

CHAPTER 3: APPENDIXES

1ST APPENDIX: DIDACTIC UNIT:

SUBJECT: DESIGNING, ORGANIZING AND DEVELOPING ACTIVITIES

TO TEACH ENGLISH.



DIFFERENT CULTURES

DIDACTIC UNIT DESIGNING, ORGANIZING AND
DEVELOPING ACTIVITIES TO TEACH THE ENGLISH
LANGUAGE

MÁSTER UNIVERSITARIO EN PROFESORADO DE EDUCACIÓN
SECUNDARIA OBLIGATORIA

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INDEX

CONTEXTUALIZATION	3
 AIMS	4
CONTENTS	4
METHODOLOGY	5
RESOURCES.....	5
ASSESSMENT CRITERIA.....	6
EVALUATION CRITERIA	6
 ASSESSMENT TOOLS.....	7
 OBSERVATION RUBRIC FOR THE DAILY NOTE BOOK.....	7
OBSERVATION RUBRIC FOR THE TRAVEL BROCHURE	7
OBSERVATION RUBRIC FOR THE WRITINGS IN THE EXAM.....	8
 LESSON PLANS	10
 LESSON 1:.....	10
LESSON 2:	11
LESSON 3:	13
LESSON 4:	14
LESSON 5:	16
LESSON 6:	17
LESSON 7:	18
LESSON 8:	19
 MATERIALS	20
SELF-ASSESSMENT.....	42
CONCLUSIONS TO THE LEARNING UNIT	42

CONTEXTUALIZATION

CHARACTERISTICS OF THE INSTITUTIONAL CENTRE The institutional centre is a high School that is situated in an urban neighborhood in Zaragoza

CHARACTERISTICS OF THE CLASS: Is group of 25 students from the third year of ESO in which there are some students with lower level of the language.

SOCIO-CULTURAL CONTEXT In this high school the predominant social class is the middle class.

CONTEXTUALIZATION WITHIN THE OFFICIAL ORDER: law of the 3rd of May 2008, by the “Consejera de Educación, Cultura y Deporte” by which the curriculum of the teaching of languages in the intermediate level is approved for the community of Aragon

JUSTIFICATION This didactic unit is going to deal with the topic of the different cultures that exist around the world with the purpose of making the students be aware with some of the main differences that there exist between the different cultures and also with the fact that they have to respect all the cultures because any cultures is better or more important that the others, they are just different.

Didactic unit: DIFFERENT CULTURES

In this didactic unit I am going to deal mainly the linguistic competence because we are going to deal with the learning of new vocabulary referring to the topic of different and new cultures. Another competence that I am going to work in this didactic unit is the learning to learn competence because the students are going to asks to prepare several things at home before coming to class (for example some compositions) and they will have to keep this homework in a notebook. Other competence that I will work with this didactic unit is the one of autonomy and personal initiative because the students have to be able to solve the problems they can find in the process of teaching and learning by their own and the last competence that I will work with this learning unit is the one of the treatment of the information and new technologies because we will realize a interactive quiz at the end of the didactic unit. Throughout the entire didactic unit we will work the moral values because, in my opinion, we should teach our students to be respectful with other cultures.

AIMS

The student at the end of this learning unit will be able to:

- Understand and use correctly and in different written and spoken context the different forms of the verbal tense *present perfect* with the particles *for, since and how long...?*
- Memorize and make a correct use of the forms of the modal verbs *should, shouldn't* and *must*.
- Give advices in written and spoken form using the structure *you should..., you should not* or *you must...*
- Read and understand simple oral texts dealing with the topic of different cultures.
- Understand and use correctly the vocabulary referring to different types of houses and how to describe them.
- Know and respect the different aspects of different cultures.

CONTENTS

- GRAMMAR CONTENTS
 - Present perfect for unfinished past with *for, since and how long...?*
 - *Should, shouldn't* or *must*
- Vocabulary contents
 - Describing your own home.
 - Things you should or you shouldn't do when travelling to a foreign country.
- Written expression
 - Write a little travel brochure in which you have to give advice to the rest of the people of what you should or shouldn't do when traveling abroad.
 - Write little text in which they describe their own house.

- Aural expression and comprehension
 - Role play in which each one of the members of the couple plays the role of a person a different country (Spanish and British) and they have to establish a conversation giving advices to each other of what you should or shouldn't do when you are going to travel to other country.
 - Understanding of an aural text of a conversation of an Italian girl asking for advice to a British friend in order to know how to behave in a dinner with her British boyfriend's family.

METHODOLOGY

The methodology that I have decided to use is going to focus from a communicative of expositive approach because, from my point of view, I think that this approach is the most effective when teaching your students although sometimes, and if it is required by the lesson or by the group, I will be willing to use any other ways of transferring the information to my students.

As far as the groupings in the class are concerned, the one I am going to use the more is the one of the homogenous grouping because with this kind of groupings the students can help each other although this kind of grouping is not going to be the only one that I am going to use in my classes.

RESOURCES

- Text books
- Photocopies- handout
- School material for the realization of the travel brochures
- Computer room
- a computer with a DVD/CD player to play the listening

ASSESSMENT CRITERIA

- The student shows understanding, through aural and written expression, of the form and the uses of the *present perfect* tense with the particles *for*, *since* and *how long...?*.
- The student shows understanding, through aural and written expression, the form and the uses of the modal verbs *should* (*shouldn't*) and *must*.
- The student is able to understand simple and short written and aural texts that deal with the topic of what is typical in other cultures.
- The student is able to write simple and short texts dealing with what you should or you shouldn't do when you travel to other country within a travel brochure.
- The student understands and uses the vocabulary referring to describing your house or describing a place in the right way.

EVALUATION CRITERIA

- **30%** Written exam at the end of this didactic unit that will deal with the grammar, the vocabulary, understanding of a short written text dealing with different topics and the writing of two different compositions.
- **20 %** Daily notebook in which the students take notes of what is written on the blackboard (grammar and vocabulary), do their homework and make the little compositions that I will be asking them to write. Cleanliness and clear handwriting will be taken into account.
- **20%** Elaboration of a travel brochure of a foreign country in which you have to write the most important information about the country, pictures of the most important places to visit in the country you have chosen and some advices for the people that are going to the country for the first time using the forms *should* or *shouldn't*, the *present perfect* tense and the vocabulary that we have learnt in this. Originality will be taken into account.
- **20%** Listening with questions.
- **10%** Attitude and participation in class.

ASSESSMENT TOOLS

OBSERVATION RUBRIC FOR THE DAILY NOTE BOOK

	yes	no
Is it complete? Does it have all the activities? (1p)		
Cleanliness (0,5p)		
Clear handwriting (0,25p)		
Well organized (0,25p)		

OBSERVATION RUBRIC FOR THE TRAVEL BROCHURE

	<u>Excellent</u>	<u>Very good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
<u>1.Information included</u>	The information it includes is very relevant and important for the tourists.	The information included is more or less important and relevant.	The information included is somehow important or relevant.	The information could be important when travelling to any country not only to the one you have chosen.	The information included is not important or relevant at all.
<u>2. Pictures</u>	There are pictures of all the most important places to visit in the country and mentioned in this brochure.	There are pictures of most of the things to visit here in this country and mentioned in your travel brochure.	There are pictures of at least the half of them most important things to visit in this country.	You brochure at least includes at least pictures of five of the most important things to visit in this country.	There aren't pictures of any of the things to visit in this country
<u>3. Advices using forms of the</u>	The advices written in your brochure are very useful	The advices written in your brochure are more or	You advices given in this brochure are somehow good	The advices written in this brochure are good and useful	The advices included are not useful at all.

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BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y
DEPORTIVAS

Curso 2011-2012

<u>modal verbs</u> <u>should/shouldn't</u> <u>or must</u>	for the tourist.	less useful for the tourists.	and useful for tourists.	but could be improved.	
<u>4. Present perfect</u>	You use present perfect in all the advices written in this brochure.	You use present perfect in most of the advices written in your brochure.	At least half of the advices included here are written using the present perfect.	At least you use present perfect in five of the advices written in your travel brochure.	You don't use present perfect in any of the advices included in your travel brochure.
<u>5. Vocabulary required</u>	You have included all the new words in your brochure.	You include more or less all the new words in this brochure.	Half of the new words learnt in this unit are included in your brochure.	At least ten of the new words are included in your travel brochure.	You haven't used any of the new words in your brochure.
<u>6. Originality</u>	Your brochure is very original. You have created everything in your own.	Although you have taken information from many places and sources your travel brochure is original.	You have copied the ideas and the structure from other sources and you have joined them to create you brochure.	Your brochure is somehow original although it could be improved.	Your brochure is not original at all. You have copied it all from the internet.

OBSERVATION RUBRIC FOR THE WRITINGS IN THE EXAM

	<u>Excellent</u>	<u>Very good</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
<u>1.Information included</u> <u>(topic adjusted)</u>	The ideas included in your writing are very good and adjust to the topic. Easy to follow.	The ideas in your writing are very good although not all of them adjust to the topic.	Your ideas are clear but none of them adjust to the topic of the writing.	You could have taken into account other things. Your ideas are not clear.	Your ideas are not clear and they don't adjust to the topic of the writing at all.

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BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y
DEPORTIVAS

Curso 2011-2012

<u>2. adequate grammar and lexis (accuracy)</u>	You use adequate grammar and lexis and you use it in the appropriate way.	You use adequate grammar and lexis but you use it appropriately only sometimes.	You try to adequate grammar but you don't use it appropriately	The grammar and lexis that you use it is not very appropriate for you level (either higher or lower level).	You don't use adequate or appropriate grammar at all.
<u>3. using of the required aspects of the language (present perfect-should/shouldn't and vocabulary)</u>	You use all the things that are required in this writing and in the right way.	You use all the things that are required although sometimes not in the appropriate way.	Although you don't use the things in the right way you try to use all the things that are required for the writing.	You only use some of the things that are required for the writing.	Neither of the things that are required is used in your writing.
<u>4. structure</u>	Your writing is very well structured and your ideas are very easy to follow.	The structure of your writing is very good (in paragraphs) although sometimes you ideas are not easy to be followed.	It is very hard to follow the ideas in the writing although it is structured in paragraphs.	Your ideas can be followed although the structure of your writing is not very well organized.	You haven't structured your writing in a good way and your ideas are not easy to follow at all.

<u>MARK</u>	<u>EQUIVALENT</u>
<u>Excellent</u>	<u>10</u>
<u>Very good</u>	<u>Between 9 and 8</u>
<u>Good</u>	<u>Between 8 and 6.5</u>
<u>Fair</u>	<u>Between 6.5 and 5</u>
<u>Poor</u>	<u>5 or lower mark</u>

LESSON PLANS

LESSON 1:

The learning goal of this first lesson is to revise the vocabulary about the houses and how to describe your own home.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Activities</u>	Put the names in the correct picture	In the picture write the word in its right place	Write down from more positive things and four more negative things about your own home or a room in your house of flat	Answer the following questions on your own and then discuss your answers with your partner.
<u>How are they going to be carried out</u>	Individually	Individually	Individually	Individually / in pairs
<u>Teacher actions and classroom management</u>	Tell them what they have to do and solve any doubt they may have	Tell them what they have to do and sort out any question they may have during the exercise.	Ask them to do the exercise, put an example and solve any problem they may have.	Ask to answer the question in silence and then organize them in pairs to discuss the answers.
<u>Expected learning outcomes</u>	They may know most of the vocabulary presented in the activity.	They may know in advance most of the words presented in the activity.	They may know how to write the sentences and the adjectives they have to use.	They should know how to answer questions presented in the activity.
<u>Materials and resources</u>	Photocopy (annex 1 activity a)	Photocopy (annex 1 activity b)	Text book	Photocopy (annex 1 activity d)

<u>Timing</u>	10'	10'	10'	20'
<u>Assessment and feedback</u>	Check if they have put the words in the right place.	Check if they have put all the words in its right place	Each one of the SS has to read one of his or her sentences.	Before they discuss the answers I will asks to answer one question each to see if they have answer the question correctly.

Evaluation of the teaching and learning process: the lesson plan works if they are able to put all the words in the right places because this means that they have understood all the words presented in the lesson.

Homework: Think about more words you know related with the topic of types of buildings. Houses etc...

LESSON 2:

Write two texts about two different types of unusual houses in order to practice the reading and listening skill.

	<u>1</u>	<u>2</u>	<u>3</u>
<u>ACTIVITIES</u>	Pre-reading activity: Before reading the texts and underlining the word you don't know try to guess what the texts are going to be about	while-reading activity: read the text, underline the words you don't know and answer the following question	Post-reading activity: in groups of three people describe what you home is like by using the following words of expression and choosing the one that describes your house better.
<u>HOW THEY ARE</u>	The whole class together	Individually / the	in groups of three

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BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y
DEPORTIVAS

Curso 2011-2012

<u>CARRIED OUT</u>		whole class	
<u>TEACHER ACTIONS AND CLASSROOM MANAGEMENT</u>	Tell the SS what they have to do and check that what they say deals with the topic.	Ask them to read one line each.	Tell them what they have to do and divide the class in groups of three people.
<u>EXPECTED LEARNING OUTCOMES</u>	The SS may know most of the words on both texts.	The SS should know all the vocabulary to answer the questions proposed in the activity.	The SS are supposed to know the vocabulary that they have to use to describe his or her own house.
<u>MATERIALS AND RESOURCES</u>	Text book	Text book	Text book
<u>TIMING</u>	15'	15'	20'
<u>ASSESSMENT AND FEEDBACK</u>	While they are trying to guess what the text is going to be about we have to say if their thoughts are right or not.	Once they have finished answering the questions; ask to answer the questions one by one in order to see if they have understood the texts correctly	After their group discussion each group has to tell me what they have been discussing in their group but they will have to talk about one of his or her mate's house.

Evaluation of the teaching and learning process: the lesson plan will work if the students are able to understand both texts and if they are able to describe their own home orally.

Homework: prepare a short text describing your own home to read them in front of the class.

LESSON 3:

Revise the present perfect simple.

	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>Activities</u>	Complete the grammatical rule	Match the columns and form sentences about things you did in the past that aren't finished yet.	Discuss the sentences with whoever is sitting next to you.	Play " <i>find someone who</i> ".
<u>How are they carried out</u>	Individually	Individually	In pairs	The whole class
<u>Teacher actions and classroom management</u>	Tell them what they have to do.	Tell them what they have to do to complete the activity.	Explain them what they have to do in organize the class in pairs.	Explain what they have to do (stand up, hand up, and pair up) and the rules of the game.
<u>Expected learning outcomes</u>	The SS are supposed to know how to complete the rule.	The SS have to know how to match these columns to form proper sentences.	The SS ARE supposed to know what to discuss because they have prepare the sentences in advance.	The SS may not know how to play the game but they obviously know how to ask and answer questions using the present perfect simple.
<u>Materials and resources</u>	Photocopies provided by me (annex 3, activity a)	Photocopies provided by me (annex 3, activity b)	Photocopies provided by me (annex 3, activity c)	Photocopies provided by me (annex 3, activity d)
<u>Timing</u>	5'	10'	15'	20'

<u>Assessment and feedback</u>	Once they have completed the rule one of SS has to write the rule on the blackboard.	After giving them enough time to make the sentences they will have to read one sentence each.	In order to check if the sentences that they are formed are correct I will pass through the different couples to check if the use the present perfect correctly.	While they are asking the questions to each other I will be walking around the class to see if they are asking and answering the questions in the right way.
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Evaluation of the teaching and learning process: The lesson plan will work if at the end of the lesson all the students know how to form and use the present perfect tense.

Homework: write more sentences using the present perfect simple and *for, just* and *since*

LESSON 4:

The learning goal of this lesson is to practice the receptive skill of listening.

	<u>1</u>	<u>2</u>	<u>3</u>
<u>Activities</u>	Pre-listening activity: know the main difference between European and British culture.	While-listening activity: deduce if the following sentences are true or false while listening to the text and then discuss with your partner.	Post-listening activity: read the script to know if the answers are true or false and underline the forms of should or shouldn't that appear in the text
<u>How are they going to be carried out</u>	Whole group	Individually / in pairs	Individually

<u>Teacher actions and classroom management</u>	Tell them what they have to do and write their ideas on the blackboard	Tell them what they have to do and solve any doubt they may have while reading the sentences and listening to the conversation.	Tell them what they have to do and give them some time for them to check if the answers that they have given to the previous exercise are right or not.
<u>Expected learning outcomes</u>	The SS are supposed to know many differences between these two cultures	The SS are supposed to know some of the answers if they have already been in Scotland or England before.	The SS already know the forms and the use of the modal verbs should or shouldn't.
<u>Materials and resources</u>	Text book	Text book	Text book
<u>Timing</u>	20'	15'	15'
<u>Assessment and feedback</u>	The T will correct their pronunciation while they are talking and telling the differences.	Once they have said if each one of the answers is true or false the teacher will play the listening while they are reading the script so that they can check their answers.	Once they have the answers of the previous exercise the T will say the number of the lines in which they can find a form of the modal verb should or shouldn't.

Evaluation of the teaching and learning process: the lesson plan will work if all the students understand the oral text and know how to do the activities related to it.

LESSON 5:

The learning goal of this lesson is to practice the modal verbs should/shouldn't or must.

	1	2	3	4
Activities	Complete the rule.	Complete the sentences using should + a verb	Write about the people in the pictures using a pronoun + shouldn't + so...	Choose the correct form of the modal verb must to complete the following sentences.
How are they going to be carried out	Individually	Individually	Individually	individually
Teacher actions and classroom management	Tell what to do and solve any doubt they may have.	Explain them what they have to do and sort out any doubt they can have.	Tell what they have to do and sort any doubt they may have	Tell them to read the sentence and the different options and solve any difficulty they may have.
Expected learning outcomes	The SS are supposed to perfectly know how to complete the rule.	The SS should know how to complete the sentences because of their previous knowledge.	The SS are supposed to know how to write the sentences because of their previous knowledge.	The students should know how to complete the sentences because of their previous and background knowledge.
Materials and resources	Photocopy provided by me (annex 5 activity a)	Handout provided by me (annex 5 activity b)	Photocopy provided by me(annex 5 activity c)	Handout provided by me (annex 5 activity d)

Timing	8'	10'	5'	17'
Assessment and feedback	Once they have completed the rule I will ask one of them to write the rule on the blackboard and I will ask the rest of the class if they agree with the rule.	Once they have completed the sentences they will have to read one sentence each.	Once they have written the sentences they will have to read the sentences whenever I say their names.	Once they have completed the sentences I will give them the correct answers and they will have to check if they are right or not.

Evaluation of the process of teaching and learning: the lesson plan that I have prepared will work if all the students know how to use the modal verbs should/ shouldn't or must in different forms and contexts.

Homework: prepare some sentences at home giving advices of what you should or you shouldn't do in your life in general. They will have to read them aloud in front of the rest of the people in the class.

LESSON 6:

The learning goal of this activity is to carry out a project by using the ICT (new technologies).

	1
Activities	Create a travel brochure
How is it going to be carried out	In groups
Teacher actions and classroom management	T organizes the groups and tells them the instructions to create this travel brochure

Expected learning outcomes	The SS are supposed to know what a travel brochure is, its main parts and the vocabulary they have to use to create it.
Materials and resources	Books, and new technologies (computers...), handout with the instructions they have to follow.
Timing	50' in class but they will have a whole week to give it to me.
Assessment and feedback	The SS will swap the travel brochures (peer assessment) and then I will correct them and give a mark that will count on the final mark of the subject.

Evaluation of the process of teaching and learning: This lesson plan will work if the students do the brochures in the right way, following my instructions.

Homework: look for information about the country you have chosen on the net in order to write your travel brochure.

LESSON 7:

Learning goal: practice the speaking skill and the spoken interaction

	1	2
Activities	Prepare a dialogue with whoever is sat next to you.	Prepare a debate with the people in your group to support one of the two ways of eating.
How are they going to be carried out	In pairs	In groups
Teacher actions and classroom management	T organizes the class in pairs and gives each one of the members of the pair a role.	T divides the SS in two big groups and then chooses one of the members to be the president of each team and guide the debate.
Expected learning outcomes	The SS are supposed to know how to use the structure of the modal verbs should/shouldn't or must	The SS are supposed to know many arguments in order to defend the way of eating in this country and how to take turns.
Materials and resources	The photocopies in annex 7 (activity a)	Blackboard (to write some clues to organize the debate)

Timing	20'	30'
Assessment and feedback	T will correct each one of the exams and given them a mark.	T guides the debate and corrects the mistake at the moment while they are talking.

LESSON 8:

Exam

	1
Activities	Final exam
How are they going to be carried out	Individually
Teacher actions and classroom management	Control the exam
Expected learning outcomes	The SS are supposed to know how to answer the questions in the exam.
Materials and resources	Exam paper
Timing	50'
Assessment and feedback	T will correct each one of the exams and given them a mark.

MATERIALS

Annex 1 vocabulary

Lesson 1: homes and buildings

ACTIVITY A: PUT THE NAMES IN THE CORRECT PICTURE

Detached house – semi-detached house – flat – terraced house



ACTIVITY B: IN THIS PICTURE WRITE THE FOLLOWING WORDS IN THEIR RIGHT PLACE

Front garden – front door – roof – garage – drive – window



ATTENTION TO DIVERSITY: In these first two activities I will help the people who have a lower level of English by giving them the beginning and the end of each word.

ACTIVITY C: WRITE DOWN FOUR MORE POSITIVE THINGS AND FOUR MORE NEGATIVE THINGS THAT YOU COULD SAY ABOUT YOUR HOUSE OR FLAT OR THE ROOMS IN A HOUSE OR FLAT.

Positive things	Negative things
Example: the rooms are very light	Example: the rooms are very dark

ACTIVITY D: ANSWER THE FOLLOWING QUESTIONS ON YOUR OWN AND THEN DISCUSS THE ANSWERS WITH YOUR PARTNER.

1. - Do you live in a house or in a flat?
2. - If you live in a flat, what floor is it on?
3. - If you live in a house, do you have a garden?
4. - Does the house/flat belong to you (or your family), or do you rent it?
5. - Do you have your own garage or personal parking space?
6. - Would you describe your house/flat as dark or light?
7. - Is it noisy or quiet?
8. - Do you have central heating?

ATTENTION TO DIVERSITY: For the students with lower level of the language I will give some clues and some help in order to answer some of the questions.

Ex: 2. - it is on the second, fourth (ordinal numbers)

And I would revise the structure of short answers with them.

