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Facultad de Formación del Profesorado y Educación

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

TRABAJO FIN DE MÁSTER

Programación docente de Inglés para 1º de Bachillerato

El análisis de errores como herramienta de aprendizaje consciente en el
aula de Inglés

English Syllabus for Year 1 of Post Compulsory Secondary Education
Error analysis as a conscious learning tool in the English classroom

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RESUMEN/ABSTRACT

El presente Trabajo de Fin de Máster contiene una propuesta de programación docente para la asignatura de Inglés en 1er Curso de Bachillerato, compuesta por un total de 10 unidades docentes. En segundo lugar, se describe un proyecto de innovación basado en el análisis de errores como herramienta para el aprendizaje consciente de Inglés como Lengua Extranjera. Para su realización se ha contado con textos genuinos elaborados por alumnos de 2º de Bachillerato como parte de las actividades de enseñanza-aprendizaje habituales, diseñadas por su profesora durante el periodo de prácticas en un centro de Educación Secundaria.

This Master's dissertation includes a 10-unit syllabus for English as a Foreign Language, aimed at Year 1 of Post Compulsory Secondary Education. An innovation project follows, based on error analysis as a tool for the learning process. A number of genuine texts written by students in Year 2 of PCSE, as part of the learning routine activities set by their English teacher, have been used as samples for the elaboration of the project during the internship period at a Secondary School.

1. INTRODUCCIÓN

El presente Trabajo Fin de Máster consta de tres secciones diferenciadas. En primer lugar, se incluye una reflexión acerca de la formación recibida con las asignaturas del *Máster en Formación del Profesorado de Educación Secundaria, Bachillerato y Formación Profesional*, así como de la experiencia durante el periodo de prácticas.

En la segunda sección se recoge con extensión una programación docente de la asignatura de Inglés para 1º de Bachillerato, compuesta por 10 unidades. Antes de su desarrollo se detalla la contribución de la programación a la adquisición de las competencias clave, los objetivos y la metodología empleada, y para terminar se incluyen también aspectos referentes a la evaluación. Además, se incluyen cuatro tipos de actividades a desarrollar en una de las unidades, un examen de esta y un test para comprobar el nivel inicial de los alumnos.

Finalmente, el proyecto de innovación que se propone está dedicado al análisis de errores como una herramienta de aprendizaje consciente en el aula de Inglés. Se llevó a cabo con la participación de dos alumnos de 2º de Bachillerato del instituto en el que realicé las prácticas. En su desarrollo se identifican los errores cometidos y se analizan su posible origen. Con la elaboración de estos tres apartados se pretende reflejar los conocimientos y experiencia adquiridos durante la realización del Máster.

2. SOBRE EL MÁSTER EN FORMACIÓN DEL PROFESORADO

2.1 Reflexión sobre el Máster

Durante la realización de este Máster he cursado asignaturas de carácter variado que me han permitido adquirir una base teórica indispensable para la realización del *Prácticum* y para mi futuro desempeño como docente. En primer lugar, me gustaría resaltar la asignatura de *Procesos y Contextos Comunicativos* debido a su amplia extensión e introducción de contenidos fundamentales, como un repaso de las leyes educativas en nuestro país, la organización de los centros, la acción tutorial o la atención a la diversidad. Considero que gracias a esta disciplina empecé a adquirir una visión más clara respecto a esta profesión, y aunque durante el transcurso del primer semestre pudo parecer la más densa, también fue muy útil a la hora de realizar las prácticas y entender el funcionamiento del instituto al que acudí. Otra asignatura que considero esencial para cualquier docente en formación es *Diseño y Desarrollo del Currículum*. En mi caso este fue mi primer contacto con el diseño de unidades didácticas y la planificación de programaciones, por lo que ha sido de gran utilidad para otras asignaturas y para el desarrollo del *Practicum* y el presente trabajo. Sin embargo, hubiera sido beneficioso contar con más horas dedicadas a ella, puesto que tiene una duración menor en comparación con otras asignaturas.

Por otro lado, he cursado asignaturas que me han aportado una formación más pedagógica, necesaria también para el desempeño de la docencia. En este aspecto destaco *Aprendizaje y Desarrollo de la Personalidad*, y *Sociedad, Familia y Educación*. La primera me mostró la gran importancia que tienen las emociones, el desarrollo físico y cognitivo de los alumnos durante la adolescencia, y, por tanto, la trascendencia que tienen en su aprendizaje. Además, conocimos algunas técnicas para el control de la clase y la actitud de los alumnos. En cuanto a *Sociedad, Familia y Educación*, se centró en el papel de los distintos agentes dentro de la comunidad educativa y su participación en ella. Aquí se tiene en cuenta el rol de las familias, los estudiantes, su implicación con el centro y viceversa, además de las distintas maneras de propiciar una relación correcta entre ambos. En general, estas asignaturas nos recuerdan que la docencia no consiste únicamente en impartir contenidos, sino que, como docentes, debemos considerar también el plano personal y afectivo.

En cuanto a la especialidad, en mi caso Inglés, las asignaturas de *Complementos de Formación Disciplinar y Aprendizaje y Enseñanza* me han parecido algunas de las más útiles para futuros docentes de una lengua extranjera. Personalmente, me han ayudado a adaptar todos los contenidos y la formación que adquiriré durante la carrera de Estudios Ingleses para el aula, además de dotarnos de herramientas y mostrarnos nuevas metodologías. En mi opinión, se les debería dar una gran prioridad a estas asignaturas, ya que son las que más contenido práctico tienen y las que más me han hecho reflexionar junto a mis compañeros acerca de las fortalezas y puntos débiles de la enseñanza del Inglés.

Por último, otras asignaturas también de carácter más práctico han sido la optativa de *La Comunicación Social en el Aula: Prensa, Información Audiovisual y Nuevos Medios de Comunicación* y la asignatura obligatoria *Tecnologías de la Información y la Comunicación*, ambas necesarias para familiarizarse con el uso de herramientas tecnológicas y recursos, como la prensa o la televisión, en la enseñanza. En este respecto también ha sido útil la asignatura de *Innovación Docente e Iniciación a la Investigación Educativa*, especialmente gracias a la presentación de proyectos de innovación reales y todos aquellos debatidos y expuestos en clase. Esto ha sido útil, en gran medida, para el desarrollo del proyecto de innovación que se presenta en este trabajo.

Finalmente, me gustaría valorar positivamente la enseñanza que hemos recibido los alumnos durante este año tan complicado, tanto durante las escasas semanas en que se impartieron clases presenciales, que fueron importantes y agradables, como en el resto del curso con la enseñanza online. Ha supuesto todo ello un gran esfuerzo por parte de nuestros profesores a la hora de adaptar las clases a una situación tan inesperada, por lo que agradezco su esfuerzo, dedicación y disponibilidad durante estos meses.

2.2 Reflexión sobre el *Prácticum*

Realicé las prácticas en un centro de secundaria situado en una parroquia semiurbana de Gijón. Durante este periodo los alumnos acudíamos a las prácticas durante las mañanas y cursábamos las clases no presenciales en algunas tardes. Esto me facilitó compaginar ambas actividades, puesto que, de haber tenido clases presenciales, habría tenido dificultades con el desplazamiento y los horarios marcados.

Desde el comienzo de las prácticas percibí que los conocimientos adquiridos en las asignaturas del Máster cobraban una relevancia real y podía, al fin, plasmarlos en la práctica. Toda la experiencia fue enriquecedora, desde las semanas de observación y ayuda a los alumnos, a impartir clases brevemente aplicando las unidades didácticas diseñadas. Considero que la atmósfera en el centro fue acogedora y cercana gracias a todos los agentes implicados, siempre dispuestos a informar y ayudar en todo lo posible. La guía y el apoyo que recibí por parte de la tutora del centro y la tutora de la universidad fueron también determinantes.

No había tenido experiencias previas en la enseñanza, por lo que este primer contacto fue decisivo para observar en primera persona el desempeño de la docencia. La acogida por parte de los alumnos fue muy buena en todas las clases a las que acudía junto a la tutora, y me resultó muy gratificante que los adolescentes apreciaran mi ayuda en lo que pudieran necesitar en el aula. Por otro lado, durante las prácticas pude compartir también experiencias y opiniones con otros profesores del Departamento de Inglés, lo cual fue muy útil para comparar las actividades que realizaban unos y otros docentes, y valorar el trabajo en equipo entre ellos. Además, pude conocer el funcionamiento del centro a fondo, con varias charlas impartidas por departamentos, como el de orientación, y los miembros del equipo directivo.

En conclusión, considero que las prácticas son un aspecto fundamental del Máster que agradezco haber podido realizar presencialmente y con todas las medidas de seguridad. Para mí, esta ha sido la parte más fundamental de toda la experiencia en el Máster, ya que ha confirmado mi gusto por la docencia y me ha motivado para seguir formándome. Me hubiera gustado poder disfrutar de las prácticas incluso durante un periodo de tiempo mayor.

