



UNIVERSIDAD DE JAÉN

Centro de Estudios de Postgrado

Master's Dissertation/
Trabajo Fin de Máster

**CURRICULUM PLANNING IN THE
TEACHING OF ENGLISH AS A
FOREIGN LANGUAGE (TEFL) IN
PRIMARY EDUCATION: A
DIDACTIC UNIT PROPOSAL**

Student: Sánchez Moreno, Ángel

Tutor: Dr. Antonio Bueno González

Dpt.: English Philology

TABLE OF CONTENTS

ABSTRACT.....	4
1. INTRODUCTION.....	4
1.1. Objectives.....	4
1.2. Justification and relevance.....	5
1.3. Sections.....	6
2. LITERATURE REVIEW.....	7
2.1. Introductory.....	7
2.2. Legal frameworks.....	7
2.3. Some TEFL references	9
3. METHODOLOGY.....	13
3.1. Research design.....	13
3.2. Sample.....	14
3.3. Variables.....	16
3.4. Instruments.....	17
3.5. Data collection.....	19
3.6. Data analysis.....	21
4. RESULTS AND DISCUSSION	22
4.1. The main elements in the design of the Curriculum Plan.....	23
4.2. Main approaches and methods in the design of didactic units.....	24
4.3. The role of educational laws in the design of Didactic Units.....	25
4.4. The influence of the ICTs in the design of Didactic Units.....	26
4.5. A proposal of examples of updated Didactic Units.....	28
5. LIMITATIONS OF THE STUDY.....	36
6. LINES FOR FUTURE RESEARCH.....	37
7. CONCLUSION.....	37
8. REFERENCES.....	38
9. APPENDICES.....	41
9.1. Questionnaires and results.....	41
9.2. Rubric for the evaluation of the teacher's diaries.....	49
9.3. Interview to the English teachers in Primary Education.....	50
9.4. General stage goals for Primary Education.....	51

9.5. Contents for year 3 of Primary Education in Order ECD 686/2014....	53
9.6. Assessed learning standards.....	56

ABSTRACT

This document is a Master's Dissertation belonging to the *Online Master in English Studies* of the University of Jaén, academic year 2015/2016.

The central core of this research is *Curriculum Planning in the Teaching of English as a Foreign Language (TEFL) in Primary Education: a didactic unit proposal*.

For the development of this final assignment, we are going to follow the guidelines stated in the different subjects along this Master's degree (especially that of Research Methodology and Academic English) as well as the instructions proposed by Dr Antonio Bueno Gonzalez (tutor of this MA Dissertation) and my own research.

Key words

Didactic unit, curriculum planning, legal framework, curriculum, ICTs (Information and Communication Technologies).

1. INTRODUCTION

In the introduction of this MA Dissertation, we will deal with three chief sections which aim to set the scope of the research. These pivotal elements are the *objectives, justification and relevance of the research* and description of the distinctive *sections* comprised along the document.

1.1. Objectives

This section aims to create the framework about the research problem embedded in the current MA Dissertation. In order to do so, we will consider the following objectives as the nucleus of the assignment:

- To determine the main elements in the design of the *Curriculum plan* in TEFL.
- To study the *main approaches* and methods for the design of Didactic Units in TEFL.
- To analyse the role of *educational laws* in the design of Didactic Units.
- To research the influence of *ICTs* in the design and development of Didactic Units.
- To propose some examples of the newest didactic units based on the outcomes obtained along the research.

Following an interdisciplinary approach, these objectives will be worked along the entire document through the different sections underscored in the aforementioned outline.

1.2. Justification and relevance

Once that we have set the boundaries of the research through the presentation of the objectives, we should now justify the relevance of the study; how it can supersede prior research in the field; and the niche to be filled with the research.

Taking into account the importance of the MA Dissertation for both my academic development and personal enrichment, I have decided as my central topic the *Didactic Unit* in the Primary Education Curriculum Plan on the grounds that:

- The didactic unit is the element of the curriculum in which all the different aspects of the syllabus are put into practice with the learners. According to that, we can consider the Didactic Unit as probably the most important aspect of curriculum planning.
- One of the most challenging aspects of teachers is the designing of efficient didactic units. Because of that, the elaboration and presentation of didactic units is probably the most valuable section within the competition exams to be a teacher for the public administration whatever the subject is.
- There is not complete agreement in the way in which a didactic unit should be designed, thus we will try to reunite the most outstanding approaches in this respect.
- The instability of educational laws taken place in Spain makes that constant modifications ought to be done in the syllabuses and the didactic units so that constant updates shall be done.
- This project could help and guide English teachers of Primary Education in their elaboration of didactic units by offering them different approaches, methods and views about the didactic unit in TEFL.

In compliance with the foregoing, we are conscious that there are plenty of research and studies about this field due to its relevance within the praxis of English instruction. Therefore, with this MA Dissertation we will try to supersede the prior research by offering an updated view of the design of didactic units through the consideration of the new requirements for the teaching of English as a foreign language.

All in all, the niche to be filled with this Master thesis will be that of the new tendencies and trends in the design of didactic units in TELF according to the current educational landscape.

1.3. Sections of the research

With the aim of developing the foregoing contextualization of this MA Dissertation, we will move on to different stages and sections as those highlighted in the outline.

Apart from the previously mentioned sections (abstract; objectives and justification within the introduction), we will start the research by the contextualization of the study through the literature review, where prior research in the field will be critically summarized in order to create a wide background on which we can base our research.

At that point, we will approach the methodology of the research where we will characterize our study in depth by dividing it into different sections. Firstly the type of research would be delimited in the section called “Research Design”. Then, we will present the sample and participants involved in the research as well as the variables to be taken into consideration in the study. After that, we will highlight the different instruments used in the research in order to collect data (in two separate sections: Instruments and Data Collection). Lastly, the methodology will be closed with the analysis of the data obtained from the afore-mentioned stages.

This last step within the methodology bears us directly on the discussion of the results, where the main outcomes of the study will be stated.

Thereupon, we will introduce the limitations of the study in order to build some lines for future research.

Last but not least, we will end up the research by summarizing the most relevant aspects of the study through the conclusion, which is the penultimate section of this MA Dissertation before the References.

2. LITERATURE REVIEW

2.1. Introduction remarks

Once that the introduction of the research has been carried out, we should move on to the theoretical part of the study, that is, the literature review. According to Bou-Franch and Dolón Herrero (2015) the literature review aims “to contextualize the study”. This theoretical contextualization will help us to relate prior research to our own work by ways of critical summaries on the topic under study, highlighting the particular niche that our research will address.

Plenty of different sources of information are found in the field of Teaching English as a Foreign Language (TEFL). However, most of them are focused on a general description of TEFL so that little concretion tends to be done over the didactic unit itself. In compliance with the foregoing, we can sentence that this is the niche to be addressed in this study, that is, the design of the didactic unit in TEFL.

All in all, we have done a rough search for the most relevant texts in line with my research, and we have found a wide spectrum of useful information in relation to this research. Nonetheless, we would like to state that due to the characteristics of this Master's Thesis (where the pages limit ranks from 30 to 50 pages) we have only considered the most relevant ones for my project as the inclusion of a high number of texts could be out of the scope of this MA Dissertation.

2.2. Legal framework

To begin with, we would like to make a reference to the *legal framework* regarding Primary Education in Spain and the autonomous community of Andalusia since they provide very useful information about the didactic units in the curriculum plan. In order to offer a brief insight of the main laws running Primary Education in Spain and Andalusia, we are going to summarize them through the following diagram:

REGULATION		LOMCE
National Regulation (M.E.C)	Preliminary guidelines	R.D 126/2014
	Development of the curriculum	Order ECD/686/2014
Autonomic Regulation (Andalusia)	Preliminary guidelines	Decree 97/2015
	Development of the curriculum	Order of 17 th March 2015

Chart 1. Summary of the main laws running Primary Education

Let us break down these educational laws one by one in order to underscore their main contributions to the didactic unit itself and its design.

In *Royal Decree 126/2014*, there is no explicit mention to the didactic unit and its design due to the fact that this document is devised to offer preliminary guidelines about Primary Education. Nevertheless, it is worth mentioning the precise word used along the document to refer to the didactic unit, which is “didactic proposals”. The meaning hidden behind this term is that of the *diversity* of didactic units that we can find along Primary Education (and the English classroom in our context) on the grounds of the partial freedom of the teachers in the design of their didactic units. Through the examples of didactic units that will be presented later on, we will support this idea of diversity of “didactic proposals”.

As for *Order ECD/686/2014*, where the Primary Education curriculum is developed, we come upon with its article 13, where the Curriculum plan is specified. In this chapter, we can observe that the persons in charge of the design of the curriculum plan of each area will be the teaching staff of each level or classroom. Moreover, the essential components of curriculum planning are stated and even when there is not explicit mention to the didactic unit as a whole, all the different aspects regarded to take part in the curriculum planning are also present in the didactic unit. This idea supports our assumption about the relevance of the didactic unit in curriculum planning as the practical section where all the distinctive aspects of the syllabus are put into practice.

Moving now on to the Autonomic Regulation (Andalusia), we find Decree 97/2015 and Order of 17th March 2015. The former does not present any meaningful difference with the previously explained Royal Decree 126/2014 in terms of didactic units. However, in the latter we can see many important considerations about the didactic units as the one stated as follows:

Las programaciones didácticas de todas las áreas incluirán actividades en las que el alumno deberá leer, escribir y expresarse de forma oral. La lectura constituye un factor fundamental para el desarrollo de las competencias clave. Los centros, al organizar su práctica docente, deberán garantizar la incorporación de un tiempo diario de lectura, no inferior a treinta minutos en todos los cursos de la etapa. (Order of 17th of March 2015: 8-9)

According to that, we know that we should include in our didactic units activities that deal with the different skills that is, listening, speaking, reading and writing, with special attention to the reading skill.

In addition, we can observe that the Educational Administration of Andalusia, recommends the use of:

unidades didácticas integradas que recojan criterios de evaluación, contenidos, objetivos y su contribución a la adquisición de las competencias clave secuenciadas de forma coherente con el nivel de aprendizaje de las alumnas y alumnos.

Thus, we have an explicit reference to the components involved in a didactic unit. This description of the components will be broken down in the Order of 23rd of March 2015 through which the competition exam to become part of the Primary Education staff is made. Here, we can highlight two main aspects:

➔The Curriculum plan should include 15 didactic units.

➔The didactic units ought to involve objectives, contents, teaching and learning activities, evaluation processes and attention to diversity (although it is not mentioned here, along the Order it is said that the competences should also be present in the units).

➔The didactic units can be accompanied by auxiliary or extra-curricular materials.

According to the aforementioned information, we could analyse the role of *educational laws* in the design of Didactic Units (research objective 3).

2.3. Some TEFL references

Having considered the legal framework involved in the literature review of the MA Dissertation, let us mention other important references such as the ones provided in Madrid and McLaren's (2004) TEFL in Primary Education.

