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Facultad de Formación del Profesorado y Educación

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

Lo escuché una vez... en un meme...
Programación para Lengua Extranjera: Inglés,
de 4º Primera de la ESO

I heard about that once... in a meme...
Long-Term Plan for English as a First Foreign
Language, Year 4, CSE

TRABAJO FIN DE MÁSTER

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En este trabajo, se utiliza el género gramatical 'masculino genérico' para referencias a personas o cualquier otro colectivo en las secciones escritas en español. In the section written in English, gender-neutral language is used.

RESUMEN/ABSTRACT

El presente Trabajo Fin de Máster es el resultado de mi experiencia y aprendizaje como alumno del Máster en Formación del Profesorado en Educación Secundaria Obligatoria, Bachillerato y Formación Profesional de la Universidad de Oviedo. Se compone de tres partes, la primera de las cuales consta de una breve introducción y una reflexión personal de mi aprendizaje en el máster y en las prácticas de este. La segunda parte es la presentación de mi proyecto de innovación educativa. Dicho proyecto se basa en el uso de memes como un recurso para facilitar un ambiente en el que se consiguen dos objetivos: que los alumnos interactúen más en inglés, y que la enseñanza del inglés les sea más atractiva. La última parte contiene la elaboración de una programación docente anual para la asignatura de Primera Lengua Extranjera: Inglés de 4º de la ESO. Esta programación se compone de 12 unidades docentes que incluyen el proyecto de innovación. Tras la programación, está presente la conclusión del trabajo, la bibliografía, y el desarrollo de una de las unidades docentes que aparece en la programación.

This Master's thesis is the result of my experience and learning as a student of the Master's Degree in Initial Teacher Training in Secondary and Upper Secondary Education and Vocational Training at the University of Oviedo. It consists of three parts, the first of which contains a brief introduction and a personal reflection on my learning in the master's degree and on my internship. The second part is the presentation of my educational innovation project. This project is based on the use of memes as a resource to facilitate an environment in which two objectives are achieved: students interact more in English, and the teaching of English is more attractive to them. The last part contains the development of an annual Teaching Programme for the English as a First Foreign Language course in year 4 of CSE. This programme consists of 12 teaching units which include the innovation project. After the programme, there is the conclusion of the thesis, the bibliography, and the development of one of the teaching units which is presented in the programme.

1. INTRODUCCIÓN

El objetivo de este Trabajo Fin de Máster (TFM) es demostrar mi capacidad para diseñar un plan de actuación en mi especialidad, inglés. Todos los contenidos incluidos reflejan mi experiencia formativa para asegurar que haya obtenido una cualificación profesional adecuada.

Primeramente, se analiza la formación recibida en cada una de las materias del máster, así como mi valoración de ellas. De la misma manera, en un subapartado se aporta la rica experiencia obtenida durante las prácticas del máster en un Instituto de Enseñanza Secundaria (IES) y cómo me ha ayudado a detectar debilidades en las que debo mejorar.

Como resultado de preferencias personales y necesidades observadas en las prácticas, la segunda parte de este TFM trata del desarrollo de un proyecto de innovación educativa enfocado en el uso de memes. El objetivo de esta es fomentar la participación en el aula para que los alumnos puedan desarrollar competencias comunicativas.

Con lo cual, la tercera parte también sigue una metodología comunicativa debido a que la asignatura ‘primera lengua extranjera: inglés’ tiene como objetivo que los alumnos aprendan a usar inglés en situaciones reales, de manera que puedan aprovecharlo tanto en su vida diaria como de cara a su futuro académico y laboral. Esta metodología se justifica por la legislación vigente y por un marco teórico, y con ella se desarrolla una programación docente anual para alumnos de 4º de Enseñanza Secundaria Obligatoria (ESO).

Por último, se incluyen unas conclusiones, la bibliografía y un apartado de anexos donde se desarrolla una de las unidades docentes en su totalidad.

2. REFLEXIÓN SOBRE LA FORMACIÓN RECIBIDA Y LAS PRÁCTICAS PROFESIONALES REALIZADAS.

En esta primera parte del TFM se encuentra mi valoración y análisis de toda la experiencia adquirida en el máster, que incluye las asignaturas y la experiencia práctica. En conjunto, ambas fuentes han contribuido a mi formación como docente y, en general, me han facilitado los conocimientos adecuados para realizar el presente TFM.

2.1. FORMACIÓN

Entre las nueve asignaturas de tipo teórico-práctico que se impartieron durante el curso académico, se distinguen tres grupos: seis asignaturas generales o comunes a todas las especialidades, dos asignaturas específicas y una asignatura optativa. A continuación, me referiré brevemente a su relevancia en mi preparación como docente.

- Asignaturas comunes:

Procesos y Contextos Educativos fue una de las primeras asignaturas que cursamos. Se dividió en cuatro bloques, cada uno asignado a una profesora distinta de acuerdo con su especialización. En esta asignatura nos familiarizamos con marco legal, tanto el nuevo como el previo (LOMLOE y LOMCE respectivamente) en referencia a la organización y gestión del centro, las necesidades de los alumnos, los documentos institucionales y la gestión del aula. Lo más destacable de la asignatura fue el trabajar con un caso práctico en cada uno de los cuatro bloques. Este caso ficticio trataba un grupo de alumnos en un instituto con un contexto muy detallado de tal manera que tuvimos que poner en práctica todo lo que aprendíamos en las clases expositivas. Gracias a eso, pude aprender satisfactoriamente bastante sobre los marcos legales.

Sociedad, Familia y Educación es una asignatura complementaria a la previa, y está dividida en dos bloques. El primer bloque hizo énfasis sobre las cuestiones de etnia, género y los Derechos Humanos. El segundo trató de la relación entre la familia, el centro, los alumnos y la comunidad. Ambas partes se enfocaron en estos temas tomando en cuenta la realidad de lo que ocurre en el aula, siempre presentando ejemplos reales de problemas encontrados por alumnos de años anteriores de este máster. Esto hacía que los contenidos se explicasen de una manera aplicable a la realidad.

Aprendizaje y Desarrollo de la Personalidad fue mi asignatura favorita. La manera en la que se trabajó era diferente, y las dos profesoras que impartieron docencia

explicaban de una manera tan interactiva e interesante que siempre estaba deseoso de que llegase esa clase. Aprendimos diversos métodos para ganar la atención de los estudiantes, estudiamos superficialmente los cambios de la pubertad por los que pasa el alumnado y cómo les puede afectar en cuanto a comportamiento y capacidad intelectual. En las horas de seminario investigamos en más profundidad sobre lo que aprendíamos en la teoría y hasta tuvimos que realizar algún experimento cognitivo con adolescentes que fuesen amigos nuestros. Aunque todo era de mi interés, lo que más me llamó la atención fue aprender a cómo tratar las necesidades de alumnos con altas capacidades porque, en el resto de las materias, apenas se aludía a este grupo.

En *Diseño y Desarrollo del Currículum* se nos mostró por primera vez lo que era una unidad docente. En grupos, tuvimos que desarrollar una unidad docente mientras se nos explicaba la teoría en clase. Sin embargo, esta asignatura fue muy corta debido al bajo número de créditos, de modo que para cuando completamos la unidad, la asignatura ya había acabado y apenas recibimos correcciones de nuestro trabajo. Como resultado, muchos alumnos tuvimos dudas en cuanto a la preparación de una buena unidad docente de cara a las prácticas.

La asignatura *Tecnologías de la Información y la Comunicación* fue aún más corta que la anterior, con apenas seis horas de clase (1 crédito). Aun así, me interesó bastante ya que me apasiona la tecnología. Se nos pidió como proyecto crear una Caja de Herramientas que debía estar compuesta por 15 herramientas digitales (aplicaciones, repositorios de archivos, programas, páginas web, juegos, etc.) que nos ayudasen a dar clase una vez seamos docentes. En las pocas horas de clase, también se nos advirtió del peligro de las redes sociales y del ciberacoso, y qué hacer no hacer en tales situaciones.

Innovación Docente e Iniciación a la Investigación Educativa fue una asignatura demasiado larga en duración. El contenido era apropiado por ejemplo, se nos enseñó a incluir a otros departamentos de un IES para colaborar en un proyecto de innovación, como el programa bilingüe. Se hizo énfasis en nuestra necesidad de actualizarnos y mejorar como docentes. Sin embargo, hubo muchas horas en las que simplemente hacíamos por nuestra cuenta un proyecto de innovación o preparábamos un debate (interesante, eso sí). Con lo cual, todo podría haber sido enseñado en un número menor de horas que, a su vez, se podrían haber sumado a otras asignaturas más cortas.

- Asignaturas específicas

Durante el primer semestre, cursé la asignatura *Complementos de la Formación Disciplinar* que, a pesar de ser específica, se dividió en una parte con contenido general para las especialidades de inglés, francés y asturiano, y otra parte específica para inglés. En la parte general se impartieron conocimientos básicos sobre la manera de estudiar las lenguas, estudiando documentos como el Marco Común Europeo de Referencia, las diversas escuelas gramaticales que afectan a cómo se enseña un idioma o a la creación de un libro de texto para la escuela secundaria. La parte específica fue más práctica. Entre otras cosas, vimos el inglés que debemos usar como docentes en el aula, cómo analizar errores para dar correcciones útiles a los alumnos y cómo utilizar un enfoque comunicativo y aplicarlo a nuestras unidades docentes.

En el segundo semestre cursamos *Aprendizaje y Enseñanza*, que también tuvo una parte general para las especialidades de inglés, asturiano y francés, y otra específica para inglés. De la misma manera, la parte general fue muy teórica, y aprendimos la evolución de los métodos y enfoques en la enseñanza a lo largo de la historia. La parte específica fue la más práctica de todas las asignaturas del máster. En cada sesión hacíamos actividades de todo tipo, utilizando herramientas distintas cada vez. Por ejemplo, utilizamos mapas de ciudades, tíques, fotografías, imágenes, literatura, vídeos, celebraciones e incluso fuimos al Museo de Bellas Artes de Asturias, todo como recurso en la asignatura de inglés. Por cada recurso, teníamos que hacer lluvia de ideas sobre cómo utilizarlo para mejorar cualquier aspecto del inglés de nuestros alumnos (como la expresión o producción oral y escrita).

- Asignatura optativa

Finalmente, como asignatura optativa escogí *Taller de Teatro* y fue muy buena elección ya que aprendí a dominar el espacio e interactuar mejor con los estudiantes. También tuvimos que adaptar una novela corta de manera que la pudiésemos representar en grupo ante el resto de los compañeros. Esta adaptación fue de gran provecho ya que se puede transferir al aula de inglés. Los estudiantes deben reflexionar cuidadosamente sobre el lenguaje de la obra (decidir si deben retocarlo) o sobre qué deben omitir y añadir. Haciendo esto mejorarán ambas comprensiones y producciones orales y escritas.

2.2. PRÁCTICUM

Las prácticas del máster han sido lo que mejor me ha preparado como docente. De hecho, todo el primer semestre esperé con anhelo a que llegaran, porque escogí ir al mismo IES al que asistí como estudiante de secundaria.

A pesar de creer conocer el centro donde realicé las prácticas, el entorno y la situación habían cambiado drásticamente. Lo primero que me impactó fue que este centro ahora está desbordado por el número de alumnos que asisten, ya que rebasa la capacidad original en 400 estudiantes. Esto ha influido a la hora de formar grupos ya que en 1º de ESO hay 9 grupos. Pese a la problemática en cuanto a la distribución del espacio, existen otros aspectos que habían mejorado, como la relación entre el alumnado y el profesorado, que en general parece más cercana.

Otra cosa que me llamó mucho la atención era el buen ambiente dentro del departamento de inglés. Aunque está conformado por trece docentes, todos los miembros del departamento se apoyan entre ellos. A ese departamento llegamos cinco alumnos de prácticas y nos acogieron con los brazos abiertos. Siempre compartieron ideas de actividades con nosotros y nos daban sus opiniones en cuanto a las actividades que pensábamos hacer con nuestros grupos de alumnos.

Finalmente, algo que podría habernos desanimado a mi compañera de prácticas y a mí, es que tanto nuestro tutor como los otros profesores hablaban de forma negativa de los cuatro grupos que mi tutor tenía y, por ende, nosotros también. Hablaban de su mal comportamiento, del bullicio que causaban, de su falta de respeto y de su escasa motivación a la hora de participar en clase o hacer tarea. Pero mi compañera y yo nos tomamos como un reto personal el ganarnos su confianza y hacer que se aplicasen más.

