

APPENDIXES

Appendix 1:

UNIT OF WORK

UNIT OF WORK

“WELCOME TO THE COMPETITION!”

For 4º ESO Students

Andrea Ruano Esteban

Diseño, organización y desarrollo de actividades para el aprendizaje del inglés

INDEX

	Pages
Introduction	1-3
Justification & Contextualization	1-2
Organization of the Learning Unit	2-3
Learning Unit 'Welcome to the competition!'	3-8
Contribution to the key competences	3
Objectives	4
Contents	5-6
Methodology	6
Evaluation Criteria	7-8
Lesson Plans	9-33
1. Skills	9-12
2. Contest rules	13-16
3. Parental consent	17-20
4. Smart people	21-24
5. Knowing your team	25-29
6. Welcome to the contest	30-33
Conclusions and evaluation of the process	34-37
Annexes	38-47
References	48

This unit of work has been designed for a possible implementation in a 4º ESO class for the subject of English. It has intended to follow the theory and practice on designing units we have seen in class of *Diseño, organización y desarrollo de actividades para el aprendizaje del inglés*. All of the recommendations and steps to follow have been thoroughly taken into account. The unit is subjected to any changes that its real implementation may pose.

Justification and contextualization

The design of this unit of work is justified by my choice of implementing it in a real context; that means, it is absolutely feasible to put it into practice in the explained context (with the changes it may require).

Why do I know it is feasible to implement it? I will have the chance to put it in practice in a real high school (where I will do my Practicum) and therefore I asked my tutor for the contents to include. These contents led me to think of the basis I wanted this unit to include. This unit of work has also considered the previous knowledge of the target students and what they need to acquire as new concepts in the moment of the course they are facing.

I aimed at complementing what I saw in class of *Diseño, organización y desarrollo de actividades para el aprendizaje del inglés*.with the instructions of my tutor in the Practicum. The final result, if improvable, can help students learn what they are supposed to according to their year program (my tutor of the Practicum sent me the year plan of my students and I sticked to what they are supposed to study in this moment of the course).

The unit of work I have created is designed for being implemented after Easter, when 4ºESO students are to work on modal verbs (as far as grammar is concerned). In particular, the implementation of this unit of work will take place in the school 'Sagrado Corazón de Jesús', located in the area called Actur. This is a private school in which there is not a lot of foreign students nor immigrants. The wide majority of students do not retake courses and there is a low percentage of drop out students. The class in which I will implement the lesson is composed of 23 students aged 15-16 with no retaking students. According to their year plan (designed following both the National and Aragonese regulations), in this moment of the course, they will have to acquire vocabulary related to extraordinary people¹: abilities, skills, achievements, etc. Just as agreed with my tutor of the school, my unit of work covers the most important points students must study in the unit of the book they would have used if I hadn't designed the unit. That is, we will use my unit of work instead of using the textbook, as the topic I thought of is very much related to the topic provided by the book when working with modal verbs.

“Welcome to the competition” – a different way to learn

The main idea of the lesson is a competition of extraordinary abilities. Given that that is the topic suggested by the textbook and I had already thought of carrying out a competition, I decided to work on modal verbs and vocabulary by inviting students to join a competition within the class. In this way, they will not only learn English, but also do it in a funnier way than usually. I thought this idea could be motivating for them, as they will have to be engaged to the class since the idea of winning a competition is always attractive to everyone. I also decided to present a final reward for the winners of the competition so that students feel even more motivated.

Students will have to work cooperatively since the competition will consist of working in small groups. The groups will interact among them as well, and students will have to participate individually on some occasions. The competition, as I was saying, consists of

¹

The unit of the text book that students would use for working in this moment of the year has been provided to me. It is entitled “Extraordinary People” and have much to do with the main idea of the unit of work I have created.

proving that students are able to develop extraordinary skills. The final day of the unit of work will be devoted to the competition itself, and the previous sessions will work on preparing the contest and the contestants. This way, students will be learning English and enjoying this process at the same time. Even if the main idea is to raise students' motivation, the final goal of this unit of work is that they learn English.

Every lesson plan contains a rubric in which the teacher will have to assess the students' performance with respect to the competition and their use of the language. This will be reminded to students so that they take it seriously and are aware of the importance of the language in the classroom. They should not forget they are in the classroom, they will just learn in a different way.

In the final session, students will show in groups some extraordinary abilities the rest of the students will have to assess. This mark will be averaged out with the marks by the teacher as far as the use of English is concerned. That way, students will not only have to prove their skills for the competition but also prove they manage with the language.

Organization of the learning unit

This unit of work provides students with some exercises which aim at helping them improve the five skills in their learning of the language: reading, listening, writing, speaking and interacting. In my unit of work, these five skills are closely related and integrated, leading one to the other when working on the different activities.

The unit is divided into six lesson plans, which will correspond to six different days in which students have 1 hour of the subject of English. In total, this unit will be ideally implemented in 6 hours, that is 2 weeks (3 hours per week). All the activities in the lesson plans will try to be linked to the rest, and that will facilitate an integrated way of learning. It is necessary to integrate skills, and not to work on them separately. That is why I didn't decide to devote one day to one skill and another day to another different skill. I thought it was better that all the lesson plans worked English in a whole and integrated way. Each lesson takes in what has been taught in the previous one, so that the process of learning is connected and students take part in a continuous way of learning the language.

In short, the criteria to organize the lesson plans have been a sum of what my tutor advised me and what we have seen in class concerning lesson plan organization. Such criteria are based on the use of a communicative methodology, as well as the intention to follow a cooperative way of learning, being creative and original and motivating students. All of these factors make it easier to deal with differentiation, since if any student is not able to follow the idea of the unit of work (which is not the case), his or her team will help him by working cooperatively. The variety of the activities used makes it simpler to meet the demands from different kinds of students.

Each lesson will ideally start with a review of the main contents of the previous day. This review will tend to be a brainstorming on what the lesson will be about as well (kind of a pre-task), as all of the contents of the unit are unavoidably related and no lesson makes any sense without following a progress on the contents.

Contribution to the Key Competences

This unit of work aims at making students improve their key competences. Despite that, not all of the key competences have been covered by this unit. However, some of them have. Firstly, the **linguistic competence** is obviously strengthened by the unit. Students will learn more aspects of the language they are studying and this will help them develop their linguistic competence in context. As I mentioned before, the approach of the process is a communicative one, in which students are placed in real possible situations for them to use the language in an accurate and fluent way.

The **learning to learn competence** will be reinforced as well, as students will be able of their own process of learning, since they will have to use what they already know for taking further steps. Students will be asked to reflect on their own process of learning of the language and therefore know themselves better. In this sense, students will also develop their autonomy, as they will have to make their own decisions and organize ways of working for the different activities presented in class. IN 4ºESO students are old enough to make their own decisions and that is why this unit of work contributes necessarily to the **autonomous competence**.

As far as the **digital competence** is concerned, students will be asked to participate in commenting or working on videos and digital formats. They will also have to write, at some point, about digital topics and vocabulary, as indicated in their year program.

The necessity of working in groups and taking part in a competition will require students to develop their **social competence** as well. They will have to deal with the benefits and drawbacks of working with other people, and this will make them learn some interesting ways to establishing relationships.

In particular, this unit of work seeks students to develop their originality and creativity while taking part in a contest, so students will have the chance to work in their **artistic competence** as well. As most of the materials will be authentic, students will be working on their **interaction with the world competence**.

Objectives

At the end of the unit of work, students will be able to:

- Speak in English about prohibition, obligation, advice, recommendation, regret, ability and use modal verbs for that purpose.
- Deal with vocabulary related to sports and competition, as well as vocabulary of the field of technology and social networking.
- Complete, in writing, different types of application forms and sheets, as well as letters.
- Infer the main idea of a text and establish a relation between the topic and their personal experience.
- Learn English in a different way, such as by participating in a project/competition they enjoy.
- Interact in English for achieving communicative purposes, such as working cooperatively in groups and help their classmates.

Contents and strategies

The contents of this unit of work can be split into different blocks:

Listening, speaking and interacting

Fulfil of their communicative purposes (agree with a group, express likes and dislikes, show opinions) through English in small groups
Participating in oral interaction to win a competition
Understanding of pieces of advice in English by native speakers
Reaching agreement in small groups with a common objective
Understanding and producing real communicative oral texts, such as statements or opinions.

Reading and writing

Understanding authentic written texts in English, such as magazines articles, webpages and forms.
Completing sheets or application forms
Correct writing and understanding of letters and e-mails
Inference of the meaning and ulterior discussion of authentic articles
Understanding written instructions

Knowledge of the language through its use

Understanding of the Modal Verbs and their use in real English
Learning vocabulary related to competitions through participating in a contest
Learning of the parts of letters and emails to be written correctly
Revision of the second conditionals through a practice way of knowing their mates
Language used to forbid, permit, give advice, and ask for advice and regret
Understanding of the use of the language in real situations and authentic materials

Intercultural and sociocultural aspects

Appropriate use of the language in varied contexts
Interest in knowing different ways of thinking
Interest in the English culture
Realization of how important English is in the current globalized world

Methodology

This unit of work follows a communicative method of teaching and learning the language. Communication and interaction are the main basis of this unit. Students will be asked, above all, to share and request information from and to the others, so communicating will play a main role. As indicated by the National and Regional regulations, students will have to use the language for communicating, just as if they were dealing with real communicative situations. Working with authentic materials will make this task easier. The input for the students will be mainly based on authentic materials, and lessons will be given in English to make them get used to understanding the language. Actually, as far as materials are concerned², I have tried to use authentic ones in every lesson. In some occasions, I have had to use materials which I have designed in order to make the idea of the unit more feasible and real. However, the vast majority of materials are authentic ones and tend to follow a communicative approach in which real communication is intended. A real language use is aimed throughout the entire unit: almost every exercise tries to place students in real communicative situations they may face in real life. That is why materials are authentic and taken from real English use (videos, texts, etc.)

Students will have to fulfil language functions in every lesson, as well as knowing the intention of the speaker or writer they deal with. Group work will be determinant, as the contest will be played in small groups in which students will be asked to always communicate in English.

Students are used to hearing their teacher talk in English, so they will not have any problems with understanding.

² The materials that are used only by the teacher are **highlighted** in the lesson plans and annexes.

Evaluation Criteria

Students will be assessed according to their performance during the different lessons. They will be asked to participate actively and communicate in a proper way in English. No written tests will be taken, at least right after the implementation of the unit of work. The main English teacher of the group may want to include the contents of this unit in the exam of the corresponding term, following a formative and continuous assessment.

During my implementation of the unit of work, the students will be observed by me and the main teacher to see what the outcome is for every single student. Evaluation will obviously be based on the objectives which have been described before. The method for assessing students will be an observation table or a rubric, in which the evaluation criteria may vary depending on the lesson. Since the activities are mainly carried out in small groups, the rubrics include aspects to evaluate group work. However, such rubric includes as well observation patterns to assess the individual performance of students.

As mentioned before, the teacher will be always taking notes on the outcome by students as far as participation and use of English is concerned during the lessons. They will be motivated to work properly since they will be told that the English mark will be taken into account in the competition proposed. In short, observation throughout the process will be the main technique for assessing the students' performance.

As far as feedback for students is concerned, each lesson plan includes how I (the teacher) will try to let my students know if they are doing well or not. Every written assignment or composition will be corrected for them to check their mistakes, and during the lessons I will be helping them improve by means of solving their doubts or explaining what they need. Concerning my self-assessment as a teacher, I will have to give answer to some questions at the end of each lesson to see if I have to improve my way of teaching. I will be able to answer these questions thanks to my observation during the lessons and a final short sheet in which I will ask my students to evaluate my performance.

This sheet will be given to them at the end of the unit of work and they will be asked to complete it, anonymously, and give it back to their main teacher. She will give the sheets to me so I can make some improvements teaching procedures and techniques both when planning and giving a lesson.

Did you like the unit of work? Why/ why not?

What activities did you like the most? Why?

What activity(ies) were the worst for you? Why?

Did the teacher help you in case of need?

Do you think you learnt during these days? (say YES or NOT)

- I can manage with vocabulary related to competitions.
- I can express different ideas through the use of modal verbs.
- I can express my opinions and defend my views in oral English.
- I can work cooperatively in groups to make a common effort.

LESSON 1: SKILLS

Timing: 55'

Students: 4ºESO

Learning objectives of the lesson:

- To actively participate in the interaction T-SS and SS-SS. (whole lesson)
- To take part in the competition suggested to the SS. (whole lesson)
- To understand what the competition consists of. (1.1)
- To express their likes and dislikes. (1.4)
- To be familiar with forms and be able to fill them in. (1.5)
- To talk about themselves in writing or speaking with a proper use of the language. (1.2, 1.3, 1.5)

Intended learning outcomes (ILO):

- Students will speak in English with their classmates and with the teacher.
- Students will participate when asked for.
- Students will respect and listen to their classmates when they talk.
- Students will get engaged in the competition.
- Students will know how to complete a sheet with information.
- Students will understand how the competition works.

ACTIVITY	DESCRIPTION	SKILLS AND LANGUAGE	MATERIALS	APP. TIMING
1.1. Join our school competition!	T introduces the idea of the unit of work. T explains SS are going to participate in a contest. T gives SS a text in which the idea of the competition is explained in more detail. After reading, T asks students if there is any doubt about the contest and asks if someone can explain what the competition	SKILLS: Reading and speaking. Sub-skills: asking questions, asking for clarification, clarifying understanding. LANGUAGE: modal verbs.	Reading text (Annex 1.1.)	10-15'

	consists of out loud (to see if they have understood the text). They can ask freely if they have any questions.			
1.2. What are you skilled at?	In groups of 5 people, SS receive 10 cards with different actions (such as: speak 4 languages, walk backwards, read a poem aloud, etc.). SS will discuss to see who in the group can or can't do such things. The group with the highest number of skills in the cards is the winner.	SKILL: Speaking Sub-skills: Discussing and interacting LANGUAGE: <i>Can</i> and <i>can't</i> . Questions with <i>can</i> .	Ability cards (Annex 1.2.)	10'
1.3. What are you capable of?	SS are still in their groups but participate individually. The T asks randomly to students if they are capable of doing something or not.	SKILLS: Listening and speaking Sub-skills: Interacting, understanding questions LANGUAGE: To be capable of +ING To be able to + INF	Sheet for the teacher (Annex 1.3.)	10'
1.4. Amazing skills	T displays a video in which people prove their amazing skills. T writes the name of the abilities on the blackboard. SS are asked to choose, individually, the one they like best and justify their choice.	SKILLS: Speaking Sub-skill: justifying a choice LANGUAGE: Vocabulary – Verbs and actions. Collocations (blow bubbles, score a basket...).	Video from Youtube (1.4.)	15'

1.5. Sign up for the contest!	T gives SS an application form they have to complete in order to participate in the competition. They will have to write, in their small groups, about themselves and their skills, as well as their motivation to participate in the contest.	SKILLS: Reading and Guided writing. Filling in forms with specific information LANGUAGE: Terminology of completing forms: name, date, signature.	Application form (Annex 1.5)	10'
--------------------------------------	--	---	------------------------------	-----

*The class will be given in English so as to reinforce the practice of the listening skill.

Homework: -

Evaluation of the students' performance:

	VERY POORLY	IMPROVABLE	WELL	VERY WELL
Participation	The S doesn't participate in class.	The S barely participates in class.	The S participates in class.	The S has an active participation in class.
Interest and engagement in the competition	The S doesn't show any interest in the idea.	The S is barely interested in the competition.	The S shows interest in the competition.	The S pays much attention to the idea of the competition.
Understanding of instructions of the competition	The S does not understand the instructions.	The S does not understand the instructions but is able to ask his doubts.	The S proves he has understood the instructions in their interaction with the teacher.	The S is able to explain the instructions to the rest of their classmates.
Showing their likes and dislikes	The S can't express himself while talking about likes and dislikes.	The S has difficulties when talking about likes and dislikes.	The S manages well to talk about likes and dislikes.	The S shows a good use of the language of likes and dislikes.
Writing about their abilities and completing the form	The S is unable to complete the form and has difficulties in	The S shows difficulties in completing the form and	The S is able to complete the form and write about his	The S writes in a correct and accurate way when completing

	expressing abilities.	describing his abilities.	abilities.	the form and talking about abilities.
--	-----------------------	---------------------------	------------	---------------------------------------

Evaluation of the teacher's performance (self-assessment): Giving answer to these questions:

Have I made myself clear in case of help from the students?

Have I provided my students with the necessary information and resources?

Have I shown motivation on the idea of the competition?

Have my students got involved in the idea of the competition?

Feedback: Students will be given feedback during the class, as the interaction will be present at any moment. T will let SS talk with no correction of the mistakes but reinforcement when they finish (example: S: I am good **in** dancing... T: Oh! So you are good **AT** dancing?). The application forms will be corrected in the very own classroom, as the T will be revising them while they are writing and correcting and helping if they have any mistakes or questions.