This book is an essential material for a teacher of English in Primary Education. In it we come across plenty of relevant information about TEFL which is very useful in practice. For the topic under study, we are going to deal with chapter 4, "The Foreign Language Curriculum", particularly, its section 10, "Lesson Planning". In this section McLaren and Madrid propose a real model of a didactic unit which "aims to develop the general competences and communicative language competences" (Madrid and McLaren 2004: 163).

This model involves 50% of a whole didactic unit, the section corresponding to the theoretical aspects of the unit (the remaining 50% being the practical part of the unit, that is, the activities). Thus, the model suggested by Madrid and McLaren is the following one:

UNIT 4

Stage: PRIMARY EDUCATION

Age: 7-8

Topic: Parks

Duration: 2 Weeks

1) CONCEPTS AND PRINCIPLES (declarative knowledge, cognitive competence)

1.1. Linguistic competence:

- Vocabulary:

PARKS: trees, pond, ducks, bench, grass, swings, show.

IDIOMS: Tired, quick!, up the tree, I'm fine

OTHER ILLUSTRATIONS: fountain, kite, puppets, wood

- Grammar:

Let's...(go/play...)

Where? To the park

- Phonetics (pronunciation)

Pronunciation of the vocabulary presented about parks.

1.2. SOCIOLINGUISTIC AND PRAGMATIC COMPETENCE:

- Communicative functions and exponents:

Suggestions: Let's go, let's play,...

Greetings: How are you? I'm...

- Communicative situations (texts):

In the park

The dog and the cats

Come on, let's play

1.3. DISCOURSE COMPETENCE:

- Repetitions in the texts presented in class.
- Sequences of questions and their corresponding answers:

Let's go!

But where?

To the park!

Let's play

But what?

Football!

1.4. SOCIOCULTURAL COMPETENCE:

- British parks: general characteristics, shows and social activities

2) PROCEDURES, SKILLS (procedural knowledge: knowing how to use the declarative knowledge)

2.1. ORAL COMMUNICATION (listening-speaking)

- Listening comprehension of short rhymes similar to *come on, let's go; Come on, let's play.*
- Developing oral comprehension in communicative situations about parks.
- Oral comprehension of short dialogues similar to the dog and the cats.
- Acting out brief dialogues about parks (e.g. The dog and the cats).
- Identifying and naming some common elements found in parks.
- Greeting people by using *How are you?* and responding with *I'm...*

2.2. WRITTEN COMMUNICATION (reading-writing)

- Reading comprehension of short rhymes about parks (e.g.: *In the park, come on, let's play.*)
- Reading aloud and reciting the rhymes studied in class (orthoepic competence).
- Reading comprehension of the expressions and utterances presented in class.
- Associating the vocabulary studied about parks with illustrations.
- Writing the meaning of the illustrations which represent the vocabulary presented in this unit in relation to parks.
- Doing crosswords with vocabulary about parks.

2.2. OTHER SKILLS.

Singing songs.

- Drawing and colouring pictures.
- Cutting out illustrations and realia (for wallcharts).
- Using Internet.

3) ATTITUDES AND VALUES (existential competence: benefits, motivations,...)

- Understanding and appreciating some of the characteristics of British parks: social activities, sports, etc.

- Showing respect for parks and the environment in general.
- Developing positive attitudes for parks: maintenance, cleanness, care, etc.
- Appreciation of the British people's sociocultural behaviour in parks.

4) LEARNING TO LEARN (study and heuristic skills, language awareness,...)

- Reflection on the language used with the rhymes and texts presented in this unit and awareness of some discourse elements to encourage independent listening and reading.
- Using internet to find information.

Model of Didactic Unit by Madrid and McLaren (2004 164-165)

Through this model of didactic unit, we can get a global understanding of the elements of a basic didactic unit as well as the contents that it should comprise. In addition to that, we find an interesting set of teaching and learning activities in line with the elements stated above which could be found in Madrid and McLaren (2004. 30-33).

Last but not least, I would like to underscore the contribution in the field of the didactic unit of José María Rodríguez Jiménez, inspector of education in the autonomous community of Madrid through his work "Algunas teorías para el diseño instructivo de unidades didácticas: El alfabeto griego. In this study, Rodríguez presents the pivotal elements in a didactic unit (for him, objectives, contents and evaluation criteria) and at the same time he explains the constructivism approach, the instructive design and the theory of the elaboration of didactic units. For length limitations and extension, we are going to consider three main ideas from Rodríguez Jiménez:

- The importance of the teacher's autonomy in the design of didactic units.
- The design of a didactic unit depends on the type of instruction, the learners, the educative beliefs of the educational coordinators and, above all, the learning objectives.
- The sequence of the contents in a didactic unit is on the grounds of the internal instruction of the discipline itself; the logical and formal structure; the meaningful structure, depending itself on the psychological characteristics of the learners.

Rodríguez Jiménez's work gives us a very useful insight of the design of the didactic unit even when he is focusing on the Greek alphabet. However, he

does not regard the key or basic competences as a pivotal element in the design of a didactic unit. We will try to address this niche along our study.

All in all, we have traced the theoretical borders (within the scope suggested for this MA Dissertation) of the research through a series of legal documents, books and articles which aim to provide a solid background for our study. Now, it is time to move on to the methodology, which is the section that responds to “how” we are going to carry out the Master's Thesis.

3. METHODOLOGY

With the methodology section we are going to characterize our study in depth through different headings which specify the main features of this MA Dissertation.

3.1. Research Design

The present study could be labeled as an *applied* study where some basic or theoretical researches are applied to a specific problem, in this case, to the didactic unit in TEFL. In order to apply these products, the source of information used in this research will be categorized as *secondary research* due to the fact that this information derives from secondary sources such as books, articles or electronic publications (as the ones previously stated in the Literature Review section). In addition to that, it is an example of *analytic research* because we will investigate the didactic unit as one of the most important constituents of the major system represented by curriculum planning.

Considering the goal or purpose of this MA Dissertation, we could label it as *heuristic* or *inductive* on the grounds that it seeks to derive general principles about the designing of didactic units in TEFL. Because of all these characteristics, the sample about which we are going to work will be a *group study* formed by English teachers of different levels and institutions.

According to the type of data, this research is mid-way between a *quantitative* and *qualitative* research as both, objectivity and subjectivity will be present along the study. It bears us directly on the kind of method developed to collect data, which in this case will be *non-experimental* and *(quasi-)experimental*.

Taking into account that this research has been done at a single point in time (see chart 7), we should deem it as example of *cross-sectional* research. Last but not least, the method of analysis followed in this research can be termed as

mixed or dual, since it is *interpretative* (because of the interpretation and subjectivity of some outcomes) and *statistical* (to support the objectivity of some other merely systematic outcomes).

With the aim of summarizing all this information about the research design of this Master's Thesis, the following chart will be proposed:

RESEARCH DESIGN	
According to...	Type of Research
General Framework	Applied
Source of information	Secondary Research
Approach	Analytic
Goal	Heuristic/Inductive
Sample	Group study
Type of data	Quantitative and Qualitative
Data collection method	Non-experimental and (<i>quasi</i>) <i>experimental. (Students)</i>
Data collection time	Cross-sectional
Method of analysis	Interpretative and statistical

Chart 2. Summary of the Type of Research

3.2. Sample

Through this section we are going to provide an overall account of the people who participate in the study. In order to do so, it is necessary to make a distinction between the three different kinds of participants in this research: *English teachers of Primary Education; specialized professors in TEFL and students of English in Primary Education.*

These three distinctive groups will be presented with questionnaires and interviews in order to gather information about the didactic units in TELF. Because of the fact that we are dealing with three different levels according to the instruction of English (that of university professors, English teachers of Primary Education and, finally, the learners), we will obtain different perspectives and approaches which may be pivotal for our research.

Thus, the main features of the participants involved in this research study, will be broken down as follows:

ENGLISH TEACHERS OF PRIMARY EDUCATION					
Teachers	School	Age	Gender	Amount of experience	FL level
Teacher 1	<i>CEIP. Enrique Tierno Galván</i>	24	male	1 year	B2
Teacher 2	<i>CEIP. Enrique Tierno Galván</i>	25	female	1 year	B2
Teacher 3	<i>CEIP. Conde de Tendilla</i>	24	female	2 years	B1
Teacher 4	<i>CEIP. Cervantes</i>	27	male	4 years	C1
Teacher 5	<i>CEIP. Andrés Segovia</i>	50	male	20 years	B2
Teacher 6	<i>CEIP. Andrés Segovia</i>	48	male	17 years	B2
Teacher 7	<i>CEIP. Andrés Segovia</i>	52	female	21 years	-
Teacher 8	<i>CEIP. Los Castaños</i>	32	female	5 years	B1
Teacher 9	<i>CEIP. Los Castaños</i>	35	male	3 years	B1
Teacher 10	<i>CEIP. Los Castaños</i>	29	female	5 years	-

Chart 3. English teachers of Primary Education involved in the research

SPECIALIZED PROFESSORS IN TEFL					
Professors	University	Age	Gender	Amount of experience	FL level
Professor 1	<i>Granada</i>	55	male	10 years	C1
Professor 2	<i>Jaén</i>	41	female	8 years	C2
Professor 3	<i>Granada</i>	32	female	2 years	C1

Professor 4	Granada	48	male	15 years	/
-------------	---------	----	------	----------	---

Chart 4. Specialized professors in TEFL

STUDENTS OF ENGLISH IN PRIMARY EDUCATION			
Number of students	School	Age/Level	FL level
20	CEIP. Enrique Tierno Galván	Year 6	"A1"
19	CEIP. Los Castaños	Year 6	"A1"
21	CEIP. Conde de Tendilla	Year 6	"A1"

Chart 5. Students of English in Primary Education

Focusing now on a quantitative view of the cooperators, we will provide a numerical summary of them by way of the following diagram where we can see the number of participants per group:

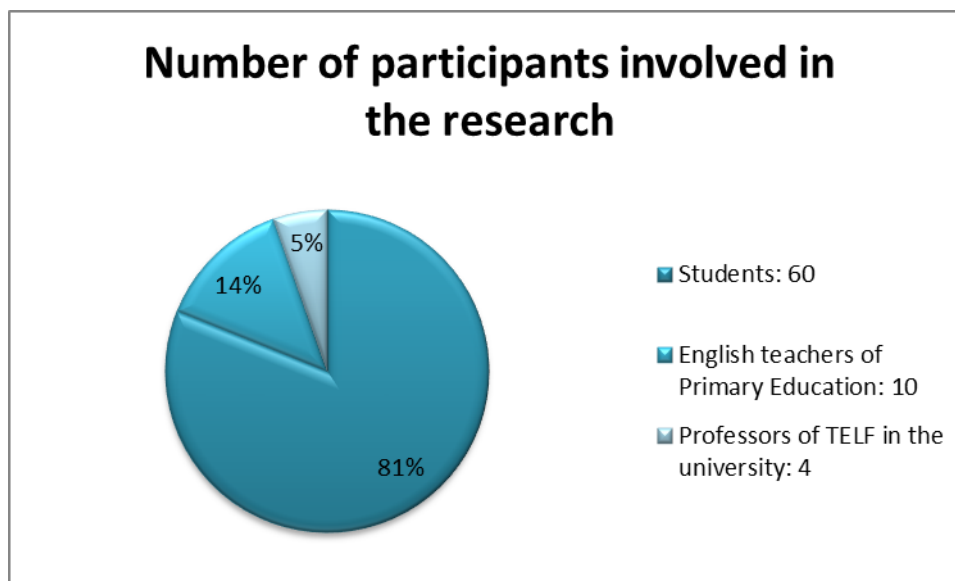


Chart 6. Number of participants involved in the research

3.3. Variables

In any kind of research, we can come upon with certain aspects which are likely to differ, change or shape the results due to some other aspects closely related between each other. Hence, considering the fundamental characteristics of this

MA Dissertation, the variables (regarding the quantitative part of the study) that should be taken into account will be the following ones:

- *Dependent variables*
 - The students' level of satisfaction with the didactic units in the English classroom.
 - The students' level of participation along the units.
 - The students' English language (FL) competence.
 - The teachers' preferences for a particular type of didactic unit.
- *Independent variables*
 - The quality of the English teachers in terms of mastering the foreign language and of their attributes as teachers.
 - The instructions offered by the professors of the university (which can shape the teachers' vision on education).
- *Moderating variables*
 - Aspects regarding the foreign language subject and its instruction stated in the educational project of a given school.
 - Sociocultural status of the students.
 - Nationality of the students.
 - Motivation of the students towards foreign language learning.
 - Motivation of the teachers towards foreign language teaching.
 - Type of school.

In this way, we will find that the assumptions and results acquired through this research will strongly depend on these variables aforementioned.

3.4. Instruments

In this section we are going to explain the instruments used in the research in order to gather information as well as the stages of preparation of these instruments and a brief description of its main features.

According to the characteristics of this MA Dissertation, we have considered that the best way to gather information which helps us to deal with our objectives is by using *interviews*, *questionnaires* and *diaries* together with the *literature review* previously done.

We think that for a research where the didactic unit in Primary Education is the central core of the study, these instruments are the most appropriate ones as

they will give us information about the didactic unit from an analytic point of view where professors, English teachers and learners play a very noticeable role in the development of the research.

At this point, it is necessary to say that even when the *literature review* could not be regarded as an instrument at all, it plays a dual role in this work since it serves as a contextualization of the research at the same time that it provides essential information for the final didactic unit proposal.

All in all, let us start with the representation of the stages followed in the selection and preparation of the instruments and which we split up into *instrument design*, *instrument validation* and *instrument administration*.

- Instrument Design

In order to support the design of my instruments, we have used the book *Técnicas e instrumentos de recogida y análisis de datos* from the University of Granada online library as a reference to be followed in the elaboration of my instruments. In this way, we provide the research with solidly-grounded research evidence in the design of our instruments.

- Instrument validation

Following the recommendations provided along the subject “Research Methodology and Academic English” about guaranteeing the validity and reliability of the instruments, we have decided to take into consideration a double-fold process which implies two phases: the expert ratings approach and a pilot study.

The expert ratings approach

At this point the instruments will be evaluated by a group of professors from the University of Jaén who are embedded in the instruction of the Master in English Studies.

After bearing in mind comments and suggestions given by these professors, we will move on to the second half of the validation of the instruments, that is, a pilot study.

A pilot study

Once that the instruments have already been designed, we will make a simulacrum with a similar sample of 40 students of English in Primary Education from a Year 5 classroom of the CEIP Enrique Tierno Galván together with 2

English teachers of Primary Education of the schools X and Y and a candidate to be professor at the University of Granada.

As soon as both processes have been carried out properly, it would be time for *instrument administration*.

- Instrument Administration

Due to the fact that the individuals involved in this MA Dissertation takes part in the word of education, we have tried to be as sensitive and flexible as possible for the administration of the instruments.

Focusing on the instruments to be used with the *learners of English* and the *English teachers*, these have been administrated along the school time (particularly along the English lesson) when the Head Teacher and the teachers allowed me. Taking advantage of the face-to-face situation, the interviews with the teachers and the learners was oral whilst the questionnaires for the students were in a paper format. For the analysis of the teachers' diaries, we were allowed to take them and analyse them at home (see the model of analysis proposed in the appendices).

On the other hand, the questionnaires for the professors was in a digital format since, as a matter of fact, this is an online Master so we all are in different parts of Spain and then personal communication is far more complicated.

Further information about the instruments used for the data collection will be provided in the upcoming section, "Data collection".

3.5. Data Collection

As for this section, our main objective is to provide an overall timeline of the procedure followed in collecting the data. In order to do so, we are going to propose the following table (taken and modified from Pérez Cañado, 2011) where we can observe the sequence of facts and its order regarding the development of this Master's Thesis.

ACTIVITY/TASK	MARCH	APRIL	MAY	JUNE	JULY
Searching for the Literature review	✓				
Literature Review process	✓	✓	✓	✓	
Compilation of schools,		✓			

teachers and students.	
Selection of schools, teachers and students.	✓
Contact with the schools and individuals. Proposal.	✓
Design of interviews.	✓
Design of questionnaires.	✓
Design of rubrics for the evaluation of the diaries.	✓
The expert ratings approach.	✓
A pilot study.	✓
Analysis of the results for the validation of the instruments.	✓
Instrument administration.	✓
Data analysis.	✓
Establishment of results, limitations of the study and lines for future research.	✓
Conclusions	✓

Chart 7. Sequence of facts and its order regarding the development of this Master's Thesis
(based on Pérez Cañado, 2011 a: 25-26)

3.6. Data Analysis

The last section of the methodology has to do with the specification and processes that we have followed in order to attain each of the objectives proposed in this MA Dissertation.

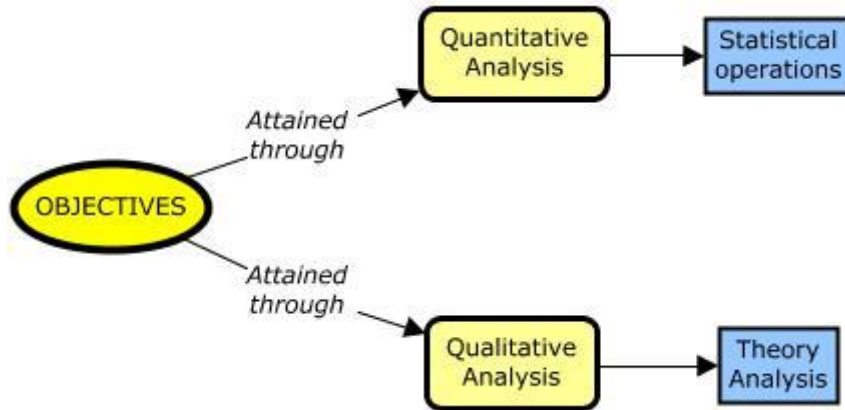


Chart 8. Schema of the quantitative/qualitative analysis of the research

Thus, let us now mention each objective together with its description in terms of the statistical operations (quantitative view of the research) and theory analysis (qualitative view of the research) performed on the data for the attainment of the objectives.

It is also worthy of mention that for the attainment of every objective, a dual approach has been followed by combining quantitative and qualitative analysis so that we can benefit of the advantages of both of them.

To determine the main elements in the design of the *Curriculum plan* in TEFL (**Objective 1**), we will analyse the theory mentioned in the literature review section in order to identify patterns in the data which can be considered as the most reliable answer to the question involved in this objective. In addition to that, we will check the statistical operations performed in the questionnaires handed out to the English teachers and the English Professors in order to complement the theory analysis with the practical opinion of a sample of individuals.

To study the *main approaches* and methods for the design of Didactic Units in TELF (**objective 2**) we will carry out a wide analysis through the literature in the field with the aim of describing and selecting the approaches and methods most widely used in the design of Didactic Units in TEFL. Additionally, the questionnaires and the central tendency measures allow us to contrast and

support the foregoing information from the literature with the practical view from the English teachers.

To analyse the role of *educational laws* in the design of Didactic Units (**objective 3**), we will review the main Royal Decrees, Decrees and Orders which run the Education in Spain and Andalusia focusing on the aspects devoted to the design of Didactic Units.

To research the influence of *ICTs* in the design and development of Didactic Units (**Objective 4**), the teachers' diaries will play an important role in its attainment. Through central tendency measures, we will know the right number of appearances of ICTs in the didactic units as well as the location in time of these appearances. Through qualitative analysis, we could get information about the kind of use of ICTs in the development of the didactic units.

To propose some examples of the newest didactic units based on the outcomes obtained along the research (**Objective 5**), we will collect a wide range of reliable examples of didactic units (those that reunite enough positive features out of those considered along the study) from distinctive English teachers in order to be provided in the section "Results and Discussions".

Finally, a personal contribution will be presented at the end of the study in order to propose plausible *improvements* for the designing of Didactic Units in TEFL (**Objective 6**).

Now that the boundaries regarding the methodology ("how to do") have been described, it is time to move on to the most important section of any research project, that is, "Results and Discussion", where we will find the answer to the research objectives under study.

4. RESULTS AND DISCUSSION

Having considered the different elements involved in the previous sections, let us make our personal contribution to the field on the grounds of the outcomes found along the development of the research.

In order to do so, we are going to divide the section into different headings which correspond to the different research objectives proposed for the study.

As has been stated above, the results over which we are going to discuss in this stage of the research have been based on instruments such as interviews,

questionnaires and the study of classroom diaries from the teachers, as well as on the literature review, a key factor in the development of this MA Dissertation.

4.1. The main elements in the design of the curriculum plan

Even when this study is focused on the design of didactic units in TEFL, the inclusion of this research objective is justified in order to contextualise the field before getting into the didactic units themselves. In other words, when building a house, we should build the foundations first and at the end, the roof.

So, what are the main elements in curriculum planning?

As it is the case of many other matters in education, there is not complete agreement when selecting a precise number of elements for curriculum planning. However, if we reunite the aspects found in the legal framework and the main contributions of specialists regarding this issue, we can sentence that the main elements are the following ones:

- ➔ Objectives.
- ➔ Competences.
- ➔ Contents.
- ➔ Evaluation.
- ➔ Didactic units (the four previous elements are included in the design of didactic units).

These are the elements which are considered as the most essential ones for the educational community (educational laws, specialists in the field, TEFL professors and teachers of English in Primary Education). Within them, objectives are regarded as the most important element in the syllabus by professors and teachers, as we can see in the results of the questionnaires and the evaluation of the diaries (in the Appendices). According to that, we can say that there is an objective-based model of curriculum planning in our educational context.

