**Título de la ponencia:**

***Come, communicate and have fun, on and on…* A great experience.**

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**Sinopsis**

En esta ponencia hablamos acerca de la experiencia en la elaboración del material didáctico denominado Come, communicate and have fun...on and on. el cual cubre los propósitos, aprendizajes y temáticas que corresponden a la asignatura de Inglés III, de acuerdo con el programa vigente de dicha asignatura en el Colegio de Ciencias y Humanidades. Asimismo se menciona la metodología utilizada, cómo fueron planeadas las lecciones y cómo están distribuidas en el material. Finalmente mencionamos el proceso mediante el cual se fueron haciendo los ajustes necesarios, de acuerdo con el pilotaje del material por nosotros mismos y por varios profesores del Colegio.

**Palabras clave:**

material didáctico (didactic materials), programa operativo (operational program) aprendizaje significativo (meaningful learning), simulación de prácticas reales (situations simulating real practices)

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**Talk**

***Come, communicate and have fun, on and on…* A great experience.**

The English subject is part of the Studies Plan of CCH, its syllabus[[1]](#footnote-1) has a direct relation to the principles of the school, talking about what the student is expected to obtain when finishing high school. Both the studies plan and the syllabus contribute to develop a basic culture, which includes the acquisition of knowledge, development of skills and attitudes, that will help students to be able to interact in the school and in the outside world.

The student of CCH is expected to use the foreign language as a tool for communicating ideas. In this sense, the work of the teacher is directed to fulfill these expectations.

According to the previous information, being an English teacher at CCH represents a challenge, it is different than working in other schools in many senses. Firstable, we have not only to teach the language, but also plan activities that contribute, from the classroom, to the integral development of the students, to give them concepts, as well as to provide them with strategies that help them develop skills, attitudes and general skills.

This represents a great challenge and even having a wide variety of excellent materials from different publishers, made exclusively for English learners, we felt that we were missing something.

That is the context in which comes out the idea of creating materials that we could use with the students of CCH, materials based on the English III syllabus.

As full time teacher, one of us shared the idea to some teachers of the school, who were concerned about the same issue, and invited them to work in a Project: to elaborate materials in order to fulfill the contents of the English III syllabus. When the teachers accepted to work in the project, we started to work.

In that time we used the *Segundo Acercamiento* to the English program, but as the new program was being elaborated, we took into consideration elements such as development of skills and attitudes and always having in mind the idea that activities should be motivating for students and could help them to communicate in the target language. In that way we agreed of creating situations simulating real practices.

We had a first version of the book, but when the new program was approved, we updated the material to the current program.

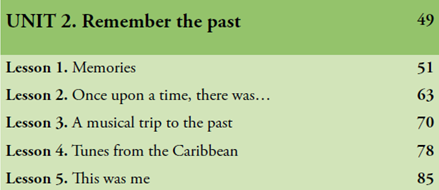
*Come, Communicate and have fun, on and on...* Is made according to the English syllabus, regarding the purposes, and learnings of the English III subject at Escuela Nacional Colegio de Ciencias y Humanidades of the National University.

This proposal comes out in order to cover the need that teachers have for an operational program. This material is based on the pedagogical principles contained in the theoretical framework of the program, in that way, the activities are planned according to the purposes, learnings and topics contained in the institutional syllabus of the English III subject.

Now we will present a general overview of the material and talk about the process we followed when working with each lesson.

The book is divided into 4 units. Each of them is closely related to their contra part of the institutional syllabus. The units include from 5 to 6 lessons due to the extent of some pieces of learning.

We comprised the lessons in a general topic. For instance, unit 2 is called “Remember the past”. So, as we can see in picture 1, we thought about them with a title in past.



On the other hand, some teachers think is important to check the students’ performance, so we added a test to be solved once the unit has been finished.

Of course, if some coworkers consider this is not enough, there is extra practice at the end of the book.

Besides, one of the highlights of this book is the beautiful pictures and colors all over it. This makes it more attractive to students.

PILOTING THE PACK

We held preliminary meetings to decide which contents were to fit in each unit. Once we believed that the draft of a chapter was finished, we tested it in each of our groups. Ever since the beginning, it enjoyed a good reception from our students, who showed enthusiasm for the material. It was appealing even in its primitive version. At the beginning the visual design was very basic. We used the free resources we could find. Later on, this part would be greatly enhanced by the graphic designers of the Publications Department at CCH.

But even at this formative stage, we asked some colleagues if they could test it. Some of them were very kind to do it, and they also gave us valuable comments on how to improve the contents. Through this process, we realized which parts worked well with the students, which were confusing and which were to be discarded or rearranged. And that process has continued until now, because for us, it is still an open work, susceptible of changes and improvements. At this point, we’d like to thank specially Mrs. Maricela Aguilar Casas, now retired, for her kind support and commitment.

When the final version was ready and we had the first edition in our hands, we couldn’t believe it: it was the final outcome of long sessions of work and we felt really proud. But we think the most amazing part was the great reception the book had. We’d like to point out this part, because it was conceived originally as a didactic pack for our particular use with our students, and it ended up as a book in full right. So much so, that word was quickly spread thanks to our friends and colleagues and soon many groups adopted it in all of the branches, mostly at Oriente, of course.

Questions and comments arose among those who first used it on how to apply this or that part in class, and we oriented them on the many options we offered throughout the book. One of the most recurrent observations was about the length, because it resulted bulky. But that was due to the extent of the syllabus and we felt we had to cover the most we could. Today, with the newly updated programs and the current edition, we consider that it has become more manageable for teachers and less daunting for students, as some contents were taken out or adjusted.

We also think that we were lucky, or more properly, that the book was fortunate from the beginning. We all contributed with our personal ideas, talents and styles to put together a book that speaks to the students, as it focuses on a context that students are familiar with their lives, their environment and their interests.

Some of the contents that have had more acceptation are those related to popular culture, traditions or their personal lives, and even ourselves keep providing constant feedback: “how did this work for you?” “That part was a bit hard for them”, “I think we should move this part to another section”, and so on. That’s why we ask you, if you would favor us with your preference, to give us all your comments and opinions: be sure they will be all welcomed.

We’d also wish to thank other colleagues and friends who helped and supported us along this trip: Mrs. María Cruz García Catarino, Mrs. Edna Jiménez, Mrs. Belem Torres, Mrs. Karen Lusnia, Mrs. Maricela Aguilar, Mr. Juan Carlos García Arellano, Mr. Gabriel McMahon, Mr Garret Gómez, and Graduate Student Gibran Aarón Vargas. and a special mention of the people at the Publications Department: Mrs.’. Elena Pigenutt, Mrs. Mayra Monroy Torres and Mrs. Verónica Espinosa Mata.

By the way, the companion book aimed at Fourth Semester is coming up. Stay tuned!

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