Se nos asignó dos grupos de 1º de ESO, uno de 4º y el 3º PMAR. Con ambos grupos de primero fue muy fácil conectar, ya que para ellos éramos la novedad y estaban muy entusiasmados de conocernos. En uno de los dos grupos de 1º, de 21 alumnos, 11 tenían algún tipo de necesidad (aunque la mayoría leve) y más de la mitad habían repetido o en la enseñanza primaria o en 1º de ESO, o en ambas ocasiones. Durante varias semanas fue difícil tomar el control de esta clase de manera que pudiésemos avanzar a un ritmo adecuado.

De manera contraria, en el otro grupo de 1º, en el cual había 28 alumnos, fue más fácil seguir el calendario de la programación del departamento. Fue aquí donde me di cuenta de la diferencia positiva que hace el tener apoyo familiar constante, ya que en este grupo grande de 1º la mayoría de los padres estaban involucrados en la educación de los hijos.

3º PMAR fue un grupo muy difícil, la etiqueta “PMAR” les había afectado de tal manera que la mayoría de los que venían (apenas solían asistir unos seis de quince alumnos) no venían con una actitud dispuesta a aprender ni a participar. También aprendimos que casi todos tenían problemas en su vida personal y situaciones familiares duras. Con este grupo tuvimos que aprender a trabajar de otra manera ya que los ejercicios tradicionales no servían para memorizar o aprender inglés. Lo que nos dio cierto resultado, por lo menos en cuanto a participación y aprovechamiento de clase, fueron actividades nuevas como crear historias con tarjetas de vocabulario o traducir vídeos que de su gusto para después representarlos.

La clase de 4º fue de las más interesantes en cuanto a experiencia adquirida, ya que era muy heterogéneo, había dos alumnos que necesitaban una adaptación curricular individualizada (ACI) significativa. También había alumnos que cuya actitud o ellos mismos nos decían que habían abandonado la asignatura (porque ya habían repetido 4º o porque con una materia suspensa pueden promocionar a bachillerato igualmente). A la clase asistían tres alumnos que pertenecían a un grupo de 4º de ciencias aplicadas que demostraban tener un alto nivel de inglés. Finalmente, el resto de los alumnos tenía un nivel intermedio-bajo.

Este grupo fue con el que más nos costó congeniar, por los “grupitos” que se formaban dentro y la actitud hacia la asignatura y hacia nosotros. Hubo algún problema de acoso y de amenazas y cuando pedíamos tareas pocos las traían hechas. También era el grupo de tutoría de nuestro tutor de prácticas del centro (a excepción de los tres estudiantes ya mencionados). De la misma manera, en las horas de tutoría demostraban una apatía ante el análisis de problemáticas morales. A pesar de que durante nuestro tiempo de prácticas logramos que mejoraran algo su nivel de inglés, y hacia el final empezamos a ganar su confianza, no logramos un éxito como el que nos esperábamos, y al contrario que en el resto de los grupos de mi tutor.

Finalmente, aparte de aprender de estas experiencias, también aprendí de las críticas constructivas de mi tutor y de otros profesores del departamento de inglés cuando con su permiso asistía a sus clases. Así logré ser más interactivo y explicar mejor. También me sorprendieron gratamente las sugerencias de mejora cuando pregunté a mis alumnos. Varios de ellos coincidieron en un detalle importante, que llamase más la atención a los que hablan y molestan. Yo me consideraba una persona muy paciente, pero gracias a ellos me di cuenta de que no por ello debía consentir o ignorar cosas que pasan en el aula.

Y esa es, de entre todo lo que aprendí en el máster y las prácticas, la cualidad que más valoro, el equilibrio entre exigir, llamar la atención y tener una relación cercana de confianza con los alumnos. Aunque aún no he dominado esta cualidad, pude asistir a clases de varios profesores del departamento que sí mostraban estas cualidades en la medida correcta.

3. PROYECTO DE INNOVACIÓN EDUCATIVA

Este TFM integra un proyecto de innovación basado en el uso de diversas actividades con memes en el aula de inglés. La definición de meme para este trabajo es la definición de la RAE: “Imagen, vídeo o texto, por lo general distorsionado con fines caricaturescos, que se difunde principalmente a través de internet” (Real Academia Española, s.f., definición 2).

3.1. DIAGNÓSTICO INICIAL

La idea de utilizar memes como innovación surgió a raíz de mis observaciones durante el periodo de prácticas. Los siguientes, son algunos de los problemas identificados:

- El formato de las clases que se impartían a los alumnos de 4º de ESO resultaba poco variante.
- Solo una pequeña parte de los alumnos se animaba a participar.
- Solo dos alumnos lo intentaban participar íntegramente en inglés.
- Un porcentaje alto de alumnos habían abandonado la asignatura ya que podían promocionar a bachillerato con una materia suspensa.

Otro conjunto de problemas, no tan relacionados con la materia de inglés en sí, era que se hacían bromas pesadas, había algo de acoso, faltas de respeto hacia alumnos y profesores. En general, no sabían dónde poner los límites a su comportamiento o a su humor.

Teniendo todo lo anterior en cuenta, pensé en el uso de los memes. Además, ya el hecho de elegir este tipo de contenido para un grupo de 4º de ESO proporciona dos ventajas por defecto. La primera es que prácticamente todos los jóvenes están en contacto con memes por las redes sociales o páginas web, ya sea porque consuman este contenido directamente o de manera indirecta a través de amistades. La segunda es que en 4º de ESO ya casi no existe brecha digital, todos los alumnos tienen acceso a internet ya sea a través de un teléfono inteligente o un ordenador.

Finalmente, para mejor definir cómo iba a plantear la innovación, les pedí como tarea encontrar un meme, con la única instrucción de que estuviese en inglés, y lo subieran a la plataforma *Microsoft Teams*. Como anticipé, entre los memes hubo memes inapropiados por el humor o por el contexto académico (humor negro, racista y de

connotaciones sexuales). Esta prueba me ayudó a añadir una pequeña dimensión orientada al desarrollo del saber estar, dentro del aula de inglés y en la vida en general.

3.2. JUSTIFICACIÓN Y OBJETIVOS DE LA INNOVACIÓN

Debido a todos los problemas y ventajas presentados en la sección anterior, este proyecto busca subsanar tales problemas, a la vez que hace uso del contenido al que están expuestos los alumnos. Además, la ventaja de utilizar el inglés junto al humor es que en el caso de que hubiese alumnos con necesidades cognitivas, tales alumnos pueden beneficiarse de la función educativa y humorística de los memes más simples (sin juegos de palabras, por ejemplo).

Por otra parte, los memes, ya sea por el texto o audio modificado que los acompaña, o por la imagen o vídeo de la plantilla en sí, suelen estar cargados de connotaciones culturales. Esta cultura puede ser de varios tipos, entre ellos se destacan los siguientes: cultura pop, como los memes que se crean a partir de películas o de las noticias de famosos y cultura general, como los memes que se crean a partir de cuadros o retratos de personajes históricos (Cristóbal Colón), o de celebraciones de diversas partes del mundo (día de San Patricio). Esta carga cultural también puede proceder de las noticias diarias en actualidad, como los memes que han surgido a raíz de la crisis en Ucrania o de la pandemia.

El correcto uso de memes en el aula de inglés logra que los alumnos aprendan datos culturales de países de habla inglesa que, de otra manera, pasarían desapercibidos. También pueden utilizarse para analizar y corregir estereotipos negativos, como que los ingleses tienen mala dentadura, que los americanos son todos obesos, o que los australianos viven con miedo porque cualquier ser vivo en Australia es letal.

Como se verá en la sección siguiente, los beneficiosos efectos del humor, en su justa medida, dentro del aula, como reducir el estrés, favorecer la afectividad y la memoria también justifican el uso de memes. A continuación, se presentan los objetivos divididos en específicos para la asignatura de inglés, y generales para el desarrollo del estudiante como persona.

- Específicos:
 1. Aumentar el interés del alumnado de 4º de ESO por la materia de inglés.
 2. Animar a que todos los alumnos participen.

3. Mejorar el vocabulario, expresividad, capacidad de descripción y fluidez de los alumnos.
 4. Que los alumnos se den cuenta de que el inglés les ayuda en su vida diaria y amplía el acceso al contenido que les interesa.
 5. Aumentar el conocimiento de la cultura del mundo anglófono.
- Generales:
 1. Mejorar la creatividad del alumnado.
 2. Crear un clima más dinámico en el aula
 3. Mejorar el saber estar del alumnado y que este aprenda los límites del humor.
 4. Aprender y corregir estereotipos de otras naciones.

3.3. MARCO TEÓRICO

El humor tiene muchos beneficios; de hecho, un estudio enumera hasta 21 relacionados con la enseñanza. Entre ellos se encuentran los siguientes 9, los cuales he identificado como los más pertinentes para el proyecto:

1. Reduce estrés y ansiedad
2. Reduce depresión y temores
3. Aminora conflictos, tensiones, hostilidad, ira, etcétera
4. Amplifica la relajación, libera, tranquiliza
5. Hay más atención y concentración
6. Mejora la memoria
7. Hay más comprensión afectiva y efectiva
8. Favorece la confianza y la afectividad, la relación y la expresión
9. Hace pasar el tiempo de forma más rápida y agradable, las clases parecen más cortas y las tareas menos monótonas, pesadas o aburridas (Ruiz et al., 2004).

Sin embargo, hay que ser cauto en el uso del humor o de memes en el aula. Un estudio que quería determinar el uso del humor y la risa en las clases de la UAM Xochimilco tomó como muestra a 504 estudiantes de licenciatura. A estos se les preguntó, entre otras cosas, la frecuencia y el objetivo con el que los docentes usaban el humor en la clase.

El 71,43% de profesores usaba el humor en clase, de los cuales solo el 11,11% lo usaban siempre. De los profesores que usaban humor (ya sea siempre o a veces) 43,89%

lo usaban como técnica o medio para mejorar el aprendizaje. De los encuestados, el 69,05% declaró que el humor era beneficioso en el aprendizaje, mientras que solo 13,29% dijo que no, más un 17,66% que no contestó (Fernández Poncela, 2012).

En otras palabras, sólo alrededor de un tercio del profesorado usaba el humor con fines didácticos, mientras que algo más de un tercio lo usaba con otros fines, a pesar de que la mayoría de sus alumnos opinan que el humor es positivo en la enseñanza. Como docente, mi deber principal es que los alumnos aprendan inglés, con lo cual el humor debe ser una herramienta más para lograr ese objetivo. No debe usarse a la ligera porque según mi experiencia laboral previa, puede inducir al exceso de confianza en la relación alumno-profesor y, por ende, el profesor pierde su figura de autoridad.

Por otra parte, durante bastante tiempo se ha afirmado que los materiales audiovisuales pueden ser una ayuda útil para el aprendizaje, siempre y cuando el alumno permanezca activo y motivado (Woolf & Hall, 1995). Incluso las actividades que conlleven a la traducción de recursos audiovisuales (AVT) entran dentro de esta categoría, que este proyecto equivaldría a traducir memes de español a inglés, son positivas para el aprendizaje, ya “profesores que han utilizado estas técnicas han tenido buenas experiencias, considerando que la AVT es una herramienta motivadora y atractiva para los alumnos y para ellos mismos.” (Alonso-Pérez & Sanchez Requena, 2018:18).

Por último, un estudio de apenas un año de antigüedad (Satorre Cuerda, 2021) ya valoró positivamente el uso de los memes para la asignatura “Lengua Extranjera para la Enseñanza: Inglés”. El estudio se hizo con alumnos del primer año de Grado de Maestro de Educación Infantil (solo 3 años mayores que la edad del alumnado a quien se dirige este proyecto). Esta investigación es pertinente porque a pesar de ser alumnos de magisterio, en este estudio, el público para quien los alumnos universitarios crearon los memes no era para niños, sino para el resto de alumnos de la clase y curso.

Los alumnos, divididos en tres clases y a su vez en varios grupos, tenían que crear memes y valorar el de los demás con relación a su contenido multimodal y gramatical, y la explicación de estos. Se hizo una competición de memes entre las tres clases y entre los varios subgrupos. Al final, cada participante tuvo que rellenar un cuestionario que evaluaba siete ítems. El resultado se puede ver en la Tabla 1:

	Puntos (10 grupo-clase a largo plazo)			Insignias (10 subgrupo a corto plazo)		
	Media	Desviación estándar	Moda	Media	Desviación estándar	Moda
1. Esfuerzo crear memes	3.27	.669	3. a menudo	3.27	.735	3. a menudo
2. Esfuerzo dar <i>feedback</i>	2.94	.839	3. a menudo	3.03	.822	3. a menudo
3. Motivación positiva	3.32	.747	4. casi siempre	3.23	.760	3. a menudo
4. Compromiso, dedicación	3.00	.702	3. a menudo	3.03	.764	3. a menudo
5. Competición	1.91	.872	1. casi nunca	1.92	.966	1. casi nunca
6. Estrés	1.61	.782	1. casi nunca	1.67	.791	1. casi nunca
7. Felicidad por el prójimo	3.09	.779	3. a menudo	3.00	.877	3. a menudo

Tabla 1

La relevancia de los resultados de este estudio para el proyecto de innovación es evidente, a pesar de que exista diferencia de madurez o el deseo de trabajar entre los sujetos del estudio y los alumnos de 4º de ESO. La actividad en sí genera interés, fomenta la participación y no tiene por qué tornarse aburrida para los estudiantes.

