given.</td>
<td>17</td>
<td>Paper-based email template with instructions and all the necessary information for the successful completion of the writing assessment task (teacher-made).</td>
</tr>
<tr>
<td>SSC</td>
<td>3</td>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>CA</td>
<td>9</td>
<td></td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>API</td>
<td>10</td>
<td></td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total: 50 minutes**
<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>15</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A handout with several people’s testimonies on their health issues is distributed. Students need to write down the advice they would give them taking into account every specific case. They must use modal verbs and vocabulary items from the unit. The activity is completed in pairs, and later corrected aloud.</td>
<td>Handout with several people’s testimonies on their health issues. (See Appendix II)</td>
<td>15 mins.</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>12</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading of a text on a girl who doesn’t feel pain. Students are given a grammar multiple-choice activity, and do it individually. Afterwards, the exercise is corrected aloud.</td>
<td>Real English 4 Page 91, exercise 6.</td>
<td>8 mins.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>7</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening activities: - People with health issues. - Solutions provided by medical staff to those people. - Medical services offered by a clinic. Each recording comes with different types of exercises: identification of key information, matching, short answers, and true or false.</td>
<td>Real Listening &amp; Speaking 4 Page 18, exercises 2, 3 and 4. Page 19, exercise 2.</td>
<td>15 mins.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role-play activity in which students are managers of different companies and must establish their rules through the use of modal verbs. This activity is carried out in groups of three people and later commented aloud.</td>
<td>PowerPoint presentation with instructions for the role-play. Paper and writing material for the students.</td>
<td>12 mins.</td>
</tr>
</tbody>
</table>

Total: 50 minutes
**SESSION # 9**

<table>
<thead>
<tr>
<th>COMP.</th>
<th>OBJ.</th>
<th>ACTIVITIES</th>
<th>CONT.</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| LC    | 1    | Listening assessment activities:  
- Recording 1: A mother and her son’s school nurse talk about healthy habits.  
Two exercises: Multiple-choice on the main topic of the recording, and filling the gap.  
- Recording 2: An ill man and his friend are talking about his health issues, and she gives him advice.  
One exercise: multiple-choice. | 4 | Recordings and activities retrieved from the Internet:  
https://esol.britishcouncil.org/content/learners/uk-life/family-learning/healthy-eating  
http://www.esllab.com/sick1/sick1.htm |
| SSC   | 3    | 8 |
| CA    | 1    | Reading assessment activity:  
- Reading a text on how to be healthy.  
Three exercises: grammar multiple-choice, vocabulary multiple-choice, and true or false. | 14 | Text retrieved from the Internet:  
http://eslreadinglessons.com/good_health.htm |
|       | 3    | 5 |
|       | 14   | 17 |
|       | 17   | 18 |
|       | 18   | |
|       | 25 mins. | 25 mins. | Total: 50 minutes |

**F) Assessment**

Assessment follows summative parameters, for these are the ones that teachers in Escuelas Pías chose. Students receive a grade over 25% for each skill (reading, listening, writing, and speaking). However, production skills, which are assessed through rubrics, also fall into formative parameters, given that, in addition to a grade, learners obtain comments as well as positive and negative criticism on their performance. This provides them with the necessary elements to be able to improve. Rubrics used to evaluate students on their performance in this unit are the following:
Friendly Letter Rubric (writing assessment)

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas</td>
<td>All ideas were expressed in a clear and organized way. It was easy to figure out what the letter was about.</td>
<td>Most ideas were expressed in a clear way, but the organization could have been better.</td>
<td>Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.</td>
<td>The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.</td>
</tr>
<tr>
<td>Format</td>
<td>Complied with all the requirements for a friendly letter.</td>
<td>Complied with most of the requirements for a friendly letter.</td>
<td>Complied with some of the requirements for a friendly letter.</td>
<td>Complied with very few or no requirements for a friendly letter.</td>
</tr>
<tr>
<td>Sentences and paragraphs</td>
<td>Sentences and paragraphs were complete, well-constructed and of varied structure.</td>
<td>Most sentences were complete and well-constructed. Paragraphing was generally done well.</td>
<td>Some sentences were complete and well-constructed. Paragraphing needed some work.</td>
<td>Many sentence fragments or run-on paragraphing needed lots of work.</td>
</tr>
<tr>
<td>Grammar and spelling</td>
<td>Writer made few or no errors in grammar and/or spelling.</td>
<td>Writer made some errors in grammar and/or spelling but the errors did not impede understanding.</td>
<td>Writer made a lot of errors in grammar and/or spelling.</td>
<td>Writer made frequent errors in grammar and/or spelling.</td>
</tr>
</tbody>
</table>

Classroom Debate Rubric (spoken production and interaction assessment)

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and clarity:</td>
<td>Completely clear. Orderly presentation.</td>
<td>Mostly clear and orderly in all parts.</td>
<td>Clear in some parts, but not in general.</td>
<td>Unclear in most parts.</td>
</tr>
<tr>
<td>Use of arguments:</td>
<td>Reasons given in support were relevant.</td>
<td>Most of the reasons given in support were relevant.</td>
<td>Some of the reasons given in support were relevant.</td>
<td>Few or no reasons given were relevant.</td>
</tr>
<tr>
<td>Viewpoints and responses are outlined both, clearly and orderly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of examples and facts:</td>
<td>Many relevant and supporting examples and facts were given.</td>
<td>Many examples and facts were given, and most of them were relevant.</td>
<td>Some of the given examples and facts were relevant.</td>
<td>Few or no examples and facts were given.</td>
</tr>
<tr>
<td>----------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Use of rebuttal: Arguments made by the other teams are responded to and dealt with effectively.</td>
<td>Many effective counter-arguments made.</td>
<td>Some effective counter-arguments made.</td>
<td>Few effective counter-arguments made.</td>
<td>No effective counter-arguments made.</td>
</tr>
</tbody>
</table>

Lastly, a graphic is provided with each skill’s weight in the final grade for the unit:

![Graphic showing skill distribution]

**FINAL GRADE FOR UNIT 7:**

100%
**TERM:** THIRD  
**NO. OF SESSIONS:** 6

**UNIT 12: GETTING TOGETHER**

**Introduction**
Students acknowledge the different ways in which people communicate, and learn to respect and understand social interaction differences among cultures through the use of their previously and currently acquired knowledge of English linguistic elements.

**Objectives**
- Understand and adequately use gerunds and infinitives.
- Give opinions and make plans.
- Understand and correctly use false friends and informal language.
- Understand and correctly use vocabulary related to commonly used lexicon in social interactions and invitations.
- Comprehensively listen to teenagers speaking, as well as to cultural differences around the world.
- Comprehensively read texts related to characteristic elements of teenage interaction, new ways of communication, and cultural differences.
- Write an essay on social interaction differences around the world.
- Understand, acknowledge and respect social interaction differences among cultures around the world.
- Adequately use and make distinctions among the sounds /ʌ/, /æ/ and /u/.

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

**Contents**

**MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION**
- Listening of a dialogue about making plans.
- Listening of a conversation between two teenagers.
- Listening of a documentary on social interaction differences around the world.
- Role-plays on various social interaction particularities of different countries in the world.