3. A SYLLABUS FOR YEAR 1 OF POST COMPULSORY SECONDARY EDUCATION

This syllabus for English as a Foreign Language is aimed at Year 1 of Post Compulsory Secondary Education. It has been designed considering the following official documents:

- Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (LOMCE).
- Decreto 42/2015, de 10 de junio, por el que se regula la ordenación y se establece el currículo del Bachillerato en el Principado de Asturias.
- Orden ECD/65/2015, de 21 de enero, por la que se describen las relaciones entre las competencias, los contenidos y los criterios de evaluación de la educación primaria, la educación secundaria obligatoria y el bachillerato.
- Real Decreto 1105/2014, de 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato.

3.1 Course contribution to the achievement of key competences

There are seven key competences included in the current educational law for students to develop during their learning period. Those competences are: Linguistic communication, Mathematical, scientific and technological competence, Digital competence, Learning to learn, Social and civic competence, Sense of initiative and entrepreneurship and finally, Cultural awareness and expression.

English as a Foreign Language is closely related to three competences: Linguistic communication, Cultural awareness and expression and Social and civic competence. The former refers to the ability of communicating with other speakers in a variety of formats and contexts. For this communication to happen, students must apply the theoretical knowledge acquired and become an agent involved in communication, not only acting as a receiver. On the other hand, the Cultural awareness and expression competence implies knowing, understanding and appreciating different cultural and artistic manifestations.

This competence may be stimulated by learning about current issues going on in the world, visiting museums and other educational spaces in extracurricular activities, or even travelling to an English-speaking country if possible. Finally, the Social and civic competence entails acknowledging the existence of other cultures, respecting different opinions and being tolerant. This may be encouraged in the classroom with group work and debates.

Although the rest of the competences are not as connected to English as the previous ones in terms of content, they may be developed as well by designing activities which fit in the English syllabus. For example, knowing how to locate yourself on a map of a city abroad, interpreting data and doing simple calculations still have to do with the Mathematical, scientific and technological competences. Digital competence may be easily promoted into classes by encouraging students to use tools such as texts processors, video and audio resources to practice listening skills, and platforms like Kahoot and Quizlet to make lessons more interactive.

The Sense of initiative and entrepreneurship competence is achieved when students are able to transform their ideas into something real, previously learning how to design a plan, organise themselves and present their ideas. Therefore, this may be encouraged in the English classroom with group work and following presentations in which students try to sell their projects creatively. Finally, Learning to learn is a competence which is necessary for any discipline, as it relates to the learning process, self-organisation, assessing your own knowledge and motivating yourself.

3.2 Overall objectives

This syllabus contributes to the achievement of the overall objectives for the Post Compulsory Secondary Education stage issued in the Royal Decree 1105/2014:

- Exercise democratic citizenship from a global perspective and acquiring a conscious civic responsibility, inspired by the values in the Spanish Constitution and human rights.
- Consolidate personal and social maturity in order to act autonomously and solve social and personal problems accordingly.

- Encourage rights equality between women and men, as well as analyse inequality and discrimination critically.
- Reinforce reading and studying habits as necessary conditions for an efficient learning process.
- Dominate oral and written skills in Spanish.
- Be able to communicate fluently in a foreign language or more.
- Use ITs effectively and responsibly.
- Be aware of current global issues as well as relevant historical events and regard them critically.
- Acquire fundamental scientific and technological knowledge and understand basic research procedures.
- Consolidate entrepreneurship spirit by being creative, working in groups and being flexible.
- Develop appreciation for art and literature.
- Use sports to favour personal and social development.

3.3 Methodology

The syllabus presented in this dissertation is connected with the communicative approach applied in language teaching. The concept of communicative competence was firstly coined by Dell Hymes when he extended Chomsky's ideas of linguistic competence and linguistic performance as two separate entities. Hymes argued for the understanding of competence as 'dependent upon both (tacit) *knowledge* and (ability for) *use*' (1972, p. 282). Sauvignon defines communicative competence as the students' ability to interact with other speakers (2008).

Communicative competence does not exclude grammar from the learning process, what is more, it assembles several aspects contemplated by Sauvignon (2008, p.8) in the figure below:

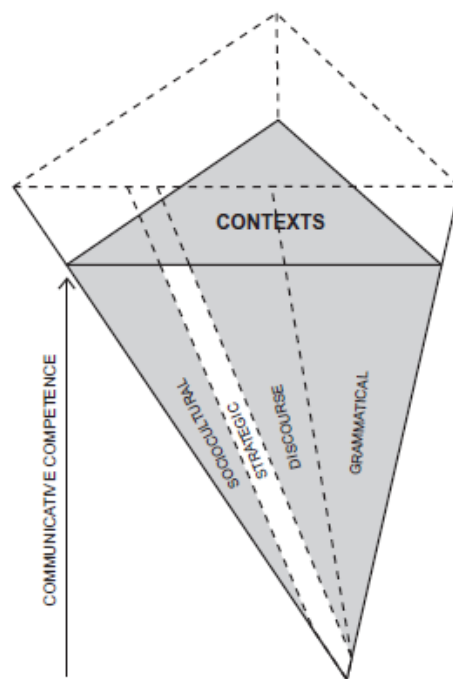


Figure 1. Components of communicative competence

Considering these four components, it is concluded that the sociocultural, strategic, discourse and grammatical components are all interacting under the concept of communicative competence. According to Sauvignon (2008), learners improve their communicative competence at the same time as they develop the four competences.

The notions and functions included in the Threshold level syllabus designed by the Council of Europe (1990) have also been taken into account in the planning of this syllabus.

The focus is put on developing writing and oral skills; therefore, the main activities are devoted to promoting the elaboration of different types of texts and interaction among students. As roleplay is an efficient tool seen as ‘rehearsal for real life’ (Ladousse, 1987, p.6), a series of this type of activities are proposed, as well as discussion and debates to be carried out in class sessions. With these types of exercises, students are expected to improve communication skills while practising grammar at the same time.

In addition, genuine resources such as newspaper articles, pieces of news and interviews have been included as *listening* and *reading* activities. With these materials, sociocultural aspects related to English-speaking countries are also introduced in connection to a variety of topics, for instance, sporting traditions and manners.

3.4 Teaching Units

UNIT 1: LIFE EXPERIENCES						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To talk about present situations and habits -To use vocabulary related to everyday life and experiences -To make descriptions	-Linguistic communication -Social and civic competence -Cultural awareness and expression -Learning to learn	-Location -Time, duration and frequency	-Asking for information -Answering questions about life experiences -Describing a photograph -Talking about current actions	-Present tenses revision: <i>Present Simple</i> and <i>Continuous</i> , <i>Present Perfect Simple</i> and <i>Continuous</i> -Adverbs: <i>Ever</i> , <i>never</i> , <i>since</i> , <i>for</i> , <i>still</i> , <i>already</i> , <i>just</i> -Structures for description. <i>E.g:</i> <i>at the top/bottom</i> , <i>it looks like</i>	-Reading: ‘I’ve had the same supper for 10 years’ ¹ -Listening: ‘Have you ever...? A bucket list’ ² -Speaking: Questions and answers: comparing life experiences with a partner ³ -Writing: Description of a photograph	Students are able to: -Identify and use expressions related to frequency -Talk about current situations and life experiences -Write a descriptive text

¹ Retrieved from *The Guardian*, (Davies, 2021): (www.theguardian.com/lifeandstyle/2021/apr/16/experience-ive-had-the-same-supper-for-10-years).

² Retrieved from *BBC Learning English*: (www.bbc.co.uk/learningenglish/english/course/lower-intermediate/unit-11/session-1/activity-2).

³ Both the *Speaking* and *Writing* activities have been adapted from *Key to Bachillerato 1*, Oxford University Press, (Wetz, 2014). Unless stated otherwise, the following *Reading* and *Writing* activities have been adapted from this textbook.

UNIT 2: WHAT A THRILLING SPORT!						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To be able to use gerunds and infinitives -To use adverbs of degree to express quality -To express likes and dislikes -To compare different sporting traditions	-Linguistic communication -Cultural awareness and expression -Social and civic competence -Digital competence -Learning to learn	-Likes and dislikes -Preference -Quality -Intensity	-Expressing likes and dislikes -Stating preference -Expressing quality and intensity	-Gerunds and infinitives -Verbs and expressions related to likes and dislikes. E.g: <i>like, dislike, prefer. I can't stand, I would never agree, I always look forward to</i> -Adjectives: -ed/-ing. E.g: <i>stressed/stressing, challenged/challenging</i> -Adverbs of degree. E.g: <i>quite, extremely</i>	-Reading: Sporting traditions in the UK ⁴ -Listening: 'The Teenage Women Changing the Face of Boxing' ⁵ -Speaking: Extreme sports: adventure or danger? Class discussion -Writing: An informative essay: choose a sporting tradition and describe it	The student is able to: -Use gerunds and infinitives -Use adverbs of degree to modify qualifying adjectives -Express likes and dislikes -Talk about different sports and sporting traditions

⁴ Retrieved from *Teaching English*: (<https://www.teachingenglish.org.uk/article/sporting-traditions>).

