

**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**

**La Lengua Inglesa en la Educación Secundaria  
Postobligatoria: Reflexiones Teórico-Prácticas,  
Programación y Propuesta de Innovación:**

**La mejora de la competencia comunicativa en alumnos de 1º de  
bachillerato a través del estudio del error**

Autora: María Alonso Figar

Tutor: Agustín Coletes Blanco

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## ÍNDICE

I.	REFLEXIONES TEÓRICO-PRÁCTICAS	
1.	ANÁLISIS Y REFLEXIÓN SOBRE LAS PRÁCTICAS.....	3
2.	ANÁLISIS Y VALORACIÓN DEL CURRÍCULO OFICIAL.....	8
3.	PROPUESTA DE INNOVACIÓN.....	9
II.	LONG TERM PLAN	
1.	INTRODUCTION.....	11
2.	AIMS.....	12
3.	TIMING.....	12
4.	GENERAL OBJECTIVES.....	13
5.	GENERAL CONTENTS.....	14
6.	METHODOLOGY.....	19
7.	TEACHING UNITS.....	21
8.	EVALUATION.....	52
9.	RETAKE.....	53
10.	ATTENTION TO DIVERSITY.....	55
III.	PROYECTO DE INNOVACIÓN	
1.	DIAGNÓSTICO INICIAL.....	56
2.	MARCO TEÓRICO.....	56
3.	OBJETIVOS.....	60
5.	DESARROLLO Y SOLUCIÓN.....	60
4.	EVALUACIÓN Y SEGUIMIENTO.....	61

## **I. REFLEXIONES TEÓRICO-PRÁCTICAS**

### **1. ANÁLISIS Y REFLEXIÓN SOBRE LAS PRÁCTICAS**

Esta memoria de prácticas busca relacionar los contenidos teóricos estudiados en el Máster de formación del profesorado con la parte práctica del mismo. El centro donde he realizado las prácticas es el Instituto Alfonso II el Casto el cual cuenta con la impartición de ESO (Sección Bilingüe), Bachilleratos (modalidad de Ciencias y Tecnología y Modalidad de Humanidades y Ciencias Sociales). Además, también cuenta con régimen ordinario y vespertino y dos ciclos de formación profesional de grado superior: Educación Infantil en régimen presencial y a distancia y Animación de Actividades Físico Deportivas en régimen presencial. El instituto tiene 1090 alumnos y 92 docentes. Aunque hay profesores jóvenes la mayoría son mayores y llevan toda su carrera profesional trabajando en este centro. Podríamos decir, que en general, la plantilla se encuentra algo envejecida. Por otra parte, todos ellos acogieron muy bien a los profesores en prácticas del máster y nos hicieron sentir parte del día a día del centro.

Una de las principales ventajas de este instituto es su situación, ya que se encuentra en el centro de Oviedo y muy cerca de la universidad. En este centro tuve la oportunidad de trabajar con alumnos de diferentes edades. Por una parte, tenía un grupo de 1º de bachillerato, otro de 4º de ESO y otro del módulo de formación profesional: Educación Infantil. Todas las asignaturas estudiadas en el máster me han permitido entender mejor el funcionamiento de un IES en distintos sentidos, tanto la parte burocrática como el proceso de aprendizaje de los alumnos o su maduración psicológica.

Como se ha mencionado más arriba, los conocimientos adquiridos mediante la parte teórica del máster me han permitido tener una visión objetiva de los documentos a los que he tenido acceso y he analizado durante el Practicum, así como del funcionamiento y la convivencia en el centro, especialmente, a través de la materia estudiada en el primer bloque de la asignatura de Procesos y contextos educativos. Esta asignatura ha resultado bastante problemática y desorganizada, ya que se encuentra dividida en cuatro bloques que hemos estudiado de manera independiente y con diferentes profesores. A continuación abordaremos cada bloque por separado:

El primero bloque habla sobre la organización de los IES y la documentación que regula al centro, legislación vigente etc. En el caso del Instituto Alfonso II, los documentos que regulan el centro plantean objetivos en torno a áreas fundamentales. Por una parte, se quiere mejorar la participación de los alumnos en las actividades del instituto y prestar atención a alumnos con necesidades educativas determinadas, también pretende frenar el absentismo escolar y mejorar la relación entre profesores y familias. Algo que llamó mi atención durante las prácticas en dicho instituto es el hecho de que la gran mayoría de los profesores desconocían los contenidos tanto del PGA como del PEC.

En el segundo bloque: Interacción, comunicación y convivencia en el aula aprendimos la importancia de mantener una atmósfera de convivencia saludable tanto en el aula como en el centro. También es primordial el papel del docente como líder en el aula, este debe conocer a su grupo de estudiantes y establecer vínculos con las familias para, dada la circunstancia, ser capaz de resolver situaciones conflictivas con éxito. Los conocimientos adquiridos en este bloque me permitieron ser capaz de observar diferentes subgrupos y perfiles de estudiantes durante las prácticas. Sin embargo, no me he encontrado con ningún caso de comportamiento disruptivo. Todos los alumnos cooperaban y trabajaban perfectamente como grupo, especialmente los grupos de la ESO y bachillerato, los alumnos del módulo de formación profesional se mantenían más distantes entre ellos y preferían trabajar de manera autónoma. En este bloque también descubrimos que existe un documento que regula la convivencia en los centros, se trata de los Programas de Convivencia. Durante mis prácticas he podido comprobar que las diferentes iniciativas llevadas a cabo por el Instituto Alfonso II dan buenos resultados puesto que dicho centro goza de una buena atmósfera de convivencia y los alumnos con los que he trabajado se respetaban y cooperaban entre ellos.

El papel de la familia y la importancia de la tutoría así como la mediación en el centro se trató en el tercer bloque, el cual me permitió adquirir una visión general sobre la necesidad de establecer una buena coordinación familia-centro. Otro aspecto interesante de dicho bloque es el hecho de entender el papel del profesor no solo como especialista en su materia, sino también como tutor y mediador. Todos los contenidos tratados me resultaron útiles a la hora de analizar el PAT en el cuaderno de prácticas y

las actividades en relación al mismo. También me ayudó a ser más consciente de la importancia del papel del tutor en los IES, que en mi experiencia es algo que tendemos a desestimar. Cuando yo era alumna de secundaria las tutorías eran horas “muertas” en las que se nos dejaba hacer los deberes, y pocas veces realizábamos actividades de tutoría o mediación. Gracias al tercer bloque de esta asignatura he comprendido la importancia de la mediación tutorial para crear un clima saludable en el aula y conocer mejor a los alumnos.

En el cuarto bloque: Atención a la diversidad comprendí la importancia de prestar la atención adecuada a los alumnos con necesidades especiales. La realidad del aula va más allá de diseñar actividades para un alumno “tipo”, también tiene un papel importante los alumnos con necesidades especiales que acuden a los aulas de secundaria a recibir una educación de calidad. Los contenidos estudiados en este bloque me han resultado útiles a la hora de entender mejor el PAD del Instituto Alfonso II. Además, en las prácticas tuve la oportunidad de trabajar con un grupo de ESO que contaba con dos alumnos pertenecientes al aula de acogida y durante su estancia en el centro ya habían formado parte del aula de inmersión que les dotó de una competencia lingüística básica en lengua castellana.

Como ya se ha señalado más arriba, la asignatura de Procesos y contextos educativos consta de cuatro bloques cada uno de ellos trata una temática diferente y también está impartida por distintos profesores. Por otra parte, se tratan temas relevantes y fundamentales a la hora de desenvolverse en un IES. Puede que muchos de mis compañeros no estén de acuerdo, pero a pesar de que cada bloque se trata de manera independiente por lo que no existe un hilo conductor que una toda la temática de la asignatura, creo que es un pilar en el máster y es una de las asignaturas que más me ha ayudado en las prácticas.

En relación al tercer bloque de procesos y contextos educativos se organiza la asignatura de Sociedad, familia y educación que me aportó una visión general sobre el papel de la familia en el centro y los diferentes estilos parentales. Durante las prácticas no he tenido ocasión de atender a ninguna familia. Sin embargo, y como ya había mencionado más arriba, el papel de la familia en el centro es crucial para mejorar el proceso de aprendizaje de los estudiantes. En mi opinión, la participación familiar en el Instituto Alfonso II es bastante baja, las familias acuden al centro solamente cuando el tutor se lo pide y muchas de ellos se muestran reticentes a entrevistarse con el mismo. Principalmente, las familias participan en la actividad de este centro a través del AMPA. También tienen a su disposición un buzón de sugerencias, un tablón de anuncios y los padres son informados de las ausencias de los hijos a través de mensajes de textos. Pienso que el centro debería fomentar más la participación de las familias a través de actividades que desarrollen interés por parte de los padres en la vida del centro, por ejemplo, podrían realizar más jornadas de puertas abiertas, talleres etc.

La asignatura de Aprendizaje y desarrollo de la personalidad también tiene un papel muy interesante a la hora de entender el comportamiento y el desarrollo psicológico de los estudiantes. En esta asignatura aprendimos estrategias para tratar comportamientos disruptivos en el aula. Durante las prácticas, no tuve que lidiar con ninguna situación tan extrema como para aplicar las medidas aprendidas en clase. Sin embargo, sí que tuve la posibilidad de observar el comportamiento de los estudiantes tanto en sus relaciones con los docentes como entre ellos. Existe una clara diferencia entre el grado de madurez entre los chicos y chicas. Las chicas tendían a mantener un comportamiento más maduro y responsable que los chicos. Entre el final de una clase y el comienzo de otra los alumnos se levantaban y correteaban por la clase, sin embargo, las alumnas hablaban tranquilamente con sus compañeras e incluso preparaban el material que iban a necesitar para la siguiente clase.

Por su parte, las asignaturas de Innovación docente e iniciación a la investigación educativa (IDI) y Tecnologías de la información y la comunicación (TICs) también me han resultado bastante útiles. En primer lugar, la asignatura de IDI me ha resultado muy interesante a la hora de entender cómo diseñar un proyecto de innovación, ya que también tenemos que incluir uno en el Trabajo fin de Máster. Hemos estudiado los componentes necesarios de una innovación así como las partes fundamentales que un proyecto de innovación debe incluir.