ANNEX 2: READING

LESSON 2: HOME SWEET HOME

TEXT A: Luke

LUKE:

I live in an opal mining town called Coober Pedy, in Australia. It's in a desert, about 850km north of Adelaide, the nearest city. **I lived in Adelaide for seven years before I moved to Coober Pedy**, but I prefer living here. The strange thing about this town is that 80% of the people live underground. This is because it's usually over 50 degrees in the summer and below freezing in winter. But the best thing about these underground houses is that it's always about 25 degrees, so we don't need air conditioning or central heating. **My family and I have lived in this house for five years.** It's just like a normal house-but without any windows!



TEXT B: Bridget

BIRDGET:

I live on a houseboat on the river Seine with my husband, Alain, and our daughter, Isabel. I met Alain eight years ago when I was on holiday here in Paris- I'm from Ireland originally, you see. **We've been married for six years** and I've lived here since our wedding day. The boat has got everything we want – a kitchen, a big living room, two bedrooms, a bathroom, central heating and a small garden. **Alain has lived on this boar since 1995** – he never wants to live anywhere else and neither do I. The best thing about our home is that it moves. We can leave tomorrow and go anywhere we want.



Pre-reading activity

ACTIVITY A: BEFORE READING THE FOLLOWING TEXTS AND UNDERLINING THE WORDS
YOU DON'T KNOW TRY TO GUESS WHAT THEY ARE GOING TO BE ABOUT.

While-reading activity:

ACTIVITY B: READ THE TEXTS, UNDERLINE THE WORDS YOU DON'T KNOW AND
ANSWER THE FOLLOWING QUESTIONS.

- 1) Where is Coober Pedy?
- 2) Does Luke like living there?
- 3) Why do people live underground?
- 4) When did Bridget and Alain Meet?
- 5) How many rooms has the boat got?

Attention to diversity: for the people that have a lower level of English I would indicate in which paragraph of the text they can find the answer to each question.

Post-reading activity

ACTIVITY C: IN GROUPS OF THREE PEOPLE DESCRIBE WHAT YOUR HOME IS LIKE USING
THE FOLLOWING WORDS OR EXPRESSIONS AND CHOOSING THE ONE
THAT DESCRIBES YOUR HOUSE BETTER.

Attention to diversity: for the students with a lower level of the language I would guide them by giving them some clues in order for them to know what they have to speak about. And the students with a higher level they will be talking more freely

It's unusual / typical	It's very spacious / small
It's got air conditioning / central heating	It's got a balcony / garden
It's on a busy / quiet road	It's close to / long way from a park
It's in a nice / fashionable part of town	It's on the ground / third / top floor

ANNEX 3: GRAMMAR

LESSON 3: GRAMMAR (PRESENT PERFECT WITH FOR AND SINCE)

ACTIVITY A: LOOK AT THE SENTENCES IN BLOD FROM THE TEXT OF THE PREVIOUS
LESSON AND TRY TO COMPETE THE RULE.

Affirmative:

Subject + _____ or _____ + _____

Negative:

Subject + _____ or _____ + _____

Interrogative:

_____ or _____ + subject + _____ +?

Attention to diversity: for the people with less level I will give them the rule completed so that they can have a look on what they need to complete the next exercise and they will be forced to read the rule otherwise they would never learn with rule.

ACTIVITY B: MATCH THE TWO COLUMNS IN ORDER TO MAKE SENTENCES ABOUT THINGS THAT YOU DID IN THE PAST THAT HAVEN'T FINISHED YET. WRITE THEM ON A SEPARATE PIECE OF PAPER.

I She My parents My family and I Peter Your friends	Have Has Haven't Hasn't	Been to Paris. Worked in the same company. Gone to the cinema. Travelled to a foreign country. Learning English. Living in this town or city.
--	--	--

ACTIVITY C: DISCUSS WITH WHOEVER IS SITTING NEXT TO YOU USING THE SENTENCE THAT YOU HAVE WRITTEN IN THE PREVIOUS ACTIVITY.

Attention to diversity: The people with a lower level of the language will be joined in pairs with people with higher level of the language in order for them to be forced to talk and learn from the other person.

ACTIVITY D: PLAY THE *FIND SOME WHO* GAME. STAND UP AND MOVE AROUND THE CLASS ASKING EVERYBODY THSES TO FUND AT LEAST ONE POSITIVE ANSWER FOR EACH QUESTION. IF SOMEONE ANSWERS POSITIVELY NOTE DOWN THE NAME OF THE PERSON. (Cooperative learning)

1. Have you ever broken a bone in your body?
☐ *yes* ☐ *no*
2. Have you ever been late for something really important?
☐ *yes* ☐ *no*
3. Have you ever broken a valuable object?
☐ *yes* ☐ *no*
4. Have you ever broken a law?
☐ *yes* ☐ *no*
5. Have you ever failed an exam that you expected to pass?
☐ *yes* ☐ *no*
6. Have you ever had an automobile accident?
☐ *yes* ☐ *no*
7. Have you ever fallen asleep at work?
☐ *yes* ☐ *no*
8. Have you ever fallen down stairs?
☐ *yes* ☐ *no*

ANNEX 4: LISTENING

LESSON 4: MEET THE PARENTS

Pre-listening activity

ACTIVITY A: THE LISTENING IS ABOUT AN ITALIAN GIRL ASKING A BRITISH FRIEND FOR SOME ADVICE FOR A DINNER THAT SHE WILL HAVE WITH HIS BRITISH BOYFRIEND'S PARENTS. WHAT DO YOU THINK THE MAIN DIFFERENCES BETWEEN THE EUROPEAN / MEDITERRANEAN CULTURE AND THE BRITISH CULTURE ARE? WRITE THE ON A PIECE OF PAPER.

Attention to diversity: the people with lower level of the language will be given several main ideas in order for them to know what they have to talk about and organize and clarify their ideas.

The weather	Food and drink
The greetings (how they say hello or bye to each other)	The currency (the money they use)
The architecture (the buildings)	The lifestyle / way of life

While-listening activity

ACTIVITY B: WHILE LISTENING TO THE TEXT TRY TO DEDUCE IF THESE STATEMENTS ARE TRUE OR FALSE AND THEN COMPARE YOU ANSWERS WITH YOUR CLASSMATE

1. - It's rude to arrive on time.
2. - It's polite to take some food, like cake or ice-cream.
3. - It's polite to shake hands with people you don't know.
4. - It's OK to kiss people you don't know.
5. - It's OK to smoke without asking.

6. - it's rude to start eating before the host or hostess.

7. - it's OK to leave ten minutes after the meal.

8. - It's polite to ask people how much they earn.

Post-listening activity

ACTIVITY C: AFTER LISTENING TO THE TEXT READ THE SCRIP AND CHECK IF YOUR ANSWERS FOR THE PREVIOUS ACTIVITY ARE RIGHT OR NOT. UNDERLINE THE FORMS OF THE MODAL VERBS SHOULD / SHOULDN'T OR MUST THAT YOU FIND IN THE TEXT.

ANTONIA You know Richard, my new boyfriend?
POLLY Yes.
A Well, his parents have invited us to dinner this evening ...
P Oh, how lovely!
A ... And I don'[t] wan[t] to do anything wrong. Could you give me some advice?
P Yes, of course. Wha[t] do you wan[t] to know?
A OK, the firs[t] thing, wha[t] time should I arrive?
P Well, you shouldn't arrive late. British people are usually on time, as you know.
A Not even a few minutes?
P Well, a few minutes is OK, but it's a bi[t] rude to arrive more than fifteen minutes late.
A Right. Should I take something to ea[t], like cake or ice cream?
P We don't often take food, bu[t] we usually take something for the hostess, like flowers or a bottle of wine, or some chocolates.
A Hmm, that's good to know.
P And when you mee[t] someone you don'[t] know, it's polite to shake hands. British people often kiss their friends, bu[t] no[t] people they don'[t] know.
A Oh, yes, I knew that.
P Oh, another thing – you must ask the hostess if you can smoke. Mos[t] British people don'[t] smoke and think it's rude to smoke a[t] the dinner table.
A Right.
P Oh, and you should wai[t] for the hostess to start eating first. And you mus[t] say you like the food – even if it's terrible! Er ... anything else? Oh, yes, British people like to sit and talk for an hour or two after they've had dessert, so you shouldn't leave immediately after the meal.
A Right. And is there anything I shouldn't talk about?
P No, no[t] really, you can talk about anything – places you've been to, work, family and the weather, of course. Bu[t] you shouldn't ask people how much they earn.
A OK, thanks a lot. That's really useful.
P No problem. I'm sure you'll have a grea[t] time! So, what are you going to wear ...

ANNEX 5: GRAMMAR

LESSON 5: GRAMMAR (SHOULD/SHOULDN'T AND MUST)

ACTIVITY A: COMPLETE THE GRAMMATICAL RULE

Should + _____

Shouldn't + _____

Must + _____

We use _____ or _____ when we are saying a piece of advice to someone

We use _____ when we mean obligation

Attention to diversity: for the people with lower level of the language I will give them
this rule completed.

ACTIVITY B: COMPLETE THE SENTENCES. USE YOU SHOULD + THE FOLLOWING VERBS

Eat – go – take – visit – watch – wear

Example: when you play tennis, you *should watch* the ball

1. - It's late and you are tired. _____ to bed.
2. - _____ plenty of fruit and vegetables.
3. - If you have time, _____ the science museum. It's very interesting.
4. - When you are driving, _____ a seat belt.
5. - It's too far to walk from here to the station _____ a taxi.

Attention to diversity: for the students with lower level of the language I will give them
the definition of each of the verbs.

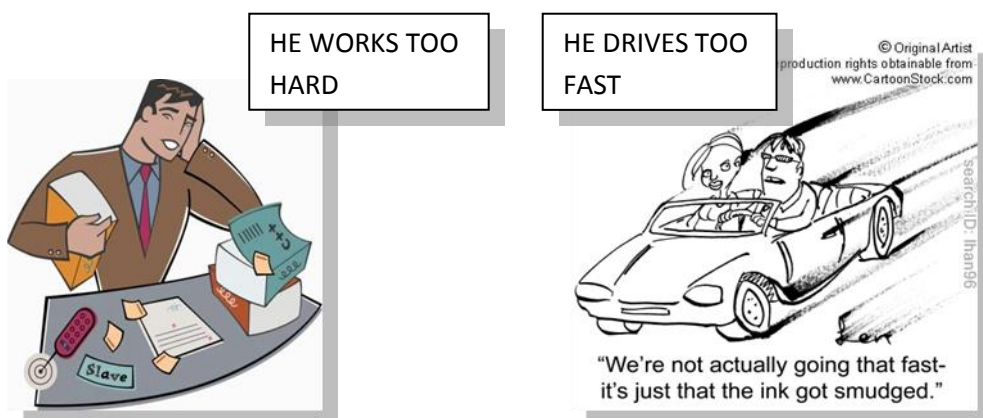
ACTIVITY C: WRITE ABOUT THE PEOPLE IN THE PICTURES. USE A PRONOUN +
SHOULDN'T + SO.



1. _____



2. _____



3. _____

4. _____

ACTIVITY D: CHOOSE THE CORRECT FORM OF THE MODAL VERB MUST TO COMPLETE THE FOLLOWING SENTENCES.

1 **You _____ to drive. The journey by bus takes too long.**

- ☐ must learn
- ☐ must be
- ☐ mustn't lose

2 **We're very busy. You will have to wait. You _____ patient.**

- ☐ must hurry
- ☐ must help
- ☐ must be

3 **It's important to talk to Caroline. You _____ to her.**

- ☐ must speak
- ☐ mustn't go
- ☐ mustn't tell

4 **This is a secret. You _____ anyone.**

- ☐ must meet
- ☐ must wash
- ☐ mustn't tell

5 **You are very ill. You need to rest. You _____ from the house for the next five days.**

- ☐ must learn
- ☐ must be
- ☐ mustn't move

ANNEX 6: ICT

LESSON 6: ICT AND WRITTEN EXPRESION

ACTIVITY A: IN GROUPS OF THREE LOOK INFORMATION ON THE INTERNET ABOUT A COUNTRY YOU CHOSE AND MAKE A SHORT TRAVEL BROCHURE INCLUDING WHAT YOU SHOULD OR YOU SHOULDN'T DO IF YOU TRAVEL TO THIS COUNTRY.

Here you have some instructions for you to follow when realizing your brochure.

In this part of the work we will focus on providing students with a set of simple guidelines taking into account that they may know how to develop a travel brochure about the most significant things you must visit in the country they have chosen

For processing and subsequent implementation students may consult information in other tourist guides they find in a tourist office or at home with some travel advices and they may have to do with your family or classmates.

1. - Although you may consult other brochures to provide some help creativity and originality will be taken into account.
2. - Must include photographs of historic buildings and thinks you can visit that want to promote foreign people coming to come to see the country. Pictures can be downloaded from the internet.
3. - Collect data; get the features and the most important data (typical food, weather, greetings etc).
4. - After collecting all data put pictures in your tourist brochure and organize all information and photos in order to make a clear and organized brochure.
5. - In the first side of the brochure you will have to include the name of the country, a picture of something that refers to the country you have chosen and the name or names of whoever made the leaflet
6. - At the end of the booklet will include some assessment tools in order to know if the travel brochure has been useful.

ANNEX 7: SPEAKING AND SPOKEN INTERACTION

LESSON 7: “GIVING ADVICES” ROLE PLAY AND DEBATE

ACTIVITY A: MAKE A ROLE PLAY WITH WHOEVER IS SITTING NEXT TO YOU.

<u>CHARACTER A</u>	<u>CHARACTER B</u>
<u>YOU ARE A SPANISH CITIZEN AND YOU MET A BRITISH PERSON THAT WANTS TO COME TO SPAIN TO DO SOME SIGHTSEING. GIVE ADVIDES TO THIS BRITSH TOURIST USING SHOULD/SHOULDN'T OR MUST</u>	<u>YOU ARE A BRITISH CITIZEN AND YOU MET A SPANISH PERSON THAT WANTS TO COME TO BRITAIN TO DO SOME SIGHTSEING. GIVE ADVIDES TO THIS BRITSH TOURIST USING SHOULD/SHOULDN'T OR MUST</u>

CHARACTER A	CHARACTER B

ACTIVITY B: DEBATE: DEBATE ABOUT THE MAIN DIFFERENCES BETWEEN THE FOOD
AND THE MEAL TIMES IN THE MEDITERRANEAN CULTURE AND THE
BRITISH CULTURE.

Students were given some clues and they had been given some minutes to join in their group in order to discuss the topic.

Mediterranean diet	British diet
- healthy diet	- not-healthy diet (hamburgers, pizzas...)
-lunch around 14:00	- lunch at around 12:00 or 12:30
- dinner at 21: 00 or 21:30	- dinner at around 17:30 or 18:00
- complete dinner	- a sandwich for dinner
- not good to eat on the streets	- they eat on the streets

Once they have talked and discussed their ideas I choose one person to be the speaking person for each group and they will start the debate monitored by me. The feedback was given to the students while they are speaking.

ANNEX 8: FINAL EXAM

LESSON 8: ASSESSMENT OF THE LEARNING PROCESS

WRITTEN COMPREHENSION

---/16

FIRST TEXT:

---/10

Culture shock!

If you plan to go abroad this year, travel writer Neil Palmer would like to give you some advice on things you should and shouldn't do around the world.

Body language

Travelers enjoy meeting new people, but sometimes you can be rude without saying anything. In Russia, for example, you shouldn't shake hands in a doorway, and in Thailand you must never touch people's heads or point your feet at anyone. When the Japanese meet new people they like giving business cards – but you need to read the card carefully, not just putting it in your pocket. And never blow your nose in public in Japan – people think that's disgusting.

Eating out

In restaurants in China you should always try to leave some food on your plate, but it's OK to start smoking before other people finish eating, which is very rude in England. If you're in India, don't forget to eat with your right hand – the left hand is "dirty". Also don't leave empty bottles on the dinner table in Russia – That's bad luck.

In the home

If you're travelling in Asia, someone might invite you to visit them at home. If so, don't forget to take off your shoes. And if you visit an Arab family's home remember that it's polite to drink three cups of coffee. Also try not to admire anything valuable because your Arab host will feel he should give it to you as a present.

With so much to think about, it's not surprising many people prefer going on holiday in their own countries – or you might decide to stay at home!

Activity 1: answer true, false or doesn't say

According to the text:

	<i>True</i>	<i>False</i>	<i>Doesn't say</i>
1. You shouldn't shake hands in a doorway in Russia.			
2. In Thailand you should open a present when you get it.			
3. If a Japanese person gives you a business card, you should put it in your pocket immediately.			
4. You shouldn't give your Turkish host red flowers.			
5. In China you shouldn't leave any food on your plate			
6. You should give presents in China with one hand			
7. If you admire something in an Arab person's home, they feel they should give it to you.			
8. It is OK to blow your nose in public in Japan.			
9. In Thailand it's OK to point your feet at someone			
10. In most Asian countries you must take off your shoes when you enter someone's home.			

SECOND TEXT:

---/6

PARTS OF THE HOUSE



I live in a big (1) _____ next to another family. In the outside there is a (2) _____ where we park our car and a path for it called (3) _____. The house is divided in two floors. Each one of the floors has several (4) _____. At the front of my house there is a (5) _____ where my mom plants flowers and trees and a (6) _____ to enter inside.

Activity 2: put these words in the right in the text above

Drive – front door –garage – front garden – semi-detached house – windows

ORAL COMPREHENSION

---/19

Text only for the teacher. It will not be given to students

Hello. My name's Craig. I live in Valencia, Spain with my lovely lady, Angeles, and we live in a flat.

Erm... our flat has four rooms, no garden, but we have a balcony and a lovely view of the sea.

There are only the two of us living in the flat, and we have some lovely furniture, a wooden desk and a computer. We don't have a television.

There's a big bed, and a small bed in the spare room.

I like it because there's a breeze from the sea, and it's also very cheap.

Activity 1: say if these sentences are true or false

	<i>True</i>	<i>False</i>
1. Craig lives in a house		
2. There are four rooms		
3. There is a balcony.		
4. It isn't possible to see the sea		
5. There are three beds.		
6. It is expensive to live there.		

Activity 2: answer the questions

1. Who lives with Craig?

2. What can they see from the balcony?

3. What furniture do they have?

4. Where's the small bed?

5. Why does Craig like living there?

Activity 3: complete the text with the words that you hear in the listening

Hello. My name's Craig. I live in Valencia, Spain with my lady,
Angeles, and we live in a .

Erm... our flat has four rooms, no , but we have a balcony and a
lovely view of the sea.

There are only the two of us living in the flat, and we have some
lovely , a desk and a computer. We don't have a
television.

There's a big bed, and a small bed in the room.

I like it because there's a from the sea, and it's also very .

WRITTEN EXPRESSION

---/14

TOPIC 1: (50 to 80 words)

*"TELL YOUR OWN EXPERIENCE WITH OTHER CULTURES. DO YOU THINK IT IS
IMPORTANT TO TAKE OTHER CULTURES INTO ACCOUNT? WHY? WHY NOT?" (USE
PRESENT PERFECT AND SHOULD OR SHOULDN'T)*

TOPIC 2: (50 to 80 words)

“DESCRIBE YOUR OWN HOME (USE THE VOCABULARY THAT YOU HAVE LEARNT IN THIS UNIT ON THE TOPIC).





SELF-ASSESSMENT

In order to assess the process of teaching I asked my students to write, in an anonymous way, some positive and negative feedback in a piece of paper. Most of the things they wrote in the papers were positive, for example, they wrote that the class was very funny and participative and that they have been able to interact with their classmates which is very important when you are learning a foreign language; although there were also negative commentaries, as for example, they wrote that I spoke fast and that sometimes I didn't make myself clear when I am giving instructions in order to do an activity.

All this negative and positive commentaries have been very useful for me because they have made me aware of my strengths and my weaknesses in order to keep on doing the right things and improve the wrong one in my future as an English teacher.

CONCLUSIONS TO THE LEARNING UNIT

After implementing this learning unit with my group of students from my students teaching I realized that:

-  Group activities work very well when teaching adults because they have fun and because they really like working in small groups especially if they know the people with which they are working.
-  Time is a very crucial thing to take into account when teaching and sometime it is very difficult to control how much time you are going to expend in one thing and how much time you are going to spend in other thing. Sometimes when you prepare an activity you think that it is going to be five minutes long and when you do it with your students you spend fifteen minutes doing the activity with them or the other way around.
-  Correcting writing is very difficult because sometimes you think that something that a student has written is not written in the right way but you do not want to change everything that he or she has written.
-  Teaching English is what I want to do in my future.

2nd APPENDIX: REASEARCH PROJECT

SUBJECT: EVALUATION, LEARNING INNOVATION AND EDUCATIVE
RESEARCH IN THE ENGLISH LANGUAGE TEACHING

TO WHAT
EXTENT ARE OUR
LEARNERS
TO WHAT
EXTENT ARE OUR
LEARNERS
WILLING TO
LEARN A
SECOND LANGUAGE?
(materials used inside an EFL class)
(materials used inside and outside an EFL class)



MASTER UNIVERSITARIO EN PROFESORADO DE EDUCACIÓN
SECUNDARIA OBLIGATORIA

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SUBJECT: **Evaluation, innovation and educative investigation in the teaching of English**

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Index

<i>Theoretical introduction</i>	46
Characteristics that a material should have	46
How materials should be	46
Use of new technologies in language-learning materials	52
The future of materials development	53
<i>Purpose</i>	55
<i>Methods</i>	55
Participants:	55
Why have we chosen these groups of students?	55
Materials:	56
<i>Why is this questionnaire valid for use in the study? (Justification)</i>	56
<i>Procedures:</i>	59
<i>Results of the questionnaires</i>	93
<i>Discussion</i>	122
<i>Conclusions</i>	126
<i>References</i>	126
<i>Annex (questionnaire)</i>	127

Theoretical introduction

Characteristics that a material should have

As Tomlinson says in his articles published in May 2012 devoted to materials development, materials can be:

- ❖ **Informative** (informing the learner about the target language).
- ❖ **Instructional** (guiding the learner in practising the language).
- ❖ **Experiential** (providing the learner with experience of the language in use).
- ❖ **Eliciting** (encouraging the learner to use the language).
- ❖ **Exploratory** (helping the learner to make discoveries about the language).