LESSON 2: CONTEST RULES

Timing: 60'

Students: 4ºESO

Learning objectives of the lesson:

- To actively participate in the interaction T-SS and SS-SS. (whole lesson)
- To take part in the competition suggested to the SS. (whole lesson)
- To be able to establish the rules of a contest. (2.1)
- To show agreement or disagreement. (2.2.)
- To talk about prohibitions. (2.3.)
- To infer the interdictions of a contest by watching a bad performance of a contestant (2.3).
- To write a letter. (2.4.)

Intended learning outcomes (ILO):

- Students will speak in English with their classmates and with the teacher.
- Students will participate when asked for.
- Students will respect and listen to their classmates when they talk.
- Students will get engaged in the competition.
- Students will have learnt how to reach an agreement.
- Students will be able to convey meaning related to prohibitions.
- Students will be able to write letters.
- Students will be able to design a rule map by using the appropriate language.

ACTIVITY	DESCRIPTION	SKILLS AND LANGUAGE	MATERIALS	APP. TIMING
2.1. We rule!	T introduces the need of designing a set of rules for the final contest of extraordinary abilities. T asks students to think, in groups, of 5 rules for the competition using the forms “have to” or “must”. They can also formulate negative rules with “don't have to”.	SKILLS: speaking and listening. LANGUAGE: have to and must/ don't have to.	-	10'

2.2. Contest rules	T gives student the actual list of rules of the competition. SS check if theirs match the established ones and express their agreement or disagreement with the ones given by the T.	SKILLS: Reading and speaking Sub-skills: Discussing and interacting, justifying LANGUAGE: <i>Agree and disagree.</i> <i>Expressing opinions and points of view.</i>	Reading text of the rules given by the teacher (Annex 2.2.)	15'
2.3. What a contestant!	SS pay attention to the video displayed by the teacher. This video shows a performance of a contestant who doesn't really play well. After watching the video, SS will be asked to say what is forbidden in a contest by using the mistakes by the contestant from the video.	SKILLS: Listening and speaking Sub-skills: Interacting LANGUAGE: Mustn't	Video from Youtube (Annex 2.3) SS can display the video without subtitles first and then replay it with subtitles.	15'
2.4. A letter to Joey	T asks SS to write a letter to Joey, the disastrous contestant. Individually, they must explain him what he did wrong and talk about the actual rules of the game he was playing.	SKILLS: Writing Sub-skill: Using discourse markers in written. Writing letters. LANGUAGE: Could have, should have, shouldn't have.	-	20'

***The class will be given in English so as to reinforce the practice of the listening skill.**

Homework: -

Evaluation of the students' performance:

	VERY POORLY	IMPROVABLE	WELL	VERY WELL
Participation	The S doesn't participate in class.	The S barely participates in class.	The S participates in class.	The S has an active participation in class.
Interest and engagement in the competition	The S doesn't show any interest in the idea.	The S is barely interested in the competition.	The S shows interest in the competition.	The S pays much attention to the idea of the competition.
Understanding of instructions of the competition	The S does not understand the instructions.	The S does not understand the instructions but is able to ask his doubts.	The S proves he has understood the instruction in their interaction with the teacher.	The S is able to explain the instruction to the rest of their classmates.
Establishing coherent rules of a contest.	The S can't talk about rules and can't express commands.	The S has difficulties when talking about rules.	The S manages well to talk about rules and establishing commands.	The S shows a good use of the language to establish rules and is creative.
Expressing agreement and disagreement.	The S is unable to express his or her opinion.	The S shows difficulties in giving his or her view.	The S is able to make his or her point and express what he or she thinks.	The S is able to express his view and justify it in a proper way.
Writing a formal letter	The S doesn't use the appropriate formalities.	The S makes mistakes when using the formalities of a letter.	The S writes a good letter bearing in mind the formalities provided.	The S writes a good letter with formalities and a correct use of English on the whole.

Evaluation of the teacher's performance (self-assessment): Giving answer to these questions:

Have I made myself clear in case of help from the students?

Have I provided my students with the necessary information and resources?

Have I motivated my students when talking about rules?

Have my students understood the main ways of talking about rules?

Have my students shown interest in the lesson?

Feedback: Students will be given feedback during the class, as the interaction will be present at any moment. T will let SS talk with no correction of the mistakes but reinforcement when they finish (example: S: I am good **in** dancing... T: Oh! So you are good **AT** dancing?). While SS work in group, the T will be passing round to check if they have any questions or to correct their mistakes in writing. The letter will be corrected by the teacher at home and given back to students during the next English lesson.

LESSON 3: PARENTAL CONSENT

Timing: 50'

Students: 4ºESO

Learning objectives of the lesson:

- To actively participate in the interaction T-SS and SS-SS. (whole lesson)
- To take part in the competition suggested to the SS. (whole lesson)
- To ask for permission. (3.2)
- To discuss about parental consent. (3.1., 3.4.)
- To write a letter asking for/giving advice.. (3.3.)
- To understand tips and pieces of advice (3.2., 3.3., 3.4.).

Intended learning outcomes (ILO):

- Students will speak in English with their classmates and with the teacher.
- Students will participate when asked for.
- Students will respect and listen to their classmates when they talk.
- Students will know how to talk about permission and parental consent.
- Students will know how write an e-mail.
- Students will understand how the competition works.

ACTIVITY	DESCRIPTION	SKILLS AND LANGUAGE	MATERIALS	APP. TIMING
3.1. Parental consent	T asks students if they think their parents would have any problems with them participating in the classroom competition (the answer is supposed to be “No”). After that, T asks if SS think their parents would let them participate in a TV contest. SS answer individually.	SKILLS: Speaking and discussing. Subskills: Justifying LANGUAGE: conditionals (would)	-	5'
3.2. Persuading	T draws the conclusion of the	SKILL: Listening and speaking	Video from Youtube (Annex)	10'

<i>your parents</i>	difficulty of convincing parents sometimes. T presents a video in which SS receive some tips on how to convince parents not to go on a summer camp. SS will have to say if they would use the strategies on the video and if they would work with their parents. How would you persuade your parents? They must answer individually.	Sub-skill: Persuading LANGUAGE: <i>Would/ wouldn't Could, can</i>	3.2.)	
3.3. Asking for advice	The class is divided into 2 groups. Students "A" have to write a letter asking for advice to a friend, given that their parents don't let them participate in the school competition. Students "B" write an e-mail to a friend giving advice on how to convince his or her parents to participate in the contest. After that, SS from each group will swap letters and summarize their classmates' letter to the teacher if	SKILLS: Writing, reading and speaking. Using informal language to write letters and e-mails. Summarizing LANGUAGE: <i>Should, shouldn't, why don't you?, let's, what about? How about?</i>	-	20'

	required.			
3.4. I'm not a kid anymore!	T introduces the topic of "freedom and teenage". SS are asked to read the text on "How to Convince your parents to give you more freedom" and debate on each step with the rest of the class.	SKILLS: Reading and speaking LANGUAGE: Giving opinions	Text (Annex 3.4.)	15'

*The class will be given in English so as to reinforce the practice of the listening skill.

Homework: -

Evaluation of the students' performance:

	VERY POORLY	IMPROVABLE	WELL	VERY WELL
Participation	The S doesn't participate in class.	The S barely participates in class.	The S participates in class.	The S has an active participation in class.
Interest and engagement in the competition	The S doesn't show any interest in the idea.	The S is barely interested in the competition.	The S shows interest in the competition.	The S pays much attention to the idea of the competition.
Talking about parental consent and freedom	The S cannot express any idea related to parental consent and freedom	The S finds difficulties in talking about the subject	The S is able to talk about the subject	The S is able to talk about the subject and gets involved by setting their own personal experience as an example
Asking for/ Giving permission and advice in writing	The S doesn't know how to write or ask for advice in writing	The S has difficulties when writing on this topic.	The S manages well write about asking for or giving permission.	The S shows a really good use of writing for giving or asking for advice.
Understanding tips related to	The S proves he doesn't	The S proves a poor	The S understands the	The S barely has any difficulties in

parent consent	understand the tips provided	understanding of the tips in the text	tips giving in the text with little difficulty.	understanding the tips on the text.
-----------------------	------------------------------	---------------------------------------	---	-------------------------------------

Evaluation of the teacher's performance (self-assessment): Giving answer to these questions:

Have I made myself clear in case of help from the students?

Have I provided my students with the necessary information and resources?

Have I created a good classroom atmosphere for the students to talk about the subject?

Have the materials provided been useful for my students to trigger the subject of discussion?

Feedback: Students will be given feedback during the class, as the interaction will be present at any moment. T will let SS talk with no correction of the mistakes but reinforcement when they finish (example: S: I am good **in** dancing... T: Oh! So you are good **AT** dancing?). The T will be passing round the class while SS are asked to write in order to correct the mistakes they might make. The T will pose questions to the students who don't participate so much and encourage them to do it more frequently by giving feedback and reinforcement.

LESSON 4: SMART PEOPLE

Timing: 55'

Students: 4ºESO

Learning objectives of the lesson:

- To actively participate in the interaction T-SS and SS-SS. (whole lesson)
- To take part in the competition suggested to the SS. (whole lesson)
- To understand prohibitions and stick to them. (4.1.)
- To understand rules in English given by a native speaker. (4.2.)
- To get involved in the discussion on social media and technology. (4.2, 4.3, 4.4.)
- To manage with vocabulary related to technology. (4.3, 4.4., 4.5.)
- To write about wishes and ideal features of a cell phone. (4.5.)

Intended learning outcomes (ILO):

- Students will speak in English with their classmates and with the teacher.
- Students will participate when asked for.
- Students will respect and listen to their classmates when they talk.
- Students will know how to talk about technology.
- Students will know how to express prohibition.
- Students will express their own opinion on a subject by balancing its pros and cons.
- Students will know how to describe in writing.

ACTIVITY	DESCRIPTION	SKILLS AND LANGUAGE	MATERIALS	APP. TIMING
4.1. Training your behaviour – “the Mustn't rule”	T reminds SS that they work on what they have to and must do in the contest. T explains that this lesson will be devoted to checking what they must not do while they're participating. Just to check if they stick to the rules, T gives each S a card in which an action is described (You mustn't talk,	SKILLS: Reading LANGUAGE: mustn't (prohibitions)	-	(to be carried out during the whole lesson)

	you mustn't laugh). S has to follow that instruction for the whole lesson.			
4.2. Rules in social media	T introduces the topic of social media. T explains that using social media in class is forbidden, so they mustn't do it. However, at home, they all do. T shows a video to students in which a man talks about some things that should not be done when using social media. T gives a little sheet to students in which they will have to note down the rules they understand to discuss them later on.	SKILLS: Listening and speaking LANGUAGE: Should, shouldn't, must, mustn't	Video from Youtube (Annex 4.2.)	10'
4.3. From social media... to cell phones!	T explains that mobile phones cannot be used in class either. Using their phones in class would take them off some points of the competition. T encourages SS to read a text and check the pros and cons of using the phone at school. They will be divided into two groups to defend the two	SKILLS: Reading and Writing LANGUAGE: vocabulary on technology.	Text (Annex 4.3.)	25'

	different positions.			
4.4. My mobile phone	T asks students to talk about their mobile phones. "Could you do without?" - T says. T gives SS an image with the different parts of the mobile phone, for them to be able to describe their phones.	SKILLS: Speaking Subskill: Describing and discussing LANGUAGE: Vocabulary on technology	Image (Annex 4.4.)	10"
4.5. My	T grants a wish to SS: They have to imagine their ideal phone and write a short description of it. They can imagine an engineer will create it for them. They will write the description individually.	SKILLS: Writing Subskills: Drafting, revising, editing Language: I would like to, adjectives, vocabulary for descriptions	-	10-15'

*The class will be given in English so as to reinforce the practice of the listening skill.

Homework: -

Evaluation of the students' performance :

	VERY POORLY	IMPROVABLE	WELL	VERY WELL
Participation	The S doesn't participate in class.	The S barely participates in class.	The S participates in class.	The S has an active participation in class.
Interest and engagement in the competition (mustn't rule)	The S does not pay any attention to the thing she or he can't do.	The S is barely interested in sticking to the rule for this class.	The S shows interest and tries to stick to the "mustn't" rule.	The S follows the "mustn't" rule and sticks to it during the whole class.
Understand rules by a native speaker	The S doesn't show any understanding of what was said by	The S finds difficulties in understanding a native speaker	The S shows he has understood the main ideas of the native	The S shows a complete understanding of what was said by

	the native speaker.	talking about rules.	speaker's speech.	the native speaker.
Getting involved in the subject of social media and technology	The S shows little interest on the topic and is unable to talk about it.	The S finds it difficult to talk about the subject of technology.	The S gets involved in the topic and participates with interest.	The S gets involved in the topic and uses the proper vocabulary.
Describing in writing	The S is not able to write about the suggested topic.	The S does not use any terminology related to the topic.	The S is able to use the required terminology in the composition.	The S uses the terminology related to the subject and shows a good use of English in writing.

Evaluation of the teacher's performance (self-assessment): Giving answer to these questions:

Have I made myself clear in case of help from the students?

Have I raised my students' interest in the topics to be discussed?

Have my students understood the main ways of expressing prohibition?

Have the materials provided been useful for my students?

Have I tried to encourage the most introvert students to participate, since social media concern everyone nowadays?

Feedback: Students will be given feedback during the class, as the interaction will be present at any moment. T will let SS talk with no correction of the mistakes but reinforcement when they finish (example: S: I am good **in** dancing... T: Oh! So you are good **AT** dancing?). T will keep reminding SS that their performance in every class is being evaluated and will have positive or negative effects on their final result (in the competition). When they are discussing, T will be checking if their written assignments have any mistakes. T will hand back the compositions to SS in the next day of class.

LESSON 5: KNOWING YOUR TEAM

Timing: 55'

Students: 4ºESO

Learning objectives of the lesson:

- To actively participate in the interaction T-SS and SS-SS. (whole lesson)
- To take part in the competition suggested to the SS. (whole lesson, especially 5.5.)
- To interact in their groups by asking for information (5.1).
- To be able to give advice to some unfavourable situations. (5.2.)
- To understand the information described in a text. (5.3, 5.4)
- To understand how English native speakers express panic (5.4.)

Intended learning outcomes (ILO):

- Students will interact with their mates and ask and answer questions to them.
- Students will know their mates better.
- Students will respect and listen to their classmates when they talk.
- Students will understand written and oral texts dealing with nerves and stress.
- Students will talk about their own experience with this problem.
- Students will be able to give advice in different ways.

ACTIVITY	DESCRIPTION	SKILLS AND LANGUAGE	MATERIALS	APP. TIMING
5.1. Getting to know your team mates	T talks about the importance of working well together when they are in the groups. T explains that knowing your team mates will be essential for the final competition. T suggests a game for the groups: they will have 5 minutes to ask their spokesperson (the one they choose) the highest number of questions about	SKILLS: Speaking Subskills: asking for/answering information LANGUAGE: second conditional	Sheet for the teacher	25'

	<p>himself. The objective is to know him really well. After that, the spokespersons will go up to the board and will be asked questions like in annex 5.1. The spokespersons will have to answer in a piece of paper without telling anyone. Their teams have to guess what their spokespersons wrote. If they match, they score a point.</p>			
5.2. Helping your team	<p>T gives student a little piece of paper with different possible situations that may occur in the final day of the competition. They have to answer by giving advice. They have to complete it in groups and later on they will show them to the rest of the groups.</p>	<p>SKILLS: Reading and writing</p> <p>LANGUAGE: Might, asking for advice questions, should.</p>	<p>Sheet provided by the teacher (annex 5.2.)</p>	10'
5.3. Chill out!	<p>T introduces the big problem of feeling nervous in a competition. She asks students about what they do to relax. T encourages SS to read a text with some tips and say</p>	<p>SKILLS: Reading and Speaking</p> <p>LANGUAGE: could, infinitives.</p>	<p>Text (Annex 5.3.)</p>	10'

	if they follow some of such steps.			
5.4. A very nervous contestant	T presents a video in which a contestant can't hold his nerves. They must pay attention to the video because they will be randomly asked afterwards about what they watched.	SKILLS: Listening	Video from Youtube (Annex 5.4.)	10'
5.5. See you in the contest	Before finishing the class, T reminds SS that they will participate in the competition the next day. The competition will consist of showing extraordinary abilities and SS will be judged according to their performance, both by the other groups and the teachers. They will be asked to do some extraordinary things as well apart from those they want to show. Do they have any questions?	SKILL: Listening and speaking Subskills: asking doubts, making questions	-	5'

*The class will be given in English so as to reinforce the practice of the listening skill.