La asignatura de TICs resulta útil a la hora de llevar las nuevas tecnologías al aula. En mis prácticas no he podido llevar a cabo lo aprendido en esta asignatura, ya que los aulas en los que daba clase no tenían cañón ni ordenador. Sin embargo, es algo que sí podré utilizar en el futuro.

Me gustaría concluir mencionando las asignaturas, que en mi opinión, gozan de un papel fundamental y que además he encontrado más interesantes y útiles tanto a la hora de preparar el Trabajo Fin de Máster como de realizar las prácticas en el Instituto Alfonso II. Complementos de la formación disciplinar: inglés, francés y asturiano. Así como Aprendizaje y enseñanza.

En primer lugar, la parte común para las tres especialidades de Complementos de la formación disciplinar: inglés, francés y asturiano (CFD) me ha ayudado, entre muchas otras cosas, a entender y conocer las aportaciones del Marco común europeo a la enseñanza de lenguas extranjeras, a valorar la importancia del método comunicativo o a desarrollar criterios para elegir un buen manual. Todo esto resulta muy útil y conveniente a la hora de preparar las clases y optimizar el proceso de aprendizaje de los estudiantes. Durante las prácticas diseñé dos unidades didácticas para las que utilicé material real y me basé en el método comunicativo como enfoque para las mismas. Si no hubiera sido por todo lo que aprendí en esta asignatura no habría tenido un criterio para valorar el mejor método para enfocar las unidades, así como diseñar actividades en el día a día del aula.

En cuanto a la parte específica de inglés de dicha asignatura, me han resultado muy interesantes todos los temas tratados. Pero sobretodo la taxonomía del error, ya que me ha servido para desarrollar mi proyecto de innovación que presentaré más adelante en este Trabajo Fin de Máster. Además, durante las primeras unidades estudiamos vocabulario y expresiones útiles en la enseñanza de inglés que he podido utilizar durante todo el periodo de prácticas, así como en el desarrollo de la programación incluida en el Trabajo Fin de Máster. En la parte común de la asignatura de Enseñanza y Aprendizaje (EA) revisamos los métodos de enseñanza de lenguas modernas desde el más tradicional al comunicativo. También trabajamos aspectos genéricos de la planificación didáctica que nos han brindado una serie de ideas para la consecución de objetivos reales en el aula. La segunda parte de esta asignatura, una parte centrada en el área específica de la enseñanza de inglés también cuenta con un papel importante, ya que me ha ayudado a diseñar actividades teniendo en cuenta diferentes objetivos además



de adquirir criterios para calificar y tratar los errores, en relación a lo ya estudiado en la parte específica de CFD. En este sentido podemos decir que se complementan.

## **2. ANÁLISIS Y VALORACIÓN DEL CURRÍCULO OFICIAL**

Los documentos que conforman el currículo oficial de educación en nuestro país para bachillerato son: la Ley Orgánica 2/2006 de 3 de mayo y el Real Decreto 1467/2007, de 2 de noviembre por el que se establece la estructura del bachillerato y se fijan sus enseñanzas mínimas. Estos documentos sientan las bases de una educación igualitaria basada en principios democráticos: “Se incorpora la educación en el respeto de los derechos y libertades fundamentales y la igualdad de derechos y oportunidades entre hombres y mujeres”.<sup>1</sup>

Además de estos documentos, también hay que considerar el Decreto 75/2008 6 de agosto, por el que se establece la ordenación y el currículo del Bachillerato en el Principado de Asturias. El currículo de enseñanzas mínimas para lenguas extranjeras es competencia de la comunidad autónoma, así pues, el Decreto 75/2008 regula la enseñanza de lengua extranjera en bachillerato en el Principado de Asturias. El currículo presente en dicho decreto para la materia de inglés de bachillerato viene introducido por una justificación y descripción del mismo, enumeración de los objetivos, orientación sobre la metodología y unos criterios de evaluación.

La enseñanza de lengua extranjera en dicho curso se ve influida por el Marco común europeo de referencia para las lenguas. Además, tiene como objetivo el desarrollo de una serie de capacidades en relación a la competencia comunicativa. Las competencias generales no se contemplan en el currículo de bachillerato. Sin embargo, sí se hace alusión a la maduración personal e intelectual de los estudiantes así como a la conciencia intercultural. El desarrollo de las capacidades se plantea de manera gradual, por ejemplo, para el curso de 2º de bachillerato se da por hecho que los estudiantes tienen conocimiento importante sobre la lengua inglesa adquirida ya en 1º de bachillerato y cursos previos: “El Bachillerato servirá para consolidar y ampliar las

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<sup>1</sup> España, Ley Orgánica 2/2006 de 3 de mayo. BOE número 106, junio de 2009

destrezas comunicativas adquiridas en la Educación secundaria obligatoria”.<sup>2</sup>Por ello, este sería el momento idóneo para profundizar en el uso de la lengua como herramienta de comunicación.

En mi opinión, el decreto plasma correctamente todas las necesidades que deben cubrirse en la enseñanza-aprendizaje de lenguas extranjeras. Para empezar, toma como referencia el Marco común europeo y promueve el desarrollo de la competencia comunicativa, que dan pie a algo tan esencial en el aprendizaje de lenguas como es el uso de material real en la medida de lo posible. Creo que este es un gran paso en la enseñanza de idiomas en nuestro país, que siempre se ha visto lacrada por un enfoque metodológico erróneo. El hecho de que el decreto utilice palabras como “tarea” o “actividad” manifiesta la naturaleza renovada del aprendizaje de lenguas extranjeras en nuestro país que hoy en día bebe del aprendizaje relevante y comunicativo.

### **3. PROPUESTA DE INNOVACIÓN**

Como he mencionado más arriba, en mi opinión el currículo aquí tenido en cuenta da respuestas lógicas a las necesidades del proceso de enseñanza-aprendizaje de lenguas extranjeras de hoy en día. Pienso que aborda esta tarea de manera coherente y correcta. Sin embargo, el problema surge a la hora de llevar la teoría a la práctica. En mi experiencia no solo como profesora en prácticas, sino también como alumna, he podido observar diferentes maneras de concebir la enseñanza en las aulas de lengua extranjera pero en ninguno de los casos creo que se haya dado la importancia necesaria al tratamiento del error. Estos es, muchas veces los profesores no tratan los errores de manera correcta. Por una parte, en ocasiones no se mantiene una actitud constructiva, sino que se señala el error como algo indeseable y poco natural sin ser conscientes de que es una parte indispensable del proceso de aprendizaje e incluso necesaria y que además puede entenderse como un medio para mejorar el proceso de aprendizaje de los estudiantes. En la introducción de *Errors in Language Learning and Use* su autor C. James pone énfasis en la naturaleza única de los errores humanos: “Error is likewise unique to humans, who are not only sapiens and loquens, but also homo errans”<sup>3</sup>.

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<sup>2</sup> España, Real Decreto 1467/2007, de 2 de noviembre, BOPA 6 de agosto de 2008

<sup>3</sup> James, C. *Errors in Language Learning and use: Exploring Error Analysis.* (New York: Routledge.)  
p.11

También apoya la idea de la importancia de los errores del aprendiz subrayando que: “the learners’ errors are a register of their current perspective on the TL”<sup>4</sup>.

El proyecto de innovación que propondré busca utilizar los errores cometidos por los estudiantes de inglés como una herramienta que permitirá la mejora de su competencia comunicativa en dicha lengua. Para ello, se llevará a cabo un estudio de los errores cometidos por los estudiantes de 1º de bachillerato D, grupo con el que he trabajado durante mis prácticas en el IES Alfonso II. A través de una taxonomía de los mismos se busca predecir los más comunes en relación a los contenidos de cada unidad didáctica presente en la programación, que también se incluirá en este Trabajo Fin de Máster. Y proponer una serie de actividades para corregirlos, que se incluirán como apartado anexo al final de dichas unidades en la sección de “Likely Errors”. Con ello, se pretende que el estudiante tome conciencia de sus propios errores, los entienda como naturales y además aprenda de ellos para mejorar el desarrollo de su competencia comunicativa en inglés.

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<sup>4</sup> James, C. *Errors in Language Learning and use: Exploring Error Analysis*. (New York: Routledge.) p.11

## **II. LONG TERM PLAN**

### **1. INTRODUCTION**

Stage: 1º

Level: Bachillerato

Course: English as a foreign language

Number of students: around 23

Type of group: non-bilingual section

Number of hours per week: 3 hours

Secondary school type: state, urban and multicultural school.

This course is aimed at students that fit the above mentioned description as well as those who have already completed previous English language courses during Secondary Education and therefore, are expected to have a working knowledge of the English language and also to possess proven ability to communicate successfully in such language. During this stage, students will improve their communicative competence previously gained by acquiring new skills (style, degrees of formality, discourse etc). Throughout the course, we will address new contexts more complex and suitable for the current personal stage of students' intellectual and emotional maturity. English will be the vehicle for communication in the classroom and interaction will be favoured. In addition, efforts will be made to bring the teaching-learning process closer to English-like contexts by using authentic materials, task-based activities or interdisciplinary work and the use of information technologies.

## 2. AIMS

The programme aims to:

- Guide and help students acquire an intermediate level of the English language (B1).
- Cover specific needs of the intermediate English language learners.
- Enhance autonomous learning.
- Develop an interest in the students to keep learning English in the future.

## 3. TIMING

<b>FIRST SEMESTER</b>	<b>1-6</b>	<b>14 WEEKS</b> <b>42 SESSIONS</b>
<b>SECOND SEMESTER</b>	<b>7-11</b>	<b>14 WEEKS</b> <b>42 SESSIONS</b>
<b>THIRD SEMESTER</b>	<b>12-15</b>	<b>9 WEEKS</b> <b>27 SESSION</b>

Usually the academic year starts on September the 16<sup>th</sup> and ends on June the 23<sup>rd</sup>. Christmas break takes place on December the 21<sup>st</sup> and students are back to class on the January 8<sup>th</sup>. Easter break takes place on April the 11<sup>th</sup> to April the 21<sup>st</sup>. Therefore and considering that we count with three sessions every week, this course will take up about seven sessions per unit.