⁵ Retrieved from *Great Big Story* (2019): (www.youtube.com/watch?v=LBOqQu5n_w0).

UNIT 3: HIT THE ROAD						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To ask for and give directions in groups -To write about a travelling experience -To use terms related to travelling and tourism	-Linguistic communication -Cultural awareness and expression -Social and civic competence -Mathematical competence -Digital competence -Learning to learn	-Directions and distance -Past events -Travel	-Asking for directions -Giving directions -Writing a social media post narrating past events -Expressing finished and unfinished actions in the past	-Past tenses revision: <i>Past Simple</i> and <i>Continuous</i> , <i>Past Perfect Simple</i> and <i>Continuous</i> - <i>When/While</i> -Travel verbs: <i>set off, get on, get off, go sightseeing, head to, check in, check out</i> -Travel collocations. E.g: <i>return ticket, day trip, travel on a budget</i>	-Reading: ‘Around the world for nearly nothing’ -Listening: ‘Is tourism causing Venice to crumble?’ ⁶ -Speaking: Roleplay in groups: Lost abroad (asking for information with a map) -Writing: Narrative: A travelling experience for a social media post	The student is able to: -Identify and use past tenses -Guide someone using a map -Write about a travelling experience

⁶ Retrieved from TODAY (2018): (www.youtube.com/watch?v=IHKh5Kw8N74).

UNIT 4: ONE EARTH						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To talk about the environment -To discuss opinion on environmental issues -To make predictions	-Linguistic communication -Cultural awareness and expression -Social and civic communication -Sense of initiative and entrepreneurship -Learning to learn	-Future events -Predictions	-Describing future events -Making predictions	-Future verb forms -Phrasal Verbs: <i>cut down, die out, give off, throw away, run out of</i> -Vocabulary related to the environment. E.g: <i>carbon dioxide, fossil fuel, carbon footprint, solar energy</i>	-Reading: ‘5 of the world’s most endangered animals’ ⁷ -Listening: ‘Amazon rainforest fires could devastate the fight against climate change’ ⁸ -Speaking: The use of renewable energies (discussion and debate) -Writing: Worst-case scenario for 2050 (predictions)	The student is able to: -Use phrasal verbs -Discuss opinions about environmental issues with the class -Make predictions

⁷ Retrieved from *BBC Learning English* (www.bbc.co.uk/learningenglish/english/course/intermediate/unit-17/session-3/activity-2).

⁸ Retrieved from *CBS This Morning* (2019): (www.youtube.com/watch?v=1tRDnjl_gwY).

UNIT 5: MANNERS MATTER						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To express ability, request, obligation, prohibition and give advice -To give advice to a friend -To write a formal complaint in email format	-Linguistic communication -Cultural awareness and expression -Social and civic competence -Digital competence -Sense of initiative and entrepreneurship -Learning to learn	-Ability and request -Obligation, prohibition and advice -Possibility and certainty -Manner	-Making offers and requests -Expressing obligation and prohibition -Giving advice	-Modal verbs and Modal perfects -Vocabulary related to attitudes and manners. E.g: <i>defensiveness, confidence, greet, hold hands, catch somebody's eye</i> -Formal structures: <i>I would be grateful if, I appreciate your assistance</i>	-Reading: ‘Smile and the world smiles with you’ -Listening: ‘Beginners Guide to British Etiquette’ ⁹ -Speaking: Roleplay in pairs: giving advice to a friend in a difficult situation. E.g: they are thinking about dropping their studies -Writing: A formal email to the customers service department of a company	The student is able to: -Use Modal verbs and Modal perfects -Making offers and requests -Express obligation and prohibition -Give advice to a friend -Write an email making a formal complaint

⁹ Retrieved from *BBC Three* (2020): (www.youtube.com/watch?v=OMmsHPaYQzg).

UNIT 6: KILLING TIME						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> -To talk about different types of entertainment -To establish relationships between people and actions -To use idioms and adjectives to convey emotions and opinions -To discuss the use of technology -To write a for/against essay 	<ul style="list-style-type: none"> -Linguistic communication -Cultural awareness and expression -Social and civic competence -Digital competence -Learning to learn 	NOTIONS	FUNCTIONS	LANGUAGE	<ul style="list-style-type: none"> -Reading: ‘Who loves horror?’ -Listening: ‘Social Media, Social Life’¹⁰ -Speaking: Definition game in pairs. Students try to guess the unit’s vocabulary by using relative clauses -Writing: For/against essay: banning videogames with violent content 	<ul style="list-style-type: none"> The student is able to: -Talk about different types of entertainment -Use relative clauses -Express their emotions and opinions using idioms and adjectives -Write a for/against essay -Discuss their opinions on the use of technology
		<ul style="list-style-type: none"> -Hobbies -States and emotions 	<ul style="list-style-type: none"> -Discussing hobbies -Expressing personal opinions about the use of technology 	<ul style="list-style-type: none"> -Relative clauses -Entertainment terms. E.g: <i>audience, talent show, game show, bestsellers, blockbusters, film genre.</i> -Idioms related to the body. E.g: <i>make your blood boil, be thin-skinned.</i> -Adjectives and prefixes. E.g: <i>irresponsible, unsuitable, immature</i> 		

¹⁰ Retrieved from *Common Sense Ratings & Reviews* (2018): (www.youtube.com/watch?v=GGGDfciqyv&t=94s).

UNIT 7: CUTTING-EDGE						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To express agency -To use vocabulary related to inventions and discoveries -To discuss the moral implications of technological developments -To write a biography	-Linguistic communication -Cultural awareness and expression -Social and civic competence -Mathematical competence -Digital competence -Sense of initiative and entrepreneurship -Learning to learn	-Physical features of objects: size, shape, weight, colour -Agency	-Describing objects and how they work -Identifying agency and cause	-Passive and causative -Vocabulary related to inventions and discoveries. E.g: <i>adapt, design, develop, inspire.</i> -Prefixes: <i>re-, pro-, bio-, under-, multi-, inter-, micro-</i>	-Reading: ‘Frankenfood. Problem or solution?’ -Listening: ‘Young Inventors’ ¹¹ -Speaking: Are certain inventions morally wrong? E.g: the atomic bomb. Discussion in pairs and debate with the class. -Writing: Choose a relevant figure in the world of innovation or a historical figure and write his/her biography	The student is able to: -Use passive and causative structures -Use vocabulary related to inventions and discoveries -Discuss the moral implications of technological developments -Write a biography

¹¹ Retrieved from *Behind the News* (2016): (www.youtube.com/watch?v=x4xk6zAHWBs).

UNIT 8: THICK AS THIEVES						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To use question tags -To use vocabulary related to values and relationships -To discuss personal feelings with a friend -To write an informal email	-Linguistic communication -Cultural awareness and expression -Social and civic competence -Digital competence -Sense of initiative and entrepreneurship -Learning to learn	-Questions and answer -Feelings and emotions	-Making and answering <i>yes/no</i> questions -Expressing feelings and emotions	-Question tags -Vocabulary related to values and relationships. E.g: <i>loyalty, respect, trust, honesty</i> -Prefixes and suffixes: E.g: <i>-ful, -fully, -ive dis-</i>	-Reading: ‘Penpal initiative matches young people with seniors’ ¹² -Listening: ‘Get Healthy: Healthy Relationships’ ¹³ -Speaking: Roleplay in pairs. Student A’s has hurt Student B’s feelings by joking about a personal problem. Find a solution. -Writing: An informal email to a friend who moved recently	The student is able to: -Use question tags -Use vocabulary related to values and relationships -Talk about their feelings to a friend -Write an informal email

¹² Retrieved from *The Straits Times* (www.straitstimes.com/singapore/community/write-to-be-kind-penpal-initiative-matches-youths-with-seniors).

¹³ Retrieved from *NBC News* (www.youtube.com/watch?v=t-i8c5cqGP8).

