



ANNEX 1

1.1

A. Concreció de les accions didàctiques específiques en els diferents nivells.

Especifiqueu:

- Nivell: 3R ESO
- Dedicació horària: 1+ 3 hores setmanals
- Agrupaments: grup classe i variables
- Matèries no lingüística (AICLE); Ciutadania i Matemàtiques

B. Valoració de la incidència del projecte en:

- L'actuació metodològica.
- La cohesió i participació del claustre, famílies, comunitat educativa, etc.

El Pla Experimental de Llengües Estrangeres ha incidit molt i molt positivament en tots els àmbits del nostre centre. El claustre va acollir i recolzar el PELE en tot moment als seus inicis i, posteriorment, un bon nombre de professors varen iniciar cursos de llengües estrangeres (principalment anglès) a l'EOI de Mataró. Ara mateix, ja som tres els professors que treballem amb metodologia AICLE (ciutadania, matemàtiques, llatí / grec), dos dels quals hem gaudit d'una Llicència "C" a Escòcia, i un altre professor (de tecnologia) ha manifestat la intenció de fer-ho en el futur. La comunitat educativa també ha participat activament en el correcte desenvolupament d'aquest pla i, val a dir, era necessari que ho fes per tal de poder garantir un correcte funcionament del mateix. La inversió (tant de temps com de diners) necessària per a poder fer sessions de videoconferències d'una manera habitual ha estat considerable. Les franges horàries en que havíem de treballar (per a poder-nos sincronitzar amb els EE.UU, per exemple) va demanar un esforç addicional per part de tota la comunitat.

1.2

Projecte lingüístic de centre: Consolidació en el PLC de les millores assolides mitjançant el Pla Experimental de Llengües Estrangeres.

El Pla Experimental de Llengües Estrangeres ha introduït una nova manera de fer en el nostre centre. Es habitual escoltar la llengua anglesa en els passadissos. Professors dirigir-se als estudiants en anglès i aquests contestar en alguna de les tres llengües del nostre centre. A això ajuda també la presència d'estudiants estrangers dins d'el programa d'intercanvi que, en l'actualitat, estem gestionant en el centre. Per altra banda, els nostres estudiants s'han mostrat molt receptius a aquesta nova estructura en tot moment.

ANNEX 2

Exemple d'una unitat didàctica que considereu representativa del projecte amb els materials didàctics corresponents. Cal fer constar les fonts d'informació, la bibliografia i les referències virtuals, si escau.



ANNEX 2

UNITAT DIDÀCTICA

VIDEOCONFERENCE TEST

Level: 1st Year Batxillerat

General Aims:

- Prepare students to face a real-life, challenging communicative situation in which they have to use the target language.
- Students will be required to put into practice what they have been taking in in class.

Specific Aims:

- Significant use of grammatical structures.
- Use of the vocabulary related to the topic they are dealing with.
- Correct use of the target language at a phonetic level.
- Devise strategies to understand and decode the speaker's message however difficult this might be.
- Implement strategies to give shape to a composition where meaningful ideas and concepts are included.

CONTENTS

- Concepts

1. Functions

2. Structures

3. Vocabulary

They will vary directly with the chosen topic

- Procedures

- Attitude

1. Students have to take an active part in the classroom.

2. They have to show a good, respectful behaviour.

3. They have to show an interest in the activity.

4. They have to interact with their classmates as well as with their foreign partners.

5. They have to contribute positively to a smooth development of the sessions.



- Methodology – effective communication is paramount for a successful development of videoconference activities, therefore we will use a communicative approach both, in preparing as well as in developing the sessions to ensure an accomplishment of objectives.

“Interaction is the heart of natural acquisition” (Webbe 1560-1633).

“The different topics will be taught by use and custom, all conducted in the target language” (Direct Method, Jones and Palmer)

“Learning must be meaningful. The task of the teacher and the teaching material is to introduce situations that promote the creative use of the language” (Chomsky)

TIMING

We are going to devote 5 periods to this topic. The first three periods will be devoted to the preparation of the videoconference event. Here students will have the chance to learn the specific vocabulary and structures that they will need to communicate effectively. Two periods will be devoted to the videoconference event itself and the last one will grant students the chance to evaluate the activity and themselves through what we call a “knowledge quest”, a self-assessing form that the teacher will hand out at the end of each vdc event.

ASSESSMENT

- **Pre-evaluation**

A simple self-evaluatory test will be carried out to know the students' knowledge of the topic.

- **Formative evaluation**

This has to do with the students' skills development throughout the session/s devoted to the topic. The teacher's action is paramount at this stage as he/she is the one who needs to know of the students' awareness regarding a specific subject along with the difficulties that they may be experiencing.

- **Knowledge quest**

This test will give students the opportunity to reflect upon their own achievement. They will have the chance to verify whether the objectives have been met.



Structure
Session 1

Activity	Duration	Interaction	Material	Skill
1. Warm-up	10 minutes	Teacher / Students	OHP / Blackboard	Listening
2. Brainstorming	15 minutes	All the students	Blackboard / Sheets of paper	Speaking / Listening / Writing
3. Topic debate	25 minutes	2 groups of 8 students	None	Speaking / Listening
4. Making minds up	5–10 minutes	All the students	None	Speaking / Listening

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Structure
Session 2

Structure Session 2				
Activity	Duration	Interaction	Material	Skill
1. Warm-up	5 minutes	Teacher	OHP / Blackboard	Listening
2. Internet research	25 minutes	Students in groups	Computers	Reading / Writing
3. Summary of the information they gathered.	20 minutes	Students in groups	Sheets of paper / Notebooks	Writing
4. Homework presentation	10 minutes	All the students	Sheets of paper / Notebooks	Listening / Writing



Structure Session 3				
Activity	Duration	Interaction	Material	Skill
1. Group presentation	20 minutes per group	Groups of students	Blackboard	Speaking / Listening