#### 4. GENERAL OBJECTIVES

After reading the Spanish Decree 75/2008 June the 6th I suggest the following objectives for this course:

1. To be able to understand general and specific information from oral and written texts and to follow general topics' main ideas delivered throughout mass media in every-day contexts
2. To be able to express orally one's ideas and interact spontaneously, respectfully, fluently and accurately, using communication strategies appropriate to the communication situation, as well as to speak in public with a particular communicative purpose.
3. To be able to understand different written texts types of general and interpret them critically using the appropriate strategies to the tasks, to identify the essential elements of the text and to capture its discourse function and organization.
4. To be able to read autonomously texts for different purposes, appropriate to their interests and needs, valuing reading as a source of information and entertainment.
5. To be able to write different types of texts following a clear structure and in a style appropriate to the addressee as well as to the communicative intention.
6. To be able to use their knowledge of English in order to speak and write properly, consistently and correctly to understand oral and written texts as well as to reflect on how this language works in communication situations.
7. To acquire and develop various learning strategies, using all means at hand, including information technologies in order to use the English language autonomously and to make further progress in their learning.
8. To strengthen self-assessment strategies in their acquisition of communicative competence in the English language, maintaining attitudes of initiative, responsibility, and confidence during the process.
9. To become familiar with essential social and cultural features of the English language in order to understand and interpret well different cultures.

10. To value the English language as a means to access other knowledge and cultures, and to acknowledge its importance as a vehicle of communication especially in a multicultural world becoming aware of similarities and differences between different cultures, offering a critical view on situations and messages that imply any type of discrimination.

## **5. GENERAL CONTENTS**

I have adapted the following contents from the Spanish Decree 75/2008 June the 6th. As it is common knowledge, academic liberty is not valid in Spanish Secondary Education which is governed by decrees and laws. Therefore, the contents considered to the development of my teaching units are adapted and based on the above mentioned decree which I also support, as I have explained in the “Análisis de la documentación oficial” section.

### **Listening and Speaking**

#### Listening

- Comprehension of the general and specific meaning of meetings and speeches about particular topics related to student's general and academics interests
- Obtaining information from expositions, interviews and debates
- General and specific comprehension of messages broadcast through mass media in standard languages as well as different accents.
- Following the storyline of short stories and narratives
- Understanding of inter-personal communication about everyday issues of general interest and abstract topics with the aim of providing an immediate response.
- Use of strategies to understand and guess non-explicit meanings, to capture main ideas or to ensure comprehension in oral texts about various topics.

#### Speaking

- Planning what to say and how to say using various resources to facilitate communication. As well as using mechanisms to enhance coherence and cohesion in the discourse, reviewing linguistic elements (grammar, lexicon, phonetics) to improve the oral production
- Oral production of various messages about topics related to the students' interests, previously prepared presentations on general topics and storytelling considering grammar, pronunciation rhythm and intonation.
- Expressing viewpoints on familiar topics, taking part in discussions and debates about current issues, offering accurate information using suitable examples, defending their opinions clearly and showing a respectful and critical attitude to their fellow-students opinions.
- Taking part in conversations on various topics showing a fluent, natural spontaneous use of the language, using strategies to negotiate and keep the conversation going.

## **Reading and Writing**

### Reading

- Prediction information from textual and non-textual hints in written text about various topics.
- Comprehension of general and specific information related to a repertoire of interesting topics related to the science and humanistic education of the students.
- Identification of the communicative purpose of the elements in the text, as well as how the information is organized according to the different parts of the text and the vocabulary and linguistic elements used to transmit meanings.
- Comprehension of implicit meaning, viewpoints or stance published in articles or reports about current issues.
- Autonomous reading of various and long texts related to the students' academic or personal interests, using different reading strategies according to the intended purpose and considering this type of reading as a means to obtain information, further their knowledge and entertaining.



## Writing

- Planning the process of writing a text using organization and cohesion strategies.
- Writing text of some difficulty about personal and current topics clearly, accurately and lexical appropriately, using a register suitable to the context, as well as graphics when needed to facilitate the understanding of the information.
- Production of different texts according to different contexts and purposes: descriptive, explanatory, narrative and argumentative texts.

## **Knowledge of the English Language**

### Linguistic knowledge

- Widening the students' semantic field on topics of general interest to the students and dealing with other subjects of the school curriculum.
- Word formation from prefixes, suffixes and compound.
- Revision of grammar structures and main functions suitable to different types of texts and communicative intentions.
- Use of main phonetics symbols to improve the students' pronunciation autonomously.
- Production and interpretation of different patterns of stressing, rhythm and intonation needed to express attitudes and feelings as well as to understand them.

### **Socio-Cultural Aspect and Inter-Cultural Awareness**

- In-depth knowledge and appreciation of the target language essential cultural elements.
- Reflection on relevant different and similar customs behaviours, attitudes, values or beliefs between the foreign language and the students' own language.
- Use of registers appropriate to the context, the addressee, the communicative intention, the channel etc

- Interest in carrying out communicative exchanges and finding out cultural information about the countries where the foreign language is spoken.
- Acknowledge of the foreign language as a vehicle of communication and understanding between peoples, enabling access to other cultures, languages and personal enrichment.
- Critical assessment of cultural and sexual stereotypes in everyday language as well as behaviours showing discrimination explicitly or non-explicitly
- Acknowledge the foreign language as means to access knowledge beneficial for the students' further education
- Analysis and reflection on the process of globalization and its sociolinguistic impact, and specially the need to understand the process of inter-cultural and internationalisms and our XXI society.
- **Reflection on the Language Learning Process**
- Distinguishing the different varieties of use of the language: formal/informal, spoken/written
- Autonomous use of different resources for learning: bibliographical, digital etc
- Practice of strategies to review and reinforcement of the lexicon and linguistic structures.
- Analysis and reflection on the use and meaning of different grammatical structures by comparing and contrast them with other languages the students know.
- Using self-assessment strategies to make progress in their autonomous learning of the foreign language.
- Understanding errors as a natural part of the learning process
- Interest in taking advantage of learning opportunities in and out of class, using information technologies
- Appreciation of cooperation, initiative and confidence in the learning process

In the case of the programme here presented, this section is considered as essential regarding the understanding of errors. Under this principle, we set the bases of the

innovation carried out for this paper. Therefore, when planning every lesson unit there will be a section exclusively devoted to “likely errors” that entails the essence of the “Reflection on the language learning process” section.

## 6. METHODOLOGY

As it has been mentioned above, the Bachillerato stage aims at securing the language skills gained during previous stages. Therefore, a dynamic methodology, based on the European Framework of Reference for Languages will be considered as a basis to support the teaching-learning process described in this paper, this implies balanced practice of the four language skills as well as a gradual development of contents displayed from the easiest to the hardest. In addition, the English language will be used as the vehicle of communication in the classroom and a cordial atmosphere will be created to help the students feel confident and make the most of their learning process.

The teaching units described in this paper will follow a communicative approach to enhance students' communicative competence. The concept of Communicative Competence was coined by D. Hymes and he defines it as: “A normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence moreover, is integral with attitudes, values and motivations concerning language”.<sup>5</sup> Since the communicative approach puts the emphasis in the students' ability to communicate in the target language and grammar issues take a backseat, the syllabus will be planned in terms of functions and notions. The notional/functional approach to organise contents allows to shift attention from

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<sup>5</sup> .H. “On Communicative Competence” in *Sociolinguistics. Selected Readings.* : ed: J.B. Pride and J. Holmes ( Harmondsworth: Penguin, 1972) pp. 269-293.(Part 2)

grammar to relevant language functions according to the context of communication. Thus, the teaching units tackle everyday issues in life. For instance, Unit 6 “May I come in, Doctor?” teaches students to use functions to express polite requests, ability, willingness etc in an everyday-like scenario that students are likely to come across when being abroad: the doctor's practice. Based on my experience as a trainee teacher and especially as an English language student, I consider that it is essential to familiarize students with everyday and real-English like contexts. Therefore, materials used to complement each unit are taken from real sources such as newspapers, podcast, TV shows etc. Which will help the student grow accustomed to the nuts and bolts of real English.. In addition, the textbook *Advanced Contrast for Bachillerato 1*<sup>6</sup> will be used in the classroom and students will be encouraged to use it at home as well. However, it will not be needed in every unit.

The learner will be the centre of his/ her learning process and a spontaneous and fluent use of the language will be favoured by providing authentic materials and by planning real-life related tasks or activities. On the other hand the role of the teacher will be to monitor and guide the learner planning activities that adjust and adapt to the group profile. Grammar, vocabulary, phonetics and spelling will not be studied as abstract content, but as elements that work together to facilitate communication, the learner will be guided to develop communicative strategies which will help him/her improve his/her fluency. Independent learning and critical thinking will be also promoted in the activities planned and different learning styles will be taken into consideration. The programme aims as well at combining cooperative and individual work by requiring the learner to work as a team member or individually through the activities or tasked planned. Inter-personal communication will be favoured between fellow-students and the teacher. It is expected that the learner will communicate freely developing his/her own arguments clearly and respectfully. Activities carry out in class will share a similar dynamics: the teacher will introduce the topic of the activity, will teach new concepts and then ask the students to partake shifting the focus of attention on them. Therefore, the learner will be required to take part dynamically and to become the centre of the learning process.

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<sup>6</sup> Alan Williams y Margaret Baines, *Advanced contrast for bachillerato 1*, (l: burlington books, 2011)

The section devoted to correct Likely Errors will appear at the end of every teaching unit. Teacher's guidance will be a fundamental part to develop the learner's interest and compromise with this section. It is essential that students understand the importance of reflecting upon their own errors to improve their communicative competence. Therefore, the role of the teacher will be to guide and monitor students to acquire a significant degree of self-assessment and compromise. At the beginning of each "Likely Errors" section the teacher will explain the language rule and provide some correct examples to contrast with the errors made by the students. Then, the teacher will ask the students to do the activity designed for each unit. Students progress related to this section will also be measured in the test, as well as the rest of the contents dealt with in every unit.