How materials should be

According to Brian Tomlinson (and we agree with him), materials should:

- Achieve impact

Materials achieve impact when they have noticeable effect on learners, that is, when their curiosity, interest, and attention are attracted. They can achieve it through:

- Novelty
- Variety
- Attractive presentation
- Appealing content

Impact is variable; what works with a group of students may not work with other; because of this, the teacher must adapt to the interest and to what is going to attract the attention of each group of students.

- Help learners to feel at ease

Most language learners benefit from feeling at ease, but they lose opportunities for language learning when they feel anxious, uncomfortable or tense. Taking this into account, it can be said that materials can help learners to feel at ease in several ways:

- Students feel more comfortable with material with lots of white space.
- Learners are more at ease with texts and illustrations that they can relate to their own culture because they feel closer to this kind of materials.
- Students are more relaxed with materials which try to help them to learn than they are with materials which are always testing them.

Feeling at ease can also be achieved through:

- A “voice” which is relaxed and supportive. (This is most important one).
- Content and activities which encourage the personal participation of the learners.
- Materials which relate the world of the book to the world of the learner.
- The absence of activities which could threaten self-esteem and cause humiliation.

- Help learners to develop confidence

Depending on the author this process of developing confidence can be reached in different ways:

- ✚ According to some authors, through a process of simplification. Some teachers try to help the learners to feel successful by asking them to use simple language to accomplish easy tasks. However, at the end these teachers become aware that what they are doing bears little resemblance to actual language use, that learners are not really using their brains and that their apparent success is an illusion.
- ✚ According to Tomlinson, through activities which try to “push” learners slightly beyond their existing proficiency by engaging them in tasks which are stimulating, which are problematic but which are achievable too.

“Relaxed and self-confident learners learn faster” (Dulay, Burt and Krashen, 1982)

- Require and facilitate learner self-investment

According to Rutherford and Sharwood-Smith (1988), the role of the classroom and of teaching materials is to aid the learner to make efficient use of the resources in order to facilitate self-discovery.

Besides, learners usually profit most if they invest interest, effort and attention in the learning activity. Materials can help them to achieve this by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centred discovery activities.

Tomlinson mentions that there are several ways of doing this:

- Getting learners interested in a written or spoken text, getting them to respond to it globally and affectively and then helping them to analyze a particular linguistic feature of it in order to make discoveries for themselves.
- Involving the learners in mini-projects and giving them responsibility for making decisions about which texts to use and how to use them.

- Expose the learners to language in authentic use

In the first place, it can be said that exposure to authentic use of the target language is necessary but not sufficient for the acquisition of that language. In any case, materials at all levels should provide frequent exposure to authentic input which should be rich in features which are characteristic of authentic discourse on the target language, and which should be varied in style, mode, medium and purpose.

The materials should also stimulate learner interaction with the input rather than just passive reception of it. This does not necessarily mean that the learners should always produce language in response to the input; but it does mean that they should always do something mentally or physically in response to it.

In order article written also by Tomlinson we can read that: “it has been argued that explicit teaching of language through contrived examples and texts helps the learners by focusing their processing energies on the target feature, and this is what most course books typically do”. However, we can also read that many researchers argue that this over-protects learners and does not prepare them for the reality of language use outside the classroom. Day (2003) attacks what he calls the cult of authenticity, saying there is no empirical evidence that authenticity facilitates language acquisition, and citing evidence that learners find authentic texts more difficult than simplified or elaborated texts.

In the same article but some lines below we can read that Prodromou (1992) and Trabelsi (2010) stated two important ideas which should be taken into account: what might be authentic for one location (or for one learner) might not be authentic for another; and it is not the text or the task which is authentic but the learner’s interaction with it.

For Tomlinson, an authentic text is one which is produced in order to communicate rather than to teach, and an authentic task is one which involves the learners in communication in order to achieve an outcome, rather than practice the language. He also considers that every text that learners encounter should be authentic and that most tasks should be authentic too – otherwise the learners are not been prepared for the reality of language use.

- Provide the learners with opportunities to use the target language to achieve communicative purposes

Learners should be given opportunities to use language for communication rather than just to practice in situations controlled by the teacher and the materials. Using language for communication involves attempts to achieve a purpose in a situation in which the content, strategies and expression of the interaction are determined by the learners.

Ideally teaching materials should provide opportunities for such interaction in a variety of discourse modes ranging from planned to unplanned. Interaction can be achieved through:

- Information or opinion gap activities which require learners to communicate with each other and/or the teacher in order to close the gap.

- Post-listening and post-reading activities which require the learners to use information from the text to achieve a communicative purpose.
 - Creative writing and creative speaking activities such as writing a story or improvising a drama.
 - Formal instruction given in the target language either on the language itself or on another subject.
- Take into account that the positive effects of instruction are usually delayed

Acquisition results from the gradual and dynamic process of internal generalization rather than from instant adjustments to the learner's internal grammar. Students might be able to rehearse the features, to retrieve it from short-term memory or to produce it when prompted by the teacher or the materials, but this does not mean that learning has taken place.

Furthermore, in order to facilitate the gradual process of acquisition it is important for materials to recycle instruction and to provide frequent and ample exposure to the instructed features in communicative use. It is equally important that the learners are not forced into premature production of the instructed features and that tests of proficiency are not conducted immediately after instruction.

- Take into account that learners differ in learning styles

Different learners have different learning styles and this means that activities should be variable and should cater for all learning styles. Styles of learning which need to be catered for in language learning materials include:

- Visual
- Auditory
- Kinaesthetic
- Studial
- Experiential
- Analytic
- Global
- Dependent
- Independent

Tomlinson adds that a learner's preference for a particular learning style is variable and depends on what is being learned, where it is being learned, who is being learned with and what is being learned for.

- Take into account that learners differ in affective attitudes

One implication of these different affective attitudes is "to diversify language instruction as much as possible based upon the variety of cognitive styles" (Larshen-Freeman and Long, 1991) and the variety of affective attitudes likely to be found among a typical class of learners. Ways of doing this include:

- Providing choices of different types of text and different types of activities.
 - Providing optional extras for the more positive and motivated learners.
 - Providing variety.
 - Including units in which the value of learning English is a topic for discussion.
 - Including activities which involve the learners in discussing their attitudes and feelings about the course and the materials.
 - Researching and catering for the diverse interest of the identified target learners.
 - Being aware of the cultural sensitivities of the target learners.
 - Giving general and specific advice in the teacher's book on how to respond to negative learners.
- Maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities

A series of activities which require very little cognitive processing usually leads to shallow and ephemeral learning unless linked to other activities which stimulates mental and affective processing. However, a varied series of activities making analytic, creative, and

evaluative and rehearsal demands on processing capacities can lead to deeper and more durable learning.

It is very important that the content of the materials is not trivial or banal and that it stimulates thought and feelings in the learners. It is also important that the activities are not too simple and that they cannot be too easily achieved without the learners making use of their previous experience and their brains. Moreover, the maximization of the brain's learning potential is a fundamental principle of Lozanov's Suggestopedia, which engages the learners in a variety of left and right brain activities in the same lesson.

- Not rely too much on controlled practice

It seems to be very little research which indicates that controlled practice activities are valuable, for instance, Bialystok (1988) says that automaticity is achieved through practice but provides no evidence to support her claim. In addition, it can be said that "controlled practice appears to have little long effect on the accuracy with which new structures are performed" (Ellis, 1990: 192) and "has little effect on accuracy" (Ellis and Rathbone, 1987). However, controlled grammar practice activities are common in many course books and are considered to be useful by many teachers and by many learners.

- Provide opportunities for outcome feedback

If the language that the learner produces is evaluated in relation to the purpose for which it is used, that language can become a powerful and informative source of information about language use. Thus, a learner who fails to achieve a particular communicative purpose is more likely to gain from negative feedback on the effectiveness of their use of language than a learner whose language is corrected without reference to any non-linguistic outcome. Taking this into account, it is important that language production activities have intended outcomes other than just practising language.

Use of new technologies in language-learning materials

As Tomlinson says in other section of this article devoted to "the roles of new technologies in language-learning materials" in recent years there have been radical

developments in the use of new technologies to deliver language-learning materials. In general these technologies have been welcomed because they have a great amount of advantages:

- ✚ Facilitating reading, writing, brainstorming and research.
- ✚ Organizational, pedagogical and learner advantages.
- ✚ Localized adaptation of materials, free source of a variety of authentic texts and opportunities for spoken interaction between learners.
- ✚ Collaborative problem solving activities inside and outside the classroom.

Nevertheless, a number of authors have pointed out the dangers of excessive reliance on electronic delivery of materials:

- ✚ Whether Computer Assisted Language Learning (CALL) materials facilitate learning depends on how the technology is implemented (Reinders & White, 2010: 68).
- ✚ Change is so rapid that the resources are bound to be ephemeral and there is a danger of “total capitulation to technology” (Maley, 2011: 392).
- ✚ The multi-tasking, rapidly switching, superficial processing of information might...impair more reflective modes of thinking (Wolf, 2008: 392).

According to himself (Tomlinson), new technologies can provide teachers and learners with opportunities of flexibility and choice, and they open up a window on the real world to learners in their classrooms and their homes. However, he is wary of the misuse of new technologies.

The future of materials development

What Tomlinson thinks that will happen in the future is that materials will increasingly be delivered electronically through computers and smartphones, and that more and more

institutions and countries will decide that the only way to develop locally appropriate materials is to do it themselves. He concludes the article by saying that he knows that teachers will continue to develop positively as a result of their involvement in materials development, whether as course participants, members of project teams or adapters of materials in their classrooms.

Purpose

The **purpose** of this research project is to know to what extent our students want to learn a second language, which types of materials they use with this aim, and if they agree with the materials/ methodology that the teacher uses in class.

As a **hypothesis** before starting this research we thought that maybe the older students would use more materials because they are more willing to learn the L2 than students in the compulsory secondary education

Methods

Participants:

This research has been carried out in three different educative centres:

1. State assisted school Maria Auxiliadora (Zaragoza) → Second year ESO and the diversification group of the fourth year of ESO.
2. Public high school Ramón y Cajal (Huesca) → First year of Bachillerato of social sciences.
3. Official School of Languages number 2 (Zaragoza) → First Intermediate level.

Why have we chosen these groups of students?

In the case of the **public high school Ramón y Cajal (Huesca)**, the questionnaires were given to this group of students because they are in a post-secondary level and it is not compulsory education.

In the case of the **Official School of Languages number 2 (Zaragoza)**, this class was chosen because is the one in which Adriana made her teaching practice.

In the case of the **state assisted school M^a Auxiliadora (Zaragoza)**, the class of diversification of the fourth year of ESO was selected because is the one in which Sandra made her teaching practice. However, in the class of the second year of ESO, the questionnaire was not completed by the whole class, but by eleven students who where the first ones in ending an English exam they were doing.

Materials:

In order to carry out our research, we have use a questionnaire which has been divided in the following six sections:

1. Materials used by the English teacher in class.
2. Other resources used outside the classroom (reading)
3. Other materials/resources used outside the classroom (listening)
4. Mass media (radio and television) and cinema.
5. Oral skills (speaking).
6. Real immersion in an English speaking context/ extracurricular activities.

Why is this questionnaire valid for use in the study? (Justification)

We have decided to separate the two first questions of the first section of the questionnaire because we think they have to be mentioned apart because they have a specific justification.

Section 1: Materials used by the English teacher in class.

Question 1: Which materials does the English teacher use in class in order to help you acquire the L2?

If others, which ones? _____

Question 2: A) Which other materials would you add? And why?

B) Which ones would you remove? And why?

C) Which ones would you change? And why?

This section was included because, according to Jan Bell and Roger Gower, teachers and students don't expect the same things from materials:

- **Teachers.** They want:

- ◆ Some materials they could sympathise with in terms of its pedagogic principles.
- ◆ An easy life: not too much preparation, usable and motivating materials, fun activities, etc.

- **Students:**

- ◆ They want materials they could enjoy and in which they could find things they could identify with and learn from.
- ◆ They need a lot of revision and a lot of material they could use to study on their own.



Section 2: Other resources used outside the classroom (reading)

These materials require learners' self-investment and encourage their intellectual involvement.



Section 3: Other materials/resources used outside the classroom (listening)

Listening materials expose the learners to language in authentic use. In addition, this section takes into account that learners differ in affective attitudes.



Section 4: Mass media (radio and television) and cinema

These materials achieve more impact in the learners, encourage their emotional involvement, and expose the learners to language in authentic use. In addition, they take into account that learners differ in affective attitudes.



Section 5: Oral skills (speaking)

Oral skills help learners to develop confidence, require and facilitate learner self-investment, and expose the learners to language in authentic use. In addition, these skills provide the learners with opportunities to use the target language to achieve communicative purpose and to obtain outcome feedback, and don't rely too much on controlled practice.



Section 6: Real immersion in an English speaking context/

Extracurricular activities.

Real immersion and extracurricular activities help learners to develop confidence, require and facilitate learner self-investment, and expose the learners to language in authentic use. In addition, these experiences provide the learners with opportunities to use the target language to achieve communicative purpose and to obtain outcome feedback.

Procedures:

- First, we created the questionnaire.
- Second, we decided which groups were going to answer it.
- Third, we gave the questionnaire to the students and they answered it.

As a curiosity we could say that in the case of the state assisted school M^a Auxiliadora (Zaragoza), there were some problems with the students of the third year of ESO because they didn't understand the questions and Sandra had to make a bilingual edition of the questionnaire translating the questions into Spanish.

- Fourth, we analysed the questionnaires in two different ways:
 - By means of charts.
 - By means of different types of diagrams.

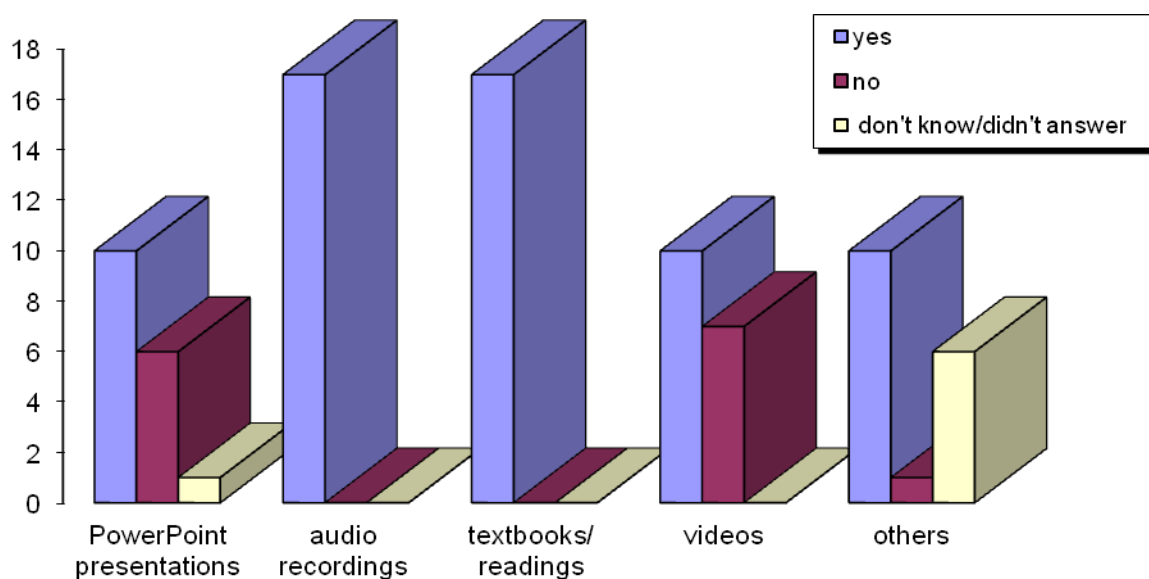
RESULTS OF THE QUESTIONNAIRES

SECTION 1

QUESTION 1: Which materials does the English teacher use in class in order to help you acquire the L2?

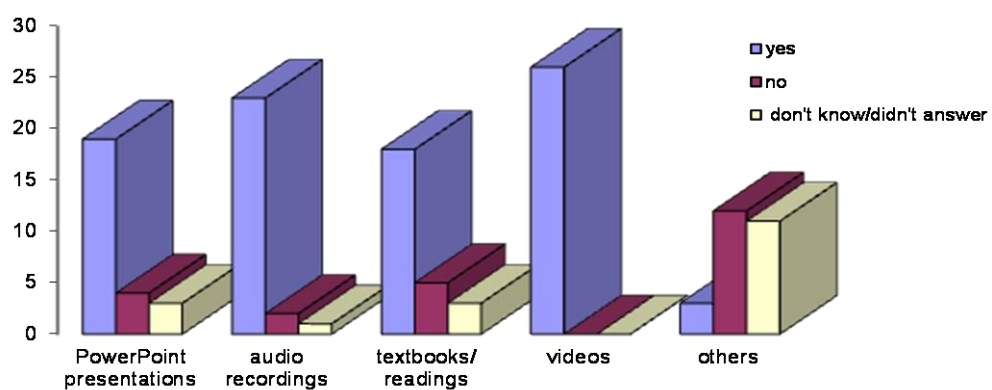
EOI Fernando Lázaro Carreter (Zaragoza)

	Yes	No	Don't know/didn't answer
PowerPoint presentations	10	6	1
Audio recordings	17	0	0
Textbooks/ readings	17	0	0
Videos	10	7	0
Others	10	1	6



Ramón y Cajal high school (Huesca)

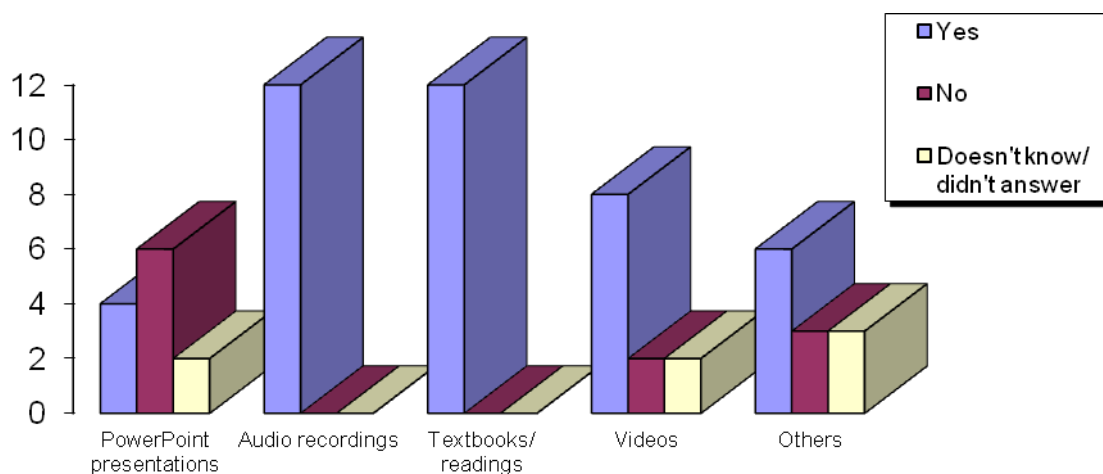
	Yes	No	Don't know/didn't answer
PowerPoint presentations	19	4	3
Audio recordings	23	2	1
Textbooks/ readings	18	5	3
Videos	26	0	0
Others	3	12	11



Stated assisted school María Auxiliadora (Zaragoza)

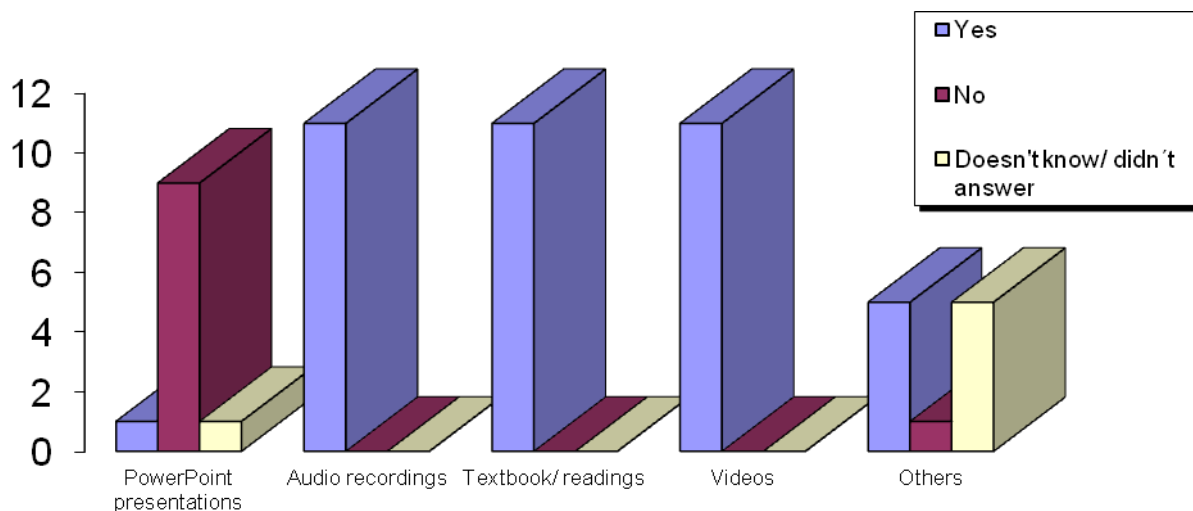
Level: second year of ESO

	Yes	No	Don't know/didn't answer
PowerPoint presentations	4	6	2
Audio recordings	12	0	0
Textbooks/ readings	12	0	0
Videos	8	2	2
Others	6	3	3



Level: diversification of the fourth year of ESO

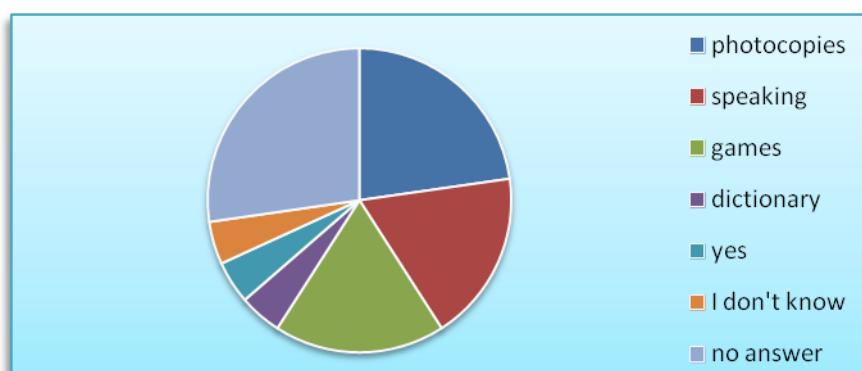
	Yes	No	Don't know/didn't answer
PowerPoint presentations	1	9	1
Audio recordings	11	0	0
Textbooks/ readings	11	0	0
Videos	11	0	0
Others	5	1	5



If other, which ones?