Homework: SS might want to meet some time to talk about what they will perform in the final competition.

Evaluation of the students' performance:

	VERY POORLY	IMPROVABLE	WELL	VERY WELL
Participation	The S doesn't participate in class.	The S barely participates in class.	The S participates in class.	The S has an active participation in class.
Involvement in the “getting to know the mates” game	The S does not interact with their group mates.	The S barely participates in the interaction with his group.	The S participates in the activity and interacts with his partners.	The S participates actively in the game and is ready to act as a spokesperson.
Completing the advice sheet	The S is not able to express recommendations.	The S finds difficulties in giving advice to the given situations.	The S is able to give advice to the posed situations.	The S uses the right mechanisms of the language to give advice in varied ways.
Understanding of the text	The S shows little understanding of the text they had to read.	The S finds difficulties in understanding some parts of the text.	The S understands what the text says.	The S understands what the text says and participates by sharing his own experience.
Understanding what happens and commenting	The S does not understand anything from the video.	The S understands poorly what the video is about	The S understands the main story in the video	The S understands what the video shows in detail

Evaluation of the teacher's performance (self-assessment): Giving answer to these questions:

- Have I made myself clear in case of help from the students?*
- Have I encouraged my students to interact and know each other?*
- Have I brought interesting topics of discussion for this class?*
- Have the materials been appropriate for my students' level?*
- Have I been clear about what the competition will consist of?*

Feedback: Students will be given feedback during the class, as the interaction will be present at any moment. T will let SS talk with no correction of the mistakes but reinforcement when they finish (example: S: I am good **in** dancing... T: Oh! So you are good **AT** dancing?). T will keep reminding SS that their performance in every class is being

evaluated and will have positive or negative effects on their final result (in the competition). When they are working in groups, the T will be ready to check if they are doing well checking group by group. T will facilitate the comprehension of written texts and oral discourse if SS find it really difficult to understand what is being said. T will remind SS how many point they made so far and how they did in every lesson as they are now facing the final competition.

LESSON 6: WELCOME TO THE CONTEST!

Timing: 60'

Students: 4ºESO

Learning objectives of the lesson:

- To actively participate in the interaction T-SS and SS-SS. (whole lesson)
- To take part in the competition suggested to the SS. (whole lesson)
- To work in groups and play fairly. (6.2, 6.3, 6.4, 6.5, 6.6.)
- To behave well and respect their classmates (whole lesson)
- To use the English they learnt during the unit of work (whole lesson)
- To be aware of the main uses of modal verbs (6.5)

Intended learning outcomes (ILO):

- Students will speak in English with their classmates and with the teacher.
- Students will participate when asked for.
- Students will respect and listen to their classmates when they talk.
- Students will get engaged in the competition.
- Students will prove what they have learnt during the unit of work.
- Students will be aware of different ways of learning English.

ACTIVITY	DESCRIPTION	SKILLS AND LANGUAGE	MATERIALS	APP. TIMING
6.1. Welcome to the contest!	T explains again what the contest consists of. "You will be participating in groups to show the extraordinary abilities of each member. Your classmates will mark your performance from 0 to 5 according to how they liked what you showed. You will be judging your classmates as well. This score will be summed	SKILLS: Listening	-	2'

	up with the points you accumulated during the previous lessons according to your performance in the English class. Enjoy and have fun”			
6.2. Performance sheet	T gives each group of students a sheet to complete with the score they give to the rest of the groups. SS ask questions if any.	SKILLS: Reading, writing Subskills: completing a sheet	Performance sheet given by the teacher (Annex 6.2.)	10'
6.3. Motivation is key	T displays a video on motivation for SS to learn some new vocabulary and feel willing to compete	VOCABULARY: Values of a team	Video from Youtube (Annex 6.3)	3'
6.4. Ready, steady, go!	The different groups of students (4 groups of 5 people) take turns to participate showing what they can do as “extraordinary abilities”. They don't only have to performe but also describe, in English, what their extraordinary abilities consist of. (Meanwhile, SS assess their mates' performance with the sheet 6.2.)	SKILLS: Speaking LANGUAGE: consist + OF	-	20-25'
6.5 Clever minds	T asks 3 questions aloud for the groups to answer	SKILLS: Listening, writing Subskills: discussing	Questions for the teacher (Annex 6.4)	10'

	<p>in a little piece of paper. The questions will be related to what has been seen in class, what has been taught related to English. Each correct answer can score from 2 to 5 points according to how complete it is.</p>	<p>LANGUAGE: Modal verbs, vocabulary – verbs and actions, technology, social networking.</p>		
6.6. Make your last point	<p>T tells SS that, as a final exercise, each group will have to state a phrase in which they justify why they should win. The good use of the English in the sentence will be highly assessed.</p>	<p>SKILLS: Speaking Subskills: Justifying LANGUAGE: should, have to, must</p>	-	5'
6.7. And the winner is...	<p>T thanks SS for having participated in the competition. T makes an overall valoration of the contest and gives the name of the winning team. T tells the other teams what they should have done to win. The rest of the teams will have a reward as well. The winner is asked to make a short speech aloud.</p>	<p>SKILLS: Listening and speaking LANGUAGE: Should + have + p.participle</p>	-	5'

*The class will be given in English so as to reinforce the practice of the listening skill.

Homework: -

Evaluation of the students' performance:

	VERY POORLY	IMPROVABLE	WELL	VERY WELL
Participation	The S doesn't participate in class.	The S barely participates in class.	The S participates in class.	The S has an active participation in class.
Interest and engagement in the competition	The S doesn't show any interest in the idea of the final competition.	The S is barely interested in taking part in the contest.	The S shows interest in the final session of the competition.	The S participates actively in the competition and enjoys.
Fair play	The S is not mature enough to play in a fair way.	The S shows some attitudes related to unfair play.	The S respects their mates.	The S respects their mates and seeks fair play.
Acceptance and behaviour	The S is unable to accept the result and does not understand the main goal of the competition (learn English in a funnier way).	The S does not accept the final result in a good way.	The S understands what the competition consists of and shows a good understanding of the result.	The S is happy about his outcome since he understands what the competition consists of and its main goal.
Use of English	The S doesn't show any improvements concerning what he should have learnt	The S shows poor progress in his use of English.	The S proves he has learnt what he should have during the previous lessons.	The S masters the specific English points that have been worked in class during the unit of work.

Evaluation of the teacher's performance (self-assessment): Giving answer to these questions:

Have my unit of work been useful for students?

Have my students had a good understanding of the main goal of the unit of work?

Have my students enjoyed the idea?

Have my students worked in a communicative atmosphere throughout the unit?

Have my overall goals been achieved?

Feedback: SS will receive, in this final lesson, a symbolic score in which they will be able to see how their work was during the lessons. They will be scored by their mates as well, and

they will be reminded of the importance of using English for communicative purposes. This final lesson will be more dynamic than the others and T will not focus so much on accuracy mistakes but let SS talk and participate freely.

Evaluation of the teaching and learning process

After having implemented the unit of work, I will now discuss on the outcome of the teaching and learning process. This process will be evaluated according to what I could see during the implementation of my DU and partly thanks to the evaluation tools I had designed for assessing both my students' performance and mine.

As shown during the unit, what I evaluated during the lessons was mainly that the objectives of each were finally achieved. I listed a series of objectives for each of the lessons, as well as some general ones for the whole unit, and evaluation consisted just of matching the students' performance with the objectives they were supposed to accomplish. The main tools³ of evaluation have been rubrics for each of the units and direct feedback for each of the students. I used to take notes daily and comment them with my tutor at the end of the sessions in order to collect her impressions as well. It was very positive for me to work with a professional and discuss about the students and their evaluation. We sometimes agreed and some others did not, but I learnt a lot from what she taught me.

However, I was not the only one to be assessed. My students had the chance to evaluate my job and the unit of work thanks to a simple table – also included in the introduction of this unit – which they had to fill in individually and anonymously. This evaluation instrument gave me the chance to see what the main participants of my unit of work thought about the unit itself. I also had the opportunity to have conversations with some of them, who approached me at the end of the lessons to ask what we were doing to do next. I took advantage of these moments to ask them what they thought about the unit, what they had to work more on, and if they were really acquiring new concepts and self-confidence when communicating.

In a few occasions, and while doing the Portfolio for the Practicum II (reflecting on the design of the unit of work) I had a look to the EPOSTL document and I went over the items

³

Included in the lessons.

included to see if I was doing well. I know I still have to improve some aspects which experience will give me and I tried to mend my errors with the help of my tutor. There is still a lot to be learnt but this unit of work already gave me some clues on what my main weaknesses are.

The results of my evaluation to the students was generally good. As I will point out in the conclusions, they participated and showed a lot of interest while working in my lessons. Some of them did not make the effort of really communicating in English and just stuck to the individual exercises they had to complete. In general terms, they proved to have learnt by answering to my questions and doing good written exercises. I sometimes took these pieces of writing to correct them at home and, guided by my tutor, I assigned 10 points if the composition had: a good structure (2,5 p.), a good use of vocabulary (2,5 p.), a good use of grammar (2,5 p.) and interesting content (2,5 p.). This was the evaluation pattern followed in this school for the writings and I decided to follow it for the students not to get lost.

Regarding their evaluation of me as a teacher, they all answered they had liked the weeks of my unit of work. I know some of the students did not pay a lot of attention to the small table for my evaluation, since they did not answer all of the questions or answered all of them with the same pair of words. Nonetheless, the majority of them highlighted as a strength that it was 'funny' and 'different' and some of them talked about the fact that they found it difficult to speak a lot in English as a 'weakness'. They also talked about the videos as a more interesting way of listening (different from the listening in their textbooks, just audio) and affirmed they had learnt. I insist on the fact that I think this small evaluation table was not taken very seriously by students but I can tell they were happy about the results because they told me so and my tutor did accordingly.

Conclusions after the implementation of the DU

The next lines are to draw some conclusions based on the implementation of the Didactic Unit. Doubtless, they have been written after the Practicum and therefore after carrying out the put into practice of the Unit of Work. I will try to summarize my main impressions as a teacher in practice who designed a unit of work for the first time.

The implementation of this unit has been quite successful. The students have shown a high level of interest on the topic and have actively participated in the competition I suggested. They have felt free to talk in English and have been proved to be very communicative when required: it was all about this. As I mentioned in the introduction to this unit of work, my main objective was to give them the opportunity to vary, to change methods for a few days and to conceive the learning of English as an interesting activity which they are able to deal with.

The timings I had planned were very close to what the activities actually lasted for and I was surprised to see that they were hooked with every activity. Even if some of the lessons have been especially more amusing and interesting for them, I have taken advantage of all of the lessons to teach them what I had to and to check if they understood it or not. I would conclude that the methodology I have used, even if mostly unknown for them, has turned out to be very appropriate for my learners.

Concerning the assessment of my students' performance in the classroom, I have tried to stick to the evaluation tools I had designed for that purpose. The rubrics have been helpful for me, since they have made it easier to evaluate certain aspects of my students' progress. I tried to give response to the self-assessment questions after each lessons, and I have to say I am very proud of my outcome as a teacher. I must say the students behaved really well and showed their engagement to their competition, that is why teaching was not tough at all as I thought it could be at first. As a matter of fact, I did not have to change anything. I just had to make some arrangements related to the timings and sometimes had to leave out some of the activities due to the lack of time. Group work was successful as well, even if sometimes the students' attention was not great.

To sum up, I would like to say that I learnt a lot during the designing of this unit and its implementation. These are not just words, I cannot think of anyone who does not learn by having to design a learning unit. It was a arduous assignment that required the most of me. Not only I spent a lot of time when thinking about activities and resources, but I also did my best because I wanted my learning unit not to be just an assignment. It was finally a personal challenge. I really wished that my students liked it, as a final reward to the effort I made. This happened and I am really proud of the results. I feel satisfied because this has been a decisive step for me to believe I can become a good teacher. I also learnt from the implementation: it is no doubt worth knowing your students before working with them.

This was the main handicap for me: i wish I had known them before to be sure about what their reactions would be like. Fortunately, as I said, their response was really helpful and I learned how to manage with a real group of teenagers for the first time. I learnt how to be nice to them and how to keep distance at the same time. The implementation taught me that a teacher must be prepared for any unplanned situation that may occur during the lessons. I came up with some of these and I knew how to deal with the situation.

In brief, I am pretty satisfied about the results and, as I already mentioned, I feel more confident as a teacher since I considered I carried out a difficult task with successful results. I will have to gain experience and keep on practising but, for the time being, I feel really proud of my work in this assignment.

ANNEXES

LESSON 1: SKILLS

1.1. Read the text about the competition you are going to participate in. If you don't understand anything, feel free to ask the teacher aloud.

JOIN OUR SCHOOL COMPETITION!

During the next weeks, the English lessons will consist of a competition. In this contest, you will **have to** prove your extraordinary skills and abilities. You will work in teams.

The teams will score some points according to their participation in the classroom and their use of English. In each lesson, you will **have to** carry out some teamwork to score points. To do so, you **must** pay attention to the instructions given by the teacher.

You **should not** laugh at others or make fun of them. You **may** have to do things you have never done before.

The next lesson will consist of a contest of extraordinary skills in which the effort of the teams will be rewarded as well.

To sum up, your performance in the lessons will score important points for your team; the more points you score, the better for you: you can be the winner!

**1.2. Ability cards. Prove if you are able to perform the extraordinary skill in your card.
(each student receives just one card)**

SPEAK 4 LANGUAGES	SING A SONG	WALK WITH EYES CLOSED	LIFT SOMEONE ON YOUR BACK	PRETEND YOU ARE A MONKEY
PRETEND YOU ARE A ROBOT	SAY ALOUD A TONGUE TWISTER	WEAR 3 COATS AT A TIME	DON'T MOVE IN THE NEXT 5 MINUTES	IMITATE YOUR ENGLISH TEACHER
TALK NON-STOP FOR 1 MINUTE	CHANGE YOUR HAIRSTYLE IN THIS CLASS	TOUCH YOUR NOSE WITH THE TIP OF YOUR TONGUE	DON'T USE YOUR RIGHT HAND TO WRITE YOUR NAME	WALK WITHOUT PEELING YOUR FEET FROM THE GROUND
DEFINE IN ENGLISH THE WORD "ACARAMELADO S"	SPEAK JUST WITH THE VOWEL "A"	DON'T SAY ANY WORDS CONTAINING THE LETTER "E"	WRITE A SHORT POEM OF 4 LINES	DO A HANDSTAND
GO AROUND 5 TIMES WITHOUT FEELING SICK	LAUGH NON-STOP FOR ONE MINUTE	DANCE "LOS PAJARITOS"	CHANGE YOUR NAME FOR THE WHOLE CLASS	SAY SOME WORDS IN CHINESE

PRETEND YOU ARE CRYING	TALK LIKE "DONALD DUCK"	WALK CROUCHING	KEEP WALKING	READ THIS PROPERLY: Send toast to ten tense stout saints' ten tall tents.
------------------------	-------------------------	----------------	--------------	--

1.3. Is your whole group capable of...? (students just listen to the questions)

- ... singing a song together?
- ... performing a coreography?
- ... doing 5 push-ups?
- ... walk in a perfect row?
- ... write a slogan for the competition? (1 minute)
- ... list 10 male names in English?
- ... write all the names of the class in the blackboard?

1. 4. What is your favourite skill in the video? Pay attention and choose the one you like best.

<http://www.youtube.com/watch?v=fbNGlWwyu1U>

1.5. Choose a leader in your small group. Then complete the form in small groups with an appropriate use of the language.

NAME OF THE LEADER:
AGE:
COURSE:
DATE:
GROUP MEMBERS:
LANGUAGE SKILLS:
MOTION SKILLS:
INTELLIGENCE SKILLS:
HOBBIES:
SIGNATURE:

LESSON 2: CONTEST RULES

2.1. Formulate a list of rules for the contest you will take part in. Write 5 affirmative rules.

2.2. Read the actual list of rules. Say if you agree or disagree with each of them.

- You have to come to school on time.
- You must bring what you need with you.
- You have to listen to the teacher.
- You must directions.
- You must be kind to others.
- You have to use manners.
- You have to work hard.
- You should do your best.

(From <http://www.kellybear.com/TeacherArticles/TeacherTip72.html>)

2. 3. Listen carefully to the video you are going to watch. A contestant does not perform well in the competition. According to you and using the information in the video, discuss what you mustn't do in a competition.

Video without subtitles: <https://www.youtube.com/watch?v=pZmQqzQV0gg> (from 1'20")

Video with subtitles: <https://www.youtube.com/watch?v=txezwfF5Kwo>

2.4. Write a letter to Joey telling him about his performance in the competition. Tell him what they should not have done or what they could have done.

LESSON 3: PARENTAL CONSENT

3.1. Would your parents permit your participation in this contest? Would they let you participate in a TV contest? Discuss.