## 7. TEACHING UNITS

UNIT	NOTION	FUNCTION	GRAMMAR	PRONUNCIATION
1. DO YOU LIKE SPORTS?	Physical activity	Expressing opinions	Present simple/continuous	/s/ and /z/
2. BACK IN THE DAY	Time	Telling stories	Past simple/continuous	-ed endings
3. BEST CITY TO LIVE	Place and location	Describing a city	Present perfect simple and continuous	-ing endings
4. ON HOLIDAY	Fun	Making predictions	Be going to will	/b/ and /v/
5. I'LL BE COMING LATE, SIR	Time	Making plans	Future continuous	/p/ and /b/
6. MAY I COME IN, DOCTOR?	Pain	Giving advice	Modal verbs: could, need, must, have to	/I/ and /i:/
7. AT THE POLICE STATIONS	Equality	Expressing regret	Perfect modal verbs	/ɔː/ and /æ/
8. LUCKY NUMBERS	Luck	Describing imaginary situations	First, second and third conditionals	/w/ and /u/
9. READING THE NEWSPAPER	Information	Writing a piece of news	The passive voice	/ə/ and /e/
10. AT THE HAIRDRESSER	Style	Giving instructions	Causative passive	/ɔː/
11. "TWISTED GOSSIP"	Feelings	Sharing information	Reported speech	/θ/ and /ð/
12. PUBLIC TRANSPORT	The environment	Giving personal opinions	Relative clauses	/ɔː/ and /ɔː/
13. "THE YELLOW WALLPAPER"	Time	Describing future and present time events	Time clauses	/j/
14. I USED TO BE...	Time	Narrate habits	Used to Be used to Get used to	Clusters: /br/, /cr/, /st/
15. NATURAL	Nature	Expressing	Adverbs	Diphthongs

DISASTERS		frequency		
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UNIT	LIKELY ERRORS AND LIKELY ERRORS' SOURCES	ACTIVITY TO CORRECT ERRORS
1. DO YOU LIKE SPORTS?	Omission of third personal singular "s"	Complete a crossword paying attention to the verb forms
2. BACK IN THE DAY	Double marking	Narrate an event in the past
3. BEST CITY TO LIVE	How long vs. How much	Choose the correct form in each case
4. ON HOLIDAY	Misordering of elements in questions	Rearrange every sentence to make a question
5. I'LL BE COMING LATE, SIR	Misuse of participle "been" instead of "be"	Choose the correct form of the verb "to be" in each case
6. MAY I COME IN, DOCTOR?	Addition of "to" after modal verbs	Modal verbs multiple choice activity
7. AT THE POLICE STATIONS	False friends: agenda/diary  camp/field  casualty/ coincidence	Listen to the speaker and decide the item he is describing
8. LUCKY NUMBERS	Misordering of components in conditional sentences	Split sentences: come up with the missing part of the conditional sentences
9. READING THE NEWSPAPER	Misordering of adjectives	Choose the correct order of adjectives in each case
10. AT THE HAIRDRESSER	Misformation of participles	Decide the correct participle in each sentence
11. "TWISTED GOSSIP"	Addition of "that" before relative pronouns in reported speech	Transform sentences into reported speech
12. PUBLIC TRANSPORT	Archiforms: what/who/which	Multiple choice: select the correct word
13. "THE YELLOW WALLPAPER"	Addition of modal verb "will" after the adverb "when" in time clauses	Decide the correct verb form in each sentence
14. I USED TO BE...	Adverbs Misordering	Choose the correct adverb placement in each case
15. NATURAL DISASTERS	At least/ At last  In the end/ at the end	Listen to the speaker and decide the order of events.

## UNIT 1. DO YOU LIKE SPORTS?



This unit is devoted to the notion of physical activities together with the expressive function, more specifically expressing opinions. Thus, students will learn to talk about their feelings, thoughts, likes etc. The teacher will provide genuine materials such as sport articles taken from real sport magazines and some scenes from the film “Invictus”. The error predicted for this unit is the omission of third person singular “s”. Students will be expected to correct this error by means of a fun activity: a crossword based on verbal forms.

### OBJECTIVES

- Express likes and dislikes.
- Describe progress and continuous events.
- Understand the main idea in a scene taken from the film “Invictus”.
- Understand inter-personal communication when talking about sport topics.

### RESOURCES

- Handouts.
- Sports magazines.
- Some scenes from the film “Invictus”.
- Textbook unit 1



## CONTENTS

<p><b>READING</b></p> <p>Comprehension of general and specific information in current articles about sports</p> <p>Comprehension of implicit meanings, such as the author's point of view or intentions in texts about sports</p>	<p><b>WRITING</b></p> <p>Writing of a composition using the vocabulary learned in this unit correctly and using the appropriate register of the language.</p>
<p><b>SPEAKING</b></p> <p>Oral production of messages related to the students likes and dislikes on the field of sports</p> <p>Expressing points of views about sport topics.</p> <p>Class debate: “which is the best football team in Spain?”</p> <p>Pair work: “what's your favourite sport?”</p> <p>Strategies to make her/himself understood.</p>	<p><b>LISTENING</b></p> <p>Comprehension of general and specific information in scenes taken from the film “Invictus”</p> <p>Strategies to understand non-specific information in the scenes from the film “Invictus” as well as inter-personal communication with fellow-students.</p> <p>Understanding of inter-personal communication about sport-related issues.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Development of a critical view on political issues dealt with in the film showed in this unit, such as apartheid.</p> <p>Acknowledgement of the English language as a means to reach out and vehicle of communication.</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>crossword with verb forms</p> <p>Correction of present simple tense third person singular “s” omission</p> <p>Strategies to deal with and learn from errors</p> <p>Becoming aware of the importance of errors</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b> Revision of the two grammar structures</p> <p>Understanding the difference between state verbs and action verbs</p> <p>Improvement of students' vocabulary on the field of sports</p> <p>/z/ and /s/ pronunciation practice</p>	

## UNIT 2. BACK IN THE DAY



This unit deals with the notion of time, particularly past time, combined with the referential function, more specifically narrating and describing. Students will learn to narrate stories, describe progressive events in the past. The teacher will provide genuine materials for practice: a chapter from *The Turn of the Screw*, a novel by Henry James, and clips. The predicted error is double marking of the simple past tense. In order to correct it, students will be asked to narrate a past true event and will be given intensive feedback by the monitor.

### OBJECTIVES

- Narrate stories.
- Express progress in the past.
- Describe a sequence of events that took place in the past.
- Pronounce correctly -ed endings.

### RESOURCES

- clips from the Simpson's series episode 118
- Chapter 21<sup>st</sup> "The turn of the Screw" by Henry James.
- Textbook unit 2

## CONTENT

<p><b>READING</b></p> <p>General comprehension of chapter 21<sup>st</sup> <i>The Turn of the Screw</i> by Henry James</p> <p>Strategies to identify the author's main intention, such as: highlighting key words, paragraphing etc.</p>	<p><b>WRITING</b></p> <p>Text about past traditions in their home town</p> <p>Structures and vocabulary learnt in this unit correctly and appropriately</p> <p>Coherence and cohesion strategies to plan before writing</p>
<p><b>SPEAKING</b></p> <p>To pronounce -ed endings accurately</p> <p>Group work: providing an accurate description of pictures that show past traditions in different European countries, using the grammar structures learnt and reinforced in this unit</p> <p>Interaction and part-taking in conversations respecting turn-taking</p> <p>Pair-work: expressing personal opinions about traditions in Europe shown in the pictures.</p>	<p><b>LISTENING</b></p> <p>Comprehension of general information and the main idea shown in some clips of the Simpson series</p> <p>Strategies to understand general information such as gestures done by the characters, music, key words etc</p> <p>Comprehension of specific information in inter-personal communication, particularly when fellow-students narrate habits, routines, attitudes they used to have in the past.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Reflection on different customs, values, habits, practices of the people integrating the class</p> <p>English as a means to access knowledge</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Prevention and correction of double marking of the simple past.</p> <p>Narration of a past true event in English</p> <p>Strategies to understand how the English language works.</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE</b></p> <p>Pronunciation –ed endings. Revising and amplification of grammar structures, Enhancing student's confidence to speak English spontaneously.</p>	

### UNIT 3. BEST CITY TO LIVE IN



This unit focuses on the notion of place and location together with the referential function, particularly describing and narrating. Students will thus learn to describe cities and places as well as narrate events that already took place but still affect the present. The materials used are authentic to provide the students with real life English. They also show different lifestyles, accents and situations that will encourage the student to take part in class debates and conversations spontaneously. The error predicted for this unit is the misused of “how long”.

#### OBJECTIVES

- Describe events that took place in the past but still affect the present.
- Describe cities and places.
- Use time and duration accurately.

#### RESOURCES

- Article from the Telegraph:  
[“http://www.telegraph.co.uk/property/propertypicturegalleries/9477990/The-worlds-10-best-cities-to-live-in.html”](http://www.telegraph.co.uk/property/propertypicturegalleries/9477990/The-worlds-10-best-cities-to-live-in.html)
- Radiolab podcast episode 20
- Promotional video: “What’s on in London”:  
[“http://www.youtube.com/watch?v=Orbo3UTD7\\_c”](http://www.youtube.com/watch?v=Orbo3UTD7_c)
- Promotional video “Wonderful Indonesia”:  
[http://www.youtube.com/watch?v=-S\\_4xQf6IMs”](http://www.youtube.com/watch?v=-S_4xQf6IMs)

## CONTENTS

<p><b>READING</b></p> <p>Comprehension of specific and detailed information of the Telegraph article</p> <p>Using strategies to understand hidden meanings</p> <p>Identification of the communicative purpose of the elements in the article, as well as how the information is organized according to the different parts of it and the vocabulary as well as linguistic elements used to transmit meanings.</p>	<p><b>WRITING</b></p> <p>Writing an article to express their opinions about the best city to live in their experience.</p> <p>Controlled-use of planning strategies: paragraphing, cohesion, coherent etc</p>
<p><b>SPEAKING AND INTERACTING</b></p> <p>Pair work: expressing opinion about personal preference and advantages of living in a city.</p> <p>Strategies to plan what to say beforehand</p> <p>Class debate: taking part in debates about city life showing controlled-use of urban vocabulary learnt in this unit, as well as proving a well-structure and coherent discourse.</p> <p>Oral production of messages on the field of city life and urban life style</p>	<p><b>LISTENING:</b></p> <p>Comprehension of the general and specific meaning of both promotional videos' meetings and speeches about city life used in this unit.</p> <p>Strategies to optimize understanding, such as taking notes, paying attention to non-verbal language etc</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>In-depth knowledge and appreciation of the essential cultural elements of cities dealt with in this unit</p> <p>Reflection on relevant different and similar customs behaviours, attitudes, values or beliefs in the cities shown in this unit</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Correction: “how much/ long” archiforms</p> <p>Development of self-confidence to confront errors as something useful to learn from them</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>semantic field of city lifestyle and urban areas</p> <p>Present perfect simple/continuous tenses</p> <p>-ing endings pronunciation practice</p>	

## UNIT 4. ON HOLIDAY



This unit deals with the notion of fun combined with the referential function, more specifically making predictions and narrating future events. The student is expected to learn to narrate future events as well as arrange plans for the future. As usual genuine resources will be used, particularly, guides, brochure and a video. The error predicted for this unit is misordering of elements in questions.

