

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

TRABAJO FIN DE MÁSTER

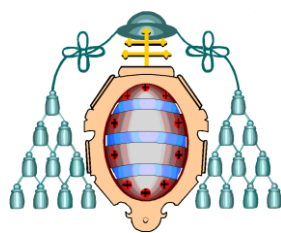
Aprendiendo Inglés en 3º de ESO: tan difícil como suena
Programación y Proyecto de Investigación

Learning English in Year 3 of CSE: as difficult as it sounds
Course Plan and Research Project

Autor: Enrique Ruiz Soto

Tutora: Alicia Teresa Laspra Rodríguez

Junio de 2015



Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

TRABAJO FIN DE MÁSTER

Aprendiendo Inglés en 3º de ESO: tan difícil como suena
Programación y Proyecto de Investigación

Learning English in Year 3 of CSE: as difficult as it sounds
Course Plan and Research Project

Autor: Enrique Ruiz Soto

Tutora: Alicia Teresa Laspra Rodríguez

Junio de 2015

ÍNDICE

INTRODUCCIÓN.....	1
MEMORIA	2
Análisis y reflexión sobre la práctica.....	2
Análisis y valoración del currículo oficial de la materia y curso correspondientes	2
Propuesta innovadora y de mejora a través de la reflexión sobre la práctica	3
LONG TERM PLAN	5
Context.....	5
Contribution to Key Competences	5
Objectives.....	6
Course Contents: Selection and Sequencing of Teaching Units.....	7
Teaching Units.....	11
Timing.....	36
Methodology.....	37
Resources.....	38
Assessment.....	39
Attention to Diversity.....	41
PROYECTO DE INVESTIGACIÓN	42
Justificación y características del proyecto.....	42
Objetivos.....	43
Diseño metodológico.....	43
Resultados.....	48
Conclusiones e implicaciones educativas.....	48
ANEXO.....	50
BIBLIOGRAFÍA.....	53
FUENTES ELECTRÓNICAS.....	54

INTRODUCCIÓN

El presente Trabajo Fin de Máster culmina un año de inolvidables experiencias académicas y profesionales. De incalculable valor, tanto las experiencias vividas en la Western New Mexico University como aquellas vividas en la Universidad de Oviedo me sirvieron para trabajar duro e intentar alcanzar mis metas, reflexionando sobre cada acción dentro y fuera del aula.

Fruto de esa reflexión surge el Trabajo, estructurado en tres partes diferentes: la primera parte recoge una memoria con reflexiones teórico-prácticas en relación a mi experiencia en el Máster, el currículo actual y una propuesta de innovación respecto a los aspectos citados anteriormente y mi experiencia docente en el I.E.S “Pando” (Oviedo). La segunda parte se compone de una Programación Docente diseñada para grupos no bilingües de 3º de ESO en la asignatura de Inglés. Por último, la tercera parte resulta del proyecto de Innovación *Learning English, as difficult as it sounds*, llevado a cabo en el I.E.S “Pando” y cuya finalidad es la de mejorar la pronunciación de los alumnos en el aula, aspecto fundamental para el desarrollo de la competencia comunicativa.

El sistema de citas y referencias empleado a lo largo del Trabajo es el utilizado por la *Modern Languages Association* (MLA).

MEMORIA

Análisis y reflexión sobre la práctica

La contribución de las materias cursadas dentro del marco del Máster ha sido de gran importancia a la hora de realizar las prácticas en el I.E.S “Pando” de Oviedo. El primer semestre, cursado en la Western New Mexico University (NM, Estados Unidos), me permitió adquirir experiencia docente al realizar prácticas en Silver High School (Silver city, NM), en las materias de Inglés y Español. Por otro lado, la visita de nuestra tutora al instituto y su correspondiente *feedback* durante la visita y posteriores ocasiones me sirvió de gran ayuda a la hora de reflexionar sobre la labor docente, mientras que asignaturas como la de *Classroom management* o *Secondary Curriculum* me ayudaron a no solo adentrarme en el sistema de enseñanza americano, sino a adquirir una serie de conocimientos que me ayudarían en el futuro en Oviedo, a la hora de programar, organizar y desenvolverme en el aula.

Durante el segundo semestre cursado en Oviedo, la asignatura de *Aprendizaje y Enseñanza* reforzó la idea de que tenemos que hacer una diferencia como profesores. Recuerdo cómo el primer día de prácticas una profesora me dijo: “mis clases son totalmente normales, si venís a observar comprobaréis que no vais a aprender mucho ya que la experiencia docente ya la tenéis, el Máster es un trámite que hay que pasar...”. Se equivocaba profundamente. La asignatura de *Aprendizaje y Enseñanza* me enseñó a reflexionar sobre cada una de mis acciones, a manejar los currículos y saber aplicarlos coherentemente y sobre todo a actuar de forma sensata a la hora de evaluar los conocimientos del alumnado. A su vez, la asignatura de *Innovación Docente e Iniciación a la Investigación Educativa* me permitió fijar las bases de un proyecto de investigación y/o innovación adecuado, mientras que la asignatura de *Comentario de Textos* me resultó útil a la hora de realizar prácticas de escritura con los alumnos, una de sus necesidades más importantes.

Análisis y valoración del currículo oficial de la materia y curso correspondientes

Tal y como recoge el Decreto Autonómico para la Enseñanza de la Lengua Extranjera en la Educación Secundaria Obligatoria (ESO) del Principado de Asturias, en la ESO se continúa el proceso de aprendizaje de la Lengua Extranjera, con el objetivo de que al finalizar esta etapa los alumnos hayan consolidado las distintas destrezas y sean capaces de mantener una conversación y hacerse entender en un conjunto de situaciones, como ofrecer y pedir explicaciones en un debate informal, expresar de forma comprensible la idea que se quiere dar a entender, utilizar un lenguaje amplio y sencillo para explicar lo que se quiere y comprender las ideas principales de textos en lengua estándar, aun con pausas evidentes para realizar cierta planificación gramatical y léxica¹

Si los puntos expresados dentro del Decreto se reflejasen en la realidad, nos encontraríamos ante una docencia de muy alta calidad. Se establecen objetivos relacionados con cada una de las destrezas (escuchar, hablar, escribir y leer), los contenidos se dividen cuatro bloques distintos (Escuchar, hablar y conversar/Leer y escribir/Conocimiento de la lengua/Aspectos socio-culturales y consciencia intercultural) en relación con el enfoque comunicativo, y los criterios de evaluación

¹ http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf [visited on 15th April]

corresponden a cada nivel, ya que si bien se utilizan estructuras parecidas (al igual que en el ya derogado Real Decreto de 2006) tales como “Comprender la idea general e informaciones específicas de textos orales...sobre temas conocidos” para el nivel de segundo de ESO, ya en tercero se produce una adecuación de esos criterios y se concreta más (“Comprender la idea...sobre temas concretos y conocidos, y de mensajes sencillos emitidos con claridad por medios audiovisuales”).

El gran problema reside en el hecho de que si bien se realizan cambios en el currículo con el fin de mejorar la educación, no se es consciente de que lo que sucede no es que los puntos sean malos, sino que no por cambiar el articulado de las distintas leyes (LOE/LOMCE,etc.) se va a mejorar. En el Decreto 74/2007 para la ESO en el Principado de Asturias, se hace alusión al papel activo del alumno, a su participación, al uso del inglés como lengua vehicular en el aula y a la importancia de formar al alumno como persona con el fin de que sea capaz de desenvolverse en las distintas destrezas. La realidad es que en muchos de los casos la lengua vehicular en el aula es el español ya que los alumnos tienen un nivel bajo de inglés. El alumnado no tiene un papel activo ni participa, y a la vez no se le forma críticamente ya que las actividades que realiza tienen la gramática como fin y no como medio (la experiencia durante las prácticas corroboró esta situación). Consecuentemente, al alumnado se le evalúa de forma incorrecta, mediante actividades que no desarrollarán sus capacidades sino que las minarán y frenarán su desarrollo, siéndole imposible adquirir el nivel B1 de lengua inglesa al final de sus estudios de Bachillerato. Es por ello que a continuación realizo la siguiente propuesta de innovación.

Propuesta innovadora y de mejora a través de la reflexión sobre la práctica

El período de prácticas realizado en el IES “Pando” fue muy valioso ya que me permitió ejercer la docencia de forma continua y conocer la realidad del centro. Dentro del Departamento de Inglés los profesores son muy capaces y mantienen una relación magnífica entre ellos, me sentí muy cómodo. Muchas de sus clases eran comunicativas y en general el alumnado estaba contento, aunque en mi opinión hay un apartado sobre el que se debería trabajar para mejorar la enseñanza en el futuro: la elaboración de una programación personalizada por parte de cada uno de los profesores de cara a los cursos a impartir. Supone mucho esfuerzo ya que la mayoría de profesores del instituto consideran excesivo el número de horas que trabajan y sí, es mucho trabajo, pero creo que es mucha la responsabilidad que tenemos en nuestras manos educando a los estudiantes. Para que aprendan adecuadamente debemos de invertir el tiempo necesario. La aplicación del enfoque comunicativo debe ser un objetivo real. La realidad es bien distinta, ya que la programación no se aplica y es normalmente realizada por el jefe de Departamento, quien elabora sus contenidos para todos los cursos de la ESO. Debido a este hecho se produce un gran desajuste entre los distintos cursos, ya que los profesores se centran casi exclusivamente en el libro de texto del curso y sus contenidos (monótonos en muchos casos) desmotivan a la mayor parte del alumnado.