UNIT 9: BUILDING A BETTER WORLD						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
<ul style="list-style-type: none"> -To make hypothesis about likely situations and unreal situations in the past -To use compound nouns and vocabulary related to charity works -To give a short talk -To write an opinion essay 	<ul style="list-style-type: none"> -Linguistic communication -Cultural awareness and expression -Social and civic competence -Sense of initiative and entrepreneurship -Learning to learn 	<ul style="list-style-type: none"> -Hypothesis -Likely situations -Unreal past 	<ul style="list-style-type: none"> -Making hypothesis about likely situations -Making hypothesis about unreal situations in the past 	<ul style="list-style-type: none"> -Conditionals: first, second and third -Compound nouns. E.g: <i>community service, volunteer work.</i> -Charity work vocabulary. E.g: <i>fundraiser, volunteer, raise money, donate, appeal, raise awareness</i> 	<ul style="list-style-type: none"> -Reading: ‘A helping hand’ -Listening: ‘Chicago chefs feed homeless out of food truck’¹⁴ -Speaking: A short talk: You have won the lottery with your friends. How would you spend it? Would you donate it? -Writing: An opinion essay: ‘Every student should work for a charity for a year when they are sixteen.’ 	<ul style="list-style-type: none"> The student is able to: -Make hypothesis about likely situations and unreal situations in the past -Use compound nouns and vocabulary related to charity work -Give a short talk -Write an opinion essay

¹⁴ Retrieved from WGN News (www.youtube.com/watch?v=hPjIAOHsMDO).

UNIT 10: THE LATEST NEWS						
AIMS	KEY COMPETENCES REINFORCED	CONTENTS			ACTIVITIES	ASSESSMENT CRITERIA
		NOTIONS	FUNCTIONS	LANGUAGE		
-To report other people's messages in oral and written form -To express quantity and percentages	-Linguistic communication -Cultural awareness and expression -Social and civic competence -Mathematical competence -Sense of initiative and entrepreneurship -Learning to learn	-Quantity -Statements	-Reporting other people's messages -Expressing quantity and percentages	-Reported speech -Quantity and percentages: <i>quite a few, more/less than, one in three/one in five, hardly, about a third.</i> -Reporting verbs: <i>say, declare, tell, describe, affirm, claim, argue, warn, suggest</i>	- Reading: 'Social mobility in decline in Britain, official survey finds' ¹⁵ - Listening: 'Magnitude 7.3 earthquake hits Japan off Fukushima coast' ¹⁶ - Speaking: Roleplay: news programme. Students are given a piece of news for them to report it to the class - Writing: A news report	The student is able to: -Use reporting verbs in oral and written form -Identify and express quantity and percentages -Deliver a piece of news -Write a news report

¹⁵ Retrieved from *The Guardian* (Butler, 2020): (www.theguardian.com/society/2020/jan/21/social-mobility-decline-britain-official-survey-finds).

¹⁶ Retrieved from *DW News* (2021): (www.youtube.com/watch?v=o51cN-oxm0o).

3.5 Timing

TERMS	UNITS	WEEKS
TERM 1 September - December	Placement test and revision of contents	1-3
	UNIT 1: Life experiences	4-5
	Examination period	6
	UNIT 2: What a thrilling sport!	7-8
	Examination period	9
	UNIT 3: Hit the road	10-11
	Examination period	12
	UNIT 4: One earth	13-14
	Examination period	15
	TERM 2 January - March	UNIT 5: Manners matter
Examination period		20
UNIT 6: Killing time		21-23
Examination period		24
UNIT 7: Cutting-edge		25-27
Examination period		28
TERM 3 April – June	UNIT 8: Thick as thieves	29-30
	Examination period	31
	UNIT 9: Building a better world	32-33
	Examination period	34
	UNIT 10: The latest news	35-37
	Examination period	38

The timeline for the above 10 units has been designed following the 2021-2022 school calendar in Asturias (Consejería de Educación del Principado de Asturias, 2021). With this calendar the three terms are divided in 15 weeks, 13 weeks and 10 weeks respectively. In addition, it has been taken into account that students have 3 English sessions per week in Year 1 of PCSE (Decree 42/2015).

The first term includes a revision of content seen during Compulsory Secondary Education and a placement test (see appendix). Its aim is to determine the English level of those students who passed Year 4 of CSE but failed the subject, and the ones who have not acquired the necessary level to follow the contents at this stage. 4 units are included in the first term as it is the longest. Each unit is followed by a week in which the students are assessed.

3.6 Assessment procedures, tools and marking criteria

Assessment criteria for this syllabus is based on the learning standards regarding listening, speaking, reading and writing skills set by the Decree 42/2015. By the end of the year, students should be able to:

- Identify different text types in both oral and written forms.
- Understand the main ideas of texts about general topics and specific ones related to personal and academic matters, time and space, science, history and culture.
- Describe physical and abstract qualities of people, object, places, activities and processes.
- Exchange information, opinions, give directions, advice and warnings.
- Express willingness, intention, decision, orders and prohibitions as well as interest, approval and disapproval.
- Formulate suggestions, wishes, conditions and hypothesis.

- Narrate finished and unfinished past events, ongoing situations and predict future ones.
- Express ideas and events using a clear structure.
- Recognise and appreciate sociocultural elements related to the English-speaking world.

Taking into account the previous assessment criteria, the marking criteria for this syllabus is established as follows:

- A *reading, listening, speaking* and *writing* exercise will amount for 20% each in an examination week after each unit, with a total of 80% of the final grade. Grammar is assessed through its use in those exercises (see appendix for an exam model).
- The remaining 20% will be achieved with collection of activities done in class and as homework.

3.7 Teaching resources

The materials and resources necessary in the teaching of these units are the following:

- Textbook: *Key to Bachillerato I* (Wetz, 2014), by Oxford University Press.
- Worksheets of the activities designed.
- A classroom with a computer, whiteboard and projector and Internet connection.
- For those activities in which digital competence plays a key role, students may need to have a computer or tablet with an Internet connection for them to work at home. Alternatively, some sessions could be carried out in the IT room.

3.8 Measures for students with a low level of English

The attention to diversity in Year 1 of PSCE is focused on the needs of students with a low level of English. A placement test in the first week of the term will be carried out to determine which ones should be given special support to achieve the appropriate level (see appendix). Consequently, low profile students will be given extra activities specifically designed taking into account their individual needs. Materials used for the whole class could also be adapted for them, as well as the methodology applied. The main objective is for students to achieve the minimum requirements set for this stage.

3.9 Complementary and extracurricular activities proposal

The following proposals could be considered as complementary and extracurricular activities for Year 1 of PSCE. Their viability depends on the high school and students' budget.

- A visit to a local museum. Some interesting and free ones in Asturias could be the Museum of Fine Arts or certain expositions in La Laboral Centre of Art.
- Attending the film festival in Gijón to watch a film from an English-speaking country.
- An end of year trip to a foreign country, such as England, or an academic exchange programme with other students.
- As complementary activities that could be developed in the high school, the English department could collaborate with other departments to propose cross-curricular activities. For example, a radio programme with different sections done in English.

3.10 Teaching programme: Development and Assessment

Teaching programmes are also assessed, as established by the Decree 42/2015. Teachers evaluate their work in quarterly department meetings. The students' performance and results are taken into account, as well as the efficiency of the methods employed

throughout the year. It is also advisable to reflect on the resources used and the contents sequencing. A rubric to assess the teacher’s own performance could be the following:

SYLLABUS ASSESSMENT	
The students’ results have been satisfactory	
The students have responded positively to the methodology employed during lessons	
Materials include a variety of topics which are interesting for students	
The objectives of the year and assessment criteria have been clearly set	
Reinforcement activities and measures for students with a low level of English have been included	
Activities for the promoting of reading, oral skills and the use of IT have been designed	
Extra-curricular activities have been approved by the English department	

Figure 2. Self-designed

3.11 Reinforcement activities

Students in Year 1 of PSCE do not have to resit English even if they failed it in Year 4 of Compulsory Secondary Education. However, reinforcement activities may be proposed for those students who had a low result in the placement test at the beginning of the year.

Resit activities are not considered either for the tests done during the year. When a student passes the third term, the previous ones are passed as well. Therefore, a resit for Year 1 of PSCE is only applied for students who fail the ongoing assessment.

3.12 Activities intended to promote reading, oral skills and the use of IT

The development of reading skills is one of the basic objectives established in the curriculum. In addition to the reading activities proposed in each teaching unit, it is also essential to promote reading as an activity done for pleasure. Students are expected to practise these skills by reading autonomously at home. One online platform that could be used for this purpose is Fiction Express. Books are categorised by level and are updated weekly so that students can interact with the author, even deciding how the story should continue. At the end of the chapter there is a quiz for them to fill. Teachers can check how much time the students have spent reading the chapters and their results in the quizzes. Another possibility is to let students choose one young-adult book from a list to read per term, such as the *Harry Potter* books, or *The Lightning Thief*, by Rick Riordan.

Oral skills and the students' ability to speak in public are promoted with the activities proposed in the units, such as a short talk, pair and group discussions, debates and roleplay activities. Similarly, students are expected to develop digital competences throughout the year by using technological devices to retrieve information, create slideshows for their presentations and learning how to write a post for social media among other activities.