**MODULE 2: READING AND WRITING**
- Reading on characteristic elements of teenage interaction.
- Reading about Skype.
- Reading about the evolution of the social interaction of children in the last decades.
- Reading on the cultural differences related to greetings.
- Writing of an essay on social interaction differences around the world.

**MODULE 3: LANGUAGE KNOWLEDGE**
- Gerunds and infinitives.
- Formulaic expressions to give opinions and make plans.
- Vocabulary: false friends.
- Vocabulary: informal language.
- Vocabulary related to commonly used lexicon in social interactions and invitations.
- Phonetics: pronunciation and distinction of the sounds /ʌ/, /æ/ and /u/.

**MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS**
- Social interaction differences around the world.

**Methodology:** Communicative Language Teaching.

**Materials and resources:** Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.

**Assessment:** Formative and summative.
TERM: THIRD
NO. OF SESSIONS: 6

UNIT 13: JOBS

Introduction
Students learn about different subtopics within the job field. They also reflect upon child labor and gain information on teenagers of their same age who work around the world through the use of their previously and currently acquired knowledge of English linguistic elements.

Objectives
Understand and adequately use modal verbs of obligation, prohibition and advice, as well as the second conditional.
Understand and correctly use vocabulary on personal qualities.
Form, understand, and correctly use compound adjectives.
Comprehensively listen to various recordings related to different subtopics within the job field.
Comprehensively read several texts related to different subtopics within the job field.
Write a letter of application and a CV.
Understand and discuss child labor around the world, as well as reflect upon teenagers who work in other countries (focus on the U.S.A.)
Adequately pronounce silent letters.

Competences

<table>
<thead>
<tr>
<th>Contents</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

Methodology: Communicative Language Teaching.

Materials and resources: Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.

Assessment: Formative and summative.
### Introduction
The aim of this unit is to engage students in the practice of Extensive Reading. They read books of different topics adapted to their level of proficiency, write reflections on them, and share their experiences and opinions with their peers. (See “Innovation Project” in the next section of the thesis).

### Objectives
Read large amounts of texts at the students’ proficiency levels for general comprehension.
Understand oral recounts of the books that are being read.
Adequately use modal verbs of recommendation.
Write short reports on the books containing opinions and recommendations for future readers.
Orally present the main points of a book to the rest of students and the teacher.
Successfully exchange opinions on books.
Develop insight into the cultural aspects contained in the books.

### Competences

<table>
<thead>
<tr>
<th>Contents</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening of excerpts of books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Listening of short trailers of books that have been adapted to the big screen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spoken production on opinions and recommendations of books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Spoken interaction among students on their reading preferences, opinions and recommendations of books.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 2: READING AND WRITING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Extensive silent reading of “Graded Readers” inside and outside the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Writing of short reports on the books, opinions and recommendations for future readers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 3: LANGUAGE KNOWLEDGE</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- The vast majority of language contents that have been acquired during all levels of ESO in context.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Any cultural aspect contained in the books –they are based on original works adapted to the students’ levels of proficiency.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Methodology:
Communicative Language Teaching.

### Materials and resources:
Graded Readers, handouts, computer, projector and the Internet.

### Assessment:
Formative and summative.
**TERM:** THIRD  
**NO. OF SESSIONS:** 4 (+4)

**UNIT 15: BRIDGE TO... BACHILLERATO**

### Introduction
The main aim of this last unit is to consolidate the knowledge that students have been acquiring throughout the academic year in order to prepare them for the next stage of their education. At the same time, they learn about the differences in education systems among various cultures.

### Objectives
Understand and adequately use all the language knowledge that has been taught during the academic year.  
Understand and correctly use vocabulary related to education.  
Comprehensively listen to future plans of teenagers and differences in education systems around the world.  
Comprehensively read various texts related to education.  
Write an essay on each student’s plans for their future education.  
Understand the differences in education systems around the world and across cultures.

### Competences

<table>
<thead>
<tr>
<th>Competences</th>
<th>LC</th>
<th>MC</th>
<th>ICT-PI</th>
<th>SSC</th>
<th>CA</th>
<th>LL</th>
<th>API</th>
</tr>
</thead>
</table>

### Contents

<table>
<thead>
<tr>
<th>MODULE 1: LISTENING, SPOKEN PRODUCTION AND SPOKEN INTERACTION</th>
<th>MODULE 2: READING AND WRITING</th>
<th>MODULE 3: LANGUAGE KNOWLEDGE</th>
<th>MODULE 4: SOCIO-CULTURAL ASPECTS AND INTERCULTURAL AWARENESS</th>
</tr>
</thead>
</table>
| - Listening of a conversation among teenagers on their future perspectives regarding education.  
  - Listening of a documentary on the differences in education systems around the world.  
  - Discussion on the differences in education systems around the world. | - Reading of a text on the British legal age to stop studying.  
  - Reading of a text on school absenteeism in the U.K.  
  - Reading of testimonies of people who work and study at the same time.  
  - Reading of a text about studying a degree online.  
  - Writing of an essay on each student’s plans for their future education. | - All the contents taught during the academic year (see previous units).  
  - Vocabulary about education. | - Differences in education systems around the world (with a special focus on English-speaking countries as opposed to the Spanish system). |

### Methodology:
Communicative Language Teaching.

### Materials and resources:
Textbook, workbook, handouts, computer, projector, blackboard, Internet resources.

### Assessment:
Formative and summative.
REFERENCES

“Classroom Debate Rubric.”


“Friendly Letter Rubric.”


Ley Orgánica 2/2006, de 3 de mayo, de Educación.


Programación didáctica del Departamento de Inglés de Escuelas Pías (Logroño) para 4º ESO

Real Decreto 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.
III. INNOVATION PROJECT

EXTENSIVE READING TO IMPROVE 4th ESO SPANISH STUDENTS OF ENGLISH’S ORAL FLUENCY, MOTIVATION AND ATTITUDES TOWARDS READING

Abstract

The two main aims of this paper are: a) to investigate the potential positive impact that extensive reading for pleasure may have on fourth year of secondary-school Spanish English as a foreign language learners’ (EFL) oral fluency, and b) whether extensive reading (ER) helps foster positive attitudes and motivation towards reading in a second language among them. A pre-test following the Oral Proficiency Interview (OPI 2012) guidelines is carried out in 10-minute interviews between each participant and the teacher/researcher in order to establish the starting point of each individual in terms of oral fluency. All participants follow an approximate 9-month program of ER with previously selected materials, and are subjected to a post-test at the end of the academic year on the same terms as the pre-test. In addition, when the treatment finishes, students answer a questionnaire on their own perceptions of this practice. According to the reviewed literature, participants are expected to present a significant increase in their oral proficiency at the end of the treatment, which should include oral fluency as well, and might show a slight improvement in their attitudes and motivation to reading in a foreign language. Quantitative and qualitative data analyses as well as reflections upon a self-assessment questionnaire answered by the students are implemented in order to discover whether the treatment has been as effective as it was envisioned to be. To conclude, limitations and directions for future research are provided.