Thus, we can give a response to the first of our objectives in the research. Nonetheless, even when we agree with the foregoing classification of the pivotal elements in a syllabus, we feel that this taxonomy is incomplete. For that, we would like to provide a model of index for a curriculum planning based on both, my personal and academic experiences on the field.

OUTLINE

1. INTRODUCTION

- 1.1. Pedagogical justification.
- 1.2. Legal framework.
- 1.3. Curricular stages. Three levels of specification.

2. ANALYSIS OF THE SCHOOL CONTEXT

- 2.1. Location.
- 2.2. Analysis of the socioeconomic and sociocultural context.
- 2.3. Characteristics of the school.
- 2.4. Characteristics of pupils in Primary Education and in the foreign language classroom.
- 2.5. Relationship among families, school and the context.
- 2.6. Plans and projects.

3. PRIOR KNOWLEDGE

4. COMPETENCES

5. OBJECTIVES

- 5.1. General state goals.
- 5.2. Objectives regarding foreign languages for the primary curriculum.
- 5.3. Second stage objectives

6. CONTENTS

7. METHODOLOGY

8. DIDACTIC UNITS

9. ATTENTION TO DIVERSITY

10. EVALUATION

11. RESOURCES

12. REFERENCES

As we can see, objectives, competences, contents, evaluation and didactic units should be complemented with other important elements such as the *analysis of the school context*, the students' *prior knowledge*, the *methodology* or the *attention to diversity* (pivotal nowadays).

All these elements are combined and put into practice in the didactic units as we will see in the section "A proposal of examples of updated didactic units".

4.2. Main approaches and methods in the design of didactic units in TEFL

Regarding all the research objectives proposed for this Master's Dissertation, this is the one which has presented more discrepancies in terms of responses.

In the light of these results, we think that this objective could be one interesting line for future research, as we will see later on.

The approaches and methods that have been regarded along the questionnaires, interviews and evaluation of the diaries have been the following:

- The constructivist approach
- The eclectic approach
- The “PPP” principle (Presentation, Practice and Production)

We have also added “improvisation” as one possible way to carry out the didactic units.

Apart from the use of the “PPP” principle, which most of the teachers have selected as one of their methods, there are notorious differences when selecting a kind of method to be followed in unit design. Some of them use the constructivist approach (based on prior knowledge approaches and on logical sequence ideas) while only 20% of the teachers use an eclectic approach (based on the sum of the strongest points of different methods) for the design of their units. Nevertheless, we find a positive finding when we ask the teachers about the degree of improvisation given to the development of the units, which is very low.

In our educational regulations, particularly, in Royal Decree 126/2014, the use of an eclectic approach is recommended when designing our units and sessions. That means that we should look for different approaches and methods and take the elements which most fit in our educational context. From my point of view, it would be necessary to foster this idea among the teachers of English. Note that 100% of English professors think that the use of an eclectic approach is basic in design of a didactic unit.

How can this idea be transmitted? Through the universities in charge of the training of the future English teachers in Primary Education.

4.3. The role of educational laws in the design of didactic units

The didactic units being the topic under study in this research, the consideration of a research objective devoted to the role of the educational laws is a duty more than an option.

In order to discover the role of educational laws in the design of didactic units, we have used different instruments such as bibliographical research,

questionnaires, evaluation of teacher's diaries and interviews (see the Appendices). After having put into practice these tools we can conclude that the role of educational laws in the design and development of didactic units is essential. In other words, without taking educational laws into account, it is impossible to create quality units for the teaching and learning process.

When designing didactic units, the first thing that we should bear in mind is the legal framework in which we are immersed. After that, we could create our units according to the guidelines stated by our country and autonomous community.

Think, for example, of three teachers of English in Primary Education. One of them is teaching English in France, whilst the two remaining ones are teaching English in Spain but in different autonomous communities (Madrid and Andalusia for example). These three teachers will have in common general aspects which come from *The Common European Framework of Reference for Languages Learning, Teaching and Assessment*, such as the competences, the natural order of language acquisition or the use of the *European Language Portfolio*. However, the teacher from France and the two teachers from Spain will have to regard different elements according to the legal framework of their country.

On the other hand, these two Spanish teachers of English will present many curricular elements in common such as Royal Decree 124/2014 or Order ECD 686/2014 (which are common for the entire country). Because of that, these teachers should have to include key competences, general goals, contents (divided into 4 blocks) or evaluation criteria in their didactic units. Nonetheless, if we take one step further in the levels of specification of our educational panorama, we will see that the teacher in Madrid will assess the units through the evaluation criteria and the assessed learning standard (both stated in Royal Decree 126/2014 and Order ECD 686/2014) while the English teacher in Andalusia will use, apart from the foregoing, the indicators of achievement (from the Decree 97/2015 and Order 17th, March 2015).

As we can observe, depending on the educational laws, the didactic units will present one type of elements and prescriptions or another.

4.4. The influence of ICTs in the design of Didactic Units

One of the research objectives of this MA Dissertation is "to research the influence of *ICTs* on the design and development of Didactic Units". The

inclusion of this objective in our research is justified on the grounds that we live in a technological society where technological items and the Internet are present everywhere and, therefore, they have an important role at schools.

The results and the discussions about this research objective have a unanimous answer: ICTs have an essential role in education and, consequently, in the design of the didactic units.

Three kinds of participants can be found in this study, which are English teachers, English Professors at the Universities and English learners of Primary Education. All of them share the same opinion about the importance of ICTs in the classroom, as we can see in the results of the questionnaires, interviews or diaries (see the Appendices).

Both the teachers of Primary Education and the Professors at the universities think that the use of ICTs in the classroom is pivotal. Of course, when we ask the children if they like learning with the computers they answer positively as well.

However, we have found a relevant incoherence when we compare the results from the students and the ones from the English teachers. We come upon with students who love using ICTs in class. At the same time we find teachers who also like using ICTs in the classroom. Where is the problem then? The problem is that when we ask the teachers if they like using the ICTs, they say "Yes", but when we ask them about how they use ICTs or how important ICTs are in their units, the answer is quite different from the foregoing as they do not know how to use them most of the times or the relevance of these sessions along the unit is very low. According to the results, we can perceive that, in general, teachers would like to use ICTs more in the classroom but either they do not know how or they do not have time for it within such a broad curriculum.

In education it is always said that we, as teachers, should focus on the interests of our students in order to get them motivated (causing better learning). By knowing the preferences of the students about the use of ICTs, we should take advantage of them and include more time with the Internet and the computers in the classroom.

We know that this is not an easy process as many factors could be against the inclusion of more ICTs sessions in the didactic units: lack of technological items in the school, lack of Internet connection or ignorance from the teachers.

Nonetheless, whenever possible, we should use ICTs as an instrument of teaching and learning in the classroom. As stated in key competence 3, “Digital Competence”, “we must use information and communication technology as an essential element to be informed and to communicate” (Royal Decree 126/2014).

4.5. A proposal of examples of updated Didactic Units

Through this section we arrive at the central core of the research, that is, the didactic unit proposals.

So far, we have analysed the main elements in curriculum planning. Then, we described the main approaches and methods for the design of didactic units, together with the role of educational laws in it. Finally, we investigated about the importance of the ICTs in the design of didactic units. Now, it is time to put into practice all the aspects previously regarded along the work, and provide updated examples of Didactic Units which serve as a model or final outcome of the processes carried out in the MA Dissertation (note that these examples of didactic units have been personally devised).

Before presenting my examples of didactic units, let us contextualize them as follows:

- 3 Didactic units. Each of them comprises two diagrams: one for the formal aspect of the unit and another one for the practical part, that is, the activities.
- Level: Year 3 of Primary Education.
- School: CEIP Sierra Tejada, Zafarraya (Granada), Spain.
- Subject: English
- School Year: 2014/2015
- The number of the units as well as the dates has been randomly selected in order to give a real context to the units.

UNIT: 8. "I'm going to the cinema! Aren't you?"

LESSONS: 7

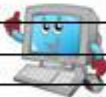
YEAR: 3

PLANNING: 23th Jan/6th Feb.

DIDACTIC OBJECTIVES		YEAR OBJECTIVES	KEY COMPETENCES
- To comprehend and express the intention of doing actions or activities by using the future with "going to" in spoken as well as in written language. - To grasp and produce oral and written messages by using adverbs of place. - To infer vocabulary from the context in both oral and written language. - To understand and use oral and written lexicon related to <i>free time</i> and <i>leisure</i> focusing on films and cinema from the English-speaking world.		O.1, O.2, O.3, O.4, O.5, O.6, O.7, O.8, O.9, O.10	C.1, C.3, C.4, C.5, C.6, C.7.
CONTENTS			
Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts
1.3/1.7. Understanding the expression of intention with "going to" in the oral channel. 1.7. Identifying and comprehending the adverbs of place orally. 1.1. Inferring new vocabulary from the oral context. 1.3. Comprehending oral lexicon related to <i>free time</i> and <i>leisure</i> cinema and films being the core subject.	2.4/2.7. Expressing intention with "going to" orally. 2.7. Producing oral messages using the adverbs of place correctly. 2.5. Producing oral lexicon related to <i>free time</i> and <i>leisure</i> cinema and films being the core subjects.	3.3/3.5. Comprehending the expression of intention with "going to" in the written language. 3.5. Identifying and comprehending the adverbs of place in written texts. 3.1. Inferring the meaning of new words from the context in writing. 3.4. Comprehending lexicon related to <i>free time</i> and <i>leisure</i> in written texts.	4.5/4.7. Expressing intention with "going to" in writing. 4.7. Writing messages using the adverbs of place correctly. 4.6. Producing written lexicon related to <i>free time</i> and <i>leisure</i> .
SYNTACTIC-DISCURSIVE STRUCTURES			
Expression of the future time: "going to" / Expression of the space: adverbs of place: "above, on, in, below, under..."			
EVALUATION			
Evaluation criteria	Tools	Assessed learning standards	
- To understand and express future time with "going to" related to the communicative function of expressing intention. (2.7/2.17) - To use adverbs of place in both spoken and written language. (2.4/2.12) - To be able to infer the meaning of new words from the context. (2.2) - To identify and use high frequently oral and written vocabulary related to <i>free time</i> and <i>leisure</i> valuing the cinema from the English-speaking world. (2.1/2.9)	Daily work Portfolio Picture Dictionary Participation/Observation Worksheets Task/Project	1.1, 2.1, 5.1, 8.1, 17.1, 24.1	
		Indicators	
		2.1.1, 2.2.1, 2.4.1, 2.7.1, 2.9.1, 2.12.1, 2.17.1	