Por otro lado, pienso que se debería tener más en cuenta a los alumnos y dar una mayor importancia al componente fonológico de la lengua, ya que se otorga mucho valor a la cantidad de producción oral pero no a su calidad. Se subestiman las capacidades de los alumnos, ya que poseen gran aptitud auditiva, si bien esta no se

desarrolla ni se le saca provecho mediante la práctica. Como resultado, el alumno es capaz de distinguir los distintos sonidos de la lengua, pero no los identifica dentro de las palabras y al leer un texto escrito no controla su interlengua y se ve influido por su L1, cometiendo el error de hacer una asimilación entre dos lenguas muy distintas: la española y la inglesa.

LONG TERM PLAN

Context

The following long term plan (LTP) has been designed from my experience at Pando Secondary School, an urban and multicultural (105 students come from 25 different nationalities) school located in Oviedo. Taking into consideration the students' needs and their situation, as some of the students might come from a different socioeconomic background, it applies to any non-bilingual Year 3 of CSE class (3º ESO) with similar characteristics, an intermediate level of English and an average number of twenty students per group. The plan would fit those schools which have well-equipped classrooms: Internet connection, a computer, a projector and an audio system (and a computer lab in the High school).

The syllabus is based on several official documents such as the 74/2007 Decree for Compulsory Secondary Education (CSE) in the Principality of Asturias, the Common European Framework of Reference for Languages (CEFRL), the European Language Portfolio (ELP) and the European Portfolio for Student Teachers of Languages (EPOSTL), trying to make a mindful use of each of the resources so that they are applied to real practice.

Focused on the students' needs, the plan emphasises not only the quantity and variety regarding written and oral production of English language, but also its quality following a communicative approach. Through the study of pronunciation, the students will have access to quality input, which will be used in order to improve their communication skills.

Contribution to Key Competences

According to the CEFRL, in order to carry out the tasks and activities required to deal with the communicative situations in which they are involved, users and learners draw upon a number of competences developed in the course of their previous experience. In return, participation in communicative events (including, of course, those events specifically designed to promote language learning) results in the further development of the learner's competences, for both immediate and long-term use²

Based on the CEFRL, the 74/2007 Decree for the Compulsory Secondary Education in Asturias establishes the following competences:

1. Linguistic communication competence
2. Mathematic competence
3. Knowledge and world awareness competence
4. Information management and digital competence
5. Civic and social competence
6. Cultural awareness and expression
7. Learning to learn
8. Sense of initiative and entrepreneurship

² http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf [visited on 20th April]

As it is established in the 74/2007 Decree, the study of the English language will contribute to cover all these competences by means of a significant learning process. Following this pattern, the LTP will cover all but will focus on the following:

1.Linguistic communication competence

The English language will be used as a helpful communicative tool. The students will learn by communicating and taking action during all types of written and oral activities. Besides, pronunciation will become a very important element of the long term plan, as both quantitative and qualitative production is expected.

2.Information management and digital competence

The use of IT resources will foster the students' creativity and self-confidence. The world is changing and so are technologies, this is the perfect time to let the students use all the resources available to increase their knowledge and become more independent. The use of IT resources will be present in most of the teaching units. The students will use them for different purposes during the lessons.

3.Civic and social competence

The students will be engaged in both individual, pair and group work throughout the whole course, so that cooperative work will become a very important element. Besides, they will take responsibilities as they will participate during the activities, playing different roles and assuming important decisions.

4.Cultural awareness and expression competence

The students will be in contact with different cultures and ways of expression. Developing an attitude of respect and tolerance towards other cultures will be essential for the accomplishment of the tasks. This will help them to grow and learn not only as students but as citizens.

5.Learning to learn competence

Simple as it may sound, the students will use strategies to reflect on their learning process. Knowing themselves and learning to learn and improve is as important for them as it is for the teacher. Both the teacher and the students will help each other so that they improve their learning skills.

Objectives

In accordance with the applicable 74/2007 Decree, stage and area objectives are established for each of the subjects included in the Compulsory Secondary Education in Asturias . The present LTP will cover all but focus on the following:

Stage Objectives

- To act responsibly by showing respect to other people, as the democratic citizenship establishes
- To develop and consolidate individual and group work study habits so that the learning process becomes significant

- To reject any type of discrimination and avoid any type of violence or sexist behavior
- To develop basic digital skills by making use of IT resources
- To speak appropriately one or more languages
- To develop a strong self-confident and entrepreneurial spirit by means of participation, initiative and a good use of critical analysis
- To know and respect the culture, history and artistic heritage of Spain and other countries around the world

On the other hand, these are the area objectives established for the English subject (Year 3 of CSE) and pursued through the LTP:

Area Objectives

- To listen and understand both general and specific information from oral and written texts about different common topics by means of a respectful and cooperative attitude
- To communicate during common real and simulated situations in a accurate and clear way
- To read and understand different types of texts in order to identify and analyse general and specific information by means of a productive reading exercise
- To write simple compositions dealing with different topics by means of an adequate use of the cohesion and coherence resources.
- To make a proper use of linguistic knowledge of the second language in real contexts of communication by means of an autonomous practice
- To develop independent learning, reflecting on the learning stages and building a relation between the second language and the mother tongue
- To use different learning strategies and resources available, including IT resources, in order to obtain, select and present oral and written information properly.
- To consider the second language as a useful tool to access different contents and learn about other cultures.
- To think about languages as a way of communicating and understanding among people from different cultural backgrounds in order to avoid any type of cultural discrimination

Course Contents: Selection and Sequencing of Teaching Units

The criteria followed for the selection of the learning contents for the teaching units are based on three main sources: the results of a survey intended for my students (Year 3 of CSE) at Pando Secondary School, in which they identified the topics they would like to deal with if their opinion was taken into account; my own research on a variety of English as a second language text books, and the 74/2007 Decree for CSE in Asturias.

The LTP, called *Teenagers Preferences*, integrates and links each of the content blocks from the 74/2007 Decree for the CSE in Asturias, focusing on the following:

Block 1: Listening, Speaking and Interacting

- Understanding of general and specific information related to common real life and/or simulated contexts
- Understanding of simple speeches produced by audiovisual means
- Use of comprehension strategies in order to identify the content, context and speaker's intention
- Participating on real life and unexpected simulated activities about common topics individually, in pairs and groups
- Describing, narrating, discussing and expressing opinions on different topics by applying communicative strategies

Block 2: Reading and Writing

- Understanding of general and specific information from a variety of texts about different topics
- Use of digital and non-digital resources in order to understand, obtain and apply information, working individually, in pairs and groups
- Use of autonomous reading strategies in order to analyze and discuss information
- Planning and revising the writing process, using digital and non-digital resources
- Writing of different types of texts dealing with current topics, by means of a clear and accurate style
- Use of an adequate writing register

Block 3: Knowledge of the language

Linguistic knowledge

- Use of lexicon and different expressions on common topics of interest
- Use of adequate grammatical structures and functions for different communicative purposes
- Use of pronunciation knowledge in order to improve the production and understanding of speech sounds

Reflection on the learning process

- Use of digital and non-digital resources for the learning process
- Reflecting and assessing as a way to improve language learning
- Showing interest in making the most of the learning opportunities
- Participating actively during the individual, pair and group work
- Analyzing the use of grammatical structures as a means to communicate

Block 4: Sociocultural aspects and intercultural awareness

- Considering the second language as a useful communicative tool inside and outside the class

- Identifying the most important similarities and differences in the customs, uses, attitudes and values between the speakers of the second language and one's culture
- Use of adequate register according to the context and the speaker's intention

Content sequencing

TABLE OF CONTENTS					
UNIT	NOTION	FUNCTION	LEXICON	LANGUAGE EXPONENTS	PRONUNCIATION
1 Is it American English? British? I want to know Mo(re)	Time	Comparing, summarizing information	Languages Cultures	Revision Of previously Studied contents	Pronunciation Class Test
2 Peter and Wendy	Social Relationships	Establishing and Maintaining social And personal relations Public Speaking	Literary Genres Personal identification	Time expressions Exclamations and Questions	English sounds Standard English (Introduction)
3 Education	Habits Present/Past activities	Narrating Present and Past events, describing states, Telling anecdotes	Music Education	Present simple and continuous Past simple and continuous	English short Vowels Class test
4 Where is New Zealand? Task-based Unit	Places Information	Asking for and giving information	Tourism	Contrast Linkers Cause Linkers	English long vowels vs English short Vowels Online test
5 Incredible journeys	Opinions	Narrating past Events Expressing opinions Describing people, Places and journey Habits	Travelling	Present and Past Perfect in Comparison to Past simple	-ed endings Class test
6 You may say I am a Dreamer, but I am Not the only one	Future Predictions	Making predictions Anticipating information	Skills Plans	Future forms: Going to and will	English consonant Sounds: /p/ /t/ /k/ /b/ /d/ /g/ Class test

7 Face (to the) Book	Suggestions Prohibition Possibility	Giving permission, Expressing intentions, possibility,interest, approval, forbidding	Technology 21st century Lexicon	Modal verbs	English long vowels And silent letters /l/ /r/ /e/ Class test
8 Learn! Live! Make the most of it	Description	Describing people And expressing Knowledge	Special needs	Relative clauses	Linking –r Class test
9 The good old times	Qualities	Making comparisons	Personal identification	Comparatives and Superlatives	Revision Class Test
10 Heroes	Hypotheses	Describing facts, Making suggestions And hypotheses	Heroes Charities	Conditional Clauses:zero, first And second types	Plural –s ending Class test
11 What about music Stars	Wishes Plans	Expressing wishes And plans/intentions	Music	Uses of “Wish”	“sh” /ʃ/ vs.”ch” /tʃ/ sounds
12 Yummy, yummy! Taste it! Task-based Unit	Information	Presenting information, discussing/reporting	Food	Reported Discourse	/h/ sound Online test
13 You are talented, did you know it?	Facts Knowledge	Explaining facts	Hobbies Talent	The passive	Intonation and Word stress Games
14 I can't believe it!	Agreement Disagreement Opinions	Comparing viewpoints, expressing agreement and Disagreement	The media	Expressions intended to Persuade	Falling/Rising Intonation in Questions Online test