UNIT 6: KILLING TIME

ACTIVITIES

-Reading:

‘Who loves horror?’¹⁷

Aaaaagh! Many of us would prefer to watch anything rather than a hair-rising horror film, but the genre pulls in huge audiences at the box office. For experts in media psychology this isn’t surprising: ‘One of the major reasons we go to scary movies is to be scared’, says Dr Stuart Fischhoff, who is professor of psychology at California State University. But the scare we want is a safe one. ‘We know that, in an hour or two, we’re going to walk out whole’, says Dr Fischhoff. ‘We’re not going to have any holes in our hear, and our heart will still be in our bodies’.

In fact, your heart rate can increase by fifteen beats per minute during a scary film, and skin temperature can drop several degrees. The emotional shock of these spine-chilling films explains a lot of their appeal. ‘If we have a relatively calm, uneventful lifestyle, we seek out something that’s going to be exciting for us’, says Dr Fischhoff. In particular, young adults often look for more intense experiences, while middle-aged and older adults have ‘stimulation fatigue’ because they find real-life things like jobs and mortgages scary enough.

Horror movies are also appealing because they help people to face up their fears and to control their emotions. Perhaps for that reason some people say that if a film is really scary they enjoy it more, because afterwards they feel they have become stronger. Amongst couples who are dating, one study also showed that some teenage boys enjoyed a film significantly more if their girlfriend was frightened. It seems they enjoyed taking the role of the protector in the relationship.

That’s all very well, but horror films generally leave us feeling nervous and unsettled. Although they are popular, very few people say that horror films are their favourite genre, and some people report having nightmares long after they have seen a particular film.

¹⁷ Retrieved from *Key to Bachillerato 1*, Oxford University Press, (Wetz, 2014, p.37).

Defenders of horror films say that it is harmless entertainment, but scary films which are becoming more violent are hard to stomach. That's especially the case when digital special effects make violence look increasingly realistic, blurring the boundaries between fiction and reality.

If that continues to happen, some people might turn their backs on bloody blockbusters. That will mean more sleep for some, but it's a scary thought for film-makers.

1. Read the text and choose the correct answers.

- 1) The fact that horror films are popular...
 - A. surprises the author and the experts.
 - B. is denied by the author.
 - C. might have several explanations.
- 2) For some young men, horror films...
 - A. can show that they are brave.
 - B. are only good if they're really scary.
 - C. are more enjoyable if they're dating.
- 3) The writer thinks that people who defend horror...
 - A. like realistic violence.
 - B. are too sensitive.
 - C. don't see how the films are changing.

2. Complete the sentences in your own words:

1. Dr Fischhoff says that horror films are safe because.....
2. Teenagers like horror films more than adults because.....
3. Horror films look more realistic now because.....
4. If horror films become more violent,

3. Find words or expressions in the text which match the definitions.

1. Important or influential
2. When not much happens
3. Money you borrow from a bank to buy a house
4. To an important degree
5. Making less clear

-Listening:

‘Social Media, Social Life’¹⁸

1. Listen and watch the video. Answer the questions:

- A) When do these teenagers say they check their phones? Give at least three different answers.
- B) Have social media affected teenagers’ emotions? Give at least a positive and a negative answer.
- C) What kind of offensive comments and attitudes have they come across on the Internet?
- D) What is the thing that they love the most about social media? Give at least three positive aspects of using it.

2. Decide if the statements are true or false. Correct the false ones.

- A) Social media has not replaced face-to-face interactions.
- B) Parents would not be shocked if they saw what their kids read in social media.
- C) People who make hurtful comments online want to invalidate others.
- D) Teenagers enjoy using social media because things are always the same.

¹⁸ Retrieved from *Common Sense Media Ratings & Reviews* (2018): (www.youtube.com/watch?v=GGGDfcqyvww).

-Speaking:

TOPIC: Entertainment terms and idioms related to the body.

Definition game. Each pair of students will have two different cards with a list of words. Student A will have to provide a definition for Student B to guess it, if they do, they get one point. Then, they switch roles. The student with most points wins.

For example: *A comedy is a film genre which makes people laugh.*

Student A's card

- Blockbuster
- To make your blood boil
- Audience
- Hit
- To be a pain in the neck
- Hard to stomach
- Performance

Student B's card

- Bestseller
- Talent show
- To be thin-skinned
- Box office
- To get butterflies in the stomach
- Spine-chilling
- Turn your back on

-Writing:

Write a **for/against** essay on the following topic (100-120 words).

‘Videogames with violent content should be banned’.

Think about arguments in favour and arguments against the statement. Remember to structure your composition.

4. PROYECTO DE INNOVACIÓN: El análisis de errores como herramienta de aprendizaje consciente en el aula de Inglés

4.1 Diagnóstico inicial y justificación

Este proyecto de innovación centrado en el análisis de errores se plantea tras las observaciones iniciales en un grupo de 2º de Bachillerato durante el periodo de prácticas. A pesar de que la mayoría de los alumnos se desenvolvía correctamente con el idioma, algunos de ellos presentaban dificultades a la hora de realizar producciones escritas. En primer lugar, se detectaron errores en redacciones que se han fosilizado desde cursos anteriores, como la falta concordancia de sujeto y verbo y la copia de calcos procedentes del castellano, entre otros.

Debido a la importancia que tiene la destreza escrita a la hora de realizar la prueba de EBAU al final de curso, se optó, a instancias de la Tutora de Centro, por monitorizar el progreso en esta destreza de dos alumnos del grupo que tenían dificultades y que aceptaron participar de forma voluntaria. Para ello, se acordó que elaborasen una serie de redacciones semanales relacionadas con el contenido impartido en las distintas clases a partir de ese momento.

El proyecto contó con el apoyo, naturalmente, de la profesora, y Tutora del Centro, quien propuso que sus dos tuteladas trabajaran con este grupo en concreto. Se contó con el acuerdo de la tutora de la universidad para aplicar un sistema solvente que pudiera enriquecer de una forma práctica nuestra formación en el contexto de la enseñanza del inglés. Además, se consultó previamente a una de las coordinadoras del Máster, la Dra. Eva Ñesta, la cual se mostró favorable a su realización y sugirió también pautas para la recogida de información mediante fichas de seguimiento y otros procedimientos.

La innovación planteada no solo tuvo como objetivo el progreso de los alumnos, sino que, en su realización, las profesoras en formación también tuvimos la oportunidad de aplicar los conocimientos adquiridos durante el Máster. Para la clasificación y corrección de estas redacciones y la evaluación del posible progreso de los estudiantes tuvo una especial importancia la asignatura de *Complementos de Formación Disciplinar: Inglés*, durante la cual nos familiarizamos el uso del análisis de errores con fines formativos.

4.2 Identificación de los ámbitos de mejora

El objetivo principal de esta innovación fue identificar y corregir los errores más recurrentes cometidos por los estudiantes que se prestaron a colaborar. Ya que estos alumnos contaban con un nivel más bajo que sus compañeros, se intentó, y se llegó a conseguir elevar su confianza y motivación en respecto a la asignatura de Inglés. Por lo tanto, no se esperaban únicamente mejoras de aspecto lingüístico y comunicativo sino también a nivel personal, un aumento en la confianza en sí mismos, y en sus posibilidades de progresar por parte de los alumnos beneficiados del proyecto.

4.3 Contexto

La puesta en marcha del proyecto de innovación tuvo lugar a nivel de aula, en un grupo de 2º de Bachillerato del instituto donde realicé las prácticas. Los alumnos participantes realizaron una breve redacción semanal durante un mes. Se les proponía un tema relacionado con los contenidos tratados en clase a principios de la semana y se marcaba la fecha de entrega para finales de esta. Además, después de la entrega tenía lugar una reunión breve en un recreo, lo cual los alumnos implicados agradecían mucho, para comentar los errores cometidos.

4.4 Marco teórico de referencia

El análisis de errores en el aprendizaje de una lengua extranjera tiene como objetivo identificar, tanto el tipo como el origen de los errores para así corregirlos y evitar su aparición. Corder, como uno de los mayores contribuyentes en este campo, estableció una diferencia fundamental entre aquellos errores que son fruto de las circunstancias en las que se producen (lo que denomina ‘mistake’) y que no son persistentes, y los errores que están relacionados con el des/conocimiento que posee el hablante (‘error’) (1982, p. 11). Los primeros son, por lo tanto, lapsos causados, por ejemplo, por despiste, mientras que los errores revelan que el problema se origina en una falta de dominio del idioma y pueden llegar a ser incluso sistemáticos. En este proyecto me centraré en los errores cometidos por los estudiantes, entendiéndolos como un aspecto inevitable dentro del proceso aprendizaje.

Corder incidió también en la interferencia de la lengua materna del hablante en el aprendizaje de una segunda lengua en relación con el concepto de interlengua (1982, p. 67). Selinker acuñó este término ('interlanguage') planteando la existencia de 'un sistema lingüístico independiente' observable en las producciones en una segunda lengua por parte del hablante (1972, p. 214). Durante el desarrollo de este proyecto he observado la existencia de este estadio intermedio a raíz de la gran cantidad de calcos de vocabulario y estructuras procedentes del castellano producidos por la interferencia de la L1 durante el aprendizaje del inglés o si está causado por otros motivos, como la interferencia de otra posible lengua objeto de estudio (L2), o la falta de conocimientos.