### OBJECTIVES

- Express certainty, uncertainty, willingness and unwillingness.
- Arrange plans.
- Predict events.
- Learn how to ask for specific information at a travel agency.

### RESOURCES

- Guides and brochures
- “European travel skills” YouTube video:  
<http://www.youtube.com/watch?v=qUHLcobRgaE>
- IELTS listening “Telephoning a travel agency” (adapted material)
- Textbook unit 3

## CONTENTS

<p><b>READING</b></p> <p>Use of authentic sources to become familiar with real English articles, brochures, guides etc</p> <p>Understanding of detailed and general information found in guides and brochures.</p>	<p><b>WRITING</b></p> <p>Informal letter addressed to a friend talking about a holiday.</p> <p>the vocabulary learnt in this unit</p> <p>Informal register.</p>
<p><b>SPEAKING</b></p> <p>Inter-personal communication about travel experiences, tourism, holidays abroad etc</p> <p>Pair works: simulated situation at a travel agency.</p>	<p><b>LISTENING</b></p> <p>Comprehension of specific and detailed information of speeches about travelling in Europe</p> <p>Comprehension of general information of a telephone conversation between a client and a travel agent</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Acknowledgement the English language as a means to communicate in different situations, e.g. when at a travel agency.</p> <p>Reflection on the process of globalization and its sociolinguistic impact</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Rearrange sentences to make questions</p> <p>Understanding errors as natural part of learning a foreign language</p> <p>Use of Errors to improve the communicative competence</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Semantic field of tourism and travelling</p> <p>Future tenses: be going to/will</p> <p>/b/ and /v/ pronunciation practice</p>	

## UNIT 5. I'LL BE COMING LATE, SIR



This unit focuses on the notion of time, in particular a future continuous time, combined with the referential function, specifically making and narrating plans. It teaches students to make, arrange and narrate plans in the future. The Likely Errors section will be devoted to correct the misuse of the participle “been” instead of “be”. As usual, students will be asked to take part in the lesson actively and practice will be developed through authentic materials listed below, along with the textbook unit 5.

### OBJECTIVES

- Narrate events that will be taking part in the future.
- Make plans for the future.
- Express certainty/commitment in the future.
- Use their imagination to predict how the world will be in the future.

### RESOURCES

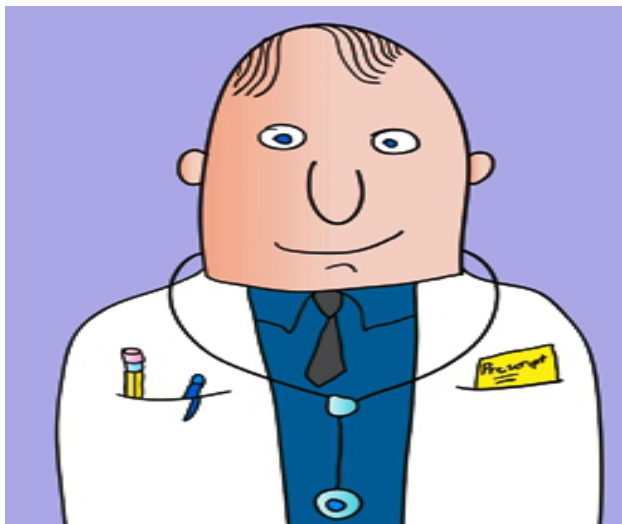
- Pictures of people carrying out different actions.
- Schedule.
- Time capsule.
- Scenes from the film “Future of Ember”
- The ESL times: “Dialogues future continuous”:  
<http://theeslimes.blogspot.com.es/2013/09/48-stories-for-english-tenses.html>



## CONTENTS

<p><b>READING:</b></p> <p>Reading various dialogues about teenagers' plans for the future</p> <p>Prediction of information considering hints in the dialogues.</p> <p>Comprehension of specific and detailed information after reading the dialogues.</p>	<p><b>WRITING:</b></p> <p>A list of the things they imagine they will be doing in ten years time and keeping them in the time capsule.</p> <p>Writing about personal topics accurately and using the tense studied in this unit correctly.</p>
<p><b>SPEAKING</b></p> <p>Pair work: Describing the actions that people will be carrying out in the future using flashcards, pictures and a schedule.</p> <p>Oral production of activities to do in the future.</p> <p>Strategies to enhance coherence and cohesion</p> <p>Group work: description of how the world will be in a 100 years time.</p> <p>Planning what to say and how to say using various resources to facilitate communication. Mechanisms to enhance coherence and cohesion in the discourse, reviewing linguistic to improve the oral production.</p>	<p><b>LISTENING</b></p> <p>Watching some scenes from the film “The future of Ember”.</p> <p>Comprehension of general and specific information after watching the scenes from the film.</p> <p>Following the storyline of the scenes.</p> <p>Understanding of inter-personal communication and providing a suitable response.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS:</b></p> <p>Register appropriate to the context, the addressee, the communicative intention, the channel etc</p> <p>Acknowledgement the foreign language as means to access knowledge</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Activity to correct errors: Choose the correct form of the verb “to be” in each case.</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Future continuous tense. /p/ and /b/ pronunciation practice</p>	

## UNIT 6. MAY I COME IN, DOCTOR?



This unit deals with the notion of pain in a medical context together with the referential and the conative function, more in particular describing and requesting. Thus, students will learn to request and give advice as well as to describe symptoms. The predicted errors section is devoted to correct an error most students make: addition of “to” after modal verbs. The activity suggested is a multiple choice exercise in which students will have to choose the correct form from several options.

### OBJECTIVES

- Ask for and give health advice.
- Request medical assistance.
- Use modal verbs spontaneously in speech.
- Improve students' vocabulary in illness and health semantic field.

### RESOURCES

- Scenes from House episode: “Merry Little Christmas”.
- Flashcards with symptoms.
- Cough mixture directions for use.
- Skin ointment directions for use.

## CONTENTS

<p><b>READING</b></p> <p>Reading of a cough mixture and a skin ointment directions for use.</p> <p>Comprehension of detailed and specific information found in the directions for use of medicines.</p> <p>Identification of patterns and how the information is organized in different parts in the texts.</p>	<p><b>WRITING</b></p> <p>A letter addressed to a family member to let them know about an imaginary illness the student is suffering from.</p> <p>Vocabulary learnt in this unit.</p> <p>Modal verbs dealt with in this unit</p>
<p><b>SPEAKING</b></p> <p>Role play: playing the role of a doctor and a patient at the doctor's office.</p> <p>Group work: using flashcards to identify and describe symptoms and illness.</p> <p>Modal verbs to give and ask for advice.</p> <p>Oral production of requests, obligation and logical necessity.</p>	<p><b>LISTENING</b></p> <p>Watching some scenes of House episode “Merry Little Christmas”:</p> <p>Understanding of general information and main ideas using strategies, such as, taking notes, considering non-verbal language, music etc</p> <p>Understanding of the symptoms described by the doctors in the episode.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Appreciation of different cultural aspects between the student's country and the country of the target language.</p> <p>Acknowledgement the English language as a means to communicate in medical contexts</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Error correction: addition of “to” after modal verbs.</p> <p>Multiple choice activities: “Choose the correct form”.</p> <p>Analysis and reflection on grammatical structures.</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Modal verbs</p> <p>illness and health vocabulary</p> <p>/a:/ and /æ/ pronunciation practice</p>	

## UNIT 7. AT THE POLICE STATION



This unit focuses on the notion of justice equality with the referential and expressive function, particularly reporting events and expressing regret. Students will do different activities to practise and learn how to express regret, especially, about events in the past and they will also write a letter to learn how to report a crime. The “Likely Errors” section is devoted to the correction of false friends. As usual, the teacher will bring authentic materials listed below.

### OBJECTIVES

- Report a crime to the police.
- Learn to express regretting about events in the past.
- Improve vocabulary in the field of justice and crime.

