



Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

**Máster en Formación del Profesorado de
Educación Secundaria Obligatoria, Bachillerato y
Formación Profesional**

*Next stop: Hollywood, un enfoque por proyectos en la clase de inglés
de 1º de bachillerato.*

*Next Stop Hollywood: a Project-Based Approach for Year 1 of Post-
Compulsory Education in the EFL Classroom.*

TRABAJO FIN DE MÁSTER

Autor: Cristina Ruiz Menéndez

Tutor: Agustín Coletes Blanco

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Resumen

Este trabajo tiene por objetivo principal mejorar la competencia comunicativa, y en particular, las destrezas orales de los estudiantes a través de la puesta en práctica de la propuesta de innovación en la programación docente. Esta propuesta de innovación está pensada para ser aplicada a un grupo de 1º de Bachillerato artístico, en la modalidad de artes escénicas. La innovación consistiría en seguir un aprendizaje por proyectos, que se traduzca en la una actuación al final de cada trimestre. Los alumnos realizarán tres proyectos, ordenados por dificultad: durante el primero, solo tendrán que emular una escena, en el segundo proyecto los alumnos deberán completar los guiones, puesto que habrá palabras u oraciones omitidas, y finalmente, los alumnos deberán elaborar un guion con un final alternativo para una serie o película que hayan elegido.

Abstract

The main purpose of this Master's Dissertation is to enhance students' communicative competence, paying a closer look on oral skills, throughout the implementation of an innovative project within the Teaching Program. This innovation is intended to be applied to a group of students of Year 1 of Post-Compulsory Education studying a modality on Dramatic Arts. A project-based approach would be the main methodological change implemented in this innovation. Students will take part in these three end of term projects, ordered by difficulty: the first one will consist on just emulating a scene. The second project will require students to complete the missing words in a script, bearing in mind that they will have to perform that script later on. And the third one will consist on creating their own script in order to change the ending of a film or TV show of their choice.

Introducción

El presente Trabajo Fin de Máster representa el punto culminante de nuestro paso por este máster como docentes en formación. El trabajo consta de tres secciones, la primera sección consiste en una reflexión general sobre la formación recibida y las prácticas profesionales, la segunda recoge la propuesta de programación docente para un curso de 1º de Bachillerato, mientras que finalmente, la tercera parte engloba la propuesta de innovación educativa.

A través de un enfoque por proyectos y una metodología basada en el enfoque comunicativo, el principal objetivo de esta programación, que integra la propuesta educativa innovadora, será la mejora de la competencia comunicativa, en particular de la competencial oral, de un grupo de alumnos de 1º de Bachillerato de la modalidad de artes escénicas con una competencia media-baja y una actitud de desmotivación general hacia la asignatura de inglés. La propuesta innovadora conllevará la realización de un proyecto de actuación trimestral, además de ambientar las unidades docentes en películas, series y programas de televisión. A través de estas propuestas, se tratará, entre otras cosas, de motivar al alumnado a la vez que mejora su competencia comunicativa y reflexiona sobre el papel de la lengua inglesa en su futuro académico o profesional.

I. Reflexión teórico-práctica

1. Análisis y reflexión sobre la formación recibida y las prácticas

Este máster nos ha brindado la oportunidad de tomar parte en la docencia de forma directa a través de un prácticum profesional, a la vez que hemos experimentado un acercamiento a las nociones teóricas más relevantes a través de las asignaturas. En este apartado se procederá a describir y analizar de manera breve la formación recibida.

A pesar de que tan solo hayan transcurrido unos meses desde el comienzo de este máster, es innegable que de forma general, hemos experimentado un desarrollo como docentes en formación. Así ha sido posible gracias a las diversas asignaturas que nos han sumergido en los universos paralelos que configuran esta profesión de la docencia –conocimientos lingüísticos, normativos, sociológicos, psicológicos o tecnológicos- son solo algunos de ellos.

Durante el primer cuatrimestre cursamos la asignatura de Procesos y Contextos Educativos. Dividida en varios bloques, esta sirvió como acercamiento a la historia de nuestro sistema educativo, así como introducción a las distintas normativas educativas puestas en práctica durante las últimas décadas. Otro de los bloques de esta asignatura ahondaba la cuestión de convivencia e interacción en el aula. En mi opinión, este apartado fue de suma importancia, puesto que pudimos estudiar casos reales de conflictos y debatir sobre ellos siempre con el objetivo de buscar una solución. Gracias a esto, pude reflexionar múltiples veces durante el periodo de prácticas, para sopesar qué actitud adoptar y qué medidas tomar ante una situación conflictiva. Los últimos dos bloques de esta asignatura, los destinados a tutoría y atención a la diversidad, nos presentaron por primera vez otros aspectos fundamentales de la docencia como la acción tutorial y las adaptaciones curriculares. Para ello, pudimos analizar un PAT y elaborar un PAD, lo que resultó sumamente útil a la hora de entender el funcionamiento de esta documentación durante la estancia de prácticas. Por otro lado, en la asignatura de Aprendizaje y Desarrollo de la Personalidad no solo pudimos hacer un repaso sobre aquellas vertientes psicológicas o autores de relevancia general para el desempeño de nuestra profesión, sino que

también estudiamos una serie de casos prácticos volcados desde la teoría de la psicología del desarrollo. Así, pudimos ver la gran importancia del componente psicológico en nuestra profesión, entendiendo mejor los trastornos que pueden afectar a nuestro alumnado, y aprendiendo a identificarlos y buscar pautas que moderen o solucionen los conflictos derivados en el aula.

Por otra parte, la asignatura de Diseño y Desarrollo del Currículum, como su propio nombre indica, nos inició en la tarea de elaborar una unidad docente, siguiendo las pautas normativas vigentes. La asignatura resultó ser un buen acercamiento a la nueva normativa LOMCE, puesto que tuvimos que aplicar dicha ley a nuestro proyecto, aunque de forma parcial, al no estar completamente desarrollada. En la asignatura Sociedad, Familia y Educación, aprendimos a cerca del papel socializador de la escuela y la familia a través de trabajos cooperativos. El vital papel de las familias en la educación de los estudiantes, o los tipos de discriminación que aún están presentes en nuestra sociedad y por ende, en las escuelas e institutos, fueron algunos de los temas tratados en forma de debate durante en clase. Durante el primer cuatrimestre también cursamos la asignatura de Tecnologías de la Información y la Comunicación, que nos sirvió para descubrir el gran abanico de oportunidades que nos ofrecen las TIC como recursos educativos.

De otro lado, durante el segundo trimestre hemos podido adentrarnos en el ámbito de la investigación e innovación educativa a través de la asignatura Innovación Docente e Iniciación a la Investigación Educativa. En esta asignatura, hemos tenido que realizar una serie de investigaciones y diagnósticos durante nuestro prácticum, para poder elaborar luego, sobre la base de esta información, un pequeño proyecto de innovación. En este segundo trimestre también he cursado la asignatura optativa La Comunicación Social en el Aula: Prensa, Información Audiovisual y Nuevos Medios de Comunicación, en la que pudimos observar cómo fomentar el sentido crítico de nuestro alumnado respecto a temas como la publicidad o la prensa.

Para finalizar con las asignaturas que conforman la parte teórica, quisiera mencionar las tres asignaturas dedicadas a la especialidad de inglés, sin las que este máster e iniciación en el mundo docente como futura profesora de inglés no hubieran

tenido sentido. En el primer cuatrimestre cursamos la asignatura de Complementos de la Formación Disciplinar, desdoblada en dos bloques. En el bloque general, en el cual compartíamos clase con los docentes en formación de francés y asturiano, pudimos aprender acerca de numerosos recursos para utilizar con nuestro alumnado, como el Portfolio Europeo de las Lenguas, así como también pudimos estudiar el concepto técnico de gramática y cómo se representa en los libros de enseñanza de lenguas, a través de la lingüística aplicada. Además, pudimos poner en práctica estos conocimientos a través del análisis directo de manuales genuinos usados en la enseñanza de lengua inglesa en centros de secundaria. El bloque específico de la asignatura de Complementos nos enseñó terminología vital para el desempeño de nuestra profesión. También pudimos hacer una puesta en común sobre los problemas más recurrentes entre el profesorado en formación y aprender a corregirlos. Además, trabajamos un aspecto que, bajo mi punto de vista, es esencial: la evaluación de errores. A través de ejemplos reales, pudimos comprobar que los errores de nuestros alumnos no se reducen a errores léxicos o gramaticales, que la traducción e interlengua del alumno juega un grandísimo papel, puesto que los errores de carácter discursivo o estratégico son mucho más frecuentes y más difíciles de corregir o detectar. Por otra parte, también he aprendido mucho a partir de la asignatura Enseñanza y Aprendizaje, tanto en su etapa general como en su etapa específica. No solo trabajamos aspectos teóricos como el currículo de lenguas extranjeras, o las metodologías contemporáneas aplicables a nuestra asignatura, sino también aspectos prácticos a través de pequeñas reflexiones en grupo o debates. En definitiva, estas últimas tres asignaturas son las que más peso han tenido, puesto que he podido comprobar la importancia de los conocimientos adquiridos a través de ellas, una vez aplicados a las prácticas.

