

**PROGRAMACIÓN
SESGADA
de oposiciones de**

INGLÉS

versión

Andalucía

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CUERPO DE PROFESORES

Educación Secundaria: 2º Bachillerato



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Cuerpo de Profesores.

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INTRODUCTION

This teaching programme, a document to be included in the Department Annual Programme and, consequently, as part of the School Curricular Project, is **my personal reflection on the learning/teaching process in the field of English as a Foreign Language**. It is perfectly adapted to the following teaching institution, students' peculiarities and own field of experience, and in accordance with the official documents below. It includes not only a syllabus design (the selection of items to be learnt and the grading of those items into an appropriate sequence), but also the planning, implementation, evaluation, management and administration of the programme, composed by fifteen didactic units.

It is framed in the legislative guidelines of the Area of Foreign Languages whose curricular objective is not to teach a language in itself, but **teaching to communicate** with it by means of its use, as well as in what has been settled down in the Council of Europe in the **Common European Framework of Reference (CEFR)** for the learning of

School Curriculum: Levels of definition

The School Curriculum is intended as the collection of objectives, contents, methodological trends and evaluation criteria in relation to a concrete stage.

The curricular design is formed by consecutive **levels of definition**. **The first level**, the **Core Curricular Design (D.C.B.)**, is the one which consists of a general collection of prescriptions, suggestions and guidelines about the intentions of education addressed irrespectively to students at school and about the pedagogic strategies which are most suitable depending on the aims. In Spain, it is established nowadays by the new educational law, LOE (Ley Orgánica de Educación) 2/2006, 3rd May whose development for Bachillerato is reflected in Real Decreto 1467/2007, 2nd November. For Andalusia, the equivalent law for the new LOE is LEA (Ley de Educación de Andalucía) 2007. In addition, the Andalusian counterpart for Real Decreto 1467/2007, 2nd November is Decreto 416/2008, 22nd July. Consequently, this will be the reference about Bachillerato curriculum for the school year 2010-2011.

That is, this curricular design has a statutory character for schools, since they will comply with the guidelines it establishes. This first level

PEDAGOGICAL RATIONALE

Importance of English

It is important to bear in mind that students find themselves in a **special stage of their own learning process** after which they must have developed **specific abilities** to a level that will equip them **according to their future professional and academic interests** since, if most of students will go on with further studies such as **university studies** or **vocational training courses**, others will consider the **work world**. For that **propaedeutic nature of the stage**, this teaching programme, and accordingly the units comprising it, covers **all those learning needs students will demand** in this school year.

And their training will be developed in such a

METHODOLOGY


The most suitable of those action-oriented methodologies to mix the requirements of a constructivist approach to language teaching is the task-based approach. But before we get going, I would like to deal with those basic linguistic concepts as the starting point when approaching to any methodology:

- ✚ **Linguistics:** Noam Chomsky developed the concept of *language* as the abstract system of rules by which we can generate an indefinitely large number of structures. This concept provides the linguistic base for learners to produce messages and it is connected with the most classical methodological approaches such as the Grammar Translation Method. Therefore the idea of linguistic creativity derives from generative grammar, which is the possibility to generate sentences from a certain input that have never been formulated before. The rules that students produce during this learning process may or may not conform to the real ones, but they constitute what is known as *interlanguage*, that is the structured system the learner can construct at any given time of his learning stage of the target language.

Keeping this in mind, **Michael Halliday** turns his interest into language in its social perspective and he was concerned with **language use** to account for the language functions realized by speech. These functions are defined in terms of formal features of language which enable communication to take place. Thus, from Halliday's analysis derives the **functional-notional approach** included in the units as they serve students to face interpersonal communicative situations. Almost parallel to Halliday and derived from his theories, **Dell Hymes** coined the concept of *communicative competence* as the knowledge to cope with different situations in order to communicate and undertake the different speech acts.

With this connection between the two disciplines, **linguistics and pedagogy**, Michael Canale and Merrill Swain (1980) proposed a **theoretical framework for communicative competence**.

UNITS CONTAINING

UNIT 1: Many		
<i>Final Task: Exploring different cultures</i>		
Topic: Cultures around the World	Cross-Curricular Themes	Cross-Disciplinary Links
		Education for Peace Education for
UNIT AIMS		AREA OBJ.
To select specific and general information ...		2, 3
To use the appropriate linguistic formulas (Present Simple or Continuous and frequency adverbs) to speak, to describe or to write about social and cultural habits and personalities, peoples, events and situations in the present moment.		1, 5
To arrange a cultural description		1, 6
To enlarge the vocabulary related to habits of social groups, adjectives describing personalities, etc.		3, 4
To value the differences between cultures and develop a tolerant attitude towards them.		7, 8, 9
To develop...		6
CONTENTS		
<u>PROCEDURES</u>		<u>ATTITUDES</u>

MUESTRA PARCIAL SESGADA PROGRAMACIÓN DIDÁCTICA DE INGLÉS DE 2º BACHILLERATO ANDALUCIA

<ul style="list-style-type: none"> • Taking notes from an oral text (transfer of information through summarising sentences). • ... 	<ul style="list-style-type: none"> • Interest in inducing rules to transfer knowledge and solve grammatical problems and revise their own production autonomously. • Awareness
--	--

CONCEPTS

Communicative Skills

The expository text: textual structure.
Techniques ...