SEQUENCE OF ACTIVITIES

Routines: setting the weather/ ♪Song: "The magic cinema"					5 minutes	Wallchart/CD Player
	NAME	GRADED	SKILL	GROUPING	TIME	AIDS
Presentation	♪SONG: "The magic cinema"	✓	L,S,R,W	Whole-class	15 minutes	Worksheet/CD Player
	Presenting structures	×	L,S,R,W	Whole-class	10 minutes	Board
	The Seventh Art	×	L,S,R	Whole-class	15 minutes	Interactive Board
	Brainstorming of "leisure"	×	L,S,R,W	Whole-class	15 minutes	Board
	Presenting vocabulary	×	L,S	Whole-class	15 minutes	Flashcards
	Fill the Picture Dictionary	✓	R,W	Individual	10 minutes	Notebook
	Dialogue: Harry and Ron	×	L	Whole-class	10 minutes	Interactive Board
	♪SONG: "We are going to the cinema"	✓	L,S	W/Class-Pairs	15 minutes	CD Player/Worksheet
	Electricity	×	L	Whole-class	5 minutes	-
Practise	Storytelling	×	L,R	Whole-class	10 minutes	Interactive Board
	Where?	✓	L,S	Pairs	10 minutes	Interactive Board
	Sentence chains!	×	L,S	Whole-class	5 minutes	-
	We are researchers!	✓	L,S,R,W	Pairs	15 minutes	Worksheets
	Structures: adverbs of place	✓	L, R,W	Pairs	10 minutes	
	Vocabulary	✓	L,R,W	Pairs	10 minutes	
	Structures: "going to"	✓	L,R,W	Pairs	10 minutes	
	Knowing the Seventh Art	✓	L,S	Pairs	10 minutes	
	TASK	✓	L,S,R,W	Groups	40 minutes	Classroom materials*
Production	Knowledge of other languages	×	L,S	Whole-class	5 minutes	Board
	Project: Our movie listing	✓	L,S,R,W	Groups	30 minutes	
	Portfolio	✓	R,W	Individual	5 minutes	Portfolio
INTERDISCIPLINARITY		EXTRA ACTIVITIES				
- Music - Arts - Literature		Reinforcement		Extension		
		- Using "Malted" - Receiving support from a partner (Group solidarity)		- Using "Malted" - Giving help to weaker pupils		

UNIT: 4. *Witches and bonfires*

LESSONS: 7

YEAR: 3

PLANNING: 30th Oct/14th Nov

DIDACTIC OBJECTIVES		YEAR OBJECTIVES	KEY COMPETENCES
- To use vocabulary related to <i>Halloween</i> and <i>Bonfire Night</i>. - To read and write about different celebrations in English-speaking countries and recognize and value them. - To describe different activities and their qualities related to <i>Halloween</i> and <i>Bonfire Night</i> both, orally and written. - To identify and practise exclamations and conjunctions.		O.1, O.2, O.3, O.4, O.5, O.6, O.7, O.8, O.9, O.10	C.1, C.3, C.4, C.5, C.6, C.7
CONTENTS			
<i>Comprehension of oral texts</i>	<i>Production of oral texts</i>	<i>Comprehension of written texts</i>	<i>Production of written texts</i>
1.3/1.5. Understanding descriptions of activities with vocabulary from Halloween and Bonfire Night orally. 1.7. Identifying and comprehending exclamations and conjunctions in oral utterances. 1.7. Comprehending different kinds of quality in spoken language. 1.8. Comprehending and valuing different celebrations in the English-speaking world from their inhabitants.	2.4/2.5. Describing activities using vocabulary from Halloween and Bonfire Night in oral interaction. 2.8/2.7. Producing exclamatory sentences orally related to Halloween and Bonfire Night. 2.7. Speaking about the quality of activities using conjunctions.	3.4. Reading and understanding written descriptions and vocabulary about <i>Halloween</i> and <i>B. Night</i> . 3.5. Identifying and comprehending exclamations and conjunctions in written texts. 3.9/3.7. Comprehending different kinds of quality by reading about different celebrations in the English-speaking world.	4.7. Using exclamatory sentences and conjunctions. 4.6/4.7. Expressing quality related to vocabulary from <i>Halloween</i> and <i>Bonfire Night</i> in written texts. 4.9. Writing about different celebrations around the world.
SYNTACTIC-DISCURSIVE STRUCTURES			
<u>Exclamations: "How + adjective"; Exclamatory sentences/Conjunctions: and, but, or/ Quality expressions: "very/less+ Adjective"</u>			
EVALUATION			
<i>Evaluation criteria</i>	Tools		Assessed learning standards
- To recognize and identify vocabulary from <i>Halloween</i> and <i>Bonfire Night</i> in oral and written language. (2.1/2.9) - To express oral and written messages with vocabulary from the unit. (2.7/2.17) - To comprehend and describe activities using conjunctions, quality expressions and exclamations, both orally and written. (2.4/2.11) - To respect and value different celebrations in English-speaking countries and link them with those of their own country. (2.3/2.10/2.16/2.6)	Daily work Portfolio Picture Dictionary Participation Observation Worksheets Tasks		17.2, 8.1, 24.1, 5.1, 6.1, 3.1
			Indicators 2.1.1, 2.3.1, 2.4.1, 2.6.1, 2.7.1, 2.9.1, 2.10.1, 2.11.1, 2.16.1, 2.17.1



SEQUENCE OF ACTIVITIES

Routines: setting the weather/ ♪Song: "Monster Mash"					5 minutes	Wallchart/CD Player
	NAME	GRADED	SKILL	GROUPING	TIME	AIDS
Presentation	♪SONG: "Monster Mash"	✓	L,S,R,W	Whole-class	15 minutes	CD Player/Worksheet
	Presenting structures	×	L,S,R,W	Whole-class	15 minutes	Board/Notebook
	Knowing Halloween and Bonfire night	×	L,S,R	Whole-class	10 minutes	Interactive Board
	The dark brainstorming	×	L,S	Whole-class	15 minutes	Board
	Presenting vocabulary	×	L,S	Whole-class	15 minutes	Flashcards
	Fill the Picture Dictionary	✓	R,W	Individual	10 minutes	Notebook
	How scared! (describing)	×	L,S	Whole-class	15 minutes	Board
	♪ What a wonderful world!	×	L,S	Whole-class	10 minutes	CD Player/Worksheet
	"Bisociative thinking"	✓	L,S,R,W	Pairs	15 minutes	Notebook/Board
	Storytelling	×	L,S,R	Whole-class	15 minutes	Interactive Board
Practise	Controlled practice	✓	L,S	Pairs	20 minutes	Board
	Project. Preliminary considerations	×	L,S,R,W	Groups	5 minutes	Board/Notebook
	ICTs	✓	L,R	Pairs	15 minutes	
		✓	L,R,W	Pairs	15 minutes	
		✓	L,R	Pairs	15 minutes	
Production	L.6 TASK	✓	L,S,R,W	Groups	40 minutes	Worksheets/Board
	Knowledge other languages	×	L,S	Whole-class	5 minutes	Board
	Project	✓	L,S,R,W	Groups	30 minutes	Cardboards
	Portfolio	✓	R,W	Individual	5 minutes	Portfolio
INTERDISCIPLINARITY		EXTRA ACTIVITIES				
- Music - Arts - Social Science		Reinforcement			Extension	
		- Using "Malted" - Receiving support from a partner (Group solidarity)			- Using "Malted" - Giving help to weaker pupils - Dealing with English tales from the classroom-library	

UNIT: 13. It is time for doing sport!

LESSONS: 8

YEAR: 3

PLANNING: 24th April / 14th May

DIDACTIC OBJECTIVES		YEAR OBJECTIVES	KEY COMPETENCES
- To comprehend and express the intention of doing sports by using the future with "going to" in spoken as well as in written language. - To grasp and produce oral and written messages using time expressions. - To identify and produce messages with the right intonation and spelling. - To search, read and transmit (orally and written) information about the main sports practised in English-speaking countries.		O.1, O.2, O.3, O.4, O.5, O.6, O.7, O.8, O.9, O.10	C.1, C.2, C.3, C.4, C.5, C.6, C.7
CONTENTS			
Comprehension of oral texts	Production of oral texts	Comprehension of written texts	Production of written texts
1.5/1.8. Identifying and recognizing oral texts about sports in English-speaking countries. 1.3. Comprehending expressions of intention orally. 1.6. Recognizing the right intonation of different oral messages. 1.7. Identifying and understanding time expressions and intention with "going to" orally.	2.5/2.8. Producing oral texts about sports in English-speaking countries. 2.4. Producing oral messages expressing intention. 2.3. Speaking with the right intonation in different contexts. 2.6. Producing oral messages using time expressions and intention with "going to".	3.4/3.10. Reading about sports in English-speaking countries. 3.3. Comprehending expressions of intention in written texts. 3.8. Recognizing and interiorizing the right spelling. 3.7. Identifying and understanding time expressions and intention with "going to"	4.6/4.9. Writing about sports in English-speaking countries. 4.5/4.8. Producing written messages expressing intention with the right spelling. 4.7. Producing written messages using time expressions and intention with "going to".
SYNTACTIC-DISCURSIVE STRUCTURES			
<u>Expression of the future time (intention): "going to" / Expression of the time: "At six o'clock; at a quarter past five; at half past four".</u>			
EVALUATION			
Evaluation criteria	Tools	Assessed learning standards	
- To identify ideas and basic oral and written messages expressing time and intention of doing sports by using "going to" (2.4/2.12) - To express oral and written messages about the time and intention of doing sports by using "going to" (2.6/2.17) - To know the right intonation and spelling of high frequency words. (2.5/2.17) - To know the main sports in English-speaking countries. (2.3/2.6/2.10)	Daily work Portfolio Picture Dictionary Participation Observation Worksheets Task	3.1, 5.1, 7.1, 8.1, 17.2, 20.1, 24.1	
		Indicators 2.3.1, 2.4.1, 2.5.1, 2.6.1, 2.10.1, 2.12.1, 2.17.1	