En cuanto al prácticum, este es sin ninguna duda uno de los pilares fundamentales de este máster. Ha sido gracias al mismo que he tenido la oportunidad de adentrarme al mundo de la docencia del inglés en un centro de secundaria por primera vez. Sin duda, a través de las prácticas y del *feedback* recibido por el tutor de la universidad y la tutora del centro, siento que he aprendido muchas cosas en relativamente poco tiempo. En definitiva, ha sido una experiencia fascinante que me ha ayudado a afianzar incluso más mi vocación docente.

II. Course Planning

1. Context

Group profile

Stage: Bachillerato (Post-Compulsory Education).

Level: Year 1.

Course: English as a Foreign Language (EFL).

Number of students: (aprox.) 20.

Number of hours per week: 3.

This Teaching Program is aimed at students of Year 1 of Post-Compulsory Education studying Arts. Therefore, this Long Term Plan needs to be implemented at a school which offers, at least, a Performing Arts or Visual Arts modality program. Nevertheless, it is worth mentioning that this Course Plan could be applied to other type of students, with the purpose of enhancing their communicative competence.

Owing to the teacher training program I have gone through a few months ago, I had the chance to experience teaching EFL an Arts group. During this time I realized several things were missing or not working properly and this is why I originally thought about developing an innovative approach based on this problem – however, this is something that will be discussed in more detail below, in section number three.

One of the features these students have in common is their lack of motivation to learn English. Perhaps, this could be due to the rather traditional approaches that are still being used in the Spanish EFL classrooms. Nevertheless, what this Long Term Plan intends is to approach EFL teaching and learning in a creative and natural way, enhancing students' communicative competence and oral skills, through a project-based approach which involves a performance activity. These projects will take place in the last two sessions of the trimester. We will also be dedicating one session per each

remaining teaching unit to the organization, practice and assessment of the project. The teacher will provide students with feedback to improve their oral skills, before the project is finished. It is also important to mention that these projects will be recorded so that we can use them to provide students with more feedback about mistakes and errors afterwards.

A different intention of this Teaching Program is to promote learner autonomy through materials that interest and motivate students – such as films and TV shows. In order to enhance learner autonomy, we will also be assessing a portfolio in which students will have to reflect upon classroom contents and check their own knowledge. This portfolio also includes all classwork and homework. It will be handed in to the teacher at the end of each teaching unit. The purpose of this portfolio is to encourage self-assessment of the learning process.

Moreover, this Course Plan is addressed at students with a zest for learning, and we will try to motivate our students while we provide them with useful skills regarding their professional future. Generally, students at this stage do not show a good command of the English language, and usually, they are very shy to show their knowledge and speak in public. This is another issue we will try to mend. We believe that timid and shy students can benefit from this approach, since these activities might help to reduce anxiety and pressure

Finally, the legal documents in which this Course Planning will be based are, the Decree 42/2015, 10th June, the Organic Law on Education 8/2013, 9th December (LOMCE), and the Common European Framework of References for Languages (CEFRL).

2. Contribution to basic competences

Eight key competences were originally established in the CSE curriculum after the Royal Decree 1631/2006, 29th December. These were based on the European Parliament and Council's recommendation (18 December 2006) on establishing key competences for lifelong learning. However, after LOMCE came into effect, the following seven basic competences were set:

1. Linguistic competence (C1)
2. Mathematical competence and basic competences in science and technology (C2)
3. Digital competence (C3)
4. Learning to learn (C4)
5. Social and civic competences (C5)
6. Initiative and entrepreneurship (C6)
7. Cultural awareness and expression (C7)

Next, we will be briefly explaining how this EFL Course Planning contributes to basic competences. We have to bear in mind that, due to the own nature of our subject, linguistic competence is an essential competence.

Linguistic competence

As it has been written above, this is the most relevant competence regarding EFL. The main goal of this competence is to develop the students' communicative competence. In this learning process, not only are linguistic elements such as grammar, lexicon or phonetics involved, but also cultural and social aspects which reflect upon language. After all, the English language is a means of communication among different cultures.

Mathematical competence and basic competences in science and technology

Mathematical competence implies the ability to apply mathematical reasoning to interpret, predict and solve different issues applicable in real-life situations. On the other hand, competences in science and technology are related to current issues which could be learnt from EFL through texts regarding this topics.

Digital competence

This competence puts into perspective the importance of IT resources and the Internet as means of finding information. However, it is important for students to learn how to judge the quality or accuracy of Internet resources. Nevertheless, it is undeniable

that the Internet offers thousands of resources that would help to contribute and enhance EFL autonomous learning.

Learning to learn

This competence is also essential to EFL. Learning to learn implies the students' intention to keep on learning, to understand what are one's learning needs and how one learns. In other words, it implies having control over one's metacognitive processes. In this way, it is easier to organize and understand how to learn new contents.

Social and civic competences

As regards this competence, it is essential for students to understand the complex and dynamic nature of societies –especially those where English is spoken. This competence, thus, includes intercultural competence, which is key in the study of a Foreign Language. Students are also expected to partake in civic life and show commitment to democratic values, respecting the diverse cultural backgrounds.

Initiative and entrepreneurship

This competence involves being creative, confident and committed with one's learning process. Initiative and entrepreneurship will be reinforced through classroom activities that involve team work. In this manner, students will have to be imaginative, by providing ideas, and assessing their own work with constructive and critical criteria. By promoting this type of dynamic in the classroom, students' accountability and autonomy would be enhanced.

Cultural awareness and expression

This competence implies that students are able to understand and value different cultural and artistic expressions in a critical yet respectful way. It also implies being aware of one's own cultural context and the cultural context of others and their heritage, – especially those from English speaking societies- and being able to appreciate this knowledge as a means of personal enrichment.

3. Area objectives

The general area objectives for English as a Foreign Language (in Year 1 of Post-Compulsory Education, are established by the Decree 42/2015, 10th June. Hereby we present an adaptation of these objectives, which at the same time have been translated by me. We will expect students to be able to:

- To be able to understand the general idea and specific information in oral texts presented in everyday context or by mass media.
- To be able to express oneself orally and interact with others in a spontaneous, comprehensive, fluent and respectful manner, using appropriate strategies to the communicative setting, as well as to be able to speak in public with a certain communicative aim.
- To be able to understand the general and specific information in written texts, enhancing critical thinking, and using the appropriate strategies to understand the discursive and organizing elements of written texts.
- To be able to read autonomously texts with different purposes and according to their needs and interests, recognizing reading as a source of information, leisure and entertainment.
- To be able to write different sorts of texts in a concise and well-structured manner, in an appropriate style and register.
- To be able to use their (previous) linguistic knowledge of the English language in order to speak and write appropriately, as well as to understand oral and written texts or reflect upon EFL in communicative settings.
- To acquire and develop different types of learning strategies, applying for the achieving of this purpose all means at their hand, including the use of IT, with the aim of using EFL autonomously and making further progress in their learning process.

- To reinforce self-assessment strategies regarding the achievement of communicative competence in EFL, based on initiative, confidence and responsibility.
- To know the key social and cultural features of EFL in order to understand and interpret a different culture and language.
- To value EFL as a means of accessing other knowledge and cultures, to recognize the importance of the English language as a means of international communication and understanding in a multicultural world, considering the differences and similarities among different cultures.
- To establish individual and team working routines, to show effort and responsibility through the learning process, as well as receptiveness and confidence in one's ability to learn and use EFL.
- To delve into critical sense, personal initiative, curiosity, interest and creativity during the learning process.
- To develop and reinforce entrepreneurship as a valuable attitude towards the practical side of learning and future professional career.

4. Teaching Units

The following table shows the contents included within this Course Planning's teaching units. These have been arranged by difficulty level, and based on a notional-functional approach. It is worth mentioning that each unit takes its theme from a film or a TV show, and that pronunciation plays a key role, regarding the aims of the innovation project proposal.