Structure of answers to True / False Questions...

Language Awareness

Function/ Grammar	<u>Function</u> : Providing evidences	
	<u>Grammar</u> :	Present Simple and Continuous Subordinating ...
Vocabulary	Derivation (WFR): adjectives from nouns Words related to ...	Phonetics
		Pronunciation of -s (3 rd person singular): /s/, /iz/, /z/

Socio-Cultural Aspects

Social, political, economic, and religious ...

EVALUATION CRITERIA

- Fulfilment of the unit aims. Students will...
- Produce and understand general and specific information in written texts.
Produce and

.....

BIBLIOGRAPHY ⁵

The criterion applied for the following materials has taken into account their suitability for both the teacher and students providing them a guideline with works of reference and resources to be used in the classroom and the English Department.

English Department Bibliography

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⁵ See **appendix 12** for wider information regarding online resources.

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GRAMMAR AND

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MUESTRA PARCIAL DE DEFENSA ORAL UNIDAD DIDÁCTICA

...

(en negrita están aquellas palabras clave que se deberían escribir en la pizarra bajo los apartados que hay en azul)

UNIT 4 : ...

The unit which I am going to present from my teaching programme is unit number 4 which has as title *A Great Time or a Nightmare?* because here *we are going to face with many travelling experiences which are supposed to be good ones, however, we will see how a trip can become a nightmare.*

LEVEL

It is aimed at students in **2nd** year of **Bach** and...

STUDENTS

...carried out with a group between **24 and 28** students more or less. A special group because we are in a pre-university stage in which most students will need to be prepared to pass the University Entrance Test. But some of them will take vocational training courses as well or will look for a job. For that reason, my unit has a propaedeutic nature oriented to cover all these learning needs that students will have.

METHODOLOGY

Obviously, in this group not all students, as we know, have the same level of proficiency. So the methodology of the unit, which suits perfectly with the new law about the basic competences of students, tries to cope with that important challenge in teaching a foreign learning nowadays. This is, the existence of a mixed-ability group we will find in any conventional state school such as that I mentioned in the teaching programme and in which each student has

ANEXO – APENDICE DESARROLLO ORAL UNIDAD DIDÁCTICA

TIPS FOR DEVELOPING SKILLS FOR UA TESTS

STUDENTS

CÓMO REALIZAR UN BUEN EXAMEN DE SELECTIVIDAD

Consejos de carácter general:

- Antes que nada, lee con atención las instrucciones contenidas en la parte superior de la hoja del examen. Por ejemplo, contestar en inglés, escribir el número de cada pregunta antes de cada respuesta, etc.

**MUESTRA PARCIAL SESGADA PROGRAMACIÓN DIDÁCTICA DE
INGLÉS DE 2º BACHILLERATO ANDALUCIA**

- Lee con detenimiento todo el texto, tratando de extraer la idea general del mismo. Se pueden ir señalando palabras que no se entienden y procurar darles un sentido lógico con arreglo al contexto donde aparecen.
- No tienes por qué seguir el orden en que te dan las preguntas de todo el examen. Puede ser aconsejable que empieces por lo que mejor se te da o por lo que te resulta más familiar y en lo que se sientes más seguro/a. Trabaja por bloques (por ejemplo, B - *Use of English*, A - *Comprehension*, C - *Production*). No mezcles respuestas de diferentes bloques o apartados. Siempre indica el número de la pregunta a la que respondes (suele ocurrir que se os olvida y el corrector se halla perdido, sin saber a qué corresponde/n a esa/s respuesta/s).
- Planifica bien el tiempo de que dispones para el examen (una hora y media). Calcula, grosso modo, el tiempo que puedes dedicar a cada tarea y apartado. Te sugiero una posible distribución:
 - * 10 minutos a la lectura de todo el texto.
 - * 25 minutos para las preguntas de comprensión.
 - * 25 minutos para el apartado *Use of English*.
 - * 20 minutos para *Production*.
 - * 10 minutos para repaso de lo escrito antes de entregar el examen.
- Escribe con letra clara y legible. Lo que para ti es obvio y crees que se te entiende puede no serlo para quien luego corrige el ejercicio. No amontones las letras, ni los renglones escritos.
- Separa por párrafos las diferentes ideas, si se trata de una redacción.
- No hagas tachones llamativos (ej.:). Si tienes que tachar algo traza una línea y ponlo luego entre paréntesis (ej.: esto está tachado).
- Un examen lleno de tachones indica varias cosas de quien lo ha realizado:
 - * inseguridad.
 - * mala organización mental.
 - * mal método de trabajo.
 - * poca limpieza.

Antes de escribir, piensa.....

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GARANTIA DE CALIDAD