EOI Fernando Lázaro Carreter (Zaragoza)

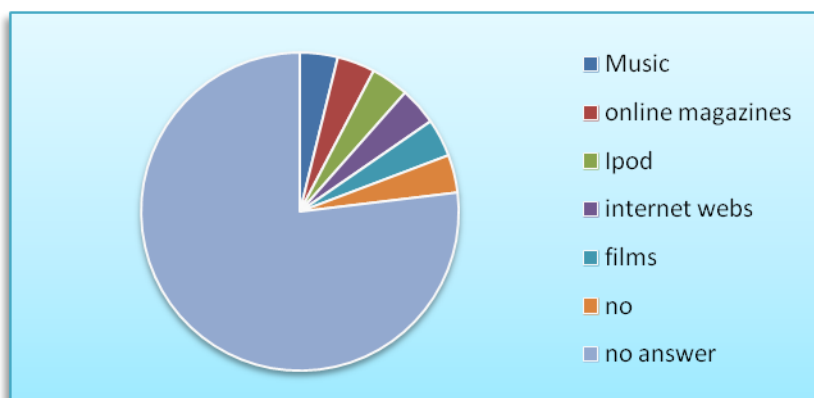
Photocopies	5
Speaking	4
Games	4
Dictionary	1
Yes	1
I don't know	1
No answer	6



Ramón y Cajal high school (Huesca)

Music	1
Online magazines	1
Ipod	1
Internet webs	1
Films	1
No	1

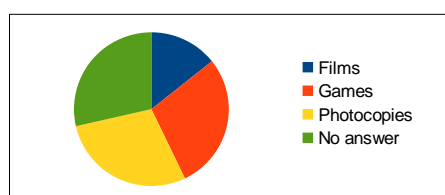
No answer	20
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Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

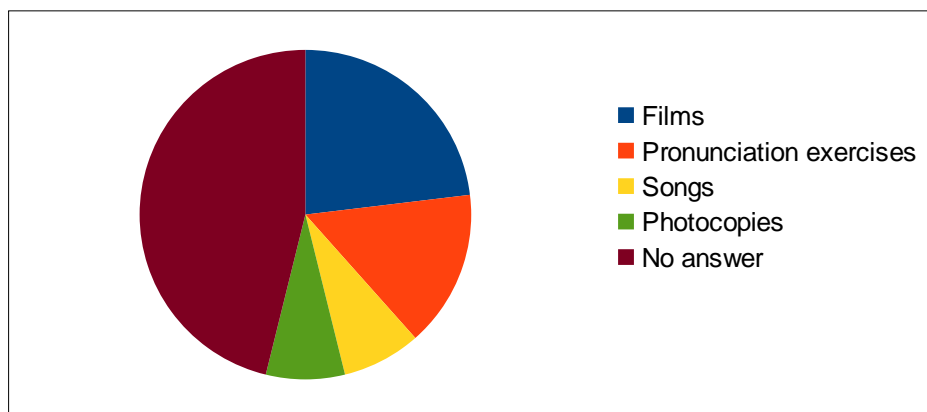
Films	1
Games	2
Photocopies	2
No answer	2



Level: diversification of the fourth year of ESO

Films	3
Pronunciation exercises	2
Songs	1

Photocopies	1
No answer	6

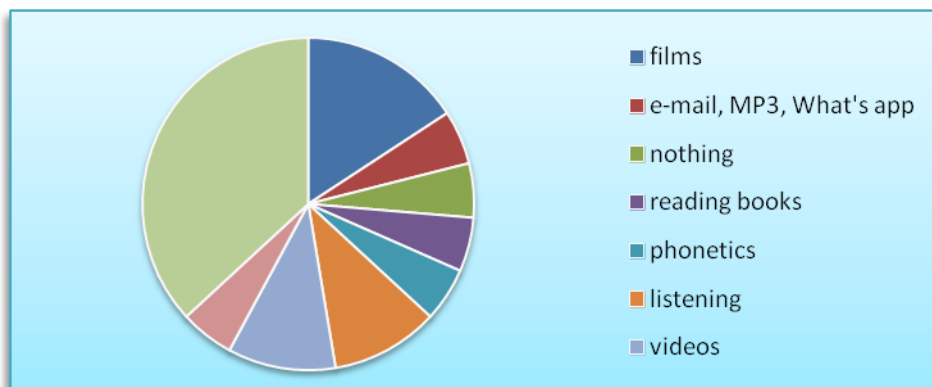


QUESTION 2:

A) Which other materials would you add? And why?

EOI Fernando Lázaro Carreter (Zaragoza)

Films	3
e-mail, MP3, What's app	1
Nothing	1
reading books	1
phonetics	1
listening	2
videos	2
songs	1
No answers	7



Ramón y Cajal high school (Huesca)

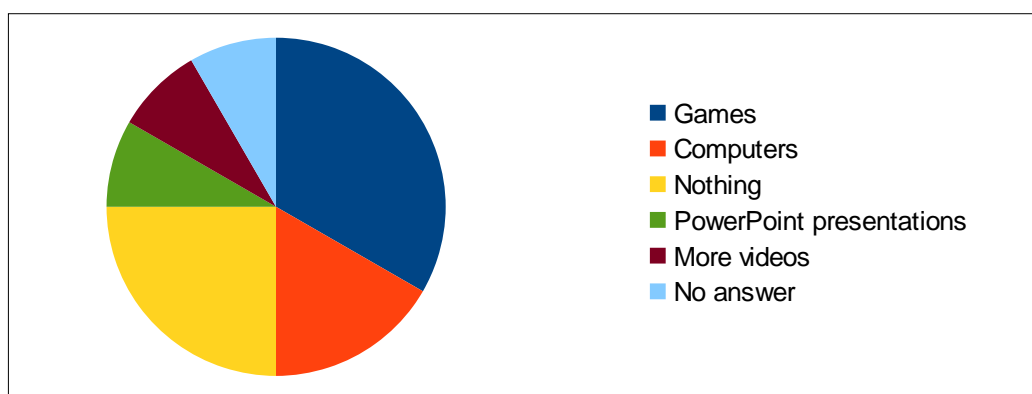
Movies	7
Songs	3
Games	1
Computers	1
Speaking activities	4
Ipod	2
nothing	1
I don't know	3
No answers	7



Stated assisted school María Auxiliadora (Zaragoza)

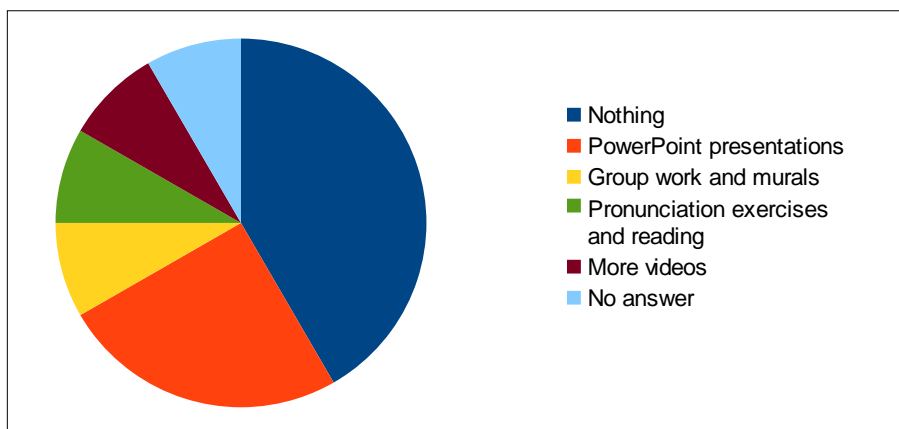
Level: second year of ESO

Games	4
Computers	2
Nothing	3
PowerPoint presentations	1
More videos	1
No answer	1



Level: diversification of the fourth year of ESO

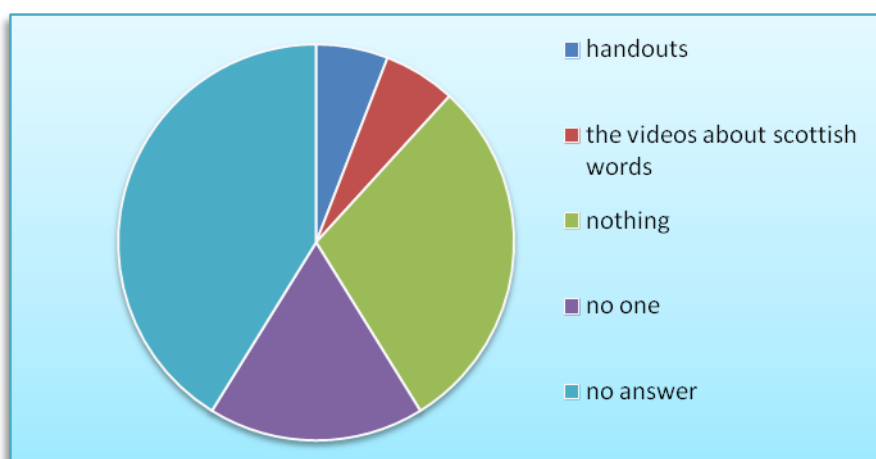
Nothing	5
PowerPoint presentations	3
Work group and murals	1
Pronunciation exercises and reading	1
More videos	1
No answer	1



B) Which ones would you remove? And why?

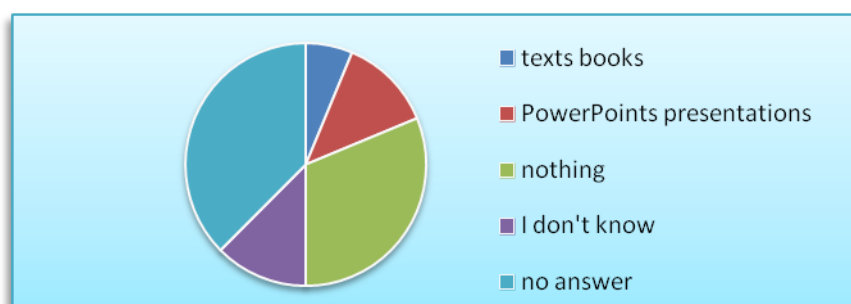
EOI Fernando Lázaro Carreter (Zaragoza)

Handouts	1
The video about Scottish words	1
Nothing	5
No one	3
No answer	7



Ramón y Cajal high school (Huesca)

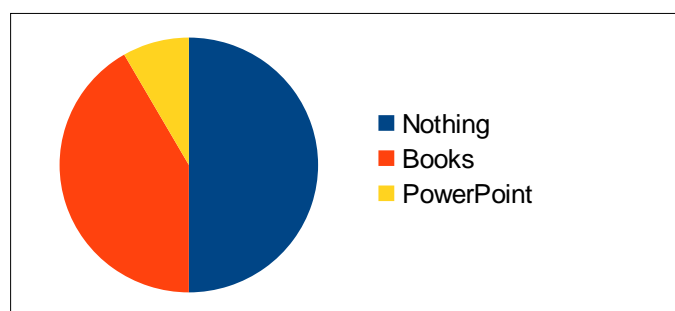
Texts books	1
PowerPoint presentations	2
Nothing	5
I don't know	2
No answer	16



Stated assisted school María Auxiliadora (Zaragoza)

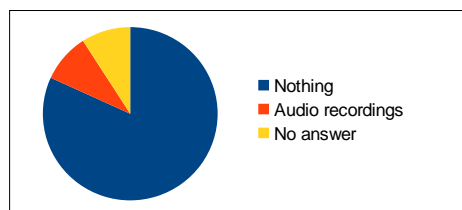
Level: second year of ESO

Nothing	6
Books	5
PowerPoint	1



Level: diversification of the fourth year of ESO

Nothing	9
Audio recordings	1
No answer	1



C) Which ones would you change? And why

EOI Fernando Lázaro Carreter (Zaragoza)

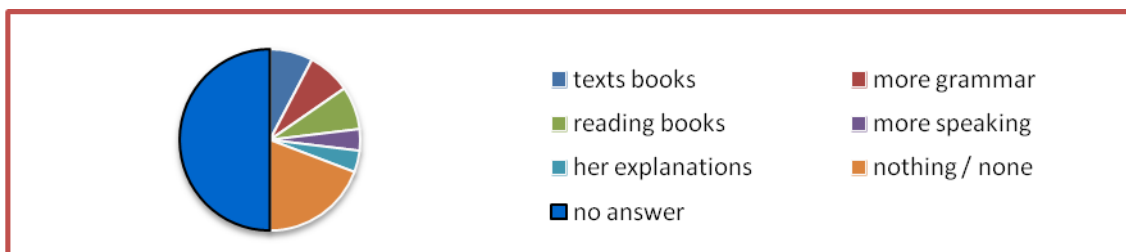
I think the class is very good and full of contents	1
More listening	11
Shorter games	2
No one	1
Nothing	1
No answer	1



Ramón y Cajal high school (Huesca)

Texts books	2
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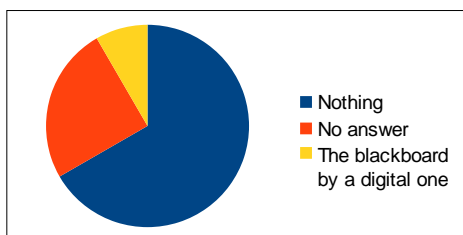
More grammar	2
Readings books	2
More speaking	1
Her explanations	1
Nothing / none	5
No answer	13



Stated assisted school María Auxiliadora (Zaragoza)

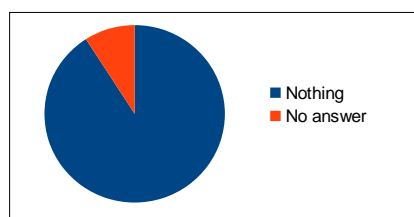
Level: second year of ESO

Nothing	8
No answer	3
The blackboard by a digital one	1



Level: diversification of the fourth year of ESO

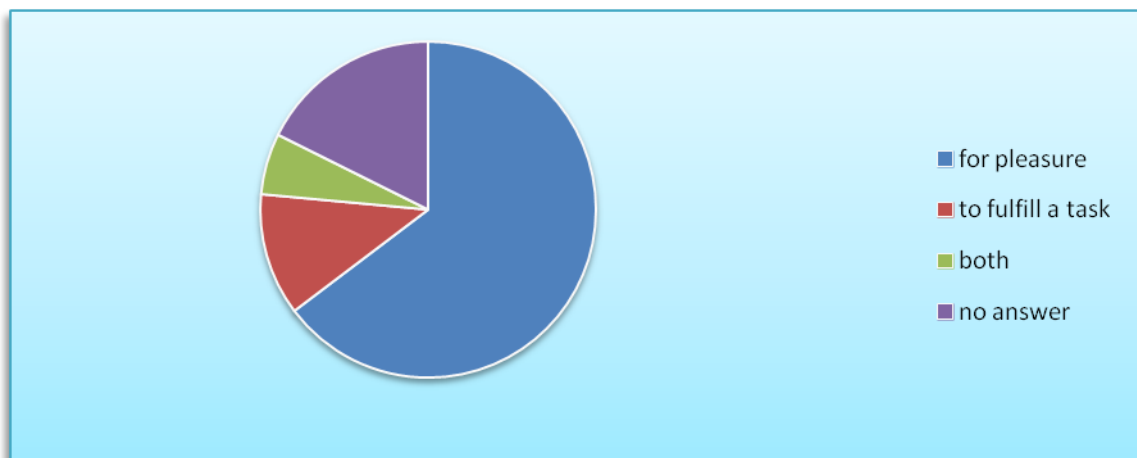
Nothing	10
No answer	1



QUESTION 3: If you use any material apart from the ones that the teacher uses in class, do you use it for pleasure (just because you want to improve your knowledge of the second language) or in order to fulfill a task that you have been asked to do?

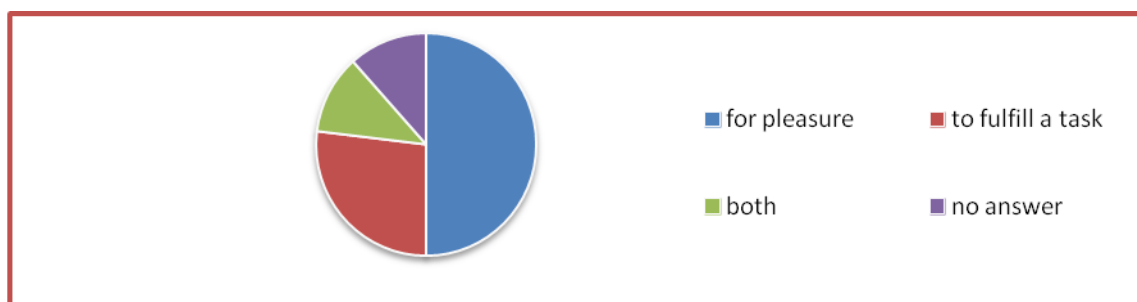
EOI Fernando Lázaro Carreter (Zaragoza)

For pleasure	11
To fulfill a task	2
Both	1
No answer	3



Ramón y Cajal high school (Huesca)

For pleasure	13
To fulfill a task	7
Both	3
No answer	3

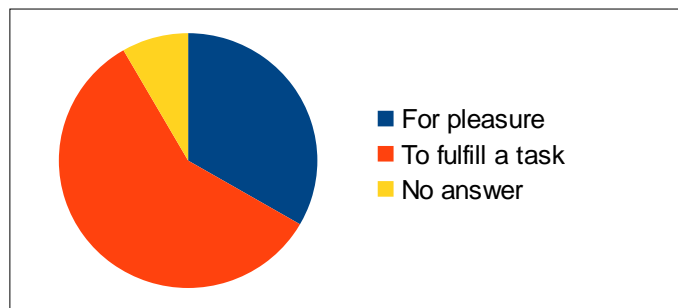


Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

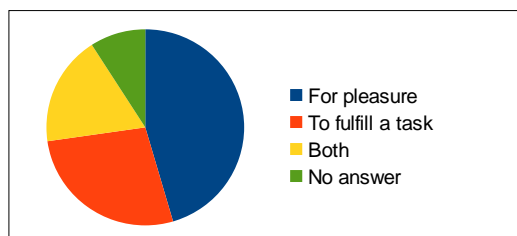
For pleasure	4
To fulfill a task	7

No answer	1
-----------	---



Level: diversification of the fourth year of ESO

For pleasure	5
To fulfill a task	3
Both	2
No answer	1

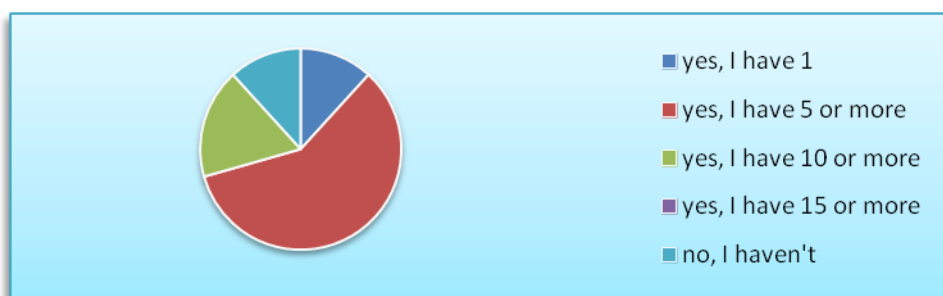


SECTION 2

QUESTION 4: have you ever read a book (novel, comics...) in English apart from your text book?
If so, how many?

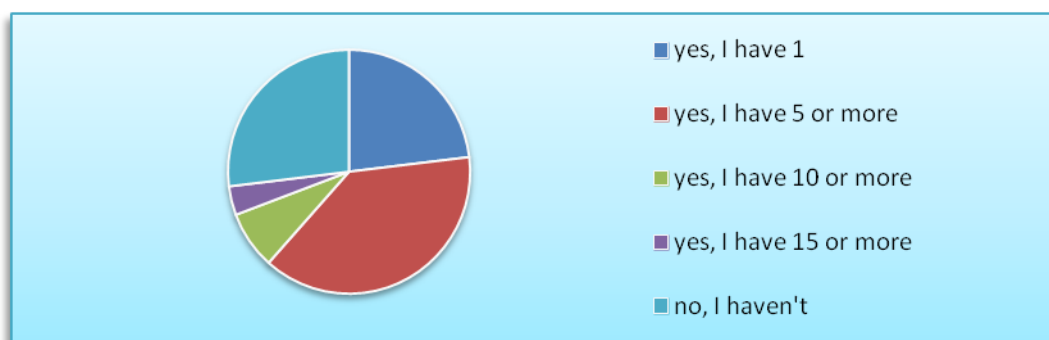
EOI Fernando Lázaro Carreter (Zaragoza)

		1	5 or more	10 or more	15 or more
Yes ,I have	15	2	10	3	0
No, I haven't	2	0	0	0	0



Ramón y Cajal high school (Huesca)

		1	5 or more	10 or more	15 or more
Yes ,I have	19	6	10	2	1
No, I haven't	7	0	0	0	0

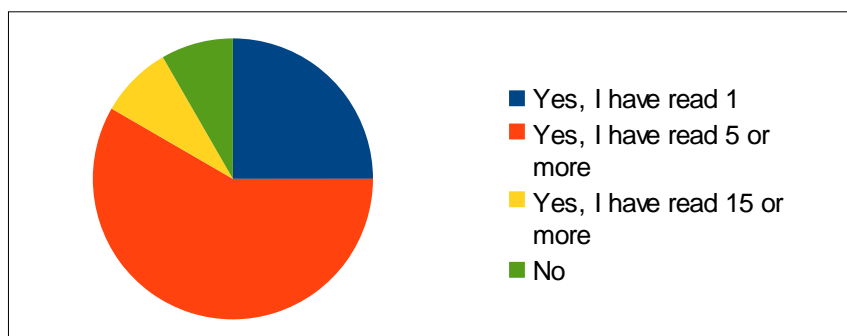


Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

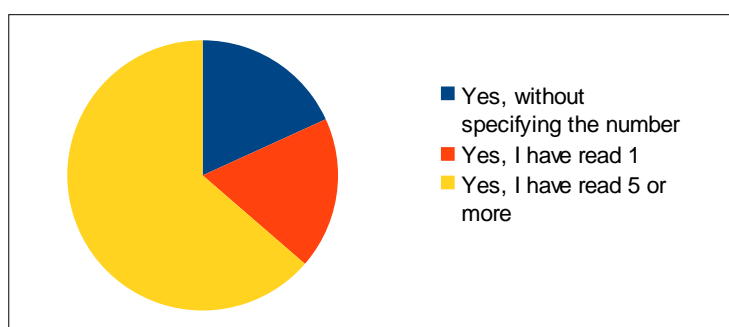
		1	5 or more	10 or more	15 or more
Yes, I have	11	3	7	0	1

No, I haven't	1	0	0	0	0
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Level: diversification of the fourth year of ESO

		Without specifying the number	1	5 or more	10 or more	15 or more
Yes, I have	11	2	2	7	0	0
No, I haven't	0	0	0	0	0	0



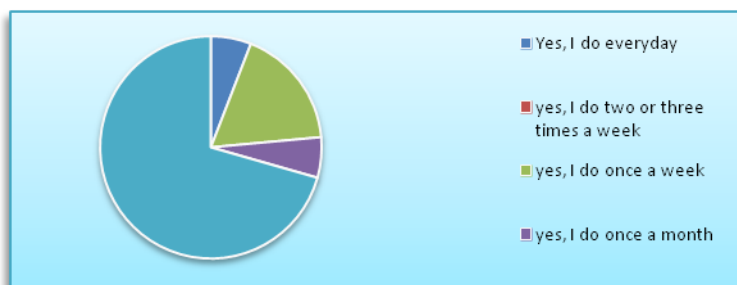
QUESTION 5: Do you usually read newspapers or magazines in English? If so, how often?