3.4. DESARROLLO

Debido al elevado número de actividades que se pueden hacer con memes para mejorar el inglés del alumnado, el proyecto afectará de dos maneras distintas a la programación docente. En primer lugar, habrá una actividad fija, que se hará de manera recursiva al menos una vez por unidad docente. En segundo lugar, de acuerdo con las necesidades o carencias de los estudiantes, se elegirá una o varias del otro grupo de actividades.

- **Actividad Fija:**

Esta actividad consiste en crear un meme a partir de una plantilla famosa y ya escogida para la unidad docente. A medida que se dé y se trabaje el contenido lingüístico de la unidad docente, se pedirá a los estudiantes que añadan texto a la plantilla vacía. Este texto deberá, en primer lugar, utilizar el contenido dado y, en segundo lugar, tener un mínimo de gracia.

Por ejemplo, ya en la unidad 4 se utiliza una plantilla en la que aparece Leonardo DiCaprio señalando de manera muy intencionada a algo, y también se enseña las oraciones relativas, el texto que se le a añadir podría ser *When you see the guy **who** bullied you working at McDonald's (Cuando ves al tío que te hacía bullying trabajando en McDonald's).*

Esta actividad como mínimo se hará una vez, pero si los contenidos lingüísticos son suficientes, entonces se puede hacer más veces. En la unidad en la que se enseñan las oraciones condicionales de tipo 2 y 3 se puede llevar a cabo dos veces: una para la expresión de hipótesis que se podrían cumplir y otra para la hipótesis irreales o irrealizables.

Después de crear el meme, cada alumno lo subirá a la plataforma que el IES utilice de manera predeterminada para la entrega de tareas. Luego, yo descargaré todos los memes y los mostraré sin decir quien los ha creado. Por cada meme que muestre, preguntaré a un alumno distinto que me diga, en inglés, si el meme utiliza la gramática dada, si el meme hace gracia o no, y por qué. Luego se puede votar quién subió el mejor meme.

Finalmente, se espera que con esta actividad afiancen los conocimientos lingüísticos adquiridos. Además, como a todos los alumnos les tocará explicar un meme, todos deberán utilizar el inglés y mejorar su expresividad. La dificultad de la tarea reside en utilizar la gramática de una manera creativa, y de ser capaz de explicar la función cómica del meme a explicar, ya que dependiendo de lo que escriban en el meme puede tener referencias culturales que son las que le dan gracia.

- **Actividad Variable:**

Ya que las unidades docentes duran varias sesiones, hacer solo la actividad fija, que escasamente llevaría 25 minutos, no ayudaría a conseguir todos los objetivos propuestos. Con lo cual, a continuación, se presenta una retahíla de actividades suplementarias, detallando brevemente los objetivos por el cual usarlas:

1. *What am I watching?:* Se trata de ver y escuchar un meme en formato vídeo para trabajar la comprensión oral. Pero además se puede pedir a los alumnos que escriban en la libreta de qué trata o dónde reside la función humorística, de manera que también trabajen la expresión escrita. De la misma manera, se puede pedir que lo expliquen de manera oral a la vez que les hago más preguntas sobre el meme para que trabajen la expresión oral.
2. *I spy a little photogram:* Esta actividad consiste en asignar que vean un vídeo y pedirles que, extrayendo un fotograma, creen un meme: con esta actividad se pretende que usen su creatividad para capturar lo que consideren el mejor momento del meme y luego añadan texto, desarrollando la expresión escrita.

3. *The meme says*: Es traducir memes del español al inglés preservando la función humorística. Esta actividad, que parece muy simple puede complicarse si el profesor les da un meme que tenga una connotación cultural española de modo que al traducirlo al inglés palabra por palabra no tenga sentido a menos que busquen un equivalente cultural. Con esto se trabajaría la expresión escrita y el conocimiento cultural.
4. *It's "you're, not your"*: Algo particular de los memes en páginas web o en las redes sociales es que puede escribir cualquiera, generalmente sin cuidar la ortografía. En esta actividad se les pide que busquen en la sección de comentarios de un meme elegido previamente por el profesor, y que encuentren y corrijan las faltas de ortografía en un número determinado de comentarios. Además, también se les puede pedir que se fijen en el vocabulario utilizado, que a menudo es informal y cargado de neologismos. Con esta actividad se trabaja la comprensión escrita y el vocabulario.
5. *Lights, camera, meme!*: Esta actividad que requiere más esfuerzo, se trata de una tarea grupal en la que, inspirándose por otros memes audiovisuales o parodiando escenas de alguna película, los alumnos se graban creando o recreando un meme. Se espera que desarrollen la expresión y comprensión oral.
6. *What's news?*: Se trata de que los alumnos conversen en inglés de los memes están de moda en ese momento, compartiendo la opinión que tienen de la situación que hizo que surgieran. Por ejemplo, durante la gala de los Oscars el bofetón de Will Smith a Chris Rock generó muchos memes durante un par de semanas. Se puede hablar de si la acción estuvo justificada o no. Se pueden formar debates en los que algunos alumnos deben estar a favor y a otros les toca estar en contra. Esta actividad desarrolla el pensamiento crítico de los alumnos, la expresión oral, y el conocimiento cultural.

Con estos dos conjuntos de actividades, las comprensiones y expresiones orales y escritas, así como el vocabulario, los exponentes del lenguaje y el conocimiento cultural del estudiantado de 4º de ESO mejoren de una manera visible.

3.5. EVALUACIÓN Y SEGUIMIENTO

La evaluación del proyecto de innovación es compleja, aunque se pueda valorar la participación en una actividad, el afirmar que las actividades han ayudado a mejorar el nivel de inglés de los alumnos no es algo directo. Por ello, es importante que, al inicio del curso, durante las primeras sesiones, haga pruebas tradicionales (pruebas de revisión, redacciones, etc.) para dejar registrado el nivel de comprensión y expresión oral y escrita. Además, deberé leer sus expedientes académicos para saber la nota del curso anterior.

Una vez hecho todo esto, conforme avance el curso y los alumnos hagan exámenes, si he seguido la programación (con actividades de memes) como he dispuesto y los alumnos han mejorado sus calificaciones, en ese entonces ya puedo afirmar que el proyecto de innovación ha ayudado a conseguir los objetivos específicos planteados. También dispongo de mi valoración personal del progreso de los alumnos. Como profesor puedo comparar el nivel de participación y de fluidez oral de los alumnos en un momento dado con el de las primeras sesiones.

En cuanto a las actividades en sí, la que es fija de cada unidad docente se evaluará con una nota que pertenece al apartado de trabajo diario e implicación en el proceso de enseñanza-aprendizaje, que es un 20% de la nota final. Para incentivar a los alumnos a que hagan esta actividad, esta tendrá dos notas. Una es de si la han hecho o no, como cualquier otra tarea que les mande, y otra que suma, pero no hace media, es decir, da nota extra.

Por ejemplo, si a lo largo del trimestre los alumnos han entregado 20 tareas, de las cuales 5 fueron memes con la máxima puntuación, entonces la nota se calcularía de la siguiente manera: $25 \text{ tareas completadas} / 20 \text{ tareas asignadas} = 1,25 \text{ puntos}$. Como esta nota es el 10% de la nota final, pasaría a ser un 1,25 en la evaluación final, aunque supuestamente el límite sea 1 puntos.

Para calcular la segunda nota del meme, simplemente se votará por escrito los mejores memes. Cada alumno tendrá que elegir los 3 mejores memes y darle a uno 3 puntos, a otro 2 y al último 1. Se sumarán los puntos y luego se hará la media de puntos. Todos los memes que estén por encima de la media se llevarán la nota extra. De esta

manera, todos los alumnos estarán incentivados a participar ya que este método permite que hasta la mitad de la clase se lleve la nota extra.

La mayoría de las actividades variables tendrán nota de trabajo diario o de participación normal. Por ejemplo, la actividad *What's news?*, en la que solo tienen que hablar de los memes que están de moda en ese momento, es simplemente asegurarse de que participen, como si fuera una conversación de cualquier otro tipo. De la misma manera, las actividades *It is "you're, not your"* o *What am I watching?* que se llevan a cabo durante la sesión, sigue siendo nota de participación. Las actividades *I spy a little photogram* y *The meme says* se contabilizarán como tarea diaria.

Finalmente, como la actividad *Lights, camera, ¡meme!* requiere mayor tiempo, organización y esfuerzo, valdrá un 10% de la nota final, independiente de la nota del trabajo diario e implicación.

3.6. DIFICULTADES EN LA REALIZACIÓN DEL PROYECTO

Aunque en mi periodo de prácticas no me encontré con ningún problema, no es fácil darse cuenta de que la brecha digital podría ser uno de ellos. En el caso de que hubiese algún alumno sin móvil, ordenador o internet, tendría que consultar si el centro en el que imparto docencia tiene un plan de cierre de la brecha digital. Por ejemplo, en el IES donde realicé las prácticas se prestaban portátiles a inicio de curso y por las tardes se abría el centro para ofrecer wifi a los alumnos sin acceso a internet.

Otra dificultad podría ser que en mi grupo se encuentre algún alumno con necesidades educativas de tipo cognitivo. Durante las prácticas, tuve a un par de alumnos que requerían una ACI significativa. La primera vez que hice una actividad de memes no les pedí que participaran, pero luego en la revisión de los memes durante la clase, vi que entendían los más simples y se reían, o lo hacían después de explicarlo. La siguiente que hice la actividad, la modifiqué para ambos alumnos de tal manera que simplemente tenían que subir un meme en inglés que hiciera gracia, sin que fuese de un tema en concreto o que lo tuviesen que crear de cero, y fueron capaces de hacerlo. Con lo cual, si vuelvo a encontrarme en la misma situación, reduciré el nivel de la tarea o les pediré una distinta.

La tercera y última dificultad sería una ya mencionada al inicio de esta parte de innovación, y es que los estudiantes traigan o creen memes inapropiados para el aula. En ese caso, como docente y educador les tendré que explicar de una manera que entiendan que el chiste en un meme no debe incluirse a expensas de otra persona, raza, o algo que no es adecuado en el contexto educativo del aula de inglés. Además, que dichos memes no contarán como tarea hecha y que, si esta acción y conducta se repite por parte de algún alumno, tomaré las medidas oportunas según lo que dicte el reglamento interno del centro. Se espera que desarrollen un humor sano y que se den cuenta que no es necesario atacar ni herir a nadie verbalmente para hacer un buen chiste. Esto se les explicará la primera vez que ocurra en el aula y se les recordará en las instrucciones de cada tarea asignada.

4. TEACHING PLAN

4.1. CONTRIBUTION TO THE ACHIEVEMENT OF THE KEY COMPETENCES

As stated in the article 2.2, Royal Decree 1105/2014, 26th December, all the learning activities of a course must contribute to the acquisition of the curricular key competences. These key competences are lengthily defined in Order EDC/65/2015, 21st January. Below, there is a summary of each competence relevant to the English course, and how English as a first foreign language contributes its achievement:

- **Competence in linguistic communication (C1)**

It refers to the use of language as an instrument for oral and written communication, of representation, interpretation and understanding of reality, and of organisation and self-regulation of thought, emotions and behaviour. English contributes to the development of this competence directly. It enriches the communicative capacity by providing new comprehensive and expressive nuances. It helps students filter and reorganise their thoughts so that they can interact successfully.

- **Mathematical competence and basic competences in science and technology (C2)**

Mathematical competence, among others, involves the ability to apply mathematical reasoning to abstract situations. Science and technology refer to the ability to access, understand, filter, and retrieve data. English contributes to all of them by developing the capacity for abstraction and the ability to interpret and express information and data clearly and accurately.

- **Digital competence (C3)**

It is to access the constant flow of information and transform it into knowledge. English facilitates the use of new technologies by creating real and functional contexts of communication.

- **Learning how to learn (C4)**

It is the capacity to find what motivates one's own learning as well as how to assess it. Learning and using English in the classroom constantly reminds students about how well they can understand or communicate and, therefore, the area where improvement is needed.

- **Social and civic competences (C5)**

They advance the students' ability to interact in different settings and cultures. The English course teaches several cultural aspects ingrained in the language. It also includes appreciation for the different festivities of the anglophone world.

- **A sense of initiative and entrepreneurial spirit (C6)**

This sense involves the ability to undertake, develop and evaluate tasks, as well as not being compelled to do every assignment. English helps students to be engaged in interactions while at the same time they often have to rework their approaches to those interactions.