Key words: extensive reading, oral fluency, motivation, attitudes, secondary school Spanish EFL learners.
Introduction

Oral fluency is neglected to a great extent in Communicative Language Teaching (CLT), which is the methodology that most English teachers have chosen to implement in their classrooms. According to this premise, it is inferred that the four skills—reading, listening, writing and speaking—should be practiced through the academic year in order to develop students’ communicative competence (CC). This competence aims at giving them the opportunity to interact and take risks in real or near-authentic contexts, which requires the use of the adequate vocabulary and structures so that they can be understood (Omaggio 1986: 4).

Nevertheless, teachers tend to focus on receptive skills rather than productive ones, speaking being the least of their concerns most of the time, probably because it does not have as much importance in the Secondary foreign language curriculum as the others do. Students are steered towards success in their final examinations, which do not often include oral assessment, therefore deeming this skill to a secondary level in the design of syllabi. In addition, the curriculum contains many aspects that must be covered during given academic year, and publishing companies that distribute their textbooks, which are the bases for most of teachers’ instruction practices, usually organize the contents and provide them with the materials to be utilized.

English is nowadays the *lingua franca* (Mauranen and Ranta 2009) for communication among people from all over the world, hence, it is worth putting forward a project that encourages its comprehensive development from an early age and promotes the improvement of one skill through the use of the others. Informed by a period of two months spent in a Spanish secondary school, it became evident that students often lack the necessary linguistic competence to produce oral texts and interact with their partners in the foreign language. Therefore, an analysis of the possible directions that could be taken in order to provide them with high quantities of meaningful input in the target language (TL) was carried out, reading large amounts of texts in English being one of the most successful candidates to that end. This concept, described by scholars as Extensive Reading (ER), is already implemented in *Escuelas Pías* (Logroño, Spain), and has proven to be effective in terms of vocabulary acquisition and
grammar development, as researchers inform in previous literature, but the question of whether it fosters oral fluency understood as a “performance phenomenon related to flow, continuity, automaticity, or smoothness of speech” (Koponen and Riggenbach 2000: 6) still remains largely unanswered.

It is also worth noting that reading in the mother tongue (L1) does not always receive positive attitudes among teenagers, which can easily transfer to the foreign language (L2). This may be due to the fact that everything they read is compulsory according to the curriculum, and bad experiences may have guided them to discard the practice of this activity outside of the classroom. However, during an ER program, students choose what they want to read, and their personal preferences are taken into account before establishing the library that they will access during the course. These facts considered, together with the positive results on this field obtained by several scholars (Nuttall 1996; Harris 2001; Sheu 2003; Baker 2007; Day and Bamford 2002; Rossiter et al. 2010; Sawazaki 2012), open the present observation of the outcomes of ER with regard to motivation and reading attitudes.

Given the benefits previously obtained from ER in other investigations, the first main aim of this study is to propose a classroom research project that looks into the potential relationship between ER and oral fluency development, which will be performed by last grade secondary school students according to the Spanish education system. Their level of proficiency is believed to range from an A2 to a lower B1 according to the Common European Framework of Reference for Languages (CEFR 2001). On the other hand, the second main aim is to define the extent to which the variables known as motivation and reading attitudes improve during the course of an ER treatment.

The present study first presents a review of the existent literature on the different topics discussed above, and advances towards an experiment proposal to be performed by teachers in their classrooms. In following paragraphs, the expected results according to previous research will be provided, and as a final note, personal conclusions and limitations of the study will be offered with the purpose of shedding light on future improvements that could be made, as well as on issues that may arise during treatment.
One of the advantages that Bamford and Day refer to in the previous citation is oral fluency. This construct is directly linked to the speakers’ communicative competence in the foreign language (L2), which is defined as “the speaker’s ability to make use of whatever linguistic and pragmatic competence they have” (Faerch, Haastrup, and Phillipson 1984). On the other hand, to “read a great deal”, as these authors state, defines the concept of extensive reading, which “means reading in quantity and in order to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading” (Richard and Schmidt 2002: 193–194).

Day and Bamford (2002) posit ten principles that support their perspectives on the correct development of an ER course, and this literature review will follow and discuss each of them individually, together with the proposal of further investigations, opinions and studies found in other sources.

The first principle implies that the reading material should be easier since, contrary to Intensive Reading (IR) programs, the main purpose of ER is not the complete understanding of every word in a text (Day and Bamford 2002: 137). This premise helps foster a positive attitude towards reading in a foreign language, as well as motivation to keep the good habit. In fact, according to Hu and Nation (2000), ER is only successful when learners can approximately understand 95-98% of words in the text, that is to say, they do not need to have a dictionary at hand and can read anywhere at any given point in time. In addition to making the experience as pleasurable as possible, following this principle contributes to low-to-none levels of frustration, therefore rendering this practice very successful for language proficiency improvement.

Nevertheless, it may be challenging to choose the appropriate materials for a given level while keeping the resources as faithful to those used by native speakers as possible. With this idea in mind, several publishing companies
have sought to produce and adapt books to all the levels of their prospective readers, which resulted in the creation of collections known as Graded Readers. However, there are scholars that wonder whether adapting texts is the best option when implementing ER in their projects, as is the case of Sheu (2003). From his perspective, children books aimed at native speakers are another potentially successful choice with benefits such as the appearance of vocabulary used in real contexts, but participants in his study also reported issues related to lack of background knowledge or unavailability of interesting materials (Sheu 2003: 16).

Additionally, there is disagreement among scholars on whether materials should be a little beyond (i+1) or somehow below (i-1) learners' proficiency, informing their opinions on Krashen's Input Theory (1985). Those who defend that texts should pose a small and controlled challenge to their readers (i+1) believe that learning cannot take place if students are not presented with input that surpasses their current level of knowledge (Krashen 1985). Actually, one of the most fervent groups of supporters of this theory are students who believe in the motto: “no reading pain, no reading gain” (Day and Bamford 2002: 139) and do not foresee the positive outcomes of reading below their level, this practice being a waste of time from their point of view. On the other hand, those who advocate for lowering the difficulty of the reading material below students’ proficiency (i-1) claim that reading extensively without difficulties fosters positive attitudes and motivation (Day and Bamford 1998: 16; Sheu 2000: 23). It is at this point that Harris' claim that “some learners associate L2 reading with difficulty and boredom” (Harris 2001: 115) should be considered; further research needs to be done to discover which one of these two theories brings more positive effects to ER.

There is no discussion on the need for funding to support ER projects, which may be one of its main drawbacks and one of the reasons why it is not widely implemented yet. The second principle states that “a variety of reading material on a wide range of topics must be available” (Day and Bamford 2002: 137). However, collections of Graded Readers are an expensive investment that many schools either cannot afford or deem unnecessary, therefore deciding to allocate their yearly budget to other resources with clearer benefits for them. In fact, already in the year 2001, Hill estimated that the average cost of each book
would be around 5 English pound sterling (Hill 2001), and although no studies have been found that show the expenditure per item nowadays, it is very unlikely that they are cheaper or equal in price in 2016. Given this situation, it may be possible that teachers who are allocated a certain budget for this purpose choose to buy as many titles as they can with what they are given, but some of those materials could be of no interest to the students, hence, violating the second premise for a good ER course. On the other hand, there may be instructors who prefer a smaller selection of more expensive texts, all of them interesting to the students, but material restraints could either mean that there are not enough books for everyone, or not enough of them to last for a whole academic year. It is possible that through awareness-raising campaigns on the advantages of ER, governments could react and provide schools with more funding, but studies on how to address this problem have not yet been carried out.