15 Teach me! Task-based Unit	Communication	Transmitting Knowledge, teaching	Education	Revision of the contents dealt with during the course	Revision Pronunciation Test Class Test
---	---------------	--	-----------	--	---

Teaching Units

UNIT 1. Is it American English? British? I want to know mo(re)

OBJECTIVES

To check students' previous level of mastery of English

To learn and discuss the differences between American and British English

To understand general and specific information from texts and videos

To reflect on the learning strategies and check the students' previous level of pronunciation

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Understanding of the general information in a video recording dealing with life in the USA and British English vs American English

Speaking and interacting

Discussing language differences and the importance of pronunciation

Block 2: Reading and writing

Reading

Reading of a text dealing with language differences

Writing

Writing a summary taking into account the text dealing with language differences

Block 3: Knowledge of the language

Language knowledge

English Pronunciation: Introduction and basic features

Grammar contents

Reflection on the learning process

Use of strategies to reflect on learning

Block 4: Socio cultural aspects and intercultural awareness

Value of English as a communicative tool around the world

RESOURCES

- Videos: *Life in the USA/American vs British English*
- *How do I learn?* worksheets from the *European Portfolio for the languages*³
- Text: *Language differences*
- IT resources⁴
- Pronunciation and revision placement tests (original materials)

METHODOLOGY

This is the first unit of the course and the students need to feel motivated and aware of the importance of learning English. The unit will combine several individual/group activities: warm-ups, discussions, brainstorming activities (small activities) and reading, listening and writing activities, designed so that they prompt discussion among the students about questions like the English language around the world or the importance of pronunciation. Homework will be set regularly, as in the case of the rest of teaching units.

The students will face real communicative situations so that their learning becomes significant. Much is expected from them, the teacher guides the learning although the students have a very active role. Technology is used for the pronunciation section of the course, which starts by identifying the students' needs on the basis of placement tests.

ASSESSMENT

Placement tests including reading and writing activities (identifying the main ideas of the text and writing a summary related to it), a listening activity (video recording about the importance of pronunciation) and a speaking activity (individual activity: talking about the English language, why is it important?).

³ <http://www.coe.int/t/dg4/education/elp/> [visited on 2nd May]

⁴ From now on, IT resources include a laptop, Internet access and a projector

Besides, the students will take a pronunciation test in class (recording themselves reading a small text (original material))

UNIT 2. Peter and Wendy

OBJECTIVES

To become aware of the importance of Literature

To interact in real conversations, making use of the contents learnt during the unit

To become familiar with the English sounds and Standard English

To improve speaking skills

CONTENTS

Block 1: Listening, speaking and interacting

Listening

A podcast about Literary Genres

Speaking and interacting

Taking action: A Sketch

Block 2: Reading and writing

Reading

Reading part of an adapted version of *Peter and Wendy*

Biography: James Matthew Barrie

Writing

Writing a biography: Famous people

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to Literature and personal identification

Time expressions and Interrogation/Exclamation marks

English sounds and Standard English (Introduction)

Reflection on the learning process

Participating in group work, helping each other

Block 4: Socio cultural aspects and intercultural awareness

The importance of English 20th century Literature

RESOURCES

- Podcast: *Literary Genres*
- Adapted version of *Peter and Wendy* (PDF)
- BBC Phonemic chart⁵
- Writing models
- *Voicethread*⁶
- IT resources

METHODOLOGY

During the second unit, the students will take part in creative activities. Their role will be active and the teacher will give them models and instructions so that they can accomplish the objectives established. It is still the beginning of the year and they need to learn about the procedures for the course.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a reading part (on Literary genres), a writing section (writing your own biography) and a speaking part (in pairs: summarizing and talking about *Peter and Wendy*).

Besides, the students will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves summarizing the contents they learnt. This task will not be graded).

UNIT 3. Education!

OBJECTIVES

To become more conscious about the importance of education and its impact around the world

To identify and produce correctly the English short vowels

To describe present and past events

To apply writing strategies

⁵ <https://www.teachingenglish.org.uk/article/phonemic-chart> [visited on 5th May]

⁶ <https://voicethread.com/> [visited on 3rd May]

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Analyzing the lyrics from the song *Education* (by Pearl Jam)

Watching a video related to the pros and cons of studying in the UK (subtitled by the teacher)

Speaking and interacting

Group debate: Teacher in the past and teachers nowadays: Are they different?

Block 2: Reading and writing

Reading

Reading and reflecting on the article *Hey, teacher...leave us kids alone*

Writing

Writing an opinion essay: Advantages and disadvantages of studying in Spain

Block 3: Knowledge of the language

Vocabulary related to education and music

Present simple and continuous/Past simple and continuous

English short vowels

Reflection on the learning process

Use of models /tips for writing

Block 4: Socio cultural aspects and intercultural awareness

Education in English speaking countries

RESOURCES

- *Education* (song lyrics)
- Video: Pros and cons studying in the UK⁷
- Article: *Hey, teacher...leave us kids alone*
- *Voicethread*
- Writing model Advantages and disadvantages + video (original material)
- IT resources

⁷ <https://www.youtube.com/watch?v=UDB7pJLsw6M> [visited on 5th May]

METHODOLOGY

Unit 3 deals with one of the most important topics, education! The teacher will guide the students and will try to make them reflect and analyze the contents dealt with from a critical point of view.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a reading/listening section (analyzing the lyrics of the song *Hey teacher...leave us kids alone*), a writing section (advantages and disadvantages of being a high school student) and a speaking section (individual: comparing the Spanish to English education, two minute talk).

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and doing the following activity: listening to the words in a short vowel Bingo created by the teacher (original material), identifying some of the vowel sounds in the words and recording them).

UNIT 4. Where is New Zealand? (Task-based Unit)

OBJECTIVES

To know about New Zealand and its differences in comparison with other English speaking countries, valuing and respecting other cultures

To become more skilful at public speaking, performing different roles

To participate in creative group work by means of cooperating and using technology

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Understanding the main sense of an introductory video related to New Zealand and its culture

Speaking and interacting

Group discussions on the Webquest's contents

Presenting the information to the public: Where is New Zealand? What is to do there?

Block 2: Reading and writing

Reading

Reading and selecting information about New Zealand: Webquest

Writing

Creating a tourist guide with activities and things to do in New Zealand

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to New Zealand and tourism

Use of contrast/Cause linkers

English short vowels vs English long vowels

Reflection on the learning process

Use of technology in the classroom

Block 4: Socio cultural aspects and intercultural awareness

New Zealand and tourism in the 21st century

RESOURCES

- Introductory video: This is New Zealand
- Internet: Webquest
- Final task samples
- Sheet with tips
- Rubrics⁸
- *Voicethread*
- IT resources

METHODOLOGY

This is the first of the three task-based units of the long term plan. The role of the students will be active as the activities leading to the final task are dynamic and involve each of the group members. The teacher will make sure the students are following his advice so that they respond to the expectations on them.

ASSESSMENT

In this case, the students will be assessed according to their final task: creating a tourist guide about New Zealand and presenting it to the class pretending they are tourist guides. Each of the group members will be assigned a mark based not only on

⁸ <http://rubistar.4teachers.org/index.php?skin=es&lang=es> [visited on 8th May]

individual but group work during the whole process. Rubrics will be used for this purpose.

Besides, the student will take a pronunciation online test at home (creating an account on *Voicethread* and recording themselves pronouncing different words and short sentences with short and long vowels, provided by the teacher).

UNIT 5. Incredible Journeys

OBJECTIVES

To talk about journeys/trips, expressing opinions and preferences

To communicate and distinguish finished from unfinished actions

To identify and use the different –ed ending pronunciations properly

CONTENTS

Block 1: Listening, speaking and interacting

Listening

An interview: Teenagers travelling around the world

Speaking and interacting

Brainstorming: Why is it important to travel?

Speed dating (in pairs): My favorite destination

Block 2: Reading and writing

Reading

Identifying the type of text: *The world on wheels* (letter)

Writing

Writing an informal letter to a friend: Past journeys

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to travelling

Past simple, present and past perfect

-Ed ending

Reflection on the learning process

Different types of texts: Use of formal and informal language

Block 4: Socio cultural aspects and intercultural awareness

The importance of travelling to other places

RESOURCES

- Audio: *Teenagers around the world*, an interview
- *The world on wheels*
- Letter samples
- *Voicethread*
- IT resources

METHODOLOGY

During this unit, the teacher will make sure the students understand the differences between an informal and a formal letter. Again, participation is expected, as the topic is attractive and so are the activities (ex. speed dating)

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a reading section (analyzing an informal letter), a writing section (telling experiences) and a speaking section (groups of four people: Debate on the advantages and disadvantages of travelling abroad).

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: reading a small text and pronouncing –ed endings (created by the teacher)).

UNIT 6. You may say I am a dreamer, but I am not the only one

OBJECTIVES

To convey future plans and predictions

To develop self-confidence and independent learning

To learn about the Plosive consonants

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Watching a motivational video: *The six rules of success*

Speaking and interacting

Simulation (groups of four): You need to apply for a scholarship, what are you going to do for it?