- **Awareness and cultural expression (C7)**

It facilitates expressing oneself and being enriched with different productions from the world of art and culture. English contributes to it when the linguistic aspect of it also includes cultural components.

4.2. OBJECTIVES

- General objectives

The *Royal Decree 1105/2014 of 26th December* dictates that, overall, CSE should contribute to the development of certain objectives. Therefore, I have included them in the long-term plan. These objectives will help students to:

- a) Responsibly assume their duties, know and exercise their rights in respect of others, practice tolerance, cooperation and solidarity between people and groups, to engage in dialogue by strengthening human rights and equal treatment and opportunities between women and men, as common values of a plural society and to prepare for the exercise of democratic citizenship.

- b) Develop and consolidate habits of discipline, study, and individual and teamwork as a necessary condition for the effective realisation of the tasks of learning and as a means of personal development.
- c) Value and respect the gender gap and equal rights and opportunities between them. To reject discrimination against persons on grounds of sex or for any other personal or social condition or circumstance. Reject stereotypes that involve discrimination between men and women, as well as any manifestation of violence against women.
- d) Strengthen their affective abilities in all areas of personality and in their relationships with others, as well as reject violence, prejudice of any kind, sexist behaviours and peacefully resolve conflicts.
- e) Develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense. To acquire a basic preparation in the field of technologies, especially information and communication.
- f) Conceive scientific knowledge as an integrated knowledge, which is structured in different disciplines, as well as to know and apply methods to identify problems in the various fields of knowledge and experience.
- g) Develop entrepreneurship and self-confidence, participation, critical sense, personal initiative, and ability to learn to learn, plan, make decisions, and take responsibility.
- h) Understand and express with correction, orally and in writing, in the Spanish language and, if any, in the co-official language of the Autonomous Community, complex texts and messages, and be initiated in the knowledge, reading and study of literature.
- i) Understand and express yourself in one or more foreign languages in an appropriate manner.
- j) Know, value and respect the basic aspects of the culture and history of each other, as well as the artistic and cultural heritage.
- k) Know and accept the functioning of one's own body and that of others, respect differences, entrench the habits of body care and health and incorporate physical education and the practice of sport in order to promote personal and social development. To know and value the human dimension of sexuality in all its

diversity. Critically assess social habits related to health, consumption, care for living beings and the environment, contributing to their conservation and improvement.

- l) Appreciate artistic creation and to understand the language of different artistic manifestations, using various means of expression and representation.

- Specific objectives

Furthermore, the *Asturian Regional Decree 43/2015 of 10th June* establishes a set of objectives specific to the First Foreign Language course of Year 4 of CSE. With these objectives, which have also been taken into account in the long-term plan, students are expected to:

- a) Listen to and understand general and specific information in oral texts in a variety of communicative situations, adopting a respectful and cooperative attitude.
- b) Listen to and understand general and specific information in oral texts in a variety of communicative situations, adopting a respectful and cooperative attitude.
- c) Read and understand a variety of texts at a level appropriate to the abilities and interests of the student body in order to extract general and specific information, and use reading as a source of pleasure and personal enrichment.
- d) Write simple texts for a variety of purposes on different topics, using appropriate devices for cohesion and coherence.
- e) Know and use in a reflexive way, with autonomy and correctness, the basic phonetic, lexical, structural and functional components of the foreign language in real communication contexts, taking into account the discourse and socio-cultural components that condition them.
- f) Develop autonomy in learning, to reflect on one's own learning processes and to transfer to the foreign language knowledge and communication strategies acquired in other languages.

- g) Use learning strategies and all available media, including audio-visual media and Information and Communication Technologies, to obtain, select and present information orally and in writing.
- h) Appreciate the foreign language as an instrument of access to information, as a tool for learning different contents and as the maximum exponent of a culture.
- i) Value the foreign language, and languages in general, as a means of communication and understanding between people of different origins, languages and cultures, avoiding any kind of discrimination and linguistic and cultural stereotypes.
- j) Develop habits of individual and teamwork, effort and responsibility in study, as well as receptive attitudes and confidence in one's own ability to learn and use the foreign language.
- k) Encourage a critical sense, personal initiative, curiosity, interest and creativity in learning.
- l) Develop an entrepreneurial spirit as a valuable attitude towards the practical application of learning.

4.3. CONTENTS

The contents for the English course have been selected and prepared in accordance with what is stated in the Curriculum. The decree divides the contents in five sections: Comprehension of oral texts, Production of oral texts: expression and interaction, Comprehension of written texts, Production of written texts: expression and interaction; each of these sections has its own assessment criteria. The final section is Syntactic-discursive content for the English course, regularly referred to as Use of English. These sections are interrelated in the sense that one's proficiency in one of them will accordingly affect the results in the rest. Because they are dependent on one another, students must use what they have learnt in previous units constantly.

The following table has been designed with a functional-notional approach following Leech and Svartvik's communicative grammar, though in their book they use the word "concept" instead of "notion" (2013). This approach will be further explained in the methodology section but, in short, it aims to have students communicate

effectively; therefore, there will be emphasis on students learning skills that will help them achieve this goal.

The contents have been ordered from less difficult to more complex, with regular reviews of the previous contents, particularly after holidays, so that students do not forget what has been taught. For each of the ten units, there are six categories: context, function, notion, language exponents, pronunciation, and innovation (in this case, the name of the meme template that will be used).

After this section, the next one will expand in detail the information found in this table. Finally, one of the teaching units will be fully developed in Appendix I.

Unit	Context	Function	Notion	Language Exponents	Pronunciation	Innovation (Meme)
1 <i>I used to be an adventurer like you</i>	Entertainment	Introducing oneself Narrating events and situations linearly	Habits Frequency Time, tense, and aspect	Present simple and present continuous Past simple and past continuous Prepositions <i>in, on, at,</i> and <i>to</i>	IPA chart 3 rd person singular: /s/ /z/ /ɪz/	<i>I don't always... but when I do...</i>
2 <i>They had us in the first half, not gonna lie</i>	Movies and Series	Narrating past events in a non-linear manner Describing plots	Time, tense Finished and ongoing actions Describing	Present perfect simple Past perfect simple Separable phrasal verbs	-ed ending /t/ /d/ /ɪd/	<i>Socially Awesome and Awkward penguin</i>
3 <i>Buzz Lightyear: "To infinitive, and gerund!"</i>	Travelling and Future aspirations	Expressing intention	Intentionality Time, tense	Gerunds and Infinitives Future tenses	-nasal consonants: /m/ /n/ /ŋ/	<i>Condescending Willy Wonka</i>
4 <i>Can you catch the cunning culprit?</i>	Police investigation	Clarifying meaning Explaining accurately Adding extra information	Restrictive meaning Non-restrictive meaning	Defining relative clauses Non-defining relative clauses Prepositions of place	Correct intonation: questions Alliteration	<i>Leonardo DiCaprio Pointing</i>
5 <i>You've been rickrolled</i>	Songs and Feelings	Determining possession Expressing feelings	Possession Emotion	Non-separable phrasal verbs Indefinite, possessive, and reflexive pronouns General tenses review	Word stress Vowels: schwa /ə/ and /i/ sounds	<i>Drake Hotline Bling</i>

Unit	Context	Function	Notion	Language Exponents	Pronunciation	Innovation (Meme)
6 <i>It's pronounced "data", not "data"...</i>	News Reports	Reporting events Academic awareness	Informality Formality	Passive voice Use of <i>by</i> Formal writing conventions Connectors	Connected speech: vowel reduction /ə/	<i>Tuxedo Winnie the Pooh</i>
7 <i>-Can I go to the toilet? -I don't know, can you?</i>	Job hunting	Asking Demanding, advising, ordering Guessing	Ability, permission and request Obligation, advise and prohibition Probability	Modals Modal Perfects	-Postvocalic "r" -Long vowels and diphthongs overview	<i>My heart when...</i>
8 <i>If you do it, I'll tell mum</i>	Choices and outcomes	Actions and results (I)	Consequence Fact	Conditional zero First Conditional Present and future tenses and modals review	Voiced and voiceless consonants: /θ/ /ð/ and /ʃ/ /ʒ/	<i>Change my mind</i>
9 <i>If your friends jumped off a bridge, would you do it?</i>	Literature	Actions and results (II) Creating hypothesis Rewriting	Conditions Consequence Hypothesis Confirmation	Past tenses and perfect modals review Second conditional Third conditional	Consonants: /tʃ/ /dʒ/	<i>Confession Bear</i>
10 <i>"Grow up" they said, "It'll be fun" they said</i>	Technology and Media	Reporting information	Expression and reflection	Reported speech Reported questions	Common pronunciation mistakes of Spaniards	<i>Laughing Leo</i>

4.4. TEACHING UNITS

UNIT 1: <i>I used to be an adventurer like you</i>					TIMING: 9 sessions			
OBJECTIVES					INNOVATION			
-To introduce themselves -To provide information and narrate past stories -To talk about habits -To introduce the IPA chart -To pronounce the different 3 rd person singular -s endings					-Specific: Using the <i>I don't always... but when I do...</i> template to create a meme about habits -Complementary: <i>What am I watching?</i> and <i>It's "you're, not your"</i> activities			
					KEY COMPETENCES			
					C1, C3, C5, C7			
CONTENTS					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Entertainment	-Introducing oneself -Narrating events and situations linearly	-Habits -Frequency -Time, tense, and aspect	-Present simple and present continuous -Past simple and past continuous -Prepositions <i>in, on, at,</i> and <i>to</i>	-IPA chart -3 rd person singular: <i>/s/ /z/ /ɪz/</i>	- <i>What am I watching?</i> (innovation) - <i>Hidden treasure in the Rocky Mountains</i> (British Council)	- <i>It's "you're, not your"</i> (innovation) - <i>Amazing adventurers</i> (British Council)	- <i>What am I watching?</i> (innovation) - Composition about a past holiday	-Specific meme activity (innovation) -Introducing themselves
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listening from the British Council: <i>Hidden treasure in the Rocky Mountains</i> (https://learnenglishteens.britishcouncil.org/study-break/reading-zone/a2-graded-reading/hidden-treasure-rocky-mountains-a2) -Reading from the British Council: <i>Amazing adventurers</i> (https://learnenglishteens.britishcouncil.org/study-break/reading-zone/a2-graded-reading/amazing-adventurers-a2) -Memes for the activities: <i>How to make Adventure time sandwich</i> (https://9gag.com/gag/aBn46rP) and template (https://imgflip.com/memegenerator/10760000/i-dont-always)					Students are able to: -Introduce themselves in an elaborate way -Narrate past actions and stories -Use vocabulary related to entertainment -Get familiar with the process of explaining the humoristic function of memes -Use the language learnt to create a meme -Pronounce the 3 rd person singular -s endings			

UNIT 2: <i>They had us in the first half, not gonna lie</i>					TIMING: 9 sessions			
OBJECTIVES					INNOVATION			
-To narrate stories with more complexity -To describe disordered timelines and be able to rearrange them chronologically -To know how separable phrasal verbs are split in a sentence -To pronounce the different regular past tense <i>-ed</i> endings					-Specific: Using the <i>Socially Awesome and Awkward penguin</i> template to create a meme with the past perfect tense -Complementary: <i>I spy a little photogram</i> and <i>The meme says</i> activities			
					KEY COMPETENCES			
					C1, C2, C3, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Movies and Series	-Narrating past events in a non-linear way -Describing plots	-Time, tense -Finished and ongoing actions -Describing	-Present perfect simple -Past perfect simple -Separable phrasal verbs	Past <i>-ed</i> ending: /t/ /d/ /ɪd/	- <i>I spy a little photogram</i> (innovation) - <i>Going to the cinema</i> (British Council)	- <i>Films and entertainment</i> (British Council)	- <i>I spy a little photogram</i> (innovation) - <i>The meme says</i> (innovation)	-Specific meme activity (innovation) -Describing their favourite movie in groups -Debate, movies or series?
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listening from the British Council: <i>Going to the cinema</i> https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/going-cinema -Reading from the British Council: <i>Films and entertainment</i> https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/films-entertainment -Memes for the activity: templates (https://imgflip.com/memegenerator/Socially-Awesome-Awkward-Penguin , https://imgflip.com/memegenerator/Socially-Awkward-Awesome-Penguin)					Students are able to: -Narrate stories and plots with more complexity, in a nonlinear way -Use vocabulary related to movies and the film industry -Be more familiar with the process of explaining the humoristic function of memes -Use the language learnt to create a meme -Pronounce the regular past tense <i>-ed</i> ending			