With regard to the topics themselves, the correct starting point of an ER project should be to directly ask students on their preferences so a successful library could be built, for a blind-sided selection on the part of the teacher could negatively impact this practice and result in a waste of already scarce resources. Day and Bamford (2002: 137) advocate for the acquisition of different types of materials, ranging from graded books to magazines read by native speakers of English; however, careful choices should be made with regard to this last type of texts because of their contents and potential linguistic challenges.

As abovementioned, one of the basic principles for an ER project is the availability of a great and assorted library from which students can select the titles that they want to read (Day and Bamford 2002: 137-138). The freedom to choose their favorite books fosters their motivation, as well as positive attitudes towards reading itself.

In many instances, schools impose the reading of a given title during a semester or a whole academic year. In this version of ER, as it could be inferred from the previous statement, students do not have a list of resources to choose from, on the contrary, they are forced to read a concrete book that they might find boring and perceive as another academic task. Although this adaptation of an ER project is more practical in the sense that the economic burden is lifted
off the schools’ shoulders—as students buy their own copies—and the teacher has a tighter control on what their learners read—for an only title is shared by all of them—it violates the power of choice (Day and Bamford 2002: 137) that is supposed to be given to the students in this type of program. Hence, the aim of introducing reading in a foreign language for pleasure as a skill for life could be harmed.

Although the precise amount of reading that is necessary for an ER program to produce positive outcomes has not yet been established among scholars, the next principle claims that “a book per week is recommended to achieve the benefits of extensive reading” (Nation and Wang 1999, Day and Bamford 2002: 138, Yamashita 2008). As it was explained before, it may not be clear yet whether the level of materials should be slightly above or below the students’ current knowledge, but a fact that all researchers seem to agree on is the need for an “input-rich learning environment” (Yamashita 2008), which in the matter at hand is obtained through the reading of large quantities of text.

Nevertheless, some researchers claim that benefits are obtained through various readings performed on the same text, as is the case of Sawazaki (2012), whose aim was to increase the reading speed of her students. It is likely that the curriculum itself did not allow for a larger amount of books to be read, and by focusing on less material she could attain her main purpose. As a criticism to this view, one could argue that repeated reading of the same text falls closer to an IR approach, as the goal of ER is to offer learners with an enjoyable experience full of enriching and assorted input that does not envision the lingering in a specific story. Furthermore, it is possible that students become bored when they face the perspective of having to reread the same book several times, which also renders the experience less real and unnatural given the fact that native speakers of any language do not usually choose to read a title more than once in a short period of time without looking at other literature they have not read before.

On a different note, despite the fact that researchers in this field may be looking for benefits in other areas of language proficiency, the aim that should become evident for students who enroll in an ER program is to find the experience pleasurable, motivating, and realize that reading in a second language does not have to be a burden, for they can understand the general
meaning and main points of a text. Day and Bamford briefly explain this principle by stating that “the purpose of reading is usually related to pleasure, information and general understanding (2002: 138). Furthermore, teachers should not implement ER in their classrooms with the purpose of adding it to the list of academic outcomes that their students should achieve, nor give them a grade on their performance. As Harris states, “an ER program encourages learners to self-select appealing graded readers without the pressures of text analysis inherent to their academic studies” (Harris 2001: 108).

It is also worth mentioning that the development of Intercultural Competence (IC) defined by Byram as “the ability to meet and engage successfully with people of another social group” (2015: 38) can likewise be integrated in an ER program. Harris claims that “learners are exposed to a variety of texts [and] their socio-cultural knowledge increases” (Harris 2001: 109), and Sheu was informed by his Taiwanese participants in an ER project of the cultural benefits that they obtained from the program, stating that “nearly half of the students in the Graded Readers group said that they had learnt about other cultures”. (2003: 16). In fact, although Graded Readers are addressed to foreign language learners, they consist of adaptations of books that are read among the native population of a given country, therefore opening a window for comprehensible texts to those who do not master English as of yet. The changes that are made to those titles do not interfere with their contents, so it is foreseeable that students will acquire cultural knowledge through their readings.

The next principle advocates for reading being its own reward (Day and Bamford 2002: 138). However, a version of ER, which consists on imposing the reading of a concrete title during a certain period of time, has been mentioned before in this literature review. This type of program makes it compulsory for students to buy their own copy of the text, which always includes pre-reading and post-reading questions at the beginning and at the end of each chapter for them to check their comprehension. Furthermore, in some cases, follow-up activities on the readings are carried out during classroom sessions, and there are teachers who also test their students on the contents of the book. Although Day and Bamford (2002) defend the use of some of these types of tasks, they encourage teachers to focus on the general understanding of the texts in order
to “respect the integrity of students’ reading experiences” (Day and Bamford 2002: 138).

The previous claim does not necessarily limit the benefits that ER can bring to the successful development of other skills, such as speaking. Sawazaki (2012) explored the implementation of ER in Surugadai University (Japan) and discovered that “reading was used as a springboard for writing and speaking tasks” (2012: 125). Noteworthy is that the activities that have just been mentioned do not inherently imply breaking the principle that is being discussed at this point, for there are many options to choose from that rely on students’ personal opinions and perceptions on the books they read. More concretely, one of the tasks that has proven to be among the most successful ones is the sharing of those opinions among peers in the classroom, that usually results in recommendations that inform their future choosing of titles. It is believed that being given the chance to evaluate and criticize literary works among students in terms of their like or dislike towards them is a motivating practice, as their personal preferences are not discarded for not being academic, on the contrary, they are encouraged and listened to. Many scholars have explored the advantages of oral reports and opinions promoted by ER programs (Baker 2007, Yamashita 2008, Mart 2012 and Sawazaki 2012).

In addition to everything that has been discussed up until now, one of Hedge’s (1985) conclusions reviewed by Harris states that “ER develops the autonomous learner, […] and that these independent language skills is the important path to successful L2 learning” (2001: 109). This premise fosters the consideration of the current Law (LOMCE) and opens a potential dialogue between ER treatments and the learning to learn competence within the Spanish regulations regarding education. If one of teachers’ main aims is to develop their students’ skill to be autonomous in their learning processes so that they can continue learning throughout their lives, they should reflect upon implementing an ER project in schools that may contribute to that end. More investigation on the relationship between learning to learn and the establishment of ER programs is needed at this point.

Counting on the premises that the books should be easy for students and that the goal is to gain general understanding of the texts, a fast reading speed is expected (Day and Bamford 2002: 138-139). Yamashita argues that,
stemming from the definition of ER, it is obvious that it “contains a speed factor, because to read and understand a large amount of text we need to read smoothly at a certain level of speed without much regression” (2008: 666). Regarding the reading model described by Carver (1990), ER mostly uses a process known as rauding, which is the one that most readers utilize in their first language consisting on the recognition of consecutive words in a text in order to understand it as smoothly as possible. When applied to extensive foreign language reading, it is of vital importance that learners develop this reading skill, as it helps them realize that it is not a different process than the one that they follow in their mother tongue. In fact, from Nuttall’s point of view, “speed, enjoyment and comprehension are closely linked with one another” (1996: 128).