UNIT	NOTION	FUNCTION	LEXICON	LANGUAGE EXPONENTS	PRONUNCIATION
Let's talk about ourselves!	Time, tense and aspect	Introducing yourself Greeting Asking for and giving personal	Hobbies Personal experiences School life	Revision of previously learnt contents.	Introduction to phonetic alphabet

MAIN THEME: Freaks and Geeks		information			
Central Perk.	Traits and attributes	Describing people and places Comparing people and things	Social relationships Appearance Personality Locations	Present simple Present continuous Present perfect Comparative structures	Vowels Schwa
MAIN THEME: Friends					
Once upon a time.	Past time events	Describing and narrating events in the past Telling a personal anecdote	Historical events	Past simple Past continuous Past perfect Prepositions of place Used to	Revision of past tense endings.
MAIN THEME: Titanic					
Don't stop till you reach the top	Professional experiences and abilities.	Applying for a job. Answering a job advertisement. Interview for a job.	Occupations	Present perfect and past tenses For, since, ago.	Voiceless vs Voice Consonants
MAIN THEME: View from the Top					
At the speed of light	Future time	Making predictions Narrating future events	Technology Inventions Science	Future simple Future clauses Going to Future progressive Future perfect	Dark /l/.
MAIN THEME:					

The Big Bang Theory					
You are the want that I want	Opinion	Talking about people and fashion	Musical films The 50's	Defining and non-defining relative clauses	Word stress
MAIN THEME: Grease		Talking about cultural and generational differences.			
Ask the audience	Advice, beliefs and statements	Giving and requesting advice Expressing opinions, beliefs, statements, possibility and ability.	TV shows Game shows Wealth and success	Modal verbs Can, could, must, should, have to, may, and might. Wh- questions	Sentence stress
MAIN THEME: Who wants to be Millionaire?					
Fingerprints	Hypothetical past	Talking about hypothetical events in the past Expressing logical conclusions in the past	Procedural drama Crime Law	Modal perfects Causal clauses	Intonation Voice tone
MAIN THEME: Bones					
Poker face	Argumentation	Persuading Justifying or refuting an idea/argument. Question-dodging	Body language Politics	Verb + infinitive / gerund Determiners and quantifiers	Polite intonation /ɪ/ and /i:/
MAIN THEME: Lie to me					
Want brains? Read	Hypothetical future	Talking about hypothetical	Sci – Fi	The conditional	/j/ & /dʒ/

a book.		events in the future.	Mystery Supernatural creatures and events.		
MAIN THEME: The Walking Dead					
I wish I could fly!	Wishes and regrets.	Expressing wishes and regrets. Talking about unlikely events.	Superheroes Superpowers Abilities	The conditional I wished, only if Adjective order	Diphthongs
MAIN THEME: X men					
Feel the beat	Information	Reporting other people's words Sharing information	Music The 80's and 90's Famous musicians	Reported discourse	Silent consonants
MAIN THEME: This is it					
Think about the future	Critical thinking	Talking about facts Decision making	The environment Global warming	The passive Causative passive	/r/ in American and British English.
MAIN THEME: The 11 th Hour					
A matter of taste	Opinions	Agreeing and disagreeing Exchanging opinions	Food Health	Concession Clauses Imperative Connectors	/h/ and /v/
MAIN THEME: Chef					
I want to be a star.	Dreams and ambitions	Talking about past, present and future events	Dramatic arts	Revision of contents	Revision of contents
MAIN THEME: Fame					

Unit 1. “Let’s talk about ourselves!”

This unit works as a means of introduction. Taking into account that not so many high schools offer post-compulsory studies on Art, most of these groups are made up by new students coming from different centers. Therefore, it is essential they get to know each other, since the end of term projects will involve and require a lot of team and cooperative work among students. Bearing this in mind, we intend to make the best out of this lesson, by establishing a relaxed atmosphere. The main TV show in which this lesson is based is *Freaks and geeks* a high school-themed story, which deals with situations teenagers experience in their academic and personal life on a regular basis. It is also worth to mention that during the early sessions of this teaching unit, we will introduce the projects-based approach to our students and provide information on the schedule and development of said projects during the academic year.

Objectives

- ❖ To revise previous knowledge.
- ❖ To improve students’ ability to interact with others and show respect for their decisions.
- ❖ To improve and widen students’ vocabulary regarding likes and dislikes, personal experiences or routines.

Assessment criteria

- ❖ Students are able to show and use their previous knowledge in different communicative contexts.
- ❖ Students are able to talk/write and discuss with their classmates about hobbies, tastes, personal experiences or routine with a given degree of complexity.
- ❖ Students are able to give and ask for information on different topics and communicative contexts with a wider variety of vocabulary.
- ❖ Students show interest in the subject by taking an active role in classroom activities.
- ❖ Students are able to interact accordingly and respectfully with their classmates.

Competences involved

- ❖ C1, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *Freaks and Geeks* and *Beverly Hills 90210*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none">• Distinguishing types of comprehension (gist, essential information, main points) in several scenes taken from different TV shows.• Understanding the importance of suprasegmental features and inferring different meaning from changes in voice tone, intonation, stress or rhythm in several scenes taken from different TV shows.	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none">• Talking about personal experiences and routines.• Giving and asking information on different topics.• Use of the phonetic alphabet as an encouraging autonomous learning tool.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none">• Reading texts on American High School life.• Reading texts on teenagers' lifestyles.	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none">• How to write an introductory e-mail to one of their classmates.• How to write a brief essay on a personal experience or routine.

Tools for assessment

Language skills will be assessed through the following testing activities which are to be handed in by students and eventually included in the portfolio. These skills will be assessed during two sessions.

<p><u>Listening</u></p> <p>Students will watch and listen to a scene of the TV series <i>Geeks and Freaks</i> in which some teenagers are talking about different personal experiences. Students will have to answer questions regarding different types of comprehension such as the gist, the essential information and the main points.</p>	<p><u>Speaking</u></p> <p>Students will work in pairs and ask each other questions about themselves. The teacher will record this activity in order to provide feedback on pronunciation.</p>
<p><u>Reading</u></p> <p>Reading a text by teenagers with extraordinary abilities. Students will have to answer several questions provided in a handout.</p>	<p><u>Writing</u></p> <p>Students have to take the role of a character from <i>Beverly Hills 90210</i>, and write an e-mail to one of their friends talking about their daily routine.</p>

Unit 2. “Central Perk”.

In this teaching unit, we will be working with the popular TV series *Friends*. This unit will focus on the referential functions of describing, comparing and talking about people, events and places and the notion of trait and attribute. We will be using the main characters and places of the TV show as examples. On the other hand, after two weeks, we believe students will have already started to socialize and know each other. Therefore, the session dedicated to the project during this teaching unit will be aimed at team formation. Students are supposed to work in five teams of four persons each. We will also provide them with specific requirements, such as timing, since at this point

they will have to start searching for scenes from the movie or TV show they will be performing.

Objectives

- ❖ To enhance students’ ability to describe, compare or talk about people, places or events.
- ❖ To widen students’ lexical knowledge on the semantic field of locations and social relationships.
- ❖ To promote and reinforce team work.

Assessment criteria

- ❖ Students are able to describe and compare people, places or events with a certain degree of complexity.
- ❖ Students are able to recognize and use a wider amount of vocabulary related to locations.
- ❖ Students understand the important role of stereotyping and its consequences, in the media.
- ❖ Students are able to understand the importance of cooperative work by showing an open-mind attitude and commitment while working with others.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *Friends* and *How I Met Your Mother*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Magazines and websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Understanding oral texts in which 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Describing people, places, events,
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<p>physical and abstract qualities of people, objects, places, activities, procedures and processes are described.</p> <ul style="list-style-type: none"> Identifying expressions related to social relationships. 	<p>activities, procedures and processes.</p> <ul style="list-style-type: none"> Talking about social relationships. Explaining long, short vowels and schwa.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> Reading texts on characters' stereotyping found in magazines and websites. Reading texts on renowned locations. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> Writing about people, places, events, activities, procedures and processes.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen to and watch a scene of the TV Show <i>How I Met Your Mother</i>, in which one of the main characters talks about an ex-boyfriend. Students will have to listen for specific information regarding social relationships, appearance and personality.</p>	<p><u>Speaking</u></p> <p>Discussing stereotypes found in popular characters such as <i>Rachel</i> or <i>Joey</i> from <i>Friends</i>. The teacher will record this activity in order to provide feedback on pronunciation and vocabulary/expressions used.</p>
<p><u>Reading</u></p> <p>Reading a text on New York City. Students will have to read for information and inferring whether some statements are true or false.</p>	<p><u>Writing</u></p> <p>A paragraph describing the qualities of a person you admire. Students will have to prove certain command of adjectives and expressions related to appearance and personality.</p>

Unit 3. “Once upon a time”.

In this teaching unit we will be dealing with the notion of past time events and we will be doing work with narrating historical events and telling personal anecdotes. The main film used in this unit will be *Titanic*. We will be using the narrator, Rose DeWitt, and her story, to provide students with examples of expressions used to narrate past events. Regarding the planning of the project, we will be introducing role playing activities based on some scenes of the films *The Great Gatsby* and *Titanic*. Also, since students are expected to already have chosen the film and scene they want to perform in their project, we will dedicate the project planning session to answering questions and providing feedback on students’ choices.

Objectives

- ❖ To establish a motivating environment, with the help of role-play and acting activities.
- ❖ To enhance students’ ability to narrate events in the past in a coherent way.
- ❖ To provide students information about important historical and cultural facts.

Assessment criteria

- ❖ Students understand the importance of role playing and other acting-related activities for the enhancement of their oral and sociolinguistic skills.
- ❖ Students are able to narrate a past event with certain degree of complexity, being able to express preceding past events in a coherent way.
- ❖ Students are able to recognize the main cultural and historical facts of the history of the *Titanic* and the lifestyle of American society in the 20’s.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *Titanic* and *The Great Gatsby*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Listening for information related to stories and events in the past. • Strengthening active listening by developing strategies in response to obstacles and distractors that interfere with efficient understanding of oral texts. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Telling personal anecdotes • Talking about events in the past. • Role playing and simulation activities: an interview. • Revising the pronunciation of regular past tense endings. • Providing feedback on pronunciation regarding the trimestral project.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on historical events. • Reading texts on personal anecdotes. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing about people, places, and events in the past. • Creative writing

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch a scene from the film <i>The Great Gatsby</i> in which Nick Carraway talks about certain incidents in Gatsby's life. Students will have to answer several questions regarding this events.</p>	<p><u>Speaking</u></p> <p>Students will have to work in pairs in a role play activity. The roles they will have to perform are a journalist and the last (hypothetical) survivor of the Titanic. The interviewee will have to provide information about their past. Each student will get to perform both roles. The teacher will record this activity in order to provide feedback on pronunciation and vocabulary/expressions used.</p>
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<p><u>Reading</u></p> <p>Students will read an article on the sinking of the Titanic and some of the survivors' stories. They will have to infer information in order to answer the questions provided.</p>	<p><u>Writing</u></p> <p>Students will have to create a story in the past, using the following words: "1912" "to take" "over 3 years", "to rush", "fire", "magic".</p>
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Unit 4. "Don't stop till you reach the top".