### RESOURCES

- Article taken from the Daily Mail : <http://www.dailymail.co.uk/news/article-2622943/Jail-sentences-way-stop-knife-crime-says-judge-reveals-weapons-carried-young-12.html>
- Scenes from Castle episode “Nanny Mcdead”
- Textbook unit 8

## CONTENTS

<p><b>READING</b></p> <p>Reading of an article taken from the Daily Mail.</p> <p>Comprehension of detailed and specific information paying particular attention to justice vocabulary</p> <p>Strategies to improve vocabulary, such as, highlighting new words, writing them down, keeping a vocabulary notebook etc</p>	<p><b>WRITING</b></p> <p>Individually writing of a letter to report a robbery.</p> <p>Justice and crime vocabulary learnt in this unit.</p> <p>Grammar, particularly, perfect modal verbs.</p> <p>Use of modal verbs to express regret.</p> <p>A register appropriate to the context.</p>
<p><b>SPEAKING</b></p> <p>Role-play: playing the role of a policeman, and a witness to a robbery.</p> <p>Group-work: using handouts to describe personal regrets.</p> <p>Inter-personal communication to express regret accurately and report a crime.</p>	<p><b>LISTENING</b></p> <p>Watching some scene taken from Castle's episode: "Nanny Mcdead":</p> <p>Comprehension of the main idea and general information in the episode.</p> <p>Strategies to enhance comprehension, such as, taking notes, paying attention to the actors' gestures etc.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Registers appropriate to the context, the addressee, the communicative intention, the channel etc.</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>False friends:</p> <ul style="list-style-type: none"> <li>• agenda/diary</li> <li>• camp/field</li> <li>• casualty/ coincidence</li> </ul> <p>Activity: listen to the speaker and decide the item he is describing</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE</b></p> <p>Perfect modal verbs to express regretting.</p> <p>Justice and crime vocabulary.</p> <p>/I/ and /i:/ pronunciation practice</p>	

## UNIT 8. LUCKY NUMBERS



This unit focuses on the notion of luck together with the referential function, more specifically describing and narrating imaginary situations. Students are expected to learn how to narrate and describe hypothetical and imaginary events. The “Likely Error” section will be devoted to correct misordering and mixing of elements in conditional structures. As usual, every student will be encouraged to take part dynamically in their own learning process.

### OBJECTIVES

- Express different degrees of probability and possibility.
- Speak hypothetically.
- Describe imaginary situations linked to the present and the past.

### RESOURCE

- Shirley Jackson's short story “The *Lottery*”.
- ESL Podcast episode 192: “Winning the Lottery”.

## CONTENTS

<p><b>READING</b></p> <p>Reading of: Shirley Jackson's short story "The Lottery":</p> <p>General and specific comprehension of literary texts.</p> <p>Familiarizing with literary devices and strategies to present information in a literary style.</p>	<p><b>WRITING</b></p> <p>A for and against composition about winning the lottery</p> <p>Writing about hypothetical issues and situations.</p> <p>Giving arguments to support one's personal opinions.</p>
<p><b>SPEAKING AND INTERACTING</b></p> <p>Active involvement in conversations and simulations about hypothetical situations.</p> <p>Spontaneous oral production and suitable responses when working in pairs and groups.</p>	<p><b>LISTENING</b></p> <p>Listening to ESL Podcast episode 192:</p> <p>Comprehension of detailed and specific information about topics related to winning the lottery.</p> <p>Extracting information from an interview.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Respectful attitude towards different opinions.</p> <p>Organisation of independent work carried out in class.</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Correction of conditional sentences elements misordered</p> <p>"Split sentences" activity.</p> <p>Practise of strategies to review and reinforce linguistic structures.</p> <p>Learning to have initiative in their own learning process.</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> conditionals.</p> <p>/w/ and /u/ pronunciation practice</p>	

## UNIT 9. READING THE NEWSPAPERS



This unit deals with the notion of information combined with the referential function, in particular narrating and writing pieces of news. Thus, Students will learn to narrate events in a journalist style and to write a piece of news. They will practise using genuine materials, such as articles taken from newspapers like The Guardian, The Telegraph and tabloids like The Daily Mail. The “likely errors” section is devoted to correct adjectives misordering.

### OBJECTIVES

- Narrate events in a journalist style.
- Write a piece of news.
- Acknowledge newspapers as a means to get information about current issues.

### RESOURCES

- The Telegraph
- The Daily Mail
- The Guardian
- BBC radio 4 podcast



## CONTENTS

<p><b>READING</b></p> <p>General and specific comprehension of articles and journalistic texts.</p> <p>Identification of patterns to organise information in a journalistic text</p> <p>Identification of main ideas and the communicative purpose.</p>	<p><b>WRITING</b></p> <p>Writing a piece of news.</p> <p>Strategies to organise information according to a journalistic style</p> <p>Adequate vocabulary to the field of journalism</p> <p>Adequate style and register to the context</p>
<p><b>SPEAKING AND INTERACTING</b></p> <p>Reporting a piece of news</p> <p>Oral transmission of news</p> <p>Debates: Oral production of personal opinions on current issues found in newspapers</p>	<p><b>LISTENING</b></p> <p>General and specific comprehension of news issues and information related to current events.</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Acknowledge of mass media and particularly newspapers as a means to reach out and get information about current issues</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Misordering of adjectives</p> <p>Activity: Choose the correct order of adjectives in each case</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE</b></p> <p>The passive voice</p> <p>/ə/ and /e/ pronunciation practice</p>	

## UNIT 10. AT THE HAIRDRESSER'S



The unit focuses on the notion of style together with the conative function, more in particular giving and asking for instructions. Thus, the student will learn to give and request instruction. This will come in useful in possible future contexts, if the student needs to ask for professional help, for instance. It is likely that students visit foreign countries or spend time abroad and they may find themselves in this type of situations. The “likely errors” section is devoted to correct misformation of participles.

### OBJECTIVES

- Give instructions.
- Produce and understand causative-passive request.
- Learn vocabulary related to fashion and style.

### RESOURCES

- Hairdresser brochures
- Saloon's web page: <http://www.cataldos.com.au/>
- “Allure magazine” podcast

## CONTENTS

<p><b>READING</b></p> <p>Specific and general comprehension of texts related to fashion and style, particularly brochures.</p> <p>Strategies to improve vocabulary in the semantic field of fashion and style, such as highlighting key and new words, looking up synonyms etc</p>	<p><b>WRITING</b></p> <p>Texts related to fashion and style using causative-passive.</p> <p>Production of text interesting for the students</p>
<p><b>SPEAKING</b></p> <p>Oral production of request and instructions</p> <p>Debates: Inter-personal communication of personal opinions and tastes related to fashion.</p> <p>Pair works: use of causative-passive in a real-like simulated situation. One of the students will play the role of a client and the other will be the hairdresser.</p>	<p><b>LISTENING</b></p> <p>General and specific comprehension of topics related to fashion discussed in the podcast dealt with in this unit.</p> <p>Strategies to understand information without images support, such as taking notes, focusing on stress and intonation patterns</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Register suitable to the context</p> <p>Communication strategies and abilities</p> <p>Acknowledgement of the English language as a means to communicate in different contexts and situations.</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Misformation of participles</p> <p>Activity: Decide the correct participle in each sentence</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Causative passive</p> <p>Pronunciation practice</p>	

## UNIT 11."TWISTED GOSSIP"



This unit focuses on the notion of gossip and the referential function, in particular, sharing information. Thus, student will learn to share information by reporting it to their fellow-students. As usual, authentic materials to complement the textbook are listed below. They will also correct a common error usually make by Spanish speakers: addition of “that” before a relative pronoun in reported speech. A real example of this error is: “he asked that when I would go”.

### OBJECTIVES

- Share information
- Get information
- Report events

### RESOURCES

- Short story “Twisted Gossip” by Suzanne Tyson.
- Celebrity gossip podcast episode: “The social club”.
- Textbook unit 9

## CONTENTS

<p><b>READING</b></p> <p>Specific and general comprehension of literary texts</p> <p>Skinning and scanning reading strategies</p> <p>Comprehension of information related to gossip transmitted through reported speech</p>	<p><b>WRITING</b></p> <p>Written production of informal emails to share information using reported speech</p> <p>Strategies to report information and transmit it by the written channel</p>
<p><b>SPEAKING</b></p> <p>Group work: “Chinese whispers” game</p> <p>Sharing information using reported speech</p> <p>Pair work: Oral production of personal opinions and information related to gossip</p>	<p><b>LISTENING</b></p> <p>Detailed comprehension of topics related to gossip discussed in the podcast dealt with in this unit.</p> <p>Understanding of how reported speech works to report and share information</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Registers appropriate to the context, the addressee, the communicative intention, the channel etc</p> <p>Interest in carrying out communicative exchanges and finding out cultural information about the countries where the foreign language is spoken.</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Addition of “that” before relative pronoun in reported speech.</p> <p>Activity: Transform sentences into reported speech</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE</b></p> <p>Reported speech</p> <p>/θ/ and /ð/ pronunciation practice</p>	

## UNIT 12. PUBLIC TRANSPORT



This unit deals with the notion of the environment combined with the referential and expressive functions, particularly describing and sharing personal opinions. Students will learn to describe and express opinions about environmental issues. The “Likely Errors” section is devoted to correct archiforms: what/who/which. Students will do an activity in which they have to select the correct relative pronoun considering the antecedent. As usual, dynamic interaction will be encouraged and authentic materials provided.

### OBJECTIVES

- Acquire an in-depth knowledge of relative clauses and their use.
- Share opinions about the environment.
- Describe environmental issues.
- Learn new vocabulary items and expressions about the environment.

### RESOURCES

- Pictures illustrating cities and their public transportations.
- “Functional ecology podcast”
- IELTS texts about public transport.

## CONTENTS

<p><b>READING:</b></p> <p>Reinforcement of reading skills: skimming and scanning</p> <p>General and specific comprehension of information related to public transport, pollution, the environment etc</p> <p>Comprehension of digitalised information</p>	<p><b>WRITING:</b></p> <p>Paragraphing and lexical strategies</p> <p>Text expressing one's opinion on environmental issues</p>
<p><b>SPEAKING AND INTERACTING:</b></p> <p>Group work: oral production of opinions about public transport in their own town</p> <p>inter-personal communication using strategies practice so far to improve their communicative skills</p>	<p><b>LISTENING:</b></p> <p>General and specific comprehension of topics interesting for the students</p> <p>Summarising information transmitted orally</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS:</b></p> <p>Environmental awareness</p> <p>Importance of recycling</p>	<p><b>REFLECTION ON LANGUAGE LEARNING:</b></p> <p><b>LIKELY ERRORS:</b></p> <p>Error: Archiforms: what/who/which</p> <p>Activity: Multiple choice</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Relative clauses</p> <p>Relative pronouns</p> <p>pronunciation practice</p>	

## UNIT 13. “The Yellow Wallpaper”



This unit deals with the notion of time together with the referential function, in particular, describing and narrating future and present events. It takes as central topic Charlotte Perkins' short story “The Yellow Wall paper”, which students will be asked to read and discuss. The “Likely Error” section provides an activity to correct addition of the modal verb “will” after the adverb “when” in time clauses.