Reading is a process that feeds on a vicious circle that can result in either negative or positive outcomes, being the main aim of ER to help learners benefit from the second by entering “the virtuous circle of the good reader: Reads faster; Reads more; Understands better; Enjoys Reading; Reads faster, etc.” (1996: 127).

For his part, in an attempt to answer one of his research questions, Sheu (2003) performed a reading speed pre-test and post-test on his Taiwanese informants. He found that, while a more traditional approach to reading and ER both showed statistically significant improvements in reading speed, the group following the ER treatment showed more impressive results. On her end, Sawazaki (2012) also wanted to add the benefits that an ER treatment could bring to reading speed, and as it was explained before, she expected good outcomes would derive from the repeated reading of the same materials. Unfortunately, this hypothesis is not further discussed in the study.

The most widely spread practice for the implementation of reading in a foreign language classroom follows IR guidelines. Students are often asked to read a short text offered by their textbook of reference out loud and then answer specific questions on grammar, vocabulary or content. In contrast with that approach, the following principle advocates for devoting some time during the sessions to silent and individual reading (Day and Bamford 2002: 139); however, there are many professionals who do not recognize the advantages of silent reading in the classroom and feel that they should instead be teaching
contents. In this case, extensive reading in the classroom is regarded as a waste of time.

It is a fact that the curriculum contains many aspects that need to be covered in a given academic year, so it may be a utopia to believe that some time could be set apart for silent reading of books. In particular cases in which this practice becomes possible, the teacher should aim at creating a quiet environment for their students to concentrate on reading at their own pace. Nevertheless, it may be almost impossible to obtain an allocated time for reading in class, so students should be asked to carry out this activity in a relaxed environment of their own choosing.

Reading as an individual activity can also be understood from Nuttall’s schemata theory (1996), which explains that each person brings certain background knowledge of the world to the comprehension of the text; without this factor, the learner would not be able to make connections between what they read and context, therefore missing the meaning of a given text.

Students have learnt to read in a foreign language from an IR perspective requiring the complete understanding of every word in a text. Given this tradition—supported by textbooks—, a teacher cannot expect their students to know exactly what is expected of them in an ER project, and therefore need an explanation of the approach and guidance through the program, as Day and Bamford posit on their penultimate principle (2002: 129). On a more practical note, students also need their teachers to expose them to the correct materials (Day and Bamford 2002: 109) according to their levels of proficiency in the second language, which may vary from individual to individual.

Sawazaki claims that the oral book reports and recommendations of titles among peers that were explained before in this literature review violate the sixth principle of ER programs entitled “reading is its own reward” (Day and Bamford 2002: 138). However, she states that students perceived it as a “meaningful and natural” way “to communicate the content of a book to a classmate” from the results obtained during her research on Japanese learners of English, and adds that “the benefits of guiding students can be seen and have been validated in other studies” (Sawazaki 2012: 134).

Finally, the last principle relies on the fact that a teacher’s job does not only consist on a mere transfer of contents to the students, but also on the provision
of models of conduct that they imitate (Day and Bamford 2002: 139-140), which is linked to the Social Learning theory developed by Bandura (1977). In relation with ER, Nuttall claimed that “reading is caught, not taught” (1996: 229), and years later Maley added that “teacher attitude, more than technical expertise, is what they will recall when they leave us” (1999: 7). Therefore, it is expected that if an instructor teaches ER while practicing it together with the students, it will encourage them to take on the good habit of reading in a foreign language. Furthermore, not only can a teacher foster reading, but also encourage critical thinking in a relaxed environment for students to participate and comment on their perceptions on the books, which could be stimulated by the instructor’s own sharing of personal views on the titles that arise during discussions.

Once all the principles proposed by Bamford and Day have been discussed and contrasted with the opinions and studies of other scholars, it is worth noting that “there is no single approach to the practice of extensive reading” (Day 2015: 296). In fact, some researchers decide to deviate from the commonly agreed principles, as is the case of Kweon and Kim (2008), who decided not to use any of them but still regarded their program as belonging to the ER approach.

Although learning a foreign language in a native environment still remains the best option for the development of the different skills involved in language proficiency, it seems that an input-rich practice such as ER provides good outcomes, and materials needed could be within reach of everybody, not only in Secondary schools, if local libraries would participate in the project. From the various articles that have been reviewed, one could conclude that ER not only promotes good reading habits, but also fosters motivation and good attitudes towards the foreign language itself, so it should be considered as a viable practice in the near future. On top of the list of nations that already implement it, Sawazaki argues that ER, “compared to other countries, is quite widely embraced among practitioners in Japan” (2012: 120). Furthermore, even though the majority of studies have focused on adult learners, studies with Japanese high school students such as Harris’ (2001) prove that the implementation of ER in that specific environment is not only possible, but also a potentially very rewarding experience for our youngest.
Informed by all the previous literature, the aim of this study is to answer the following research questions:

1. Do last grade secondary school Spanish EFL learners improve their oral fluency through the practice of Extensive Reading?
2. Do they present better attitudes towards reading and an increase in their motivation levels towards reading in a foreign language through the practice of Extensive Reading?

Method

Participants

The teacher-researcher has a constrained possibility of accessing informants and monitoring the extensive reading treatment. Therefore, it is estimated that the three courses of 4th ESO that the teacher is in charge of in one particular school will constitute the sample to be studied. All students in that level will participate in the study, so no control group will be established. A total of 75 students will be monitored (n=75), both male and female, and counting on the fact that there may be age differences due to the possibility that some of them may be repeating the stated course. The level of English proficiency that is expected for last year secondary school students is an A2 to lower-intermediate according to the Common European Framework of Reference for Languages (CEFR 2001), so the chosen materials for the extensive reading treatment will be carefully selected to match that level. However, adaptations of the list of materials may have to be made if after the initial interviews there are students who show a lower or higher level of proficiency in the language in order to fit individual needs.

Instruments

Reading and You Questionnaire

Before the library of Graded Readers is established, the teacher needs to retrieve information on the reading preferences of their students, as well as on the starting point of each individual. Therefore, the “Reading and You Questionnaire” developed by Schmidt (2003) will be passed at the beginning of the academic year. The questions that are asked range from general reading
habits to more specific inquiries on their favorite writers and genres (See Appendix IV).

**Log and Written Report**

When students finish reading a certain book, they fill out an informal log in the format of their choosing that must contain the following items: title of the book, approximate time spent in its reading, and a personal reflection on it with recommendations for other classmates in case they liked the book. This task will not be graded attending to Day and Bamford’s principle number six: “Reading is its own reward” (2002: 138), and its role in the program is for the teacher to be able to follow up on their students’ individual work on the books.

**Oral Reflections and Recommendations**

In order to encourage the practice of the oral production and interaction skill, the last Friday of each month students are given the opportunity to share their opinions on the books they have read up until that moment. They can use their logs to refresh their minds, but they are asked to talk as naturally as they can without reading them and do not have to prepare extra material. Furthermore, they are not obliged to talk if they do not feel confident enough, but a basic rule for these sessions that will be stated at the beginning of each one is mutual respect.

**Oral Proficiency Interviews**

The Oral Proficiency Interview (OPI) is an instrument of evaluation developed by the American Council on the Teaching of Foreign Languages (ACTFL). As stated in the Familiarization Manual published in 2012, the objective of the OPI is to determine what students of a language can do with it “in terms of speaking […] in real-world situations in a spontaneous and non-rehearsed context” (OPI Familiarization Manual 2012: 3). The proficiency in a language of a given student is established through their performance at different levels: novice, intermediate, advanced, superior and distinguished. Therefore, if a specific learner passes the novice level but falls short on the items described for the intermediate level that given person is placed in the novice level (see Tables 1, 2 and 3).
Table 1: Oral Evaluation Grid for Novice Students

<table>
<thead>
<tr>
<th>Jr. NOVICE-LOW</th>
<th>Jr. NOVICE-Mid</th>
<th>Jr. NOVICE-High</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-Produces only isolated words and/or high-frequency expressions such as <em>good morning</em> and <em>thank you</em>.</td>
<td>-Uses a limited number of isolated words, two- to three-word phrases, and/or longer memorized expressions within predictable topic areas.</td>
<td>-Uses high-frequency expressions and other memorized expressions with reasonable ease.</td>
</tr>
<tr>
<td>-Has essentially no functional communicative ability.</td>
<td>-May attempt to create sentences, but is not successful. Long pauses are common.</td>
<td>-Signs of originality are beginning to emerge.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Creates some sentences successfully, but is unable to sustain sentence-level speech.</td>
</tr>
</tbody>
</table>

Table 2: Oral Evaluation Grid for Intermediate Students

<table>
<thead>
<tr>
<th>Jr. INTERMEDIATE-LOW</th>
<th>Jr. INTERMEDIATE-Mid</th>
<th>Jr. INTERMEDIATE-High</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>-Goes beyond memorized expressions to maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</td>
<td>-Maintains simple sentence-level conversations. May initiate talk spontaneously without relying on questions or prompts.</td>
<td>-Maintains conversation with increasing fluency. Uses language creatively to initiate and sustain talk.</td>
</tr>
<tr>
<td>-Handles a limited number of everyday social and academic interactions.</td>
<td>-Gives simple descriptions successfully.</td>
<td>-Emerging evidence of paragraph-like speech with some connected sentences in descriptions and simple narratives, but cannot sustain paragraph-level speech.</td>
</tr>
<tr>
<td></td>
<td>-May attempt longer, more complex sentences. Few, if any, connectors are used.</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: Oral Evaluation Grid for Advanced Students

<table>
<thead>
<tr>
<th>Jr. ADVANCED-LOW</th>
<th>Jr. ADVANCED-Mid</th>
<th>Jr. ADVANCED-High</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>-Reports facts easily. Can discuss topics of personal interest and some academic topics to satisfy the requirements of school and every day situations.</td>
<td>-Handles with ease and confidence concrete topics of personal and general interest and some academic topics.</td>
<td>-Handles most social and academic requirements confidently, but may break down under the demands of complex, formal tasks.</td>
</tr>
<tr>
<td>-Narrates and describes at the paragraph level, though haltingly at times.</td>
<td>-Narrates and describes successfully.</td>
<td>-Organizes and extends speech beyond paragraph.</td>
</tr>
<tr>
<td>-False starts are common.</td>
<td>-Connects sentences smoothly, and organizes speech into paragraphs using connectors such as <em>first, next, finally</em>, etc.</td>
<td>-Emerging ability to support opinions and hypothesize on abstract topics is evident.</td>
</tr>
</tbody>
</table>

A pre-test (before ER treatment) and a post-test (9 months later, after treatment) will be carried out according to the OPI standards, which consist of a warm up –approximately 2 minutes-, an interactive process –approximately 6 minutes- and a wind down section –approximately 2 minutes- (see Table 4).
Table 4: Oral Interview Procedures

End of Course Questionnaire

Students self-assess their journey through the ER program by means of a short questionnaire designed by the teacher focusing on their motivations and attitudes towards reading in English at the end of the academic year. The aim of these questions is to obtain qualitative data that could provide insights into the students’ own perceptions of the treatment (see Table 5).

<table>
<thead>
<tr>
<th>Did I enjoy reading in English?</th>
<th>1. Not at all</th>
<th>2. Sometimes/Maybe</th>
<th>3. Yes, definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I feel more confident now when reading in English?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I like the books I could read?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did I find the books too difficult to understand?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will I read in English on my own in the future?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: End of Course Questionnaire
Procedures

Participants are informed of the study that the teacher wants to carry out and are given consent forms for their parents or guardians to sign, together with a statement asking for permission to film the one-to-one sessions that will take place. Once the total number of available participants is clearly stated, the teacher passes the “Reading and You” questionnaire (see Appendix IV) to the students to retrieve information on what kind of books they are interested in, for the materials to be chosen need to be pleasurable for them to read. Afterwards, the teacher compiles all the materials they can in the school and state libraries. It is believed that they will provide students with approximately 80 books (see Appendix V) of different genres—short stories, bibliographies, or adaptations of classic novels on different issues—in print format for them to choose from.

Before starting the extensive reading treatment, a pre-test is carried out individually for each participant (see Tables 1, 2 and 3). The aim of the pre-test is to engage students in a 10-minute spontaneous interaction with the teacher, and it has been decided that groups of students interacting at the same time with their teacher is not appropriate because there will be some informants who will speak more than others, and the purpose of the pre-test is to assess each participant individually. Although it is a time-consuming activity that needs to be carried out outside classroom hours—therefore requiring compromise and effort on the part of both, the teacher and the informants—, it is of great importance that this part should be carried out as explained. In order for the teacher to be able to analyze the students’ utterances, they will be asked to agree to be filmed during the 10-minute sessions.

The extensive reading treatment will cover a whole academic year, in which each informant will be given the chance to choose a book to read from a previously established library. Each book must be read in one month, and at the end of that period, students must provide the teacher with a “Log and Written Report” in which they state the title of the book, the approximate time they spent reading it, and a personal reflection on it including whether they would recommend it to their classmates and why. The last Friday of each month, students will be given the opportunity to share their reflections orally with the other participants, but they are not obliged to do so if they do not feel confident
enough. During these sessions, the teacher takes notes on the performance and potential improvement of their students’ spontaneous speeches and interactions, but does not take them into account for grading purposes.

At the end of the academic year, a post-test with the same items as the pre-test is administered in order to evaluate potential improvements. The recordings obtained from the pre-test and post-test will be assessed according to the scale provided by the ACTFL (see Table 4). Afterwards, the researcher will carry out the quantitative data analyses, which will include means for the pre-tests and post-tests, as well as an individual and collective comparison of the results.

In addition to the interviews, at the end of the course students complete a short questionnaire to self-assess their outcomes with regard to motivation to read and reading attitudes (“End of Course Questionnaire”). Their responses are presented in a three-point Likert scale for interpretation purposes. After this information is retrieved, the teacher-researcher performs qualitative data analyses to determine whether ER has improved those variables or not.

**Data Analyses**

The ACTFL scale presents nine different levels to evaluate oral fluency according to the Council’s Proficiency Guidelines (ACTFL 2012). Each of those categories will be allocated a number –starting with number 1 for the lowest level up until number 9 for the highest one- (see Tables 1, 2 and 3). Therefore, a quantitative analysis of the set of data obtained through this instrument is performed.