Block 2: Reading and writing

Reading

Distinguishing the parts of a discourse: reading *The incredible story of Sergio Torres*

Writing

Writing about my future

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to skills and plans

Future forms

Plosive consonants

Reflection on the learning process

Applying strategies in order to acquire the lexicon

Block 4: Socio cultural aspects and intercultural awareness

Attitude towards dreams in Spain and the US

RESOURCES

- *The six rules of success* (video)⁹
- *The incredible story of Sergio Torres*
- *Voicethread*
- *A practical course of English pronunciation*
- IT resources

METHODOLOGY

This unit is the perfect chance for the teacher to get close to the students. The teacher will try to motivate them as much as possible by exposing the pupils to real stories and communicative situations

⁹ <https://www.youtube.com/watch?v=EyhOmBPtGNM> [visited on 8th May]

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a listening section (the world in 2020), a reading/writing section (reading an article about Tony Melendez, the musician who never gave up (as a model) and writing a composition: what are you going to do in order to accomplish your dreams?) and a speaking section (individual: the students talk about key points to succeed in the achievement of their dreams).

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: doing exercises c4 (listen and identify the consonants) and c15 (listen and pronounce) from *A practical course of English pronunciation*¹⁰).

UNIT 7. Face (to the) Book

OBJECTIVES

To communicate during everyday situations by using 21st century lexicon

To learn and reflect on social networks and its impact

To identify long vowels and the /l/, /r/ and /e/ silent and non-silent letters

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Reflecting on the use of social networks: watching *Do you really have a private life online?* (video)

Speaking and interacting

Group debate: Are social networks dangerous?

Role playing (pairs): teenager asking his/her mother for permission to use Facebook, even if he/she has to study

Block 2: Reading and writing

Reading

Understanding general and specific information: reading *the Social networking sites*

¹⁰ A.C. Gimson, *A practical course of English pronunciation* (London: Arnold, 1975) 18 - 20

Writing

Summarizing information and writing tweets (individual): Analogic Twitter

Creating a blog on Blogger: writing an opinion essay about the Internet and its use

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to 21st century lexicon and technology

Use of Modal verbs

Silent letters

Reflection on the learning process

Advantages of using technology in the classroom

Block 4: Socio cultural aspects and intercultural awareness

Social networks: A worldwide phenomenon

RESOURCES

- *Do you really have a private life?* (video)
- *The social networking sites* (article)
- Blogger¹¹
- Writing tips
- *Voicethread*
- IT resources

METHODOLOGY

This unit has been designed so that the students reflect on the uses of social networks and the consequences of that. The topic is appealing and they will be using Internet resources as part of their independent learning.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a reading section (identifying the general and specific information from a text dealing with *Social networks in China*), a writing section (establishing rules: writing about your blog, what can and can't be done) and a speaking section (in pairs: Role play, the students pretend to be the owners of a new social network company and need to talk about its structure).

¹¹ <https://www.blogger.com/> [visited on 10th May]

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: reading and identifying silent and non-silent “e” words (original materials)).

UNIT 8. Learn! Live! Make the most of it!

OBJECTIVES

To become aware of the importance of respecting other classmates

To become familiar with the different special needs students may have

To describe people during common real and simulated contexts

To identify and distinguish cases of linking –r

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Listening to the story of Michael Cody

Speaking and interacting

Password game (group work): Making use of verbal and non-verbal language

Which sense is the most important? (pair work discussion - taking turns)

Block 2: Reading and writing

Reading

Reading about the story of Michael Cody

Writing

Taking care of structure and lexicon: writing a poem about senses

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to special needs

Use of relative clauses

Linking -r

Reflection on the learning process

Challenges of being a student with special needs

Block 4: Socio cultural aspects and intercultural awareness

The power of Verbal and non-verbal language

RESOURCES

- *The story of Michael Cody* (Audio)
- Poem models
- *Michael Cody* (article)
- *Voicethread*
- *Password game*¹²
- IT resources

METHODOLOGY

Non-verbal language will be very important in this unit, as it deals with special needs students and the senses. Students will reflect on the difficulties these students have.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a listening section (analyzing the main information: special needs students in the US), a writing section (Writing about the challenges of having special needs: poem) and a speaking section (groups of four people: Making use of verbal and non-verbal language in order to talk about school life).

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: reading a small text with linking and non-linking –r's (original materials)).

UNIT 9. The good old times

OBJECTIVES

To describe and compare physical features during common communicative contexts

To revise and reinforce pronunciation knowledge

To reflect on the learning stages

¹² <https://www.youtube.com/watch?v=lnUXryB6QQA> [visited on 10th May]

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Understanding the sense and main information of the recording *When I was young*

Speaking and interacting

2 truths and one lie game (groups of 3): Comparing childhood to the present

Class discussion on life stages

Block 2: Reading and writing

Reading

Analyzing the story of Dorian Gray (fragment)

Writing

Writing a formal letter to your future boss: You have a problem and want to tell him

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to personal identification

Use of comparatives and superlatives

Pronunciation revision

Reflection on the learning process

Making the most of the learning opportunities

Block 4: Socio cultural aspects and intercultural awareness

Use of register according to the context

RESOURCES

- *When I was young* (Audio)
- *The story of Dorian Gray*
- Formal letter model
- *Voicethread*
- IT resources

METHODOLOGY

This unit deals with the good old times and the way we get old with the pass of time. The students will reflect on their learning strategies and their pronunciation improvement, as they will be revising the contents learnt previously.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a listening section (*Adulthood, it happens*), a writing section (writing a formal letter to a company which rejected you in the past, why you should be the chosen one now?) and a speaking section (individual: short talk on primary school, comparing it to the high school).

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: revision text including the contents dealt with previously (original material)).

UNIT 10. Heroes

OBJECTIVES

To describe real and imaginary situations

To identify the different plural –s ending pronunciations

To reflect on the content and develop independent learning

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Reflecting on the *For the heroes* talk and understanding its main sense

Speaking and interacting

Discussion of images: Is that a hero? Why?

What are the requisites for being a hero? (pairs discussion – switching pairs)

Block 2: Reading and writing

Reading

Analyzing the role of other type of heroes: *reading about charities*

Writing

Writing an informal proposal and revising your classmate's: *If I were a hero, I...*

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to skills

Use of Conditionals (type zero, one and two)

Plural –s endings

Reflection on the learning process

Self assessment and peer correction

Block 4: Socio cultural aspects and intercultural awareness

Charities around the world

RESOURCES

- *For the heroes talk* (video)¹³
- Visuals
- Writing model
- *The role of charities* (text)
- *Voicethread*
- IT resources

METHODOLOGY

The unit is meant to increase the self-confidence of the students, they are heroes and need to know it. The teacher will involve them by doing activities related to different topics and putting emphasis on peer correction.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test (see Anexo) will contain three different parts: a reading section (*What about payasos sin fronteras?*), a writing section (*What are the requisites of being a hero? Who is your hero? What would you do if you were a hero?*) and a speaking section (Individual: You want to create a charity organization, explain the things you would do if you had more money).

¹³ <https://www.youtube.com/watch?v=tgF1Enrgo2g> [visited on 10th May]

Besides, the student will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: doing exercise 26.4 from *English pronunciation in use*¹⁴ and pronouncing the words chosen).

11. What about music stars

OBJECTIVES

To become familiar with the /f/ and /tʃ/ sounds

To review the past tenses and express wishes or intentions during communicative situations

To reflect on the topic of music and participate on creative activities

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Identifying different instruments and music styles around the world: *Music around the world* audio

Speaking and interacting

Role playing (groups of four people): Performing as juries (Talent show)

Class discussion: Is there good and bad music? Expressing wishes

Block 2: Reading and writing

Reading

Understanding general and specific information from the article *A (very short) history of Rock music*

Writing

Taking care of the structure and lexicon: composing a song (expressing wishes and intentions-free topic-individual)

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to music

Use of Wish

¹⁴ Mark Hancock, *English pronunciation in use* (Cambridge: Cambridge University Press, 2003) 61

/f/ and /tʃ/ sounds

Reflection on the learning process

Analyzing types of writing compositions

Block 4: Socio cultural aspects and intercultural awareness

Music around the world

RESOURCES

- *Music around the world* (audio)
- *A (very short) history of Rock music*
- Song models
- IT resources

METHODOLOGY

During this unit, the students are expected to participate and give their critical opinion. The topic is appealing and the activities are very communicative, the teacher will be guiding the pupils and helping them in case of need.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a listening section (analyzing an interview to *Sting*), a writing section (Writing a song called *I wish I...*) and a speaking section (in pairs: one of the persons defends the idea that rock music is the best while the other has other preferences, short debate). There will not be an online pronunciation test during this unit.

UNIT 12. Yummy, yummy! Taste it! (Task-based Unit)

OBJECTIVES

To present and report information during real contexts

To develop an attitude of respect towards other cultures

To identify the English /h/ sound and become aware of its differences with the Spanish one

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Identifying the context and the speaker's communicative intention: *Ordering food in a restaurant* (video)

Speaking and interacting

Class discussion: Do we have healthy habits?

Brainstorming activity: Typical food around the world

Creating a sketch: Ordering food in an international restaurant (Final task)

Block 2: Reading and writing

Reading

Understanding the main parts of a dinner menu in order to create one

Writing

Applying reading and writing strategies: Writing a dialogue (sketch)

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to food

Use of reported discourse

Use of /h/ sound

Reflection on the learning process

Participating in real context activities from an attitude of respect

Block 4: Socio cultural aspects and intercultural awareness

Types of food around the world

RESOURCES

- *Ordering in a restaurant* (video)
- *Dinner Menu* (reading analysis)
- Sketch models
- Tips sheet
- *Voicethread*
- IT resources

METHODOLOGY

This is the second of the three task-based units of the long term plan. It is the end of the second semester and the students are probably tired but their role will be active as the activities leading to the final task are dynamic and involve each of the group members. The teacher will make sure the students are following his advice so that they respond to the expectations on them.