EOI Fernando Lázaro Carreter (Zaragoza)

MÁSTER UNIVERSITARIO EN PROFESORADO DE EDUCACIÓN SECUNDARIA OBLIGATORIA,
BACHILLERATO, FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS, ARTÍSTICAS Y
DEPORTIVAS

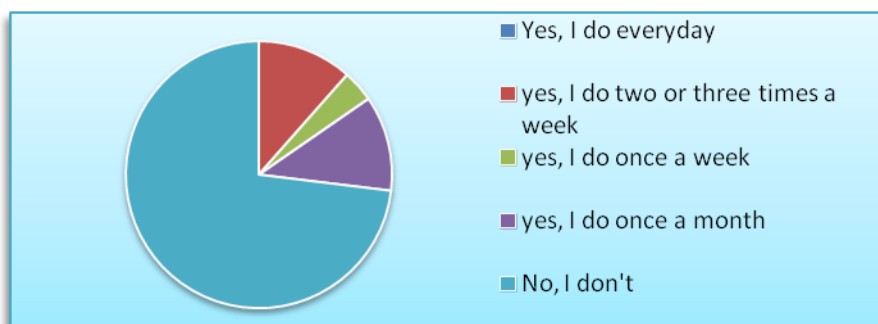
Curso 2011-2012

		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	5	1	0	3	1
No I don't	12	0	0	0	0



Ramón y Cajal high school (Huesca)

		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	7	0	3	1	3
No I don't	19	0	0	0	0

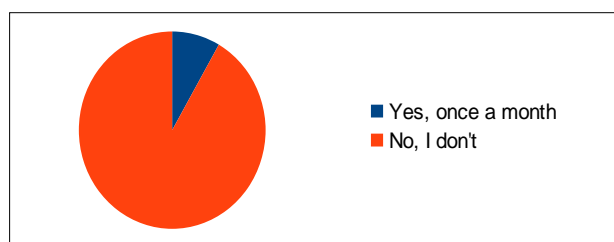


Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

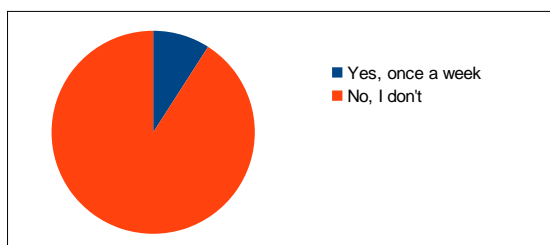
		Everyday	Two or three	Once a week	Once a
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			times a week		month
Yes, I do	1	0	0	0	1
No I don't	11	0	0	0	0



Level: diversification of the fourth year of ESO

		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do	1	0	0	1	0
No I don't	10	0	0	0	0



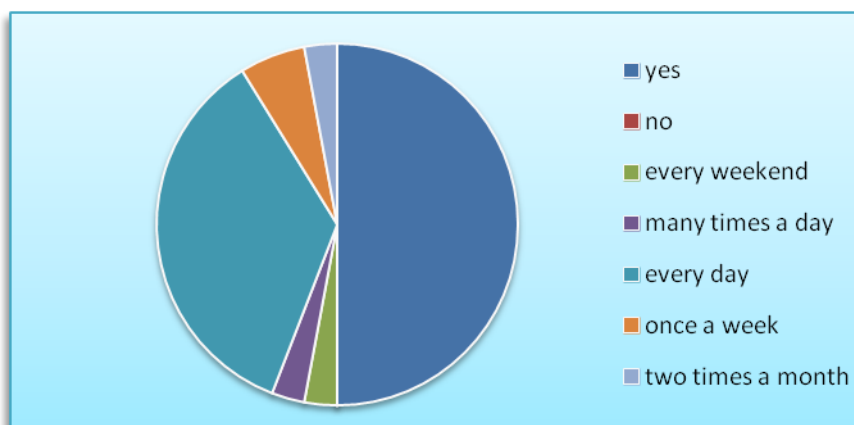
SECTION 3

QUESTION 6: Do you listen to English music? If so, how often? Do you know any English/
American group or English / American singer?

EOI Fernando Lázaro Carreter (Zaragoza)

Yes / no	yes: 17 no: 0
How often?	Every weekend: 1 Many times a day: 1 Every day: 12

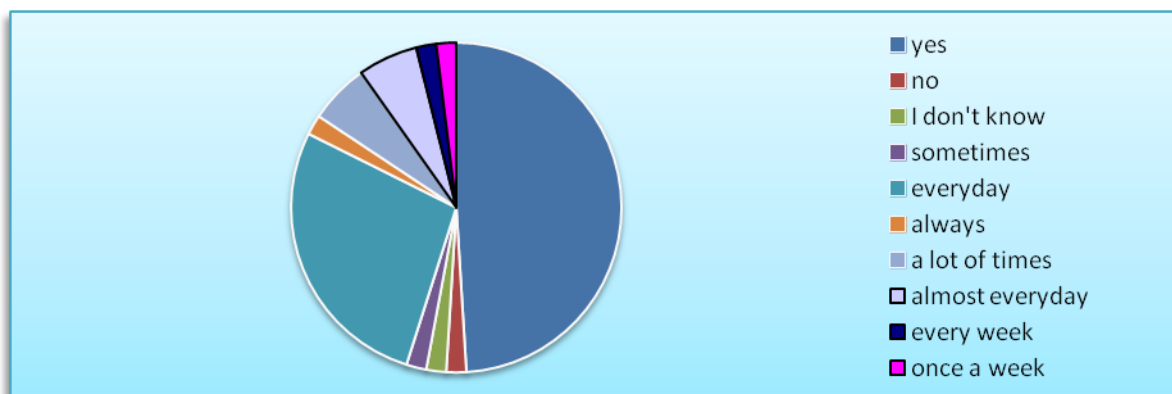
	Once a week: 2 Two times a month: 1
Known artist	<p>Freddy Mercury Rihanna</p> <p>Tom Jones Lady Gaga</p> <p>Rolling Stones Katy Perry</p> <p>Phil Collins Beyonce</p> <p>Coldplay Sting</p> <p>Madonna</p> <p>Adele</p> <p>Bruce Springsting</p>



Ramón y Cajal high school (Huesca)

Yes / no	yes: 25 no: 1
How often?	<p>I don't know: 1</p> <p>Sometimes: 1</p> <p>Every day: 14</p> <p>Always: 1</p> <p>A lot of times: 3</p>

	<p>Almost everyday: 3</p> <p>Every week: 1</p> <p>Once a week: 1</p>
Known artist	<p>Green day Coldplay</p> <p>Black eyed peas U2</p> <p>Rihanna Eminem</p> <p>Adele Sting</p> <p>David Guetta Michael Jackson</p> <p>Flo-rida Bob Marley</p> <p>Slipknot sun 41</p> <p>Ozzy Osbourne Beatles</p> <p>Lady Gaga</p>

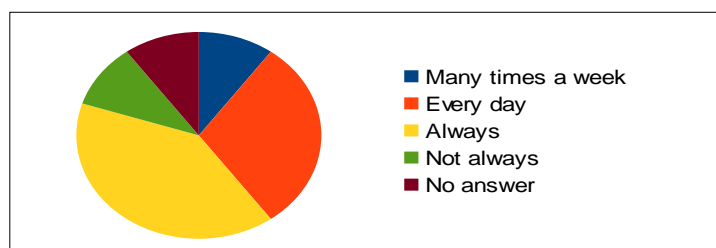
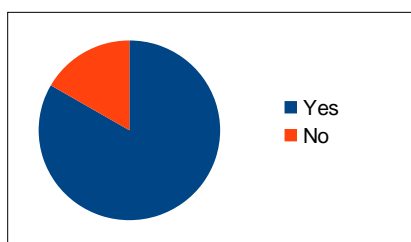


Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

Yes / no	yes: 10 no: 2
How often?	<p>Many times a week: 1</p> <p>Every day: 3</p> <p>Always: 4</p> <p>Not always: 1</p> <p>No answer: 1</p>

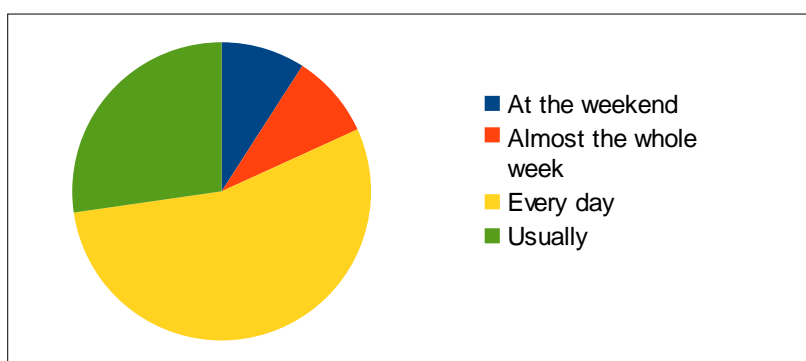
Known artist	Bruno Mars 50 cent Lady Gaga Beyoncé Rihanna The Lemon Tree Tysa Lil Wayne Busta Rhymes Wiz Khalifa Nicki Minaj Tupac
---------------------	--



Level: diversification of the fourth year of ESO

Yes / no	yes: 11 no: 0
How often?	At the weekend: 1 Almost the whole week: 1 Every day: 6 Usually: 3
Known artist	Adele Rihanna Katy Perry Beyoncé Black Eyed Peas Usher Britney Spears

	<p>Maroon 5</p> <p>AC/DC</p> <p>Wiz Khalifa</p> <p>Eminem</p> <p>Lady Gaga</p> <p>David Guetta</p> <p>Twisted sister</p> <p>The Beatles</p>
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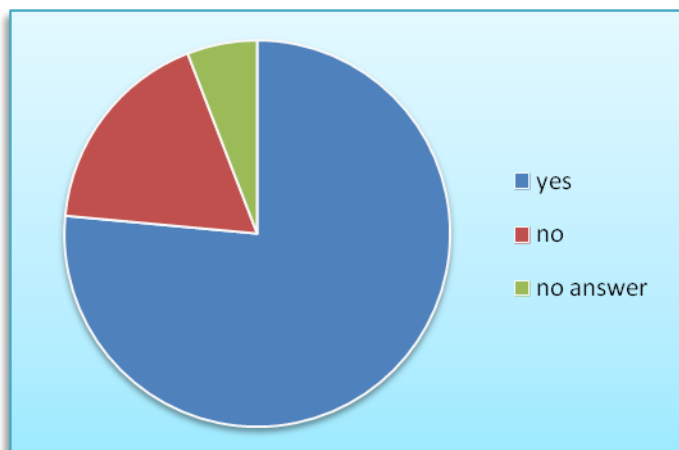
SECTION 4

QUESTION 7: Do you usually watch television in English? If so, how often and what sort of programmes?

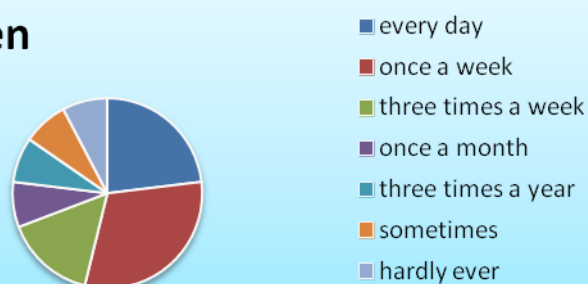
EOI Fernando Lázaro Carreter (Zaragoza)

Yes / no	Yes: 13 no: 3
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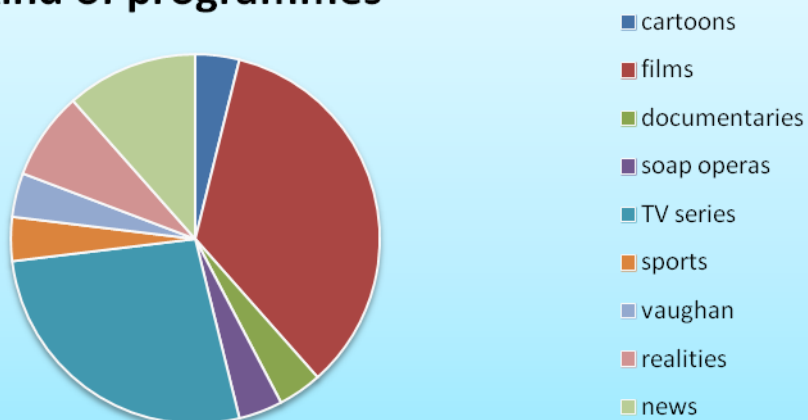
How often	Every day: 3 Once a week: 4 Three times a week: 2 Once a month: 1 Three times a year: 1 Sometimes: 1 Hardly ever: 1
What types of programmes	Cartoons: 1 Films: 9 Documentaries: 1 Soap opera: 1 TV series: 7 Sports: 1 Vaughan: 1 Realities: 2 News: 3
no answer	1



how often

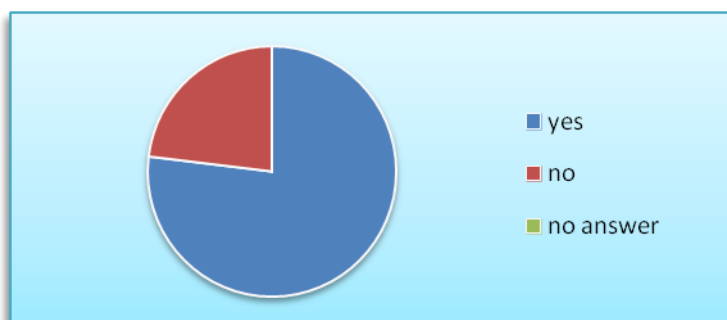


what kind of programmes



Ramón y Cajal high school (Huesca)

Yes / no	Yes: 20 no: 6
How often	When I want to see a chapter a Gossip girl: 1 Everyday: 5 Sometimes: 3 Once or twice a week: 8 Usually: 2 Hardly ever: 1
What types of programmes	Series: 9 Sports: 6 Movies: 3 Documentaries: 4 MTV: 3 Ultimate survival: 2 Shows: 1 Comedy: 2 Cartoons: 2
no answer	0



how often



■ when I want to see a chapter of Gossip girl

■ everyday

■ soemtimes

■ once or twice a week

■ usually

■ hardly ever

what kind of programmes



■ series

■ sports

■ movies

■ documentaries

■ MTV

■ ultimate survival

■ shows

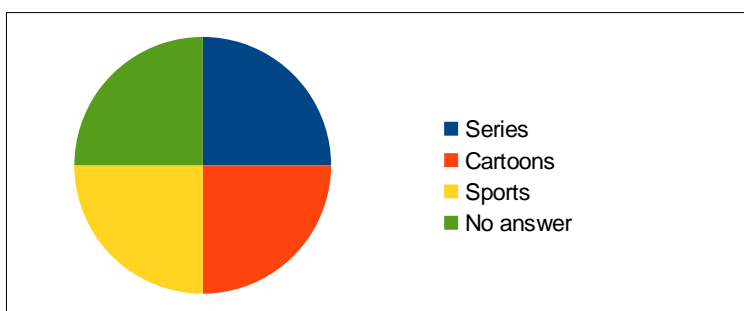
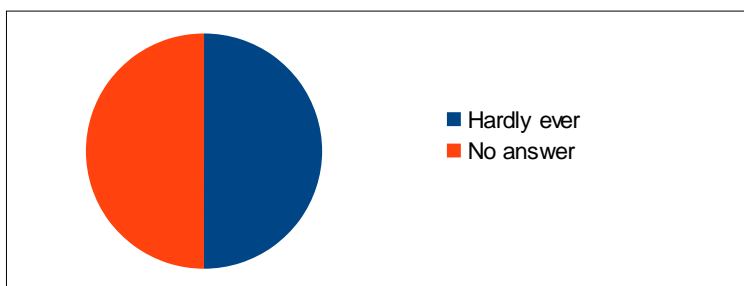
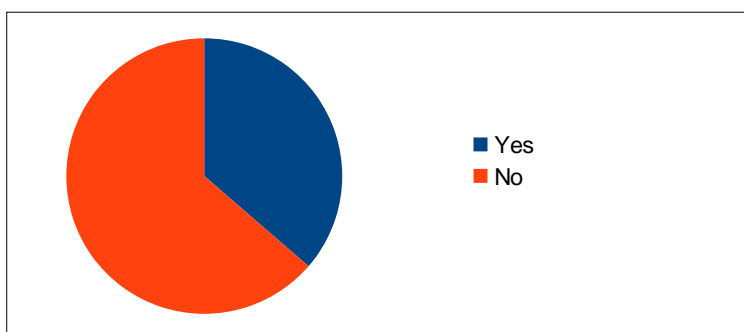
■ comedy

■ cartoons

Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

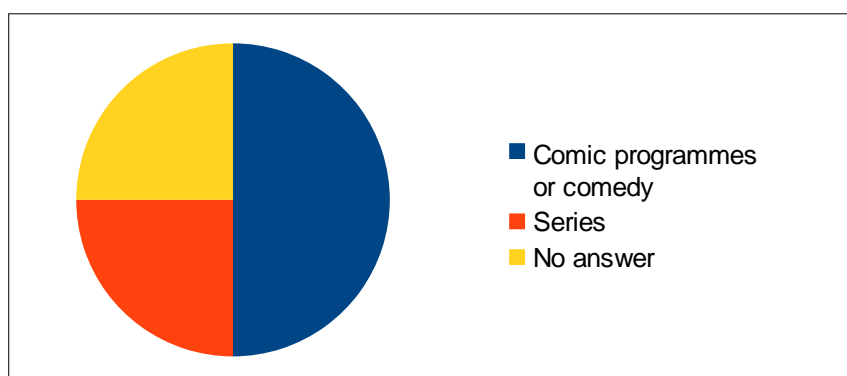
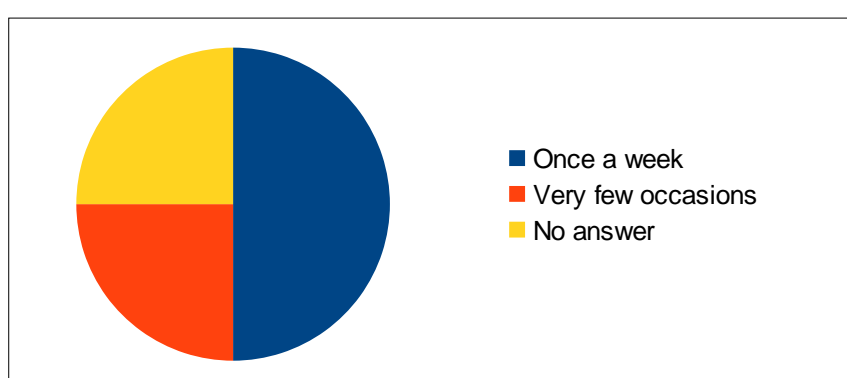
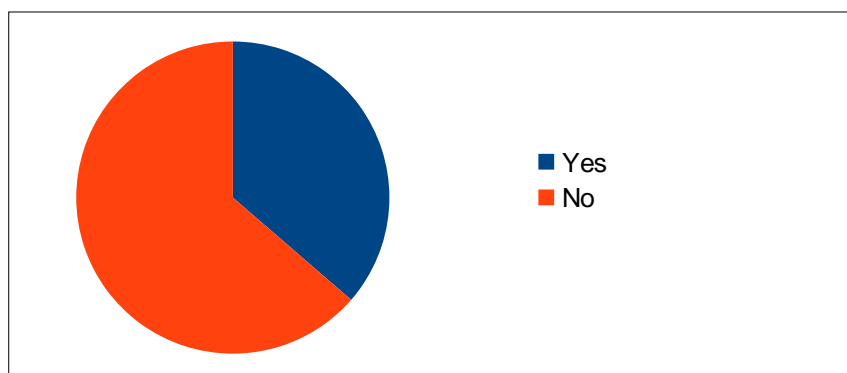
Yes / no	yes: 2 no: 12
How often	Hardly ever: 1 No answer: 1
What types of programmes	Comic programmes or comedy: 2 Series: 1 No answer: 1



Level: diversification of the fourth year of ESO

Yes / no	yes: 4 no: 7
How often	Once a week: 2 Very few occasions: 1 No answer: 1
What types of programmes	Comic programmes or comedy: 2 Series: 1 No answer: 1

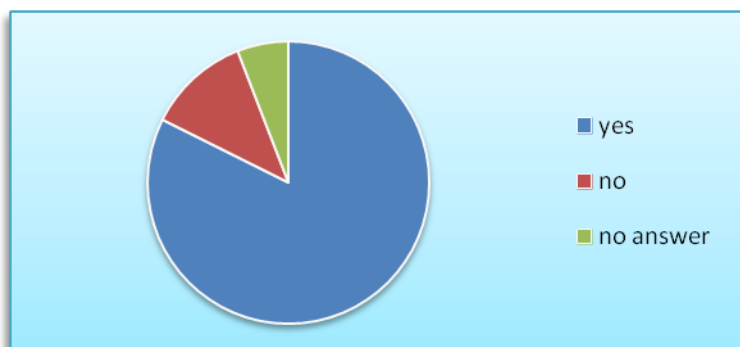
Curso 2011-2012

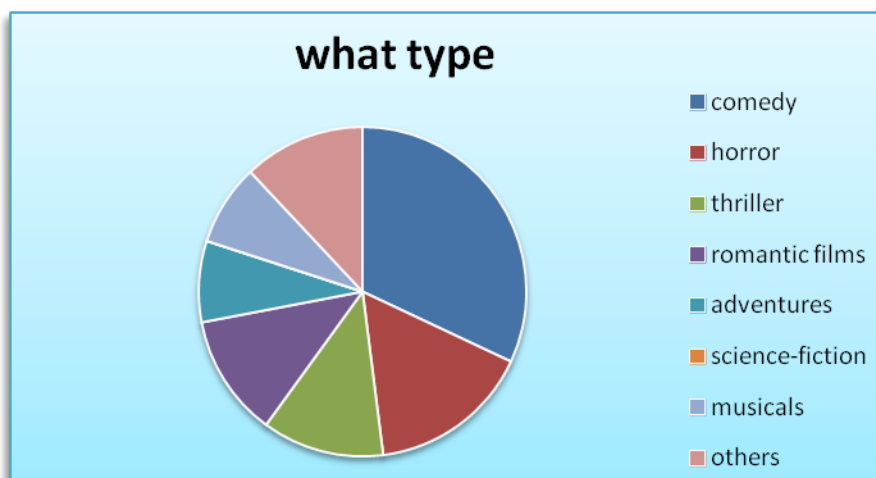


QUESTION 8: Do you often watch films in English? If so, where and what genre?

