PROGRAMACIÓN DIDÁCTICA SECUNDARIA
Foreign Language Area: English

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1.INTRODUCTION

Transmission of culture is one of the most important aspects of a society. We are talking about the task of moving from one generation to another, the accumulated body of knowledge: knowledge and skills, values and beliefs, knowledge, ways, customs, etc... Accomplishing this task is a dual mission: to socialize new members of a community and ensure that skills are not lost, and to contribute to the maintenance of society in the future. This transmission is what call **education**.

In our society there are different people in charge of our educative system and according to different levels. These levels could be defined as it follows:

* <u>National Government:</u> Organic Laws, Royal Decrees, Ministerial

   Orders...

* <u>Asturias Government:</u> Decrees, Orders, Resolutions...

* <u>Educative Centers:</u> Educative Project, Curricular Project, etc...

* <u>Departments & teachers:</u> **Teaching Plannings**

* <u>Teachers:</u> Didactic Units

Taking this system into consideration, we, as teachers, need to plan our teaching activity, on the one hand, to fulfil our role in society, and on the other hand, to find answers to the big questions: what, how and when to program.

Programming is to take the responsibility of the part of the educative process that we are in charge of. To be more precise, a teaching program is a group of decisions taken by the teaching group of a subject or area and a level, within the global teaching-learning process frame.

1.1.Justification

There are many reasons to learn English, but one is the most motivating for our students is that English is part of their world. It is present for example in ads, songs, sports or the Internet, just to mention some examples. However, many other reasons could be mentioned to justify the existence of this subject as we will see now.

Nowadays, the world, and more specifically Europe, is becoming more and more global. In this frame, English is an essential means of communication between different places, cultures and life styles, and an essential tool for the use of technology and for having access to information. Apart from this, migratory movements are a current reality. In this context, English enables communication among speakers of different languages.

Due to this varied linguistic environment and the influence of the Common European Framework of Reference, the European Union has defined itself as a multilingual community. This implies that CSE curriculum will offer the possibility of studying at least two different languages. Therefore, communicative competence is now multilingual and the interaction among the different languages will be noticed both in linguistic and sociocultural competence. The influence of the Common European Framework of Reference is clear in two specific elements of the syllabus that will be later explained, these elements are assessment and the organisation of contents.

But apart from developing communicative competence (linguistic, sociolinguistic, discourse, strategic and sociocultural) and productive (speaking and writing) and receptive skills (listening and reading), the learning of English will also contribute to the students' general personal development thanks to the contribution of the foreign language to basic competence and general objectives for CSE. Communicative knowledge will help students to react in every day situations, future interests and will provide them with the necessary communicative skills to face new situations.

1.2. Context-Centre

This syllabus is designed for 1st year of 2nd cycle of CSE of English. My group counts on 26 students. The teaching process will take place in a state high school which offers CSE and two years of Bachillerato to 480 students. These students are divided as follows: 370 in compulsory Secondary Education and 110 in Bachillerato. Therefore, this is a four-line high school. The modalities of Bachillerato offered are: Natural Sciences and Health, Humanities and Social Sciences, and Technology. The students in this centre cover a range of ages from 11 to 20.

The centre is placed in the most populated capital of a municipality. Its economy was based in fishing and industry, but not it depends mainly on tourism and catering trade. It enjoys basic services and educational ones, such as a Primary School, a library a and a municipal centre.