ASSESSMENT

In this case, the students will be assessed according to their final task: creating a sketch: ordering food in an international restaurant/Two friends go to have dinner at an international food restaurant, one of them cannot talk so that his other friend has to perform as an interpreter and report what his friend wants to say. Each of the group members will be assigned a mark based not only on individual but group work during the whole process. Rubrics will be used for this purpose.

Besides, the student will take a pronunciation online test at home (creating an account on *Voicethread* and recording themselves: building their own /h/ sound sentences and recording them trying to apply some of the previously learnt contents)

UNIT 13. You are talented, did you know it?

OBJECTIVES

To emphasise actions by transmitting knowledge

To become aware of the existence of intonation and word stress patterns in English

To apply writing strategies and revise writing compositions

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Understanding the main ideas from the audio: *Britain's got talent* (audition)

Speaking and interacting

Class discussion: Do we all have talents?

Guessing game: I am talented because... (use of body language)

Block 2: Reading and writing

Reading

Applying reading strategies: reading *Those singing boys* and checking its content (using Kahoot¹⁵)

Writing

Linking reading to writing strategies: using the *story of John Lennon* to create your own story, making use of the passive form

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to talent

Use of the Passive form

Intonation and word stress

Reflection on the learning process

Learning by taking action

Block 4: Socio cultural aspects and intercultural awareness

Talent shows in Spain and Great Britain

RESOURCES

- *Britain's got talent* (audition part, interview)
- *Those singing boys* (magazine article)
- *The story of John Lennon* (biography)
- Writing models
- Kahoot
- Voicethread
- IT resources

METHODOLOGY

The teacher will try to engage the students in the activities, as they are probably familiar with talent shows. They will be using body language again so that they learn by taking action.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test at the end of the unit to prove they have acquired the contents correctly. Assessment will be both

¹⁵ <https://kahoot.it/#/> [visited on 12th May]

formative and summative. This end of unit test will contain three different parts: a reading section (analyzing an interview from *one of the members of the x factor in the UK*, talking about the purpose and history of the programme), a writing section (on the history of a fictional talent show) and a speaking section (in pairs: talking about your hobbies and talents).

No pronunciation test for this unit, playing the *Guess the stress* and *The stress matching game* instead¹⁶

UNIT 14. I can't believe it!

OBJECTIVES

To develop critical analysis of information

To identify and use Falling/Rising intonation patterns

To use strategies in order to persuade

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Identifying the context, register and speaker's intention: Watching the BBC news (fragment)

Speaking and interacting

Class discussion: the effects of television in Spain

Creating a small dialogue (in pairs) pretending to be Tv presenters reporting news

Role play (groups of four): You need to advertise your new product but need people to buy it, promote it!

Block 2: Reading and writing

Reading

Analyzing opposite headlines related to the same story: English newspapers

Writing

Taking care of the structure and register: writing a newspaper article

¹⁶ Tim Bowen and Jonathan Marks, *The pronunciation book* (Essex: Longman, 1992) 61 - 62

Block 3: Knowledge of the language

Language knowledge

Vocabulary related to the media

Use of expressions intended to persuade

Falling/Rising intonation in questions

Reflection on the learning process

Independent learning, taking responsibilities in creative work

Block 4: Socio cultural aspects and intercultural awareness

British and Spanish newspapers

RESOURCES

- *BBC news* (fragment)
- Newspaper headlines
- Newspaper articles
- Spanish and English newspapers
- *Voicethread*
- IT resources

METHODOLOGY

The unit is designed in order to have a lot of discussion in the class. The students will be interacting and will have access to contents which are unfamiliar to them. The teacher will be helping the students and interacting with them, creating discussion.

ASSESSMENT

As in most of the units of this long term plan, the students will take a test (see Anexo) at the end of the unit to prove they have acquired the contents correctly. Assessment will be both formative and summative. This end of unit test will contain three different parts: a listening section (analyzing radio news: *two different points of view*), a writing section (writing a newspaper article on a chosen topic) and a speaking section (in groups of four: debate, are we biased when writing? Use of persuasive expressions).

Besides, the student will take a pronunciation online test at home (creating an account on *Voicethread* and recording themselves: working in pairs and reading the dialogue from a movie script: *How to train your dragon 2*).

UNIT 15. Teach me!

OBJECTIVES

To revise and use the contents learnt during the course

To develop entrepreneurial spirit

To show improvement at pronunciation

CONTENTS

Block 1: Listening, speaking and interacting

Listening

Identifying the main ideas of the lesson according to the way they are presented, analyzing its content

Speaking and interacting

Group work (groups of four people): Presenting information to the teacher and the class, teaching muddy points

Block 2: Reading and writing

Reading

Analyzing the contents to be taught in groups

Writing

Planning a teaching guide (group work for the final task-4 people)

Block 3: Knowledge of the language

Language knowledge

Vocabulary learnt during the course

Use of structures learnt during the course

Applying pronunciation: content learnt

Reflection on the learning process

Working as a group, organizing roles

Block 4: Socio cultural aspects and intercultural awareness

Teaching in Spain

RESOURCES

- Contents learnt during the whole course
- Sheet with tips on public speaking-teaching
- Writing model
- *Voicethread*
- IT resources

METHODOLOGY

This is the last of the three task-based units of the long term plan. It is the end of the last semester and the students are probably tired but their role will be active as the activities leading to the final task are dynamic and involve each of the group members. The teacher will make sure the students are following his advice so that they respond to the expectations.

ASSESSMENT

In this case, the students will be assessed according to their final task: becoming teachers and revising contents (free choice from the contents learnt). Each of the group members will be assigned a mark based not only on individual but group work during the whole process. Rubrics will be used for this purpose.

Besides, the students will take a pronunciation test in class (creating an account on *Voicethread* and recording themselves: reading the first text again (original material)). This will be the last test and will show the improvements made by the students throughout the course

Timing

Taking into account el Boletín Oficial para el Principado de Asturias (BOPA) and its school calendar for the Compulsory Secondary Education in 2014-2015, which establishes 140 hours of English lessons (excluding the last day of class and the holidays), the following chart reflects a mindful distribution of the lessons, considering the students' needs and the number of teaching units, its content and context¹⁷

SCHOOL CALENDAR
• FIRST TERM: UNITS 1-5
• SECOND TERM: UNITS 6-12
• THIRD TERM: UNITS 13-15

¹⁷ BOPA, 18 de Junio de 2014

Units number 1 and 15 may last longer than the rest as it is the beginning and the end of the year, the students need to revise previously studied contents.

Methodology

The present long term plan is the reflection of a carefully considered methodology, built on the students' needs and a *Backward design* strategy, which focuses on first identifying the "desired learning results" rather than choosing the activities¹⁸. The lessons are planned to be dynamic and varied, breaking the pace and making use of the technological devices available. The activities have been planned so that the students meet the expected and the unexpected, as there are always expectations placed on them. Individual work will be combined with group work, as well as planned and unplanned activities, where the students have to work from scratch.

Breaking with previous models, which focused on a traditional way of teaching Grammar and Vocabulary, this long term plan is based on a notional-functional theory and emphasises notions (ideas we have of something) and functions (communicative acts), which are related and have the goal of letting the students learn by taking actions and making use of a communicative approach. According to Howatt (qtd. in C.Richards and S.Rodgers 86):

There is, in a sense, a 'strong' version of the communicative approach and a 'weak' version. The weak version which has become more or less standard practice in the last ten years, stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching.... The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as 'learning to use' English, the latter entails 'using English to learn it'¹⁹.

In education, it seems there is no perfect approach when teaching. As established in the 74/2007 Decree for the Compulsory Secondary Education in Asturias, the teaching approach must be communicative, especially for the English subject. That is what the methodology defines, the way I teach and am within the class, the relation established between the teacher and the students.

In regards to the LTP, the teaching approach is intended to relate multiple methods in order to ensure success in both teaching and learning. As discussed by Coletes, there has to be a balance between the different factors in Communicative

¹⁸ Carol Ann Tomlinson and Jay McTighe, *Integrating Differentiated Instruction + Understanding by Design* (Virginia: ASCD, 2006) 139

¹⁹ Jack Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (Cambridge: Cambridge University Press, 2014) 86

Language Teaching (CLT), otherwise “emphasis on communicative activities at any cost can lead to limited proficiency and a conformist use of language”²⁰. Considering the previous indications, this is the way I will proceed in the class.

English will be the main language used in class, although Spanish will be sometimes necessary, as I need to know whether the students understand the content. Grammar will be used as a means rather than a goal, although some activities will be directly related to its understanding (they are not included in the LTP but still considered as necessary). The activities will be normally short and to the point, using homework as a way to reinforce the contents. Pronunciation will be considered as very important and forty minutes will be weekly devoted to teaching it (using summaries, explanations and different dynamic activities). The students will learn by taking action and their role will be active, they will be encouraged by the teacher, to whom they will be expected to maintain a relation of respect and trust from the very first day. Sandwiched feedback (not only emphasizing mistakes but merits too) will be provided regularly so that the students improve. At the same time, it will be the students who will give feedback to the teacher (weekly written feedback) so that his performance improves and the students’ needs are taken into consideration

The layout of the classroom will be varied as well, depending on the type of activity. It will normally have a “U” shape, so that the teacher is closer to the students and they can all make eye contact. In case of a group activity, the desks will be moved so that each of the groups has its space and the teacher can move easily around the desks in order to help.