SEQUENCE OF ACTIVITIES

Routines: setting the weather/ Song: "we are the champions" ♪					5 minutes	Worksheet/ CD Player			
		NAME	GRADED	SKILL	GROUPING	TIME	AIDS		
Presentation	L.1	SONG: we are the champions ♪		✓	L,S,R,W	Individual	15 minutes	Worksheet	
		What time will we play football?		✗	L,S	Whole-class	10 minutes	Puppets	
		"Put the clock in the right hour"		✗	L,S,W	Pairs	20 minutes	Board	
	L.2	Brainstorming of sports		✗	L,S,R,W	Whole-class	15 minutes	Board/Notebook	
		Presenting new sports		✗	L,S	Whole-class	15 minutes	Flashcards	
		Fill the Picture dictionary		✓	R,W	Individual	10 minutes	Notebook	
	L.3	SONG. We are going to the zoo ♪		✓	L,S	Whole-class	5 minutes	Digital board	
		"I went to the zoo and I saw ..."		✓	L,S	Whole-class	10 minutes	Board	
		My training planing		✗	L,S	Whole-class	15 minutes	Flashcards	
20 questions		✓	L,S,R	Whole-class	10 minutes	Board/Notebook			
Practise	L.4	Playground	Catch me if you can!	✗	L,S	Groups	10 minutes	-	
			Throw the ball if you can	✓	L,S	Individual	10 minutes	Flashcards/ball	
			Steal the flat	✓	L,S	Groups	20 minutes	Handkerchief	
	L.5	ICT's	Liverpool anthem	✓	L,R	Pairs	10 minutes		
			Fast time!	✓	L,R,W	Pairs	10 minutes		
			The sports maze	✓	L,R,W	Pairs	10 minutes		
	L.6	Buzz and Bob in the adventure camp		✓	L,R	Whole-class	10 minutes	Digital board	
		Memory game. "Buzz and Bob"		✓	L,S	Whole-class	10 minutes	Worksheet	
		Information gap		✗	L,S,R,W	Pairs	20 minutes	Worksheet	
Production	L.7	TASK		✓	L,S,R,W	Groups	40 minutes	Classroom materials*	
	L.8	"Knowing other language"		✗	L,S,R,W	Whole-class	5 minutes	Board	
		Talent show		✓	L,S	Groups	30 minutes	-	
Portfolio		✓	R,W	Individual	5 minutes	Portfolio			
INTERDISCIPLINARITY			EXTRA ACTIVITIES						
- Mathematics - Physical Education - Artistic Education			- Music			Reinforcement		Extension	
						- Group solidarity - Using "Malted"		- Using "Malted"	
								- Giving help to weaker pupils	

Description of the units

As we can see, each unit comprises two charts: one for the formal/theoretical aspects of the unit; and another one for the activities, projects and tasks of the unit.

Focusing on the first theoretical chart, we find that the most important aspects of a curriculum plan (as it was described in the previous section) are present in it: objectives, competences, contents and evaluation criteria. These elements of the curriculum have been taken from the legal framework corresponding to a Year 3 classroom of Primary Education, that is, Order ECD 686/2014 and Order, 17th March 2015. How can we select these contents from the legal documents? By using special criteria for their selection such as the frequency of occurrence, the learnability or the immediacy of needs. Note that the contents should be divided into the four different blocks proposed in the law: comprehension of oral texts, production of oral texts, comprehension of written texts and production of written texts.

To the curricular elements aforementioned, we should add some other sections devoted to the Syntactic-Discursive Structures, the tools or materials and the indicators and learning assessed standard for the evaluation (key points in the current trends about evaluation in Spain).

Once that we have decided about the curricular elements to take part in our unit, we can devise the activities involved in every lesson. For that, we ought to move on to the second chart, *The Sequence of Activities*.

In this chart, we present the whole number of activities divided by lessons of the unit. For each activity, we should show if it is graded or not; the skills involved in it; the kind of grouping used in the activity, the time and the aids (see the ICT session and the aids used for it). These lessons are also classified according to the "PPP" approach, that is, Presentation, Practice and Production. In this way, the reader could notice that a logical sequence has been taken into account.

Last but not least, it is recommended to include interdisciplinarity with other subjects as well as extra activities, subdivided into reinforcement and extension. All in all, we have presented some possible models of didactic units. These models could vary depending on many different factors such as the current laws, the level of the students, the preferences of the teacher or the layout used for the units. Education is affected by trends, so the elements of the units as

well as their design could change continuously. Thus, our educational context needs teachers who are able to be updated and receive continuous training about the design of didactic units in TEFL.

After having presented and discussed the results of the research, let us mention the limitations of the study, a key factor in the self-assessment of any research.

5. LIMITATIONS OF THE STUDY

Following the general thought that “no investigation is perfect”, let us mention the limitations of our study which bring us directly to the lines for future research:

- The restricted representativeness of my sample. The research has used a homogeneous group (which is an advantage and a disadvantage at the same time) of children since all of them come from a Year 6 classroom. In addition to that, there are only 4 professors involved in the research (a higher number could have increased the quality of the research).
- The cross- sectional nature of the study. Due to the time assigned to this Master’s Dissertation by the Master itself, the collection of data has taken place at one point in time.
- Lack of triangulation.
- The instruments selected for the research are not original. Questionnaires, interviews and revision of diaries even when effective, are the most frequently used ones in any research and therefore, they are not imaginative.
- I would have wanted to include more references in the literature review. However, I have followed the editing rules for this Master’s Degree and the inclusion of more quantity could be out of the scope of this final study.
- More often than not, my reflections are personal, which I honestly deem as positive, but they should have been contrasted.

6. LINES FOR FUTURE RESEARCH

In compliance with the foregoing, we find the lines for future research, where we should suggest new sections to be addressed in the field of the designing of didactic units. From my viewpoint, the field of the didactic units in line with our research could be improved by:

- Replicating the study in different educational contexts or levels (Secondary Education, for instance).
- Working with a distinctive (both geographically and numerically) sample.
- Including different types of triangulation.
- Conducting a longitudinal study which comprises a long term process of recollection and analysis of the results.
- Focusing on the activities of the didactic units themselves.
- Using an experimental and a control group.

7. CONCLUSION

Once that we have carried out our Master's Dissertation, let us rely on the title of the research in order to underscore the main points found in it: *Curriculum Planning in the Teaching of English as a Foreign Language (TEFL) in Primary Education: A Didactic Unit Proposal*.

In this project, we have followed a method of development called "bottom-up", which means that we should start by the most general things (as the base) before specifying on concrete elements. Following this premise, before dealing with the didactic units themselves, we have studied the element to which these units belong: Curriculum Planning in Primary Education.

In this way, we have tried to set the main elements in curriculum planning. In doing so, we have noticed that the most important elements in curriculum planning are objectives, competences, contents and evaluation criteria, and that all of them are then reunited in the didactic units themselves. Thus, we can consider the didactic units as the section of curriculum planning where all its elements are put into practice.

With the specification of the main elements of curriculum planning, we moved on to the analysis of the main approaches and methods used by the teachers in

the design of didactic units. At this point, we come upon with the fact that there are serious discrepancies between teachers when selecting a unique/valuable way of creating didactic units. Since our legal regulations recommend the use of an eclectic approach in curriculum planning, we conclude that teachers should be encouraged (by the universities, for example) to use this approach in order to create quality units.

After having studied the foundations of the research, we decided to dedicate a section to Information and Communication Technologies (ICTs) in the design and development of didactic units. For that, we interviewed different members of the educational community in order to get information about the relevance of these technologies in the current educational landscape.

Last but not least, we developed the central core of the research through the didactic units proposed as a model or instance of an updated unit of work in the English classroom of Primary Education.

All in all, we have tried to undertake a serious and well-structured study which could serve as a reference for those who are keen on the didactic units of English in Primary Education.

Lastly, I would like to highlight that through the development of this Master Dissertation I have enjoyed myself a lot as I have been dealing with a field that I love. I hope that this work could serve in the future for both people interested in the field of the didactic units in TEFL and me in order to keep working on the topic with the aim of contributing to this essential area: Foreign Language Teaching and Learning.

8. REFERENCES

LEGAL FRAMEWORK		
APPLICABILITY	FIELD	LEGAL REFERENCE
SPAIN	Organic	LOMCE- Organic Law for the Improvement of Quality on Education 8/2013, 9 th December (BOE no. 298, 10 th December 2013)
SPAIN	Organic	R.D. 126/2014, 28 th February (BOE no.52, 1 st March 2014). Primary Education Curriculum.
SPAIN	Curriculum	Order ECD 686/2014, 23 rd April (BOE

ANDALUSIA		no.106, 1 st May 2014). Primary Education Curriculum, implementation and evaluation in some organizational aspects.
	Organic	LEA 17/2007, 10 th December (BOJA no. 252, 26 th December 2007) of Education in Andalusia.
ANDALUSIA	Curriculum	Decree 97/2015, 3 rd March (BOJA no.50, 13 th March 2015) which regulates the curriculum for Primary Education in Andalusia
ANDALUSIA	Curriculum	Order 17 th March 2015 (BOJA no. 60, 27 th March 2015), which further develops the curriculum for Primary Education in Andalusia.
EUROPE	Organic	Common European Framework of References for Languages (2001)

Alcaraz Sintes, A. 2005. Citing and Referencing. In *Writing and Presenting a Dissertation on Linguistics and Culture Studies for Undergraduates and Graduates in Spain*, M.L. Pérez Cañado & B. Pennock-Speck (eds.), 107-130. Valencia: Universitat de de València.

Bou-Franch, P. & Dolón Herrero, R. 2015. The literature review: How to create, critically appraise, and render the specialized literature. In *Writing and Presenting a Dissertation on Linguistics, Applied Linguistics and Culture Studies for Undergraduates and Graduates in Spain*, M.L. Pérez Cañado and B. Pennock-Speck (eds.). Valencia: Universitat de València, PP. 23-42.

Brewster, J., Ellis, G. and Girard, D. (1992). *The Primary English Teacher's Guide*. London: Penguin.

Brown, J. D. 2001. *Using Surveys in Language Programs*. Cambridge: Cambridge University Press.

McLaren N. & Madrid D. (2004). *TEFL for Primary Education.*, Granada: Editorial Universidad de Granada.

Pérez Cañado M. L & Pennock-Speck B.(eds.). 2015. *Writing and Presenting a Dissertation on Linguistics, Applied Linguistics and Culture Studies for Undergraduates and Graduates in Spain*. Valencia: Universitat de València.

Nunan, D. (1988): *Syllabus Design*. Oxford University Press

Rodríguez Jiménez J. M^a: (2008) *Algunas teorías para el diseño instructivo de unidades didácticas. Unidad didáctica: “El alfabeto griego”*. Madrid: Comunidad de Madrid.

9. APPENDICES.

9.1. Questionnaires and results

QUESTIONNAIRE FOR THE ENGLISH TEACHERS IN PRIMARY EDUCATION			DEGREE OF ACCEPTANCE / IMPORTANCE				
No.	R. OBJ*	ITEM	4	3	2	1	NK
1	1	How important are competences in your curriculum planning?					
2	1	How important are objectives in your curriculum plan?					
3	1	How important are Evaluation Criteria in your curriculum plan?					
4	1	Within the entire Curriculum Plan, how important are your Didactic Units?					
5	1	To what extent do you combine the aforementioned elements in your didactic units?					
6	2	The use of the "PPP" approach is basic in my curriculum plan.					
7	2	For the design of my curriculum plan and didactic units, I follow an eclectic approach.					
8	2	I give an important percentage to improvisation in my didactic units.					
9	2	The sequence of contents is done according to the frequency of occurrence.					
10	2	The sequence of contents is done according to their learnability.					
11	2	The sequence of contents is done according to the immediacy of needs.					
12	2	For the design of my didactic units, I follow the constructive approach.					
13	3	How important are educational laws in your curriculum plan?					
14	3	To what extent do you use Royal Decree 123/2014?					
15	3	To what extent do you use Order ECD 686/2014?					
16	3	To what extent do you use Decree 97/2015?					
17	3	To what extent do you use Order, 17 th March 2015?					
18	3	Do you use other legal documents as the one for the Attention to Diversity or the one for Evaluation?					