### OBJECTIVES

- Describe future and present events
- Communicate spontaneously using time clauses

### RESOURCES

- Scenes from Friend's episode 222 “The One with the Cake”.
- Short story “The Yellow Wall Paper” by Charlotte Perkins.
- Handout about Charlotte Perkins’ biography.



## CONTENTS

<p><b>READING</b></p> <p>General and specific comprehension of literary texts.</p> <p>Use of strategies to identify use of time clauses in texts</p> <p>Prediction of information from textual hints in literary texts</p>	<p><b>WRITING</b></p> <p>Brief story about a true event</p> <p>Planning the process of writing a text using organization strategies.</p>
<p><b>SPEAKING</b></p> <p>Planning what to say and how to say using various resources to facilitate communication</p> <p>Expressing viewpoints taking part in discussions and debates about current issues, offering accurate information using suitable examples, defending their opinions clearly and showing a respectful and critical attitude to their fellow-students opinions.</p>	<p><b>LISTENING</b></p> <p>General and specific comprehension of messages broadcast through mass media in standard languages as well as different accents.</p> <p>Use of strategies to understand and guess non-explicit meanings, to capture main ideas or to ensure comprehension in oral texts</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Critical assessment of cultural and sexual stereotypes in everyday language as well as behaviours showing discrimination explicitly or non-explicitly</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Addition of modal verb “will” after the adverb “when” in time clauses.</p> <p>Activity. Select the correct verb forms in each sentence.</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Time clauses</p> <p>Subordination</p> <p>Relative pronouns</p> <p>/j/ pronunciation practice</p>	

## UNIT 14. I USED TO BE...



This unit deals with the notion of time combined with the referential function, particularly narrating and describing, thus students will learn to narrate events and describe habits in the past. As in previous units, the teacher will provide authentic materials to complement the textbook correspondent unit. The “Likely Error section” is devoted to correct adverbs misordering.

### OBJECTIVES

- Express habits in the past.
- Describe traditions.
- Appreciation of the English culture elements

### RESOURCES

- Some scenes from the Simpsons series (episode 317)
- Textbook unit 9

## CONTENTS

<p><b>READING</b></p> <p>General and specific comprehension of texts containing structures found in this unit</p> <p>Strategies to guess meaning of new words and collocations</p> <p>Autonomous reading of long texts</p>	<p><b>WRITING</b></p> <p>Planning the process of writing a text using organization and cohesion strategies.</p> <p>Production of informal texts to past and present habits</p>
<p><b>SPEAKING AND INTERACTING:</b></p> <p>Communicating effectively in informal contexts</p> <p>inter-personal communication to express personal opinions and habits</p> <p>Oral presentation about typical English traditions</p>	<p><b>LISTENING:</b></p> <p>Use of strategies to understand and guess non-explicit meanings, to capture main ideas or to ensure comprehension in oral texts containing structures seen in this unit</p> <p>General and specific comprehension of messages broadcast through mass media</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS:</b></p> <p>In-depth knowledge and appreciation of the target language essential cultural elements</p> <p>Registers appropriate to the context, the addressee, the communicative intention, the channel etc</p> <p>Working as team members</p> <p>Personal initiative</p> <p>Cooperative work</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Adverbs misordering</p> <p>Activity: Choose the correct adverb's placement in each case</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE:</b></p> <p>Used to</p> <p>Be used to</p> <p>Get used to</p> <p>Clusters: /br/, /kr/, /st/ pronunciation practice</p>	

## UNIT 15. NATURAL DISASTERS



This unit is based on the notion of nature and focuses on the referential and expressive functions, in particular, expressing personal opinions, frequency and describing. Students will learn to express frequency accurately, their opinions and descriptions of natural disasters and extreme weather conditions. Spanish speaker usually find confusing the meaning of some adverbial phrases. Therefore, the “Likely Error” section is devoted to correct such problem.

### OBJECTIVES

- Use the correct adjective order.
- Express frequency.
- Give personal opinions about weather conditions and natural disasters.

### RESOURCES

- Handouts
- BBC weather forecast: <http://www.bbc.com/weather/>

## CONTENTS

<p><b>READING</b></p> <p>Detailed comprehension of information found in forecast.</p> <p>Comprehension of digitised information</p> <p>Autonomous reading of various and long texts related to this unit's topic</p>	<p><b>WRITING</b></p> <p>Writing text of some difficulty about weather forecast, and natural disasters topics clearly, accurately and lexical appropriate, using a register suitable to the context, as well as graphics when needed to facilitate understanding of the information.</p>
<p><b>SPEAKING</b></p> <p>Oral production of well-structure and clear discourse.</p> <p>Stating opinions and preferences about weather conditions around earth</p>	<p><b>LISTENING</b></p> <p>Specific and general comprehension of information related to nature, the weather and extreme weather conditions.</p> <p>Strategies to understand speaker's attitudes and hidden meanings</p>
<p><b>SOCIO AND INTER-CULTURAL ASPECTS</b></p> <p>Register appropriate to the context, the addressee, the communicative intention, the channel etc</p> <p>Acknowledgement of the English language as a means to access information about different places around the world</p>	<p><b>REFLECTION ON LANGUAGE LEARNING: LIKELY ERRORS</b></p> <p>Correction: archiforms</p> <p>at least</p> <p>at last</p> <p>at the end</p> <p>in the end</p> <p>Activity: Listen to the speaker and decide the order of events.</p>
<p><b>KNOWLEDGE OF THE ENGLISH LANGUAGE</b></p> <p>Adjective order</p> <p>Words collocations</p> <p>Adverbs</p> <p>Diphthongs</p>	

## 8. EVALUATION

- CRITERIA

Since this programme takes into consideration a communicative approach, the assessment has double character. On the one hand, it is developed to be formative to help students improve their communicative competence. On the other hand, it is also continuous. Thus, students' needs and progress are measured and catered for constantly. This implies that students' effort and engagement will be considered positively.

- COMPETENCES

After completing this programme, students are expected to have acquired the following abilities:

1. Identify the text typology, the text purpose, the speaker's attitude as well as to understand the specific or main ideas, as required.
2. Express ideas clearly, using understandable pronunciation and to narrate stories, take part in debates and inter-actuate.
3. Identify main and relevant ideas in texts from newspapers, web pages, novels and other works. The student can analyse critically written texts identifying the texts typology and the communicative purpose.
4. Read authentic or authentic-like literary texts, showing a satisfactory comprehension level and using reading as a means to access information and entertainment.
5. Plan and write different types of texts in order to come up with a final version with correct spelling and grammar.
6. Use previous knowledge and experiences to solve communication problems using grammar rules, vocabulary and register correctly.
7. Use strategies and skills s/he is familiar with to new communication situations, show interest in his/her own process of learning, take part in it actively and know his/her own learning style.
8. Take part consciously in his/her process of evaluation.
9. Analyse information about English-speaking societies autonomously.

10. Take part responsibly in debates, show interest in finding out more about the culture of English-speaking countries and to have a respectful and open attitude.

- TOOLS FOR ASSESSMENT

As we mentioned above, our assessment is characterized by two elements: continuous and formative. Therefore, students will have to sit one test for every unit. The final mark for every term will be obtained from the average mark of the tests. Every test consists of two sections that represent 50% of the test final mark:

Section A) Reading & Writing

Section B) Listening & Speaking

The tests consist of several activities that are related to contents studied in the unit. There will be activities devoted to speaking, listening, reading and writing. Since the basis of this programme lays in the development of students' communicative competence, the different parts of the tests are dedicated to assess the four skills. They will not take more than 40 minutes to complete and students are not allowed to use dictionaries or other type of materials to help them. Tests will be sat in two days, the first day students will be tested on writing and reading and in the following day listening and speaking.

## **9. RETAKE**

Due to the continuous character of the assessment here planned retake activities will not be included. Since every unit has its own test students experience continuous learning and revision. Nonetheless and according to Decree75/2008, it is imperative to obtain a pass mark at the end of the third semester to pass the subject due to the fact that the third semester includes every content dealt with in this subject.

## **10. ATTENTION TO DIVERSITY**

In my experience as a trainee teacher I did not have the opportunity to work with students that had particular needs. However, after studying many subjects in this master I am completely aware of the importance of promoting personal development and integration of all students. Even though the programme presented in this paper is designed for an average student, attention to diversity measures would be taken when necessary to provide an adequate educational response. I would personally decide the activities and procedure to follow in every case according to the individual or group necessities. To begin with, for those students who could find it harder to achieve the specific skills described in this paper I will carry out curricular accommodation activities. For instance, simplifying contents, providing extra handouts with simple and more accessible explanations or even asking some students in the class to help out their classmate with special needs. Whereas for those students, who find it easier to achieved the mentioned objectives, additional tasks that keep them interested and further their knowledge would be provided and they could also be asked to act as tutors for fellow-students.

In addition, there must be considered that at this stage students start to grow different interests and needs to make progress in the target language, so materials used must offer various types of texts when it comes to content, format, type of task and communicative interaction.



### **III. PROYECTO DE INNOVACIÓN**

#### ***La Mejora de la Competencia Comunicativa en Alumnos de 1º de Bachillerato a Través del Estudio del Error en la Asignatura de Inglés***

##### **1. DIAGNÓSTICO INICIAL**

Este proyecto se centra en plantear una innovación para la problemática encontrada en la clase de 1º de Bachillerato en el IES Alfonso II en la asignatura de inglés. Recordemos que el problema detectado se relaciona con los errores cometidos por estos alumnos y que afecta a su competencia comunicativa. En esta clase contamos con 23 alumnos todos de nacionalidad española y que suelen atender regularmente a todas las asignaturas. He desarrollado mi Practicum en dicho instituto, lo que me ha dado acceso a observar y “coleccionar” los errores más comunes cometidos por estos estudiantes. Los instrumentos que he utilizado para el estudio de los errores son un cuaderno de campo y un anecdotario que me han permitido recopilar los errores observados en mi trabajo con los estudiantes. La recopilación de errores se basa en mi experiencia con dichos alumnos en el aula y me he centrado en los errores encontrados en la producción escrita: redacciones y composiciones realizadas en casa como deberes y en el aula.