Finally, the use of IT resources will become very important. Some of the lessons will be taught using slideshows, while others will not require the use of technology. The students will be encouraged to use the Internet and the resources available for some of the activities and the teacher will have continuous contact with them and their parents, so that they are aware of their children’s performance through *engrade*, a free system which enables people to access upcoming homework, class grades and attendance online²¹.

Resources

Resources for the LTP are varied, as the teaching units show. IT resources are important: a computer with an audio system, a projector and Internet connection is necessary for the teaching practice. Besides, much material is downloaded from the Internet: videos, recordings, handouts, articles, ideas for activities (websites like <http://www.onestopenenglish.com/> and <http://www.teach-this.com/> were quite useful for this purpose).

Several text books have been considered as well: *Interface 3* (Macmillan ed.) and *English World 3* (Burlington ed.) were some of the most important, while others like *The first days of school: How to be an effective teacher* provided some tips for the beginning of the school year.

²⁰ Agustín Coletes, “Communicative approaches revisited: on present day tendencies in the teaching of English as a foreign language”, *Language Awareness in English and Spanish* (Valladolid: Universidad de Valladolid, 2008) 114 - 121

²¹ <https://www.engrade.com/user/login.php> [visited on 7th May]

The students learn by having an active role and make use of several resources too. Material like newspapers or IT resources like *Blogger* are an example of this.

Assessment

It is essential to be clear about the way we assess and the reasons behind it: Why are we assessing?. What matters most is checking whether the students understand and apply the different contents dealt with, so that they are stored in their long-term memory. That is not an easy task, but it is what this LTP aims to do through the use of both formative (class work) and summative assessment (tests and final projects). The activities dealt with along the teaching units will prepare the students for the final unit tests or projects, as in the case of the three task-based units.

Checking knowledge through the application of unit tests will become the main assessment tool during the course. There are reasons for it, as this model is not based on a traditional testing method and the skills are integrated rather than assessed separately. Although each of the skills is assessed on a different section, the assessment of each of the parts is related not only to the objectives of the unit but to the different parts²².

As for the pronunciation section of the course, testing is important as well. The students will normally take pronunciation tests in class, based on small activities like reading sentences aloud, or identifying sounds. There will be a placement pronunciation test at the beginning of the course; the students will record themselves in class reading a small text, using *Voicethread*, a tool that enables the teacher to give online written or oral immediate feedback to the students. The selection of the text will be very important, as it is intended to contain as many different English sounds as possible to identify the students' needs. At the end of the school year, the students will record themselves again reading the same text, so that the teacher can analyse the progress made during the whole course.

Testing will be relaxed, built on what is done in class and combining the different skills. For some of the units, there will not be a final test, as the students will be engaged in task-based activities (or they will simply not have a test, as for some of the pronunciation parts, in order to let the students rest from so much testing). For this task-based units, the students will be assigned an individual and a group mark, based not only on their final performance but on their work during the whole process. Rubrics will be used for this purpose (see Anexo).

Assessment Criteria

As established in the 74/2007 Decree, these are the assessment criteria for English in Year 3 of CSE and pursued through this LTP:

1. Understand general and specific information from oral texts about current common topics transmitted through audiovisual and non-audiovisual means
2. Participate on real and simulated conversations individually, in pairs and groups, making use of adequate register and applying what is learnt during the course

²² Clifford Hill and Kate Perry, *From Testing to Assessment: English as an International language* (Essex: Longman, 1994) 255 - 256

3. Understand the sense, intention, general and specific information from different types of texts.
4. Write different types of texts in a clear and structured way, according to the communicative intention
5. Identify and apply adequate strategies to reflect on learning and apply self and peer assessment to improve on language learning
6. Use of IT resources in order to obtain, analyse and present information properly by means of an autonomous learning process.
7. Identify the most important cultural aspects related to the learning of a second language

Marking Criteria

The marking criteria result from a combination of the formative and summative assessment established for the course. Hard work is taken into consideration, so students that make an effort to learn are rewarded. The final mark is established as follows:

- Classwork/Homework/Attitude: 20 %
- Unit tests: 50%
- Pronunciation tests: 30%

The students will need an average mark of five points out of ten in order to pass the course. In case of failing an assessment, they will be emailed material so that they can learn and improve their marks.

According to the continuous assessment system, there will be an extra test in September for those students who did not achieve the minimum required mark. Their final mark will result from the combination of the following criteria:

- Portfolio with activities related to the contents of the test (Pronunciation included) : 50%
- Tests (Pronunciation test included): 50%

The teacher will be in contact with the students by email and will forward them the appropriate activities for accomplishment of the different tasks. A specific hand-in deadline will be set.

Attention to Diversity

As argued by Rita Pierson, *every kid needs a champion*, each of the students is different from the rest and thus has distinctive needs²³. The task of teachers is complex but it is their responsibility to provide help to as many students as possible. Following the criteria established by the 74/2007 Decree, the teacher gives importance to all the students and makes adaptations of the contents for the following groups²⁴:

- Especially gifted students
- Late-entry students/International students
- Students with other type of special needs

²³ <https://www.youtube.com/watch?v=SFnMTHhKdkw> [visited on 11th May]

²⁴ Decreto 74/2007, 14 de Junio

PROYECTO DE INVESTIGACIÓN : *Learning English, as difficult as it sounds*

El presente proyecto de investigación, *Learning English, as difficult as it sounds*, nace de lo que en un principio intuí era una de las necesidades menos atendidas en el aula de lengua inglesa: el estudio y la puesta en práctica de aspectos concretos de pronunciación de la lengua extranjera. Llevado a cabo entre los meses de febrero y mayo y reflejado en la base de datos creada con las distintas grabaciones y material trabajado por parte de los alumnos (ubicada en la carpeta *Learning English, as difficult as it sounds* del CD del Trabajo Fin de Máster), el proyecto se desarrolló dentro de la aula no bilingüe de inglés, en la clase de tercero de la ESO del Instituto de Enseñanza Secundaria “Pando”. Tal y como se puede ver en la programación del curso, la sección de pronunciación se basa en la experiencia obtenida durante el transcurso del proyecto, con la intención de identificar y corregir los errores y poder mejorar la pronunciación de los estudiantes.

La idea surgió de las prácticas en el instituto y su transcurso, aunque tiene un antecedente importante: la experiencia adquirida durante mi estancia en la Western New Mexico University. Tras regresar de Estados Unidos y empezar a familiarizarme con documentación oficial de carácter educativo de rango nacional y local, pude darme cuenta de la poca importancia que se le da al componente fonológico en el aprendizaje de la lengua extranjera. Venía del modelo educativo americano, que si bien es mucho más dinámico en cuanto a la enseñanza universitaria, en la que se otorga un rol muy activo y cargado de responsabilidad al alumno, contrastaba con la enseñanza de lenguas en el instituto, ya que pude observar cómo se seguía un modelo cercano al conductista y basado en la repetición. Los estudiantes practicaban la pronunciación de la lengua mediante la repetición del léxico tratado, aunque no eran conscientes de lo que pronunciaban.

Por otra parte, una vez comencé mis prácticas en el I.E.S “Pando” pude contrastar todas mis experiencias pasadas y llegar a la conclusión de que si bien la práctica en la enseñanza de lenguas extranjeras a nivel de secundaria era menos tradicional, apenas se incidía en el aspecto de la pronunciación, por mucho que estuviera incluido tímidamente en la programación del Departamento de Inglés del instituto, en la normativa oficial (BOE) y en los manuales de enseñanza utilizados en el aula. Los estudiantes del grupo de tercero de ESO no solo no estaban acostumbrados a hablar en inglés (aunque su profesora lo intentase), sino que experimentaban serias dificultades a la hora de pronunciar e identificar el tipo de sonido que debían abordar.

1. Justificación y características del proyecto

El proyecto emana de la necesidad de cumplir con los objetivos establecidos para la asignatura de Inglés dentro de la etapa de ESO en el Principado de Asturias. Tal y como establece el Decreto 74/2007 los alumnos tienen como objetivo la comprensión y producción de la lengua inglesa dentro de un número de situaciones comunicativas reales y/o simuladas²⁵. Pero, ¿cómo puede llegar un aprendiz a tener un nivel óptimo de la segunda lengua?. Partiendo de la importancia de la pronunciación, por muy bueno

²⁵ Decreto 74/2007, 14 de Junio

que sea el nivel gramatical del hablante, si su nivel de pronunciación es defectuoso se producirá un gran desnivel, originándose problemas en el acto de comunicación²⁶

2. Objetivos

El proyecto *Learning English, as difficult as it sounds* contenía varios objetivos iniciales. Mejorar la pronunciación de los alumnos era el principal, identificar por qué estos tienen tantas dificultades a la hora de leer y pronunciar lo escrito sobre el papel. Por otro lado, señalar cuales eran sus puntos fuertes y menos fuertes con vistas a la eliminación de errores comunes, con el fin de poder diseñar una programación personalizada de cara al futuro, en la que una sección se dedique regularmente a aspectos de pronunciación, de forma coherente y estructurada.

Los objetivos eran ambiciosos y se partía de una dificultad aún mayor: el factor tiempo. ¿Cómo podía diseñar una programación en base a las necesidades de los alumnos y disponiendo de tan poco tiempo? - Los alumnos debían de seguir con su aprendizaje, con lo que el tiempo disponible había que aprovecharlo al máximo.