UNIT 3: <i>Buzz Lightyear: “To infinitive, and gerund!”</i>					TIMING: 9 sessions			
OBJECTIVES					INNOVATION			
-To express desires and make predictions. -To arrange and book holidays -To reschedule and change plans -To pronounce words containing the /m/ /n/ /ŋ/ nasal sounds					-Specific: Using the <i>Condescending Willy Wonka</i> template to create a meme with infinitive and gerund -Complementary: <i>What’s news?</i> and <i>It’s “you’re, not your”</i> activities.			
					KEY COMPETENCES			
					C1, C3, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Travelling -Future aspirations	-Expressing intention	-Intentionality -Time, tense	-Gerunds and infinitives -Future tenses	-Words which have the /m/ /n/ /ŋ/ sounds	- <i>Making plans</i> (British Council) - <i>Changing plans</i> (British Council)	- <i>It’s “you’re, not your”</i> (innovation) - <i>Dreams</i> (British Council)	-Composition about designing a full itinerary for next summer vacations.	-Specific meme activity (innovation) - <i>What’s news?</i> (innovation)
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listenings from the British Council: <i>Making Plans</i> (https://learnenglishteens.britishcouncil.org/skills/speaking/a2-speaking/making-plans) and <i>Changing Plans</i> (https://learnenglish.britishcouncil.org/skills/listening/a2-listening/changing-plans) -Reading from the British Council: <i>Dreams</i> (https://learnenglishteens.britishcouncil.org/study-break/reading-zone/b1-graded-reading/dreams-b1) -Meme for the activity: template (https://imgflip.com/memetemplate/Creepy-Condescending-Wonka)					Students are able to: -Express future events -Arrange and change plans -Use vocabulary related to travelling and future aspirations -Write sentences using infinitive or gerund correctly -Explain the humoristic function of memes with some fluency -Use the language learnt to create a meme -Pronounce the nasal sound correctly			

UNIT 4: <i>Can you catch the cunning culprit</i>					TIMING: 11 sessions			
OBJECTIVES					INNOVATION			
-To give detailed accounts -To act and perform in a video assignment -To know when is needed to use defining and non-defining relative clauses -To know the relevance and purpose of alliteration in the English language -To use correct falling intonation in statements					-Specific: Using the <i>Leonardo DiCaprio Pointing</i> template to create a meme using clauses -Complementary: <i>Lights, camera, meme!</i> and <i>What am I watching</i> activities.			
					KEY COMPETENCES			
					C1, C2, C3, C4, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNCTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Police investigation	-Clarifying meaning -Explaining accurately -Adding extra information	-Restrictive meaning -Non-restrictive meaning	-Defining relative clauses -Non-defining relative clauses -Prepositions of place	-Correct intonation: statements -Alliteration	- <i>What am I watching?</i> (innovation) - <i>Murder Mystery Scene 1</i> (British Council)	-Podcast transcript: <i>Discussing TV crime programmes</i> (British Council)	- <i>What am I watching</i> (innovation) -Composition of a witness' description of a crime	-Specific meme activity (innovation) - <i>Lights, camera, meme!</i> (innovation)
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listening from the British Council: <i>Murder Mystery Scene 1</i> https://learnenglish.britishcouncil.org/general-english/video-series/word-on-the-street/murder-mystery/murder-mystery-scene-1 -Reading a podcast transcript from the British Council: <i>Discussing TV crime programmes</i> https://learnenglish.britishcouncil.org/general-english/audio-series/podcasts/series-4/episode-15 -Memes for the activity: <i>Lady refuses to sign ticket, runs from the police and then resists arrest. Shocked when she gets tazed.</i> (https://9gag.com/gag/aWjG9Ax) and template (https://imgflip.com/memegenerator/234856740/Leonardo-DiCaprio-Pointing)					Students are able to: -Successfully provide a detailed account of an event for a specific purpose -Use vocabulary related to crime and policework -Explain the humoristic function of memes with some fluency -Be able to use the language learnt to create a meme -Avoid the typical Spanish rise of intonation at the end of a statement when speaking in English			

UNIT 5: <i>You've been rickrolled</i>					TIMING: 10 sessions			
OBJECTIVES -To review all the tenses learnt the previous term -To express how they feel -To know which phrasal verbs cannot be separated and use them -To use pronouns correctly -To pronounce the stressed syllable in a word and pronounce the /ə/ sound					INNOVATION -Specific: Using the <i>Drake Hotline Bling</i> template to create a meme -Complementary: <i>What's news?</i> and <i>It's "you're, not your"</i> activities.			
					KEY COMPETENCES C1, C3, C5, C6, C7			
					CONTENTS			
					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Songs -Feelings	-Determining possession -Expressing feelings	-Music -Emotion	-General tenses review -Non-separable phrasal verbs -Indefinite, possessive, and reflexive pronouns	Word stress Vowels: schwa /ə/ /i/ sounds	-Using colours <i>to do homework</i> (British Council) -Free time (British Council)	-It's "you're, not your" (innovation) -Poetry, <i>music, emotions and the brain</i> (British Council)	-Composition about designing a full itinerary for next summer vacations.	-Specific meme activity (innovation) - <i>What's news?</i> (innovation)
RESOURCES -Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listenings from the British Council: <i>Using colours to do homework</i> (https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/using-colours-do-homework) and <i>Free time</i> (https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/free-time) -Reading from the British Council: <i>Poetry, music, emotions and the brain</i> (https://learnenglishteens.britishcouncil.org/poetry-music-emotions-brain) -Meme for the activity: template (https://imgflip.com/memegenerator/Drake-Hotline-Bling)					ASSESSMENT Students are able to: -Choose the correct verb tense when context is given -Use correctly all the types of pronouns -Use vocabulary to convey feelings, emotions, or mood -Explain the humoristic function of memes with good fluency -Use the language learnt to create a meme -Pronounce the stress in a word and pronouncing the /ə/ or /i/, when appropriate, in unstressed syllables			

UNIT 6: It's pronounced "data", not "data"...					TIMING: 11 sessions			
OBJECTIVES -To learn the use of the passive voice in the English language -To learn how much often the passive is used in English compared to Spanish -To introduce students to academic and formal writing, using more connectors -To read sentences in the stressed-timed English way as opposed to the syllable-timed of the Spanish way of speaking.					INNOVATION -Specific: Using the <i>Tuxedo Winnie the Pooh</i> template to create a meme using the informal and formal written conventions -Complementary: <i>What am I watching?</i> and <i>I spy a little photogram</i> activities.			
					KEY COMPETENCES C1, C2, C3, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-News -Reports	-Reporting events -Academic writing	-Informality -Formality	-Passive voice, use of <i>by</i> -Formal writing conventions -Connectors	-Connected speech: vowel reduction /ə/	- <i>What am I watching?</i> (innovation) - <i>A morning briefing</i> (British Council)	- <i>An end of term report</i> (British Council) - <i>Study skills tips</i> (British Council) -Record themselves reading	- <i>What am I watching</i> (innovation) - <i>I spy a little photogram</i> (innovation) -Short essay on recent discovery.	-Specific meme activity (innovation) -Anchor-person for 2 minutes (on their preferred news topic)
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listening from the British Council: <i>A morning briefing</i> (https://learnenglish.britishcouncil.org/skills/listening/a2-listening/a-morning-briefing) -Readings from the British Council: <i>An end of term report</i> (https://learnenglish.britishcouncil.org/skills/reading/a2-reading/an-end-of-term-report) and <i>Study skills tips</i> (https://learnenglish.britishcouncil.org/skills/reading/a2-reading/study-skills-tips) -Short stories for reading recording activity from the British Council (https://learnenglishkids.britishcouncil.org/short-stories) -Memes for the activities: <i>Noventa y tres!!!!</i> - <i>Anchorman</i> (https://9gag.com/gag/a27OwZE) and template (https://imgflip.com/memegenerator/Tuxedo-Winnie-The-Pooh)					Students are able to: -Use the passive correctly -Write formally, using a variety of connectors -Use vocabulary related to news and reports -Explain the humoristic function of memes with good fluency -Use the language learnt to create a meme using formal and informal language -Read sentences with the proper way of stressing words of the English language			

UNIT 7: -Can I use the toilet? -I don't know, can you?					TIMING: 12 sessions			
OBJECTIVES					INNOVATION			
-To learn the uses of the modal verbs and their grammatical rules -To learn skills and tips to find a job -To what has been learnt this unit and the previous ones to create a CV tailored for a job application -To learn about long vowels and diphthongs in relation to postvocalic “r”					-Specific: Using the <i>My heart when</i> template to create a meme using modal verbs -Complementary: <i>The meme says</i> and <i>Lights, camera, meme</i> activities.			
					KEY COMPETENCES			
					C1, C2, C3, C4, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNCTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Job hunting	-Asking -Demanding, advising, and ordering -Guessing	-Ability, permission, and request -Obligation, advise, and prohibition -Probability	-Modal verbs -Modal perfects	-Postvocalic “r” -Long vowels and diphthongs overview	-Work (British Council) -Work-life balance (British Council)	-Professional profile summaries (British Council) -An invitation to a job interview (British Council)	-Write a professional CV for a job offer from infojobs.net -The meme says (innovation)	-Specific meme activity (innovation) -Lights, camera, meme! (innovation)
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listenings from the British Council: <i>Work</i> (https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/work) and <i>Work-life balance</i> (https://learnenglish.britishcouncil.org/skills/listening/b1-listening/work-life-balance) -Readings from the British Council: <i>Professional profile summaries</i> (https://learnenglish.britishcouncil.org/skills/reading/a2-reading/professional-profile-summaries) and <i>An invitation to a job interview</i> (https://learnenglish.britishcouncil.org/skills/reading/a2-reading/an-invitation-to-a-job-interview) -Meme for the activity: template (https://imgflip.com/memegenerator/123786654/My-heart-blank)					Students are able to: -Choose the appropriate modal verb in sentences and paragraphs where enough context is provided. -Use vocabulary related to the job field -Use the conventions of formal job applications to create a CV -Explain the humoristic function of memes with good fluency -Use the language learnt to create a meme -Pronounce long vowels and diphthongs before postvocalic “r”			

UNIT 8: <i>If you do it, I'll tell mum</i>					TIMING: 10 sessions			
OBJECTIVES					INNOVATION			
-To review the tenses and modal verbs taught the previous term -To use the conditionals to express facts and consequences -To be able to argue with other students about life-changing choices -To learn the difference between voiced and voiceless consonants, and pronounce properly the /θ/ and /ð/, and the /ʃ/ and /ʒ/ sounds.					-Specific: Using the <i>Change my mind</i> template to create a using a zero or first conditional sentence -Complementary: <i>What's news?</i> and <i>It's "you're, not your"</i> activities.			
					KEY COMPETENCES			
					C1, C3, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Choices and outcomes	-Actions and results	-Conditions -Consequences -Facts	-Present and future tenses and modals review -Conditional zero -First conditional	Voiced and voiceless consonants: difference between the /θ/ and /ð/, and the /ʃ/ and /ʒ/ sounds	- <i>Arriving late to class</i> (British Council) - <i>Making a decision</i> (British Council)	- <i>It's "you're, not your"</i> (innovation) - <i>Social media influencers</i> (British Council)	-Composition about what they will do when they graduate.	-Specific meme activity (innovation) - <i>What's news?</i> (innovation) -Class debate on life changing choices
RESOURCES					ASSESSMENT			
-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listenings from the British Council: <i>Arriving late to class</i> (https://learnenglish.britishcouncil.org/skills/listening/b1-listening/arriving-late-to-class) and <i>Making a decision</i> (https://learnenglish.britishcouncil.org/skills/listening/b1-listening/making-a-decision) -Reading from the British Council: <i>Social media influencers</i> (https://learnenglish.britishcouncil.org/skills/reading/b1-reading/social-media-influencers) -Meme for the activity: template (https://imgflip.com/memegenerator/Change-My-Mind)					Students are able to: -Use the conditionals properly to express the natural consequence of something -Use vocabulary related to the choices and outcomes topic -Participate in a debate, stating a well-formed opinion. -Fluidly explain the humoristic function of memes -Use the language learnt to create a meme -Correctly pronounce the following phonemes: /θ/, /ð/, /ʃ/, and /ʒ/			

UNIT 9: <i>If your friends jumped off a bridge, would you do it?</i>					TIMING: 10 sessions			
OBJECTIVES					INNOVATION			
-To review the tenses and modal verbs taught the previous term -To use the conditionals to express consequences, hypothesis, and alternative outcomes -To be able to rewrite a famous book using creativity and the conditionals -To pronounce properly the /tʃ/ and /dʒ/ sounds.					-Specific: Using the <i>Confession bear</i> template to create a meme using a second or third conditional sentence -Complementary: <i>What am I watching?</i> and <i>I spy a little photogram</i> activities.			
					KEY COMPETENCES			
					C1, C2, C3, C5, C6, C7			
CONTENTS					SKILLS			
CONTEXT	FUNTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Literature	-Actions and results -Creating hypothesis -Rewriting	-Conditions -Consequences -Hypothesis -Confirmation	-Past tenses and perfect modals review -Second conditional -Third conditional	Voiced and voiceless consonants: difference between /tʃ/ and /dʒ/	- <i>Shakespeare – Macbeth</i> (British Council) - <i>Chatting about a series</i> (British Council)	- <i>The Martian: a book review</i> (British Council) - <i>The legend of fairies</i> (British Council)	- <i>What am I watching</i> (innovation) - <i>I spy a little photogram</i> (innovation) - Rewriting: “What would have happened if...”	- Specific meme activity (innovation) - Discussions on <i>what if</i> statements about stories
RESOURCES					ASSESSMENT			