EOI Fernando Lázaro Carreter (Zaragoza)

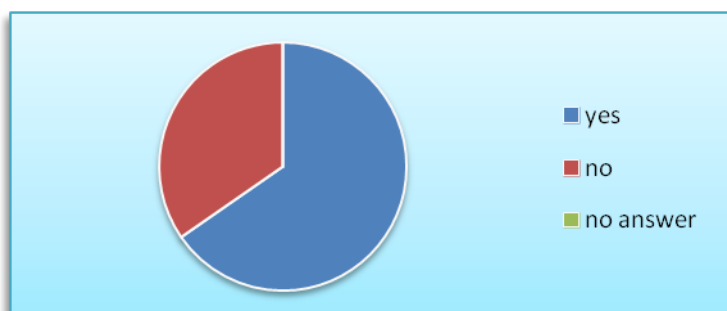
	Where			What type
Yes : 14	At home: 12	At the cinema: 0	Both: 2	Comedy: 8 Horror: 4 Thriller: 3 Romantic films: 3 Adventures: 2 Science-fiction: 0 Musicals: 2 Other: 3
No : 2				
No answer: 1				

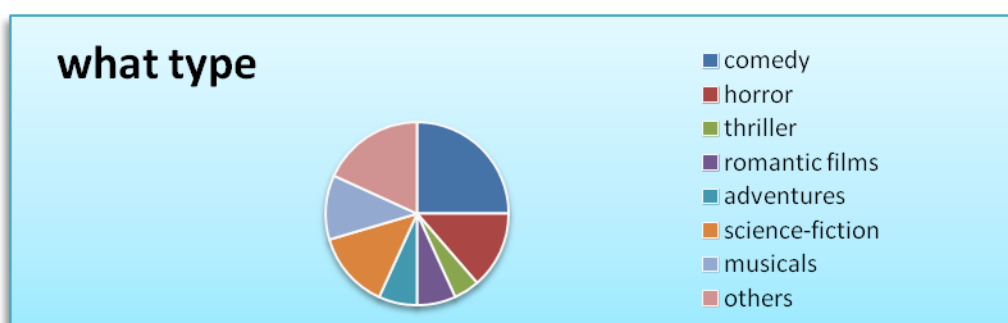
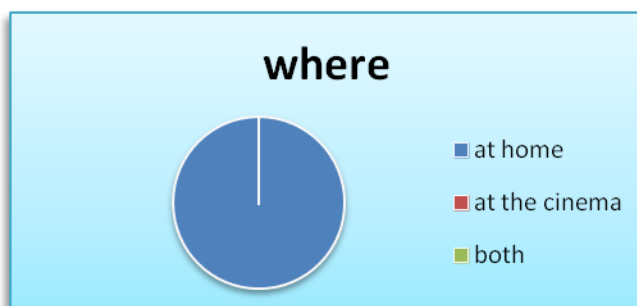




Ramón y Cajal high school (Huesca)

	Where			What type
Yes : 17	At home: 17	At the cinema: 0	Both: 0	Comedy: 11 Horror: 6 Thriller: 2 Romantic films: 3 Adventures: 3 Science-fiction: 6 Musicals: 5 Other: 4
No : 9				
No answer: 0				

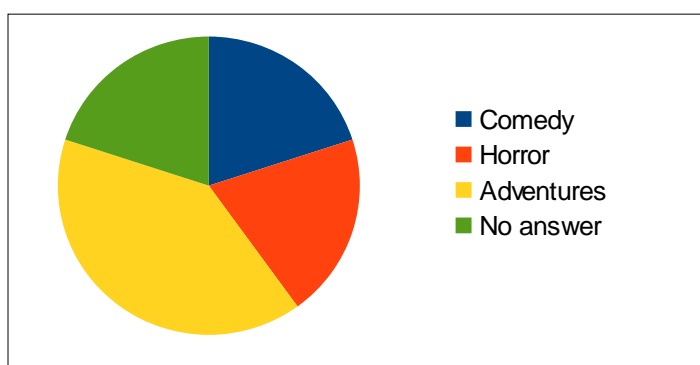
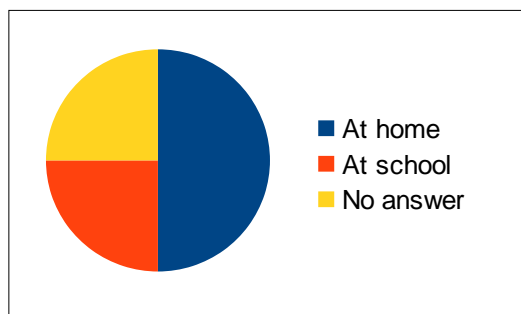
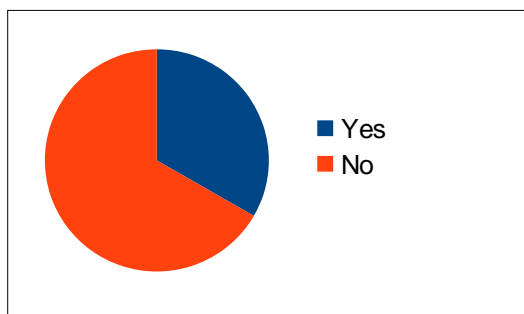




Stated assisted school María Auxiliadora (Zaragoza)

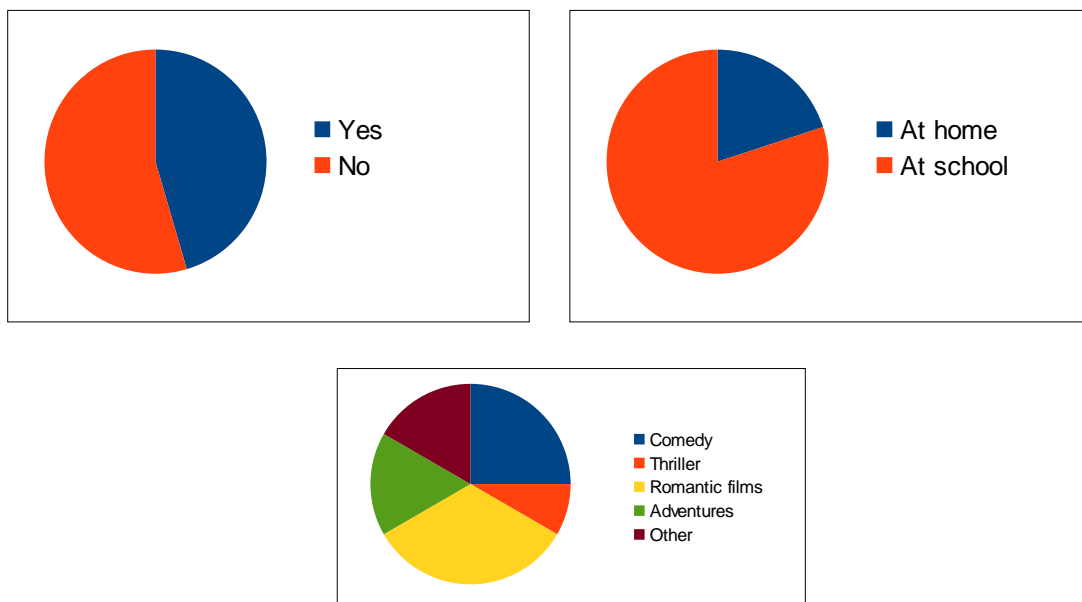
Level: second year of ESO

	Where				What type
Yes : 4	At home: 2	At the cinema: 0	At school: 1	No answer: 1	Comedy: 1 Horror: 1 Thriller: 0 Romantic films: 0 Adventures: 2 Science-fiction: 0 Musicals: 0 Other: 0 No answer: 1
No : 8					



Level: diversification of the fourth year of ESO

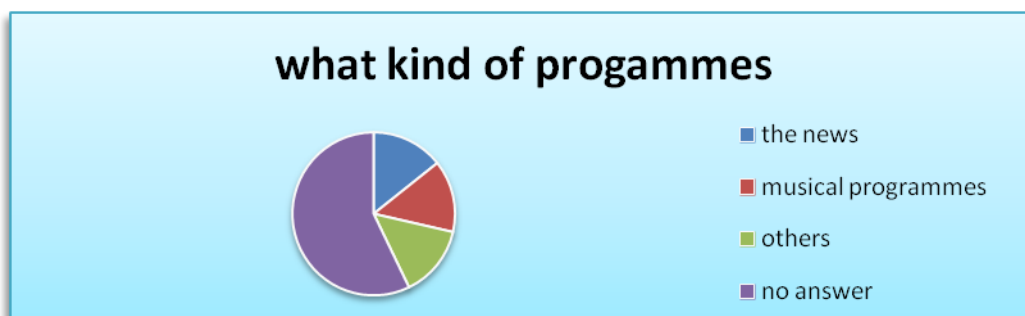
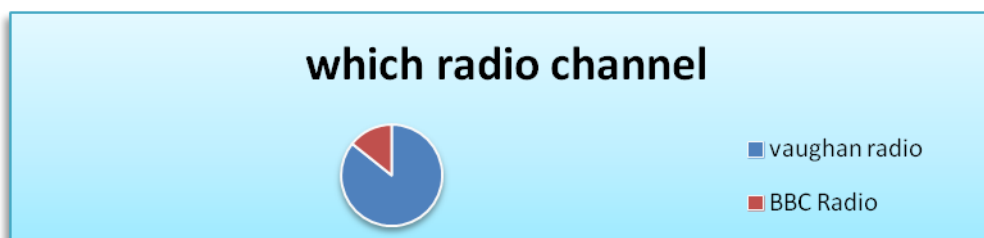
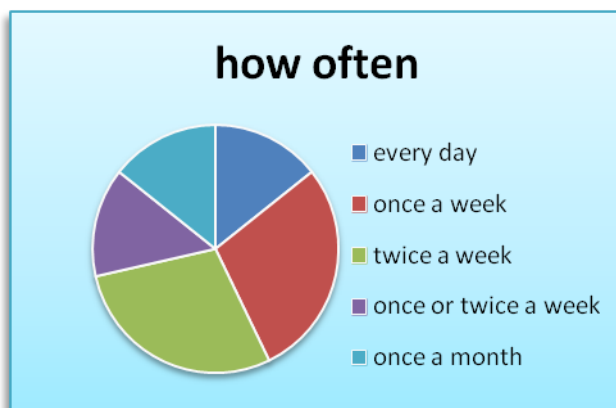
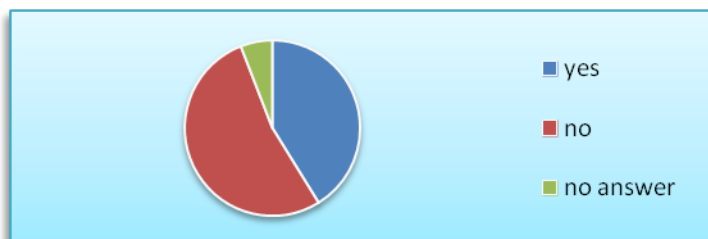
	Where			What type
Yes : 5	At home: 1	At the cinema: 0	At school: 4	Comedy: 3 Horror: 0 Thriller: 1 Romantic films: 4 Adventures: 2 Science-fiction: 0 Musicals: 0 Other: 2
No : 6				



QUESTION 9: Do you usually listen to the radio in English? If so, how often, which radio channels and what kind of programmes?

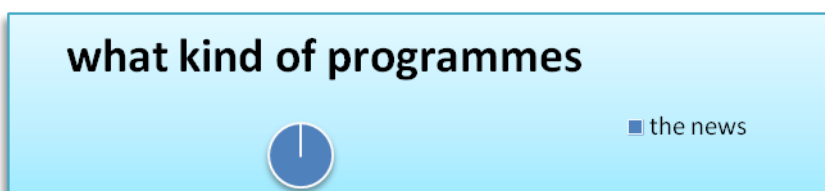
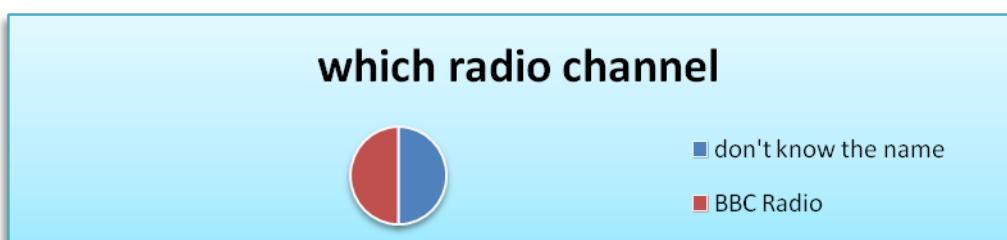
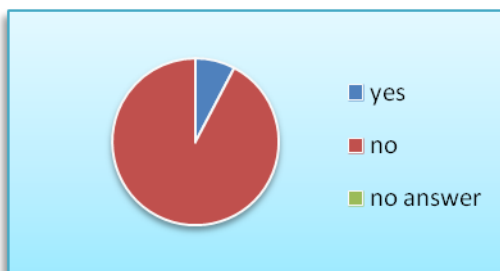
EOI Fernando Lázaro Carreter (Zaragoza)

	How often	Which radio channel	What kind of programmes
YES: 7	Every day: 1 One a week: 2 Twice a week: 2 Once or twice a week: 1 Once a month: 1	Vaughan radio: 6 BBC radio: 1	The news: 1 Musical programmes: 1 Others: 1 No answer: 4
NO: 9			
NO ANSWER: 1			



Ramón y Cajal high school (Huesca)

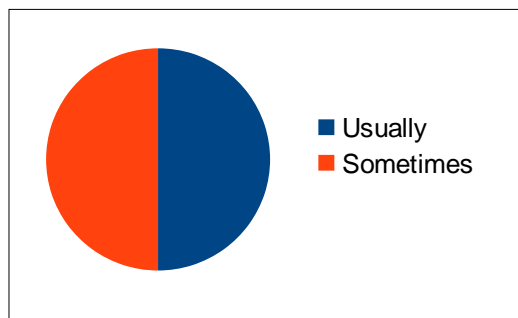
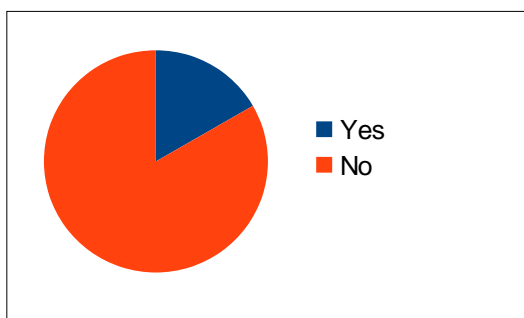
	How often	Which radio channel	What kind of programmes
YES: 2	Two times a week: 1 Three times a month: 1	BBC radio: 1 Don't know the name: 1	News: 2
NO: 24			
NO ANSWER: 0			



Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

	How often	Which radio channel	What kind of programmes
YES: 2	Usually: 1 Sometimes: 1	Los 40 in English: 1	Musical programmes: 2
NO: 10			



Level: diversification of the fourth year of ESO

	How often	Which radio channel	What kind of programmes
YES: 1	Sometimes: 1	Maxima fm: 1	Others: 1
NO: 9			
NO ANSWER: 1			

■ Yes
■ No
■ No answer

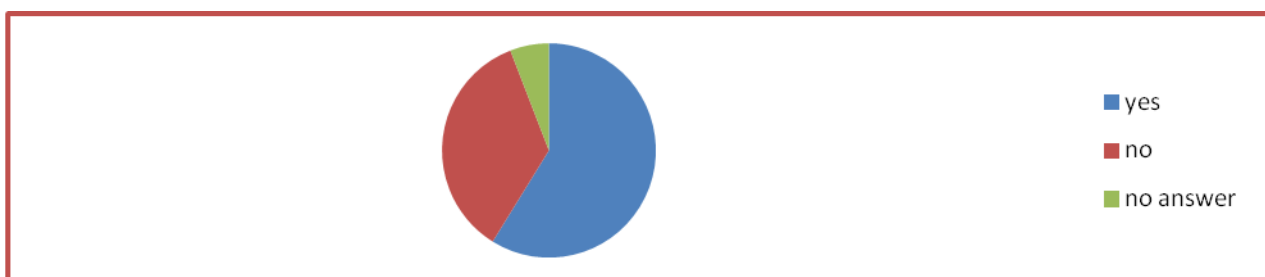
Response	Count
Yes	2
No	8
No answer	1

SECTION 5

QUESTION 10: Do you usually speak with English native people outside the classroom? If so, how often, where, with whom and why? Do you understand them properly? Do they understand you properly?

EOI Fernando Lázaro Carreter (Zaragoza)

YES: 10	How often	Where	With whom	why
	1.Once a weak: 1 2.Once or twice a week: 2 3.Every month: 1 4.On holidays: 2 5.Two times a year: 1 6.Hardly ever: 1 7.When I am abroad: 1 8.In summer time: 1	1.By phone:1 2.In a pub: 1 3.By facebook: 1 4.In Spain: 1 5.It depends on the country: 1 6.At work: 1 7.In my job and in my free time: 1 8.Canterbury and London: 1 9.On the beach: 1	1. different people: 1 2. with an English teacher: 1 3. Friends from other countries: 1 4. my friend's classmate: 1 5. friends: 2 Common people (receptionist of the hotel etc.): 1 6. foreign people: 1 7. my conversation teacher and my English friend: 1	1. work: 1 2. to improve my English: 1 3. because I wanted to say hello: 1 4. to have a chat: 1 5. because I needed to communicate: 1 6. To be polite: 1 7. Because it's funny: 1 8. because the other people were Danish: 1
NO: 6				
NO ANSWER: 1				





- once a week
- once or twice a week
- every month
- on holidays
- two times a year
- hardly ever
- when I am abroad
- in summer time

with whom



- different people
- with an English teacher
- friends from other countries
- my friend's classmate

why



- at work
- to improve my English
- because I wanted to say hello to them
- to have a chat
- because I needed to communicate
- to be polite
- because it's funny
- because the other people were Danish

Ramón y Cajal high school (Huesca)

YES: 13	How often	Where	With whom	why
	1.three times a week: 1 2.a year ago: 1 3. once a week:2 4. Every week: 1 5. Twice a week: 3 6.I don't know: 1 7. usually: 1 8. very few time: 1 9. Three times a week. 1 10. once a month: 1	1.English academy: 4 2. Huesca and Holland: 1 3. by facebook: 1 4. Skype: 1 5. in my house: 2 6. In class: 1 7. in the street or in a bar, park: 1 8. with the computer: 2	1. the teacher: 4 2.A friend:2 3. with an English friend: 1 4. my mother: 1 5. Dutch friend: 1 6. with my cousin and his friend: 1 7.tourists or natives: 1 8. English teacher: 1 9. European friends: 1 10. friends and teacher: 1	1. no reasons: 3 2.Holland interchange: 3 3.she lives in the USA: 1 4.my cousin lives in London: 1 5.they don't speak Spanish: 1 6.he is my teacher: 1 7. because I think it can be interesting: 1 8. to practice the pronunciation: 1 9. I need a lot of years ago: 1
NO: 13				
NO ANSWER: 1				



yes

no

no answer

how often



- three times a week
- a year ago
- once a week
- every week
- twice a week
- I don't know
- usually

with whom



- the teacher
- a friend
- with an English friend
- my friend's classmate
- my mother
- dutch friend
- with my cousin and his friends
- tourists or natives
- english teacher
- European friends
- friends and teacher

why

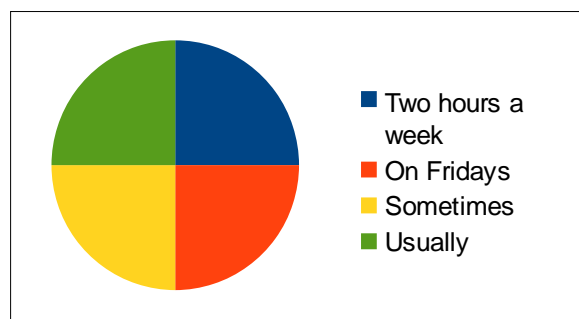
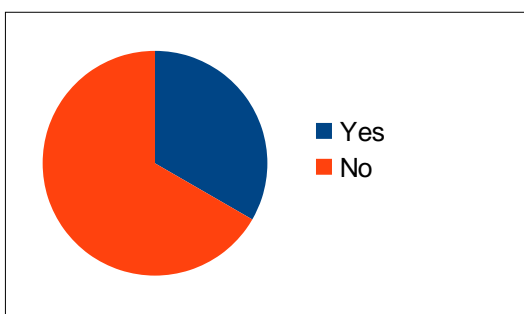


- no reason
- Holland interchange
- she lives in the USA
- My cousin lives in London
- they don't speak Spanish
- he is my teacher
- because I think it can be interesting
- to practice the pronunciation
- I need a lot of years ago

Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

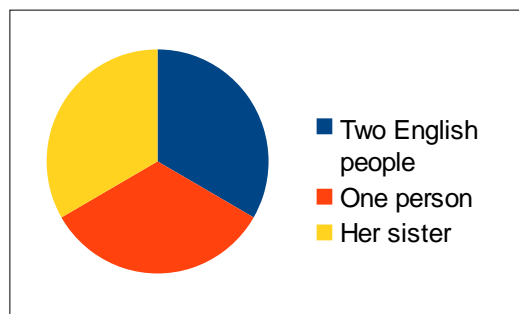
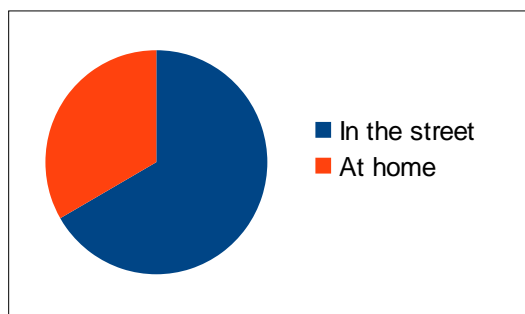
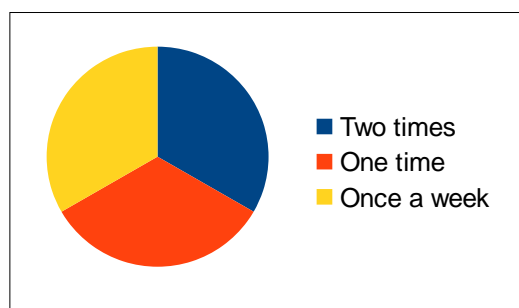
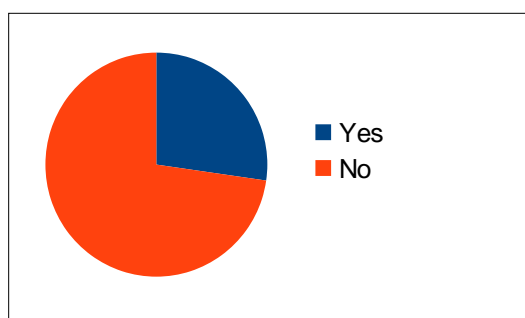
YES: 4	How often	Where	With whom	Why
	1. Two hours a week: 1 2. On Fridays: 1 3. Sometimes: 1 4. Usually: 1	1. In the academy: 2 2. At home or at school: 1 3. In the computer: 1	1. My teacher: 2 2. My parents or my friends: 1 3. The people who play the game online: 1	1. Because I like it: 2 2. No answer: 2
NO: 8				



Level: diversification of the fourth year of ESO

YES: 3	How often	Where	With whom	Why
	1. Two times: 1 2. One time: 1 3. Once a week: 1	1. In the street: 2 2. At home: 1	1. Two English people: 1 2. One person: 1 3. Her sister: 1	1. Someone asked her for an address: 1 2. A lost person asked her: 1

				3. She likes English language and she wants to know more and to learn: 1
NO: 8				

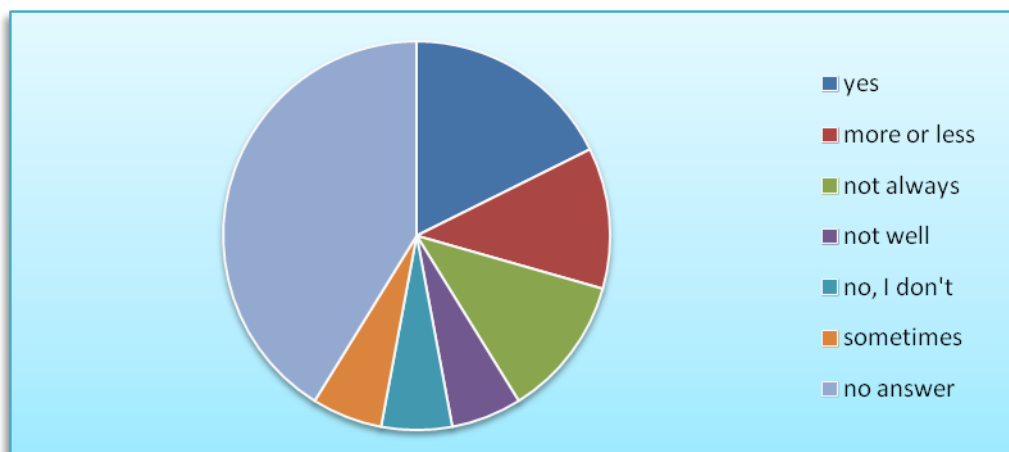


Do you understand them properly?

EOI Fernando Lázaro Carreter (Zaragoza)

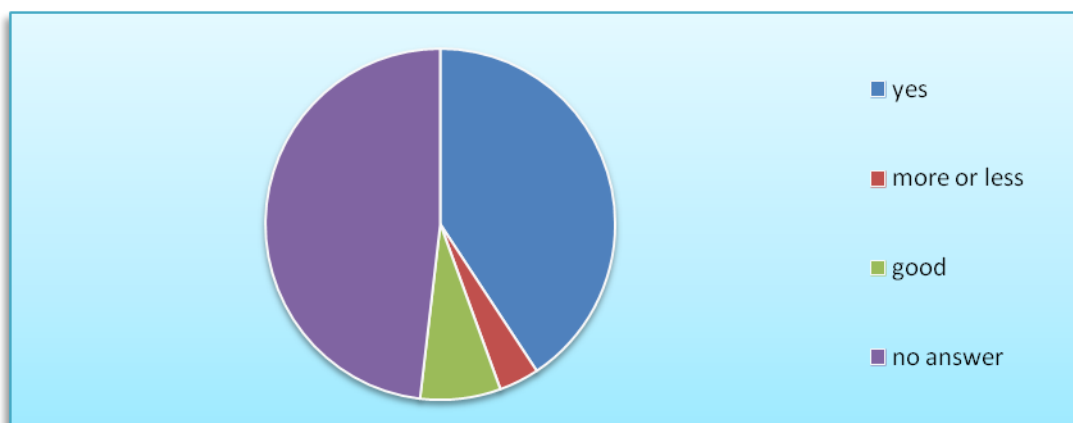
YES	3
MORE OR LESS	2
NOT ALWAYS	2
NOT WELL	1
NO, I DON'T	1

SOMETIMES	1
NO ANSWER	7



Ramón y Cajal high school (Huesca)

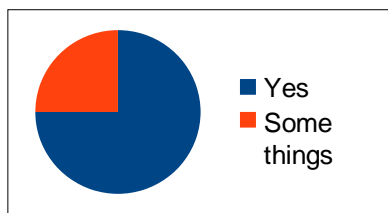
YES	11
MORE OR LESS	1
GOOD	1
NO ANSWER	13



Stated assisted school María Auxiliadora (Zaragoza)

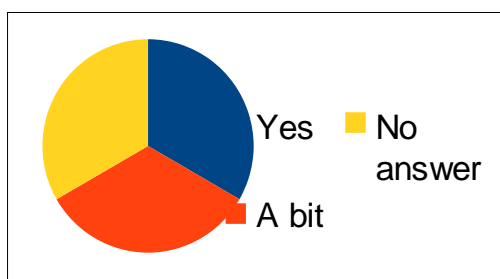
Level: second year of ESO

YES	3
SOME THINGS	1



Level: diversification of the fourth year of ESO

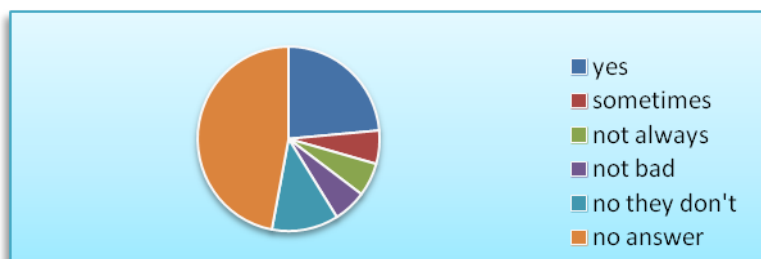
YES	1
A BIT	1
NO ANSWER	1



Do they understand you properly?

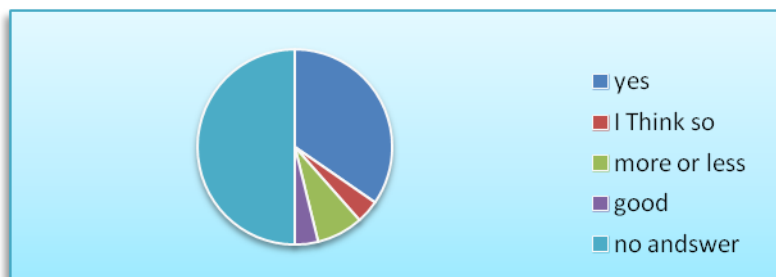
EOI Fernando lázaro Carreter (Zaragoza)

Yes	4
Sometimes	1
Not always	1
Not bad	1
No they don't	2
No answer	8



Ramón y Cajal high school (Huesca)

Yes	9
I think so	1
More or less	2
Good	1
No answer	13



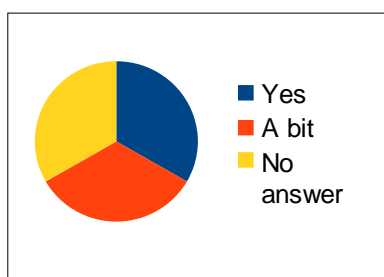
Stated assisted school María Auxiliadora (Zaragoza)

Level: second year of ESO

Yes	4
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Level: diversification of the fourth year of ESO

Yes	1
More or less	1
No answer	1

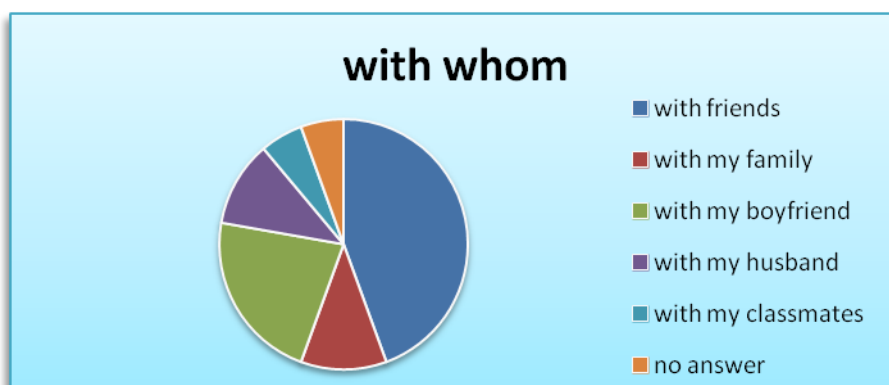
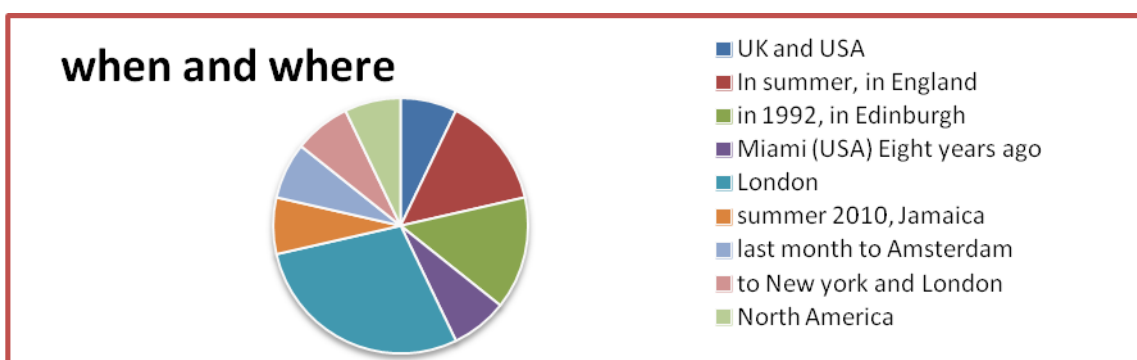
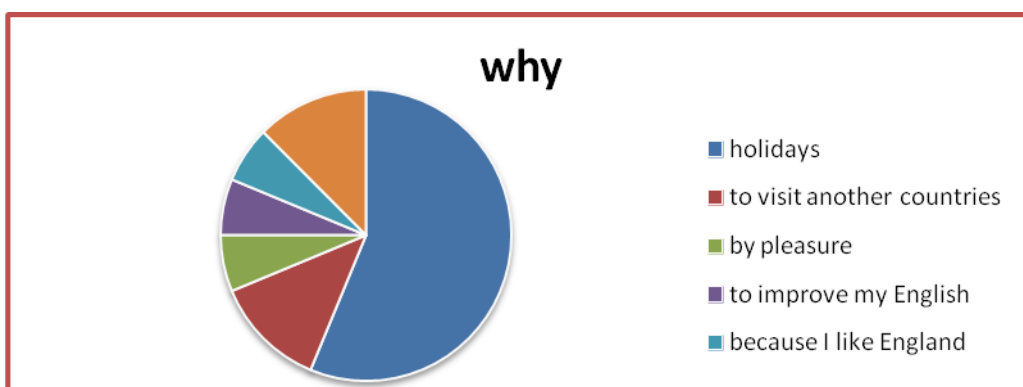
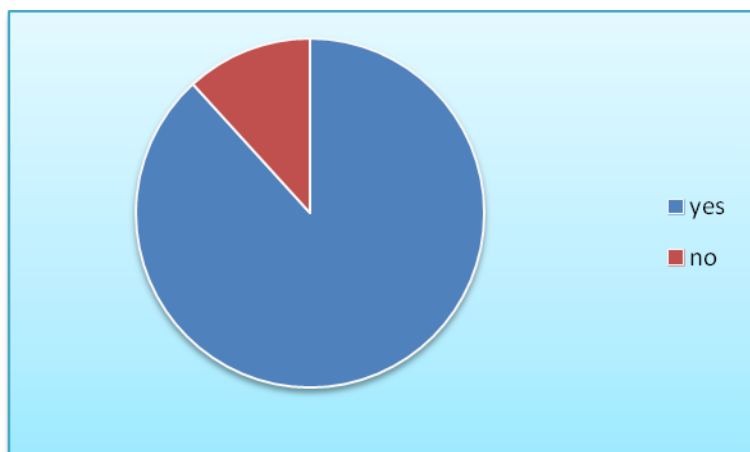


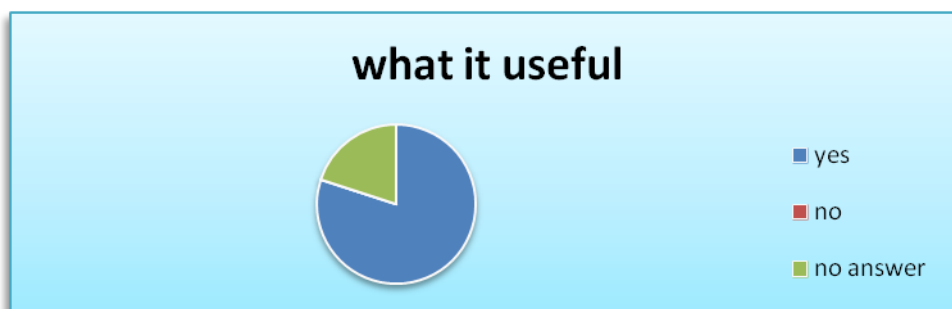
SECTION 6

QUESTION 11: Have you ever been in an English speaking country? If so, why, when, where and with whom, was it useful to improve your English knowledge? If not, would you like to go?

EOI Fernando Lázaro Carreter (Zaragoza)

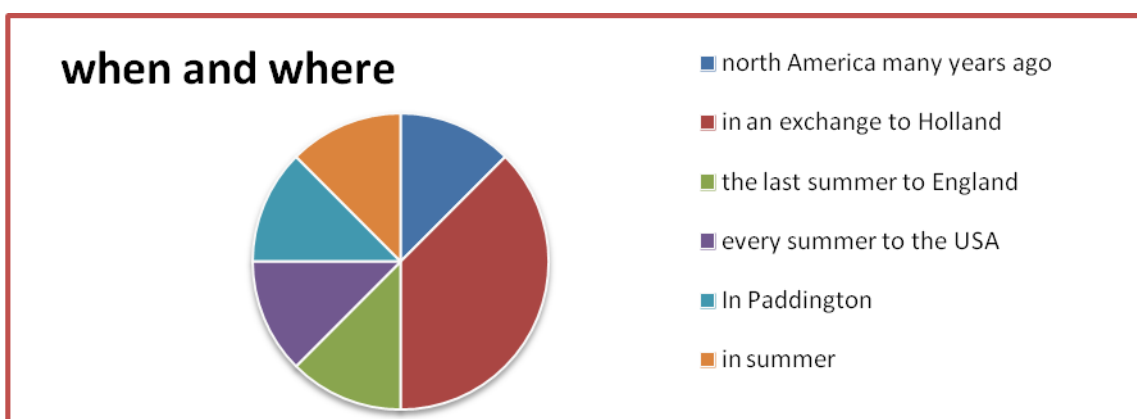
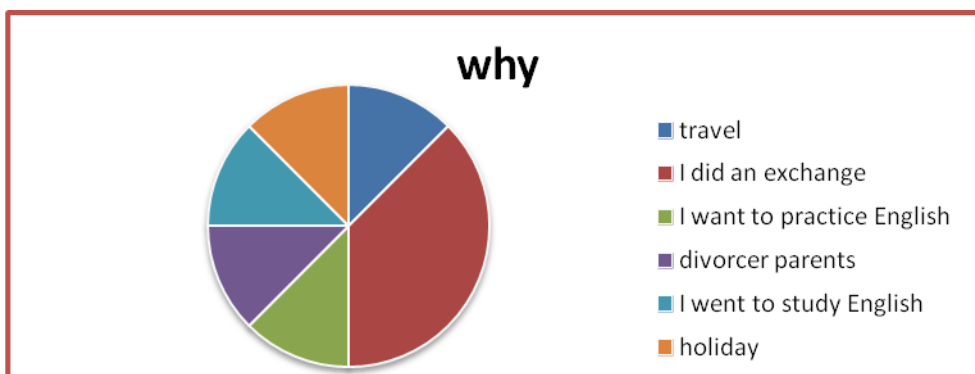
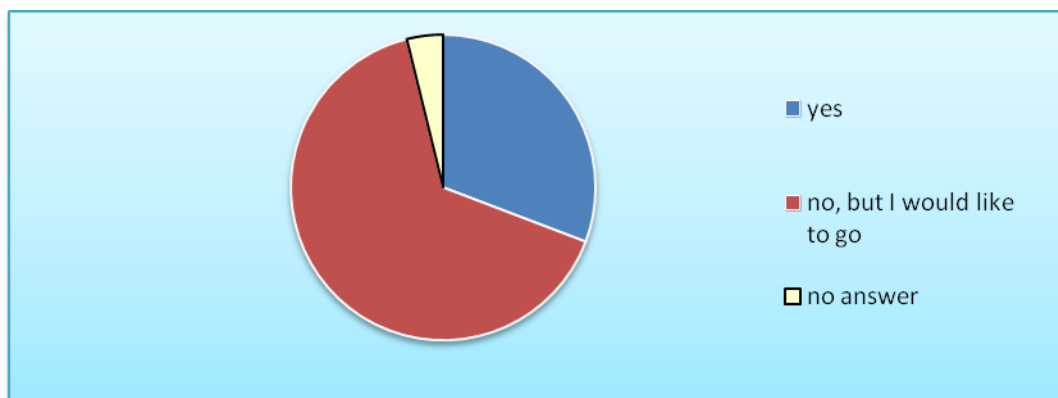
	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
				YES	NO	No answer
YES	1.Holidays: 9 2. to visit another countries: 2 4. by pleasure: 1 5. traveling to improve my English: 1 6. liking England: 1 7. visiting someone: 2	1.Uk and USA: 1 2.In Summer, in England: 2 3. in 1992, in Edinburgh: 2 4. Miami (USA) eight years ago. 5. London: 4 6. Summer 2010, Jamaica. 7. last month to Amsterdam 8. to New York and London: 1 9. North America: 1	1.With friends: 8 2.with my family: 2 3. with my boyfriend: 4 4. with my husband: 2 5. no answer: 1 6. with classmates : 1			
				12	0	3
NO: 2						





Ramón y Cajal high school (Huesca)

	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
				YES	NO	No answer
YES: 8	1.travel : 1 2. I did an exchange: 3 3. I Want to practice English: 1 4. Divorced parents: 1 5. I went to study English: 1 6. holidays: 1	1. north America many years ago: 1 2.in an exchange to Holland: 3 3. The last summer in England: 1 4. every summer to the US: 1 5. In Paddington: 1 6. in summer: 1	1.family : 1 2. with my partners: 2 3. with a family: 1 4. My mother: 1 5. with one friend: 1 6. With my class: 1 7. my parents: 1			
				7	0	1
NO AND WOULD LIKE TO GO: 17						
NO AND WOULDN'T LIKE TO GO: 0						
NO ANSWERS: 1						



with whom



- family
- with my parents
- with a family
- my mother
- with one friend
- with my class

what it useful

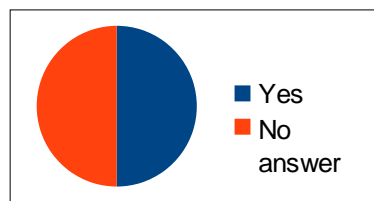
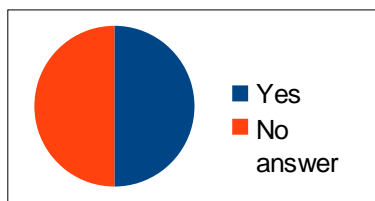
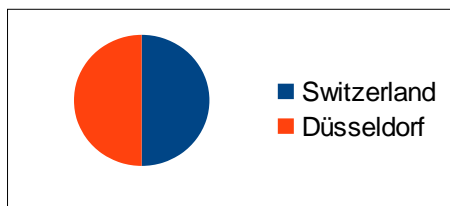
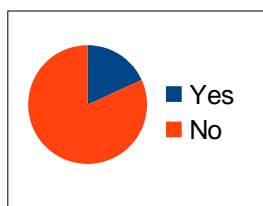


- yes
- no
- no answer

Stated assisted school María Auxiliadora (Zaragoza)

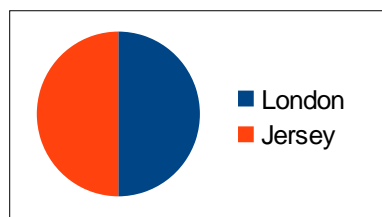
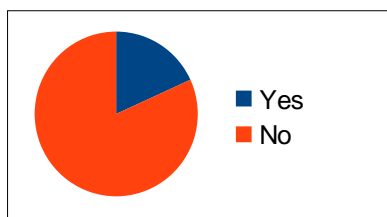
Level: second year of ESO

	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
YES: 2	1. Holidays: 2	When: 1. In summer: 2 Where: 1. Switzerland: 1 2. Düsseldorf (Germany): 1	1. Family: 2	YES: 1	NO: 0	No answer: 1
NO: 10	Would you like to go? Yes: 5 No: 0 No answer: 5					



Level: diversification of the fourth year of ESO

	WHY	WHEN AND WHERE	WITH WHOM	WAS IT USEFUL?		
YES: 2	1. Because of a travel: 2	1. London: 1 2. Jersey: 1 When: no answer	1. Family: 2	YES: 0	NO: 0	No answer: 2
NO: 9						

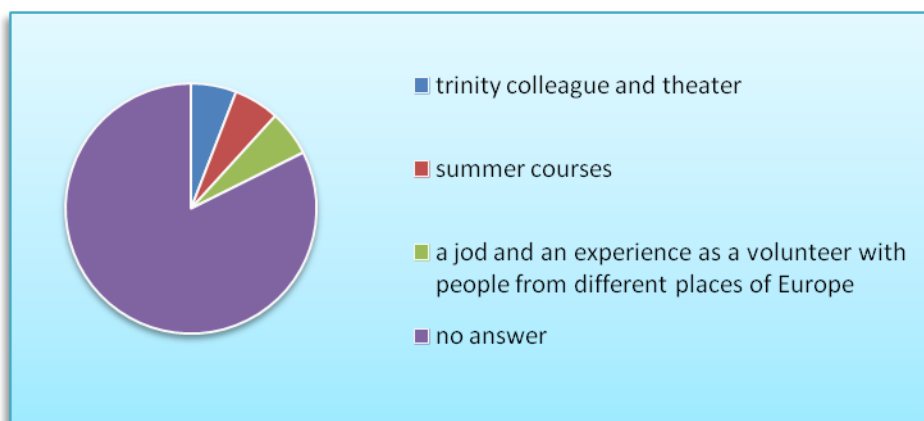


QUESTION 12: List other kind of language immersion in an English speaking context that you have experienced (summer camps, summer courses, etc.).