Puesto que uno de los objetivos principales de esta innovación es la identificación de los errores cometidos por los alumnos, se ha utilizado la llamada 'Surface taxonomy' para su clasificación. Mediante este sistema, se asignan los errores a las siguientes categorías (Dulay, Burt y Krashen, 1982, p. 154-162):

- 'Omission': Omisión de elementos.
- 'Addition': Inclusión de elementos innecesarios. Dentro de esta categoría se encuentran:
 - 'Double marking': por ejemplo, marcar un tiempo verbal en dos ocasiones en vez de una: **he doesn't knows*.
 - 'Regularization': aplicar una regla general a un término que es excepcional, como **sheep-sheeps*, **runned* en lugar de 'ran'.
 - 'Simple addition': inclusión de elementos que no respondan a las dos categorías anteriores.
- 'Misformation': Formación errónea de una palabra o estructura.
 - 'Regularization': usar un marcador regular en vez de uno irregular.
 - 'Archi-forms': elegir un miembro de una clase de formas como representación incorrecta de todos ellos, como el uso del mismo demostrativo. *That dog- *that dogs*.
 - 'Alternating forms': variación en el uso incorrecto de varios miembros de misma clase, por ejemplo **those dog*, **this dogs*.
- 'Misordering': Orden erróneo en el uso de uno o varios términos.

El análisis de errores, por lo tanto, va más allá de la simple de corrección de estos. Es una herramienta esencial a la hora de reflexionar acerca de su origen y del papel que juega la lengua materna del estudiante en la generación de algunos errores. A raíz de la recogida de información, la identificación de los errores más recurrentes y su clasificación posterior, pudieron diseñarse posibles medidas para darles solución y evitar la fosilización de errores.

4.5 Desarrollo

4.5.1 Plan de actividades y agentes

Las actividades diseñadas para el proyecto fueron cuatro redacciones de carácter argumentativo y narrativo en relación directa con los temas tratados en las horas lectivas. En consecuencia, aunque los temas de las producciones escritas fueron propuestos por las dos profesoras en formación, la tutora de las prácticas dio su aprobación final. Como otro de los agentes implicados en el proyecto, la tutora de la universidad indicó pautas para su desarrollo e implementación.

4.5.2 Materiales de apoyo y recursos

Como único material de apoyo, se contó con el libro de texto utilizado por los estudiantes a la hora de elegir temas generales en los que poder centrar el diseño de las actividades: el *Key to Bachillerato 2* (Wetz, 2014), de Oxford University Press. A partir de estos temas se elaboraron los enunciados de las cuatro redacciones que se entregaron en fichas a cada alumno semanalmente.

4.5.3 Fases

Primera semana	Texto de opinión	Childhood is the best time of life. Do you agree or disagree?
Segunda semana	Texto de ventajas y desventajas	What are the advantages and disadvantages of being an influencer?
Tercera semana	Texto de opinión	Shopping has become a favourite pastime among

		young people, what do you think about it?
Cuarta semana	Texto narrativo	Have you ever lost something? Describe your experience or invent it.

El proyecto se desarrolló durante las cuatro últimas semanas de prácticas en el instituto, momento en que el alumnado estaba muy motivado e interesado en aprender a evitar errores en sus redacciones con vistas a las pruebas de acceso a la universidad. Se optó por introducir tipos de redacciones que los estudiantes estaban acostumbrados a realizar, como hablar de ventajas y desventajas y dar su opinión. La última redacción propuesta fue de carácter narrativo para concederles una mayor libertad en su composición y comprobar su posible mejora.

4.5.4 Evaluación y seguimiento

La primera redacción se tomó como referencia a la hora de evaluar las dificultades de los alumnos y la cuarta y última como prueba de su progreso. Excepcionalmente, se realizó la tercera redacción en una sesión de clase. Tanto el alumno A como el alumno B demostraron un ligero progreso, sin embargo, el alumno B siguió repitiendo algunos de los errores iniciales en la última redacción. Por otro lado, el alumno A demostró un rendimiento más elevado que el esperado. Además, esto también contribuyó a una mejora de su motivación y confianza, ya que se confirmó que era capaz de cumplir con las metas propuestas. En general, ambos alumnos adquirieron un hábito de trabajo muy positivo mediante la práctica de la producción escrita.

A continuación, se muestra y analiza la incidencia de errores cometidos por cada estudiante, comenzando con el alumno A, quien tenía un nivel de dominio del inglés más bajo que el alumno B. La mayoría de los errores cometidos por su parte se correspondían a errores gramaticales, como la omisión de sujetos y la formación errónea de comparativos y plurales, además de algunas construcciones mal ordenadas. Gran parte de estos errores se vieron causados por la interferencia de la lengua materna, mientras que otros, teniendo en cuenta el nivel del alumno, podrían estar causados por desconocimiento, siendo así asociados al proceso de aprendizaje.

REDACCIÓN 1: TEXTO DE OPINIÓN¹⁹

‘Childhood is the best time of life. Do you agree or disagree?’

Type of error	Error	Origin	Correct version
Omission	<ul style="list-style-type: none"> -*Because is a moment -*Because depends of -You think this is the worst time of life 	<ul style="list-style-type: none"> -L1 Interference -L1 Interference -Unknown 	<ul style="list-style-type: none"> -Because it is a moment -Because it depends on -You think this is the worst time of your life
Misformation	<ul style="list-style-type: none"> -*Lot of people -*A moment in that you don't have responsibilities -*I'm agree in -*Childhood is one of the best time of life -*Depends of -*You think that nobody love you -*To conclud -I have a very good childhood -*When I was old and I was -*More happy -*I won't need to think in the future <p>Archi-forms:</p> <ul style="list-style-type: none"> -*More happy -*A moment in that you don't have responsibilities 	<ul style="list-style-type: none"> -Developmental (except <i>I'm agree</i>: L1 Interference). 	<ul style="list-style-type: none"> -A lot of/lots of people -A moment in which you don't have responsibilities -I agree that -Childhood is one of the best times of life -*Depends on -You think that nobody loves you -To conclude -I had a very good childhood -When I am old I will be -Happier -I won't need to think about the future
Misordering	<ul style="list-style-type: none"> -*If when you are a child you don't have friends, probably, you think... 	<ul style="list-style-type: none"> -L1 Interference 	<ul style="list-style-type: none"> -If when you are a child you don't have friends, you probably think...

¹⁹ Las redacciones producidas por los alumnos se adjuntan en los apéndices.

REDACCIÓN 2: VENTAJAS Y DESVENTAJAS

‘What are the advantages and disadvantages of being an influencer?’

Type of error	Error	Origin	Correct version
Omission	-*You don't have personal life	-L1 Interference	-You don't have a personal life
Misformation	-*Lot of people -*They only think in the advantages and don't in the disadvantages -*I don't want to being an influencer -*If I am an influencer -*Responsabilitys - Regularization: *responsabilitys	-Developmental -L1 Interference -Developmental -Developmental -Unknown	-A lot of people/lots of people -They only think about the advantages and not the disadvantages -I don't want to be an influencer -*If I were an influencer -Responsabilities

REDACCIÓN 3: TEXTO DE OPINIÓN

‘Shopping has become a favourite pastime among young people, what do you think about it?’

Type of error	Error	Origin	Correct version
Omission	-*But why they like it?	-L1 Interference	-But why do they like it?
Misformation	-*Lot of people -*Lot of pastimes -*More funnys -*Like doing sport or read -*To concluid -*To do shopping -*They do window shopping -*To see thing they like	-Developmental	- A lot of/lots of people - A lot of pastimes/lots of pastimes - Funnier -Like doing sport or reading -To conclude -To go shopping -To go window shopping -To see things they like
Misordering	-*Lot of pastimes more funnys	-L1 Interference	-A lot of funnier pastimes
Addition	- Double marking: *To see thing that they can't buy but they like it	-Unknown	-To see things that they can't buy but they like

REDACCIÓN 4: TEXTO NARRATIVO

‘Have you ever lost something? Describe your experience or invent it.’

Type of error	Error	Origin	Correct version
Misformation	-*Many objects are lost every day and never been recovered by their owners -*When I was 10 years -*I tried to catch him but I couldn't and I lost him (hablando de un dinosaurio de juguete)	-Unknown -L1 Interference -L1 Interference	-Many objects are lost every day and never recovered by their owners -When I was 10/When I was 10 years old -*I tried to catch it but I couldn't and I lost it
Misordering	-*A toy dinosaur	-Unknown	-A dinosaur toy

En cuanto al alumno B, se observan mayoritariamente errores que se corresponden con el tipo de formación errónea ('misformation'). Aunque este alumno no presentaba un número de errores tan elevado como el alumno A, algunos de ellos se han fosilizado, ya que, a pesar de acudir a las sesiones de retroalimentación semanales, se siguen repitiendo en las redacciones. Un ejemplo es la estructura "if not" un calco del "sino" en castellano. A continuación, se detallan los errores cometidos.