-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers -Compulsory course materials: textbook and workbook for practice -Extra course materials: handouts for further practice if needed -Listenings from the British Council: <i>Shakespeare - Macbeth</i> (https://learnenglishteens.britishcouncil.org/study-break/video-series/shakespeare/shakespeare-macbeth) and <i>Chatting about a series</i> (https://learnenglish.britishcouncil.org/skills/listening/b1-listening/chatting-about-a-series) -Readings from the British Council: <i>The Martian: a book review</i> (https://learnenglish.britishcouncil.org/skills/reading/b1-reading/the-martian-a-book-review) and <i>The legend of fairies</i> (https://learnenglish.britishcouncil.org/skills/reading/b1-reading/the-legend-of-fairies) -Memes for the activity: <i>Death is an excuse to stop publishing book</i> (https://9gag.com/gag/aLvmMLP) and template (https://imgflip.com/memegenerator/Confession-Bear)					Students are able to: -Form all the conditional sentences properly and select which one they have to use when context is provided -Distinguish literature genre and know the vocabulary surrounding the world of literature -Speak freely of the books they like and can create alternative stories when parts of a story change -Fluidly explain the humoristic function of memes -Use the language learnt to create a meme -Correctly pronounce the following phonemes: /tʃ/ and /dʒ/			
UNIT 10: “Grow up” they said, “it’ll be fun” they said							TIMING: 11 sessions	
OBJECTIVES				INNOVATION				
-To know how to relay information with reported speech, changing the necessary words. -To use reported speech with any of the tenses and language exponents taught -To be aware of the common mistakes that Spaniards make when speaking English, such as adding the vowel “e” before “s-” at the start of a word				-Specific: Using the <i>Laughing Leo</i> template to create a meme using reported speech -Complementary: <i>The meme says</i> and <i>Lights, camera, meme</i> activities.				
				KEY COMPETENCES				
C1, C2, C3, C4, C5, C6, C7								
CONTENTS					SKILLS			
CONTEXT	FUNCTIONS	NOTIONS	LANGUAGE EXPONENTS	PRONUNCIATION	LISTENING	READING	WRITING	SPEAKING
-Technology and media	-Reporting information	-Expression and reflection	-Reported speech -Reported questions	-Common pronunciation mistakes of Spaniards	- <i>Amazing facts</i> (British Council) - <i>New inventions</i> (British Council)	- <i>Digital habits across generations</i> (British Council) - <i>How to spot fake news</i> (British Council)	- <i>The meme says</i> (innovation) -Rewrite a piece of a play into narrative using reported speech	-Specific meme activity (innovation) - <i>Lights, camera, meme!</i> (innovation)
RESOURCES					ASSESSMENT			

-Basic classroom equipment: whiteboard, computer, projector, and loudspeakers
-Compulsory course materials: textbook and workbook for practice
-Extra course materials: handouts for further practice if needed
-Listenings from the British Council: *Amazing facts*
(<https://learnenglishteens.britishcouncil.org/skills/listening/b1-listening/amazing-facts>) and *New inventions* (<https://learnenglishteens.britishcouncil.org/skills/listening/b2-listening/new-inventions>)
-Readings from the British Council: *Digital habits across generations*
(<https://learnenglish.britishcouncil.org/skills/reading/b1-reading/digital-habits-across-generations>)
and *How to spot fake news* (<https://learnenglish.britishcouncil.org/skills/reading/b1-reading/how-to-spot-fake-news>)
-Meme for the activity: template (<https://imgflip.com/memegenerator/Laughing-Leo>)

Students are able to:
-Speak using reported speech with the necessary changes
-Transform part of a play into narrative using reported speech as the writing style
-Use vocabulary related to technology and media
-Fluidly explain the humoristic function of memes
-Use the language learnt to create a meme
-Avoid common pronunciation mistakes.

4.5. COURSE TIMING.

The following course timing has been designed considering the published calendar of the academic year 2022 to 2023 for Asturias (including school terms, holidays, and the 3 weekly hours for the English course). As a result, the disposition of the number of weeks and estimated sessions would be the following (as dictated by the *Asturian Regional Decree 78/2022 of 5th April*):

Term 1: 15 weeks (12th September – 23rd December), 42 sessions.

Term 2: 12 weeks (9th January – 31st March), 33 sessions.

Term 3: 11 weeks (12th April – 23rd June), 31 sessions.

With this estimate, also considering the first sessions as a review to grasp the different levels within the groups, the subsequent table would be the general course timing:

WEEK	TEACHING UNIT		SESSIONS	TERM		
				1	2	3
1-2	0	Initial assessment	4	✓		
2-5	1	<i>I used to be an adventurer like you</i>	9	✓		
6-8	2	<i>They had us in the first half, not gonna lie</i>	9	✓		
9-11	3	<i>Buzz Lightyear: "To infinitive, and gerund!"</i>	9	✓		
12-15	4	<i>Can you catch the cunning culprit</i>	11	✓		
16-18	5	<i>You've been rickrolled</i>	10		✓	
19-21	6	<i>It's pronounced "data", not "data"...</i>	11		✓	
21-24	7	<i>-Can I use the toilet? -I don't know, can you?</i>	12		✓	
24-27	8	<i>If you do it, I'll tell mum</i>	10			✓
28-30	9	<i>If your friends jumped off a bridge, would you do it?</i>	10			✓
31-38	10	<i>"Grow up" they said, "it'll be fun" they said</i>	11			✓

4.6. METHODOLOGY

As established by the Decree 43/2015, 10th June, in the teaching methodology section of the Curriculum, students, by the time they have finished CSE ‘are expected to be able to interact and make themselves understood in a variety of situations’ (2015). In addition, the contents and objectives coincide with what is described in levels A2 and B1 (or A2.2) of the *Common European Framework of Reference for Languages*.

Essentially, the methodology followed in the Curriculum is communicative and, as a result, so is the one for my long-term teaching plan. Topics and activities have been chosen considering the students’ preferences (movies or travelling) and needs (finding jobs or spotting fake news) so that they give a functional use to the language taught. These topics provide a context that facilitates interaction between students themselves as well as with their teacher.

To clarify the meaning and use of communicative approach or methodology it is necessary to offer an overview of the development of the communicative competence notion. It started with Noam Chomsky, who defined the terms (*linguistic*) *competence* (knowledge of a language rules) and *performance* (how a speaker of that language uses those rules). Following his lead, Dell Hymes viewed *communicative competence* not only as the “tacit knowledge of language structure” to form sentences, but also the knowledge about when, how and with whom those sentences should be used (1972). In short, knowing how to communicate according to the context.

Canale and Swain (1980) completed Hymes’ work by adding four components to the communicative competence: grammatical, pragmatic/discursive, sociolinguist and strategic competences. Sandra Savignon connected these concepts with classroom learning, stating that it was the ability of a student to interact with other speakers meaningfully, and not just their memorization capacity to score high in a grammatical test (1972).

Accordingly, all the activities and resources, as they appear in the contents section, have been carefully selected so that students must effectively use English in a variety of situations and topics. Particularly, the innovation activities target at student’s ability to spontaneously talk about something random, useful to learn how to small-talk

in English. On the contrary, the other activities focus on their ability to produce sentences with depth of meaning in a specific context.

However, context is not only used for oral or communicative purposes, but also for learning grammar or any of the four skills. Furthermore, as stated at the beginning of the contents section, in the teaching programme previous contents are regularly reviewed, which might seem to contradict the communicative approach of the activities. This is because an “[e]mphasis on communicative activities at any cost can lead to limited proficiency and a conformist use of language, which in turn produces inaccuracy and premature fossilization” (Coletes Blanco, 2008:117). Therefore, rather than contradict a communicative methodology, developing the four skills and learning language exponents compensates for the deficiencies which would otherwise emerge.

4.7. RESOURCES

For this course, the following resources are needed:

- Standard classroom equipment, which includes whiteboard, loudspeakers, projector, and a computer with internet access.
- Compulsory course materials which in this case would be *Advanced Think Ahead 4*, both the Student’s Book and the Workbook, from the Burlington Books publisher. I have chosen this specific course book for two reasons. The first one because the publisher has all the contents available digitally, making all the exercises interactive through a projector. And finally, because for each Year of CSE, Burlington has 3 similar coursebooks, which have the similar basic contents (grammar, topics, vocabulary) but different difficulty levels. From the easiest to the hardest *Network 4*, *Think Ahead 4*, and *Advanced Think Ahead 4*. This means that if I have students that cannot quite grasp everything we do, I can provide them access to exercises and contents more suited to their level.
- Handouts and extra material. Some from the English department repository, accumulated from years of teaching in English, and some available online for free, such as the British Council Website or the TED-ed *YouTube* channel.
- The “Student’s Zone” platform from Burlington Books which allows students to log in their website and do exercises or improve their skills, both at school and at home.

- Meme material and templates for the innovation activities. These will mainly come from the [9GAG](#) and the [imgflip](#) websites, but at times, I might choose trendy memes from any platform, including *Instagram* and *TikTok*.

As for the students, even if it is not essential for the classroom, it will be convenient if they have access to a digital device with connection to the internet. However, it is necessary to own such a device or, at least, have access to it, during out of school hours. Finally, teachers may wish to bring *realia* such as pictures, maps, clothes, or other objects to create and do activities that stimulate the four skills.

4.8. ASSESSMENT

As stated in the Organic Law 8/2013, 9th December, the assessment of the students' learning must be systematic and periodic. In accordance with the law, students will be graded on the four skills and use of English twice per term, which accounts for 70% of the final grade. An additional 20% is calculated through their homework, daily attitude, and involvement. The final 10% will be the grade given to the meme video produced in the *Lights, camera, meme!* innovation activity at the end of each term.

Additionally, at the beginning of term 1, teachers will conduct some preliminary activities to determine the four skills levels of the class in general. They will also pay attention to each student to check if they participate without being asked or if they participate at all. The results of this initial assessment will decide whether it is necessary to make some adjustments to the course contents.

As for the assessment of the four skills and use of English, students will sit an objective test after the second and the last teaching units of each term, which would be after units 2, 4, 6, 7, 9 and 10. However, the spoken production skill or speaking will be graded through a task such as a presentation or a debate in pairs on a given topic.

Rubrics will be used to grade both oral and written productions, the *Lights, camera, meme!* innovation activity, and a simpler one will also be used for completed homework and class participation. These rubrics can be found in Appendix II.

The following table shows the final distribution of the percentages:

Percentage (%)	Item
15%	Oral production
15%	Oral comprehension
15%	Written production
15%	Written comprehension
10%	Use of English
10%	Homework
10%	Classroom attitude and participation
10%	<i>Lights, camera, meme!</i> Innovation activity

The purpose of assigning a full 10% classroom participation is to encourage students to actually use English throughout the year, and not just in the oral production task. It is better for the students' growth to be assessed this way as opposed to increasing the oral production assigned percentage to 25%.

Although the assessment of each term is progressive and summative, the final grade is the result of ongoing assessment. This means that students must pass the last term in order to pass the subject. One final purpose of reviewing grammar in two of the units of the last term is to give the opportunity to students who might not have wanted to do anything during the academic year to pass. With this, it is hoped that these students will change and feel that they can, through effort, still make it.

4.9. REINFORCEMENT AND RESIT ACTIVITIES

As mentioned in the resources section, there is plenty of material that can be used to help students improve the skill which needs refining. Should they have problems with their listening skill, there are many listening videos on the British Council website. Therefore, while in class listening activities have an A2 or B1 level, students can train with A1 level videos. The same can be said of the reading skill, students can use the resources and exercises found in the same website and check their own progress.

If they need help with their speaking, the teacher should make an emphasis in asking that student every class and politely provide feedback on the interaction after it has ended. If they need help improving their writing skills, the teacher will assign a

topic related to the current unit context, and after they have completed it, the teacher will correct it and provide feedback on how to improve and what to avoid. Should they need to practice grammar, they will be given exercises from the *Think Ahead 4 Workbook*.

On the other hand, if there are students who are taking Year 4 again, and English was one of the failed subjects, then these tasks will be mandatory. The teacher will assign them on a weekly basis and will also give them extra exercises to practise the grammar in context. These exercises will be taken from the *Network 4 Workbook*, which is the easiest version of the contents in the course book (*Advanced Think Ahead 4*).