3.2. Listen to the tips for convincing your parents not to go on a summer camp.

Would you use these strategies to convince your parents? How would you persuade them?

(Video from Youtube: www.youtube.com/watch?v=2X1FeIWQXiU)

3.3. Student A: Write a letter to a friend asking for advice on how to convince your parents to participate in a competition.

Student B: Answer to a letter of a friend who asked you how to convince his parents to participate in a competition.

3.4. Read this text. Then debate with the rest of the class if you agree or disagree with the provided steps.

Gain their trust. Always be home when you're supposed to be. Take care of our chores without being asked. Make sure your homework is done and your grades are good. Your parents are much more likely to give you freedom if they can trust you to respect their rules.

Be mature. Freedom is about being mature and responsible enough to take care of yourself. Prove that you are mature by accepting your current conditions. You can vocalize your feelings, but avoid fighting with your parents.

Avoid dangerous behavior and reckless people. It will be much harder for your parents to trust you if you're drinking, partying a lot, and hanging out with the 'wrong crowd.' If your parents don't like the way your friends look or dress, bring your friends home so your parents can see how awesome and nice they are.

Connect with your parents. Let them know what's going on in your life, what your interests are, and what you find important. Ask them for advice. They'll be more inclined to see things your way if they understand your perspective as a person.

Prepare your statement. If you want more freedom, you'll need to broach the subject in a mature and calm manner. You'll need to touch on several key points, so your parents can see how serious you are and how much you've considered their point of view. Make notes for yourself, so you don't forget to touch on every point (they're all important!)

1. Identify which freedoms you'd like i.e. a later curfew, permission to borrow the car, more computer time, permission to go to a concert, etc

2. Give them a few examples of things you've done recently that prove that you are trustworthy and dependable. Perhaps you get decent grades consistently, do your chores without complaints, or you are always home on time.

3. You might like to make a deal, for instance you could propose that you'll maintain a certain GPA if you're given an hour later curfew. Your parents may be more comfortable giving you extra freedom if they know you'll be working hard to keep it. If you don't have any ideas, ask them what you can do to gain the freedom you'd like.

Remain calm. If your parents are not immediately on board, accept this decision. Becoming angry or upset will only prove to them that you are not yet mature enough to handle additional freedom.

Continue your good behavior. Now that they know how you feel, they may take more notice and give you your freedom on their own.

If they say no, start back at Step One, and talk to them again in a month. Eventually they'll see how hard you're working and reward your efforts.

(From: <http://www.wikihow.com/Convince-Your-Parents-to-Give-You-More-Freedom>)

LESSON 4: SMART PEOPLE

4.1. The “MUSTN'T RULE”. You will be given a card saying something you mustn't do throughout the whole lesson. Prove you are able to stick to rules!

TALK	LAUGH	MOVE	LOOK AT THE BLACKBOARD	STAND UP
SIT ON YOUR CHAIR	WRITE WITH A PEN	SPEAK ALOUD	WRITE	SAY ANY NAMES
WALK	GO TO THE BATHROOM	DRINK	WEAR A WATCH	YAWN
ASK YOUR MATES FOR HELP	SAY ANY WORD IN SPANISH	OPEN YOUR MOUTH	SNEEZE	USE A PIECE OF PAPER
WRITE	TALK	GO TO THE BATHROOM	SPEAK	SAY ANY WORD IN SPANISH
LOOK AT THE BLACKBOARD	WRITE WITH A PEN	USE A PENCIL	SIT ON YOUR CHAIR	COUGH

4.2. Do you use Social Media? Listen to the video in which you are giving some prohibitions you should respect when using social networking. Note down what you understood in this sheet and then discuss on them.

MUSTN'T RULES ON SOCIAL MEDIA

Rule 1:

Rule 2:

Rule 3:

Rule 4:

Rule 5:

(Video from: www.youtube.com/watch?v=g4CCBOHTQcM)

4.3. From Social Media to cell phones! Do you use your mobiles in class? Read the pros and cons of using your cells in the class. Then defend one of the positions to the rest of your mates.

- Students often forget to turn off their phones in class, and ringing noises or text-message alerts disrupt learning.
- Even if set to silent, cell phones can still cause distraction, since text messaging has become a high-tech method of passing notes in school.

- In the event of a widespread crisis, rampant cell phone use can overload communication systems and render them inoperable.
- Student cell phone networks add to the spread of rumors and misinformation, which can be harmful during a widespread crisis.
- Mobile phones with a connection to the Internet (therefore, Facebook and Twitter) can be even more of a distraction and can be used for cyberbullying.
- Phones can be used as cheating devices during exams.
- The long-term physical effects of cell phone use are still undetermined.

(Text from: <http://life.familyeducation.com/cellular-telephones/school/51264.html?page=1>)

4.4. Could you do without your cell phones? What do you like about your cell phone?

(Image from: <http://movuemobile.com/wp-content/uploads/2012/11/iPhone-Parts-1.png>)

4.5. Imagine you can ask for the ideal mobile you want. Write the description of that mobile to an engineer that may design it for you. You can use the terminology in the image.

LESSON 5: KNOWING YOUR TEAM

5.1. Choose a leader for your team. The leaders of all the groups stands to the blackboard.

The rest of the team will be asked some questions to see if they know their leader. The answers by the team will have to match with the leaders' answer.

(Sheet for the teacher)

- 1. If a stranger on the street asked for some money, how much would you give?**
- 2. If you were a teacher, which subject would you teach?**
- 3. If you were sad, which room of your house would you like to be in?**
- 4. If you were married, how many children would you have?**
- 5. If you were an animal, which animal would you be?**
- 6. If you could live wherever you wanted, where would you live?**
- 7. If you were a famous actor, which one would you be?**
- 8. If you were in your room right now listening to music, what kind of music would you be listening to?**
- 9. If you were eating ice cream now, what flavour would you be eating?**
- 10. If you were on holiday in Europe right now, which country would you be in?**
- 11. If you had to choose only one of the following, would you be extremely . . . rich, good-looking, intelligent, or strong?**
- 12. If you had to choose only one subject to get an "A" in, which one would it be?**
- 13. If you were stranded on a desert island, what is the one thing that you would want to have with you?**
- 14. If all of your clothes had to be the same colour, what colour would they be?**
- 15. If you had only one meal to eat every day for a week, what meal would it be?**

5.2. As you know, the next lesson will be devoted to performing in a competition of extraordinary skills. There are some situations that might happen just before participating. Give answer to these possible situations by using different ways of advising in English.

	WHY DON'T YOU...?	WHAT ABOUT/HOW ABOUT...?	LET'S....	YOU SHOULD...
You might get nervous	Ex: <i>Why don't you have a limeflower tea?</i>			
You might make a mistake				
You might not win				
You might feel sick				

5.3. What if you get nervous before competing? Read this text on how not to get nervous and say afterwards if you usually follow these steps.

Stop, breathe, and think. Just relax and have a good time. For example, pretend you are just about to be in a huge play that a bunch of people will be watching. You are the lead part. Now, just remember all your hard work that you have done, and just have fun with it! Right before you go on, take a deep breath, and lose yourself into the character you are playing. Then go out there and perform the best you can!

Drink a little water before you go on stage. This helps you, and your body, to get relaxed **Imagine the audience in their underwear.** Well, that could work for normal day stuff too! If you ever get nervous talking to someone (like your crush or a popular person) just imagine them in something funny and then you won't feel so ridiculous! It would be kind of funny, so whatever you do, don't laugh and have fun! It is classic but still works very well

Practice talking to someone that is close to you, like a friend or family member. They could be the person or audience you might get nervous in front of and practice what you are going to say.

Now, if you get nervous doing a test or something like that, take a deep breath and relax. Also, if you take your finger and "draw" a figure eight on your palm, it also helps relax you. Also, before you take the test, take a walk and clear your head though reading or chatting to someone. Then, when you are ready to take the test, **focus on the test and nothing else!** Don't worry about all the other things in your life, just focus on the test and the material you learned to get ready for the test!

If you can't help getting nervous, do something fun after the thing you did that got you nervous as a "reward." Then you have something to look forward to!

Write down a list of things you are worried about before you have to do the thing that's making you so nervous. After reading it over a few times, you'll realize that you didn't have to be so worried after all.

Most importantly, BREATHE! Just take deep relaxing breaths and you will feel a bit better.

If you're performing something like a solo or playing an instrument or being a big part in a show, all you have to do is picture you're in your rehearsal room or wherever you practice! Pretend it's only the people that are normally there watching you. It really helps.

If you run track or play any type of sport you can also think about your favorite song and sing it to yourself. This is also the best thing to do.

(Text from: <http://www.wikihow.com/Not-Get-Nervous>)

5.4. Listen to what happens in the video. What is the problem of this contestant?

(Video from: <https://www.youtube.com/watch?v=k1T9-I3wx8I>)

LESSON 6: WELCOME TO THE COMPETITION!

6.2. You are going to participate in groups in the competition. Remember you will have to perform your extraordinary abilities in front of the class. Both your classmates and teachers will be judging what you do. When you are watching the other groups' performance, this is the sheet you will have to complete:

NAME OF THE GROUP ASSESSED:
MEMBERS OF THE GROUP ASSESSED:
<ul style="list-style-type: none">- ORIGINALITY AND CREATIVITY <u>1 (FEW) – 5 (MUCH)</u>- USE OF ENGLISH <u>1 (FEW) – 5 (MUCH)</u>- UNDERSTANDING WITHIN THE TEAM <u>1 (FEW) – 5 (MUCH)</u>

6.3. Watch the video to get motivated. See if you understand all the words in it.

(<http://www.youtube.com/watch?v=KO6BnmdrMPM>)

6.5. In groups, answer to the questions by the teacher in writing.

- 1.
- 2.
- 3.
- 4.

(For the teacher:

1. How do you make recommendations in English? Should, could
2. How do you express prohibition in English? Mustn't
3. How do you establish rules in English? Must, Have to
4. How would you give advice when something has already happened? Could have, should have)

6.6. In groups, state a phrase justifying why you should win.

6. 7. Thanks for participating! Listen to the speech by the winner.

REFERENCES

Aragonese Curriculum. Lenguas Extranjeras. 4º ESO. 2007

Gaston-Sprenger, J and Prowse, P. "Inspiration" Text Book. MacMillan. 2010

Notes subject *Diseño, organización y desarrollo de actividades para el aprendizaje del inglés.*

Programación Anual 4º ESO Colegio Sagrado Corazón de Jesús Zaragoza. 2012-2013

AUTHENTIC MATERIALS:

Amazing People Compilation: <http://www.youtube.com/watch?v=fbNGlWwyuU>

Caley, S. *How to convince your parents to give you more freedom:*
<http://www.wikihow.com/Convince-Your-Parents-to-Give-You-More-Freedom>)

Christoper Maloney audition: <https://www.youtube.com/watch?v=k1T9-I3wx8I>

Cohen, M. *Cellphones at school: should they be allowed?*
<http://life.familyeducation.com/cellular-telephones/school/51264.html?page=1>

Davies, L. *Elementary Classroom Rules and Management:* <http://www.kellybear.com/TeacherArticles/TeacherTip72.html>

Friends fragment: <https://www.youtube.com/watch?v=txezwfF5Kwo>

How to convince your parents: www.youtube.com/watch?v=2X1FeIWQXi

I need Spain: <http://www.youtube.com/watch?v=KO6BnmdrMPM>

I-Phone parts: <http://movuemobile.com/wp-content/uploads/2012/11/iPhone-Parts-1.png>

Social Media. What you must not do: www.youtube.com/watch?v=g4CCBOHTQcM

Willson, N. *How not to get nervous* <http://www.wikihow.com/Not-Get-Nervous>)

Appendix 2:

RESEARCH PROJECT

THE READING SKILL:

**RESEARCH ON READING
SKILLS IN NON-BILINGUAL
AND BILINGUAL ACADEMIC
CONTEXTS:
A CASE STUDY**

Rodrigo Muñoz

Laura Pablo

Julia Pérez

Andrea Ruano

CONTENTS

	Pages
1. Introduction	3-4
2. Theoretical Background	4-17
2.1. The reading skill in the Aragonese Curriculum	
2.2. The reading skill in the British Council Curriculum	
2.3. Comparison of both curricula	
2.4 The Reading Skill	
3. Methods	18-26
3.1. Observation table	
3.2. Interviewing teachers	
3.3. Interviewing students	
3.4. Students' questionnaire	
4. Analysis and evaluation of data collected	26-43
4.1 Observartion Table	
4.2 Interviewing teachers	
4.3 Interviewing students	
4.4 Students' questionnaire	
5. Final results and conclusions of the research	44-46
6. Works Cited	47
7. Appendix: Data collected	

1. INTRODUCTION

In this research project, we aim at analyzing how the Aragonese Curriculum and the British Council Curriculum work when they are actually put into practice. Our goal is to contrast these two curricula as far as the Reading Skill is concerned. We would like to see if the differences which are present in both curricula do exist in the English classroom, specifically in the academic year of 3º ESO. Each of us will be working in a different high school in which these two curricula are implemented. The research will be carried out in a bilingual high school, and two non-bilingual high schools.

We have delimited our research to the Reading Skill. We have chosen this skill because researches like PISA have found that Spanish students have difficulties regarding their reading skill. Apart from that, there is a general assumption pointing out a supposed higher level of English of students participating in a bilingual model of education when reading, reason why many schools nowadays wish to form part of this new educational model (laopiniondemalaga.es). We will try to give answer to the following research questions:

- **How is the reading skill put into practice in bilingual and non-bilingual high schools?**
- **What are the reading techniques and strategies used in both models? Is there any difference?**
 - **What are the main factors or reasons leading to a better or worse attitude towards reading?**

As we give so much importance to reading, a fundamental tool for foreign language learning, we thought it is an interesting topic to deal with.

Therefore we will try to see how this skill (one of the main five skills to assess the knowledge of a language) is achieved by students participating either in a bilingual model of education or in a non-bilingual model. In order to do this, we will deeply analyse what the different curricula say about the reading skill and verify, up close, how

the principles in them are implemented. To do so, we will work with different research methods and procedures.

In this project we will first talk about the legal framework on which the research will be based. After analysing both curricula and studying some of the modern views referring to the reading skill, we will have a look at some strategies that can be used to improve the reading skill in the classroom. We are going to work with different tools to gather information for the research such as surveys, interviews, questionnaires, observation tables and rubrics. This way, we will be able to see what the actual practice consists of and draw some interesting conclusions on the topic. We would also like to know if schools promote leisure reading and students approach reading in English positively, as some of the possible factors leading to a better reading skill. The final results will be evaluated after the Practicum to compare the real differences between students from a bilingual and non-bilingual school concerning their reading skill.

As we already mentioned, in general terms the principal belief is that students of a bilingual model have a more developed reading skill because, after all, that is one of the main purposes of bilingual schools. These students are used to working with a wide variety of texts in very different contexts. Although we initially agree with the general view, we have our doubts on whether the difference between bilingual and non-bilingual reading procedures is that significant. Throughout the research and the final comparison of data we will be able to give answer to the initial research questions which, according to us, can be very interesting for our future practice as teachers when dealing with the reading skill.

THEORETICAL BACKGROUND

2.1 THE ARAGONESE CURRICULUM

The Aragonese Curriculum rules how teachers should do their job; it is a regional law aiming at standardising the way teachers help students learn what they have to learn during their school years. This curriculum is divided into different parts

dealing with the varied subjects students have to take. One of those parts is the one referring to Foreign Language teaching. This is the one we are going to focus on.

This curriculum highlights the importance of knowing foreign languages in the current society, given that they are necessary to communicate in a wide variety of contexts. Accordingly, the curriculum mentions the necessity of knowing how to use a foreign language, both in writing or in speaking means. It also takes into account the regulation of the CECR, in which the knowledge of a language is split into five skills referring to oral and written language: speaking, interacting, writing, listening and reading. If students are to know how to use both oral and written language, these five skills have to be deeply considered.

As we all know, the way in which knowledge is measured nowadays consists of a series of competences. We no longer check what someone knows just by testing the concepts he or she acquired, but by seeing if he/she is competent. A competence is a sum of abilities and knowledge which enables one to communicate. Knowing a language consists of many varied competences (linguistic, paralinguistic, intercultural, pragmatic, etc.); however, in this project, we will focus on the Reading skill, as it refers to what students should be capable of doing as far as reading in English is concerned.

As we have already mentioned, our project is designed for working with 3ºESO classes. However, before focusing specifically on this academic year, the Aragonese Curriculum gives already a global aim for the whole ESO stage concerning the reading competence: “students will be able to read and understand varied texts of an adjusted level to their capacity and interests so as to infer general and specific information, apart from enjoying reading as an enriching activity”.