EOI Fernando Lázaro Carreter

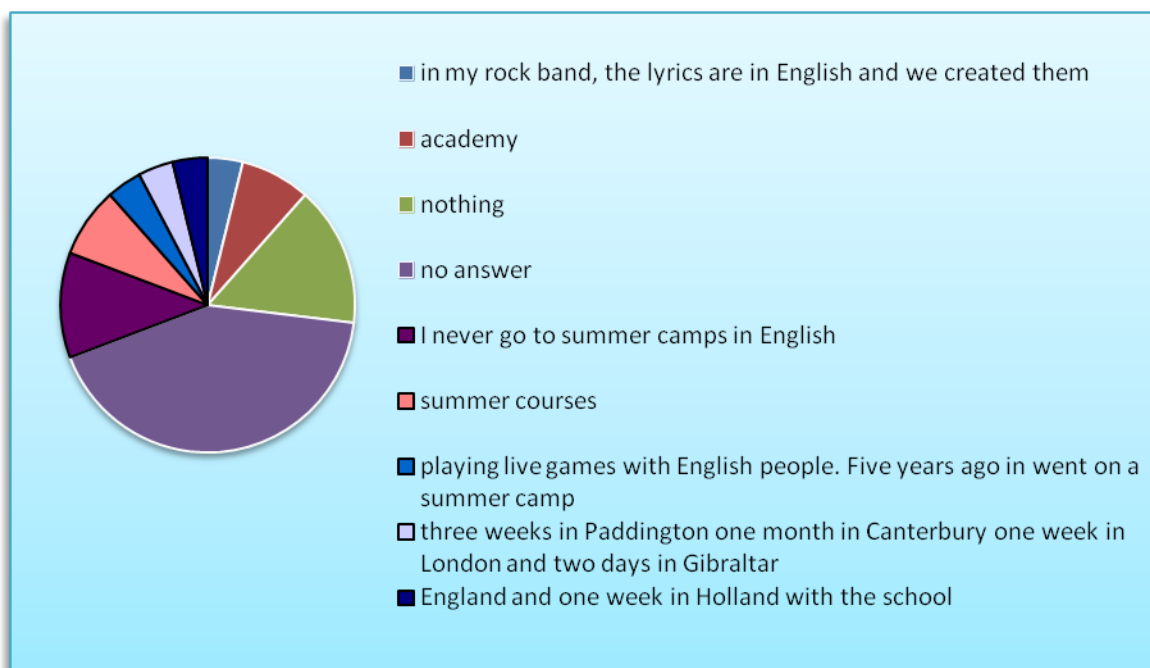
Trinity colleague and theater	1
Summer courses	1
Work and experience as a volunteer with people from different places of Europe	1

No answer	14
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Ramón y Cajal high school (Huesca)

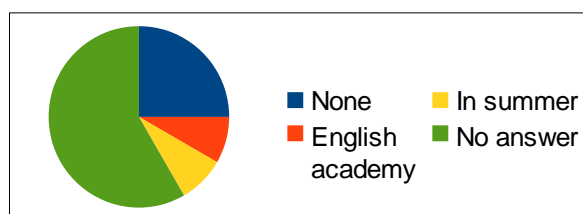
In my rock band, the lyrics are in English, and we created them	1
Academy	2
Nothing	4
No answer	11
I never go to summer camps in English	3
Summer courses	2
Playing live games with English person. Five years ago, I went to a summer camp	1
Three weeks in Paddington one month in Canterbury one week in London and two days in Gibraltar	1
England and one week in Holland with the school	1



Stated assisted school María Auxiliadora (Zaragoza)

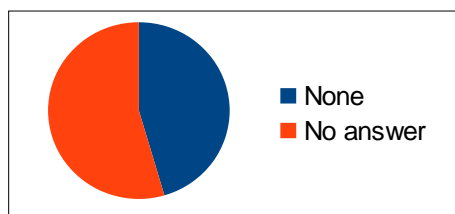
Level: second year of ESO

None	3
English academy	1
In summer	1
No answer	7



Level: diversification of the fourth year of ESO

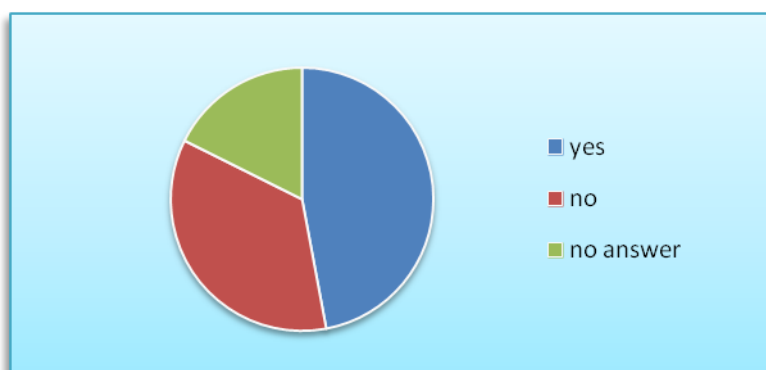
None	5
No answer	6

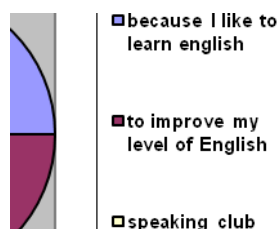
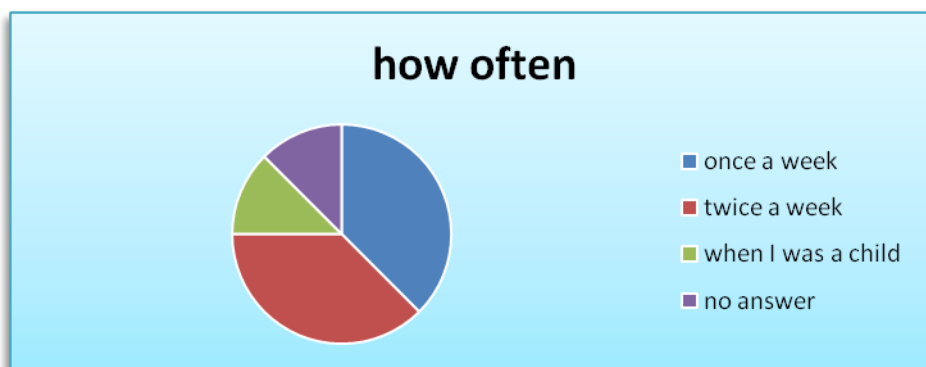


QUESTION 13: Do you attend any extracurricular activities such as a language school, private lessons or official school of languages?

EOI Fernando Lázaro Carreter (Zaragoza)

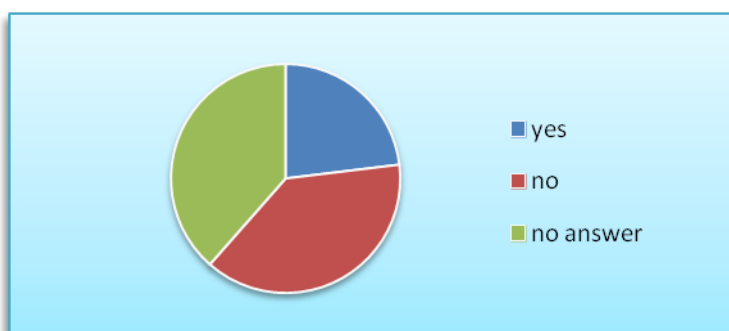
YES: 8	HOW OFTEN	WHY
	Once a week: 3 Twice a week: 3 When I was a child: 1 No answer: 1	Because I like to learn English: 2 To improve my level of English: 5 Speaking club: 1
NO: 6		
NO ANSWER: 3		

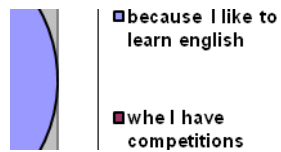




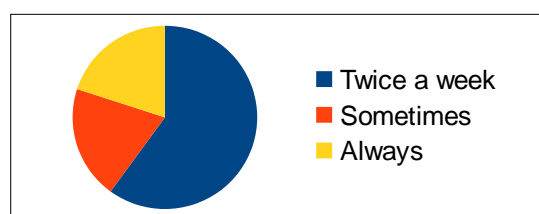
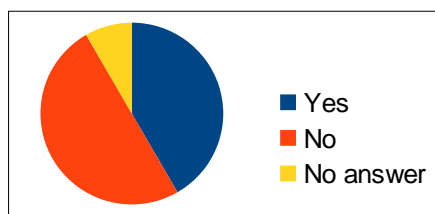
Ramón y Cajal high school (Huesca)

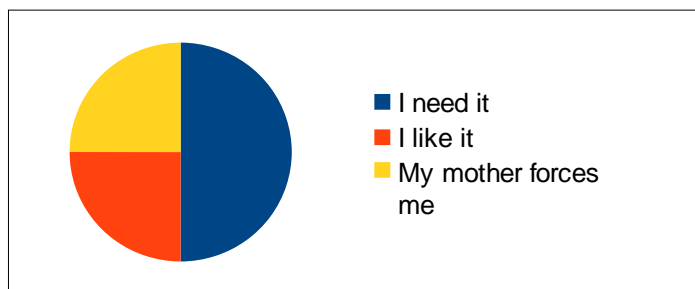
YES: 6	HOW OFTEN	WHY
	Once a week: 2 The last year: 1 Sometimes: 3	Because I like to learn English: 5 When I have competitions: 1
NO: 10		
NO ANSWER: 10		





YES: 5 NO: 9 NO ANSWER: 1	HOW OFTEN	WHY
	Twice a week: 3 Sometimes: 1 Always: 1	Because I need it: 2 Because I like it: 1 Because my mother forces me: 1

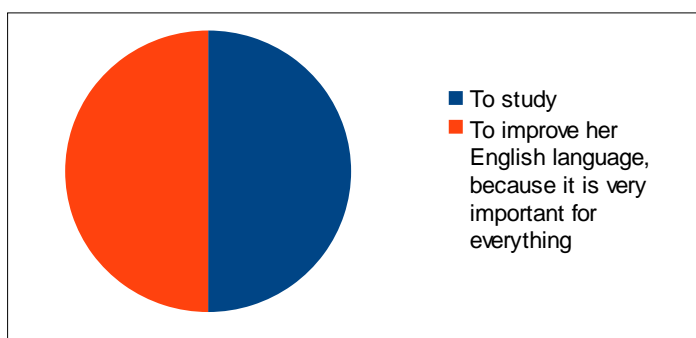
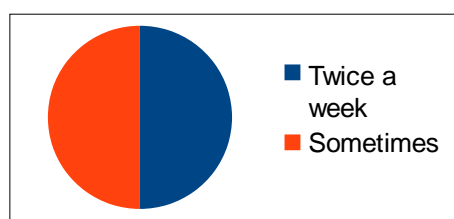
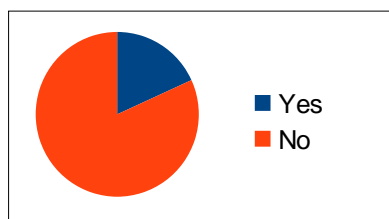




Level: diversification of the fourth year of ESO

YES: 2	HOW OFTEN	WHY
	<p>Twice a week: 1</p> <p>Sometimes: 1</p>	<p>To study: 1</p> <p>To improve her English language, because it is very important for everything: 1</p>
NO: 9		

Curso 2011-2012



Discussion

Explanations of the results:

SECTION 1:

Question 1:

Regarding the Official School Languages (Zaragoza) and within the affirmative answer what we can say us that the audio recordings and the text books and reading are more or less at the same level. However, in the case of Ramón y Cajal high school (Huesca) we can say that the most predominant affirmative answer the most predominant item is videos and in the case of the states assisted school Maria Auxiliadora (Zaragoza) regarding the group of second year of ESO the most predominant items are audio recordings and textbooks and readings and regarding the diversification group of the fourth year of ESO the most recurrent materials are audio recordings too and videos.

Question 2:

Add: As far as the things they would add are concerned, regarding the Official school of languages (Zaragoza) we can say that there is a variety of questions. According to the Ramón y Cajal High School (Huesca) we have notices that there is variety of answers but the majority would add movies. Dealing with the State Assisted School Maria Auxiliadora (Zaragoza) we can state that in one of the groups (2nd year of ESO) they say that they would add games and in the other group (diversification group of the 4th year of ESO) there is a variety of answers but most of them would not add anything.

Remove: If we talk about the things they would remove, in the case of the Official School of Languages we can say that there is a variety of answers although the majority of them would not change anything. Regarding the Ramón y Cajal High School (Huesca) most of them had not answered the question but the ones that had answered it had said that they would not remove anything. Dealing with both groups of the state assisted school Maria Auxiliadora (Zaragoza) they majority of them said that they would not remove anything from the lessons.

Change: Taking into account what they would change, in the case of the Official School of Languages we can say that the majority of them said that they would introduce more listening. Dealing with the Ramón y Cajal High School most of them had not answered the question but the ones that had answered it say that they would not change anything. Regarding the State Assisted School Maria Auxiliadora (Zaragoza) both groups said that they would not change anything.

SECTION 2:

Questions 4 and 5:

Books: In this aspect, the majority of adult and young students said that they read five or more books. As a curiosity we can say that in the Ramón y Cajal High School (Huesca) there is a student who said that reads fifteen or more books.

Newspapers and magazines: The majority of students said that they do not read any newspaper or magazine in English.

SECTION 3

Question 6:

Music: Almost all the students listen to music. Many of them do it everyday. Some of the artists more mentioned by them are Rihanna, Adele, David Guetta and the Beatles.

SECTION 4:

Questions 7, 8 and 9:

Television: In the case of the Official School of Languages and in the case of the Ramón y Cajal High School (Huesca) most of them said that they use to see the television in English. Whereas in the case of the State Assisted School Maria Auxiliadora (Zaragoza) most of them have said that they don't see the television in English (in the case of the group of the 2nd year of ESO) and only some of the students from the other group (diversification of the 4th Year of ESO) have said that they watch the television in English.

Films: : as well as in the previous question; In the case of the Official School of Languages and in the case of the Ramón y Cajal High School (Huesca) most of them said that

they watch films in English. Whereas in the case of the State Assisted School Maria Auxiliadora (Zaragoza) most of them have said that they don't watch films in English (in the case of the group of the 2nd year of ESO) and almost half of the students from the other group (diversification of the 4th Year of ESO) have said that they watch films in English.

Radio: In the case of the three centres most of the students have say that they do not usually listen to the radio in English. As an exception we could say that in the case of the Official School of Languages half of the students said that they sometimes listen to the radio in English Specially the Vaughan and the BBC radio.

SECTION 5

Question 10:

Speak with natives: In the case of the Official School of Languages they say that they sometimes speak with native people in different kinds of communicative situations. In the case of the Ramón y Cajal High School (Huesca) half of the students answered that they sometimes speak with native people and that half of them answer that they do not usually speak with native people. Regarding the State Assisted School most of them have answered that they do not speak with native people.

SECTION 6

Question 11:

Real immersion: The only one of the two centres in which the students said that they have been in any speaking country is in the Official School of Languages because in the other two centres they have said that they have not been immersed in any English speaking country. The most mentioned places are London, Edinburgh and New York.

Many students who have not been in any English speaking countries say that they would like to go. We consider something positive the fact that they have this interest and this motivation of going to these countries.

Question 12:

Other immersion in an English speaking context: In the case of the Official School of Languages most of them have not answered to the question. In the case of the Ramón y Cajal High School (Huesca) there is a balance between the ones that have not answered to the

question and the ones that have answered positively. In the case of the State Assisted School, the majority of the students haven't answered the question and some of them have answered that they have never been in an English speaking context.




Question 13

Extracurricular activities: In the case of the Official School of Languages most of them have said that they have had other kind of linguistic immersion . In the case of the Ramón y Cajal High School (Huesca) there is a balance between the ones that had answered to the question in a negative way and the one that have not answered to the question. And in the case of the State Assisted School Maria Auxiliadora (Zaragoza) most of them have answered the question in a negative way although some of them have answered it in a positive way.

Some of the reason they have given to these answers are: because I want to learn English, because my mother forces me, because I think it can be an interesting thing and because I need it.

Conclusions

Taking into account our initial hypothesis and our research work, we can conclude that:

-  Young students are not motivated to study a second language.
-  However, adult students are more interested in learning a second language.
-  Finally, the group of students of diversification has surprised us because they use more tools than other students of secondary education or the students of post-secondary education in order to acquire a second language.

References

- Tomlinson, B. (ed.) (1998). *Materials Development in Language Teaching*. Cambridge: University Press. 7-22, 126
- Tomlinson, B (2012) *State-of-the-Art Article Materials development for language learning and teaching*. Cambridge: University Press. 143-179

ANNEX

(QUESTIONNAIRE)

QUESTIONNAIRE:

Personal data:

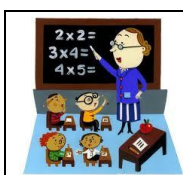
City: _____

Gender: M F

Educative centre: _____

Age: _____

Year (course): _____



Section 1: Materials used by the English teacher in class

Question 1: Which materials does the English teacher use in class in order to help you acquire the L2?

	Yes	No	Doesn't know, didn't answer
Power point presentations			
Audio recordings			
Textbooks/ readings			
Videos			
Others			

If others, which ones? _____

Question 2:


A) Which other materials would you add? And why?

B) Which ones would you remove? And why?

C) Which ones would you change? And why?

Question 3: If you use any extra material apart from the ones that the teacher uses in class, do you use it for pleasure (just because you want to improve my knowledge of the second language) or in order to fulfil a task that you have been ask to do?

- a) For pleasure
- b) To fulfil a task

	<u>Section 2: Other resources used outside the classroom</u> <u>(Reading)</u>
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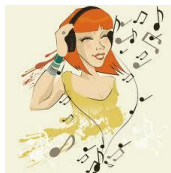
Question 4: Have you ever read a book (novel, comics...) in English apart from your text book?

If so, how many?

		1	5 or more	10 or more	15 or more
Yes, I have					
No, I haven't					

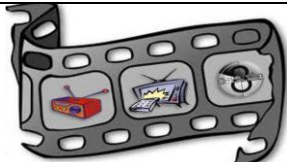
Question 5: Do you usually read newspapers or magazines in English? If so, how often?

		Everyday	Two or three times a week	Once a week	Once a month
Yes, I do					
No, I don't					

	<p><u>Section 3: Other materials/resources used outside the classroom (listening)</u></p>
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Question 6: Do you listen to English music? If so, how often? Do you know any English/American group or English / American singer?


Yes or no	
How often?	
Known artist	

	<p><u>Section 4: Mass media (radio and television) and cinema</u></p>
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Question 7: Do you usually watch television in English? If so, how often and what sort of programmes?

 a) Yes b) No

 How often: _____

 What types of programmes? _____, _____ and _____

Question 8: Do you often watch films in English? If so, where and what genre?

✚ a) Yes b) No

✚ a) At home b) At the cinema

✚ a) Comedy b) Horror c) Thriller d) Romantic films e) Adventures

f) Science-fiction g) Musicals h) Others


Question 9: Do you usually listen to the radio in English? If so, how often, which radio channels
and what kind of programmes?

✚ a) Yes b) No

✚ How often: _____

✚ Which radio channels: _____

✚ a) The news b) Sports c) Musical programmes d) Others


	<u>Section 5: Oral skills (Speaking)</u>
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Question 10: Do you usually speak with English native people outside the classroom? If so, how
often, where, with whom and why? Do you understand them properly? Do they
understand you properly?

Yes or no	
How often?	
Where?	
With whom?	
Why?	

Do you understand them properly? _____

Do they understand you properly? _____


	<u>Section 6: Real immersion in an English speaking context/ Extracurricular activities</u>
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Question 11: Have you ever been in any English speaking country? If so, why, when, where and with whom, was it useful to improve your English knowledge? If not, would you like to go?


<i>Yes or no (if not, would you like to go?)</i>	
<i>Why?</i>	
<i>When and where?</i>	
<i>With whom?</i>	
<i>Was it useful? Yes / no and why</i>	

Question 12: List other kinds of language immersion in an English speaking context that you have experienced (summer camps, summer courses, etc.).

Question 13: Do you attend any extracurricular activities such as a language school, private lessons or Official School of Languages?

 a) Yes b) No

 How often? _____

 Why? _____