Similarly, if there are students who have been promoted to Year 4 having failed Year 3 English, they will be given exercises until they reach the necessary level to sit the exam to pass Year 3 English. These exercises, and the grammar summaries to learn how to do them, will be taken from the *Think Ahead 3 Workbook* or the *Network 3 Workbook*.

Finally, students who failed the first term will be assigned activities for the skills they have failed. As there are no resit exams throughout the year, they have to improve and pass the subject in term 3. Should any student fail English, they will have to resit an exam where each of the four skills and the use of English are worth 20% of the final grade. Materials will be taken from the *Network 4 Workbook*, and the difficulty of the exam will match it.

4.10. ATTENTION TO SPECIAL NEEDS

Even though no two students are the same, pupils in a classroom can be grouped by levels. Some students find it easier than others to learn a language and, thus, learn faster. Others need a little help as described in the previous section. However, a minority of students are simply gifted, whereas others have learning disabilities, both groups must be properly assisted.

With regards to gifted or talented students, they can watch *TED-ed* videos recommended by their teacher. These videos are short, full of educational value, have been transcribed and, though not highly difficult, are still challenging. During the

classroom time, they can also be given some of the supplementary sheets included in the teacher's book, designed for these students.

As for students who need a curricular adaptation, after consulting with the Orientation Department each case, materials will be selected according to their intellectual, English level, and maturity level. This means that the materials could be those from Year 1 students or even from primary education.

4.11. EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are fundamental so that students achieve a more comprehensive education. Therefore, the following activities have been devised in Year 4:

- Burlington Culture Class: *Burlington Books* offers the possibility to send one of their teacher trainers to give a light-hearted but informative class about different aspects of the anglophone world. During term 1, students will attend this class.
- Theatre: The Golden Gate School of English in Oviedo offers plays for secondary upper levels. Although original plays can be requested, for Year 4 students an adaptation of a famous play will be chosen so that they can learn more literature. This activity is scheduled for term 2.
- Camino de Santiago pilgrimage route: for this activity, a guide will be hired and asked to teach, in English, the students about one of the most famous pilgrimage routes in the world. Students will learn cultural aspects of Oviedo, why the earliest trail starts here, and why English is important in the Camino, all this while the guide is walking with the students around the city to show important locations. This activity will be carried out during term 3.
- The final activity will consist of a *Microsoft Teams* or *Telegram* channel where both teachers and students can share their favourite memes as they see them in other social media or platforms. Everyone can comment on each meme as long as they do it in English. This will help bonding between the students. *Whatsapp* will not be used for this activity because it does not hide each member's phone number whereas *Telegram* does, so that privacy is kept. This activity will start at the beginning of the course and will continue throughout the year.

5. CONCLUSIONES

Como resultado de la experiencia en el máster, así como de la elaboración de este TFM, me he dado cuenta de la intensa preparación que conlleva el ser profesor. Diseñar este trabajo no fue tan sencillo como en un principio me esperaba; sin embargo, el resultado es satisfactorio.

Se ha logrado diseñar un proyecto de innovación educativa en el que se usa un tipo de archivo famoso, el meme. Aunque se asocia con algo muy informal, con bastante originalidad, se han diseñado varias actividades usando memes que dan como resultado el consolidar contenidos y el trabajar las diferentes habilidades para el dominio del inglés.

Este proyecto sirve como apoyo y complemento de la parte más importante del trabajo, que es la programación docente. Se diseñaron 10 unidades docentes en las que se trabajaron todos los contenidos que se piden en los distintos decretos relacionados con la educación para 4º de ESO. Fue la parte más laboriosa y fue reescrita incontable cantidad de veces para que los contenidos no se solapasen, o hubiese demasiadas actividades para pocas sesiones. Al final, todas han quedado debidamente equilibradas, aumentando el nivel de dificultad conforme pasa el curso; pero a la vez, con alternativas para estudiantes que no puedan seguir el ritmo, o que necesiten nuevos desafíos.

Personalmente, el trabajo me ha ayudado a asentar gran parte de los contenidos trabajados durante el máster, ya que he debido hacer uso de ellos para su diseño. No por ello este trabajo es puramente teórico, al contrario, es más práctico. He aprendido la importancia de planear con una gran proyección de futuro para estudiantes que no conozco y que espero que evolucionen y aprendan de una manera específica y realista. Eso también me sigue recordando que, como persona y futuro docente, debo cultivar cualidades que harán que los objetivos propuestos en este TFM sean alcanzables.

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7. ANEXOS

7.1. ANEXO II – UNIDAD DOCENTE DESARROLLADA - FULLY DEVELOPED TEACHING UNIT

UNIT 2: *They had us in the first half, not gonna lie*

Context: Movies and Series

Timing: 9 sessions

Session 1
Resources
<ul style="list-style-type: none">• Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.• Compulsory course materials: textbook, workbook, and notebook.• <i>YouTube</i> video “they had us in the first half, not gonna lie”, found at https://www.youtube.com/watch?v=xaqdK6JPpcg
Lesson
<ul style="list-style-type: none">• 15 minutes: After a few minutes to get things started and review the contents from the previous class, the unit title will be written on the whiteboard. The teacher will ask a student to read it out loud and ask what the phrase means. Other students will be asked whether they agree with the meaning given or they would like to correct the definition. Then the students will be asked to think of contexts where this phrase might be used, and if they have seen this phrase being used in memes.• 20 minutes: The class will watch the video that originated this famous phrase and meme. After watching it, students will be asked to tell what the video was about. Following this, they will be asked to write down the following words or phrases and their meanings in Spanish: <i>back and forth, tough dog fight, comeback, it takes guts, bout, pay off</i>. They will be asked what these words and the title have in common (they are informal words and phrases). Finally, they will be asked to provide formal synonyms for each of the previous words.• 20 minutes: Students will be asked to think about the title in connection with the unit topic (in which kinds of situations they would utter this sentence). A list of vocabulary will be provided, without the translation. Per each word, students will try

to guess the meaning and provide a sentence where it can be used. The words are *soundtrack, director, plot, setting, lead role, supporting actor, character, trailer, audience, viewers, special effects, stunts, trope, cliché, plot twist, costume, chapter, season, preview, genre, premiere* and *make-up artist*.

- Homework: To finish writing all the meanings and sentences for each word at home.

Session 2

Resources

- Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.
- Compulsory course materials: textbook, workbook, and notebook.

Lesson

- 10 minutes: The teacher will take note of who has completed the homework (meanings and phrases for the unit vocabulary), then it will be corrected.
- 20 minutes: The teacher will ask students which have been the most notorious films of the current year, whether anyone has watched them or not and if they liked them. Students will also be asked to share what their favourite movie genre is, its characteristics and clichés.
- 5 minutes: Students will be explained the speaking task for assessment which will be due the two sessions before the exam. The task consists of a 3-minute-long presentation where they have to introduce their favourite movie or series, its genre, tropes and narrate the events that happen using the unit's grammar contents.
- 20 minutes: How to express recent actions (*present perfect simple*) will be introduced. Students will be asked its uses when compared to how completed actions (*past simple*) are expressed. After making sure students have understood its uses, they will be told to complete exercises 6, 7 and 10 from page 13 of the Student's Book (SB).
- Homework: The exercises that they have not finished, will have to be completed as homework.

Session 3
Resources
<ul style="list-style-type: none">• Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.• Compulsory course materials: textbook, workbook, and notebook.• Listening from the British Council: <i>Going to the cinema</i> https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/going-cinema• Printed handouts with the exercises from the British Council activity.• Trimmed scene of one of the teacher's favourite movies or series.
Lesson
<ul style="list-style-type: none">• 10 minutes: The teacher will take note of who has completed the homework (SB. p.13 ex.6, 7 and 10), then, it will be corrected.• 10 minutes: To double check that students have understood the differences between <i>past simple</i> and <i>present perfect simple</i>, they will have to complete exercise 1 on page 9 of the Workbook (WB).• 10 minutes: Students will be introduced to the pronunciation focus of the unit, which is to pronounce -ed ending according to the rules (/t/ /d/ /ɪd/). Students will also be asked to start memorising the irregular verbs.• 15 minutes: The teacher will handout a listening exercise and play the listening to the <i>Going to the cinema</i> audio recording twice. Then, these exercises will be collected, and the teacher will play the audio a third time, clarifying doubts.• Homework (5 minutes): The teacher will play a 2-minute-long segment and upload it to the <i>Microsoft Team</i> channel so that students will complete <i>I spy a little photogram</i> activity at home as homework. Creating a meme out of any photogram/screenshot of the clip.

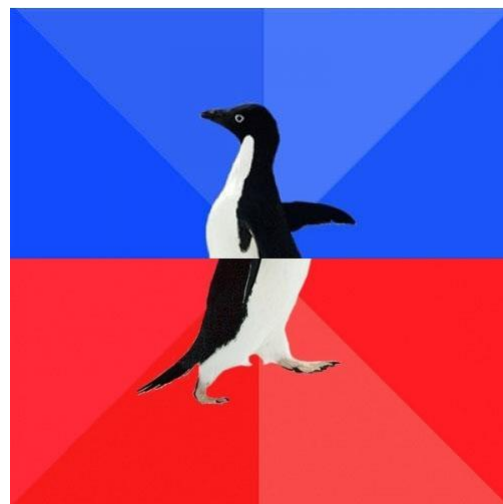
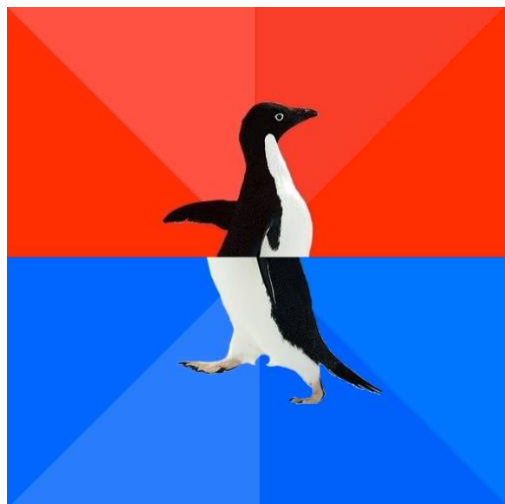
Session 4
Resources
<ul style="list-style-type: none">• Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.• Compulsory course materials: textbook, workbook, and notebook.• Reading from the British Council: <i>Films and entertainment</i> https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/films-entertainment• Printed handouts with the text and exercises from the British Council activity.
Lesson
<ul style="list-style-type: none">• 10 minutes: The teacher will take note of who has completed the homework (innovation activity), then, the memes will be shown to the rest of the class.• 15 minutes: The teacher will hand out a reading exercise. After the time is up, the exercise will be collected for grading.• 15 minutes: The teacher will introduce how to express actions completed before some point in the past (<i>past perfect simple</i>). It will be compared to the previous tenses.• Homework (10 minutes): Students will do SB p.19 ex.14 and 16, and WB p.10 ex.1, asking any doubts to their teacher, and finishing at home what has not been completed there.

Session 5
Resources
<ul style="list-style-type: none">• Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.

- Compulsory course materials: textbook, workbook, and notebook.
- Handout with a list of separable phrasal verbs and how to use them.
- Meme templates for the specific meme activity (<https://imgflip.com/memegenerator/Socially-Awesome-Awkward-Penguin>, <https://imgflip.com/memegenerator/Socially-Awkward-Awesome-Penguin>)

Lesson

- 20 minutes: The teacher will take note of who has completed the homework (SB p.19 ex.14 and 16, and WB p.10), then, students will do WB p.11 ex. 2 and 3.
- 10 minutes: in groups of 4 or 5, and always using English as the vehicular language, students will have the opportunity to share about their favourite series and films with the rest of the group, so that they can better prepare for the presentation in sessions 7 and 8.
- 20 minutes: a list of common separable phrasal verbs (such as *give up* or *turn off*) will be provided, with rules to know in which cases they are separated, and an exercise to put it into practice.
- 5 minutes: the meme for the specific innovation activity will be introduced, explaining how they are normally used, and with a few examples



- Homework: do the specific innovation activity.

Session 6
Resources
<ul style="list-style-type: none">• Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.• Compulsory course materials: textbook, workbook and notebook.• Student's memes
Lesson
<ul style="list-style-type: none">• 35-40 minutes: The teacher will show the uploaded memes one by one as he or she also asks a student to present the meme, and explain why it should be funny (even if it might not be funny), then, after everyone has finished presenting a meme, in a piece of paper, they will be asked to give points to what they think the best memes were.• 15-20 minutes: The teacher will give a few tips and examples on how to give a presentation in front of peers for the next day's assignment. These tips included linking words, signposting, correct body language, avoiding filler words, reminding the unit's vocabulary, etc.• No homework besides preparing the presentation and reviewing for the exam.