This objective in the curriculum tends to summarise what students are expected to achieve. What we want to see is how this aim is achieved. Nonetheless, the curriculum makes a distinction for every year, and we will analyse what it says for 3ºESO.

The Reading Competence in 3ºESO

In the block “Reading and Writing” for 3ºESO students, the Aragonese curriculum states the following for the reading part:

- General understanding and identification of specific information in authentic and varied texts, in printed or digital format, about interesting topics, appropriate for their age and competence.
- Autonomous reading of texts of a certain length related to their interests.
- Use of different sources of information, in different formats, in order to solve gaps of information related to their personal interests or to learning.
- Use of reading comprehension strategies such as identifying the topic of a text, using previous knowledge on the topic, inferring meaning, using different sources of information or applying word-construction rules, among others.
- Identification of the purpose of the writer through verbal and non-verbal elements.

As we can see, the curriculum mainly insists on the fact that the texts are varied and of the students’ interest. This is a way to motivating students and helping them develop their reading skill in a foreign language. Apart from that, the curriculum highlights the necessity of using different formats and sources of information to infer meaning, as we usually do when reading for non-academic purposes. According to these guidelines, students should be able to understand the main and subsidiary ideas of a text, such as the intention of its author. This requires that our students have to work hard on their reading skill.

In order to do so, students should be always helped by teachers. But... how do teachers do it? Do they really stick to the regional regulation? The answer to these questions will be given after our verification in the Practicum.

Finally, the Aragonese Curriculum not only mentions what students should achieve, but also how teachers should measure and verify what students have achieved.

“Understanding the general message and the relevant information contained in written texts, of different length, being able to distinguish facts from opinions, and identifying the communicative purpose of the author”.

What are the actual assessment tools teachers use to meet these criteria? How is reading comprehension evaluated? Do students really develop their reading skill? In theory, the answer to the last question should be affirmative. However, relevant reports such as PISA detect some problems in the reading competence of ESO students. We will try to see why this happens by analysing different and real examples in our Practicum.

2.2 BRITISH COUNCIL CURRICULUM FOR BILINGUAL EDUCATION PROJECT SPAIN

The British Council curriculum is implemented in many countries, however each country has its own particularities and the curriculum is adapted in a different way in each country. In the case of Spain it promotes the knowledge of the English language by working on it as if it was the students' first language.

In this curriculum the reading skill is organized in three levels: text, sentence and word level. We are going to focus on the text level because our research is based on the general reading comprehension of students.

The next lines are going to state the most relevant objectives within the text level of the reading skill.

TEXT LEVEL

Objectives: *Students will be able to:*

- Consolidate reading skills: skimming, scanning, inferring, extensive reading, and intensive reading.
- Plan and organize contents (audience, paragraph)
- Retrieve information from different sources in an effective way.

- Consolidation of skills required to divide texts into paragraphs: recognizing and using cues to start new paragraphs, identifying the main idea in a paragraph and recognizing and using cohesion techniques.
- Notice the different ways in which information can be given to create meaning by comparing and contrasting: web pages, printed texts etc...
- Use significant reading approaches to make sense of texts making connections, questioning and predicting, inferring and synthesizing.
- Identify the key points of a given text and be able to summarize it
- Consolidate ways to distinguish explicit and implicit points of view (reading between lines), irony and word choice.
- Recognize different points of view in text, author or narrator, sources, characters in a novel or play, agents...
- Be aware of techniques that an author uses to adapt texts to given purpose and audience, as for example: style, choice of vocabulary, register, rhetorical devices.
- Consolidate the ability to recognize elements of fact and opinion.
- Analyze texts using appropriate terminology such as: plot, theme, structure, viewpoint, conclusion, audience, purpose and style.
- Work out the meaning of the new words using context, etymology, morphology, compound patterns and sounding.
- fictional
- ***Objectives: students will be able to:***
- Develop a critical reflection and personal response to a selection of literacy text by means of keeping journals, discussion with others relating to their own lines.

- Reflect about themes and language styles in the different genres.
- Investigate texts from different cultures considering: patterns of relationship, social customs, and attitudes and beliefs.
- Identify different points of view on tone in a fictional text (novels, short stories, poems, plays) by means of identifying: the narrator, how influences the reader, how elements might look from a different point of view and recognizing different tones (Ironic, cynical, joyful, sad, pessimistic)
- Identify and use description: dialogue and action to portray characters (directly and indirectly)
- Consolidate aspects of narrative structure and how they are used and developed by the writer, e.g. *How chapters in a book are linked together, how authors handle time ex: flashbacks, dreams...how the passing of time is conveyed to the readers.*
- Compare texts of similar type and understand how the writer has made it effective.
- Explore and experiment different devices to make poems effective (rhythm, line length...)
- Read short scripts or extracts from longer plays and compare their structure with other genres.

NON-FICTIONAL

- *Objectives: Students will be able to:*
- Consolidate understanding of biography and autobiography.
- Use of deduction and be aware of implicit and explicit points of view and the difference between both.

- Read and start to use a range on non-fictional texts (Science, History, Geography...)
- Secure knowledge of institutional texts in terms of their purpose; organization and layout; clarity and usefulness.
- Use of understanding of recounted texts (diaries, police reports...).
- Secure the non-chronological style of journalistic reporting: select and present information, facts and opinions.

2.3 COMPARISON OF BOTH CURRICULA

Once we have analysed how the Reading skill is dealt with in both curricula, we can state there are some similarities and differences between the two cases. Firstly, the curriculum by the British Council makes a distinction that the Aragonese Curriculum does not mention. The Reading skill in the Aragonese Curriculum deals exclusively with the general competence of reading, and gives some guidelines to develop this skill. However, it does not divide the guidelines according to the different texts students may have to read (even if it insists on the idea of reading varied texts). That is, the reading objectives in the curriculum by the British Council are divided into three sections:

- The first section describes what students are supposed to be able to do with respect to their reading skill at a text level. In this first section, the guidelines are generic, and do not refer to any specific type of reading text. This section is the one which resembles the most to the guidelines in the Aragonese Curriculum. According to the curriculum by the BC, students should be able to identify the main parts of a text; apart from that, they should infer the main purpose of the text they are reading. These two objectives appeared already in the Aragonese Curriculum objectives. Just as some other common objectives do: both curricula state the necessity of working with different formats or ways in which information can be provided. In addition to that, they agree on the

mechanisms students should use to infer meaning: using the context, different sources of information, applying word-construction or etymological rules, etc.

There are some points in which the two curricula differ. The Aragonese Curriculum highlights in many occasions that reading texts should mainly be of the students' interest, but the BC curriculum does not mention anything about this.

- The second section in which the BC curriculum is divided refers to a specific type of reading texts: fictional ones. This section is devoted to listing the objectives students are supposed to achieve with respect to fictional texts. The curriculum here explains that students should be able to deal with such texts, as well as to identify the main features of this type of text (narrator, characters...). In this part, the curriculum intends that students are able to identify the different tones of the text (irony, exaggeration, pessimism...) as well. It also talks about poetry, as poems will be some of the texts students will have to read. Accordingly, this curriculum aims at students working on poetry as one of the main text genres. None of these statements are present in the Aragonese Curriculum. This can be justified by the fact that the BC curriculum is designed for bilingual education; therefore, the foreign language subject will be similar, in many ways, to the language subject. Students in bilingual education are supposed to master English as they would master their mother tongue. We all know that, in non-bilingual models of education, the subject of "language" has further objectives for the reading competence than the foreign language does have. This could be the explanation why the objectives in bilingual education for the subject of foreign language are more precise and go further than the ones in the Aragonese Curriculum. The BC curriculum also mentions the cultural aspect of the reading texts. Students are to take into account different attitudes and patterns of behaviour depending on cultures.

- The third section of the part devoted to the Reading skill focuses on another type of texts: non-fictional ones. In this part, the BC curriculum describes how students can develop their reading skill as far as non-fictional texts are concerned. It mentions that students should be able to infer the point of view by the writer and use mechanisms to

distinguish between facts and opinions. The BC curriculum deals, as well, with the necessity of using varied texts. We could say this part is more or less similar to the general guidelines in the Aragonese Curriculum.

We have now seen the differences in structure and content of both curricula. Even if there are some differences, there is a common objective referring to the ability of students to understand and deal with varied texts. The distinction made in the BC curriculum is, perhaps, motivated by the fact that students of a bilingual model are usually exposed to a larger quantity of texts. Given that they are supposed to be always working with materials in foreign language, the requirements for them and the objectives of the reading skill are higher. In short, we could say that the aspirations of the BC curriculum are more demanding than the Aragonese Curriculum's. It is still unclear, though, if both implementations will stick to the curricula's objectives.

2.4 THE READING SKILL

PROBLEMS AND STRATEGIES TO IMPROVE THE READING SKILL

According to the essay by Sofe Ahmed, the reading skill is an important factor when learning a foreign language because you need it to pass an exam or to deal with official documents or when you travel abroad. He said the reading skill involves meaning, comprehension, fluency or accuracy. It has also different functions such as behavioral, motivational or developmental.

Ahmed also says that the reading skill helps to be closer to the English culture and language. The modern view of the reading skill is that you can minimize differences between cultures. It is no longer seen as a linguistic tool but also as a source of innovation, information and leisure.

However, he says that the problem that exists nowadays with the reading skill is that students are afraid of reading because they have fear of foreign languages. Apart from that, he studied that the teacher is the one who dominates the classroom and he/she reads the texts that are studied so students do not have the opportunity to practice, they are mere listeners.

Ahmed gives some clues to improve the reading skill. Teachers have to be dynamic when creating the activities and choosing different types of texts so learners do not get bored with the topic. Classes have to be student centered because students have to practice their reading skill as much as possible and you can also make group or pair works to get students involved in the text.

Reading aloud is also a good way to improve the reading skill according to Ahmed because students are focused on the text. If all the students read, it will create a sense of confidence in the classroom.

The essay also mentions that teachers have to clarify the goal of the text and they have to try to read in a spontaneous way. It is preferred to read a comic story or cartoons rather than reading a text for a specific purpose such as learning vocabulary or grammar.

Another problem that Ahmed found with the reading skill is the one related with textbooks. Sometimes they include philosophical or augmentative texts. These texts are not close to the students' interests so what a teacher has to do is to try to find interesting topics to students. They will be more motivated with the topic. They can read fairy tales, texts related to sports, hobbies, everyday life topics, etc. They can work with the text with original activities such as drawing, singing, or making an exhibition of reading.

The visual aid is also very important for Ahmed when improving the reading skill. If texts are presented with the help of multimedia or the use of different colours and styles students will be more focused on the topic.

According to the paper, a teacher can also make a discussion of a debate on the topic before reading the text. If some of the ideas are shared in group that will be an interesting way of starting a lesson. You can diminish the students' fear by guessing the topic.

Finally, Ahmed points out that a teacher has to choose also texts that suit students' age and level and they have to try to use authentic materials.

We believe that Ahmed makes a very good summary of the students' problems dealing with the reading skill and he also gives some interesting clues to improve it. We strongly agree with his strategies for effective reading among students and we will bear them in mind when carrying out the research.

READING AND MOTIVATION FOR HIGH SCHOOL LEARNERS

As we have already mentioned, the reading skill has been proved¹ to be poor in the vast majority of Spanish high school students. Generally, Spanish students of English find it difficult to be motivated when reading in a foreign language, especially if the books they read are assigned by their teachers. Reading at school is usually a compulsory assignment, not an option for students. They are compelled to read books and afterwards complete some assignments to prove they have read such books (reading forms, summaries, reviews, etc.).

In our study, we are trying to analyze what happens to Spanish learners of English concerning their reading skill. We are trying to seek for the reasons why some students are successful when reading and some others are not, being the former the great majority of them. Why is it that a great number of students find it difficult or simply don't like reading in English? The answer to this question requires examining a lot of factors that may have an influence on why students do not like reading in a foreign language. Every single student would have his or her own reason to explain why reading is not such an easy task for them in their learning of a foreign language. However, in our opinion, there is a common reason for every student that must be thoroughly taken into account when analyzing reading: motivation.

Motivation is defined as an incentive, a desire to do something. Do high school students find reading in English as an incentive or wish? Is reading in English as motivating as reading in Spanish for them? In our questionnaires, we find interesting answers by our students that will be afterwards analyzed in the results of this study. However, before

1 PISA report, 2009.

contrasting the results, there are some general assumptions on motivation that are worth considering.

In a few words, we could summarize that motivation has a lot to do with the likes and dislikes of our students, as well as with the topics of the reading texts. It also has to do with the purpose of reading, which means the reason why students read: do students read a text to be assessed afterwards? Do they read it because they want to? Motivation is an important aspect of the process of teaching and learning in itself.

Analyzing if our students feel motivated towards reading or not requires splitting motivation into two main types which we are going to analyze separately. When analyzing what motivation consists of, we must consider that there are many ways of motivating and varied types of motivation. Nonetheless, these types can be summarized into two main categories, which are called 'intrinsic' and 'extrinsic' motivation according to McRae and Guthrie in the article "Teacher Practices that Impact Reading Motivation".

'Intrinsic motivation' refers to reading for the sake of reading, that is, reading because it is enjoyable. Some people, students in this case, enjoy reading just as they enjoy any other activities such as listening to music. Reading is one of the most remarkable hobbies in many people, when they read just because they like reading. Some students share this interest and enjoy reading, both when they do it at home or at school. Even if they are compelled to read, they face reading tasks as a motivating challenge just because they like reading and it is one of their hobbies. Wigfield and Guthrie (1997) found that students who read for their personal interest do better at school and turn out to have better academic results. A good attitude towards reading, therefore, is essential to the success of the students, and accordingly in their foreign language learning.

Reading enhances the general success of our students in a foreign language, since all the skills of a foreign language are intrinsically connected, and not very often students are brilliant in one skill and have difficulty in the others. Intrinsic motivation when reading

can be therefore linked to the intrinsic motivation of success and achievement in a foreign language. The self-efficacy of a learner can be closely related to his performance in the English classroom, being reading one of the main skills to master in this process of learning a language.

On the other hand, motivation can be reached extrinsically. 'Extrinsic motivation' is just the opposite of 'intrinsic motivation', meaning that there is no reading for the sake of it, but because of being 'obliged' to. Extrinsically motivated readers read because they are compelled to, or just because they have to do it in order to be given a good mark. Extrinsic motivation does not respond to a choice of the reader, but simply to another assignment he or she must complete for the subject. In the classroom, reading because of an extrinsic motivation has a lot to do with the assessment of the reading. Students are asked to do some assignments related to the reading and they are also assessed according to how they did such assignments. In this case, the purpose of the reading is just to complete a given assignment, not to enjoy the text they are reading.

There are some cases in which students do enjoy reading apart from being compelled to read a book. However, we are just talking about the different types of motivation students may have when reading in the classroom, referring to the two main categories of intrinsic and extrinsic.

To conclude, motivation is a wide topic that still arises discussion among professionals and teachers. However, each student find his/her own source of motivation, therefore, even though there are plenty of sources, we have tried to narrow down to two main categories. We believe motivation is fundamental for improving reading skills and teachers should seek for extrinsic and intrinsic motivation in students.

APPROACHES TO READING STRATEGIES

According to Summer Edward there are many strategies that teachers can put into practice in the EFL classroom. All these strategies share the main aim of students'

improvement in the reading skill. Summer Edward writes in a webpage dedicated to reading resources for teachers several ways to enhance reading skills in multilingual learners (k12reader.com). We will however focus on the ones which coincide with our principles as teachers.

The first strategy refers to the use of English books. Edward advises to use books that have “repetitive, predictable language structures, that invite talk, and that are attractively illustrated” like for example well known stories or fairy tales.

Another strategy she mentions is to provide many opportunities to use English in the classroom, leaving aside traditional translations and fragmented concepts and foster longer and more complex ideas, according, of course, to the level of the students.

Another way to motivate students when reading is to converse about the reactions of the students towards the readings, which is also a very good way to practice natural conversational English. Making students express their opinions on the reading will also increase their motivation in having to read.

Edward also highlights the use of cooperative learning in reading, in what she calls “Reader’s Workshop”. Working in groups promotes the integration of the key competences and skills. Students will learn from their peers and also show their group management abilities.

The author also finds of great importance the collaboration of the family with the school. We believe that parents nowadays should be in touch with the education of their sons and daughters. They can form part of a whole process of cooperative learning through reading. Moreover, it could be very positive to foster cross-curricular teaching by the use of different reading texts related to what they study in other subjects. As an example, a teacher of English and a teacher of History could collaborate together so students read in English something that they are learning in History, such as the Romans or Egyptians.

