

DIDACTIC PROGRAMME

OPOSICIÓN 20004

Grupo de Trabajo

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1. JUSTIFICACIÓN

Legal framework

The basic regulation of Bachillerato was established by LOGSE 1/1990, 3rd October (Organic Law for the Regulation of the Educational System). This law was further developed by Royal Decree 1700/91 and Royal Decree 1178/92. The former established the general structure for Bachillerato and the latter established the minimum learning contents for this stage. These regulations were modified in the year 2000 by Royal Decree 3474/2000, 29 December, better known as Humanities Decree.

The previously mentioned Organic Law (LOGSE) establishes that the Educational Administrations with competences in this field will design the correspondent syllabus for Bachillerato in their territory. It also establishes the inclusion of the minimum learning contents as a compulsory requirement

In 1999 Murcia accepted the transference of educational competences that up to that moment had been exclusively regulated by the central government. Decree 52/1999, 2nd July certifies this new situation. The curriculum for Murcia was later developed by means of Decree 113/ 2002 13th September. In this way Murcia develops the minimum learning contents established by the central authorities to the specific characteristics and peculiarities of its territory. This concretion of the curriculum is one of the main characteristics of the educational regulations established by LOGSE. The curriculum is open and flexible and must be concreted and specified as we move along the different levels. Our didactic programme belongs to the second level of concretion and it intends to adapt the decisions taken in the curriculum to the specific characteristics of our school and our students. Peculiarities that, on the other hand, have already been rendered explicit in the School Educational Project (PEC) and School Educational Project (PCC).

In short, this our Didactic Programme belongs therefore to the second concretion level and aims at adapting the foreign language (English) curriculum - Decree 113/ 2002- to the needs and peculiarities of our school . In order to do this, we shall also take into account the Educational Project and the School Curricular Project where decisions regarding the educational intervention in our school have already been taken. Our didactic programme will be integrated in the School Curricular Project.

The above mentioned Decree 113/2002 establishes that Bachillerato aims at:

- a) Granting the students with an intellectual and moral maturity as well as a greater capacity to acquire knowledge and abilities so that they will be able to participate in a more active and responsible way in society .(formative function)
- b) Preparing the students for the carrying out of further studies as well as for the job market (preparatory function)
- c) Facilitating and preparing the student to acquire a better self knowledge regarding abilities and interests so that he will be able to take appropriate decisions in the academic and vocational fields.

In order to do this the Bachillerato is structured around a set of subjects: Common core subjects, modality subjects and optional subjects.

The foreign language belongs to the common core subjects. This is, regardless of the Bachillerato modality chosen, students of Bachillerato must learn at least a foreign language. Its importance and relevance in the curriculum is therefore, more than obvious. This importance stems from the necessity of knowing a foreign language, not only in the European context as the council of Europe has stated, but also due to the influence of globalization in modern society. Furthermore, the presence of new technologies, has enhanced this necessity. [It is in this context, where English gains its full significance due to](#)

is value as lingua franca not only in a European context but also in worldwide communication.

This pragmatic approach establishes the necessity of teaching to communicate in English effectively and not to teach about the language. The justification for the foreign language area – Decree 113/2002 – points our main goal. This is, the achievement of communicative competence, not only grammatical, but also, Sociocultural, Discursive as well as Strategic. From this perspective the curriculum can be better achieved by means of communicative tasks rather than by talking about the language. The curriculum therefore fosters a communicative approach to the teaching of the foreign language. It is therefore our intention to follow the constructive and communicative approach that our curriculum establishes in order to give functionality and pragmatism to our teaching.

For many years students have devoted many hours to the study of English. However, when it came to actual communication and performance, their competence was below the average achieved by other countries in our European context. Too much time devoted talking about the language rather than using it. However, it was expected that when faced in communicative situations, communication would occur. But the low performance of students in actual communication situations, fosters a new perspective and approach in the teaching of English.

Bachillerato has 12 general area objectives. These try to comprise the abilities the students of Bachillerato will have by the end of the stage. However, in Bachillerato, Evaluation is not integrated as it is in ESO. This means, that the students must achieve the abilities described in each of the subject areas part of the curriculum, in order to fulfil the Bachillerato requirements. Regarding English, for example, the students should therefore show they have the specific abilities outlined in the seven General Area Objectives.

Nevertheless, our subject area does contribute directly or indirectly to the achievement of these General Stage Objectives and we shall now point out these contributions.

Social and Educational relevance

English is one of the core subjects in Bachillerato and its importance in the contribution to the Bachillerato General Objectives cannot be underestimated.

The curriculum tries to give an answer to social and educational needs of our times. The importance and relevance of English in our curriculum therefore derives from these demands of the social and educational communities that try to adapt to our times.

The council of Europe has declared the importance of learning foreign languages as means of better understanding of the cultural European diversity. It therefore establishes the necessity of all Educational systems part of the European Union to promote the learning of at least two foreign languages by the end of Compulsory Secondary Education. The reason for this, is that knowing a language gives us access to other ways of encoding experience and to other cultures and societies favouring a respect for **diversity**. If one of the basic needs of society is to be accomplished, that of “forming responsible, autonomous members of society, aware of their rights and obligations”, the ability to speak a foreign language seems an absolute priority. English is particularly useful in this sense as most countries of the European Union teach English as the first foreign language and this means that communication among citizens of the European Union will take place in this language.