Tal y como explicaré de forma más detallada en el próximo apartado, el proyecto se desarrolló semanalmente y durante los últimos treinta minutos de la clase del viernes en un principio (en la programación se dedican cuarenta semanales pues considero que algo más de tiempo es necesario), ya que más adelante los alumnos me cederían su período de recreo de los martes, a fin de poder profundizar más en ciertos aspectos.

3. Diseño metodológico

Conté con la participación de un pequeño grupo de alumnos a la hora de desarrollar el proyecto. Tuve la suerte de tener un conjunto muy predispuesto a participar, pues todos los estudiantes de la clase, a excepción de un caso, se ofrecieron voluntarios tras explicarles en qué consistiría. He de decir que en un primer momento no se les mencionó ningún tipo de trato especial o incremento en la nota final de la asignatura, por lo que los alumnos, por iniciativa y motivación propia, se embarcaron en la investigación.

El grupo, elegido de forma intencionada y compuesto por un total de seis estudiantes, combinaba estudiantes de ambos géneros y distintos niveles, intercalando niveles altos y bajos, a fin de poder recopilar datos y profundizar en el estudio del progreso realizado por parte de cada uno de los tipos elegidos.

Una vez organizado el grupo, puede parecer que un proyecto de estas características es fácil de desarrollar, pero he de decir que no lo es ni mucho menos. Tenía el apoyo de mis estudiantes, pero debía saber hasta qué punto este proyecto de investigación era necesario, ya que por mucho que pensara que debía darse más importancia a la pronunciación y que mis estudiantes debían reforzarla, tenía que contar con su opinión, tanto a la hora de encontrar la causa de sus problemas al pronunciar, como para, en caso de hallar la causa, poder estructurar un proyecto sobre la base de sus necesidades. Con este fin, distribuí el primer y el último día de clase una pequeña

²⁶ Francisco Gallardo del Puerto y Esther Gómez Lacabex, “La enseñanza de las vocales inglesas a los hablantes de español”, *Pulso* (Alcalá: Universidad de Alcalá, 2008) 38

encuesta en español (ver base de datos creada, ubicada en el CD del Trabajo Fin de Máster), ya que así permitiría a los estudiantes expresarse en sus respuestas y poder dar una solución eficaz a sus necesidades, teniendo en cuenta su opinión y sus gustos.

Los resultados de la encuesta fueron muy satisfactorios, ya que todos los alumnos coincidían en que si bien la mejora de la pronunciación era imprescindible, esta era la primera vez que la iban a abordar, pues aunque algunos de sus profesores hablaban en inglés, ellos afirmaban no tener las oportunidades necesarias para poder expresarse y mejorar su pronunciación. Los alumnos proponían una serie de actividades a realizar en la clase, tales como diálogos, uso de películas... creo que uno de los grandes aciertos de este proyecto fue tener en cuenta la voz de los alumnos y establecer una relación de confianza entre el profesor y los estudiantes, ya que en todo momento me hicieron ser consciente de aquello que entendían o les parecía más difícil.

Aproveché las clases de la mejor forma que pude, ya que las grabaciones llevaban tiempo y eran necesarias a fin de establecer comparaciones y conclusiones. Fueron mi instrumento de evaluación y normalmente realizaba una por semana a cada uno de los alumnos, ya fuera de forma individual o por parejas.

Pero hay mucho más trabajo detrás del proyecto. Mi idea como profesor era la de intentar motivar a los estudiantes y hacer las actividades dinámicas, de forma que trabajaran, aprendieran y si era posible se divirtieran al mismo tiempo. Intenté hacer las clases lo más variadas posible, mezclando actividades extraídas de fuentes muy diversas (libros, páginas web...), teniendo que recurrir en muchas ocasiones a la creación de material propio, ya que los recursos existentes en cuanto a la práctica y el refuerzo de cuestiones relacionadas con la pronunciación escaseaban o bien no eran adecuados a las necesidades del alumnado, teniendo que realizar adaptaciones. Al principio me resultó más complicado explicar, realizar actividades de práctica y preparar a los alumnos para la grabación semanal, pero poco a poco me organicé de mejor manera y pude hacer grabaciones los viernes, para los martes de la semana siguiente analizar los errores, consultar dudas y realizar una segunda grabación durante el período de recreo. Además, debido al gran interés mostrado por parte de los alumnos, pude mantener el contacto con ellos de forma regular y enviarles material complementario por correo electrónico para así ayudarles a practicar, repasar y entender todos los aspectos tratados en el aula (ejemplo de este tipo de material son simples links a diccionarios como el de Oxford, en el que se puede escuchar la pronunciación de cada una de las palabras o videos relacionados con aspectos de pronunciación tratados), factor importante a la hora de avanzar en la materia. Las grabaciones, en su mayoría de corta duración, se estructuraron de forma distinta, combinando palabras con estructuras más complejas como los diálogos. Antes de realizar cada una de ellas se concedía un tiempo determinado a cada uno de los alumnos, a fin de que entendieran el léxico tratado y estuvieran preparados para la actividad de lectura. Como es inevitable, aquellos alumnos con mayor inseguridad se vieron afectados por alguna de las actividades, ya que no están acostumbrados a este tipo de ejercicios.

Una vez presentado el diseño del proyecto y la idea principal que de él se tuvo en un principio, se aplicó el cronograma siguiente, con el *planning* llevado a cabo durante su transcurso.

3.1 Cronograma

El comienzo del proyecto de investigación no fue sencillo. Comencé por buscar un texto que combinara muchos tipos de sonidos distintos sobre los que poder trabajar, a fin de poder grabar a los alumnos durante su lectura y luego analizar aquellos aspectos sobre los que cometen más errores. De esta forma pude estructurar la línea a seguir durante el proyecto. ¿Qué necesitan los alumnos? ¿Cómo lo necesitan?. El texto elegido fue un fragmento del texto *Cycling*, utilizado durante el examen de selectividad de julio de 2013 en el Principado de Asturias:

What's the furthest you have ever cycled? Perhaps you cycle to school or to work, or maybe at most a short cycling trip with friends? How would you feel about spending months on the road travelling solo from the UK to China, by bike? For British cyclist Pete Jones, camping and cycling long distances through inhospitable lands are second nature.

Mr Jones is currently undertaking a trip across the Eurasian continent from Britain to China. Pete Jones is no stranger to China. But he says many people there are puzzled by his passion for cycling, asking why he would choose to cycle when he can afford a car. Indeed, even if there are an estimated 400 million bicycles in China, where it has long been the preferred form of transport, rapid economic growth has promoted an expansion in car ownership.

Como todo novel en proyectos de investigación, cometí un error en la elección del texto. Los alumnos, que en un principio me dijeron entender casi todo el léxico existente, consideraron el texto como asequible en un principio. Se les explicaron las dudas pertinentes y se les dejó tiempo suficiente para su lectura en silencio. Una vez preparados, realizamos la primera grabación y pude ver como tenían serias dificultades al pronunciar. El hecho de no estar acostumbrados a la lectura en voz alta de textos, unido a su nerviosismo inicial y al tamaño del fragmento fueron determinantes a la hora de obtener el resultado, si bien conseguí mi objetivo inicial: el análisis de los fallos de pronunciación durante la grabación inicial para así poder estructurar el cronograma sobre el que se basaría el proyecto. Afortunadamente, aprendí de mi error y tras consultar a mi tutora y aplicar sus consejos, estructuré lecturas más sencillas.

El cronograma, expuesto a modificaciones a lo largo del proyecto por las necesidades del estudiante, se estructuró de la siguiente manera:

SEMANA	ACTUACIONES
1 - (27/02/2015)	Explicación del proyecto Realización de encuestas
½	Análisis de encuestas Selección del texto inicial
2 - (06/03/2015)	Lectura y grabación del texto inicial

	<i>Cycling</i> Lectura sin grabación del poema <i>English is tough stuff</i>
2/3	Análisis de errores Estructura del proyecto
3 - (19/03/2015)	Explicación casos <i>-ed endings</i> Grabación texto
3/4	Análisis de grabaciones
4 - (27/03/2015)	Explicación errores + Grabación Introducción a las <i>short vowels</i>
4/5	Selección de material: Bingo <i>short vowels</i>
5 - (14/04/2015)	Estudio <i>short vowels</i> (Bingo) Grabación texto (material creado por mí)
5/6	Análisis de errores Selección de material: <i>short vowels, long vowels</i> y <i>silent letters</i> (summary creado por mí)
6 - (17/04/2015)	Comparación <i>short</i> y <i>long vowels</i> (summary creado por mí) Estudio <i>silent letters: /l/ y /r/</i> Grabación (palabras y frases escogidas por mí)
6/7	Análisis de errores Selección de material: Juego <i>silent letters</i> Ejercicios <i>minimal pairs</i>
7 - (21/04/2015)	Repaso contenido estudiado
7/8	Selección de material
8 - (24/04/2015)	<i>Silent letters</i> repaso Grabación (de nuevo, mismas frases y palabras que el 17 de Abril)

8/9	<p>Análisis de errores</p> <p>Selección de material: Juego <i>silent</i> “e”</p> <p>Selección de texto (creado por mí)</p>
9 - (28/04/2015)	<p>Dudas <i>silent</i> “e”</p> <p>Grabaciones (palabras sueltas)</p>
9/10	<p>Análisis de errores</p> <p>Selección de material: fragmentos del guión de la película <i>How to train your dragon 2- Falling and Rising questions</i></p>
10 - (05/05/2015)	<p>Estudio <i>Falling and Rising Intonation (Questions)</i></p> <p>Grabación: lectura de los fragmentos de la película</p>
10/11	<p>Análisis de errores</p> <p>Reflexión y elaboración de la prueba final (creada por mí)</p>
11 - (08/05/2015)	<p>Prueba final revisión pronunciación (creada por mí)</p> <p>Grabación final</p>
Última semana	<p>Análisis de resultados</p>

