INTRODUCTION

The curriculum adopted by the Ministry of Education is open and flexible, and can be adapted by different regional authorities in Spain and by every school and every teacher according to their own needs. People used to say that our educational system was not in close contact with the social and professional world and that was strongly academic. Hence, the government´s decision to modify it. The ability to communicate through a foreign language is a real "need" nowadays, due to the free movement of workers, cultural exchanges and the demands of international business. This ability to communicate leads to a better knowledge of our mother tongue as well as the culture and society of the countries where the target language is spoken.

When I learn a foreign language I not only learn a system of isolated signs but also the way to interpret reality through them. The main aim of the curriculum is not to teach a foreign language, but to enable the learners to communicate through it. The organization of a language is a proccess by which a student, helped by natural strategies, is able to produce utterances (sentences) in different communicative situations. The development of linguistic skills (reading, writing, listening, speaking) is a process of integration. These skills do not appear in life in an isolated way, they are all interrelated. Students should be able to communicate both orally and in writing in an acceptably fluent and accurate way.

A language is a vehicle of a particular culture and society. Language acquisition makes students more tolerant of other cultures. In Compulsory Secondary Education (CSE) the main goal will be that the students can communicate in daily life situations. Students should feel that what they are learning is useful "today" in class,

at school, on trips, etc...And will be useful "tomorrow" on trips, cultural exchanges and in the working world. CSE students should be taught to consolidate the two productive skills (speaking and writing) in order to allow them to communicate either in normal situations ("today") or in new situations ("tomorrow"). At this level, it is important to remember that knowledge of the rules on which a language is based on, only serves to help a student to be able to comprehend and express himself in the target language, as well as absorb the socio-cultural aspects of the language.

To achieve these objectives, the teacher must use an adequate pedagogical foundation. Within the broad range of possibilities suggested by the Teaching, constructivistic flow is the one that currently offers better prospects of success. According to this approach, student learning is based on experimentation, discovery and inference, ratter than passive acceptance of knowledge.

In the constructivist model, teacher's role is not limited to monitoring and transmitting information. Their ability to connect with students while they are doing activities and their willingness to ask questions aloud to students to stimulate their thinking is vital. For this reason, teachers should be attentive to providing tools for students to develop their own decisions and encourage the taking of personal decisions. That is the way the student under teacher's supervision, can actually "build" their own learning. In order words, constructivist model claims that teaching is not a mere transmission of knowledge; but the organization of support methods that allow students to construct their own knowledge. These guidelines are key reference in this project, as communicative activity requires the use of oral and written language and the use of resources and communication strategies, -linguistic and non-linguistic-, relevant to the context in which it takes place. The communicative approach allows teaching techniques and types of activities, to be tailored to the level, interests and personality of students.

Emphasis is placed on the performance of specific tasks through the use of language. The content of language and the tasks are varied, interesting and challenging both for students with low level and for students with high level. Teamwork, which is implemented

often, allows students to benefit from the knowledge and help of colleagues at a higher level.

The learning of the English language contributes to the acquisition of linguistic competence in a direct manner and the development of communication skills. It is vital in the speech because it promotes the skills of listening, speaking and talking, something very important in this phase. Learning the English language essentially contributes to the development of the competence of learning to learn because it increases the general linguistic ability. It also provides different resources and new potentials for understanding and expressing themselves, completing the ability of students to interpret and represent reality and build knowledge, provide feedback and express feelings and emotions. Moreover, the learning to learn competence is also potentiated if contents about reflection on learning are included. This allows each student to identify their best learning strategies. This competence prepares students in a progressive manner for making decisions that promote their autonomy to continue learning a foreign language throughout their lives.

Learning English is also a good vehicle for developing social competence and citizenship. Language is used by speakers to communicate socially. It is a vehicle of communication and cultural transmission; it also promotes respect, interest and communication with people, and the recognition and acceptance of diversity. Furthermore, as a strategy is important to work in pairs or in groups because it facilitates the expression of ideas, listening to others, decision making, valuing the contributions of colleagues and, ultimately, contributes to learning from and with others. All these competences are nowadays directly related to competence in the information processing and the digital competence. Information technology and communications offer opportunities to interact in real time anywhere in the world and easy access to an immediate flow of data that is continually growing. Knowledge of English is of great interest, if not mandatory, to move into this field.

Also, learning the English language facilitates the approach to the cultural manifestations of the countries in which it is spoken and

it is therefore ideal for the acquisition of the artistic and cultural competence. Programming explores this competence to promote the individual and in group creativity, and the performance and representation of models and narratives concerning the livelihood of the citizens of those countries. It is no rare to learn the English language the acquisition of self-competence and personal initiative. The curriculum encourages cooperative work in the classroom, resource management, personal and social skills of cooperation and negotiation. All of which means to put into operation procedures for the development of initiatives and decision making in planning, organizing and managing the work.

The curriculum can be defined as a group of decisions, organizations and planning connected with the teaching-learning process. The teacher is an element of educational action and he or she is the connection between the planning and what really happens in the classroom. The main characteristic of the curriculum is that it should be an instrument of help to the teacher in her/his daily work. The characteristics of the curriculum should be:

1) *Open and flexible:* The new curriculum offers the possibility to adapt it to new demands, new situations, and the needs of different communities and sociocultural groups. It is the teacher or the group of teachers that develop the curriculum in their school according to the needs of their students and the conditions in which they find themselves.
2) *Guidance:* Teachers make decisions about objectives, contests and evaluations; reflection on the students and teachers activities; setting up an atmosphere of good class relations.
3) *Balance:* The teacher must keep a balance between comprehensive learning and an adequate and necessary attention to diversity. In a group of students there will inevitably be a wide variety of developmental levels according to their intellectual abilities, in addition to different levels of attitudes towards the learning process. The planning of activities should consider this variety of abilities, interest and motivation.