In this teaching unit we will be dealing with the notion of professional experiences and abilities. We will be working on occupations and formal contexts. We will provide tools for the development of the students' professional profile, as well as strategies used when talking about professional or academic experience. This unit is mainly based on the film *View from the Top*, which explores the main character's career development. Regarding this unit's project planning session, we will keep providing students with feedback and help.

Objectives

- ❖ To familiarize students with expressions used in job applications and interviews.
- ❖ To enhance students' communicative skills and fluency in formal contexts.
- ❖ To provide students with contents relevant for their future career.

Assessment criteria

- ❖ Students are able to identify the characteristics of formal language and understand the importance of using it in the appropriate register.
- ❖ Students show interest in improving their knowledge on EFL by reinforcing and establishing strategies of self-study.
- ❖ Students are able to recognize the importance of the English language as regards professional development in a globalized society.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *View from the Top*, *Step Brothers* and *Good Will Hunting*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Listening for specific information on professional qualification, abilities, etc. • Identifying polite expressions and how to use them. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about professional experiences and academic background. • Providing feedback on pronunciation regarding the trimestral project. • Voiceless vs Voice consonants
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on professional skills and different types of occupations. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing a formal letter.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen to two excerpts from the films <i>Step Brothers</i> and <i>Good Will Hunting</i> in which two characters fail to pass the job interview. Students will have to listen for the main reasons why they got rejected.</p>	<p><u>Speaking</u></p> <p>Students will work in pairs and will have to simulate a job interview. The teacher will record this activity in order to provide further feedback on pronunciation and the adequacy of the language used.</p>
<p><u>Reading</u></p> <p>Students will read a text dealing with Brad Pitt's professional experiences before becoming an actor. They will have to infer the reasons why he was able to become an actor.</p>	<p><u>Writing</u></p> <p>Students will have to answer a job advertisement through a formal letter.</p>

Unit 5. “At the speed of light”.

In this teaching unit we will deal with the notion of future events. Students will learn how to make predictions about the future and narrate future events. These contents will be based on the topic of technology and inventions, and we will also use examples drawn from the popular TV series *The Big Bang Theory*. Regarding the project planning session of this unit, students are expected to practice their performance during this session since the teacher will provide feedback based on error analysis, as this will be the last session before the performance.

Objectives

- ❖ To enhance students’ communicative skills regarding predictions and future events.
- ❖ To improve and widen students’ vocabulary regarding technology and inventions.
- ❖ To foster students’ communication and critical thinking using debating activities.

Assessment criteria

- ❖ Students are able to identify the different uses of future structures.
- ❖ Students are able to make assumptions about future events using evidence from the present.
- ❖ Students show command over a relatively big amount of vocabulary related to technology and inventions.
- ❖ Students show interest in partaking in debating activities, contributing to the enhancement of their communicative skills and critical thinking.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *The Big Bang Theory*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.

- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Listening for specific information on future events. • Strengthening active listening by developing strategies in response to obstacles and distractors that interfere with efficient understanding of oral texts. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about future predictions. • Talking about inventions, scientific advances and gadgets. • Dark /I/.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on possible future events, inventions and new scientific discoveries. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Dialogue writing

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch one scene from the show <i>The Big Bang Theory</i> in which the main characters talk about technological research. Students will have to write a summary, proving they have understood the gist of the message.</p>	<p><u>Speaking</u></p> <p>Students will debate on gadgets. Each student will have up to 2 minutes to talk about their opinions. The teacher will record this activity in order to provide further feedback</p>
<p><u>Reading</u></p> <p>Students will read a text about the latest scientific discoveries. Students will have to infer information related to their possible future consequences.</p>	<p><u>Writing</u></p> <p>Students will write a dialogue between Sheldon and Leonard, main characters of <i>The Big Bang Theory</i>, in which they discuss a revolutionary new invention.</p>

Unit 6. “You are the one that I want”.

In this teaching unit we will be dealing with the notion of opinion and talking about different topics. Also, students will be able to learn about changes in people, society and fashion along the years. We will pay special attention to life in the 50’s, basing most part of activities on the musical film *Grease*. On the other hand, this unit marks the end of the first term, therefore, the last two sessions of this unit will be exclusively dedicated to the performance of the projects. The teacher will record it and grade it following the criteria on the project-assessment rubric –found in the third section of this dissertation.

Objectives

- ❖ To enable students to talk about people, fashion and behavior with greater complexity through the use of relative clauses.
- ❖ To provide students with a general insight on diversity of lifestyles and cultural manifestations in the decade of the 50’s.
- ❖ To reinforce students’ critical thinking on gender stereotyping.

Assessment criteria

- ❖ Students are able to describe and talk about people, fashion and behavior using relative clauses with a given degree of complexity.
- ❖ Students are able to understand the differences between our current society and that of the 50’s.
- ❖ Students are able to critically reflect upon differences on gender roles across generations.
- ❖ Students are able to appreciate the diversity on cultural manifestations and lifestyles of different societies and value it as enriching knowledge.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *Grease*.
- ❖ Handouts and worksheets.

- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Listening for specific information on fashion, lifestyles and cultural manifestations. • Identifying attitudes. • Listening to songs and inferring the meaning of its lyrics. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about differences across generations. • Exchanging opinions on fashion, lifestyles and cultural manifestations. • Word stress • Project performance.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on cultural facts, fashion and social changes. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Opinion essays.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch one scene from the musical film <i>Grease</i> in which boys and girls are characterized differently. Students will have to listen for specific words or expressions and provide a summary of these descriptions.</p>	<p><u>Speaking</u></p> <p>Working in pairs, students will exchange opinions on the differences and similarities found on the 50's society and today's. The teacher will record this activity in order to provide further feedback</p>
<p><u>Reading</u></p> <p>Students will read an article on <i>The Greasers</i>, a popular subculture of the 50's.</p>	<p><u>Writing</u></p> <p>Students will write an opinion essay on gender stereotyping.</p>

Unit 7. “Ask the audience”.

In this teaching unit we will be dealing with the notion of advice, beliefs and statements. Students will be introduced to the world of game shows, as the unit will be based on the popular franchise *Who wants to be a Millionaire?* Plus, they will have to engage in a simulation activity in which all the class will partake in the game. As regards this term’s project, students will be working with the same team mates, but this time they will have to choose one of the scripts already selected by the teacher. Some words and sentences are missing from these scripts. Students will have to start working on it since this work will be checked by the teacher on the following teaching unit.

Objectives

- ❖ To provide students with strategies for giving and asking for advice or help.
- ❖ To enhance students’ ability to express opinions, beliefs and statements.
- ❖ To implement simulations as a means of stimulating fluent oral production.

Assessment criteria

- ❖ Students are able to give and ask for advice with a given degree of complexity.
- ❖ Students are able to express statements, beliefs and opinions accordingly, respecting and accepting different points of view.
- ❖ Students show interest in taking an active part in classroom activities, making the best out of it to enhance the learning experience.
- ❖ Students are able to recognize and assess simulation activities as a means of improving their oral skills.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Extracts from the game show *Who Wants to be a Millionaire?* and BBC documentary of the same name.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.

- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> Identifying expressions related to reacting to requests, offering help or advice. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> Giving and asking for advice on several topics. Talking about possibilities, abilities, opinions and beliefs. Sentence stress
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> Reading texts on success and wealth. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> Internet comments.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch to some excerpts taken from the documentary “<i>Who wants to be Millionaire?</i>” produced by the BBC and available in YouTube. They will be working with a worksheet and they will have to choose the correct options in a multiple-choice quiz.</p>	<p><u>Speaking</u></p> <p>The teacher will host a simulation activity resembling the game show “<i>Who wants to be Millionaire?</i>” All students will be contestants but they will be working in five groups of four persons in order to make things easier. The same rules working on the game show apply on this activity: students can ask “the audience” (their team mates) for advice and help and they can offer to help others.</p>
<p><u>Reading</u></p> <p>Students will read a brief opinion essay on young self-made millionaires. They will have to provide their opinions and beliefs on the topic.</p>	<p><u>Writing</u></p> <p>After watching the entire documentary “<i>Who wants to be Millionaire?</i>” students will have to post and submit a comment on the question “Can happiness be bought?”</p>

Unit 8. “Fingerprints”.

This unit deals with the notion of hypothetical past events. Therefore, it will be based on the American procedural drama *Bones*, which follows a forensic team that has to reconstruct events in the past in order to explain crime scenes. As regards project planning in this unit, the teacher will be assessing students’ choice of words, sentences or expressions and answering any questions related to the project.