3. METHODS

The methods we will use to gather information are:

3.1 OBSERVATION TABLE: MATERIALS AND ACTIVITIES

The use of this mixture of rubric and observation table will help us to evaluate the use of materials and activities used in class. It is going to be used to guide the observed aspects. Then the results will be discussed. English education is changing and nowadays reading is one of the most important skills. In most of the cases English students do not have access to real texts and this is negative because they cannot see real English. We want to know if this aspect is changing in high schools and what are the materials and activities that are implemented nowadays. This aspect will be compared with a bilingual high school because these students are supposed to be in touch with real texts.

Motivation is also really important in the teaching-learning process, so we want to see if students have access to interesting and diverse materials and if they suit their age and level. We also want to study if students do different types of activities when using a text and not only the typical ones related to vocabulary or grammar.

4	3	2	1
Reading activities are focused on real meaning and on certain interesting aspects of the text. They have original activities.	Reading activities are more focused on the real meaning of the text, but they are the typical ones.	Reading activities are focused on certain type of vocabulary or grammar but they are also focused on meaning.	Reading activities are focused on learning a type of language or grammar. Not focused on meaning.
Reading activities include the other 4 skills.	Reading activities include some of the other skills.	Reading activities are focused on the reading and another skill.	Reading activities are only focused on the reading skill.
Materials are authentic and with very interesting topics.	Materials are mixed between adapted and authentic.	Materials are adapted but they include some new topics.	All the materials are adapted and old—fashioned.

The teacher takes into account the students' needs when choosing a text.	Most of the topics are interesting for the students.	A few topics can be interesting for students, but most of them do not take into account their needs.	The texts do not take into account the students' needs and interests.
Use of a wide range of sources and materials. They do not follow a book.	Use of different types of materials but they also follow a book.	Use of some materials, although the main one is the book.	Book as the only source of material.
Students can choose an English book to read it and it has to be authentic.	Students have authentic books to read but they cannot choose.	Students can choose the book that they have to read but it is adapted.	Books are chosen by the teacher and they are completely adapted.
Extensive and intensive reading is done in class. Extensive reading is more important than the intensive one.	Extensive and intensive reading is done in class. Intensive reading is more important.	Intensive reading is most of the times worked in class, but sometimes they do extensive reading.	Only intensive reading is developed.
They use the text in order to understand vocabulary in context, reading for general meaning, reading for specific information, rhetorical devices, skimming, scanning...	They use the text in order to read for general meaning, for specific meaning and to understand vocabulary in context.	They use the text in order to learn vocabulary and reading for specific information.	They use the text in order to learn vocabulary and grammar.
The library is full of different types of reading in English: fictional and non-fictional novels, comics, magazines...	The library has English classroom books and also some adapted novels.	The library only has English classroom books.	The library does not have English texts.
The texts that they read include aspects of the English culture.	In most of the cases the texts that the students read have some aspects of the	The texts include a few cultural aspects.	The texts that students read do not include cultural aspects.

	English culture.	
--	------------------	--

3. 2 INTERVIEWING TEACHERS

In order to carry out our investigation on the reading skill in bilingual and non-bilingual secondary schools, it's fundamental that we not only take into account the students' abilities but also the teachers' methodologies. The way in which teachers put into practice reading activities is very important in the learning process of the students. It is widely known that Spanish students' reading skills are below average level compared to other European countries, or so it says in the most recent Programme for International Student Assessment (PISA). Things get even worse if the reading skill is a foreign language like English. Students have immense difficulties in reading in English and actually understanding what they are reading. We believe reading is very important for personal knowledge and growth and very important also to learn a language successfully.

In this section of our research we will design an interview that will be carried out during our stay in secondary schools. The interview will be composed of open and graded questions. We will begin with the open questions so teachers feel free to comment on how they promote and implement reading. However, to make it easier for them and for us, it will be a semi-structured interview, which means that we will offer them some possible answers and the possibility to expand or give their own answers. Then, we will ask a few brief questions in which the teacher must grade himself or herself from a scale from 1 to 5. This way, teachers will have to answer the information we are seeking. Moreover, by asking the specific questions after the open ones, we avoid influencing the teachers on what they have to say. We decided to keep a brief interview because we are aware of the tight schedule teachers have, we do not desire to waste much of their time.

The open questions are the following:

- 1) As a teacher of English, what do you do to promote reading in the classroom?
 - a) Read and then do other activities integrating different skills.

- b) Arise students interest on the topic and finally making them read.
- c) Reading is only done at home.
- d) Others....

2) How do you motivate students to read?

- a) Students choose their own materials.
- b) Students are rewarded (i.e. grades).
- c) Readings are related to their reality and interests.
- d) Others...

3) What type of reading material do you use?

- a) Only from students book.
- b) National and international news.
- c) Magazines.
- d) Graded readings.
- e) Others...

4) Are there any school projects to encourage students to read? Are there any to encourage students to read in English?

With the first question we basically seek teachers to tell us what they do in the classroom in relation to reading. We will see if reading is integrated with other skills and if reading is done before the activities or as a conclusion to the activities, or whether they believe reading is an individual task to be done at home. The second question is related to motivation. Students in general are very demotivated when it comes to reading, let alone reading in English. We want to know if teachers do something to motivate students into reading or not, and if they do, know what it is to see if it truly works (we will know if it works when knowing the students' opinion). The third question is specifically looking for the materials teachers' use. We believe there will be a difference here between bilingual and non-bilingual schools and we wish to know what that difference is. The last question is related to the school and not the individual teacher. We wish to know if the school does something to promote reading in general, and reading in English in particular. We find it very important to promote reading in the school and we will see if there is a difference between bilingual schools or not.

After the open questions we will ask specific ones. They are the following:

	1	2	3	4	5	Comments:
Varied texts						
Authentic texts						
Multimodal texts						
Promote discussions						
Autonomy						
Use of books						
Graded/adapted readings						

These questions will be asked following this table, making it easier for the interviewer and the interviewed person. The teacher will be asked to grade their answer from 1 to 5, being 1 the equivalent of ‘always’ or ‘a lot’ and 5 the equivalent of ‘never’ or ‘none’. We have also included a section for comments that the teachers may want to add or additional information we may want to ask or add. What we want to find out with these questions is firstly to see whether they used varied texts. What we mean by this is to know if they only use literary texts, or journalistic reports. We find it very important to use varied texts, including comics or graphic novels, dialogues, emails, blog comments, etc. Texts that are modern and students can relate to their reality. We will also ask teachers if they use authentic texts or adapted texts. We would like to see if there is a difference between bilingual schools and non-bilingual in the use of authentic material that resembles real English. The third question seeks to know how the reading material is used in the classroom, is it used in isolated context? Or is it used with a supporting video or audio? The fourth question is very much related with learning to

learn and students' reflective thinking. We find it important that students express their views on a certain reading and discuss certain aspects among each other. This will increase their motivation, as well as the following question, in relation with students' autonomy. We would like to know if students can choose the type of reading, or the type of book they wish to read. Nobody likes reading when it is imposed upon you, it's much more beneficial to read something you *want* to read. The next question simply asks teachers if they have compulsory book readings in their classroom or if they don't read any books at all. And the last question, in relation to the previous one asks them if those books are graded readings that depend on their level or not. We will see if there is any difference in book reading in the cases analysed in the bilingual and non-bilingual schools.

3.3 INTERVIEWING STUDENTS

The students' point of view and ideas on how they feel about reading in English are fundamental to successfully approach this research. It is vital to take students into account when analysing the differences in the reading skill between bilingual and non-bilingual schools. We not only want to focus on their results in the reading skill questionnaire that they will complete for our research, but also on their thoughts, feelings and ideas on reading in English. In order to do this, we will pass a survey to those students who are going to take the reading skill questionnaire to find some answers in their responses in order to know what their attitude towards reading is. By knowing their interests and needs their motivation would increase and so would their reading skills. Moreover, we would like to see any relevant differences in the responses given by the students who attend a bilingual school and those who don't. We don't want to make the survey too long because they will get tired of writing, we just want some basic main ideas.

The questions we will ask them will be the following, although they are written in English below we will give them the questions in English and Spanish because we are interested in their opinion and in Spanish they will feel more free to answer.

- 1) What do you prefer reading?
- 2) Do you like reading in English? What would you like to read in class?

3) Do you think your reading comprehension has improved?

Evaluate your reading comprehension (1 = excellent, 5 = awful)

1 2 3 4 5

4) What do you think about the books you read in class?

5) What would you change about them?

6) What do you think would improve your reading comprehension?

7) What type of activities do you do when you read a text in class?

The first question is rather general. What we seek to know are their general interests in reading. Students' interests are also our interest if we wish to catch their attention and motivate them. With the second question we would like to know if students like reading in English or not. Studies have proved their difficulty in understanding texts in a foreign language, and experience shows us that students do not like reading in English, but still we wish to ask them directly. Perhaps there is a difference in schools. In addition, we ask them what they would like to read in class.. It's different from the first question in that we ask them what they would like to read in class. They might want to read something in their spare time that they might not want to read in class and let other students know. They should be autonomous and know what reading could benefit them in their process of learning. In the following question we focus on their comprehension skills. First we ask them if they have improved their reading comprehension to see if they find any significant improvement in their reading skills, and then we ask them to grade their reading comprehension. These answers will be contrasted with the results obtained in the reading questionnaire. The next two questions are specifically about books. The first one just asks for a general opinion about the books in class, like if they like them or not. And the second one asks what they would change about them. Once again we wish to know the students' interest and views, with their opinion in mind future changes can be made to improve their motivation in reading in English. Also, these answers will all be contrasted with the teachers' interviews to analyse the correspondence and see what works and what doesn't. The last question is the most important one. In a way, we change the role of the students and position them in charge of their own learning process. This question seeks for a constructive answer for students and teachers. It may be the case that students

answer something unfeasible, but still it can give us ideas on how we, as teachers, could improve the activities, materials, methodology, and so on to encourage students to read in English.

3.4. READING COMPREHENSION QUESTIONNAIRE

Another method that we are going to use in order to prove the students' reading abilities is through a series of statements in which they have to answer with yes/no or with a short sentence. We have designed this activity to know the things that they do in order to improve their reading skill. In this questionnaire students will show the strategies that they use in order to improve their reading abilities. This questionnaire involves the work of the teacher and students and it will also show the differences between bilingual and non-bilingual high schools. We are going to make this questionnaire because apart from knowing more about their likes and dislikes talking about reading texts we also want to know what are the things that they usually do in class in order to improve their reading skills.

STUDENTS SELF QUESTIONNAIRE: Answer with yes/no to these statements or give a short answer to them if you want to explain something.

We read different types of texts: for example fairy tales.

We read books with a lot of illustrations.

We read books that are written in both languages: Spanish and English.

We practice the English language with funny activities.

We have a look at the illustrations or headings to guess the content of the text.

We predict and discussed a text before reading it.

We make a quick reading to take the main idea of the text.

We talk about the strategies that we can use to improve our reading comprehension.

We practice with activities before and after reading a text.

We read for leisure.

We talk about our reactions when we read a book.

We use authentic texts such as magazines or advertisements.

We work in groups when we read.

We read English books at home.

We read aloud in class.

The school gives us the opportunity to read more: for example with a reading festival.

4. RESULTS

Introduction

Having described the scope, purpose and methods of our research project, we will now analyse in depth the results of the information gathered during our stay in the Practicum. We have been able to implement all of our research methods and have collected important data which will be thoroughly compared in the next pages. After the analysis of the gathered information, we will draw some interesting conclusions that will help us to answer the research questions we posed at the beginning of this project. As we will specify in such conclusions, it is difficult to reach complete and absolute conclusions since this is just an approach to investigation and we are taking our first steps in this interesting and immense field of work. This is just an approach to research in which we have tried to do our best by working cooperatively. We will describe what we have been able to see in the classroom and accordingly comment on some of the most important aspects that could help us improve our way of dealing with the reading skill of our students.

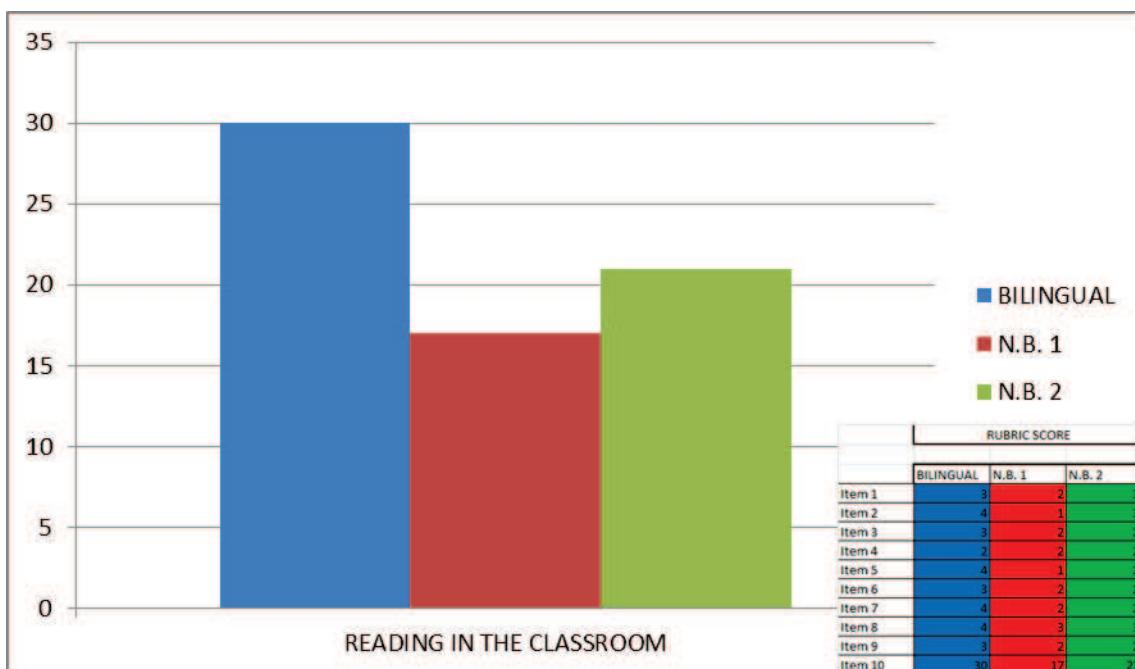
Before commenting on the results of our research, the type of research must be described as well. We have tried this first approach to research to be descriptive, since a thorough description of the current procedures and techniques within the reading skill is included. We also tried to carry out an applied approach to research, since we aim at implementing some of the conclusions in our future work as English teachers and avoid

some of the mistakes we found during the research.

Our research project is the result of using both qualitative and quantitative methods, since we analysed statistically our results to draw some interesting conclusions and furthermore considered what has been said not only by qualitative procedures such as descriptions and extended analysis. This approach is doubtless empirical given that is based on verifiable gathered data collected by us.

4. 1 RUBRIC AND OBSERVATION TABLE

During our stay in the different schools, we were able to observe the main reading techniques and procedures to complete the rubric we explained before. Next lines are to include the main results of our observation in the bilingual and non-bilingual high schools. We will describe the comparison of results in both types of education among the data gathered during the period of observation and finally we conclude this part describing the main differences and similitudes between these types of education.



- ❖ After studying the first point of the rubric in these bilingual and non-bilingual schools we have been able to see that in bilingual schools most of the texts are focused

on the real meaning of the text, and never in grammar. They can be focused on the tone of the text or on the devices that the writer uses to achieve an objective in his/her writing. Most of the texts worked with follow the same structure: understanding and interpreting the text, language used, the structure that the text follows and finally there is a writing exercise. On the other hand, in non-bilingual high schools students mainly read texts from the text book and the activities are the typical ones, the ones that use a text to acquire new grammar structures or vocabulary. For example they work with open questions, true or false exercises and matching activities when they work with vocabulary. In order to understand the real meaning of the text in non-bilingual high schools students have to answer some comprehension questions. In bilingual high schools the text is used to maintain discussions but in non-bilingual high schools this post-reading exercise is not done.

- ❖ All the skills have to be integrated when working with reading. In the bilingual high school reading activities include the other skills. They always follow the same structure. First of all they listen to the text, then they read it aloud, they speak and make a discussion about the text and finally they have to do a writing activity. In non-bilingual high schools the situation is different. Reading activities use more than one skill, but these skills appear in the course book. They sometimes have a speaking activity afterwards, or a listening activity before the reading. In some other occasions when students read a text or a novel no other skill is integrated. They do not have to speak or listen about what they have read. They usually work with texts to acquire new grammar rules or to revise vocabulary.
- ❖ There is a great difference between the two types of high schools concerning materials. In the bilingual high school they work with literacy and all the texts are taken from language course books from the UK. Students in some cases do not find the topic interesting because it is not close to them. They also read graded books when they require a high level of English such as Shakespeare's plays, but they have read some fragments of the original one. They have also read the beginning of "The Hunger Games" and an authentic book called "Mr. Morpurgo". In non-bilingual high schools

they use authentic materials when they work with web quests, and they do that in a few occasions. Most of the time they work with adapted materials that come from the course book. They combine it with some graded readings, such as those from the collection of Penguin Readers.