Session 7
Resources
<ul style="list-style-type: none">• Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.• Students' presentations.
Lesson

- 55 minutes: Students will present while the teacher grades each one of them. Occasionally, the teacher may ask for clarification purposes or give feedback.

Session 8

Resources

- Basic classroom equipment: whiteboard, computer, projector, and loudspeakers.
- Students' presentations.

Lesson

- 15-20 minutes: Students will finish presenting while the teacher grades each one of them. Occasionally, the teacher may ask for clarification purposes or give feedback.
 - Rest of the lesson: Review. The teacher will review with the students the tenses explained in unit 1 and unit 2, the vocabulary section, and will provide feedback on the reading exercise carried out in one of the previous lessons.
 - Should there be time, they will play a quick game to review the irregular verbs, such as “hot potato ball” in which the professor passes a ball to a student while saying a verb out loud. Then, right after the students catch the ball, they will have 5 seconds to say the past tenses of the verb and pass the ball back to the teacher, who will repeat the same procedure with other students until the class has finished.

Session 9 - Test

Resources

- Tests, loudspeakers, and a device to play the listening exercise.

The following are some of the exercises included in the first test, that is to say, exercises which test content from unit 2. These exercises have been adapted from the *Burlington Books Test Factory*

UNITS 1 & 2 TEST

Name:..... Surname:.....Date:.....Mark:.....

1 Choose the correct answer or use the correct verb tense. (5 points)

- 1) The ... includes people of all ages.
 - a. audience
 - b. viewer
 - c. costume designer
- 2) The trailer of a film usually shows the best
 - a. costume designers
 - b. directors
 - c. scenes
- 3) I can't talk now. I (**have**) dinner with my family.
- 4) The film *Spider-Man* is about a ... from a comic book.
 - a. director
 - b. viewer
 - c. character
- 5) John (**walk**) to school. He usually takes the bus.
- 6) The ... of the film is a deserted island in the 1800s.
 - a. plot
 - b. setting
 - c. supporting actor
- 7) Jennifer Lawrence plays Katniss Everdeen, the ... in the film *The Hunger Games*.
 - a. make-up artist
 - b. heroine
 - c. scene
- 8) Sam is talking to the teacher. ... Sue and Amy ... for him?
 - a. Does ... wait
 - b. Is ... waiting
 - c. Are ... waiting
- 9) Andrea and her mum ... films on TV every Friday night.
 - a. watch
 - b. watches
 - c. are watching
- 10) In some horror films, the ... makes actors look like zombies.
 - a. trailer
 - b. lead role
 - c. make-up artist

2 Read the page from a TV guide. Then complete the sentences. (10 points)

Hoaxes That Almost Changed History

People have played tricks on each other for hundreds of years. But in the 19th century, a record number of people attempted to fool experts. One of the most famous of these hoaxes was the Giant of Cardiff.

In the 1860s, an American businessman called George Hull had an argument with a church minister. The minister, who believed that giants had lived on Earth long before man, annoyed George Hull. So he came up with a plan to create a giant himself and prove how ridiculous the idea was.

Hull bought a five-ton block of stone which was shipped to Chicago. In 1868, sculptors made a giant statue from it. The statue was in the shape of a man who was lying on his back with his right arm on his stomach. He also had a mysterious smile on his face. The workers spilled acid on the statue to make it seem ancient, and Hull made tiny holes in it, so it was similar to human skin. When the sculptors had finished, the statue was three metres tall and it weighed more than 1,360 kilograms.

Hull sent his giant on a long-distance journey to the farm of a man called William “Stub” Newell in Cardiff, in New York State. Newell buried the statue in the grounds on his farm. The following year, Newell, who was working to see according to Hull’s instructions, told workmen to dig in the area where he had buried the giant, and the Giant of Cardiff was “born”. Hull’s joke soon turned into a way of making money. People from all over the country wanted to see the giant, so Newell made the most of the situation and started selling tickets.

The Giant of Cardiff caused a lot of debate among scientists. According to some of them, the giant was really a petrified man. According to others, it was a statue which priests had made hundreds of years ago. In 1870, the statue’s sculptors exposed the hoax. Hull finally sold his giant to a carnival making him a rich man. But in 1873, he was flat broke as a result of bad investments. He tried to repeat his great hoax with another “discovery” of a giant, but this second hoax never got off the ground.

But why had the giant’s existence been so widely believed and why had no one thought it was a fake? Find out yourself this Friday at 8.00 pm

1. Hull didn’t believe that
2. The giant seemed to have human skin because of the holes which
3. Newell told workmen where to dig because he wanted
4. Selling tickets to see the giant
5. Viewers must wait to find out why people believed

3 Answer the questions. (10 points)

1. Why did Hull want to build a giant?

.....

2. What did Newell do with the statue?

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3. How did the scientists explain the Giant of Cardiff?

.....

4. Why did Hull try to repeat the hoax?

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5. Why do you think the second hoax didn't work?

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4 Write a review of a movie or series you like. It has to be different from the one you chose for your oral presentation (100 words, 10 points)

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(5 Listening exercise, fill-in the gaps with the right word or words so that the following sentences have meaning as what the speakers say [10 points])

6 5 points extra if you make me laugh: Create a funny meme with the “*They had us in the first half, not gonna lie*” template)



7.2. ANEXO II – RÚBRICAS / RUBRICS

- Rúbrica para corregir producciones escritas (no entregado se calificará con un 0):

	Excellent (2.5)	Great (2.0)	Alright (1.5)	Poor (1)	Deficient (0.5)
STRUCTURE Organization, cohesion, and textual markers 25%	Uses complete and well-constructed sentences and paragraphs. Respects the structure given for this type of assignment. Uses multiple linking words.	Uses complete sentences and paragraphs which are mostly well constructed. Respects, in general, its formal structure. Uses linking words.	Uses complete sentences for the most part. Respects, in general, its formal structure. Some paragraphs need work. Few linking words.	Text is roughly comprehensible due to errors. Chaotic organization, fragmented or use of run-on sentences.	Writer makes multiple errors which make the text incomprehensible. Lack of organization, fragmented or use of many run-on sentences.
GRAMMAR Syntax and spelling 25%	Writer uses grammar structure required by the task effectively. Uses correct word order, verb tenses, spelling, and subject-verb agreement.	Writer mostly uses grammar structure required effectively. Uses correct word order, tenses, spelling, and subject-verb agreement.	Writer uses grammar structure requires somewhat effectively. Uses word order, tenses, and spelling with some mistakes.	Structure required by the task is not applied entirely; has multiple errors in word order, verb tenses, spelling, or subject-verb agreement.	Writer ignores grammar structure required by the task; does not use correct word order, verb tenses, spelling, or subject-verb agreement.
VOCABULARY Lexicon used 25%	Uses varied and effective vocabulary choice and usage from the unit.	Some variety in vocabulary choice with occasional errors that do not obscure meaning.	Frequent vocabulary errors or choice of words which obscure overall meaning of the message.	Uses limited word choice and there is some repetition.	Uses basic, limited word choice and repetition. Includes non-existing or invented words.
CONTENT Contents, extension, and register 25%	Effectively addresses the task with a clear, relevant main idea, including enough details. The register used is appropriate.	Addresses the task. The main idea is clear, but not enough supporting details are included. The register used is appropriate.	Addresses at least part of the task or copies from a model. Includes some irrelevant information and/or lacks sufficient details.	Does not address the task entirely and a great part of the information given is irrelevant.	Does not address the task and the information given is irrelevant or incomprehensible. Register used is unsuitable.

- Rúbrica para evaluar producciones orales (no presentado se calificará con un 0):

	Excellent (2.5)	Great (2.0)	Alright (1.5)	Poor (1)	Deficient (0.5)
STRUCTURE Organization, cohesion, and oral markers 25%	Uses complete and well-constructed sentences. Respects the format given for this type of assignment. Uses multiple linking words.	Uses complete sentences which are mostly well constructed. Respects, in general, its format. Uses linking words.	Uses complete sentences for the most part. Respects, in general, its format. Few linking words and a few pauses or filler words.	The utterances are roughly comprehensible due to errors. Chaotic organization, fragmented sentences with pauses or filler words.	Multiple errors which make the intervention incomprehensible. Lack of organization. Many pauses and filler words.
GRAMMAR Syntax 25%	Speaker uses grammar structure required by the task effectively. Uses correct word order, verb tenses, and subject-verb agreement.	Speaker mostly uses grammar structure required effectively. Uses correct word order, tenses, and subject-verb agreement.	Speaker uses grammar structure requires somewhat effectively. Uses word order and verb tenses, with some mistakes.	Grammar required by the task is not applied entirely; has multiple errors in word order, verb tenses, or subject-verb agreement.	Speaker ignores grammar structure required by the task; does not use correct word order, verb tenses, or subject-verb agreement.
VOCABULARY & PRONUNCIATION 25%	Uses varied and effective vocabulary choice from the unit. Excellent pronunciation of words.	Some variety in vocabulary choice with occasional pronunciation errors that do not obscure meaning.	Frequent vocabulary errors, choice of words or pronunciation errors which obscure overall meaning of the message.	Uses limited word choice, and many pronunciation mistakes.	Uses basic, limited word choice and repetition. Includes non-existing or invented words. Bad pronunciation.
CONTENT Contents, extension, and register 25%	Effectively addresses the task with a clear, relevant main idea, including enough details. The register used is appropriate.	Addresses the task. The main idea is clear, but not enough supporting details are included. The register used is appropriate.	Addresses at least part of the task or copies from a model. Includes some irrelevant information and/or lacks sufficient details.	Does not address the task entirely and a great part of the information given is irrelevant.	Does not address the task and the information given is irrelevant or incomprehensible. Register used is unsuitable.

After calculating the students score, each pronunciation or intonation mistake related to the current teaching unit pronunciation section will be penalised with the subtraction of half a point per mistake to the score. If there is a time limit, two points will be subtracted from the final mark for each minute past the maximum limit.

- Rúbrica para evaluar la actividad de innovación *Lights, camera, meme!* (no participar se calificará con un 0)

	Excellent (2.5)	Great (2.0)	Poor (1)	Deficient (0.5)
STRUCTURE, CONTENT & ORIGINALITY 25% Group	The video is very original or it is a great parody of a well-known scene/video. It makes sense the way it has been filmed	The video is original or a parody. It makes sense the way it has been filmed though it could be improved.	The video is not very creative or it attempts to be a parody with poor rewriting. As a whole, it does not make much sense.	The video is a rip-off from another one, not an effort to improve it has been made or the video does not make any sense.
HUMOUR 25% Group	The video is hilarious and tries to use some advanced devices such as puns or references to meme or pop culture.	The video is funny though at times other aspects take away from it.	The video tries to be funny but fails due to weak acting, bad pronunciation, or other aspects.	The video is not funny at all, nor does it attempt to be.
GRAMMAR & PRONUNCIATION 25% Student	Great grammar structures and pronunciation (unless that is the humoristic function). The student uses correct word order and verb tenses.	Just a few mistakes in pronunciation, word order, tenses, spelling, and subject-verb agreement.	It has multiple errors in word order, verb tenses, spelling, pronunciation, or subject-verb agreement which are not part of the humoristic function.	Speaker ignores grammar structure required by the task; does not use correct word order, verb tenses, spelling, pronunciation, or subject-verb agreement.
ACTING 25% Student	It can be felt that the student is motivated, committed to the role and achieves to transmit through their acting.	The student is motivated and committed to the role but their acting needs refining.	Overall, the acting is sloppy, failing to create the desired effect when delivering lines.	The acting is bad, there in no commitment to the role and no

50% de la nota recibida será grupal, mientras que el otro 50% será individual.

- Rúbrica para la tarea fuera de clase (tarea no hecha se calificará con un 0)

	Excellent (1)	Great (0.75)	Poor (0.5)	Deficient (0.25)
<p>HOMEWORK 100%</p>	<p>The student has completed all the assigned exercises and an honest attempt has been made when they were not sure how to complete it.</p>	<p>The student completed most of the exercises or they mostly completed and well done.</p>	<p>The student completed a few exercises or did not do what was required in a few of them.</p>	<p>Just a few exercises has been done, with a lot mistakes.</p>

- Rúbrica para la participación y trabajo en clase (la no participación o realización de tarea en clase se calificará con un 0)

	Excellent (1)	Great (0.75)	Poor (0.5)	Deficient (0.25)
<p>CLASS ATTITUDE 100%</p>	<p>The student is eager to participate, always using English. They also complete all the activities.</p>	<p>The student sometimes wants participates and does the class activities.</p>	<p>The student participates only when asked to do it, not of their own will. Normally does the class activities.</p>	<p>Student rarely participates or does activities.</p>