Objectives

- ❖ To enhance students’ ability to explain hypothetical past events in a coherent way.
- ❖ To help students understand how to obtain logical conclusions from abstract information.
- ❖ To improve and widen students’ vocabulary regarding crime, law and punishment.

Assessment criteria

- ❖ Students are able to formulate hypothetical past events with certain degree of complexity, being able to express certainty and prediction.
- ❖ Students are able to infer information from past events, providing logical conclusions.
- ❖ Students are able to recognize and use a wider amount of vocabulary related to crime, law and punishment.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from the TV shows *Bones* and *CSI: Las Vegas*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Identifying cause-effect expressions, related to logical conclusions. • Identifying expressions related to crime and law. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about crime and law. • Talking about predictions in the past. • Intonation and voice tone.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on famous crimes. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing a report.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch a scene taken from the TV show <i>Bones</i> in which the two main characters are discussing a crime scene. Students will have to write a summary providing the key points and the gist of the oral message.</p>	<p><u>Speaking</u></p> <p>The teacher will hand out a worksheet depicting some American laws. Students will have to work in pairs and discuss these laws, comparing them with some Spanish ones.</p>
<p><u>Reading</u></p> <p>Students will read an article on the ten most notorious white-collar criminals.</p>	<p><u>Writing</u></p> <p>Students will be shown an introductory scene taken from the TV Show <i>CSI: Las Vegas</i> in which a crime is being reported. With the information provided, students will have to write a report on what they suspect could have happened.</p>

Unit 9. “Poker face”.

In this teaching unit we will be dealing with the notion of argumentation. Thus, students will work on improving their argumentative skills and understanding the purpose of

many strategies commonly used by politicians. We will be using some scenes from the TV show *Lie to me* in order to explain students the power of body language in argumentation. On the other hand, this will be the last session dedicated to project organization during this term, so students will be encouraged to put into practice their projects and ask for feedback.

Objectives

- ❖ To improve students’ argumentative skills and their main language features.
- ❖ To enhance students’ acting skills by addressing key factors such as body language, intonation, rhythm or stress.
- ❖ To provide students with the necessary knowledge to understand different types of question-dodging and its relevance in politics.

Assessment criteria

- ❖ Students are able to build strong arguments based on their ideas and knowledge.
- ❖ Students are aware of the importance of body language, intonation, rhythm or stress in the interpretation of messages.
- ❖ Students are able to recognize and interpret the main question-dodging strategies commonly used by politicians.

Competences involved

- ❖ C1, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from the TV show *Lie to me*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Identifying persuasive elements in an argument. • Identifying question-dodging strategies. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about “for” and “against” arguments on diverse topics. • Polite intonation
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	<ul style="list-style-type: none"> • /ɪ/ and /i:/
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on politics. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing an argumentative essay.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen an interview with Donald Trump. They will have to identify the question-dodging strategies being used, and the main points of his argument.</p>	<p><u>Speaking</u></p> <p>Working in pairs, students will have to write down two statements. One of these statements must not be true. However, students are supposed to defend both ideas with solid arguments. The other students must guess which argumentation is actually covering a lie.</p>
<p><u>Reading</u></p> <p>Students will read an article on the importance of body language in politics.</p>	<p><u>Writing</u></p> <p>Students will write an argumentative essay on bullfighting.</p>

Unit 10. “Want brains? Read a book”.

In this unit we will work with the notion of hypothetical future events. Students will be able to make predictions of outcomes affecting our planet. The main theme of this unit will be the popular TV series *The Walking Dead* and the film *2012*. The last two sessions of this unit will be dedicated to the performance of the project. The teacher will record it and grade it following the criteria on the project-assessment rubric.

Objectives

- ❖ To enhance students’ ability to explain hypothetical future events in a coherent way.
- ❖ To improve and widen students’ vocabulary regarding mystery, sci-fi literature and supernatural creatures.

- ❖ To stimulate students' creativity and imagination through creative writing.

Assessment criteria

- ❖ Students are able to formulate hypothetical future events with certain degree of complexity.
- ❖ Students are able to recognize the main characteristics of mystery and sci-fi literature.
- ❖ Students understand the importance of reading and creative reading as means of enhancing cultural and communicative competences.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from the TV show *The Walking Dead* and the film *2012*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Listening for information related to hypothetical future events. • Inferring and hypothesizing about possible meanings in linguistic and paralinguistic elements. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about possible future outcomes and changes. • Talking about supernatural creatures, urban legends and prophecies. • /j/ & /dʒ/.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading sci-fi short stories. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Creative writing.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch the first</p>	<p><u>Speaking</u></p>
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<p>chapter of the popular TV Show <i>The Walking Dead</i>. In order to answer several questions, students will have to listen for specific information related to the main character's first thoughts upon waking up from a coma in an abandoned hospital and coming across a zombie.</p>	<p>Students will discuss prophecies and urban legends. The teacher will provide examples, such as the 2012 phenomenon, and will show students a scene from the movie of the same name. Then students will be asked to provide more information on this topic.</p>
<p><u>Reading</u> Students will read an extract from a sci-fi short story dealing with supernatural creatures. They will have to answer several questions to ensure they have understood the plot.</p>	<p><u>Writing</u> Students will write a short story about the likelihood of surviving a zombie apocalypse.</p>

Unit 11. "I wish I could fly!"

This teaching unit will be dealing with the notion of wishes and regrets. Students will revise the conditional and some structures and expressions used to express condition. The main topic of this teaching unit is based on the films *X-men* and *The Avengers*. As regards this term's project, students will have to choose a film or TV show and give it an alternative ending. Thus, students will have to write and create their own script. During this unit's project planning session, students are expected to make a choice and start writing a draft.

Objectives

- ❖ To learn how to express a wish or a regret using *if only* or *I wish*.
- ❖ To enhance students' ability to express unlikely events.
- ❖ To familiarize students with the main characteristics of diphthongs in the English language.

Assessment criteria

- ❖ Students are able to effectively use *if only* and *I wish* to convey regret and wish.

- ❖ Students are able to express likelihood with a given degree of complexity.
- ❖ Students are able to recognize and produce English diphthongs.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *X-men* and *The Avengers*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Understanding specific information related to abilities and superpowers. • Identifying expressions used to convey wish and regret. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Talking about personal wishes and regrets. • Explaining English diphthongs.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on superheroes and abilities. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing an interview.

Tools for assessment

<p><u>Listening</u></p> <p>Students will listen and watch a scene of the film <i>X-men: Days of Future Past</i> in which Quicksilver, a character with the ability of super speed, talks about an anecdote regarding his superpowers. Students will have to answer several questions, proving they have understood</p>	<p><u>Speaking</u></p> <p>Students will talk about what common abilities and super abilities they wish they would have, and which ones they would regret having.</p>
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the gist of the message.	
<u>Reading</u> Reading an article on real people with incredible abilities.	<u>Writing</u> Writing an interview with their favorite superhero.

Unit 12. “Feel the beat”.

In this unit students will be dealing with the notion of information. Students will enhance their abilities to report information and share information. This unit focuses on music and famous musicians and it is mainly based on the documentary film *Michael Jackson’s This Is It*. Regarding project planning, students will be expected to hand in their drafts to the teacher during this teaching unit’s session. The teacher will check the drafts individually and then give students feedback on common mistakes. After this, students will check their mistakes and be able to start practicing.

Objectives

5. To improve students’ ability to report and share information in an effective manner
 - ❖ To help students understand the communicative functions of reporting structures.
 - ❖ To help students widen their knowledge on reporting verbs.
 - ❖ To provide students with a general insight on music and other cultural manifestations in the decade of the 80’s and 90’s.

Assessment criteria

- ❖ Students are able to report and share information in different contexts with a given degree of complexity.
- ❖ Students are able to appreciate the diversity on cultural manifestations and lifestyles of different societies and value it as enriching knowledge.
- ❖ Students are able to understand and implement the communicative functions of reporting structures.

- ❖ Students are able to use a wider range of reporting verbs regarding the communicative intention.

Competences involved

- ❖ C1, C3, C4, C5, C6, C7.

Resources

- ❖ *Michael Jackson's This Is It* (documentary film).
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<p><u>Comprehension of oral texts</u></p> <ul style="list-style-type: none"> • Identifying other people's words, thoughts, opinions and statements. • Strengthening active listening by developing strategies in response to obstacles and distractors that interfere with efficient understanding of oral texts. 	<p><u>Production of oral texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Reporting other people's words and thoughts. • Silent consonants.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on cultural manifestations in the 80's and 90's. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing a summary of a film.

Tools for assessment

<p><u>Listening</u></p> <p>Listening to a radio talk on grunge music and subculture. Students will have to listen for specific information in order to answer several questions using reported discourse.</p>	<p><u>Speaking</u></p> <p>After watching the film <i>This Is It</i>, students are encouraged to talk about Michael Jackson's life and report some of his words and thoughts.</p>
<p><u>Reading</u></p> <p>Reading an article on 80's and 90's musical influence on society. Students will</p>	<p><u>Writing</u></p> <p>Writing a summary of the film <i>This Is It</i>.</p>

be asked to report some of the statements and opinions found in the text.	
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Unit 13. “Think about the future”.

In this unit we will be dealing with the notion of critical thinking. Students will be working on the issue of Global Warming through the documentary film *The 11th Hour*. We will attempt to raise environmental awareness among students while we provide them with knowledge on passive voice structures and their use. On the other hand, during this teaching unit’s project planning session, students will be expected to start putting into practice their scripts and ask any possible questions.

Objectives

- ❖ To improve students’ ability to state facts and make decisions.
- ❖ To enhance students’ critical awareness and thinking skills.
- ❖ Raising environmental awareness among students.

Assessment criteria

- ❖ Students recognize the importance of critical awareness and thinking skills.
- ❖ Students are able to apply critical thinking to decision making processes.
- ❖ Students are able to recognize the importance of raising awareness on the issue of environmental problems.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ *The 11th Hour* (documentary film).
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<u>Comprehension of oral texts</u>	<u>Production of oral texts: expression and interaction.</u>
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<ul style="list-style-type: none"> • Listening for specific information regarding critical statements. • Awareness of the importance of a comprehensive understanding of the message, without having to understand each and every one of its elements. 	<ul style="list-style-type: none"> • Talking about personal wishes and regrets. • /r/ in American and British English.
<p><u>Comprehension of written texts.</u></p> <ul style="list-style-type: none"> • Reading texts on environmental problems. 	<p><u>Production of written texts: expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing an opinion essay.

Tools for assessment

<p><u>Listening</u></p> <p>Listening and watching a scene from the film <i>The 11th Hour</i> and answering questions related to</p>	<p><u>Speaking</u></p> <p>Students will discuss possible solutions to prevent and stop environmental problems.</p>
<p><u>Reading</u></p> <p>Reading an article on critical facts about pollution in big cities.</p>	<p><u>Writing</u></p> <p>Writing an opinion essay on the issue of Global Warming.</p>

Unit 14. “It’s a matter of taste”.

This teaching unit deals with the notion of opinions, more specifically, agreeing, disagreeing and exchanging opinion. As this unit’s main topic is food and health, we will use the film *Chef* and the popular cooking show *Hell’s Kitchen*. The project planning session of this unit will be dedicated to the final arrangements and practice of the script, and giving feedback, since this will be the last session before the final project is put into practice.

Objectives

- ❖ To enhance students' ability to express agreement and disagreement.
- ❖ To promote casual conversations in order to foster students' communicative skills.
- ❖ To widen students' knowledge on vocabulary related to food, health and cooking techniques.

Assessment criteria

- ❖ Students are eager to partake in casual conversations and improve their communicative skills.
- ❖ Students are able to express agreement and disagreement with certain degree of complexity.
- ❖ Students are able to understand a relatively high amount of vocabulary related to food, health and cooking techniques.
- ❖ Students are able to follow and understand a recipe.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from *Chef* (film) and *Hell's Kitchen* (cooking show).
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<u>Comprehension of oral texts</u> <ul style="list-style-type: none">• Listening for specific information regarding food ingredients, and words related to food and cooking.	<u>Production of oral texts: expression and interaction.</u> <ul style="list-style-type: none">• Talking about preferences and expressing agreement and disagreement.• /h/ and /v/
<u>Comprehension of written texts.</u>	<u>Production of written texts:</u>

<ul style="list-style-type: none"> • Reading texts on food and health. 	<p><u>expression and interaction.</u></p> <ul style="list-style-type: none"> • Writing an e-mail to a friend.
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Tools for assessment

<p><u>Listening</u></p> <p>Students will listen to a recipe from the cooking show <i>Hell's Kitchen</i>, and they will have to write down as much information as they can gather.</p>	<p><u>Speaking</u></p> <p>Students will have to create a Voice Thread comment discussing healthy habits and different types of food. They will have to listen to their classmates and express agreement or disagreement with their ideas and comments.</p>
<p><u>Reading</u></p> <p>Reading a forum post on L.A.'s best street food. Students will have to infer how many users agree or disagree with the original poster's comment.</p>	<p><u>Writing</u></p> <p>Writing an e-mail to a friend discussing the advantages and disadvantages of dieting.</p>

Unit 15. "I want to be a star".

Since this is the last teaching unit of the academic year, it will be dedicated to a general revision of contents. The notion of this unit deals with dreams and ambitions, thus, taking into account the professional motivations of our students, this unit is based on the well-known film *Fame*. The last three sessions of this unit will be devoted to project performance and a general reflection on the academic year, respectively.

Objectives

- ❖ To revise contents dealt with during the academic year.
- ❖ To encourage students to develop and implement an autonomous language learning model.
- ❖ To help students realize about the importance of the English Language in the development of their future academic and professional profile.

Assessment criteria

- ❖ Students are able to show and use the knowledge acquired throughout the academic year in different communicative contexts.
- ❖ Students are able to understand their metacognitive skills and apply that knowledge to self-assessment strategies.
- ❖ Students show interest in keep on learning English by themselves.
- ❖ Students understand the advantages and importance of the English Language in the development of their future academic and professional profile.

Competences involved

- ❖ C1, C2, C3, C4, C5, C6, C7.

Resources

- ❖ Scenes from the film *Fame*.
- ❖ Handouts and worksheets.
- ❖ Computers or tablets.
- ❖ Websites.

CONTENTS

<u>Comprehension of oral texts</u> <ul style="list-style-type: none">• Listening for specific information related to dreams and ambitions.• Awareness of the importance of a comprehensive understanding of the message, without having to understand each and every one of its elements.	<u>Production of oral texts: expression and interaction.</u> <ul style="list-style-type: none">• Talking about dreams and ambitions.• General revision of the phonetic alphabet.
<u>Comprehension of written texts.</u> <ul style="list-style-type: none">• Reading texts on Dramatic Arts.	<u>Production of written texts: expression and interaction.</u> <ul style="list-style-type: none">• Writing a formal e-mail.

Tools for assessment

<u>Listening</u>	<u>Speaking</u>
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Listening for specific information in a scene from the film <i>Fame</i> and answering questions related to dreams and ambitions of the main characters.	Students will have to prepare an oral presentation on their ideal future job.
<u>Reading</u> Reading an article on the importance of character building and acting techniques.	<u>Writing</u> Writing a formal job application e-mail.

5. Timing

Timing and content sequencing for this course planning will be as follows:

1 st term (15 weeks, 45 h.) 6 units.	Unit 1-5 (7 sessions / unit) (1 session: project planning, 2 sessions: assessment, 4 sessions: contents / unit).
	Unit 6 (10 sessions / unit) (2 sessions: project performance, 2 sessions: assessment, 6 sessions: contents / unit).
2 nd term (11 weeks, 33 h.) 4 units.	Unit 7-9 (8 sessions / unit) (1 session: project planning, 2 sessions: assessment, 5 sessions: contents / unit).
	Unit 10 (9 sessions / unit) (2 sessions: project performance, 2 sessions: assessment, 5 sessions: contents / unit).
3 rd term (12 weeks, 36 h.) 5 units.	Unit 11-14 (7 sessions / unit) (1 session: project planning, 2 sessions: assessment, 4 sessions: contents / unit).
	Unit 15 (8 sessions / unit) (2 sessions: project performance, 2 sessions: assessment, 4 sessions: contents / unit).

6. Methodology

This course planning is based on a communicative approach. As the legislation in force suggests, the main aim of teaching a foreign language should be the enhancement and development of communicative competence. We owe the concept of communicative competence to Dell Hymes (1972) when he redefined what Chomsky understood by 'competence'. While Chomsky claimed that competence just involved knowing the rules of a language, Hymes defended that in fact, real competence could not only be reduced to that knowledge, but knowing how, with who, and when to apply that knowledge. That is, it relies on context and competent speakers must be aware of that.

Canale and Swain (1983) specified that the communicative competence was made of four components: grammatical competence (possibility), discourse competence (feasibility), sociolinguistic competence (appropriateness) and strategic competence (attestedness). Subsequently, Sandra Savignon (1983) established that these four components must be taught at the same time in order to be able to achieve actual language proficiency.

On the other hand, the legislation in force also emphasizes that at the end of the academic year, students should be able to put into practice all their knowledge, integrating and linking old and new knowledge, which would result in an effective command of the language in every context – written and spoken. The CEFRL also states that enhancement and development of communicative competence should be pursued actively and gradually, through autonomous learning, during a lifetime. This implies that there will always be room for improving communicative competence. The important part, is knowing how to relate all knowledge and being able to use it in the right communicative context.

In this course planning we aim at the same achievement. The activities, assessment procedure and teaching methodology try to provide a series of diverse communicative settings in which students will be able to develop and enhance their communicative competence. Another important factor in the improvement of students' communicative competence is that this course planning makes an effort on exclusively using genuine and real contents such as movies, articles, documentaries,

conversations, interviews, etc. Moreover, these materials have been chosen bearing in mind the communicative necessities and interests students might have.

The sessions have been planned to be dynamic and centered on the student, avoiding traditional approaches in which main action falls on the teacher and grammatical teaching. The only way for students to improve their level of English will be by using it.

As regards classroom layout, and taking into account Gardner's theory on emotional intelligence (1983) –and more particularly, kinesthetic, visual and oral intelligence and learning styles- students will be able to arrange their tables so that all of them can see each other and it is easier for the teacher to access every student and address questions, problems and doubts more directly. Furthermore, activities will require students to move around the class very frequently.

7. Assessment

The assessment of this course will be formative and continuous. Students' language knowledge will be assessed in every unit through four tests on each skill (listening, speaking, reading and writing). There will not be a Use of English or grammar test, since we will be assessing this knowledge (taught and explained in class) through the skills' tests.

On the other hand, students will have to hand in a portfolio at the end of each unit. This portfolio must contain classwork, homework and a class diary with comments or reflections on this course content and the end of term project. We will assess students' effort and work done.

The end of term project will not only assess students' oral skills and fluency but also their degree of commitment with the project and their teammates. The aim of this project is to improve students' oral skills and reducing the anxiety related to speaking a foreign language in public. In order to assess students' performances, we will be using a rubric (check page 58).

Finally, we will also be assessing students' attitude and participation in the classroom activities. However, it will be important to take into account that students will only be able to satisfy this criteria as long as they act respectfully towards their classmates and the teacher.

Grading criteria

Portfolio	20%	Homework and classwork 20%
		Class diary (comments and reflections) 10%
Tests	40%	Listening 10%
		Speaking 10%
		Reading 10%
		Writing 10%
Project	20%	Interest and commitment, cooperative work 10 %
		Performance 10%
Attitude and participation	20%	Showing an attitude of interest towards the subject and participating actively and respectfully 20%

8. Retake planning

Since this course follows a formative and continuous assessment methodology, there will not be specific retaking activities during the term, as students are expected to revise their knowledge along the academic year. Students failing the first two terms could still pass if they are able to fulfill the minimum requirements in the last term.

However, if by the end of the academic year a student fails to fulfill the minimum aims, they will have to retake an extraordinary exam which, according to the legislation in force, must assess all the contents covered during the academic year. This extraordinary test will be divided in four parts, one per skill. Also, students who have failed due to attitudinal problems and lack of participation will have to provide a portfolio with some extra activities.

9. Attention to diversity

Due to the complex nature of diversity and different learning needs, this course planning is aimed at the average student. However, it is important for teachers to be able to recognize and address students' necessities or possible learning problems in their classroom.

In order to provide real education based on equality of opportunities, quality and flexibility, teachers will have to adapt, with the help of the Counseling Department, the syllabus contents, assessment and methodology to the necessities of the students. Teachers must also ensure that students with learning difficulties are integrated in the classroom and that every other student understands that diversity –in all its aspects- is nothing but enrichment.

III. Propuesta de innovación educativa.

1. Diagnóstico inicial y justificación del proyecto.

La programación docente recogida en este trabajo refleja la puesta en práctica de esta propuesta de innovación, que aboga por adoptar un replanteamiento metodológico basado en el enfoque por proyectos, a través de un proyecto trimestral y una serie de actividades dedicadas a la preparación de dicho proyecto (una sesión por unidad docente). Esta propuesta nace tras reflexionar sobre las necesidades observadas a lo largo del prácticum en el IES Universidad Laboral de Gijón, en un curso de 1º de Bachillerato de la modalidad artística.

Entre estas necesidades podemos encontrar, por un lado, la actitud general del alumnado frente a la asignatura de inglés. Ésta era de desmotivación, aburrimiento y desinterés. La mayoría del alumnado se preguntaba sobre la utilidad del inglés en su vida profesional. Por otro lado, tras observar durante unas sesiones a este grupo, resultó obvio que el alumnado no poseía un nivel adecuado en cuanto a expresión, comprensión e interacción oral. A primera vista, ya pudimos comprobar, a partir de lecturas en voz alta y breves intervenciones de los alumnos, que estas destrezas eran muy limitadas y no eran practicadas en el aula, siempre en detrimento del contenido gramatical y las destrezas de comprensión y expresión escrita.

A través de esta propuesta trataremos de reflexionar sobre esta problemática y las posibles soluciones, principalmente adoptando un cambio metodológico. Dejaremos a un lado la metodología de carácter tradicional que reduce las clases a la enseñanza y “práctica” de la gramática a través de ejercicios sistemáticos, y abogaremos por un método de carácter comunicativo, y enfocado por proyectos. Además, y como ya ha quedado reflejado en la programación docente, se pedirá a los alumnos que realicen un portfolio y un pequeño diario en el que reflexionen no solo sobre su proceso de aprendizaje, sino también sobre las actividades a realizar, valorando su pertinencia, relevancia e influencia en el aprendizaje y mejora de la lengua.

De otro lado, aprovechando la motivación profesional y académica de este alumnado, buscaremos potenciar el proceso de enseñanza-aprendizaje apoyando nuestra metodología en teorías como la de las Inteligencias Múltiples de Gardner (1983), que ya desde hace tiempo vienen señalando la gran importancia de los estilos de aprendizaje kinestésico, espacial y oral. El objetivo es cambiar la dinámica de clase, de manera que resulte más motivador para el alumnado, resaltando los diferentes estilos de aprendizaje. El alumno, como aprendiente de una lengua extranjera, deberá de ser el centro del proceso, un agente activo en su aprendizaje, y para ello, deberá de involucrarse de manera natural en situaciones comunicativas de la lengua y cultura meta.

Cabe mencionar que el IES Universidad Laboral se trata de un centro muy preocupado por su programa de intercambios internacionales, destacando el interés por la competencia bilingüe. El centro está orgulloso de su programa bilingüe y del perfil de grupo de los alumnos bilingües, con más de un 95% de aprobados en todas las asignaturas en el presente curso. Por lo tanto, creemos que este centro podría estar interesado en cualquier aspecto que conlleve la mejora de la enseñanza del inglés, por lo que, a pesar de las carencias observables presentes, pensamos que el centro podría propulsar el proyecto de mejora que se expone en este trabajo. También cabe señalar que se utilizarán recursos que ya están a disposición del centro, por lo que no sería necesario hacer ningún tipo de inversión.

2. Objetivos

A través de esta propuesta de innovación se pretende alcanzar los siguientes objetivos:

- **Objetivo principal**
 - ✓ Mejorar la competencia comunicativa de los alumnos, prestando especial atención a las destrezas orales.

- **Objetivos secundarios**
 - ✓ Motivar al alumnado y cambiar su visión ante la asignatura de inglés a través del enfoque por proyectos.

- ✓ Dotar al alumnado con estrategias y conocimientos que les permitan, en un futuro, desenvolverse en su carrera profesional en inglés.
- ✓ Promover el aprendizaje autónomo.

3. Enmarque teórico.

El principal objetivo de este proyecto de innovación es el de mejorar la competencia comunicativa de los alumnos. Como ha quedado reflejado en el apartado de metodología, es importante entender el concepto de competencia comunicativa a través de las teorías de autores como Dell Hymes (1972), Canale y Swain (1980) o Sandra Savignon (1983). Uno de los principales motivos de que la mejora de esta competencia sea el objetivo principal de esta propuesta de mejora, es la reflexión a la que he llegado a través de las prácticas profesionales, puesto que he experimentado cómo la comunicación sigue siendo un factor relegado a un segundo plano.

Un buen ejemplo de que la competencia comunicativa no se está trabajando de manera adecuada en los institutos españoles es el conocido hecho de que el planteamiento curricular actual de la asignatura de inglés da pie a que nuestros alumnos -a pesar de haber estudiado inglés durante más de 10 años a lo largo de la vida escolar- por lo general no sean capaces de mantener una mínima conversación en inglés al acabar los estudios.

Romero Lacal (2011) señala que la enseñanza de inglés en los institutos españoles es por lo general aún muy tradicional y sigue basándose casi siempre en la enseñanza de la gramática, el léxico y las destrezas escritas en detrimento de las destrezas orales. Esto causa un impacto negativo en la competencia comunicativa de nuestros alumnos, puesto que, como resultado, obtenemos alumnos que no desarrollan un conocimiento uniforme del idioma. Autores como Bueno Madrid y McLaren (2006) también coinciden con este punto de vista, e indican que a pesar de que la expresión oral es una de las destrezas más difíciles de aprender por un aprendiente de una lengua extranjera, esta destreza ha sido relegada a un segundo plano por la metodología tradicional y en detrimento de las destrezas de expresión escrita y lectora y la gramática. Que el alumnado reciba instrucciones varias sobre el discurso escrito, pero nunca o casi nunca se vea ante la tarea de elaborar presentaciones orales en enseñanza secundaria, se

puede ver reflejado en los estudiantes que llegan a la universidad sin saber cómo llevar a cabo este tipo de discurso.

En cuanto al tipo de actividades empleadas para promover la práctica de las destrezas orales, Ruiz Fajardo (2004) propone el uso de simulaciones y juegos de personajes (*role play*) puesto que posiblemente se trate de las actividades más efectivas a la hora de poner en práctica las destrezas orales en situaciones más cercanas a la realidad. Otros autores como Huang (2008) y Kusnierek (2015) también señalan las ventajas de que los alumnos participen en actividades realistas, que se puedan aplicar al ambiente inmediato y necesidades del alumno. Scarcella y Crookall (1990) también hablan de cómo los juegos o actividades de interpretación pueden facilitar la adquisición de una lengua, siempre que el *input* que los alumnos reciban a través de estas tareas les resulte comprensible. Sin embargo Kusnierek (2015) también indica que las actividades de *role play* y simulación muchas veces son ignoradas y desechadas por el temor de que estas puedan causar la distracción del alumnado o que el nivel de los alumnos sea demasiado bajo, desaprovechando el verdadero potencial de este tipo de actividades en la mejora de las destrezas orales del alumnado.

Por otra parte, para solucionar la problemática de la metodología tradicional, y buscar la motivación del alumnado, se ha decidido adoptar un enfoque por proyectos. Este enfoque nace de la mano de los educadores Kilpatrick y Bruner, quienes proponían estructurar el aprendizaje y los contenidos del currículo a partir de proyectos. Estos proyectos, son, tal como reflexiona Tobón (2006), herramientas de aprendizaje interdisciplinario y global a través de las cuales potenciaremos no solo los conocimientos específicos de nuestra materia si no también habilidades y actitudes. Además, este aprendizaje también busca el trabajo cooperativo y el refuerzo de tareas que impliquen un grado de implicación y planificación en cuanto a su ejecución y valoración, fomentando el aprendizaje de las competencias básicas (Tobón, 2006).

De otro lado, el trabajo por proyectos dentro de las implicaciones de esta propuesta de innovación se muestra como una tarea muy capacitadora para nuestro alumnado debido a su naturaleza interdisciplinar, puesto que buscaremos tanto el desarrollo académico como el profesional del alumnado a través de este enfoque.

Pensamos que por este mismo motivo, junto a la temática de los propios proyectos, podría existir una mejora de la motivación del alumnado, al verse totalmente responsable del desarrollo de los proyectos y tener que desenvolverse en algo que le parece interesante.

Por medio de proyectos se puede estructurar todo el currículo, como propuesta novedosa frente a la rigidez del trabajo únicamente por contenidos. Con ello se brinda una alternativa para la cualificación de la educación, siendo una de las estrategias más importantes para la formación de personas con competencias para desempeñarse con idoneidad en la sociedad, puesto que enlaza la teoría con la práctica en el marco de los intereses de los estudiantes (Tobón, 2006).

Ruiz Fajardo (2004) también señala que la principal ventaja del trabajo por proyectos es su característica de aprendizaje natural donde los conocimientos se adquieren a través de la acción, se aprende haciendo (Ruiz Fajardo, 2004).

Finalmente, cabe destacar que en este proyecto cobrará especial importancia la Teoría de Inteligencias Múltiples de Howard Gardner (1983) puesto que fue este autor el que por vez primera señala que la inteligencia no se limita solo al ámbito intelectual, sino que existen múltiples inteligencias, y que una persona puede ser inteligente en varios ámbitos independientes al intelectual. A su vez, señala una serie de estilos de aprendizaje acordes a las inteligencias múltiples entre los que encontramos el estilo de aprendizaje corporal o kinestésico, el oral y visual.

4. Desarrollo de la innovación:

4.1 Plan de actividades

Como ha quedado reflejado en la programación docente, en cada unidad se dedicará una sesión a la preparación, organización y práctica de los proyectos trimestrales. A continuación se muestra el plan de actividades propuesto. Los contenidos del proyecto están organizados en función de dificultad. En el primer proyecto, los alumnos solo deberán actuar emulando los contenidos de una escena que hayan elegido. En el segundo proyecto, no solo deberán interpretar un papel, sino también improvisar, puesto que borraremos palabras y fragmentos que deberán reconstruir por ellos mismos.

Finalmente, el último proyecto supone una mayor carga de trabajo para los alumnos, puesto que deberán de reinventar el guion de una escena final, realizando una modificación importante del argumento.

UNIDADES DOCENTES	ACTIVIDADES
Unit 1 - 6	<i>“My first performance”</i>
Unit 7 - 10	<i>“Missing words”</i>
Unit 11 - 15	<i>“An alternative ending”</i>

4.2 Recursos y agentes implicados

Aunque a lo largo del proyecto pudieran producirse modificaciones en cuanto a los recursos necesitados, a continuación expondremos los recursos, tanto materiales como humanos, que serán necesarios:

Por un lado, en cuanto a recursos materiales, pueden clasificarse en recursos escolares y recursos simbólicos.

En cuanto a los recursos escolares utilizaremos la pizarra digital, el proyector, Apple TV, iPads, ordenadores, bolígrafos, lápices...etc.

Los recursos simbólicos debemos clasificarlos en material impreso y medios tecnológicos. El material impreso estará compuesto por tarjetas, fichas de actividades, fichas con diálogos o indicaciones para las actividades de *role play*, etc. Clasificaremos los medios tecnológicos en audiovisuales, como el uso de canciones, películas, series, vídeos y fotografías; y medios interactivos, en este caso relacionados con la informática, como por ejemplo el uso de apps de iPad para editar los vídeos de los proyectos trimestrales, o el uso de internet.

Por otra parte, en cuanto a recursos humanos, este proyecto involucrará principalmente al Departamento de inglés. Aunque también contará con la coordinación del Departamento de Tecnología, en cuanto a la formación del profesorado en recursos

tecnológicos. También cabe destacar que Dirección y Jefatura de Estudios son el eje bajo el que deberá de guiarse la coordinación de estos departamentos didácticos durante el proyecto. Además, será competencia de Jefatura de Estudios la supervisión de este proyecto, sobre todo en lo que acontece al cambio metodológico -por si fuera necesario poner en práctica un plan de formación al profesorado- a través de al menos una reunión trimestral con el jefe del Departamento de inglés.

4.3 Cronograma

Unit 1	Introducción al proyecto (una sesión)
Unit 2	Formación de grupos y elección de la escena a representar (una sesión)
Unit 3	<i>Feedback</i> sobre vocabulario relacionado con la escena seleccionada (una sesión)
Unit 5	Práctica y <i>feedback</i> sobre pronunciación (una sesión)
Unit 6	Puesta en práctica del proyecto “ <i>My first performance</i> ” (dos sesiones)
Unit 7	Introducción al proyecto. Selección de los guiones (una sesión)
Unit 8	<i>Feedback</i> del profesor sobre las estructuras y palabras incorporadas por los alumnos (una sesión)
Unit 9	Práctica y <i>feedback</i> sobre pronunciación (una sesión)
Unit 10	Puesta en práctica del proyecto “ <i>Missing words</i> ” (dos sesiones)
Unit 11	Introducción al proyecto. Elegir la película/serie sobre la que van a trabajar y esquematización superficial de la trama (una sesión)
Unit 12	Evaluación de los borradores y puesta en común de los errores más repetidos e importantes (una sesión)
Unit 13	Práctica y <i>feedback</i> sobre pronunciación (una sesión)
Unit 14	<i>Feedback</i> sobre pronunciación y últimos arreglos del guion (una sesión)
Unit 15	Puesta en práctica del proyecto “ <i>An alternative ending</i> ” (dos sesiones)

5. Evaluación de la innovación

Este proyecto de innovación será evaluado tanto por el profesor como por los alumnos.

El docente valorará, por un lado, el nivel de organización y esfuerzo invertido por los alumnos, y por otro, la puesta en práctica del proyecto en sí. Esta puesta en práctica se evaluará a través de la siguiente rúbrica:

Rúbrica Proyecto	4	3	2	1
Fluidez	-Transmisión fluida del mensaje. -Buena pronunciación.	-Muestra algunos signos de indecisión. - Comete algunos errores de pronunciación.	-Frecuentemente el mensaje se corta, actúa indeciso. - Comete errores de pronunciación muy frecuentemente	-Se muestra indeciso durante todo el acto. - No ha pronunciado de manera adecuada durante todo el acto.
Uso de la lengua	-Fácil de seguir y sin errores.	-Bastante fácil de seguir, comete algunos errores.	-Difícil de seguir, comete errores que dificultan la comunicación considerablemente.	-Imposible de seguir, comete errores significativos que impiden la comunicación.
Contenido	-Usa una gran variedad de vocabulario y estructuras. -Muy creativo	-Usa vocabulario y estructuras básicas. -Creativo	-Usa vocabulario y estructuras pobres. -Moderadamente creativo.	-Usa vocabulario y estructuras demasiado pobres. -0 creatividad.
TOTAL				

Por otro lado, los alumnos podrán evaluar el proyecto y su proceso de elaboración a través del diario de clase a realizar en el portfolio. A través de esta herramienta buscamos que los alumnos reflexionen sobre el aprendizaje del inglés a través de un proyecto de estas características. También se tratará de valorar si ellos consideran que han aprendido y mejorado, en qué aspectos, si se han ganado en fluidez, etc. Además, trataremos de averiguar si los alumnos creen que el proyecto ha tenido un impacto positivo en la mejora de su competencia comunicativa

En definitiva, para evaluar si el proyecto ha tenido éxito, deberemos de comprobar a través de diversos recursos si los objetivos establecidos para esta propuesta de innovación educativa se han cumplido y han tenido el impacto esperado.

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