First of all, the means for each level will be calculated and a percentage will be drawn for each category after the pre-test. The same process will be done for the post-test. Afterwards, as the aim of this study is to find whether the treatment resulted in an improvement of the participants’ oral fluency, the individual levels for the pre-test and post-test for each of them will be compared. In addition, in order to assess the global improvement of the informants, all results obtained from the pre-test and post-test will be compared.

Secondly, through the “End of Course Questionnaire”, qualitative data on students’ own perceptions on their motivation and attitudes towards reading in a foreign language is analyzed. There are five items in the questionnaire, and
through the three-point Likert scale, each of them receives an average score taking into account the means obtained through the combination of all the answers.

**Results**

Although the study has not yet been carried out, it is expected that the extensive reading treatment will improve participants’ oral fluency, as they will be exposed to more English material than they would if they had not been subjected to the treatment. Improvements in vocabulary acquisition, the amount of exposure to the language and grammar among others are believed to have a positive effect in the oral performance of the informants (Baker 2007; Yamashita 2008; Rossiter, *et al.* 2010; Mart 2012). However, the stated improvement may be very limited due to the fact that, as Rossiter *et al.* (2010) claim, one academic year may not be sufficient to perceive substantial changes in students’ overall proficiency, which might apply to oral fluency as well.

On the other hand, regarding motivation and reading attitudes, previous literature suggests that both will receive positive outcomes from the point of view of the students (Nuttall 1996; Harris 2001; Sheu 2003; Baker 2007; Day and Bamford 2002; Rossiter *et al.* 2010; Sawazaki 2012). The five items that are asked to the students are related to their experience and whether they enjoyed it or not, their level of confidence when reading in a foreign language, and their future plans to keep or discard ER as an individual habit to learn English. No studies looking at the future perspectives of learners have been found; nevertheless, it has been confirmed that through this real, meaningful and natural experience (Baker 2007), “a subtle shift in attitude and self-worth” (Sawazaki 2012: 137) takes place.

**Conclusion and discussion**

Previous literature has clearly confirmed that extensive reading has positive effects regarding vocabulary and grammar usage, but few scholars have focused on its outcomes with respect to oral fluency. The starting hypothesis of this action research focuses on the idea that reading for pleasure may improve fourth year of secondary-level Spanish students of English’s oral fluency. On
the other hand, the second hypothesis aims at discovering whether ER promotes better attitudes towards reading in a second language and fosters their motivation. Although this study has not yet had the chance to be carried out, the guidelines and procedures to be followed in an attempt to investigate their positive relationship have been established in this paper.

However, if a teacher or researcher decides to verify the hypotheses that has been stated, they must be made aware of several limitations and either propose a solution for them or take them into account. First of all, the exact number of participants that may be available could not be specified in this proposal. Moreover, there is no control group, so potential improvements in oral fluency can be due to external variables that the teacher or researcher has not been able to control. Particularly, Yamashita points out listening to songs as a way for students to receive oral input outside the classroom (2008: 669). In addition, there are students who are taking private lessons apart from the regular course, and there may also be some who meet native speakers on a regular basis, so oral fluency may present improvements that are not related to the extensive reading treatment. Another issue that arises is the fact that the process of material selection of adequate titles to establish a library is both, time-consuming and a financial challenge for secondary schools. In fact, time constraints not only affect material selection processes, but may also hinder the possibility of implementing ER as an additional and free-of-credit activity due to the large amount of contents required by the curriculum to be taught in an academic year. Furthermore, as stated by Rossiter et al. (2010), this type of study should aim at a longer period dedicated to data collection, due to the fact that nine months of treatment may not be sufficient to prove the benefits of ER. Finally, oral fluency evaluation is a subjective process, so the grades allocated to a student may vary on the examiner. A possible solution for this last limitation would be to use investigator triangulation if the teacher or researcher counts on one or more colleagues who would agree to evaluate participants through the recorded interviews with the same grid. Further research should find a setting in which innovative projects such as the one proposed here are well received, for an effort on the part of the whole school community is needed. Additionally, more control regarding external influences on English acquisition on the
teacher’s part would be beneficial in order to provide trustworthy results on ER treatments.

To conclude, as successful communication should be the aim of language teaching and extensive reading has the potential to improve English oral fluency, it is recommended that ER should not be disregarded as a means of achieving the stated goal. More scholars should focus on this idea in order to thoroughly describe its benefits and, therefore, decide the contexts in which it is feasible to implement this practice in Spanish Secondary schools.

REFERENCES


MY VISIT TO THE DOCTOR’S OFFICE

Hello, my name is Dana and I want to tell you my story. I should start from the beginning, so I’m going to let you read the blog entry I posted some days ago on the Internet:

“Hey everybody, I’m Dana, 16 years old, and I’ve got a problem. Some days ago, I must have caught a cold; I had a runny nose, my throat was sore, and I had a little bit of a fever. I thought it might go away in a couple of days, but it didn’t. Now, my eyes are swollen, I have severe pain in my throat, and I sometimes get itchy rashes in my arms and legs. What should I do? Do you think that I must go to the doctor?”

And some people answered me.

“SEAN: Hey Dana, you don’t have to go to the doctor’s office. It is obviously nothing important or you may have ended up in the ER already. Don’t worry, be happy!!”

“RHONDA: Hello Dana! In my opinion, you have to go to the doctor as soon as possible. You may have something serious! You mustn’t let it go like this for long, or you could get very ill! Let us know how it goes! Best!”

After reading Rhonda’s reply, I decided that I should go to the doctor’s office. I made an appointment and the receptionist at the surgery told me that I could go in a couple of hours.

When I entered the room, the doctor was waiting for me with an injection. I said: “May I know what that is for, please? I might faint because I hate needles”. The doctor replied: “I have heard your symptoms and you have had a severe allergic reaction. I must inject you this medication as fast as possible”.

I wanted to share this story for you to know that you shouldn’t let symptoms like these unchecked; go to the doctor’s office immediately or you may suffer serious consequences!

QUESTIONS:

1. What does Dana do first, write the blog entry or go to the doctor’s office? Why do you think she chose that order?
2. What advice does Dana receive in the blog?
3. Why do you think that Dana had to go to the surgery in such a hurry?
4. There is a moment in the story in which Dana is very polite. Can you tell when? How can you tell?
5. What is Dana afraid of?
6. Why must the doctor inject Dana some medication as quickly as possible?
7. What is Dana’s advice?
APPENDIX II

Critical thinking. Give advice to these people with health problems.

a) Martha suffers from obesity. She does not like to exercise but eats relatively healthy food.
   Advice:

b) Connor is a 30-year-old with a heart disease. He is a little overweight, but he thinks that it is not a big problem.
   Advice:

c) John has been diagnosed with diabetes. He works in an office, eats unhealthy food and is too tired to exercise after work.
   Advice:

d) Sammy is very stressed because she has a lot of homework due. She feels very bad both, mentally and physically.
   Advice:

d) Laurie likes to exercise very much. She swims, runs, plays football and dances. However, she is so busy that she only eats a sandwich for lunch and maybe a hot dog for dinner.
   Advice:
APPENDIX III