## MARCO TEÓRICO

El procedimiento utilizado para el análisis de errores es el clásico establecido por S.P. Corder en su artículo *Error análisis*, puesto que es el que más se ajusta a los objetivos que persigue este proyecto y a mi conocimiento y experiencia en el estudio del error. Las líneas de actuación se marcarán teniendo en cuenta la concepción del error como algo natural, siguiendo la corriente Mentalista. Y se fijarán criterios de corrección determinados, ya que la corrección varía en función de variables como el contexto, la naturaleza del error, si el error es colectivo etc. A través de dicha base teórica intentaré comprender mejor el problema así como su causa y al mismo tiempo plantear una solución.

En primer lugar debemos definir el problema que queremos tratar, para ello necesitamos entender la diferencia entre “error” y “mistake”. En español no contamos con dos palabras distintas para diferenciar el error causado por una falta de conocimiento, del error que surge debido a un lapsus. Sin embargo, en inglés existen dos palabras para diferenciar esta dicotomía, como ya habíamos señalado: “error” y “mistake”. Según Corder, en el primer caso se trata de: “a deviation in learner language which results from lack of knowledge of the correct rule.”<sup>7</sup> Sin embargo, en el segundo caso hablamos de: “a deviation in learner language that occurs when learners fail to perform their competence.”<sup>8</sup> En ambos casos Corder nos habla del error en el campo del aprendizaje de segundas lenguas.

Los errores que comenten los estudiantes durante el proceso de aprendizaje de una lengua extranjera pueden ser del tipo: “interferencias negativas de la lengua materna (L1) en la lengua extranjera (L2), o errores interlingual; y los producidos de forma similar a los que aparecen en el aprendizaje de L1, o errores intralingual”.<sup>9</sup>

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<sup>7</sup> S.P Corder, “Error Analysis Interlanguage and Second Language Acquisition” en J. Allen, and S.P Corder, *The Edinburgh Course in Applied Linguistics* vol. II, (Oxford, Oxford University Press. 1974)p.201-218

<sup>8</sup> S.P Corder, “Error Analysis and Second Language Acquisition” en J. Allen, and S.P Corder, *The Edinburgh Course in Applied Linguistics* vol. II, (Oxford, Oxford University Press. 1974)p.201-218

<sup>9</sup> J. I Rodríguez Aguado e I. B Antonio Tobar, “Análisis de errores originados por la influencia de la pronunciación en las redacciones de estudiantes españoles de lengua inglesa”. (ES: Revista de filología inglesa 17. 1993)

A continuación, se especificará en más profundidad las categorías de los errores que comenten los alumnos de 1º de Bachillerato. Pero antes de continuar también debemos comprender en qué consiste el análisis de errores. Se trata de una corriente de investigación desarrollada durante los años 70 que se centra en el estudio de errores cometidos por estudiantes de segundas lenguas. Esta corriente surge como alternativa al análisis contrastivo, que toma como referente la lengua materna del estudiante y la compara con la segunda lengua para contextualizar y explicar el origen del error. Sin embargo, el análisis de errores no parte de la comparación entre la lengua materna y la meta, sino que se basa en la producción real del estudiante en la lengua meta. Este es el aspecto que nos interesa para categorizar y analizar los errores de la clase de 1º de Bachillerato, ya que partiremos de la producción real de los alumnos en lengua inglesa.

Para categorizar los errores he seguido los pasos que recomiendo S.P Corder:

1. Identificación de los errores en su contexto
2. Clasificación y descripción de los mismos
3. Explicación de su origen
4. Evaluación búsqueda de tratamiento

A la hora de categorizar los errores, Ellis R.<sup>10</sup> diferencia las siguientes taxonomías: *Linguistical category*, *surface strategy*, *comparative taxonomy*, que he tenido en cuenta en mi estudio del error. En la tabla se señala los tipos de errores que comenten los alumnos clasificados de acuerdo a las categorías mencionadas arriba y el número de alumnos que comenten ese tipo de error. También se ha seleccionado un ejemplo real por categoría:

Tipo de error	Ejemplo	Número de alumnos
Double marking	“he didn’t arrived yesterday”	20/23
Double marking: double negation	“I don’t have nothing”	12/23
Omission	“he not ask that”	21/23
Archiforms	“meat/steak”	20/23
Misordering	“I wake up at 7 always”	19/23
Misformation	“childs”	21/23
L1 interference	“she had to go yes or yes”	18/23
Addition	“I can’t to go”	14/23

<sup>10</sup> R. Ellis, *The Study of Second Language Acquisition*, ed: H. G. Widdowson, (Oxford: Oxford Applied Linguistics, 1999)p.54

Developmental	“close the light”	17/23
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Hasta ahora hemos visto el tipo de errores que cometen los alumnos de 1º de bachillerato. A continuación, discutiremos la posición del profesor ante los errores de los alumnos.

La concepción del error como algo natural en el aprendizaje de segundas lenguas es relativamente nueva. Hasta el S.XX el error se consideraba indeseable en el proceso de aprendizaje o se entendía como un fallo del estudiante o del método. Sin embargo, la concepción mentalista desarrollada posteriormente entiende el error como algo natural e incluso indispensable que además nos permite diagnosticar la etapa de desarrollo en la que se encuentra la interlengua del estudiante.

En mi experiencia como profesora en prácticas en el Instituto Alfonso II he podido observar errores de lo más variado cometidos por los estudiantes de inglés. Sin embargo, no siempre debemos corregir los errores. En primer lugar, es importante que el docente mantenga una buena actitud, esto es, una actitud constructiva que permita al propio estudiante entender el error como un proceso natural en el aprendizaje de una segunda lengua. Por otra parte, una actitud severa y demasiado estricta puede herir el autoestima del estudiante desmotivándolo y perjudicando el progreso de la interlengua.

Los errores deben corregirse siempre que sean:

- sistemáticos
- colectivos
- relevantes

Por lo tanto, debemos considerar los errores como algo natural: "Los errores son indispensables para el aprendiz, pues se puede considerar el error como un procedimiento utilizado por el aprendiz para aprender. Es un medio de verificar sus hipótesis sobre el funcionamiento de la lengua que aprende. Hacer errores, es pues una

estrategia que emplean los niños en la adquisición de su lengua materna y también por los aprendices de una L2”.<sup>11</sup>

#### 4. OBJETIVOS

A través de esta innovación se pretende mejorar el proceso de aprendizaje de los estudiantes. Para ello se plantean objetivos específicos y generales:

Objetivos específicos

- Mejorar la competencia comunicativa en inglés de los estudiantes.
- Mejorar la calidad de la producción en lengua inglesa de los estudiantes.

Objetivos generales

- Que el alumno reflexione sobre su propio proceso de aprendizaje.
- Que el alumno entienda los errores como una parte natural del aprendizaje de segundas lenguas.
- Que el alumno aprenda de sus propios errores.

#### 5. DESARROLLO Y SOLUCIÓN

La solución que se propone consiste en un apartado anexo al final de cada unidad didáctica estudiada durante el curso escolar en la asignatura de inglés de 1º de Bachillerato. Este apartado estará compuesto por actividades enfocadas a la corrección de los errores más comunes cometidos por los estudiantes y predichos para la unidad. Los alumnos deben realizarlas en el aula durante una o dos sesiones, ya que es importante que el profesor esté presente para que actúe como guía y disipe las dudas de los estudiantes. Las actividades pueden ser de tres tipos:

1. “Multiple choices”: el alumno debe seleccionar la forma correcta dentro entre una serie de palabras dadas teniendo en cuenta criterios morfológicos, sintactácticos etc.

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<sup>11</sup> S.P Corder, “Error Analysis” en J. Allen, and S.P Corder, *The Edinburgh Course in Applied Linguistics* vol. II, (Oxford, Oxford University Press. 1974)

2. "Fill in the gap": al alumno se le proporcionará un texto con huecos que debe rellenar teniendo en cuenta diferentes criterios como número, tiempo, aspecto etc

3. Traducción: se realizará traducción de inglés/español y español/inglés que le permitirá establecer comparaciones entre ambas lenguas.

También se espera que estas actividades desarrollen en los estudiantes el deseo de:

- Reconocer la importancia del error
- Ser consciente de haberlo cometido.
- Sentir el deseo de corregirlo.

En la sesión destinada a la realización de las actividades de prevención y corrección de errores los alumnos podrán trabajar individualmente o en grupo, según el tipo de actividad.

## **6. EVALUACIÓN Y SEGUIMIENTO**

La evaluación y seguimiento de esta innovación tiene doble carácter. Por una parte, nos permite comprobar si los estudiantes aprenden de sus errores, ya que esto se podrá evidenciar en la calidad de su producción. Es decir, si la calidad de su inglés mejora la estrategia de corrección del error aquí planteada estaría cumpliendo su función. Por otra parte, el estudio del error nos permitirá advertir nuevos errores cometidos por los estudiantes para diseñar nuevas actividades.

La evaluación de este proyecto de innovación será idealmente continua, ya que deberá revisarse en cada apartado final de la unidad donde se encuentran las actividades de corrección y prevención de errores. Además, no puede contar con una fecha límite, pues en el proceso de aprendizaje de segundas lenguas el aprendiz siempre cometerá errores de los que puede servir para aprender de ellos y mejorar su competencia comunicativa en dicha lengua. Los indicadores para la evaluación de la innovación aquí planteada son:

- Grado de implicación del alumnado en su propio proceso de aprendizaje.
- Descenso del número de errores cometidos.

- Mejora en la calidad de la producción tanto oral como escrita en lengua inglesa.

El éxito de esta innovación dependerá en gran medida del grado de implicación del alumnado en su propio proceso de aprendizaje y empeño por mejorar y aprender de sus errores. Del mismo modo, el papel del profesor también goza de gran importancia. Ya que deberá estar dispuesto a servir de guía al alumno, así como mantener una mentalidad abierta y flexible ante la posibilidad de encontrar nuevos errores no predichos que deberá analizar y tratar para incluir nuevas actividades de prevención y mejora del error.



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