4. Resultados

Una vez analizadas las distintas grabaciones, se aprecian mejoras en distintos aspectos de la pronunciación. Hay que ser realistas, pues en tan poco tiempo es muy difícil ver un cambio notable, pero se observa evolución en todos y cada uno de los alumnos, si bien esa evolución difiere dependiendo del caso. A continuación se presentan los resultados más llamativos:

1. Las oraciones largas resultaron ser más dificultosas a la hora de pronunciar. El alumnado reflejó una mayor evolución al pronunciar palabras sencillas y aisladas, tal y como se refleja con las grabaciones de las *short vowels* y las *silent letters*
2. La pronunciación de pasados regulares fue probablemente el aspecto que más costó al alumnado, con lo que intenté reforzarlo en la medida de lo posible en las unidades. Es un aspecto que necesita de mucho refuerzo dada su dificultad, si bien algunos de los estudiantes (los de mayor nivel e interés) mostraron mejoría.
3. El alumnado demostró tener una gran capacidad a la hora de identificar los sonidos de forma oral, no solo los sonidos vocálicos cortos (de duración similar en español) sino los largos también.
4. Se obtuvieron resultados muy satisfactorios de la pronunciación de *Falling* y *Rising questions* y la prueba final, ya que los alumnos reflejaron mejoría en los aspectos tratados, si bien algunos fallos son inevitables

5. Conclusiones e implicaciones educativas

Se da respuesta a los objetivos planteados al inicio del proyecto, pues se mejora la pronunciación del alumnado a la vez que se identifican sus puntos fuertes y débiles. El problema principal por el que los estudiantes no son capaces de mejorar su pronunciación es que no se trabaja dentro de la aula, si bien los estudiantes (refiriéndome al caso de mis alumnos) muestran grandes aptitudes para su desarrollo.

Una vez se trabaja la pronunciación en el aula, los alumnos han de conocer aquello que pronuncian, al menos al principio. Dado que no conocen los distintos sonidos del inglés, les resulta muy complicado asociar los fonemas a sus representaciones escritas y como es normal necesitan de mucha práctica. Tal y como refleja la grabación del primer texto, los alumnos parecen estar algo perdidos debido a este factor y al hecho de que les resulta muy complicado pronunciar frases largas.

Creo muy necesaria la implantación de un plan de mejora de la pronunciación inglesa a todos los niveles dentro del sistema educativo español. Puede parecer un objetivo ambicioso pero creo que es muy coherente, ya que tal y como se recoge en los documentos oficiales, el objetivo principal para el Área de Lengua Extranjera es el de comunicarse de forma adecuada. Como presento en el proyecto y en la programación, treinta o cuarenta minutos semanales son suficientes para trabajar la pronunciación de forma regular y efectiva, si bien habría que realizar adaptaciones para poder trabajar con todos los alumnos de una clase de forma eficaz. Cuanto antes se implante mejor, tal y como refleja el *Speech Learning Model* de Flege una vez que el aprendiz cumple los

seis años de edad, la adquisición de aspectos de pronunciación de una segunda lengua se hace cada vez tarea más difícil²⁷.

²⁷ Francisco Gallardo del Puerto y Esther Gómez Lacabex, “La enseñanza de las vocales inglesas a los hablantes de español”, *Pulso* (Alcalá: Universidad de Alcalá, 2008) 42

ANEXO

I.E.S “ABCD”
(DATE)

ENGLISH TEST Year 3 - CSE UNIT 10

NAME _____

(The exercises are done on separate pages)

READING

- After reading the text *Charities around the world...*
 - Describe the role of charities around the world in your own words (20-40 words)
 - Does the author want to donate money to charities? Why? Explain briefly
 - Identify four different charities from the text. Is there anything in common between them?

WRITING

- What is a hero for you and what are the requisites for being a hero? Choose your own hero and explain why (using the lexicon from the Unit - 80-100 words)

SPEAKING

- Individual activity: Would you do it for its own sake? You want to create a charity organization but... it is not that easy! Explain the way you would do if you had the necessary amount of money

I.E.S “ABCD”
(DATE)

ENGLISH TEST Year 3 - CSE UNIT 14

NAME _____

(The exercises are done on separate pages)

LISTENING

- Listen to the recording twice and answer the following questions:
 - What are the news about?
 - Are they intended to persuade? How?
 - Do you agree with any of the points? Why?
 - If could change any of the points in order to convince people about its content, how would you do it? Explain briefly

WRITING

- You are one of the new *Guardian* journalists and need to write an article about a free current topic (80-100 words). Plan it carefully before you start and apply what has been learnt during the Unit.

SPEAKING

- Discuss in groups of four: Is it easy to write? Use persuasive expressions

RUBRIC TASK-BASED ACTIVITIES

CATEGORY	4 EXCELLENT	3 SUFFICIENT	2 LIMITED	1 POOR
Content	The student shows full understanding of the topic and its context	The student shows a good understanding of the topic and its context	The student shows a good understanding of parts of the topic and its context	The student does not seem to understand the topic very well
Preparedness	The student is completely prepared and has obviously rehearsed with their classmates	The student seems pretty prepared but might have needed some more rehearsals	The student is prepared, but it is clear that rehearsal was lacking and needs to improve	The student is not prepared for the task
Collaboration with Peers	The student always listens to and supports the efforts of others in the group. Tries to keep people working well together	The student normally listens to and supports the efforts of others in the group.	The student often listens to and supports the efforts of others in the group but sometimes is not a good team member	The student hardly ever listens to and supports the efforts of others in the group
Timing	Perfect timing	Almost perfect	The Presentation is a bit long/short	The Presentation is too long/short
Pitch	Pitch was often used to convey communicative intentions appropriately	Pitch was often used but the intentions conveyed sometimes did not fit the content	Pitch was rarely used in an appropriate way	Pitch was not used appropriately at all

BIBLIOGRAFÍA

Bowen, Tim and Marks, Jonathan. 1992. *The pronunciation book*. Essex: Longman

Christison, MaryAnn and E.Murray, Denise. 2014. *What English teachers need to know Volume III: Designing Curriculum*. New York: Routledge.

Coletes, Agustín. “Communicative approaches revisited: on present day tendencies in the teaching of English as a foreign language”. *Language Awareness in English and Spanish*. Valladolid: Universidad de Valladolid. 114 – 121

Decreto 74/2007, de 14 de junio, por el que se regula la ordenación y establece el currículo de la Educación Secundaria Obligatoria en el Principado de Asturias
BOPA nº 162, de 12 de Julio de 2007

Gallardo del Puerto, Francisco and Gómez Lacabex, Esther. “La enseñanza de las vocales inglesas a los hablantes de español”. *Pulso*. Alcalá: Universidad de Alcalá. 38

Gimson, A.C. 1975. *A practical course of English pronunciation*. London: Arnold

Hancock, Mark. 2003. *English pronunciation in use*. Cambridge: Cambridge University Press

Hedge, Tricia. 2005. *Writing*. Oxford: Oxford University Press

Hill, Clifford and Perry, Kate. 1994. *From Testing to Assessment: English as an International language*. Essex: Longman

Howarth, Patrick and Reilly, Patricia. 2011. *Interface 3*. Oxford: Macmillan

Jenkins, Jennifer. 2000. *The Phonology of English as an International Language*. Oxford: Oxford University Press

Mateo, Marta, Pérez, Rodrigo, García, Antolina and I. Álvarez, Ana. 1999. *Materials for a course in English Phonetics and Phonology*. Oviedo: Universidad de Oviedo

Modern Language Association. 2009. *MLA Handbook for writers of research papers 7th edition*. New York: MLA

Richards, Jack and S.Rodgers, Theodore. 2014. *Approaches and Methods in Language Teaching*. United Kingdom: Cambridge University Press.

Tomlinson, Carol Ann and Mctighe, Jay. 2006. *Integrating Differentiated Instruction + Understanding by Design*. Virginia: ASCD

Wong, Harry and Wong, Rosemary. 2009. *The first days of school: How to be an effective teacher*. California: Harry K. Wong Publications

FUENTES ELECTRÓNICAS

Arnold Schwarzenegger Motivation. Youtube. 2012. Web. 8 May 2015

Bloggger. Blogger. 2015. Web. 10 May 2015

Engrade. Engrade. 2013. Web. 7 May 2015

ESL Game: Password. Youtube. 2013. Web. 10 May 2015

For the Heroes: A Pep talk from Kid president. Youtube. 2014. Web. 10 May 2015

Kahoot!.Kahoot. 2014. Web. 12 May 2015

Rita Pierson: Every kid needs a champion.Youtube. 2013. Web. 11 May 2015

Rubistar. 4Teacher.org. 2008. Web. 8 May 2015

Studying in the UK: The pros and cons.Youtube. 2014. Web. 5 May 2015

Teaching English. British Council. 2010. Web. 5 May 2015

Voicethread.Voicethread. 2015. Web. 3 May 2015

Council of Europe. *Common European Framework of Reference for Languages*. Cambridge University Press. 2001. Web.

Council of Europe. *European Language Portfolio*. Council of Europe. 2011. Web. 2 May 2015

Newby, David, Allan, Rebecca, Fenner, Anne-Brit, Jones, Barry, Komorowska, Hanna and Soghikyan, Kristine. *European Portfolio for Student Teachers of Languages*. Council of Europe. 2007. Web