[Based on the text retrieved from <http://eslreadinglessons.com/good_health.htm> ]

1. **Multiple choice. Underline the correct option for each of the following statements and questions.** (4 points total, 1 point each).

   a) What is the main idea of the text?
   1) Knowing the difference between good health and bad health is important.
   2) Exercising, a healthy diet and reducing stress lead to a healthy life.
   3) People all over the world have different ideas of what “good health” means.

   b) According to the text, the best way to keep healthy is to take into account…
   1) your eating habits, diseases like cancer, and that you should practice Tai Chi everyday.
   2) stress levels, exercise and your physical appearance.
   3) your eating habits, that high stress levels are not good for you, and that exercising improves your health.

   c) Exercise is good for…
   1) both, your mental and physical health.
   2) just your physical health.
   3) none of the above.

   d) Vegetables…
   1) contain fiber, which is not good for lowering your chances of getting a serious disease.
   2) should be eaten once or twice a day.
   3) contain fiber, which helps your body function better in several different ways.
2. True or false? Indicate whether the following statements are true or false. (5 points total, 1 point each).

a) Nowadays, people care less about their health.  
TRUE   FALSE

b) House chores are considered to be exercise.  
TRUE   FALSE

c) If you eat healthy, you will not get cancer, heart disease or diabetes.  
TRUE   FALSE

d) You can't live stress-free but you can take measures in order to have less of it.  
TRUE   FALSE

e) You shouldn't follow the advices in this article if you want a good-quality life.  
TRUE   FALSE

3. Vocabulary and grammar. Underline the right option for each question or statement. (3 points total, 1 point each).

a) Find the word “sickness” underlined in the first paragraph of the text. What does it mean?  
1) madness  2) illness  3) alertness

b) Find the word “it” highlighted in yellow in the third paragraph of the text. What does it refer to?  
1) fiber   2) food   3) eat

c) Find the word “avoiding” underlined in the third paragraph of the text. What does it mean?  
1) eating  2) mustn’t  3) keeping away from
APPENDIX IV

“READING AND YOU” QUESTIONNAIRE (Schmidt 2003)

Name: ________________________________  Date: ___/___/___

1. How much time do you think you spend reading in an average week? _____ hours.

2. What kinds of things (e.g., novels, magazines, TV guides) do you usually read?

_____________________________________________________

3. What is your favorite…

   Magazine?  Why? (e.g., “It has great photography.”)
   Newspaper? Why? (e.g., “I like its international news coverage.”)
   Book?  Why? (e.g., “I really identified with the main character. It touched me.”)

4. Who is your favorite writer? Why? (e.g., “Her books are so funny.”)

5. Do you enjoy reading? Why or why not? (e.g., “It’s boring and I don’t have time.” Or “Reading expands my world and gives me experiences and knowledge I couldn’t have gotten otherwise.”)

6. What is the most interesting thing you have read about recently? (e.g., “I’m reading a book now about how memory works.” “I just read about a man who has been married fifteen times.”)

7. Do you enjoy reading in English? Why or why not?

8. What is the most interesting thing you have ever read in English? (e.g., “I thought The Diary of Anne Frank was very interesting. It helped me understand that suffering happens to real people, like me – not only to faceless people in far away lands.”)

9. If you could easily read anything in English, what would you like to read? Why? (e.g., “I’d like to read Breakfast at Tiffany’s because I liked the movie a lot.”)

10. Do you think reading in English helps your English ability?  
   If yes, - how?  In what way?  If no, - why not?
APPENDIX V

TENTATIVE LIST OF AVAILABLE BOOKS

Macmillan Readers

1. “Italy”, by Coleen Degnan-Veness
4. “England”, by Rachel Bladon
6. “Owl Hall”, by Robert Campbell and Lindsay Clandfield
7. “Persuasion”, by Jane Austen
8. “Gandhi”, by Rachel Bladon
12. “The Tenant of Wildfell Hall”, by Anne Brontë, retold by Margaret Tarner
13. “Shake Hands Forever”, by Rith Rende, retold by John Escott
15. “Romeo and Juliet”, by William Shakespeare, retold by Rachel Bladon
16. “Robinson Crusoe”, by Daniel Defoe, retold by Salma Gabol
17. “Robin Hood”, by Stephen Colbourn
18. “Owl Creek Bridge and Other Stories”, by Ambrose Bierce, retold by Stephen Colbourn
19. “Michael Jackson: The King of Pop”, by Carl W. Hart
20. “Kick off! The Story of Football”, by Patrick Adams
23. “I, Robot”, by Isaac Asimov, retold by Tricia Reilly
24. “Heidi”, by Johanna Spyri, retold by Anne Collins
25. “Far from the Madding Crowd”, by Thomas Hardy, retold by John Escott
26. “Diamonds are Forever”, by Ian Fleming, retold by John Escott
27. “Daisy Miller”, by Henry James, retold by Rachel Bladon
28. “Selected Stories by D. H. Lawrence”, by D. H. Lawrence, retold by Anne Collins
29. “Casino Royale”, by Ian Flemming, retold by John Escott

Oxford University Press

1. “V is for Vampire”, by Lesley Thompson
3. “The Curious Case of Benjamin Button”, by F. Scott Fitzgerald, retold by Clare West
4. “Dracula”, by Bram Stocker, retold by Diane Mowat
5. “New Yorkers – Short Stories”, by O. Henry, retold by Diane Mowat
6. “Leonardo Da Vinci”, by Alex Raynhm
7. “Space”, by Tim Vicary
10. “Death in the Freezer”, by Tim Vicary
11. “Voodoo Island”, by Michael Duckworth
12. “The Three Strangers and Other Stories”, by Thomas Hardy, retold by Clare West
17. “The Bird of Happiness and Other Wise Tales”, by Tim Herdon
18. “Formula One”, by Alex Raynham
19. “Songs from the Soul: Stories from Around the World”, retold by Jennifer Bassett
20. “How to Stay Healthy”, by Julie Penn
22. “Hard Times”, by Charles Dickens, text adaptation by Susan Kingsley
23. “Emma”, by Jane Austen, text adaptation by Barbara Mackay
24. “Revolution”, by Jann and Linda Huizenga
25. “The Drive to Dubai”, by Julie Till
27. “The Turn of the Screw”, by Henry James, text adaptation by Christine Lindop
29. “The Year of Sharing”, by Harry Gilbert
30. “On the Edge”, by Gillian Cross, retold by Clare West
31. “As the Inspector Said”, retold by John Escott

The Black Cat

1. “Little Women”, by Louisa May Alcott
2. “Peter Pan”, by J. M. Barrie
4. “American Horror”, by Edgar Allan Poe
5. “Jack the Ripper”, by Peter Foreman
6. “Home for Christmas”, by Andrea M. Hutchinson
7. “Kim”, by Rudyard Kipling
11. “Cultural Links”, by Philippa Bowen and Margherita Cumino
12. “American Folk Tales”, by George Gibson
13. “Anne of Green Gables”, by Lucy M. Montgomery, adapted by Sally M. Stockton
14. “Oscar Wilde’s Short Stories”, by Oscar Wilde
15. “Beowulf”, retold by Robert Hill
18. “Time Games”, by Victoria Heward
19. “Wicked and Humorous Tales”, by Saki