- ❖ The topics that are dealt in both high schools try to be interesting for students. In the case of the bilingual one they read the classics, including Dickens or Shakespeare but they enjoy it, in the interviews students answer that they like these books and they also enjoy some of the topics of the literacy book, but in general the surveys show that students get bored with this type of readings. In non-bilingual high schools the situation is similar. The topics of the book try to adapt to the students' reality and interests because they deal with issues related to teenagers, such as love, music or sports. The teachers try to relate the topics to the students' reality and one of the teachers shows a lot of interest in order to know what students like. Surveys also show the texts that they read in class are not interesting for them; they find them boring and do not show any motivation when having to read in English.
- ❖ When using different types of materials we find a great difference between bilingual and non-bilingual high schools. In the bilingual one the teacher has created her own book mixing different types of texts that come from different sources. Students also follow a course book to support some grammar points because students need some grammar basis to write and understand English properly. They also work with real novels, magazines and graded readings, so students work with a wide range of materials. In non-bilingual high schools the main source is the course book. Apart from that they occasionally work with computers and they read two compulsory novels that are graded and not appealing for students.
- ❖ In the bilingual school and one of the schools of non-bilingual education students cannot choose the texts that they want to read. In the non-bilingual one they read 2 compulsory graded readings that are not appealing for students. In the bilingual school they read authentic and graded readings. They have 4 compulsory readings.

Apart from that the teacher tries to find authentic novels that are motivating for students such as “The Hunger Games” or “A Game of Thrones”, so students are motivated and interested in the novels. In the other non-bilingual high school the situation is different because students have to read one compulsory reading chosen by the teacher, but the other novel is chosen by students. They take the novels from the library of the school and the teacher has to approve the appropriateness of the book relating that to the students’ level.

- ❖ Non bilingual high schools work mainly with intensive reading. Reading is done to later focus on grammatical aspects, vocabulary or the use of expressions. In a few occasions they work with texts to take the general meaning so they also work with extensive reading. In bilingual high schools they work with extensive reading when they read the different novels. When students work with the book of literacy they work with extensive reading but also with intensive one but in a different way as in non-bilingual high schools. Students have to read between the lines, they have to interpret the text and work with the structure and the vocabulary.
- ❖ These types of schools differ when working with the text. In non-bilingual high schools they mainly work with the text to learn grammar, vocabulary or expressions. Bilingual high schools work with texts in a different way. The work in three different levels: word, sentence and text level. They use texts for many reasons: they usually read the text and then they have some questions to check comprehension. Then they read between the lines to interpret the text. Later on they work with vocabulary and structure of the text, for example they work with metaphors and similes and the final task is writing. They also make discussions when students are interested in the topic. The difference is clear because in non-bilingual high schools they only work with words or the complete text but in a superficial way, in bilingual high schools they work the text from different points of view to get the complete meaning of it.
- ❖ The library in the bilingual high school is full of materials written in English. You can find a lot of magazines such as “Speak Up” or “National Geographic”, they

also have a lot of comics. They have graded books organized from the lowest level to the highest one. They have original and appealing novels that are really interesting for students. They have the collection of Harry Potter's books, "Twilight", "The Hunger Games" or "A Game of Thrones" and a lot more. There are also Science and History books in English because students study these subjects in English. In non-bilingual high schools the offer is not so wide. They have course books and they have only a few collections of adapted readings in English. There are not authentic novels in the library.

❖ English culture is something that students have to learn when you are acquiring the English language. In bilingual high schools the texts that they read include aspects of the English culture; we do not have to forget that these texts are taken from a Language book in England. Apart from that they have a book called "Festivities in the UK and the USA" to know everything about their culture and know their customs. They also read masterpieces such as "Romeo and Juliet", "Macbeth" or "A Christmas Carol" which show a great vision of the English culture. In non-bilingual high schools students also work with culture, but with the texts that appear in the course book. Apart from that the teacher tries to choose a classical adaptation of English literature for the compulsory reading. In this case they read "Huckleberry Finn" so students can work as well with English culture.

CONCLUSIONS

After observing lessons, materials and the way of teaching English in both types of high schools we can conclude that they work in a very different way. It is true that all the teachers try to choose materials related to the English culture that are appealing to students in order to motivate them but the way in which these texts are worked with is completely different. While non-bilingual high schools work mainly with vocabulary and grammar we have seen that bilingual high schools work with the text in very different ways and they do not focus on the grammatical aspect. They work with texts as if it was a Language lesson so they try to take the meaning of the text or they work with rhetorical devices. Other times they simply read to enjoy the story.

There is something similar between these high schools and it is that they try to integrate all the skills when working with the reading one. But again bilingual high schools integrate more skills than non-bilingual ones.

The biggest difference that we have found is the one related with materials. While non-bilingual high schools work with the course book and the 2 compulsory graded readings, the bilingual high school uses a wide range of sources. They work with literacy texts, novels, magazines, websites and students also study different types of texts such as information, instruction, explanation or descriptive texts and they have four compulsory readings.

Another difference is that students from bilingual schools work in most of the cases with authentic materials and in non-bilingual ones they cannot see authentic texts, they work with adapted readings.

It is true that bilingual students have more hours devoted to English than non-bilingual ones, but in each lesson they try to work all the aspects of English: one for grammar, one for reading novels or one in order to work with literacy. This richness of diversity when teaching and learning how to read is not found in non-bilingual high schools.

4.2 INTERVIEWING TEACHERS

After having interviewed two teachers from two non-bilingual schools and a teacher from a bilingual school, we have found significant differences in how they manage with the reading activities during their lessons. We used the survey included in previous pages and these are the results for each of the questions included:

- 1) Except in one of the cases, teachers answered with more than 1 option. All the teachers affirm to integrate different skills in reading activities. A teacher from the bilingual school also arises the interest of students by setting the context of the book before actually reading the book.

2) For the second question, there is a clear difference between the answers of the teachers from bilingual and non-bilingual education. In the former case students are clearly rewarded for their effort in reading. They cannot fail the reading tests because the teacher rewards them just because of making the effort. In the case of one of the non-bilingual schools, students are able to choose one of the compulsory reading books from the school library. Another teacher from the non-bilingual school did not even consider answering the question, something which, in our opinion, shows the teachers' lack of interest in motivating their students.

3) Regarding the reading materials used in the classroom, we find that teachers from non-bilingual schools use graded readings and readings from the student's book, and also one teacher in particular uses magazines. However, bilingual schools make a greater use of reading materials, including: authentic materials such as English novels, magazines and some other English resources. They also use graded materials when the text is difficult (Shakespeare).

4) In both non bilingual high schools there is a similar programme namely *Leer Juntos* and *Club de la Lectura* where teachers, students and parents read a book each week. However, there are actually very few students that participate in these programmes. These programmes are only focused on Spanish books. In the bilingual high school there is a contest in which students have to read aloud in three languages: French, English and Spanish. In the non-bilingual high schools, there is no specific reading school projects in English. However, in the case of one of the non-bilingual high schools, the English teacher encourages students to participate in a poetry marathon. She includes English poetry in a marathon that is mainly focused on Spanish poetry. In the bilingual school, one hour per week is devoted to reading English books.

	1	2	3	4	5	Comments:
--	---	---	---	---	---	-----------

Varied texts	B NB					B: They have a literacy book made by the teacher and it is a mixture of different Reading texts. NB: Different topics in the student's book and cross-curricular readings.
Authentic texts		B	NB			B: All materials are authentic but some of the novels are graded because of its difficulty (Shakespeare). they read an original book once a year and they read the first chapters of some novels “the hunger games” NB: Web sites
Multimodal texts	B NB					
Promote discussions	B NB					B: They devote 1 day for speaking, and in each text they discuss the meaning.
Autonomy	B		NB			NB: They choose one of the graded readings and the web quest they want to do.
Use of books	B		NB			NB: Two graded readings per year, web quests and student's book. B: Dictionaries (bilingual, monolingual, thesaurus), literacy book, novels, plays, course book.
Graded/adapted readings	NB			B		NB: Only graded readings are used B: They read a graded adaptation of Shakespeare's plays.

There is a great difference in how teachers deal with the reading skill in the different models of education. However, we would want to state that the condition of being bilingual or non-bilingual does not necessarily mean a specific way of working with the reading skill. Even if it is true that the reading procedures are different in both models, we would want to state that this research does not intend to establish any generalizations, and the way in which students work on their reading skill depends much on their teacher rather than on the model of education they belong to. That is why we decided to design this interview for the teachers, as we predicted some differences were going to arise even between teachers of a same model of education. As a matter of fact, what a teacher from a non-bilingual school answered differs from what a teacher from the other non-bilingual school said. Therefore, not only the school and its own regulations determines how to work with students but also the teacher has a quite important role in making decisions which affect their learners' way of learning.

We believe that fostering reading in the classroom is essential, and after analysing the results of the interviews to the teachers, we are afraid to confirm that not all teachers promote reading in the best way they could.

4.3 INTERVIEWING STUDENTS

The first question in this section of the students' interview is very general and related to their reading interests. The main difference in the results obtained from bilingual and non-bilingual secondary schools is that the bilingual students' answers reflect the genres they prefer in novels, whereas the non-bilingual students comment on the types of reading materials they prefer. Students following the bilingual model of education prefer romantic and adventure books, and students from a non-bilingual education prefer reading magazines, comics, novels (among which they prefer adventure books), and websites. We conclude that students are very fond of adventure novels in both types of high schools, but students from the bilingual school prefer novels, and the other students prefer other types of sources too.

In the second question, we once again find a difference in the way the students have approached the question. It's curious to see how students responded to the question of what they would like to read in class because students from a bilingual education answered specific books whereas students from a non-bilingual education once again answer with different materials or sources for reading. Students were also asked whether they liked reading or not, interestingly, no student from the bilingual school answered this question, however, in the non-bilingual schools, more students answered that they didn't like reading (20 students answered no, and 16 answered yes). The difference is not very significant, but it shocking to see so many students not liking reading. Regarding what they prefer reading, these students preferred magazines, novels, websites, the course book, and more general answers such as 'interesting things'. In the bilingual school students noticeably preferred the *Hunger Games* book, but many others also answered that they would prefer to read more interesting things.

With the following question we seek to know the students' self-perception of their reading skill. We ask them if they think it has improved, and in both cases of bilingual and non-bilingual education the vast majority of the students believe they have improved. In order for them to evaluate their reading skill, we provided them with a graded scale. There's no significant difference among the two schools, in both cases there are some students that graded themselves with the highest mark, but the majority of them evaluated themselves with a 2 or a 3. In the bilingual school there's a higher percentage of the students who evaluated themselves with a 2, whereas in the non-bilingual schools it's with a 3. Also, it's worth pointing out that two students from the non-bilingual school and one from the bilingual marked their reading skill with the worst grade, indicating that they are not happy at all with their reading in English.

We also wanted students to give us their opinion on the books they read in class. We find very similar results in both bilingual and non-bilingual schools. In both cases the most common answer was that they found the books boring, with 12 students stating this in the non-bilingual school and 19 students from the bilingual school. However,

many students stated the complete opposite, they said that they found the books interesting, 11 students from the non-bilingual school said this opposed to 12 from the bilingual one. Apart from these two very frequent answers, we find some others that are quite relevant, some students in the non-bilingual school said that the reading books were too easy, that they didn't like to read them at home, that they were good for learning vocabulary, etc. interestingly, a student from the bilingual model added that he or she preferred an authentic novel over a graded one.

Once they told us their opinion on the books, predicting beforehand that many would say that they didn't like them, we wanted to know what they would change about them. The results in both schools are quite varied, and in both cases the change that the majority of the students wanted was to have reading material that was more interesting or entertaining. We also find other opinions stating that they want more modern books, with more illustrations, shorter and easier, with more intrigue, etc. And we also find two people from the bilingual school that want original books and not adapted ones.

In relation to their reading skill, we also asked them what they thought would improve their reading comprehension. Once again, we find no significant difference among the answers of the students in a bilingual school and the ones in a non-bilingual school. However, interestingly enough, in all the classes, an even number of 20 students in each educational model stated that they would improve their reading by actually reading more. In the non-bilingual survey we find other interesting contributions like reading more at home, translating, or reading more websites. We want to highlight one of the answers of on the non-bilingual school which mentions dedicating one hour a week to reading as a means to improve their reading. We don't know whether this student knows about bilingual education and thus wrote that, but it is interesting that he or she says this because it is precisely in bilingual school that they have one hour for reading in English. In the bilingual school results there are not many different answers but we do find among the results reading more difficult or more authentic books.

CONCLUSIONS

After analysing the results we have been rather shocked with the similarity in results between bilingual and non-bilingual schools because in all the other surveys the differences have been very significant. Demotivation is one of the traits that characterise both schools. In both educational models students seek more interesting reading materials, so in our view we think that neither schools focus on their interests according to their age.

After having compared the input received by both, bilingual and non-bilingual students, it is clear that the way they approach reading affects the results in this survey. Students from the bilingual school have answered the questions always bearing in mind novels because they are exposed to a lot of them. However, students from the non-bilingual schools have answered taking into account the materials they use, so we can see there is a lack of references to novels in the answers given.

We have found a great contrast between the fact that they do not like reading and their desire to read more as a strategy to improve their reading skill. We believe that if texts were more adapted to their interests they would not only want to read more but also enjoy reading more.

We would like to conclude stating that the interviews were somehow influenced by different factors which may affect the reliability of the results. In all the cases the teacher was present while the students were completing the surveys and students thought that these surveys were going to be seen by their teachers. Also we have to add that some students did not have a positive attitude in filling the survey with real results. After observing the different lessons we have seen that in most of the cases students do not show the demotivation that they state in the results, so we think that some students exaggerated negatively while filling the surveys.

4.4 STUDENTS' QUESTIONNAIRE

Questions in the questionnaire have been divided into three main blocks attending to the next criteria:

Themes, types of texts that students read:

- We read fairy tales.
- We read books with illustrations.
- We use authentic texts such as magazines or advertisements.
- We read books that are written in both languages: Spanish and English.

Motivation, interest on reading

- We practice the English language with funny activities.
- We read for leisure
- The school gives us the opportunity to read more: for example, with a reading festival.
- We read English books at home.

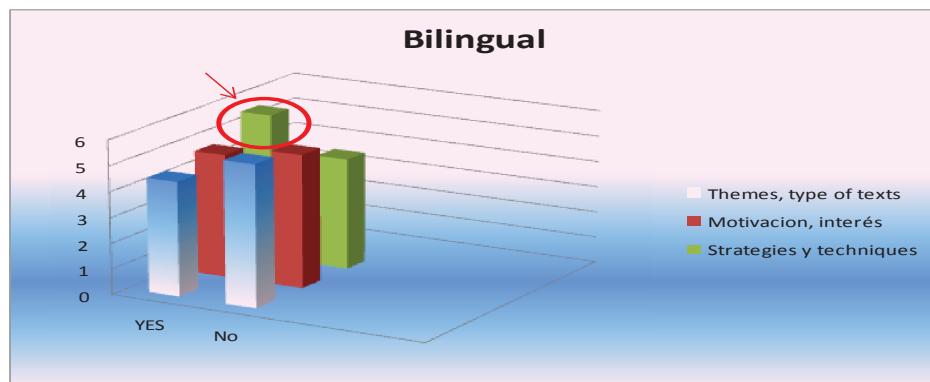
Strategies and techniques to promote reading

- We have a look at the illustrations or headings to guess the content of the text.
- We predict and discussed a text before reading it.
- We make a quick reading to take the main idea of the text.
- We talk about the strategies that we can use to improve our reading comprehension.
- We practice with activities before and after reading a text..
- We talk about our reactions when we read a book.
- We work in groups when we read.
- We read aloud in class.

It's not a coincidence that the block of questions dedicated to "Strategies and techniques" contains a higher number of questions than the other two blocks. This is because one of the main objectives of our research is to find out if there is any difference between bilingual and non-bilingual schools in terms of how they promote reading and what techniques they employ. We have to say anyway that the number of questions is not a cause factor in determining conclusions since we are going to comment the conclusions on percentage datum, that is: the more the data we gather the more accurate will be the conclusions.