REDACCIÓN 1: TEXTO DE OPINIÓN

'Childhood is the best time of life. Do you agree or disagree?'

Type of error	Error	Origin	Correct version
Misformation	-*Childhood is the period of your life in where -*Our life -*Conscious -*You can make a child happy easily instead than adults -*The best time of your life not depends on your age, if not	-Developmental	-Childhood is the period of your life in which -Our lives - Conscious -You can make a child happy more easily than adults -The best time of your life does not depend on your age, but
Misordering	-*Also you can make a child happy	-L1 Interference	-You can also make a child happy

REDACCIÓN 2: VENTAJAS Y DESVENTAJAS

‘What are the advantages and disadvantages of being an influencer?’

Type of error	Error	Origin	Correct version
Misformation	-*Lot of people -*Despite this difficulties -*Obvius -*You will have to work so hard	-Developmental	-A lot of people/lots of people -Despite these difficulties -Obvious -You will have to work very hard

REDACCIÓN 3: TEXTO DE OPINIÓN

‘Shopping has become a favourite pastime among young people, what do you think about it?’

Type of error	Error	Origin	Correct version
Misformation	-*Lot of teenagers -*If you do not follow it you will become weird -*Because if not -*I think that eachone -*People should not be judged about	-Developmental -Developmental -L1 Interference -Developmental	-A lot of/lots of people -If you do not follow it you may become weird - Otherwise -I think that everyone -People should not be judged according to/ due to/ because of

REDACCIÓN 4: TEXTO NARRATIVO

‘Have you ever lost something? Describe your experience or invent it.’

Type of error	Error	Origin	Correct version
Omission	-*I do not consider myself a clueless -*When I was kid	-L1 Interference -Unknown	-I do not consider myself a clueless person -When I was a kid
Misformation	-*I am always loosing -*I was so sad -*I think that loosing something -*[...] not a reason to become upset if not it is an opportunity	-Developmental (excepto el ultimo error: L1 Interference)	-I am always losing -I was very sad -I think that losing something -[...] not a reason to become upset but an opportunity

4.5.5 Conclusiones

Los resultados del proyecto han sido satisfactorios en cuanto a la participación de los alumnos y el aumento de su motivación. Sin embargo, los estudiantes no han parecido aprovechar al completo las sesiones de retroalimentación y las correcciones indicadas, ya que algunos errores se repitieron a lo largo de las semanas. A pesar de que se aprecia una evolución en ambos, su progreso habría sido mayor de extenderse el proyecto en un periodo de tiempo más largo.

Por lo tanto, una solución para remediar muchos de los errores cometidos sería encargar al alumnado, al menos, una redacción semanal y corregirla puntualmente proporcionando después un ‘feedback’ general a toda la clase para favorecer la adquisición del hábito de escribir y revisar bien los textos antes de entregarlos. Además, también es necesario que se complementen las actividades de producción escrita con la lectura. Esta tiene un papel fundamental a la hora de adquirir nuevo vocabulario y estructuras propias del inglés que ayudarán a los alumnos a expresarse correctamente y evitar los calcos del castellano.

5. CONCLUSIONES

Este trabajo pone en fin a un Máster, en mi opinión, fundamental para el desempeño de la profesión docente. A lo largo de estos meses las diversas asignaturas me han permitido reflexionar acerca de esta labor, además de adquirir nuevos conocimientos y tener mi primer contacto con la situación real en un aula. En este aspecto, me gustaría resaltar una vez más la experiencia tan enriquecedora que supuso el periodo de prácticas a la hora de reconocer y aplicar todo el contenido teórico del Máster de forma práctica.

Por otro lado, la elaboración del trabajo me ha permitido darme cuenta del esfuerzo que implica el diseño de una programación y el desarrollo de un proyecto de innovación como el presentado. De este destaco el compromiso y participación de los alumnos, ya que lo convirtieron en una experiencia muy satisfactoria. Además, el Máster me ha servido para profundizar en la aplicación de distintos enfoques en la enseñanza del Inglés y sus beneficios para los alumnos. En definitiva, este curso ha sido integral para mi formación como futura docente.

Finalmente, me gustaría agradecer la ayuda de mi tutora de la universidad y mi tutora en prácticas, quienes han hecho posible que la experiencia durante el curso fuera la mejor posible, y, además, me brindaron su apoyo en todo momento. También quiero darle las gracias a una de las coordinadoras del Máster, Eva Iñesta, por haber favorecido la concepción de este trabajo.

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7. APÉNDICES

PLACEMENT TEST: Levels A1-B1²⁰

Ex. 1. Choose the correct answer: A, B, C, or D. Only one answer is correct.

1. Let me introduce you. is Mark, our new colleague.
A) These B) That C) This D) It
2. There's cat in front of the car!
A) – B) a C) the D) an
3. How tomatoes do you need?
A) much B) few C) many D) little
4. Did you enjoy at the zoo?
A) you B) yourself C)-- D) yours
5. Is there I can help you with madam?
A) much B) everything C) nothing D) anything
6. I think you turn right and then take the second turning left to get to the supermarket.
A) -- B) should C) may D) have
7. Tom, I use your laptop, please?
A) let B) will C) should D) may
8. I would love to South America next year.
A) travelling B) to travel C) travel D) to travelling
9. If we don't leave at 5 o'clock, we late.
A) are being B) must be C) will be D) were
10. We would become lazy if we robots to do the housework.
A) have B) are having C) had D) have had
11. It that the prince is going to get married next year.
A) has just been announced B) was just announced
C) just announced D) has just announced

²⁰ This Placement Test has been retrieved from TrackTest English Test (CEFR Standard. Common European Framework of Reference for Languages).

12. Susan has a bad cold,?
A) does she? B) doesn't she? C) is it? D) isn't it?

Ex. 2. Complete the sentences with the verb in brackets in the appropriate form.

1. Jenny (come) from New York.
2. Where (she / live) nowadays?
3. She (read) a book now.
4. I think it (rain) tomorrow.
5. I (work) in an advertising agency last year.
6. (you / ever / be) to Great Britain?
7. The people (leave) their homes before the tornado hit the village.
8. The new film about Robin Hood (release) next year.

Ex. 3. Choose the correct response A- C for each situation. Only one answer is correct.

1. (*in a hotel*)

Guest: Hello, I have a problem with a window in my room.

Receptionist:

- A. What do you want from me?
- B. How do I help you?
- C. How can I help you?

2. (*in a restaurant*)

You: I'd like to order something.

Waiter:

- A. What will you have?
- B. What do you have?
- C. What have you?

3. (*in a shop*)

You want to buy some shoes. You ask:

- A. How are they?
- B. How much are they?
- C. How cost they?

4. (*asking about places*)

You don't know the way to your friend's house. You ask somebody:

- A. How I go to Rose Road?
- B. How do go to Rose Road?
- C. How do I get to Rose Road?

5. You are with a friend. He wants you to give him the book which is near you. You give it to him and say:

- A. Please.
- B. Here you are.
- C. You have it.

Ex. 4. Choose the correct answer A-D for each sentence. Only one answer is correct.

1. The teacher wanted students to continue reading. She said "Carry reading, please."

- A)-- B) on C) of D) for

2. We must friends with Mike. He's so funny

- A) bee B) get C) make D) do

3. I haven't got my keys. I need to find them. I have to look them.

- A) up B) on C) at D) for

4. I have to give her the medicine. I hope she better soon.

- A) gets B) makes C) does D) sees

5. Anna has been late today. She the bus.

- A) missed B) lost C) losed D) skipped

6. Next year I want to a course in Japan.

- A) have B) do C) get D) make

7. Would you like to go a walk with me in the afternoon?
 A) on B) to C) in D) for
8. There's going to be dinner in a moment. Can you help me the table, please?
 A) make B) do C) lay D) prepare

Ex. 5. Complete the sentences. Use the words printed in italics. There are more words than you need.

*necklace / shy / calm / messy / basket / boring / lend / bring / salary / borrow / enjoy
 remember / forget / fun / patient / talkative / clean*

1. My sister is very..... . She isn't good at listening.
2. Can I your sweater, please? It's cold and I have only a T-shirt.
3. A: Did you the party?
 B: Yes, it was great!
4. I have to my room. It's very dirty.
5. Don't to lock the door.
6. I'm going to the market. I need to take a
7. It's very here. There aren't many cars or people in the street.