19	4	How important are ICTs in your didactic units?					
20	4	How important is the digital board in your ICTs sessions?					
21	4	I combine the ICTs sessions with different kinds of groupings.					
22	4	Select the number of ICTs sessions per unit.					
23	-	Self-assessment: Value from 1 to 4 your knowledge about the design of the didactic units.					
24	-	Evaluate this questionnaire from 1 to 4 on the grounds of its value for the research.					
25	-	Evaluate this research from 1 to 4 on the grounds of its relevance on the field.					

QUESTIONNAIRE FOR THE ENGLISH PROFESSORS			DEGREE OF ACCEPTANCE / IMPORTANCE				
No.	R. OBJ*	ITEM	4	3	2	1	NK
1	1	How important should competences be the in the Curriculum Plan?					
2	1	How important should objectives be in the Curriculum Plan?					
3	1	How important should evaluation criteria be the in the Curriculum Plan?					
4	1	Within the entire Curriculum Plan, how important should didactic units be?					
5	1	To what extent should the aforementioned elements be combined in the didactic units?					
6	2	The use of the "PPP" approach should be basic in the development of the didactic units.					
7	2	For the designing of the Curriculum Plan and didactic units, teachers ought to follow an eclectic approach.					
8	2	Teachers should give an important percentage to improvisation in their didactic units.					
9	2	The sequence of contents should be done according to the frequency of occurrence.					
10	2	The sequence of contents should be done according to their learnability.					

11	2	The sequence of contents should be done according to the immediacy of needs.					
12	2	For the design of didactic units, teachers should follow the constructive approach.					
13	3	How important are the educational laws in the Curriculum Plan?					
14	3	To what extent should teachers use Royal Decree 123/2014?					
15	3	To what extent should teachers use Order ECD 686/2014?					
16	3	To what extent should teachers use Decree 97/2015?					
17	3	To what extent should teachers use Order of 17 th March 2015?					
18	3	Apart from these documents, is it important to use other kinds of documents such as the one for Attention to diversity or the one for evaluation?					
19	4	How important are ICTs in didactic units?					
20	4	How important is the digital board in the ICTs sessions?					
21	4	Teachers should combine the ICTs sessions with different kinds of groupings.					
22	4	Select the recommended number of ICTs sessions per unit.					
23	-	Self-assessment: Value from 1 to 4 your knowledge about the designing of didactic units.					
24	-	Evaluate this questionnaire from 1 to 4 on the grounds of its value for the research.					
25	-	Evaluate this research from 1 to 4 on the grounds of its relevance on the field.					

Cuestionario para los alumnos. Señala tu grado de acuerdo o desacuerdo con las siguientes afirmaciones		GRADO DE ACUERDO / IMPORTANCIA				
No,	ITEM	4	3	2	1	NK
1	En general, me gusta aprender inglés en el colegio.					
2	Me gustan las clases de inglés en el colegio.					

3	Prefiero aprender inglés en academias extraescolares.					
4	Me gusta la forma de dar clase de mi maestro/a de inglés.					
5	Me gusta trabajar en parejas durante la clase de inglés.					
6	Me gusta trabajar en grupos durante la clase de inglés.					
7	Me gusta trabajar individualmente durante la clase de inglés.					
8	Me gusta que hablemos mucho en inglés durante la clase.					
9	Prefiero leer y escribir antes que escuchar y hablar inglés.					
10	Mi maestro/a va muy rápido con los temas del libro.					
11	Me gusta trabajar con el libro de texto.					
12	Prefiero trabajar sin el libro de texto.					
13	En clase usamos materiales como objetos reales, cartas, pósteres o mapas para hacer ejercicios.					
14	Me gusta usar este tipo de materiales en clase.					
15	Usamos las nuevas tecnologías con frecuencia en clase.					
16	Cuando usamos los ordenadores o cualquier otro instrumento electrónico, somos los alumnos los que los manejamos.					
17	Me gustaría usar más los ordenadores e Internet en clase.					
18	Creo que tenemos demasiadas horas de inglés en el colegio.					
19	Creo que tenemos pocas horas de inglés en el colegio.					
20	Creo que tenemos las suficientes horas de inglés en el colegio.					
21	Me gustan los temas que vemos en cada unidad.					
22	Las actividades que hacemos en clase son siempre iguales. Siempre tenemos que rellenar huecos.					
23	En clase hacemos tareas donde imitamos situaciones reales de la vida y tenemos que seguir diferentes pasos para hacerlas bien.					
24	Señala del 1 al 4 lo importante que crees que es el inglés hoy en día.					
25	Señala del 1 al 4 si te ha gustado o no hacer este cuestionario para poder mejorar las clases de inglés en el futuro.					

*Note that this questionnaire has been carried out in Spanish because the English level of the learners (Year 5 of Primary Education) is still very low.

LEGEND OF THE QUESTIONNAIRE		
4	Totally agree	Very Important
3	Agree	Important
2	Disagree	Indifferent
1	Totally disagree	No important
NK	Not known	Not Known

RESULTS FROM THE QUESTIONNAIRES TO THE TEACHERS											
ENGLISH TEACHERS IN PRIMARY EDUCATION						ENGLISH PROFESSORS					
ITEM	Percentages %					ITEM	Percentages %				
	4	3	2	1	NK		4	3	2	1	NK
1	60%	40%	-	-	-	1	80%	10%	10%	-	-
2	90%	10%	-	-	-	2	90%	10%	-	-	-
3	40%	50%	10%	-	-	3	70%	20%	10%	-	-
4	100%	-	-	-	-	4	100%	-	-	-	-
5	20%	50%	30%	-	-	5	40%	40%	-	-	-
6	30%	60%	10%	-	-	6	60%	40%	-	-	-
7	20%	30%	20%	20%	10%	7	100%	-	-	-	-
8	10%	-	20%	70%	-	8	-	-	10%	90%	-
9	20%	20%	30%	30%	-	9	50%	20%	30%	-	-
10	40%	20%	30%	10%	-	10	70%	20%	10%	-	-
11	90%	10%	-	-	-	11	80%	20%	-	-	-
12	20%	30%	30%	20%	-	12	50%	20%	10%	20%	-
13	50%	20%	10%	20%	-	13	100%	-	-	-	-
14	10%	30%	30%	30%	-	14	10%	10%	50%	30%	-
15	40%	40%	20%	-	-	15	40%	40%	10%	-	-
16	20%	20%	30%	30%	-	16	50%	40%	10%	-	-
17	70%	20%	10%	-	-	17	80%	20%	-	-	-
18	80%	20%	-	-	-	18	90%	10%	-	-	-
19	10%	50%	30%	10%	-	19	90%	10%	-	-	-
20	10%	10%	50%	30%	-	20	80%	10%	10%	-	-
21	20%	40%	-	30%	-	21	100%	-	-	-	-
22	-	-	20%	80%	-	22	70%	20%	10%	-	-
23	20%	60%	20%	10%	-	23	80%	20%	-	-	-
24	70%	30%	-	-	-	24	80%	205	-	-	-

25	100%	-	-	-	-	25	90%	10%	-	-	-
----	------	---	---	---	---	----	-----	-----	---	---	---

RESULTS FROM THE QUESTIONNAIRES TO THE LEARNERS					
ENGLISH LEARNERS OF YEAR 5 OF PRIMARY EDUCATION					
ITEM	Percentages %				
	4	3	2	1	NK
1	30%	20%	30%	20%	-
2	30%	40%	20%	10%	-
3	40%	30%	20%	-	-
4	30%	30%	20%	20%	-
5	50%	40%	10%	-	-
6	80%	20%	-	-	-
7	20%	20%	-	60%	-
8	20%	40%	20%	20%	-
9	70%	20%	10%	-	-
10	50%	20%	20%	10%	-
11	30%	10%	20%	40%	-
12	50%	30%	10%	10%	-
13	20%	30%	40%	10%	-
14	90%	10%	-	-	-
15	20%	20%	50%	10%	-
16	20%	30%	40%	10%	-
17	80%	10%	10%	-	-
18	10%	-	60%	30%	-
19	30%	30%	20%	20%	-
20	40%	30%	10%	20%	-
21	50%	40%	-	-	-
22	20%	30%	20%	30%	-
23	20%	20%	40%	20%	-
24	70%	20%	10%	-	-
25	70%	10%	10%	10%	-

9.2. Rubric for the evaluation of the teacher's diaries

RUBRIC FOR THE EVALUATION OF THE TEACHERS' DIARIES						
OBJECTIVE	Excellent (9-10)	Good (7-8)	Adequate (5-6)	Improvable (1-4)	Percentage	Valuation
1					%	
2					%	
3					%	
4					%	
5					%	
NOTE: This Rubric has been applied to the analysis of the diaries of all the teachers involved in the research. Through the percentages, we can notice the frequency of accomplishment of the aspects regarded in the objectives, which are broken down in the different indicators of the aforementioned columns.						

9.3. Interview to the English teachers in Primary Education

1. Why did you decide to be an English teacher in Primary Education?
2. Was it difficult to get into the staff of public English teachers in Primary Education?
3. When did you start to design didactic units?
4. Are there many differences between then and now?
5. What are the most relevant ones?
6. In the design of the curriculum plan, what are the most important elements?
7. When did you learn to design your own curriculum plan?
8. Do you follow any kind of method or approach for the design of the didactic units?
9. What is the relevance of educational laws in the design of the didactic units?
10. Do you use ICTs in your didactic units?
11. How do you attend to diversity in your didactic units?
12. How many didactic units do you propose per course?
13. How do you sequence them?
14. How do you select the topics of the didactic units?
15. Do you use the curriculum plan of a given publisher or your own curriculum planning? Why? Among the English teachers, what is more common, the use of their own curriculum plan or the one proposed by a given publisher?
16. Do you think that the teaching of designing didactic units should be fostered in the Primary Education Degree?
17. Considering your didactic units, which are the elements that the students like most? And which do they like least?
18. Do you find this research valuable in the field of the design of didactic units?
19. What do you think I should improve in the research?

9.4. General stage goals for Primary Education

a) To know and appreciate the **values** (respect, tolerance, solidarity) and norms of co-existence, to learn how to behave accordingly, to prepare them for active citizenship respecting human rights and the pluralism of a democratic society.

b) To develop **individual** and **team-working habits**, effort, responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest, creativity and entrepreneurship to cope with their future job and daily life.

c) To develop an attitude of **respect** and **responsibility** towards others, so as to create and appropriate climate for personal freedom, learning, coexistence at school, at home and in society as well as the acquisition of abilities for the peaceful resolutions of conflicts day by day.

d) To know, understand and respect the **values of human civilization**, bearing in mind different cultures and the differences between people, just as opportunities of men and women and non-discrimination towards the disabled.

e) To know, recognize and use the **Spanish language** appropriately valuing its communicative possibilities as the common language of all Spaniards and as an international language as well as developing reading habits, as an essential element for learning in other areas.

f) To acquire a basic communicative competence in, at least, one foreign language, that will enable them to understand and express simple messages and cope with everyday communicative situations.

g) To develop basic **mathematical competences** and begin to solve problems requiring calculation for elementary operations, knowledge about geometry and estimation, as well as being able to apply them in their daily life situations.

h) To develop the fundamental aspects of the **Natural and Social Sciences, Geography, History and Culture**.

i) Begin to use information and communication **technologies** in order to learn and develop a critical nature towards the messages they produce and receive.

j) To use different **artistic** representations and expressions and initiate themselves in the production of visual and audiovisual proposals.

k) To value and recognize **hygiene** and **health**, accept one body and that of others, respect differences and do sport (physical education) as a means for personal and social development.

l) To know and value **animals** and **plants** and adopt behaviours that favour their conservation in the environment.

m) To develop their **affective capacities** in all aspects of personality and in their relations with others. To develop an attitude against violence, racist ideology, prejudices of any type and sexist stereotypes which are focused on our society.

n) To promote **road safety** and attitudes of respect which will contribute to the prevention of road accidents with victims.

Specific Goals for Primary Education in the Decree 97/2015

Primary Education will contribute to develop the abilities, habits, attitudes and values that allow children to reach, apart from the goals stated in article 7 of Royal Decree 126/2014 (LOMCE), the following aims:

a) To develop **self-confidence**, a critical perspective, a sense of initiative and entrepreneurship, as well as the ability to learn, plan, assess risks, take decisions, and assume responsibilities.

b) To supportively take part in the development and improvement of the pupil's **social and natural environment**.

c) To develop a **critical approach**, as well as **healthy habits** and an ethical consumerism.

d) To appreciate and be familiar with the natural and cultural **heritage**, and actively contribute to its preservation and improvement, understand the linguistic and cultural diversity as an asset for the community and the individuals, and show concern and respect towards this diversity.

e) To understand and appreciate the **Andalusian variety** of Spanish, with its different variations.

f) To understand and have concern for the **cultural** reality of Andalusia, conceiving this autonomous community as a cultural crossroads.

9.5. Contents for year 3 of Primary Education in Order ECD 686/2014

The Contents for **Year 3 of Primary Education** (from Order ECD 686/2014) for the area of Foreign Languages are the following (note that the contents are divided into four blocks corresponding to the four language skills):

CONTENTS Order 686/2014	
Block 1. COMPREHENSION OF ORAL TEXTS	Strategies of comprehension of oral texts.
	Mobilization of expectations, identification of keys and interferences, checking and reformulation of hypotheses.
	Sociocultural and sociolinguistic aspects: social conventions, standards of courtesy; habits and attitudes; non-verbal language.
	Communicative functions: greetings, presentations, apologies and gratitude; Expression of capability, likes/dislikes and intention; Description of persons, activities and places; Request and offer of information, help and instructions.
	Syntactic-discursive structures*
	High frequency oral lexicon related to personal identification, the house and its environment; daily life activities; family and friends; free time, leisure and sports; travels and holidays; health; feeding.

	Sounds, accented, rhythmic and intonation patterns.
Block 2. PRODUCTION OF ORAL TEXTS	Strategies of production of oral texts: planning, execution and control through linguistic, paralinguistic and paratextual procedures.
	Sociocultural and sociolinguistic aspects: social conventions, standards of courtesy; habits and attitudes; non-verbal language.
	Communicative functions: greetings, presentations, apologies and gratitude; Expression of capability, likes/dislikes and intention; Description of persons, activities and places; Request and offer of information, help and instructions.
	Syntactic-discursive structures*
	High frequency oral lexicon related to personal identification, the house and its environment; daily life activities; family and friends; free time, leisure and sports; travels and holidays; health; feeding.
	Sounds, accented, rhythmic and intonation patterns.
Block 3. COMPREHENSION OF WRITTEN TEXTS	Strategies of comprehension of written texts.
	Mobilization of expectations, identification of keys and interferences, checking and reformulation of hypothesis.
	Sociocultural and sociolinguistic aspects: social conventions, standards of courtesy; habits and attitudes; non-verbal language.
	Communicative functions: greetings, presentations, apologies and gratitude; Expression of capability, likes/dislikes and intention; Description of persons, activities and places; Request and offer of information, help and instructions.
	Syntactic-discursive structures*
	High frequency oral lexicon related to personal identification, the house and its environment; daily life activities; family and friends; free time, leisure and sports; travels and holidays; health; feeding.
	Sounds, accented, rhythmic and intonation patterns.
Block 4. PRODUCTION OF WRITTEN	Strategies of production of oral texts: planning, execution and control through linguistic, paralinguistic and paratextual procedures.
	Sociocultural and sociolinguistic aspects: social conventions, standards of courtesy; habits and attitudes; non-verbal language.
	Communicative functions: greetings, presentations, apologies and

	gratitude; Expression of capability, likes/dislikes and intention; Description of persons, activities and places; Request and offer of information, help and instructions.	
	Syntactic-discursive structures*	
	High frequency oral lexicon related to personal identification, the house and its environment; daily life activities; family and friends; free time, leisure and sports; travels and holidays; health; feeding.	
	Graphic patterns and basic orthographic conventions.	
*Syntactic-discursive structures		
Expression of logical relationships	Conjunction (and)	
Affirmation	Affirmative sentences; Yes (+tag)	
Exclamation	Help! Sorry!; How+Adj; exclamatory sentences	
Negation	Negative sentences with not, no (Adj), no (+negative tag)	
Interrogation	How are you? How many...); Wh-questions; Auxiliary questions.	
Expression of time	Present (simple present); future (going to)	
Expression of aspect	Punctual (simple tenses); ongoing (present continuous)	
Expression of mode	Capability (can); permission (can); intention (going to)	
Expression of existence	There is/are	
Expression of identity	Nouns and pronouns, articles, demonstratives.	
Expression of quality	Very+Adj	
Expression of quantity	Singular/plural; cardinal numerals up to two digits; ordinal numerals up to two digits. Quantity: many, some, (a) little, more, half, a bottle, a cup, a glass, a piece. Degree: very.	
Expression of space	Prepositions and adverbs of location, position, distance.	
Expression of time	Points (e.g. half past, past five); divisions (e.g. half an hour, summer), indications of time: anteriority	

	(before); posteriority (after), sequence (first...then)
Expression of mode	Adv. of manner, e.g. slowly, well, quickly, carefully.

9.6. Assessed learning standards

1.1 Comprehends the essential in advertisements about products of their interest.

2.1 Comprehends messages and public advertisements that contain instructions and other types of information (for example, numbers, prizes, timetables, in a station or in department stores).

3.1. Understands what is said in habitual and easy conversations (instructions, requests, notices).

4.1. Identifies the topic in an everyday life predictable conversation that takes place in his/her presence (i.e. in a shop, in a train).

5.1. Understands the main information in brief, easy conversations about familiar topics in which he/she participates, for example, him/herself, family, school, free time, description of objects or places.

6.1. Comprehends the main ideas in easy and well-structured presentations about topics that are familiar or interesting for them (i.e. music, sports, etc...) provided that they have has images and illustrations and they are easily and clearly spoken.

7.1. Comprehends the general and essential sense and distinguishes the shifts in topic of television programmes or other visual materials they are interested in (i.e. interviews to young people or characters they know about daily topics, about what they like doing in their free time or in which they inform about leisure time, theatre, cinema, sport events...)

8.1. Participates in face-to-face conversations or through technical devices (telephone, Skype) in which she/he establishes social contact (giving thanks, greeting, saying goodbye, addressing someone, apologizing, taking an interest in someone, greeting somebody), exchanges personal information about daily topics, expresses feelings, offers something to someone, borrows something,

catches up with friends or gives instructions (i.e. how to get a place with the help of a map).

9.1. Participates in an interview, i.e. a medical one, naming parts of the body to say what he/she feels pain on.

10.1. Makes brief and easy presentations, previously prepared and practised about everyday topics or themes they are interested in (introducing him/herself or others, giving basic information about him/herself, his/her family and his/her class, indicating his/her main hobbies, interests and daily life activities; describing briefly and easily his/her bedroom, his/her favourite menu, the physical appearance of a person or an object; presenting a topic they are interested in, their favourite music group; saying what he/she likes or dislikes and giving his/her opinion using easy structures).

11.1. Same as 10.1.

12.1. Same as 8.1

13.1. He/she gets on daily conversations (i.e. ask for a product in a shop and ask the prize)

14.1. Same as 13.1

15.1. Same as 13.1

16.1. Same as 8.1

17.1. Comprehends instructions and basic information in street signs and notices, shops, means of transport, cinemas, museums, schools, and other services and public places.

17.2. Comprehends the essential in brief and well-structured stories and identifies the main characters, provided that the image and actions lead to the main part of the argument (adapted readings, comics, etc).

18.1. Same as 17.2.

19.1. Comprehends essential information and locates specific one in easy common information materials such as menus, timetables, catalogues, price

lists, advertisements, telephone directories, advertising, touristic leaflets, cultural or events programmes, etc

20.1. Comprehends brief and easy correspondence (sms, e-mails, postcards and cards) about familiar topics such as him/herself, his/her family, school, free time, description of an object or a place, time and place of an appointment, etc.

21.1. Same as 17.1.

21.2. Comprehends the essential information and other main points in brief news and articles from magazines for young people that deal with matters they are familiar with or they are interested in (sports, music groups, computer games).

22.1. Recognizes a limited high frequency written lexicon repertoire related to everyday situations and habitual and concrete topics related to their experiences, needs and interests, and infers possible meanings of unknown words and expressions from the text itself and from the information it contains.

23.1. Recognizes the basic orthographic symbols (i.e. dot, comma) as well as high frequency symbols (i.e. ☺, @, £) and identifies the meaning and general communicative intentions related to them.

24.1. Writes brief and simple personal correspondence (messages, notes, postcards, e-mail, chats, sms) in which he/she gives thanks, congratulates someone, invites, gives instructions, or talks about him/herself and his/her immediate environment (family, friends, hobbies, daily routines, objects, places) and asks questions related to those topics.

25.1. Completes a brief form or file card with his/her personal details (i.e. to sign up in social networks, to create an e-mail address)

26.1. Same as 24.1.

27.1. Same as 24.1.

28.1. Same as 24.1.

29.1. Same as 25.1.

30.1. Same as 25.1.

30.2. Same as 24.1.