Comments on the results

As to the statistics is concerned there is not much difference between the two schools (Bilingual/ Non-bilingual) although we can find some contrast between them. If we pay attention to the graphic we notice that either bilingual or non-bilingual schools devote much work to strategies and techniques than to other blocks:

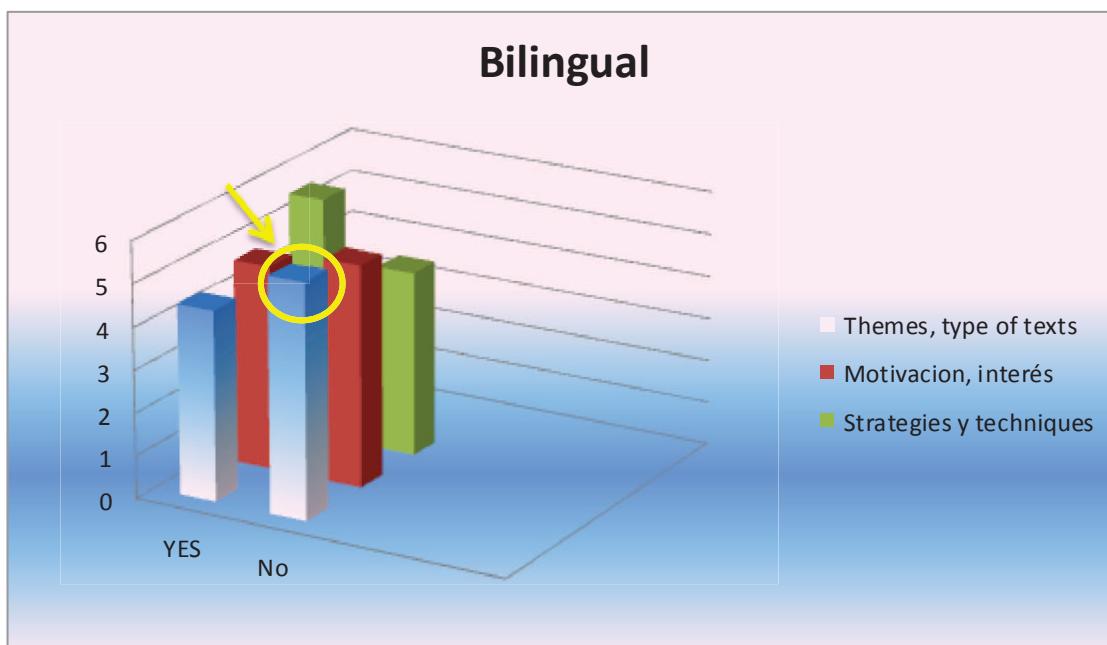


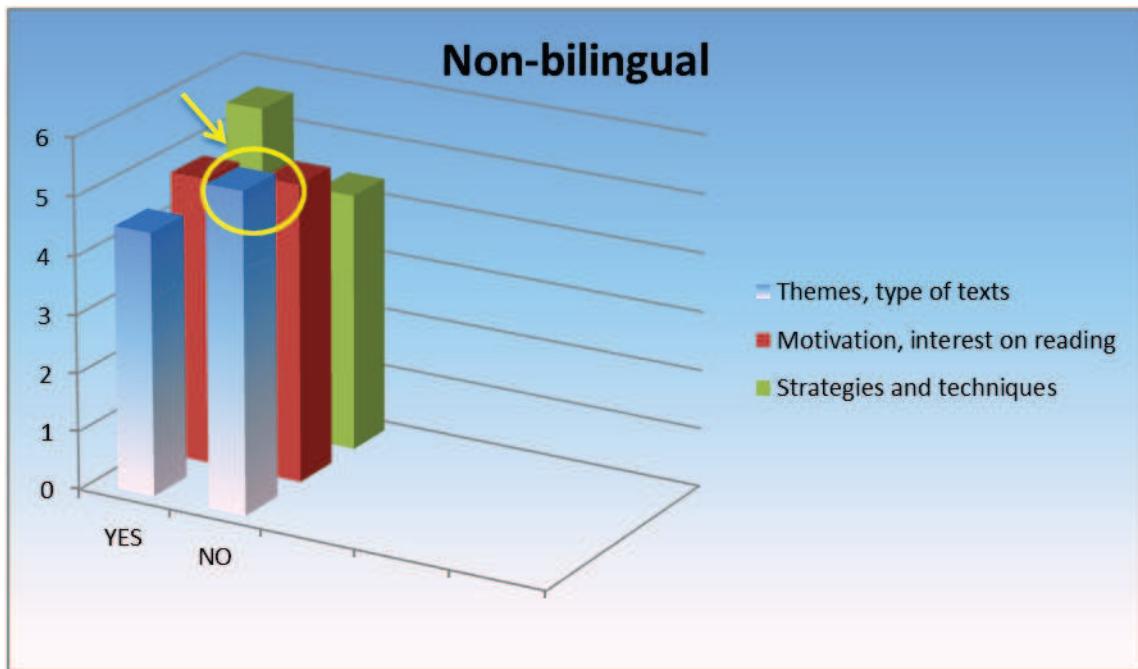
This fact doesn't imply good results as a result. Indeed, we can spend much effort and time promoting new strategies and techniques without any consequence. What this chart shows is an increasing interest in innovative processes of promoting reading.

If we pay attention to the lower results in the chart we see that the block "Themes, type of texts" obtains the lower results, that is: there is not much variety in texts and resources. Results are quite similar in both cases:

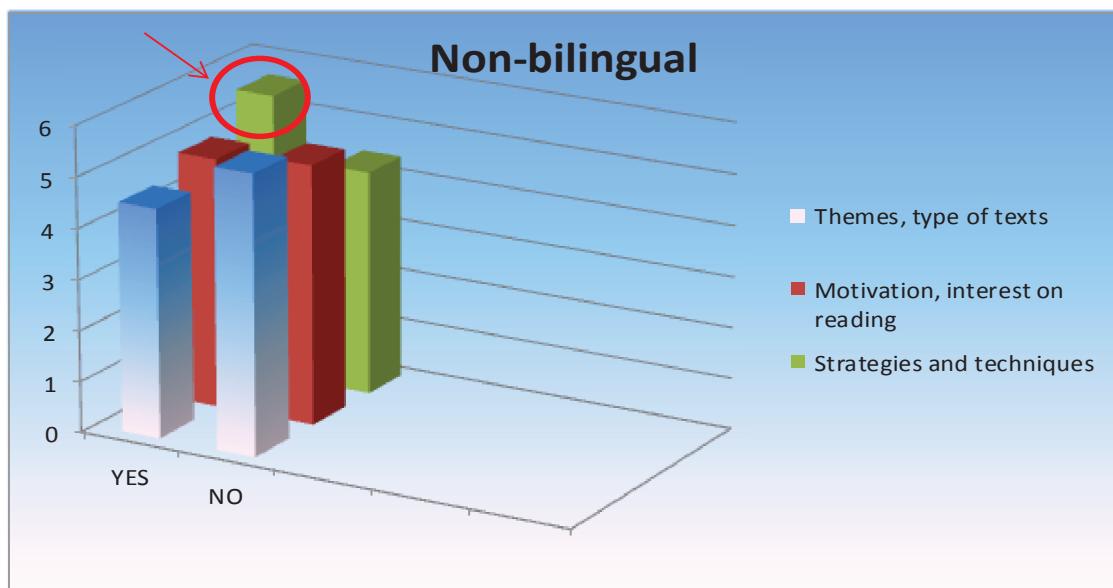
- Bilingual: 5.54 % of the students say that there is not much variety in the texts they read
- Non-bilingual: 5.5% of the students say that there is not much variety in the texts they read

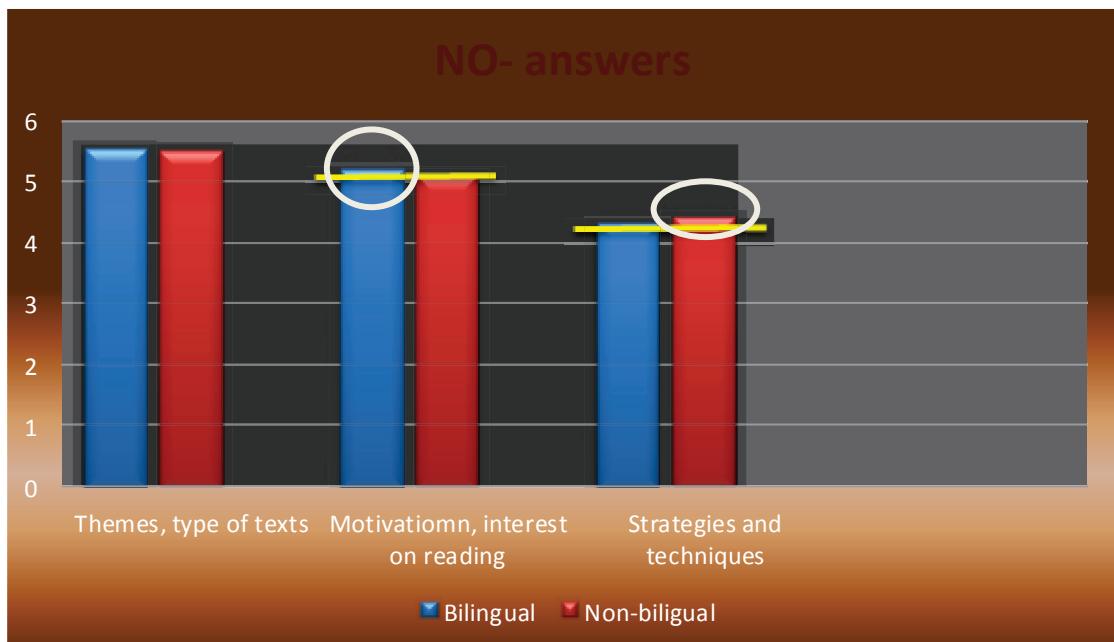
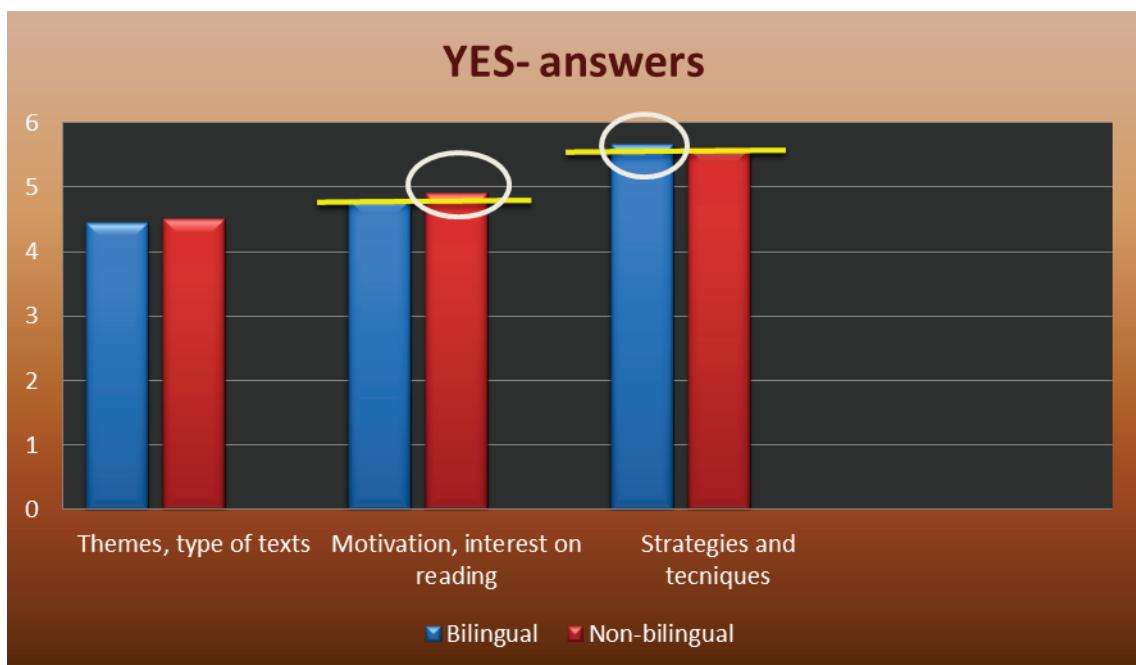
We can check these results in the next two charts:





If we focus our attention on the number of yes/no answers in both types of schools, we can extract as a conclusion that from the students' point of view non-bilingual schools promote motivation just a little bit more than bilingual and, as a contrast, bilingual schools pay more attention to strategies. As to the "themes and type of texts" is concerned both schools are almost at the same level.





5. FINAL CONCLUSIONS

In this final section will try to answer the questions proposed at the beginning of this paper. These conclusions are not going to be absolute, they are going to be taken from this particular case study. The conclusions would be more reliable if this research was applied in more schools, since the results would be closer to reality. However, we are aware of the limitations of this project and it would be a great start for a future more in depth investigation on the topic.

In both types of secondary schools the different curricula are followed. In the case of the bilingual high school, the British Council Curriculum is so strict on the guidelines to follow, that teachers have created their lessons following them. However, teachers have seen that the students that come from primary schools have some gaps when writing or reading in English, so the teacher has adapted the Curriculum to the students' needs by integrating grammar points, although it's not permitted in the Curriculum. Regarding non-bilingual high schools, the Aragones Curriculum is very flexible and this allows each teacher to adapt it according to their own criteria. In this sense, we have seen differences in the way the teacher implements reading activities in both non-bilingual schools.

The way in which the reading skill is put into practice depends mainly on the teacher in the case of non-bilingual schools, and on the British Council Curriculum in the case of the bilingual school. There's a great difference in how the reading skill is worked in class between both models of education. While in non-bilingual schools reading is done in order to learn mainly grammar and vocabulary, in the bilingual school it is done with a literary perspective.

We find a very important difference in the strategies and techniques used in the two considered models of education. The most remarkable difference is that students from a bilingual education have one hour a week dedicated to reading novels, and one hour to work with literacy. Non-bilingual schools, however, just work with the reading skill integrated in the course books they work with, since this is the main source they

have. In contrast, bilingual school do not follow a course book but rather a variety of different sources in which all of them are authentic. Non-bilingual school reading activities are usually always the same; comprehension questions, true or false, vocabulary review, and so on, whereas the activities in bilingual school work on the different aspects of reading, such as reacting to the text, interpreting texts, writing about the texts, and so on. All these techniques of reading are strengthened with different school projects like reading festivals or reading clubs.

We haven't reached a solid conclusion regarding students' motivation in reading. Even though the teachers try to motivate students by choosing texts that fulfill both students' needs and teachers' goals, and they reward them for reading in some cases, students still feel demotivated towards reading. Even though the reading materials are completely different in the two models studied, students show similar results regarding their interest on reading. In both models, the majority of the students ask for more interesting materials and reject the ones they have. We shouldn't forget that we each one of us have our own particularities and even more at their complicated age. The role of the teacher is very difficult because it isn't easy to find a text which suits everyone's interests and needs. Teachers could show more interest in motivating their students when reading by asking them about their interests, however, we have to understand that it will be impossible to satisfy every student with every text.

To end this conclusion, we would like to comment on some of the difficulties that we faced when doing this research. We decided to add some questions related to the social reading context of the students interviewed after the initial questions were proposed. However, not all the members were able to redo the interviews to the students with the new questions due to the lack of time. Therefore, we decided to remove them from the final results.

Another difficulty that we find is related to the reliability of the results of the interviews and questionnaires. We find a big contrast between the interviews to the teacher, to the students, and what we actually observed in class. We believe that the observation table/rubric is the most reliable method that we have used because it was

done on an objective basis. All the data collected in the interviews has been contrasted with the rubric to find relevant conclusions.

As a final thought and after being part of the community in a high school, we believe that both educational models can learn from each other. Our personal opinion is that the bilingual high schools are making great efforts to improve the students' reading skill and non-bilingual could work more in this particular aspect.

6. REFERENCES

"El Bilingüismo Se Impone En El Aula." - *La Opinión De Málaga*. 28/04/2013 (02/05/13) <<http://www.laopiniondemalaga.es/malaga/2013/04/28/el-bilinguismo-se-impone-en-el-aula/584119.html>>

Anderson, N.J. 1999. *Exploring second language reading: Issues and strategies*. Boston: Heinle & Heinle.

Aragonese Curriculum. EducAragón. 2009

British Council Curriculum for Bilingual Education in Spain.

Edward, Summer. "8 Ways to Foster Reading Growth in Multilingual Learners." *K12reader*. (15/05/13) <<http://www.k12reader.com/8-ways-to-foster-reading-growth-in-multilingual-learners/>>

Gunter, Angela D. "Motivation for High School Students to Read:Differences among Student Perceptions and Differences between Student and Teacher Perceptions" *WKU*. May 2011. (15/05/13) <<http://digitalcommons.wku.edu/diss/4/>>

Melanson, G. "What Are the Different Types of Research?" WiseGEEK. (26/05/13) <<http://www.wisegeek.org/what-are-the-different-types-of-research.htm>>

McRae, A. & John T. Guthrie. "Teacher Practices That Impact Reading Motivation." *Reading Rockets*. (15/05/13) <<http://www.readingrockets.org/article/35746/>>

Program for International Students Assessment (PISA report). 2009.

Wigfield, A., & Guthrie, J.T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89, 420-432.