TOTAL: 40 POINTS

0-13 points – A1

14-27 points – A2

28-40 points – B1

UNIT 6: KILLING TIME

EXAM (3 SESSIONS)

-Listening:

‘BookTok: How TikTok is encouraging users to read books’²¹

1. Listen and watch the video. Then, answer the questions:

- A) What do book lovers make on Tiktok?
- B) How many followers have Mireille and Elodie reached on Tiktok?
- C) Why does Elodie think they are successful in promoting reading?
- D) What happened when they posted a video about the book “We Were Liars”?

2. Decide if the statements are true or false and correct the false ones:

- A) TikTok reading videos do not have any impact on the public.
- B) Their most popular videos have reached millions of views.
- C) Unlike at school, Mireille and Elodie think they make reading look appealing.
- D) The author of “We Were Liars” found out her book had become a bestseller again from the TV.

3. After watching the video, provide a definition for the term ‘BookTok’:

²¹ Retrieved from *ITV News* (<https://www.youtube.com/watch?v=uo8KjswINI>).

-Reading:

‘Video games becoming more popular among teenage girls – survey’²²

Video games are increasingly popular with teenage girls, research shows, ranking in their top 10 hobbies just behind drawing and singing. Competitive gaming – esports – is also gaining ground among girls, with growth in participation outpacing that of boys in the 13-15 age group.

The market research company Kids Insights interviewed more than 5,000 young people aged between four and 18 for its quarterly look at the leisure habits of Britain’s youth.

Despite the growing popularity of gaming among girls, there remains a large gender divide in how many children claim it as their favourite activity: for boys it is second only to football, with 14% of four- to 12-year-olds and 21% of 13- to 18-year-olds saying it was their favourite activity, compared to 3% of girls.

Instead, girls of all ages are more likely to list traditional activities such as reading, swimming and dancing as their favourite way to spend leisure time.

When it comes to engaging in esports, however, the gender divide is much less pronounced. Just over 10% of 13- to 15-year-olds of both genders say they take part in esports, and a similar proportion say they have attended live events, with more girls than boys having done so.

Despite the phenomenal success of Fortnite, the year’s video game sensation, it has failed to capture an audience interested in it as a competitive activity, says Kids Insight. “Fortnite, the favourite video game of 16- to 18-year-old boys this quarter, has enjoyed phenomenal success; however, it has struggled to establish itself as an esports broadcaster in its first year.”

Instead, the most popular game to watch among both genders is the competitive multiplayer shooter Overwatch, closely followed by Fifa and Call of Duty.

Video games are making new stars, as well. While YouTube celebrities such as PewDiePie, KSI and DanTDM have long shown up in the list of boys’ idols,

²² Adapted from *The Guardian* (Hern, 2018): (<https://www.theguardian.com/games/2018/dec/04/games-popular-teen-girls-research-shows-esports>).

InquistorMaster, a female YouTuber who makes videos about the game Roblox, has entered the top 10 for girls aged 10 to 12.

1. Read the text and answer the questions:

- A) Which two activities have become popular among teenage girls?
- B) What happens when girls are asked about their favourite activity?
- C) When is the gender divide smaller?
- D) Which video game has not succeeded as the first broadcaster? What games are trending instead?

2. Read the sentences and provide a similar version by using the initial words given:

A) A lot of teenage girls are playing video games today. They usually are in the 13-15 age group.

A lot of _____.

B) The company that did the survey, Kid's Insight, interviewed 5000 teenagers.

Kid's Insight, _____.

C) For 12-year-old boys, football is still their favourite activity, but it becomes less popular as they get older.

Football, _____.

D) Once they go to secondary school, boys start watching more esports than girls.

Boys _____.

-Writing:

Some people think that reality shows set a bad example for children and teenagers. Are you for or against them?

Discuss it in 80-100 words.

-Speaking:

1. Look at the photos and answer the questions:

A) Describe the photograph to your partner in a minute²³.

Student A



Student B



B) Now, look at the pictures again and discuss the differences between them together.

C) Which form of entertainment do you prefer from the two? Why?

²³ Photographs retrieved from *Pexels* (cottonbro, 2020): (<https://www.pexels.com/es-es/foto/azotea-verano-amigos-sentado-4881680/>) and (Pixabay, 2016): (<https://www.pexels.com/es-es/foto/hombre-y-mujer-haciendo-una-obra-de-teatro-45258/>).

REDACCIONES: ALUMNO A

REDACCIÓN 1

Childhood is the best time of life. Do you agree or disagree? Write 100-120 words.

Childhood is a time of life that lot of people want to repeat because is a moment in that you don't have responsibility.

I agree in that childhood is one of the best time of life but i think that it is a personal opinion because depends of the childhood that you have you think different for example: if when you are a child you don't be friends, probably, you think this is the worst time of life because you think that nobody love you.

To conclude I want to say that I have a very good childhood and was very happy but I think that probably when I was old I was more happy because ^{will} have a family and I won't need to think in the future.

WORD COUNT: 134

REDACCIÓN 2

What are the advantages and disadvantages of being an influencer?

Write 100-120 words.

Being an influencer is something that a lot of people want to be, because they only think in the advantages and don't in the disadvantages.

The principal advantages are the most: you are a famous person, you get a lot of money, you travel a lot of as you have a lot of fans.

The principal disadvantages are the next: you don't have personal life, you influence a lot of the teenagers or you can say all that you think.

In my opinion I think that I don't want to be an influencer because if I were an influencer I have a lot of responsibility with the things that I say.

WORD COUNT: 172

REDACCIÓN 3

Shopping has become a favourite pastime among young people, what do you think about it? Write 100-120 words.

Nowadays, lot of people like to spend their time shopping, but why they like it? I think that they like it because they can discover new things and they can socialize with other people.

I want to admit that this is a very good pastime, for the reason that I say before, but I think that ~~but~~ there are lot of pastimes more funnys, like doing sport or read.

To conclude I want to say that there lot of people that don't have money to do shopping, but they can do window shopping, to see things that they can't buy but they like it, and this is really similar to shopping.

WORD COUNT: 111

REDACCIÓN 4

Many objects are lost every day and never been recovered by their owners. In my case, I could say that I'm a person who hasn't lost many things.

One of the objects that I lost and affected me the most was a toy dinosaur, a velociraptor if I remember correctly, which I liked very much because it had been with me for a long time.

One day, when I was 10 years, I was on the beach playing with the dinosaur and I was very happy until suddenly a big wave came and took it away. I tried to catch him but I couldn't and I lost him.

REDACCIONES: ALUMNO B

REDACCIÓN 1

Childhood is the best time of life. Do you agree or disagree? Write 100-120 words.

Nowadays it is believed that childhood is the period of your life in where you could be happier, at least I think so.

One of the main reasons why I think childhood is the best time of our life is because kids are not conscious of life problems so they do not have to worry about things. Also you can make a child happy easily instead than adults who always want more than they have.

Although there are still some people who may think that the best time of your life not depends on your age, if not in the moment that you feel happier, this moment could be when you got a job you really enjoy or when you feel in love with somebody.

To sum up I would said that for me childhood was the best time of my life.

WORD COUNT: 114

REDACCIÓN 2

What are the advantages and disadvantages of being an influencer?

Write 100-120 words.

Nowadays, lot of people want to be an influencer because they think that influencers have a great life without too much work, but there are some aspects that should be taken into account.

An important point that we must take into account is that they have to be very creative and they also have to prepare themselves for bad comments.

Despite this difficulties, it also has good things, they learn how to be more sociable so they can make friends easily.

Bearing in mind what I have just said, it is obvious that being an influencer is not as easy as it seems, and if you want to be one of them you will have to work so hard.

WORD COUNT: 122

REDACCIÓN 3

Shopping has become a favourite pastime among young people, what do you think about it? Write 100-120 words.

Nowadays, a lot of teenagers spend their free time shopping, specially clothes. This could be because our society make us follow a style and if you do not follow it you will become weird.

There are still some people who may think that young people have to find other ways of entertainment to spend their time because if not, in the future they will not know how to manage their money and they would be bankrupt.

In my view ~~although there are people who think that~~ I think that each one knows the consequences it could have in the future.

To sum up, people should not be judged about what they do with their time.

Everyone is different so we all have a wide variety of things to do when we have time.

WORD COUNT: 121

REDACCIÓN 4

Have you ever lost something? Describe your experience or invent it.

Write 100-120 words.

It is believed that only careless people lose things, but I do not agree with it, I do not consider my self a careless and I am always losing my belongings.

Every day I lose something, it may be my keys, my phone or whatever, but ^{one of} the worst experiences I have ever had, was when I was kid and I lost my glasses on the beach. It was one of the worst experiences in my life because my parents punished me a lot and I was so sad.

Even so, I am thankful for this because I learned to take care of my things and to be more attentive to what I have to do.

To sum up, everyone can lose things without being careless, and I think that losing something is not a reason to become upset if not it's an opportunity to learn how to be more careful.

WORD COUNT: