

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

TÍTULO

**Estudia mucho y presume de ello: mejorando la
conciencia lingüística y cultural en la asignatura de
inglés (3º ESO)**

**Hit the Books and Blow Your Own Trumpet:
Increasing Language and Cultural Awareness in
English (Year 3 of CSE)**

TRABAJO FIN DE MÁSTER

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Resumen

Este trabajo fin de Máster consta de tres partes. Comienza con una reflexión sobre lo aprendido en las diferentes asignaturas, resaltando los conocimientos que me han sido de más ayuda a la hora de realizar las prácticas en el IES de Llanera. También he reflejado aquellos conocimientos y destrezas que me han sido útiles para realizar la programación aquí incluida. En la segunda parte se presenta redactada en lengua inglesa, la una programación diseñada para el curso de 3º de ESO. Se ha seguido un enfoque comunicativo orientado a la acción y desarrollado mediante tareas. Por último, se incluye el proyecto de investigación realizado con dos alumnos de 2º de Bachillerato del IES Llanera. En el mismo he realizado un estudio de errores a través de sus redacciones y el efecto de que ha tenido el *feedback* recibido para la mejora de su competencia comunicativa en inglés. Los errores han sido analizados y clasificados sobre la base de los cuatro componentes de la competencia comunicativa establecidos por Canale y Swain. Además se utilizaron las taxonomías *Linguistic category taxonomies*, *Surface strategy taxonomies* y *Comparative taxonomy*.

Summary

This Master's Dissertation consists of three parts. It begins with a reflection on what I have learned in the different courses, highlighting the skills that I have found most helpful for my practical experience in "IES Llanera" school. I have also reflected those concepts and skills that I have found useful to devise the syllabus included here. The second part presents an English version of the syllabus designed for Year 3 of Compulsory Secondary Education. I have taken into account a communicative approach, action-oriented and developed through tasks. Finally, I present the research project carried out with two students of Year 2 of Post-Compulsory Education in that school. I have analysed the errors made by those students in a series of compositions and the effect that the feedback given has had on them to improve their communicative competence in English. Said errors have been analysed and classified on the basis of the four components of communicative competence established by Canale and Swain. In addition, I used the *Linguistic category*, *Surface strategy* and *Comparative taxonomies*

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Introducción

El Máster en Formación del Profesorado de Enseñanza Secundaria Obligatoria, Bachillerato y Formación Profesional ha tenido dos fases diferenciadas. Por un lado, formación de carácter teórico-práctico en la Facultad de Formación del Profesorado y Educación y, por otro, formación de carácter práctico en el Centro de Educación Secundaria IES de Llanera. El presente Trabajo Fin de Máster comienza con una reflexión sobre lo aprendido en las diferentes asignaturas, resaltando los conocimientos adquiridos en la primera fase que me han sido más útiles a la hora de realizar las prácticas en el IES. También reflejo aquellos conocimientos y destrezas que me han sido útiles para realizar la programación aquí incluida. Seguidamente expongo en lengua inglesa contiene un proyecto de investigación realizado con alumnos de 2º de Bachillerato del IES Llanera. En el mismo presento un estudio de errores en redacciones realizadas por los alumnos de dicho grupo y del efecto de que ha tenido el *feedback* recibido por ellos para la mejora de su competencia comunicativa en inglés.

PRIMERA PARTE

Memoria

El Máster en Formación del Profesorado de Enseñanza Secundaria Obligatoria, Bachillerato y Formación Profesional está dividido en dos semestres: el primero comprende seis asignaturas de carácter teórico, y el segundo semestre engloba el desarrollo de las prácticas por las mañanas en un Instituto de Educación Secundaria durante aproximadamente tres meses, al mismo tiempo que se imparten otras dos asignaturas dos tardes por semana. El primer semestre nos proporcionó la formación básica necesaria sobre el funcionamiento de un IES y la comunidad educativa; además de una aproximación al desarrollo de nuestra especialidad en la clase.

En la asignatura de “Procesos y Contextos Educativos” aprendimos cómo funcionaba un centro educativo y los documentos institucionales que lo rigen. También nos proporcionaron las pautas para poder analizarlos críticamente, para poder identificar qué elementos básicos deben estar presentes en ellos. Esta asignatura fue una de las más duras, debido a lo novedoso de su contenido y a su carga de trabajo.

En la asignatura “Sociedad, Familia y Educación” tratamos de nuevo el tema de la igualdad de género, muy presente en nuestro Grado en Estudios Ingleses. Asimismo, trabajamos con el tema de los estereotipos. En concreto nos centramos en los estereotipos sobre la etnia gitana. Para ello trabajamos con la guía “Dosta!” que edita el Ministerio de Sanidad, Servicios Sociales e Igualdad y pretende combatir los estereotipos sobre esta comunidad. La presencia de personas de etnia gitana en España se remonta al siglo XV y en la actualidad las estadísticas oficiales hablan de aproximadamente 750.000 personas de etnia gitana en nuestro país. Estos seis siglos de convivencia han permitido que ambas culturas, la española y la gitana, compartan un gran número de características entre sí. Esta asignatura nos hizo preguntarnos cómo puede ser entonces que a pesar de todo este tiempo de coexistencia gran parte de la población los siga considerando ajenos a nuestra cultura, haciendo gala de una serie de prejuicios y estereotipos aplicados a este colectivo. Entre ellos nos encontramos la asociación de todo el colectivo con, por ejemplo, la delincuencia, la falta de higiene (hay incluso expresiones en nuestra cultura como “estar más sucio que un gitano” cuando la realidad es que muchas veces no tienen acceso a agua corriente), o la pasividad hacia la enseñanza. Debemos huir de la homogeneización y esencialismo que atribuye a todo un grupo étnico una serie de características exclusivas

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que engloban a todos ellos por igual y que les hace más vulnerables como grupo, ya que son un blanco fácil para la discriminación: todos son iguales, todos encarnan los mismos estereotipos. Por otro lado, en esta asignatura vimos las distintas formas en las que las familias pueden participar en el centro educativo y la importancia de dinamizar esta relación para el beneficio de toda la comunidad educativa.

“Aprendizaje y Desarrollo de la Personalidad” supuso una introducción a la psicología del desarrollo, centrándonos en la etapa que más nos interesa para nuestra vida docente: la adolescencia. Hicimos un recorrido por las teorías psicológicas del desarrollo más extendidas (el psicoanálisis, el conductismo, el constructivismo y la psicología ecológica). Me resultó especialmente interesante la visión constructivista. Por un lado tenemos a Piaget, y su periodo de las Operaciones Formales. La característica distintiva de esta etapa es que aparece el pensamiento en términos de posibilidad frente a realidad, lo que permite a los adolescentes trabajar con hipótesis; es decir, supuestos que no están en la realidad concreta. Es por tanto interesante poder estimular esta capacidad, abarcando el abanico de actividades a realizar en clase. Por otro lado, Vygotsky estableció la Zona de Desarrollo Próximo como la distancia entre el nivel real de desarrollo (capacidad para resolver problemas independientemente) y el nivel potencial de desarrollo (aquellos problemas que podría llegar a resolver con ayuda). Esto es importante a la hora de impartir clase, ya que la instrucción debería desarrollarse siempre en esta Zona de Desarrollo Próximo. Debemos proporcionar la ayuda necesaria a los alumnos para alcanzar objetivos realistas.

“Tecnologías de la Información y la Comunicación” nos enseñó cómo aplicar las nuevas tecnologías de una manera eficiente y adecuada para que los alumnos saquen el máximo provecho. En la actualidad disponemos de múltiples recursos y herramientas con los que hacer nuestras clases más interactivas. Además, en una asignatura como inglés la oportunidad de acercar al aula materiales auténticos como fragmentos de películas, vídeos, entrevistas, etc. enriquece el proceso de enseñanza-aprendizaje de los alumnos. Aprendimos también a crear un blog, una plataforma que puede ser utilizada no solo en clase; sino que se pueden añadir materiales complementarios para reforzar los contenidos aprendidos fuera de clase u otros que pudieran resultar interesantes. En definitiva, se trata de utilizar estas nuevas tecnologías para complementar y mejorar la práctica docente.

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En la asignatura “Complementos de la Formación Disciplinar”, en las clases impartidas solo para la especialidad de inglés, aprendimos información y destrezas útiles para desarrollar nuestra práctica en el aula. Desde lenguaje profesional en inglés (términos relacionados con actividades habituales, como pasar lista o presentarse a una recuperación) hasta lenguaje más relacionado con los documentos institucionales y el currículum. Asimismo, realizamos varias traducciones de estos documentos institucionales de español a inglés, lo que nos ayudó con el lenguaje y vocabulario específico de este tipo de normativa. De igual modo, fueron muy útiles los ejercicios de corrección y clasificación de errores de los alumnos, algo inherente a la tarea docente. Por último, planificamos una clase que tuvimos que llevar a cabo, seguida del correspondiente *feedback* para tener información personalizada y poder mejorar de cara a impartir clases. En cuanto a las sesiones que fueron impartidas en conjunto con las especialidades de Asturiano y Francés, tratamos con los documentos específicos de las clases de idiomas, como son el MCERL o el Pasaporte de lenguas. Realizamos también un recorrido sobre los enfoques más destacados que ha habido sobre la enseñanza de idiomas. Nos centramos en el enfoque comunicativo, por ser el más recomendado en la actualidad. Muchos autores de libros de texto de inglés pensados para ESO o Bachillerato dicen aplicar este enfoque. Uno de los ejercicios planteados en clase fue, por ejemplo, analizar si realmente uno de estos libros utilizaba este enfoque. Como futuros docentes debemos saber identificar qué elementos hacen que un libro sea más útil, enriquecedor y facilite el proceso de enseñanza-aprendizaje a nuestros alumnos.

“Diseño y Desarrollo del Currículum” versaba sobre diseño de unidades docentes de acuerdo a la normativa actual. Para ello, trabajamos y analizamos el currículum. Sin embargo, eché de menos más ejemplos específicos de nuestra especialidad.

“La Comunicación Social en el Aula: Prensa, Información Audiovisual y Nuevos Medios de Comunicación”. Esta asignatura, al igual que las siguientes, ha corrido paralela a nuestras prácticas. En ella hemos la diferencia entre la educación por o a través de los medios y la educación en o para los medios. La primera consiste en la utilización de los medios para ilustrar cualquier materia, a modo de refuerzo de los contenidos de clase. La segunda, en lo que se basaban nuestras clases, radica en la educación para utilizar estos medios de una forma responsable, por lo que es transversal a todas las disciplinas. Desde el punto de vista de mi especialidad, inglés, es muy recomendable para los alumnos que

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manejen este tipo de materiales donde pueden ver un inglés “real”, utilizado por nativos. Pero podemos ir más allá. Podemos enseñar a nuestros alumnos a no dejarse manipular por estos medios, a analizar críticamente la información contenida, distinguiendo las distintas falacias que a veces se presentan y que suponen el límite entre persuasión y manipulación. No deben ser simplemente consumidores de información, sino que tienen que aprender a valorar esa información y la fiabilidad de la fuente.

En “Innovación Docente e Iniciación a la Investigación Educativa” aprendimos los principios básicos de la investigación e innovación en materia educativa. En esta materia hemos conocido que herramientas están a nuestra disposición para mejorar este escenario dentro de la legislación vigente; implementando medidas innovadoras que mejoren nuestra docencia y el proceso de enseñanza-aprendizaje de nuestros alumnos. Requiere más esfuerzo, pero también hará que, a la vista de los mejores resultados, nuestro trabajo sea más gratificante. Además, nos ha ayudado a la hora de diseñar nuestra propuesta de innovación o investigación para este Trabajo Fin de Máster.

“Aprendizaje y Enseñanza: Inglés”. Esta materia nos ha dado a conocer nuevas técnicas y actividades para involucrar y motivar a los alumnos en nuestra asignatura. Al desarrollarse al mismo tiempo que las prácticas, he podido aplicar algunas de ellas en las clases, con resultados muy positivos. Sin olvidar que lo importante es que aprendan inglés, hemos descubierto otro tipo de actividades menos tradicionales y más atractivas para los alumnos. Por ejemplo, hemos experimentado con distintos tipos de *icebreakers* y actividades de *warm up* o aprendido como incorporar la cultura y literatura en las clases de inglés. Además, aprendimos como diseñar rúbricas para evaluar las producciones tanto orales como escritas de nuestros alumnos; rúbricas a las que ellos podrán tener acceso previamente para saber claramente que se espera de ellos.

En cuanto al desarrollo de las prácticas, ha constituido una oportunidad de aplicar todos estos conocimientos teóricos a una situación real. Permite ser consciente de que muchas veces por muy innovadoras y efectivas que sean ciertas técnicas desde el punto teórico, dependiendo del grupo de alumnos pueden funcionar o no. No todos los grupos tienen un nivel de inglés homogéneo que permita desarrollar estas actividades o, incluso, dependiendo del día pueden tener más o menos disposición a trabajar. Con nuestra tutora hemos aprendido que a veces, aunque hayas planeado la clase de una manera

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determinada, conviene adaptar en la medida de lo posible las actividades al estado general puntual de la clase. Las actividades en grupo suelen funcionar de manera muy positiva, ya que los alumnos trabajan pero perciben ese trabajo como más ameno. Por otro lado, también hay que adaptar la distribución de la clase a las características de nuestro alumnado. Por ejemplo, no dejar sentarse juntos a dos alumnos que suelen ser muy charlatanes, o poner en primera fila a los alumnos más movidos. Las visitas de nuestra tutora de la universidad también nos dejó consejos importantes como la importancia prestar atención no solo a los alumnos que vayan peor en inglés sino también a los alumnos que vayan mejor en inglés, todos ellos necesitan de motivación. No solo hemos tenido la oportunidad de ver como se manejaban los conflictos dentro del aula sino también fuera. Nuestra tutora en el IES era además jefa de estudios adjunta. Nos ha hecho darnos cuenta de la cantidad de conflictos que pueden darse en un mismo día, así como la emergencia de nuevos conflictos debido a la masificación de las nuevas tecnologías y redes sociales.

Por otro lado, hemos participado en otras clases, reuniones y actividades desarrolladas en el instituto. Hemos asistido a:

- Reuniones de orientación. Hemos visto el trabajo se realiza para atender alumnos con dificultades; no solo a nivel de estudios, sino también a nivel personal.
- La Comisión de Convivencia. Comprobé como cada caso se examina en su contexto, adaptando las soluciones a las necesidades de los alumnos.
- Reuniones de departamento. En ellas no solo tratan asuntos de clase, sino que organizan cantidad de actividades extraescolares para que los alumnos mejoren su nivel de inglés divirtiéndose.
- Hemos asistido a una clase de matemáticas en 2ºESO con un profesor de apoyo, un PT. En ella había dos alumnos, una niña con menos dificultad y un niño con más dificultad. He visto como el comportamiento es diferente dependiendo del alumno. La niña que no quería sentirse diferente, por lo que el PT no se acercaba tanto a ella pero aun así estaba pendiente y disponible para evitar que perdiese el ritmo de la clase. Sin embargo, el niño necesitaba la presencia del PT cerca y explicaciones personalizadas constantes.
- También asistimos con el PT a una clase individual con un chico con un desfase curricular importante. Nos ha servido para darnos cuenta de que es posible que al

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instituto lleguen alumnos que apenas sepan comprender lo que leen y escribir correctamente; y la necesidad de que haya este tipo de educadores en el centro.

- Hemos aprendido a registrar las faltas en el programa SAUCE. En el IES de Llanera se intenta controlar el absentismo con una serie de planes. Para ello, es imprescindible que los profesores anoten periódicamente las faltas para que haya un registro y pueda ser controlado.
- Hemos asistido a una clase de comercio en inglés, que forma parte de un ciclo ofertado por el IES. Se trata de clases diferentes, con alumnos adultos y vocabulario muy específico.
- Además, hemos asistido a una RED, hemos visto cómo funciona un Claustro y las Evaluaciones.
- Pude participar en una actividad extraescolar, una visita a Oviedo con alumnos de 2ºESO. He comprobado la gran responsabilidad, y a veces dificultad, que supone controlar a un grupo tan grande de alumnos fuera del IES.
- Junto con mi compañera de prácticas, hemos escrito dos artículos para el periódico local de Llanera, “El Tapín”, que tiene una sección para los alumnos del IES. Además de participar en Radio Tuto, la radio del IES, junto con nuestros alumnos de 3ºESO.

La duración e intensidad de las prácticas nos ha proporcionado una visión más real de lo que significa ser profesora en un IES, la diferencia entre conocer la teoría y aplicarla. Para esto ha servido de gran ayuda la ayuda diaria de nuestra tutora en el IES y las visitas de nuestra tutora de universidad; quienes nos han podido dar consejos personalizados sobre nuestra manera de dar clase y cómo adaptarnos a los distintos grupos. Hemos tenido contacto con profesores de distintos departamentos y tenido una imagen más global de lo que es la vida en un IES. Ha requerido de mucho trabajo y esfuerzo, por lo que el único punto negativo que observo es que, además, dos días a la semana tuviéramos clase por la tarde. Muchas veces, llegábamos demasiado cansados para poder rendir y saturados de trabajo. Por tanto, sería más conveniente que se realizasen todas las asignaturas durante el primer semestre.

SEGUNDA PARTE

ENGLISH COURSE SYLLABUS

YEAR 3 OF COMPULSORY SECONDARY EDUCATION

This syllabus is addressed to Year 3 of Compulsory Secondary Education (hereafter, CSE). For this purpose, I have used the following official documents:

- The Organic Law of Education 2/2006 of May 3rd, modified by the Organic Law on the Improvement of the Quality of Education 8/2013, of December 9th.
- Decree 43/2015, 10th June, establishing the regulations and the official curriculum for CSE.
- Royal Decree 1105/2014, 26th December, establishing the minimum curriculum requirements for CSE and also for Post-Compulsory Secondary Education (hereafter, PCSE).
- Order ECD/65/2015, 21st January, to describe the relations CSE and PCSE.

Subject contribution to the achievement of basic skills

The European Parliament sets the recommendations about key competences for continual learning. The Organic Law on the Improvement of the Quality of Education 8/2013, of December 9th (LOMCE) uses these definitions; and in the Royal Decree 1105/2014, which sets the basic curriculum for CSE, these competences are integrated in the curriculum areas.

The competences are taken as “know-how” statements to describe learner’s abilities in a language. I will now proceed to discuss how these competences are related to the English as a curricular course in the Subject-Area of Foreign Languages:

- Linguistic communication. This competence relates the linguistic communication to social situations in which the learner, as a communicative agent, will produce and receive messages for a variety of purposes. It advocates for the use of active methodologies such as those based on tasks or projects. This competence is also regarded as a continuous learning process and a means of getting in touch with the cultural diversity, connected to an intercultural approach. Through languages, in our case English, students can have accessed to the original sources of a wide range of

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knowledge. Consequently, reading is considered a basic skill to widen this competence and also for the enrichment of our pupils' knowledge.

- Mathematical competence and basic competences in science and technology. The English language can facilitate and expand the access to new knowledge and research techniques. Moreover, it fosters contacts among scientific communities, jointly building knowledge.
- Digital competence. This implies creative, critical and safe uses of the information technologies. It is doubtless that to improve our learners' communicative competence in English real English language input is key. It can also help our students to exchange their knowledge with other students all over the world, improving and enriching their experience. We have to provide our students the tools to use IT in order to have access to the huge amount of authentic materials provided through them.
- Learning to learn. This competence is fundamental to our students' continuous learning. We should provide a variety of tasks to adapt our teaching to the different ways of learning and to our students' multiple intelligences.
- Sense of initiative and entrepreneurial spirit. The action-oriented communicative approach to languages focuses on the autonomy of our students. They have to choose the linguistic components and structures needed to fulfil their communicative purpose. Moreover, teaching our students to express their ideas in a clear way (considering Hymes' judgements and Canale and Swain's components of the communicative competence) will become very useful in their professional future.
- Social and civic competences. Languages are social instruments and vehicles for academic and sociocultural knowledge transmission. It is important to introduce cultural elements in our English classes, fostering the respect and appreciation cultural diversity.

Timeline

ASSESSMENT PERIOD 1: Prose and Music	
Week 1	Diagnosis test. Explanation of the methodology of the course.
Weeks 2-3	Unit 1: Practice makes perfect
Weeks 4-5	Unit 2: The music of words
Weeks 6-7	Unit 3: Hanging out
Weeks 8-9	Unit 4: Glow
Weeks 10-11	Unit 5: Safe and sound
Weeks 12-13	Unit 6: Hit the road
Week 14	Evaluation and reinforcement activities

ASSESSMENT PERIOD 2: Performing Arts	
Week 15	Revision of the First Evaluation
Weeks 16-17	Unit 7: Lend a hand
Weeks 18-19	Unit 8: Your heart misses a beat!
Weeks 20-21	Unit 9: A technological world
Weeks 22-23	Unit 10: The (near) future
Week 24	Unit 11: Revision
Week 25	Assessment and reinforcement activities

ASSESSMENT PERIOD 3: Poetry	
Week 26	Revision of the Second Evaluation
Weeks 27-28	Unit 12: School life
Weeks 29-30	Unit 13: Out and about
Weeks 31-32	Unit 14: Go green
Weeks 33-34	Unit 15: Revision
Weeks 35-36	Revision of the basic concepts
Week 37	Assessment and Self-Assessment test Reinforcement activities

Teaching units' outline

TEACHING UNITS' OUTLINE						
UNIT	SETTING	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION	OTHER
1	Writers and habits	Frequency Preferences Habits	Expressing likes, dislikes, habits, frequency, states, events	Present time verb forms. Frequency connectors. Temporal reference.	-s/-es endings	Descriptive texts: Daily Routines
2	Musical instruments and musicians	Past actions and events	Narrating the past	Simple Past Tense Past Progressive Time-when expressions	-ed endings was and were	Narrative text: a biography
3	Socializing	Ability Past and present events	Expressing abilities Comparing the past and the present	Present and past time verb forms. Time sequences. Used to.	Word stress	Narrative text: a night out
4	Health and Lifestyle Appearances	Quantity Quality Manner Comparisons	Expressing opinions	Degree and comparative forms. Quantifiers.	-er/-est endings more polysyllabic adjectives	Expository text: opinions
5	Sports	Advice	Giving advice Persuading	Present perfect aspect: ever, never, for, since and just. Go + -ing	Contracted forms of have Should/shouldn't	Argumentative text: an adventure sports centre
6	Activities on trips and excursions Places in a city and the country	Events in the past Place Direction Distance Position	Talking about special moments in the past Asking for and giving directions Expressing position and distance	Quantifiers: enough and too. Time expressions: still, yet, already. Present perfect aspect vs. Simple Past Tense	Final <-er> /ə /	Narrative & descriptive texts: a travel blog post
7	World problems, disasters Helping charities	Helpfulness Prohibition Permission	Asking for and giving help Expressing prohibition and absence of obligation	Have to/ don't have to Must/mustn't Be allowed to	Intonation in questions	Argumentative text: what would you do?

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8	Fears Superstitions	Opinions and beliefs Plans and intentions	Expressing opinions and beliefs Talking about plans and intentions	Be going to / present progressive	-ing endings	Expository text: Macbeth's prophecy
9	Technology	Future actions. Possibility	Making predictions Expressing possibility	Will and might Can, could, will be able to	Won't or want	Expository text: predictions: a new 1984
10	Talking about their future: plans and predictions	Predictions	Making plans vs. predictions Making arrangements	Be going to / will Present progressive for future arrangements	Falling intonation	Expository text: I'm going to be...
11	Revision. Project: ten-minute play					
12	School: good habits, stress, self-image	Formal situations Politeness	Participating in formal situations.	Passive structures (present and past)	Silent letters	Argumentative text: how art can help us
13	Street art: graffiti, buskers	Generalities Possibilities Hypothesis Directions	Talking about generalities Talking about possibilities Making hypothesis Giving directions	Review: Zero conditional, first conditional Second conditional	Intonation in conditional sentences	Argumentative text: if you were the government ...
14	Recycling Renewable energies Pollution	Reports	Reporting people's words	Reporting statements, requests, instructions, offers and suggestions	Sentence stress	Expository text: a creative way to go green
15	Revision: From picture to words					

Methodology

The curriculum for CSE, as stated in the Decree 43/2015, 10th June, follows the recommendations and approach of the Common European Framework of Reference for Languages (CEFR)¹. The European Union has given the Council of Europe the responsibility over linguistic questions. They have developed the CEFR, which establishes a common basis “for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe.”² It also provides a scale of levels in order to describe learners’ language ability. The approach adopted is a communicative and action oriented one. This means that users and learners of a language are seen as ““social agents”, i.e. members of society who have tasks (not exclusively language-related) to accomplish in a given set of circumstances, in a specific environment and within a particular field of action.” In order to develop a syllabus that favours a communicative view of language teaching, the Council of Europe suggested one based on notional-functional concepts of language use. This is the type of syllabus I have developed in this Master’s Dissertation.

This notion of communicative competence was coined by Dell Hymes. He defined it as “the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use the resulting sentences and to whom.”³ Hymes⁴ also stated four judgements in order to determine whether or not an act of speech is communicative: whether (and to what degree) something is formally possible, feasible, appropriate, and done. Following this classification, Canale and Swain established the four components of communicative competence: grammatical competence (possible), discourse competence (feasible), sociolinguistic competence (appropriate), and strategic competence (done). According to Sandra Savignon⁵, these competences are interrelated and meant to be developed

¹Source: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf. Accessed 16th May 2016.

²Source: http://www.coe.int/t/dg4/linguistic/source/framework_en.pdf. Accessed 16th May 2016.

³ Alicia Laspra Rodríguez. “Making it work: communicative competence, from theory to practice”. C. Estébanez Estébanez y L. Pérez Ruiz, *Language awareness in English and Spanish*. (Valladolid: Universidad de Valladolid, Secretariado de Publicaciones e Intercambio Editorial, 2008) 153-183

⁴ Dell Hymes. 1972. “On Communicative Competence”. J.B. Pride y J. Holmes, *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin. 282-293.

⁵ Sandra Savignon. *Communicative Competence: Theory and Classroom Practice*. (Reading, Mass: Addison-Wesley, 1983) 1-27.

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gradually and simultaneously. In line with this, Laspra⁶ recognizes the importance of providing our pupils tasks that make for “authentic” communication and that involve exchanging information in order to practice the grammar of a language. Instead of placing the emphasis just in the grammatical competence neglecting the other three, the this is the approach and methodology I intend to apply in this syllabus.

Krashen’s Acquisition-Learning hypothesis⁷ also supports this view. It refers to the way adults develop their competence in a second language. He identified two ways of developing language ability: acquisition and learning. Language acquisition involves a subconscious process, similar to the way children become competent in their first language. On the other hand, learning refers to a conscious process of learning and being aware of the rules of a language. According to his theory, the best way to learn a language would be through natural communication, like children do. As teachers of English as a second language, we should try to create “authentic” situations for our students where language can be used to achieve a purpose. Krashen’s Input hypothesis⁸ should be also taken into account. It states the importance of giving our students input that they are able to understand, also known as comprehensible input. But Krashen also points out this input should be a bit beyond the pupils’ current language competence so they can keep developing their ability.

For this reason, I decided to develop the communicative approach in my syllabus through tasks (as it is also suggested in the description of the linguistic competence⁹). As Richard Frost¹⁰ points out, a task-based approach does not pre-determined all the language that will be studied. The focus is on completing the tasks and the language will be determined by the students’ needs. Of course, depending on the task we choose, we can predict what type of language functions will be useful for our students. This will allow us to exploit the variety of social meanings present in particular grammar structures.

⁶ Laspra (2008) 167.

⁷ Stephen D. Krashen. *Principles and Practice in Second Language Acquisition*. (University of Southern California: Pergamon Press, 1982).
http://www.sdkrashen.com/content/books/principles_and_practice.pdf. Accessed 4th May 2016.

⁸ Krashen (1982) 21.

⁹ Order ECD/65/2015, 21st January.

¹⁰ Richard Frost. *A task-based approach* (2004) <https://www.teachingenglish.org.uk/article/a-task-based-approach>. Accessed 6th May 2016.

This tasks will be developed in groups. As Savignon states, group tasks increase “the opportunity and motivation for communication”¹¹. More specifically, I pretend to foster cooperative work in class. Cooperative work can be defined as a combination of procedures in class whose starting point is the organization of the class in small groups. These small groups should be heterogeneous. Pupils work in a coordinated way to fulfill a task. The main point is that the objectives of every student are closely intertwined, so each of them can only reach their objectives if the rest achieve them too¹². In my units, students discuss in small groups a variety of texts, songs, and video-recordings. Cooperative work is fostered to ensure that every student reach the objective of this task: the understanding of these resources. The aim is that no one falls behind. This way of working is supposed to provide a comfortable environment for the students. It is related to Krashen’s Affective Filter hypothesis¹³. Research shows that a variety of affective variables can affect learner’s second language acquisition. He highlights the motivation, the self-confidence and anxiety. The affective filter gathers them together creating a kind of “screen” that can prevent learning. Consequently, we should always try to create a comfortable and safe environment in our classes. Through cooperative work, we can increase empathy between the students, respect, ability to negotiate and reach agreements, etc. Moreover, students that work together get involved more actively in their own learning process¹⁴.

Castañeda¹⁵ enumerates a series of characteristics of communicative tasks which give pupils more autonomy and responsibility over their own learning process:

- Interaction. There must be exchange of information, like in real communicative situations. The teacher should just supervise and guide the tasks, in order to give pupils autonomy to communicate themselves spontaneously.

¹¹ Savignon (1983) 2 and 22.

¹² *Aprendizaje cooperativo: propuesta para la implantación de una estructura de cooperación en el aula* (Madrid, 2012). http://www.madrid.org/dat_capital/upe/impresos_pdf/AprendizajeCooperativo2012.pdf. Accessed 6th May 2016.

¹³ Krashen (1982) 29-31.

¹⁴ Joan Domingo. “El aprendizaje cooperativo”. *Cuadernos de Trabajo Social*. (2008) <http://revistas.ucm.es/index.php/CUTS/article/view/8377>. Accessed 6th May 2016.

¹⁵ Alejandro Castañeda. *Aspectos cognitivos en el aprendizaje de una lengua extranjera* (Granada: Método, 1997) 130.

- Clear purpose. There must be a clear objective. Normally, this objective is double: there is a linguistic objective and a non-linguistic objective that guides the selection of grammatical structures as a means to achieve it.
- Heterogeneity. The tasks are able to be fulfilled with different levels of language ability.
- Quantity and repetition. There must be a great quantity of tasks but the repetition cannot be mechanic.
- Interest. The tasks must be interesting for the students.
- Open ending. To stimulate pupil's creativity.
- Information gap. This adds authenticity to the tasks, as well as acting as a challenge for students.
- Personalization. Tasks must be related to the students' personal experiences in order to increase motivation
- Stimulating tension. There must be a sense of emotion, competition; specially in ludic activities.
- Creativity. To promote original ideas.
- Visual aid. Visual aids help student's focus better and direct their thoughts.

Tasks will also include a lot of reading material. As Krashen's¹⁶ points out, reading is very useful and effective to learn vocabulary. The focus is placed on understanding the message not in the vocabulary; and looking up the new words only when they hinder the interpretation. It also helps the students to see the vocabulary in context. Moreover, it is a great way to introduce cultural aspects in our classes.

¹⁶ Krashen (1982) 72.

Unit 1: Practice makes perfect

OBJECTIVES

1. To increase students' ability to express their preferences, likes and dislikes.
2. To increase students' ability to express their habits and describe their daily routines.
3. To promote students' successful and accurate spontaneous interactions.
4. To help them understand the main and specific ideas in a variety of written and oral texts.
5. To promote students' cooperative work in small groups.

CONTENTS

Listening and speaking

Listening

Understanding of the general and specific information in a video recording where the writer Joyce Carol talks about her daily routine¹⁷.

Speaking

Talking about famous writers' routines.

Paying special attention to the pronunciation of –s/-es endings.

Reading and writing

Reading

Handout: Reading and understanding 7-word autobiographies of famous writers, artists, musicians, and philosophers¹⁸.

Handout: Reading and understanding the daily routines of William Gibson¹⁹ and Kurt Vonnegut²⁰.

¹⁷ Source: <https://www.youtube.com/watch?v=gEnROS8bcTI>. Accessed on May 13th 2016.

¹⁸ Source: <https://www.brainpickings.org/2013/07/11/nypl-live-holdengraber-7-word-bios/>. Accessed on May 4th 2016

¹⁹ Source: <https://www.brainpickings.org/2012/11/20/daily-routines-writers/>. Accessed May 4th 2016.

²⁰ Source: <https://www.brainpickings.org/2012/11/05/kurt-vonnegut-daily-routine/>. Accessed May 4th 2016.

Writing

Writing a 7-word autobiography.

Writing about daily routines.

Language study and practice*Language knowledge*

Review of present time verb forms.

Use of frequency adverbs and expressions.

Reflection on the learning process

Successful use of new vocabulary.

Use of strategies to effectively communicate previously stated preferences in both written and oral productions.

Cultural contents

Identification of American accent.

Knowledge of some important American writers.

METHODOLOGY

This unit starts with a warm-up activity where students (hereafter, SS) read a few 7-word autobiographies written by prominent people. Pupils are then encouraged to write their own as an ice-breaker activity. As this is the first unit, it is important to foster a comfortable classroom environment for the SS. In line with the communicative and the task-based approaches, spontaneous oral interaction and group work through tasks are promoted as a means of improving opportunities for communication among SS and motivation. Cooperative work is fostered. Both the listening and reading exercises are done in small groups. They use questions to talk about routines, beginning “Do you like...?”, “What about...?” or “How often does he or she...?”. Besides, the listening exercise provides SS with authentic oral input with an American accent. For the reading exercise, SS are divided into small groups and are given either William Gibson’s or Kurt Vonnegut’s biography. After working on it, they are divided again in halves and each small group joins one working on a different text. They then explain and ask each other

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questions about their respective articles. Special attention is paid to each student's doubts and difficulties. The aim is that no one falls behind. Feedback is also carefully given.

ASSESSMENT

Assessment focuses on SS' ability to write a short descriptive text (120 words approximately) about daily routines. The oral test will present a conversation and discussion about the frequency and habits required to become successful at a given profession. Focus will be on whether or not SS' productions display communicative competence through its four components. Main errors are then analysed and both group and individual feedback is given.

Unit 2: The music of words

OBJECTIVES

1. To narrate past actions and events.
2. To help SS increase their vocabulary belonging to the field of music.
3. To promote SS' successful and accurate spontaneous interactions.
4. To increase SS' ability to plan and present oral expositions.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups.

CONTENTS

Listening and speaking

Listening

Understanding the song “Call Me Maybe” by Carly Rae Jepsen, identifying the different uses of the simple past tense and the past progressive.

Speaking

Comparing their past and current music preferences.

Discussing what music means to them in contrast to what is said in Patti Smith's text.

Talking about when they listen to music.

Paying special attention to the the pronunciation of the –ed endings and the verb forms was/were.

Reading and writing

Reading

Handout: Reading comprehension of an extract from *Just Kids* by the singer and writer Patti Smith. She uses past time verb forms to talk about what music means for her.

Writing

Using the Web to look for information about a musician and writing a short biography.

Language study and practice

Language knowledge

Review of the simple past tense and the past progressive verb form.

Use of time-when expressions.

Reflection on the learning process

Successfully use new vocabulary.

Use of strategies to effectively communicate previously stated preferences in both written and oral productions.

Use of IT resources efficiently.

Cultural contents

Identification of Canadian accent.

Introduction to the figure of Patti Smith, an important American singer-songwriter, writer and visual artist.

METHODOLOGY

This unit starts with the song “Call Me Maybe” by Carly Rae Jepsen. SS pay special attention to the use of past time tenses. After that, pupils work on the vocabulary of the unit. Now that they have increased their word-stock, they read and discuss the extract by Patti Smith. In order to practice all of the above they work on small groups comparing the past and current music preferences and talk about when they listen to music with questions such as “Were you listening to music while you were coming to school?”. Cooperative work is fostered. In line with the communicative and task-based approach, this activity enables the SS to exchange information in a situation that favours “authentic” communication. Moreover, they play “two truths and a lie”. Each student prepares three statements about past experiences related to music, two of which are true and one of which is false. SS have to find out the false one by interacting and asking questions. Formal accuracy is checked in every speaking exercise, as well as correct intonation and pronunciation. Errors and mistakes are corrected when they hinder communication.

ASSESSMENT

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Assessment focuses on their ability to look for information on the internet about a musician in order to write a short biography (120 words approximately) in class. The oral test will be a short presentation about a past music festival. SS are required to use visual aids, such as a PowerPoint presentation. Focus will be on whether or not the productions display communicative competence through its four components. Errors are analysed and both group and individual feedback is given.

Unit 3: Hanging out

OBJECTIVES

1. To narrate past actions and events.
2. To help SS increase their vocabulary belonging to the field of music.
3. To promote SS' successful and accurate spontaneous interactions.
4. To understand the main and specific ideas in a variety of written and oral texts.
5. To promote SS' cooperative work in small groups.

CONTENTS

Listening and speaking

Listening

Understanding the song “Don’t” by the singer-songwriter Ed Sheeran, identifying the different uses of present and past time verb forms.

Speaking

Discussing the extract from Joan Didion’s interview.

Talking about what they used to do when they went out.

Discussing social abilities.

Practicing word stress.

Reading and writing

Reading

Handout: Reading and understanding an extract from an interview to the writer and journalist Joan Didion²¹. There she uses past and present time verb forms to describe her social life.

Writing

Writing a short narrative text about a night out.

²¹ Source: <http://www.theparisreview.org/interviews/3439/the-art-of-fiction-no-71-joan-didion>. Accessed on May 6th 2016.

Language study and practice

Language knowledge

Review of the present and past time verb forms.

Production of sentences using “used to”.

Expression of ability using “can”, “could” and “be able to”.

Reflection on the learning process

Successfully use new vocabulary.

Organise discourse to meet communicative needs.

Cultural contents

Identification of English accent.

Introduction to the award-winning American journalist and writer Joan Didion.

METHODOLOGY

In order to introduce the vocabulary of this unit, the pupils do a role-play game where they dramatize different situations such as “chat to someone” or “ask someone out”. Cooperative work is fostered. They also listen to the song “Don’t” by Ed Sheeran, focusing on time sequences and on new vocabulary. In the reading exercise, the SS work on an extract from an interview to Joan Didion. SS discuss her social life and habits and the differences in this sense between introverts and extroverts. Sentences such as “Introverts can’t...” or “On the contrary, extroverts are able to...” are used. Attention is paid to the relation between linguistic, pragmatic, semantic and social knowledge and what they want to achieve in this informal situation in particular. Moreover, pupils focus on the word stress, the particular pronunciation aspect practice in this unit.

ASSESSMENT

Assessment focuses on the ability to write a short narrative text on the things they used to do when they hanged out with their friends (120 words approximately). The oral test will be a conversation in pairs on their social abilities, what they can, could and were able to do. This involves interaction as a characteristic of a communicative task such as interaction, a clear objective, heterogeneity, personalization and information gap. Focus

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will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and both group and individual feedback is given.

Unit 4: Glow

OBJECTIVES

1. To increase SS' ability to compare two things with respect to their position on a scale of degree or amount.
2. To raise awareness of the importance of healthy lifestyle habits.
3. To ensure that SS produce well-argued and articulated opinions.
4. To promote SS' successful and accurate spontaneous interactions.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups

CONTENTS

Listening and speaking

Listening

Understanding the song “Stronger” by Kelly Clarkson, identifying the different comparative forms.

Speaking

Handout: Discussing an extract from the book “Eat Pretty” by Jolene Hart, a beauty nutrition expert and certified health coach.

Expressing opinions about healthy and unhealthy habits.

Pronouncing –er/-est endings as well as polysyllabic adjectives correctly.

Reading and writing

Reading

Handout: Reading and understanding an extract from from the book *Eat Pretty* by Jolene Hart, a beauty nutrition expert and certified health coach. There she explains the need to create a diet and lifestyle that benefits our health.

Writing

Writing an expository text about SS' opinions on how healthy today's teenagers are.

Language study and practice

Language knowledge

Use of comparative forms.

Use of quantifiers.

Reflection on the learning process

Successfully use new vocabulary.

Organise SS' discourse to meet their communicative needs.

Use of well-argued and articulated opinions.

Cultural contents

Identification of American pronunciation peculiarities.

Introduction to a text by an American beauty nutrition expert and certified health coach.

METHODOLOGY

SS are introduced to the use of comparative forms and quantifiers. In order to see some of them in context, they listen to and work on the song “Stronger” by Kelly Clarkson. The reading exercise is thought to prompt discussion among SS about questions such as “Do you think you can feel healthier by changing your diet?” or “Do you think you would need so many beauty products if you ate a lot of vegetables and fruit?”. Cooperative work is fostered. The activity is supervised and pronunciation, intonation, the use of new vocabulary, coherence and adequacy are checked. Special attention is paid to the pronunciation of the endings –er and –est, as well as that of polysyllabic adjectives, the specific pronunciation section in this unit.

Due to the wide variety of new vocabulary that is used in this unit, SS are required to play “hot seat” to help them remember it. The class is split into two groups. One member of each group comes to the front of the class. The first team chooses one word from the vocabulary learnt and tries to get the person in the hot seat guess it. When one of the guesses the word, another person from that group comes to the front; and it is now the turn for the other group to pick a word. This is expected to motivate SS and engage them in their own learning process.

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ASSESSMENT

Assessment focuses on their ability to write a short expository text (120 words approximately) about their opinion on how healthy are today's teenagers. Pupils are supposed to use quantifiers such as some, any, a lot of, much or many. For instance, "There are a lot of teenagers that eat too much junk food". The oral test will be based on a conversation where SS explain their habits and lifestyles and give well-argued opinions on different ways to become healthier, using sentences such as "Fruit is healthier than hamburgers" or "Pablo's diet is worse than Clara's". This involves teaching techniques linked to a communicative task such as interaction, a clear objective, heterogeneity, personalization and information gap. Focus will be on whether or not the productions display communicative competence through its four components. Errors are analysed and both group and individual feedback is given. Both of these exercises are expected to provide sufficient information about the learner's communicative competence.

Unit 5: Safe and sound

OBJECTIVES

1. To ensure that SS are able to give pieces of advice.
2. To help the SS understand the contexts which required the use of the present perfect aspect.
3. To ensure that SS are able to talk about a wide variety of sports.
4. To promote SS' successful and accurate spontaneous interactions.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups
7. To promote SS' efficient work with IT resources

CONTENTS

Listening and speaking

Listening

Listening and understanding the song “Eye Of The Tiger” by Survivor.

Speaking

Giving advice based on the song “Eye Of The Tiger” by Survivor.

Discussing an an extract from the book *A Life Without Limits* by Chrissie Wellington.

Discussing a video-recording where the Australian rugby team performs a haka before the game²².

Paying special attention to the pronunciation of should and shouldn't and to the contractions of have.

Reading and writing

Reading

Handout: Reading and understanding an extract from the book *A Life Without Limits* by Chrissie Wellington. She is an English former professional triathlete who won the Ironman Triathlon World Champion four times.

²² Source: https://www.youtube.com/watch?v=yiKFYTFJ_kw. Accessed on May 8th 2016.

Writing

Writing an argumentative text about an adventure sports centre.

Language study and practice*Language knowledge*

Using the present perfect aspect alone or in combination with time expressions such as ever, never, for, since and just in the adequate contexts.

Understanding and correctly use the expression go + ing before physical sports activities.

Using should and shouldn't to give advice.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Cultural contents

Identification of American distinctive pronunciation features.

Introduction to the figure of Chrissie Wellington, an English former professional triathlete who won the Ironman Triathlon World Champion four times.

Introduction to the Ironman triathlon, founded by a U.S. Naval Commander and his wife.

Introduction to the haka from New Zealand.

METHODOLOGY

This unit starts with the song “Eye of The Tiger” by Survivor. As a song frequently played before sporting games, it is used to introduce the topic of the unit, sports. Taking the pieces of advice given in the song, SS try to reformulate them using ‘should’ or ‘shouldn’t’. Special attention is paid to the pronunciation of this modal verb. The reading exercise deals with the story of Chrissie Wellington, an English former professional triathlete who won the Ironman Triathlon World Champion four times. Ironman is the longest distance of triathlon (2.4-mile swim, 112 miles on the bike and then a marathon). It was designed by a U.S. Naval Commander and his wife, so it also provides SS knowledge of an American origin sport. Another listening activity is based on a video-

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recording of haka performed by an Australian rugby team before the game. Students discussed the video using the present perfect aspect alone or in combination with time expressions such as ever, never, for, since and just. For instance, “I have never seen a haka before”. SS also use the Web to look for more information about the origins of this cultural manifestation. This speaking activities activities are supervised and pronunciation, intonation, the use of new vocabulary, coherence and adequacy are checked. The vocabulary of this unit is practiced through pictures. SS identify the different sports and discussed them using the expression go + ing, common before physical sports activities. For instance, “I have never gone mountain climbing”. Cooperative work is fostered in all of the aforementioned activities.

ASSESSMENT

Assessment focuses on SS’ ability to write a short argumentative text about an adventure sports centre (120 words approximately). Pupils are supposed to use the vocabulary and expressions of the unit, for instance “You should go diving” or “I have never gone rock climbing”. The oral test will be based on the game “Can't Say Yes or No”. Each student has three tokens. In pairs, they ask questions about the topic of the unit. The only rule is that they cannot answer just saying ‘yes’ or ‘no’. If they do so, they have to give one. The game stops when one student is left without tokens. This game is expected to make SS talk and explain things. Focus will be on whether or not the productions display communicative competence through its four components. Errors are analysed and both group and individual feedback is given. Both of these exercises are expected to provide sufficient information about the learner’s communicative competence.

Unit 6: Hit the road

OBJECTIVES

1. To ensure that SS are able to describe special events in the past.
2. To increase SS' ability to ask for and give directions and express position and distance.
3. To help the SS understand the different contexts in which the present perfect aspect and the simple past tense are used.
4. To increase SS' word stock.
5. To promote SS' successful and accurate spontaneous interactions.
6. To understand the main and specific ideas in a variety of written and oral texts.
7. To promote SS' cooperative work in small groups.
8. To promote SS' efficient work with IT resources.

CONTENTS

Listening and speaking

Listening

Listening and understanding the song "Empire State Of Mind" by Alicia Keys.

Speaking

Discussing the song "Empire State Of Mind" by Alicia Keys.

Talking about the cities they want to visit.

Discussing an extract from the book *The Great Gatsby* by F. Scott Fitzgerald.

Comparing the description of New York in the song "Empire State Of Mind" by Alicia Keys to the one in the book *The Great Gatsby* by F. Scott Fitzgerald.

Paying special attention to the pronunciation of the final <-er> /ə /.

Reading and writing

Reading

Handout: Reading and understanding an extract from the classic American novel *The Great Gatsby* by F. Scott Fitzgerald.

Writing

Use the Web to look for information of an English speaking city (neither British nor American) and writing a travel blog post.

Language study and practice*Language knowledge*

Using the present perfect aspect alone, with the time expressions learnt in the previous unit or in combination with others such as still, yet and already in the adequate contexts.

Understanding the different contexts in which the present perfect aspect is used in contrast to the ones which require a simple past tense

Using the quantifiers enough and too.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use of IT resources efficiently.

Cultural contents

Identification of the American accent.

Introduction to the figure of F. Scott Fitzgerald and his novel *The Great Gatsby*.

METHODOLOGY

SS are introduced to the city of New York through the song “Empire State Of Mind” by Alicia Keys. SS talk about the song and discuss the cities they want to visit using the present perfect aspect alone, with the time expressions learnt in the previous unit or in combination with others such as still, yet and already. For instance, “I haven’t been there yet”, “I have already been in Glasgow” or “I haven’t visited enough cities yet”. The reading activity is an extract from the classic American novel *The Great Gatsby* by F. Scott Fitzgerald. This particular extract gives a description of the city of New York and the feelings aroused in the character. Cooperative work is fostered in all of the above activities. SS compare the image given of New York in this text to the one given in the

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song. SS use the expressions of the unit, for instance “Alicia Key’s description is too sentimental”. SS work in small groups and cooperative work is fostered. Maps of different English-speaking cities are used to work on the vocabulary and expressions of this unit. SS work in pairs asking for and giving directions. For instance, “Can you tell me the way to the nearest skyscraper?” Special attention is paid to the pronunciation of the final “-er”.

ASSESSMENT

Assessment focuses on SS’ ability search the web for information about an English speaking city (neither American nor British) to, afterwards, write a short travel post about it (120 words approximately). Pupils are supposed to use the vocabulary and expressions of the unit, for instance “I have already been there” or “I bought enough souvenirs the last day”. Special attention will be paid to the proper use of the present perfect aspect and the simple past tense. The oral test will be based on the game of the exit notes. The previous day, they write an exit note with a brief summary of what they have learnt in this unit. The following day, SS are divided in pairs. They exchange the exit notes from the day before, and they have to ask questions about what they wrote. Each note will include different aspects of the unit so each pair is supposed to review a wide range of contents. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and both group and individual feedback is given.

Unit 7: Lend a hand

OBJECTIVES

1. To ensure that SS are able to asking for and give help.
2. To ensure that SS are able to express prohibition and absence of obligation.
3. To increase SS' ability to plan and present oral expositions.
4. To increase SS' word stock.
5. To promote SS' successful and accurate spontaneous interaction.
6. To understand the main and specific ideas in a variety of written and oral texts.
7. To promote SS' cooperative work in small groups
8. To promote SS' efficient work with IT resources.

CONTENTS

Listening and speaking

Listening

Understanding the general information in an extract from the film “The Impossible”, directed by Juan Antonio Bayona.

Speaking

Discussing an extract from the film “The Impossible”.

Dramatizing an extract from the play *The Cheviot, the Stag and the Black, Black Oil*, by John McGrath.

Discussing an extract from the play *The Cheviot, the Stag and the Black, Black Oil*, by John McGrath.

Paying special attention to intonation in questions.

Reading and writing

Reading

Handout: Reading and understanding an extract from the Scottish play *The Cheviot, the Stag and the Black, Black Oil*, by John McGrath.

Writing

Using the Web to look for information about a natural disaster and writing an argumentative text about what you would do either to help or to survive in that situation.

Language study and practice*Language knowledge*

Understand the meaning and the different contexts in which ‘have to/don’t have to’, ‘must/mustn’t’ and ‘be allowed to’ may be used.

Use of these expressions intended to convey prohibition or absence of obligation.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use IT resources efficiently.

Cultural contents

Identification of the differences between Scottish and English accents.

Introduction to some aspects of Scottish history.

METHODOLOGY

This unit starts with the listening of a video-recording from the film “The Impossible”. It introduces one of the topics of the unit: world disasters. The film is based on the experiences of María Belón and her family during the 2004 Indian Ocean tsunami. SS discuss the video-recording using the expressions and vocabulary of the unit, beginning “During a tsunami you have to/ don’t have to/ must/ mustn’t...” or “Charities worked to help with poverty and homelessness”. For the reading activity, they read and understand an extract from the Scottish play *The Cheviot, the Stag and the Black, Black Oil*, by John McGrath. The play’s engagement with Scottish history and nationalism in Scotland is highlighted. SS work in small groups and cooperative work is fostered. They use the vocabulary and expressions of the unit, beginning “During the Highland Clearances you were allowed to/ you were not allowed to...” or “There were so much poverty in Scotland

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at the time”. SS also dramatized this extract from the play. The fishbowl activity is used to review their knowledge about the play. SS write one question about the play (they may or may not know the answer). When they finish, they form an inner and an outer circle. They have to share the question with the person in front of them to see whether or not they know the answer. Then, they switch roles. After a few minutes, the outer circle rotates. SS use the vocabulary and expressions of the unit, beginning “I’m not sure if...” or “I think that...” Special attention is paid to intonation in questions.

ASSESSMENT

Assessment focuses on SS’ ability to look for information in the web about a natural disaster to, afterwards, write an argumentative text about what would you do either to help or to survive in that situation. Pupils will use the expressions and vocabulary from the unit, such as “I must find some help” or “I would do a sponsored run to make money for charity”. The oral test will be a short presentation about a charity. They are required to use visual aids, such as a PowerPoint presentation. Pupils are supposed to use the vocabulary and expressions of the unit, for instance “We must do more to help those in need” or “You don’t have to give them a lot of money”. Focus will be on whether or not SS’ productions display communicative competence through its four components. Errors are analysed and feedback is carefully given.

Unit 8: Your heart misses a beat!

OBJECTIVES

1. To ensure that SS are able to express their opinions and beliefs.
2. To ensure that SS are able to talk about plans and intentions.
3. To increase SS' word stock.
4. To promote SS' successful and accurate spontaneous interactions.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups

CONTENTS

Listening and speaking

Listening

Understanding the general information in a scene from the play *Macbeth* by William Shakespeare, performed by Judi Dench²³.

Speaking

Discussing and dramatizing the scene from *Macbeth* by William Shakespeare.

Discussing the article “How Cervantes and Shakespeare wrote the modern literary rule book” by Salman Rushdie.

Paying special attention to the pronunciation of –ing endings.

Reading and writing

Reading

Handout: Reading and understanding the article “How Cervantes and Shakespeare wrote the modern literary rule book” by the British Indian novelist and essayist Salman Rushdie.

Handout: Reading the witches' prophecy in *Macbeth*.

Writing

Taking into account the witches' prophecy in *Macbeth*, SS write about the intentions and the plans they would carry out if it were their prophecy.

²³ Source: <https://www.youtube.com/watch?v=9dgbbtUbgcM>. Accessed 5th May 2016.

Language study and practice

Language knowledge

Understand the meaning and the different contexts in which be going to and the present progressive may be used.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Cultural contents

Identification of Old English accent.

Introduction to the figure of William Shakespeare.

Introduction to the figure of Salman Rushdie.

METHODOLOGY

A scene from the play *Macbeth* by William Shakespeare, performed by Judi Dench, introduces one of the topics of the unit: fear. More specifically, it is the sleepwalking scene, where Lady Macbeth tries to remove the imaginary blood that she sees on her hands after the murders. After playing the video recording one, SS are provided with the transcripts. SS discuss the scene in small groups and cooperative work is fostered. SS use the vocabulary and expressions of the unit, for instance “I think she is very anxious” or “She has an uncontrollable fear”. After working on it, SS dramatized the scene.

SS read the article “How Cervantes and Shakespeare wrote the modern literary rule book” by the British Indian novelist and essayist Salman Rushdie. Scaffolding reading strategies are used. SS also read and dramatize the witches’ prophecy in *Macbeth*. The vocabulary of the unit is practiced through the game “two truths and a lie”. Each student prepares three statements about their fears or superstitions, two of which are true and one of which is false. SS have to find out the false one by interacting and asking questions. Pupils also talk about plans and intentions to overcome these fears, beginning “I am going to...” Formal accuracy is checked, as well as correct intonation and pronunciation. This activity is thought to prompt discussion among SS. Errors and

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mistakes are corrected when they hinder communication. This activity is expected to provide sufficient information about the learner's communicative competence.

ASSESSMENT

Assessment focuses on SS' ability to write a short expository text (around 120 words approximately) based on the witches' prophecy in *Macbeth*. SS will have to write about the plans and intentions they would carry out if it were their prophecy. Pupils will use the expressions and vocabulary from the unit, such as "I am running away this evening" or "I'm going to think about it later". The oral test will be about a short play. Taking into account the article by Salman Rushdie, each group will write, rehearse and perform a short play in class. The topic will be fears and superstitions. Pupils are supposed to use the vocabulary and expressions of the unit, for instance "I can't believe it! I'm flying on Friday 13th!" or "Are you serious? I'm not going to go up that high building!" Special attention is paid to the pronunciation of -ing endings. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback is carefully given. Creativity will be taken into account.

Unit 9: A technological world

OBJECTIVES

1. To ensure that SS are able to make predictions.
2. To ensure that SS are able to produce sentences expressing possibility.
3. To increase SS' word stock.
4. To promote SS' successful and accurate spontaneous interaction.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups

CONTENTS

Listening and speaking

Listening

Understanding the general information on a video-recording from the BBC about technology and surveillance²⁴.

Speaking

Discussing the video-recording from the BBC about technology and surveillance.

Discussing the extract from the classic book *1984* by the English writer George Orwell.

Paying special attention to the pronunciation of 'won't' in contrast to that of 'want'.

Reading and writing

Reading

Handout: Reading and understanding an extract from the book *1984* by George Orwell.

Writing

Writing a short expository text making predictions or expressing the possibility that something happens in relation to technology.

²⁴ Source: <https://www.facebook.com/worldhaveyoursay/videos/10153514635909150/>. Accessed 3rd May 2016.

Language study and practice

Language knowledge

Use of will and might to express opinions about future events.

Expressing various degrees of possibility using can, could and will be able to.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Cultural contents

Identification of the RP accent.

Introduction to the figure of George Orwell and his novel *1984*.

METHODOLOGY

This unit is introduced with a video-recording from the BBC about technology and surveillance. It suggests the idea of extending personal rights to the technologies by which we extend ourselves. SS discuss the idea in small groups and cooperative work is fostered. SS read an extract of George Orwell's *1984*. SS discussed the ideas in both the video-recording and the text. SS use the vocabulary and expressions of the unit. For instance, "The government won't do that", "It might be possible" or "They will create another gadget". The activities are supervised and SS are helped if it is required. Special attention is paid to the pronunciation of "won't". The vocabulary of the unit is practiced through the game "Hot seat". The teacher divides the class into two groups. One member of each group comes to the front of the class. The first team chooses one word from the vocabulary and tries to get the person in the hot seat guess it. When one of the guesses the word, another person from that group comes to the front; and it is now the turn for the other group to pick a word.

ASSESSMENT

Assessment focuses on the ability to write a short expository text (around 120 words approximately). SS will have to make predictions or expressing the possibility that something happens in relation to technology. Pupils will take the extract from *1984* as a

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guide. SS will use the expressions and vocabulary from the unit, such as “Clones will patrol the streets” or “Genetic engineering might become more important”. The oral test will be done in groups. Taking the best ideas from the individual written exercise, they will write a play and perform it in class. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback is carefully given. Creativity will be taken into account.

Unit 10: The (near) future

OBJECTIVES

1. To ensure that SS are able to make predictions.
2. To ensure that SS are able to make arrangements.
3. To help SS increase their vocabulary to talk about their interests, studies or occupations.
4. To promote SS' successful and accurate spontaneous interaction.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups

CONTENTS

Listening and speaking

Listening

Listening and understanding the song “I’ll Have to Dance with Cassie” from the musical film “God Help the Girl” directed by Stuart Murdoch.

Speaking

Discussing the use of will in the song and how would the meaning change if you used “going to”.

Discussing the extract from the book *A Room of One’s Own* by Virginia Woolf.

Paying special attention to the falling intonation.

Reading and writing

Reading

Handout: Reading and understanding an extract from the book *A Room of One’s Own* by Virginia Woolf.

Writing

Writing an expository text making plans and predictions about the future.

Language study and practice

Language knowledge

Understanding the meaning and the different contexts in which ‘be going to’ and ‘will’ may be used.

Review of the use of the present progressive for future arrangements.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Cultural contents

Identification of the Australian accent.

Introduction to the figure of Virginia Woolf and her book *A Room of One's Own*.

METHODOLOGY

SS listen to the song “I’ll Have to Dance with Cassie” from the musical film “God Help the Girl” directed by Stuart Murdoch. SS discuss the song in small groups and pay attention to the use of “will” in the song. SS also read the extract from the book *A Room of One's Own* by Virginia Woolf. The figure of Virginia Woolf, one of the most distinguished writers of the Modernist movement of the 20th century. SS discuss the extract in small groups and cooperative work is fostered. Special attention is paid to the falling intonation. The vocabulary and expressions of the unit are practiced through the game “two truths and a lie”. Each student prepares three statements about plans and intentions for the future, two of which are true and one of which is false. Students have to find out the false one by interacting and asking questions. Formal accuracy is checked, as well as correct intonation and pronunciation. Errors and mistakes are corrected when they hinder communication.

ASSESSMENT

Assessment focuses on the ability to write a short expository text (around 120 words approximately) making plans and predictions about SS’ own future. SS will use the expressions and vocabulary from the unit, such as “I am going to study Arts” or “I will

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have to follow the dress code in my workplace”. The oral test will be done in pairs. SS have to talk about the main things they have learnt in this unit and how they are related to their lives. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback is carefully given. Personal work will be taken into account.

Unit 11: Revision

OBJECTIVES

1. To review the contents seen in previous units.
2. To ensure that no one falls behind.
3. To help SS with any doubts or difficulties.
4. To promote SS' successful and accurate spontaneous interaction.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' work in small and big groups
7. To promote SS' efficient work with IT resources.

CONTENTS

Listening and speaking

Listening

Understanding the general content of Alex's Broun ten-minute play *10,000 Cigarette*²⁵.

Speaking

Discussing the play *10,000 Cigarettes* by Alex Broun.

Discussing the tips given by Alex Broun to write ten-minute plays.

Reading and writing

Reading

Handout: Reading and understanding the 10 tips given by Alex Broun to write ten-minute plays²⁶.

Writing

Writing a ten-minute play.

²⁵ Source: http://www.ranker.com/review/alex-broun/428844?ref=wiki_1069932. Accessed 4th May 2016.

²⁶ Source: <https://www.facebook.com/shortandsweetkolkata/posts/1562153977391549>. Accessed 4th May 2016.

Language study and practice

Language knowledge

Use correctly the expressions and grammar seen until now.

Reflection on the learning process

Successfully use the vocabulary seen until now.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use IT resources efficiently

Cultural contents

Identification of the Australian accent in contrast to other accents previously listened.

Introduction to the figure of Alex Broun and his ten-minute plays.

METHODOLOGY

SS watch the video-recording of a ten-minute play *10,000 Cigarettes* by Alex Broun. He has over 100 different ten-minute plays, performed in over 1500 productions worldwide in over 40 countries. Alex Broun is often referred to as the “Shakespeare of short plays”. SS discussed it in small groups. After watching it once, SS are provided with the play’s scripts. SS use the Web to look for more ten-minute plays. Pupils work on small groups and cooperative work is fostered. SS’ work is supervised. This task involves interaction as a characteristic of a communicative task, a clear objective, heterogeneity, open ending, and creativity. Use of previously seen structures and vocabulary is expected and valued. The teacher acts as a guide. Special attention is paid to each SS’ doubts and difficulties. The aim is that no one falls behind. Feedback is also carefully given.

ASSESSMENT

Assessment focuses on the ability to write a ten-minute play. The class will be divided into two or three groups. Pupils will work together to write and rehearse the play in class. They will take into account the ten-minute play watched in class and Alex Broun’s tips. Pupils will also be provided with links to more of Alex Broun’s plays. SS are expected to use the vocabulary and expressions from previous units. Focus will be on whether or not the productions achieve the four components of communicative

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competence. Errors are analysed and feedback is carefully given. Creativity will also be taken into account.

Unit 12: School life

OBJECTIVES

1. To ensure that SS are able to use the passive voice in the adequate situations.
2. To help SS increase their vocabulary to talk about good habits and stress at the school and self-image.
3. To increase SS' ability to plan and present oral expositions.
4. To promote SS' successful and accurate spontaneous interaction.
5. To understand the main and specific ideas in a variety of written and oral texts.
6. To promote SS' cooperative work in small groups.

CONTENTS

Listening and speaking

Listening

Listening and understanding the TED talk “Why people need poetry” by Stephen Burt²⁷.

Speaking

Discussing the TED talk “Why people need poetry” by the American Harvard professor Stephen Burt.

Discussing the article “Which tells the greatest truth - poetry or journalism?” by Roy Greenslade.

Paying special attention to the silent letters.

Reading and writing

Reading

Handout: Reading and understanding the article “Which tells the greatest truth - poetry or journalism?” by Roy Greenslade²⁸.

²⁷ Source: https://www.ted.com/talks/stephen_burt_why_people_need_poetry?language=en. Accessed on 6th May 2016.

²⁸ Source: <http://www.theguardian.com/media/greenslade/2011/mar/28/seamusheaney-irish-times>. Accessed on 6th May 2016.

Writing

Writing an argumentative text about how they think literature and arts can help us.

Language study and practice*Language knowledge*

Understanding the formal contexts in which the passive structures (in the present and in the past) is used.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use of IT resources efficiently

Cultural contents

Identification of the American accent.

Introduction to the figure of Stephen Burt.

METHODOLOGY

SS watch the video-recording of the TED talk “Why people need poetry” by Stephen Burt. After watching it once, SS are provided with the subtitles. SS discuss the talk in small groups and cooperative work is fostered. Pupils talk using formal language. Special attention is paid to silent letters. The reading activity is based on the article “Which tells the greatest truth - poetry or journalism?” by Roy Greenslade. SS discuss the text in small groups and cooperative work is fostered. Scaffolding reading strategies are used. Questions are made to prompt discussion.

SS do a role-play game to practice the vocabulary and expressions of the unit. SS act as a counsellor and, using the passive voice, gives a speech about good habits, stress or self-image in a school context. SS work in small groups (each student covers a different topic) and cooperative work is fostered.

ASSESSMENT

Assessment focuses on the ability to write a short argumentative text (around 120 words approximately) about how they think literature and arts can help us. Pupils are expected to adapt this text to the SS' present situation as secondary education SS. Pupils will use the expressions and vocabulary from the unit, such as "Some books are written to help SS reduce stress" or "Some good habits are acquired through reading". The oral test will be a formal speech. The topics will be good habits and stress-management in the school life or self-image. They are required to use visual aids, such as a PowerPoint presentation. Pupils will use the expressions and vocabulary from the unit. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback is carefully given. Personal work will be taken into account.

Unit 13: Out and about

OBJECTIVES

1. To ensure that SS are able to talk about generalities, possibilities and making hypothesis.
2. To help SS increase their vocabulary and expressions to give directions.
3. To help SS increase their vocabulary related to street art.
4. To increase SS' ability to plan and present oral expositions.
5. To promote SS' successful and accurate spontaneous interaction.
6. To understand the main and specific ideas in a variety of written and oral texts.
7. To promote SS' cooperative work in small groups

CONTENTS

Listening and speaking

Listening

Understanding the general information in a video recording about aboriginal art in Australia²⁹.

Speaking

Discussing the video recording about aboriginal art in Australia³⁰.

Discussing the poem "If" by Rudyard Kipling.

Paying special attention to the intonation in conditional sentences.

Reading and writing

Reading

Handout: Reading and understanding the poem "If" by Rudyard Kipling.

Writing

Writing an argumentative text about whether or not they would allow graffiti artist to paint in the streets if they were the government.

²⁹ Source: <https://www.youtube.com/watch?v=5lMEr1EDurU>. Accessed on 4th May 2016.

³⁰ Source: <https://www.youtube.com/watch?v=5lMEr1EDurU>. Accessed on 4th May 2016.

Language study and practice

Language knowledge

Review of the zero conditional, the first conditional and the second conditional.

Use of vocabulary and expressions to give directions.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use IT resources efficiently.

Cultural contents

Identification of Australian accent.

Introduction to the Australian aboriginal art.

Introduction to street art in Belfast.

Introduction to the figure of the English writer Rudyard Kipling, awarded with the Nobel Prize in Literature in 1907.

METHODOLOGY

SS read the poem “If” by Rudyard Kipling. They also read it aloud and pronunciation is checked. SS pay special attention to the use of conditionals in the poem. Pupils discuss it in small groups and cooperative work is fostered. Special attention is paid to the pronunciation of conditional sentences. The activity is supervised and definitions of difficult words are given. SS also watched a video-recording about Australian aboriginal art. Again, pupils discuss it in small groups and cooperative work is fostered.

Questions are made to prompt discussion and practice the vocabulary and expressions of the unit. For instance, “What do you think about buskers playing on the street?” or “Do you think that the work of buskers or juggles on the streets should be controlled and regulated?” Students are expected to use the vocabulary and expressions of the unit. Formal accuracy is checked, as well as correct intonation and pronunciation. Errors and mistakes are corrected when they hinder communication.

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ASSESSMENT

Assessment focuses on the ability to write a short argumentative text (around 120 words approximately) about whether or not they would allow graffiti artist to paint in the streets if they were the government. Pupils will use the expressions and vocabulary from the unit, such as “If I were the government, I would not allow buskers in the streets”. The oral test will be based on a presentation. SS will have to plan a tour around the street art in Belfast. They are expected to use the Web to look for the murals they like the best. They are required to use visual aids, such as a PowerPoint presentation, in order to show the pictures to the rest of the class. Pupils will use the expressions and vocabulary from the unit, for instance “Walk down the street” or “If you want to visit this mural, you will have to drive past the town hall”. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback carefully is given. Creativity will be taken into account.

Unit 14: Go green

OBJECTIVES

1. To ensure that SS are able to use report people's words.
2. To help SS increase their vocabulary to talk about recycling, renewable energies and pollution.
3. To promote SS' successful and accurate spontaneous interaction.
4. To understand the main and specific ideas in a variety of written and oral texts.
5. To promote SS' cooperative work in small groups.
6. To promote SS' efficient work with IT resources.

CONTENTS

Listening and speaking

Listening

Listening and understanding the reading of the poem “This Compost” by Walt Whitman³¹.

Speaking

Discussing the poem ““This Compost” by Walt Whitman³².

Discussing the article “What Is Eco-Poetry” by Forrest Gander³³.

Paying special attention to sentence stress.

Reading and writing

Reading

Handout: Reading and understanding the article “What Is Eco-Poetry” by Forrest Gander³⁴.

³¹ Source: https://www.youtube.com/watch?v=VFQn_0GCvdE. Accessed on 8th May 2016.

³² Source: https://www.youtube.com/watch?v=VFQn_0GCvdE. Accessed on 8th May 2016.

³³ Source: <http://www.poetryfoundation.org/harriet/2008/11/what-is-eco-poetry/>. Accessed on 8th May 2016.

³⁴ Source: <http://www.poetryfoundation.org/harriet/2008/11/what-is-eco-poetry/>. Accessed on 8th May 2016.

Writing

Writing an expository text about a creative way to go green.

Language study and practice*Language knowledge*

Reporting statements, requests, instructions, offers and suggestions.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use IT resources efficiently

Cultural contents

Introduction to the figure of the American poet Walt Whitman.

METHODOLOGY

The importance of taking care of the environment is introduced through the “eco-poetry”. SS read the article “What Is Eco-Poetry” by Forrest Gander. SS discuss the text in small groups and cooperative work is fostered. Scaffolding reading strategies are used. Special attention is paid to each SS’ doubts and difficulties. Then, pupils listen to the poem “This Compost” by Walt Whitman. After listening to it once they are provided with the poem in paper. SS work in small groups. Impressions about the poem are given. Each student reports to the class what other partner has said. Special attention is paid to the intonation and sentence stress.

In order to practice the vocabulary and expressions of the unit, SS use the Web to look for information about the most common renewable energies, the levels of pollution and whether or not they habitants of an English-speaking city usually recycle. In pairs, SS share the results of the research and report to the class what has been said by the other student. Formal accuracy is checked, as well as a correct intonation and pronunciation. Errors and mistakes are corrected when they hinder communication.

ASSESSMENT

Assessment focuses on the ability to write a short argumentative text (around 120 words approximately) about a creative way to go green. SS are expected to use the Web to look for creative and original ideas. Pupils will use the expressions and vocabulary from the unit, such as “He said that with that device you could save water” or “He said that he built a house using recycled materials”. The oral test will be a reading. SS will use the Web to look for an eco-poem they like. They will read it in class and explain why they chose it. Pupils will use the expressions and vocabulary from the unit “I like it because it exposes the dire consequences of...” Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback is carefully given. Personal work and creativity will be taken into account.

Unit 15: Revision

OBJECTIVES

1. To review the contents seen in previous units.
2. To ensure that no one falls behind.
3. To help SS with any doubts or difficulties.
4. To increase SS' ability to plan and present oral expositions.
5. To promote SS' successful and accurate spontaneous interaction.
6. To understand the main and specific ideas in a variety of written and oral texts.
7. To promote SS' cooperative work in small groups

CONTENTS

Listening and speaking

Listening

Listening and understanding the interview to Maya Angelou³⁵.

Speaking

Discussing the interview to Maya Angelou³⁶.

Discussing the article “Banksy: ‘I think a museum is a bad place to look at art’”³⁷.

Reading and writing

Reading

Handout: Reading and understanding the article “Banksy: ‘I think a museum is a bad place to look at art’”³⁸.

Writing

Writing either a poem or an expository text about poetry.

³⁵ Source: <https://www.youtube.com/watch?v=gwuAntPHGVM>. Accessed on 9th May 2016.

³⁶ Source: <https://www.youtube.com/watch?v=gwuAntPHGVM>. Accessed on 9th May 2016.

³⁷ Source: <http://www.theguardian.com/artanddesign/2015/aug/21/banksy-dismaland-art-amusements-and-anarchism>. Accessed on 9th May 2016.

³⁸ Source: <http://www.theguardian.com/artanddesign/2015/aug/21/banksy-dismaland-art-amusements-and-anarchism>. Accessed on 9th May 2016.

Language study and practice

Language knowledge

Use correctly the expressions and grammar seen until now.

Reflection on the learning process

Successfully use new vocabulary.

Adapt speech to communicative purpose, depending on the expectations and reactions intended to arise in the interlocutors.

Use IT resources efficiently.

Cultural contents

Identification of the American accent.

Introduction to the figure of the American poet Maya Angelou.

Introduction to the figure of the British street artist Banksy.

METHODOLOGY

SS watch an interview to Maya Angelou where she talks about important things and concepts for her writing. Then, SS read the article “Banksy: ‘I think a museum is a bad place to look at art’”. Pupils work in small groups and cooperative work is fostered. SS are expected to discuss the main arguments in both the text and the interview. Formal accuracy is checked, as well as correct intonation and pronunciation. Pupils use these resources as an inspiration for the project. Errors and mistakes are corrected when they hinder communication. This activity is expected to provide sufficient information about the learner’s communicative competence.

ASSESSMENT

Assessment focuses on the ability to write either a poem or a short expository text (around 120 words approximately) about poetry. They can write about the poetry they like the most or whether or not they like poetry and why. Pupils will use the expressions and vocabulary from previous units. They will also take into account the articles they have read and the videos they have watched. The oral test will be an oral presentation. SS will be required to use the web to look for a piece of street art they like. They are required to

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use visual aids, such as a PowerPoint presentation, in order to present it to the rest of the class. Pupils will use the expressions and vocabulary from the previous units. Focus will be on whether or not the productions achieve the four components of communicative competence. Errors are analysed and feedback is carefully given. Personal work and creativity will be taken into account.

Materials and teaching resources

Regarding the materials and teaching resources, I will give my SS handouts to work in class. Throughout my syllabus I have included a wide selection of authentic materials, ranging from texts and articles to video recordings. For the videos I have planned to use songs, extracts from films, interviews, TED talks, etc. Consequently, I will need a computer and a projector in class in order to view the videos. Access to the Internet would be recommendable but not necessary, because I could download and bring the videos to class on an USB. Concerning the texts and articles, I have chosen a wide variety of literary texts, both prose and poetry. I have also selected articles from English-speaking newspapers. I will provide my SS with these articles in paper.

Evaluation

Assessment is necessary to evaluate the results of the teaching and learning process. It is essential that we check if our pupils are following the contents of the subject. It provides information about which contents we may need to reinforce and the specific needs of the SS. Thanks to evaluation we can ensure that no one is left behind and guarantee the progress of every student.

Procedures and instruments to assess SS' achievement

I will use tests and a portfolio in order to assess SS' achievement during the learning process. Various tests will be scheduled along each term, and will include: a listening test, a speaking test, a writing test and a reading test. There will not be a grammar or vocabulary test because these skills will be assessed in context through the rest of the tests.

The portfolio will be part of the ongoing assessment system of the course. It will include a series of compositions, reading activities and other tasks related to the contents of each unit. The portfolio will involve class and at home work. I will mark each of the activities and provide individual and detailed feedback. We will devote some time in class to discuss the most common mistakes in order to prevent SS from making them again.

Marking system

The 70% of the final mark will be estimated on the basis of the marks obtained in the tests. The 20% of the final mark will correspond to the mark of the portfolio (ongoing assessment). Finally, the 10% of the mark will take into account the attitude in class: whether or not they participate actively in class, attendance, etc.

I have referred to the assessment criteria and the indicators of achievement along the units, taken into account the indications of the Royal Decree 1105/2014, 26th December³⁹.

Remedial activities

I will prepare remedial activities for the SS that have reached Year 3 of CSE, without fulfilling the objectives stated for English in Year 2 of CSE. Pupils will be expected to do extra activities related to the contents of the previous year. I will prepare three portfolios, one for each term, with activities ranging from compositions and reading activities to online listening activities. They will be required to hand in the corresponding portfolio before sitting an exam each term.

Concerning regular SS failing in English, they will also have to re-sit an exam in the following term. They will just be required to previously hand in a composition for each of the units of the term they have failed.

Complementary and Extracurricular activities

Complementary and extracurricular activities are supposed to increase students' motivation. Cultural weeks or talks can be organized to bring students closer to the culture of English-speaking countries. To promote pupils' participation, some of these events can be organized by them. There are also different activities available outside the IES. For instance, "Week Camp" is an English immersion program organized in different Spanish cities and towns. The closer ones would be in Llanes and Gijón. They offer programs of 3, 4 or 5 days, with a wide range of activities. Another example would be the VO Film

³⁹ RD 1105/2014, 26th December.

Series in Gijón, where films in English are screened. Lastly, student exchanges may be also organized.

Diversity Measures

Each student has different capacities, abilities, background and learning style. Through education we should contribute to the development of each pupil's abilities. Normally, we encounter in our classrooms four types of issues concerning SS:

- SS with special difficulties with English acquisition.
- SS more gifted to learn English.
- Slow learners that cannot keep with the classroom's pace.
- SS that do not reach the minimum requirements.

Through a series of strategies, we should try to address these differences, giving each SS what they need to develop their English skills and achieve the minimum requirements:

- Activities intended to help SS' autonomous work, with open activities adapted to the individual learning styles.
- Reinforcement activities.
- Activities presented in different ways, to account for SS' special needs, but designed to reach the same objectives.
- Extension activities intended for more gifted SS.

We have to consider that there are also another measures that some schools can provide, in relation to diversity: flexible groups, support in ordinary groups, curricular adaptations, etc. Coordination with the IES' Guidance Department in order to guarantee that each student meets the basic requirements will also be important.

Indicators of achievement and evaluation procedure of the implementation and development of the syllabus

At the end of the year, the syllabus will be revised and adjusted. I will take into account SS' results and opinions about their own learning process. They will be expected to provide feedback either personally or anonymously. This does not mean that along the school year I will not consider making specific adjustments to adapt this syllabus to my

SS' needs. Each year pupils change and their needs may be different. Consequently, I may need to adjust the timeline or prioritize the teaching of the basic contents.

TERCERA PARTE

Proyecto de investigación

1. Introducción

Este proyecto de investigación intenta dar respuesta a un problema frecuente en las aulas de lengua inglesa: la falta de competencia comunicativa de algunos alumnos. La hipótesis que se maneja es que cuando los alumnos reciben un *feedback* frecuente y detallado su competencia comunicativa mejora de forma significativa. Para ello se analizan y clasifican los errores en las producciones escritas de alumnos de 2º de Bachillerato. El fin último es garantizar que los alumnos comprendan las correcciones y que esto les permita progresar.

2. Problema planteado

El presente proyecto de investigación fue llevado a cabo en el Instituto de Educación Secundaria de Llanera. Con ayuda de nuestra tutora de la universidad, propusimos a nuestra tutora de prácticas realizar este proyecto de investigación que tenía como objetivo desarrollar un plan de actuación para ayudar a alumnos con dificultades en la asignatura de Inglés. Los alumnos (cinco) están matriculados en 2º de Bachillerato y tenían inglés pendiente de 1º de Bachillerato y unos pobres resultados en las pruebas de evaluación de este curso.

Dos de estos alumnos, Mario y Alexander, son con los que yo he trabajado. Ambos mostraban muchas dificultades y carencias en la asignatura, además de errores persistentes. Sus redacciones no eran competentes desde el punto de vista comunicativo, pues presentaban carencias en sus cuatro componentes (a saber, las competencias gramatical, discursiva, sociolingüística o estratégica). Todo esto repercutía en su motivación hacia la asignatura y como creían que no serían capaces de hacerlo mejor, su esfuerzo disminuía.

3. Marco teórico

En la actualidad, el enfoque comunicativo es el más reconocido para adaptarse a las necesidades de los estudiantes. Por ejemplo, en el contexto político-social actual, el Consejo de Europa, impulsa investigaciones para fomentar la utilización de materiales concretos para la enseñanza de lenguas adoptando un enfoque adoptado por ellos es el enfoque comunicativo orientado a la acción.

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El concepto de competencia comunicativa fue acuñado por el lingüista americano Dell Hymes. Él lo entendía como la habilidad no sólo de aplicar las reglas gramaticales de una lengua a fin de formar oraciones gramaticalmente correctas, sino también de conocer cuándo, dónde y con quién utilizar esas oraciones⁴⁰. Es decir, la competencia depende del conocimiento tácito de la lengua y la habilidad para usarla⁴¹. Hymes relacionó los sistemas lingüísticos con los sistemas culturales⁴². Estableció así cuatro criterios que todo acto de comunicación verbal debería cumplir para ser eficaz:

- Ser formalmente posible (y en qué medida lo es). Es decir, si sigue las reglas tanto culturales como gramaticales.
- Ser factible (y en qué medida lo es). Es decir, si es aceptable desde el punto de vista de la cohesión del discurso.
- Ser apropiado (y en qué medida lo es). Ser apropiado en relación a la situación en la que se emite desde el punto de vista social y cultural.
- Ser practicado (y en qué medida lo es). Aunque reconocía que el estudio de la competencia comunicativa no se podía restringir a las ocurrencias, consideraba que no se podían ignorar. Practicado se refiere a que los actos de habla deben ser entendidos al menos por hablantes que tengan esta lengua como lengua materna.

A partir de las teorías de Hymes, Canale y Swain⁴³ establecieron los cuatro componentes de la competencia comunicativa:

- La competencia gramatical. Se relacionaría con lo formalmente posible establecido por Hymes. Se refiere al dominio del código lingüístico (verbal y no verbal). Se incluiría aquí el vocabulario, la formación de palabras y oraciones, la pronunciación, la ortografía y la semántica.

⁴⁰ Alicia Laspra Rodríguez. "Making it work: communicative competence, from theory to practice". C. Estébanez Estébanez y L. Pérez Ruiz, *Language awareness in English and Spanish* (Valladolid: Universidad de Valladolid, Secretariado de Publicaciones e Intercambio Editorial, 2008) 153-183.

⁴¹ Dell Hymes. "On Communicative Competence". J.B. Pride y J. Holmes, *Sociolinguistics. Selected Readings* (Harmondsworth: Penguin, 1972) 282-293.

⁴² Hymes (1972) 284-287.

⁴³ Michael Canale. "From communicative competence to communicative language pedagogy." J.C. Richards and R. W. Schmidt, *Language and Communication* (London: Longman, 1983) 2-27.

- La competencia discursiva. Se relacionaría con lo factible. Se refiere al dominio de la combinación las formas gramaticales y los significados para conseguir un texto, tanto escrito como oral, unificado.
- La competencia sociolingüística. Se relacionaría con lo apropiado. Incluiría las reglas socioculturales de uso, hasta qué punto los actos de habla son apropiados, tanto en sentido como en forma, al contexto en el que aparecen.
- La competencia estratégica. Se relaciona con lo practicado. Se refiere al dominio de las estrategias comunicativas tanto verbales como no verbales. Estas se utilizan por dos razones principales. Por un lado, compensar una ruptura en la comunicación tanto porque las condiciones que limitan la comunicación (por ejemplo, el uso de la paráfrasis cuando se ha olvidado momentáneamente una palabra) o debido a una competencia insuficiente en otras áreas de la competencia comunicativa (uso de la paráfrasis para aludir a un concepto cuyo nombre se desconoce). Por otro lado, para favorecer la efectividad de la comunicación.

Como se puede comprobar, tanto Hymes como Canale y Swain trataron de ir más allá de la competencia gramatical, poniéndola al mismo nivel del resto de competencias. Además, como Savignon⁴⁴ apuntó posteriormente, las cuatro competencias se desarrollan de manera simultánea y progresiva.

En esta investigación se intenta distinguir si los cuatro componentes de la competencia comunicativa están presentes en las redacciones de los alumnos. Ya Laspra⁴⁵ realizó un estudio en el que revisaba y clasificaba los errores del lenguaje, las oraciones correctamente formadas y hasta que punto cada uno de los textos analizados cumplían los requisitos necesarios para ser comunicativamente competentes. Entre las conclusiones más relevantes encontró que se sigue dando un énfasis excesivo a la precisión léxico-gramatical a la hora de evaluar el grado de competencia comunicativa de un estudiante. Esto lleva a los profesores a aceptar respuestas falsas a favor de la posibilidad formal, por lo que muchas veces las producciones de los alumnos están descontextualizadas o son incoherentes. Especialmente importante para esta investigación es la comprobación de

⁴⁴ Sandra Savignon. *Communicative Competence: Theory and Classroom Practice* (Reading, Mass: Addison-Wesley, 1983) 1-27.

⁴⁵ Laspra (2008) 172-173.

que los alumnos muestran un alto grado de conocimiento teórico sobre la lengua pero no son capaces de aplicar las reglas al uso real del lenguaje.

Como herramientas de categorización se utilizarán las taxonomías *Linguistic category taxonomies*, *Surface strategy taxonomies* y *Comparative taxonomy*.

4. Hipótesis y objetivos

La hipótesis de la que se parte es que con un *feedback* más abundante, personalizado y detallado se conseguiría el objetivo de eliminar, o reducir en un porcentaje significativo el número de errores cometidos por estos estudiantes, en especial en el caso de los errores persistentes. También se contribuye así a una mejora en la motivación del alumnado.

5. Diseño metodológico

Esta investigación fue realizada durante el periodo de prácticas. Nuestra tutora en el IES nos proporcionó un aula con equipamiento tecnológico. Además, obtuvo la colaboración de la tutora del grupo al que pertenecían estos cinco alumnos para que les permitiera utilizar la primera hora de los viernes (8:10-9:05), hora en la que tienen tutoría lectiva en su horario, para realizar nuestras sesiones.

Sobre la base de las indicaciones proporcionadas por nuestra tutora de la universidad, mi compañera de prácticas y yo elaboramos los materiales de trabajo necesarios para llevar a cabo esta investigación. Estos materiales se componían principalmente de fichas para guiar sus producciones y vídeos sobre los cuales tuvieran que elaborar textos escritos para comentar su contenido oralmente. Nos planteamos así integrar el mayor número de destrezas. De la misma manera, los materiales que presentábamos se relacionaban con la gramática y el vocabulario de la programación de la asignatura.

Al finalizar cada sesión, los alumnos entregaban sus textos para su corrección. En la siguiente sesión, se dedicaba la primera parte a explicarles con detalle los errores cometidos. En el proceso de corrección se prestaba especial atención no tanto a las reglas de uso del lenguaje, como al uso del mismo para solventar la distancia que a menudo separa el conocimiento teórico y el práctico⁴⁶. Esto incluía enseñarles no solo la

⁴⁶ Laspra (2008) 167.

gramática, sino la cohesión y coherencia discursiva, lo apropiado y lo practicado. Por ello, les entregaba fichas-resumen con la gramática ejemplificada en contextos reales.

Empleábamos el resto de las sesiones que teníamos con estos alumnos en ayudarles en lo que nos pedían. Por ejemplo, las semanas previas la prueba de recuperación de la asignatura de inglés de 1º de Bachillerato, les ayudamos con las dudas que tenían respecto a los contenidos relacionados con esa prueba. También realizábamos con ellos ejercicios de *speaking* para que practicasen y mejoraran su inglés de cara a sus pruebas orales. Intentábamos proponerles tareas que requirieran de intercambio de información para darles cierta autenticidad, que no fueran diseñadas simplemente para practicar el lenguaje⁴⁷.

6. Resultados

Los resultados de la investigación fueron positivos. Al incluir ejercicios de *listening* y *speaking*, los alumnos mostraron una mejora en estas destrezas, y no solo a la hora de escribir redacciones, como demostraron en sus pruebas académicas. En la última sesión les entregamos una encuesta para que valoraran el trabajo realizado, y coincidieron en que este proyecto les había ayudado a progresar con el inglés aunque les gustaría que hubiera durado más tiempo. Por último, ambos concluyeron que recomendarían este proyecto.

Los beneficios de este trabajo fueron más notables en uno de los alumnos, Alexander. Para entender su problemática es importante conocer su contexto. Este alumno llegó hace cuatro años de Argentina incorporándose al sistema español en el 4º curso de la ESO. El nivel medio de inglés de los alumnos argentinos en la etapa de secundaria es inferior al nivel medio de los alumnos españoles. El alumno dominaba bastante bien la gramática y el vocabulario trabajado en los cursos que realizó en España. Sin embargo, presentaba dificultades con los contenidos gramaticales y léxicos que sus compañeros habían estudiado en los cursos inferiores (niveles que el no cursó en España). Además, le sucedía lo que mencionaba Laspra⁴⁸: muchas veces se sabía las reglas gramaticales o el vocabulario pero no sabía como aplicar las primeras, o cómo utilizar el

⁴⁷ Laspra (2008) 167.

⁴⁸ Laspra (2008) 173-173.

segundo. Se ofrece a continuación un análisis de los errores más frecuentes identificados en las producciones de este alumno.

Competencia Gramatical

- En ocasiones forma de manera incorrecta la tercera persona del singular de los verbos, por ejemplo, “My opinion about recycling *haven’t changed.”
- Otras veces, como ya se ha indicado, no utiliza la forma gramatical adecuada a la situación. Por ejemplo “To conclude, I think it would be a good campaign because people *will learn” (en vez de *would learn*).
- También comete errores en las preposiciones de los verbos, dando lugar a errores de *addition* “he might be enjoying *of his cigarette and *of his *coffe”. Su origen está en una traducción literal de la estructura en español “disfrutar de”. Por ello, desde el punto de vista de la *Comparative Taxonomy*, se trata de un *interlingual error*.

Competencia Discursiva

- Utiliza oraciones demasiado largas, de imposible descifrado. Por ejemplo, “The last time I watched a video about the *consequence of dumping *rubbishints the *was recently because my teacher showed me *the video”.
- También encuentra dificultades con la posición de los adverbios en la oración “everyone *can recycle properly” o de los adjetivos, por ejemplo, “a person humble” o “a *writter famous” (*misformation (spelling) y misordering*).

Competencia Sociolingüística

- El más destacado es el uso de contracciones en lenguaje formal, como “He *can’t be insulting”.

Competencia Estratégica

- En ocasiones sus producciones presentan calcos, como por ejemplo “a *few crazy” (en la *Comparative taxonomy* se correspondería con un *interlingual error*).

Respecto al segundo alumno, llamado Mario, no tiene asimiladas muchas de las reglas gramaticales revisadas en el aula, ni conoce gran parte del vocabulario (un alumno con poco hábito de estudio). La combinación de errores da a lugar a producciones incoherentes de muy difícil descifrado.

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Competencia Gramatical

- Un error muy persistente es el de omitir el sujeto en las oraciones que produce, por ejemplo, “My opinion about recycling is * very good for the *enviromnet”, un caso de omisión según la taxonomía *Surface Strategy Taxonomies*; al igual que en la ortografía errónea de palabras (*misformation*).
- Los errores ortográficos son muy persistentes, “*woul”, “*tean”, “*picturece”.
- Además, forma de manera incorrecta la tercera persona del singular de algunos verbos “He *have”.
- Otro error muy recurrente es la omisión del verbo principal cuando este acompaña a un verbo auxiliar o modal “He can * very fast”.
- Asimismo, en muchas ocasiones forma de manera incorrecta los tiempos verbales “*If I would witness” o “*He is might to saw”.
- También encontré en numerosas ocasiones un uso erróneo de los pronombres personales “because *her clothes” (en lugar de *their*), “*Her name” (en lugar de *his*) o “*They needn’t” (en lugar de *he*) (*alternating forms*).

Competencia Discursiva

- Este alumno utiliza oraciones demasiado largas, de imposible descifrado e incoherentes “*He have the title of person too fast in the world because he have been allowed to run 100 in seven second” o “*In this picturece he is might to saw his glass and he stay smoking, they needn’t write a lot because this is a good writer”.

Competencia Sociolingüística

- El más destacado es el uso de contracciones en el lenguaje formal como “*can’t doping”.

Competencia Estratégica

- Utiliza estructuras de su L1 cuando escribe, por ejemplo “This *tean in who *compited *can’t doping” (según la *Comparative taxonomy* se correspondería con un *interlingual error*).

Como se puede comprobar, el nivel de competencia de ambos alumnos es muy dispar. La mejora fue más significativa en Alexander, quien además se esforzó en mayor medida.

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De forma voluntaria, se reunió conmigo en horas adicionales para continuar practicando. Concretamente, para realizar ejercicios de *listening* y de *speaking*. Al ver resultados positivos gracias a la hora extra del viernes, su motivación hacia la asignatura mejoró y quiso practicar estas destrezas en las que encontraba más dificultades. De manera individual, para mejorar la destreza de *listening*, le proporcioné fichas con ejercicios para realizar por su cuenta. Por ejemplo, *links* a charlas TED, como “We should all be feminists” de Chimamanda Ngozi Adichie o “How great leaders inspire action” de Simon Sinek. Como las charlas le gustaban, el alumno pedía más materiales. En otras sesiones individuales realizábamos juntos más ejercicios de *listening*, además de practicar la destreza de *speaking*. El alumno consiguió aprobar la recuperación de 1º de Bachillerato en la primera convocatoria, al igual que la asignatura de inglés de 2º.

Por el contrario, Mario en el examen de recuperación de la asignatura de 1º de Bachillerato, aprobó la parte oral pero, aunque con una nota superior a anteriores ocasiones, no logró superar la parte escrita. Sin embargo, aprobó ambas en la segunda convocatoria.

7. Conclusiones e implicaciones educativas

Podemos concluir que la corrección detallada de los errores y la explicación de los mismos ayudan a los alumnos a mejorar sus resultados y ayudan a aumentar su motivación. Al cometer menos errores en las pruebas escritas, intentan mejorar en las demás destrezas. Sin embargo, no podemos olvidar que es indispensable que ellos se impliquen y esfuercen en su propio trabajo; como se comprueba en la comparación de los casos de estos dos alumnos. Se demuestra a través de esta breve y reducida experiencia, entre otras cosas, lo siguiente:

1. Comenzar por explicar a los alumnos los errores que comente en sus producciones escritas es muy eficaz para motivar su interés por mejorar y corregir sus producciones orales, así como las reglas que van internalizando.
2. La conciencia de estar aprendiendo a prender aumenta con esta técnica y resulta fundamental en la actitud de los alumnos y en su motivación. No podemos olvidar que es indispensable que ellos se impliquen y esfuercen en su propio trabajo; como se comprueba en la comparación de estos dos alumnos.

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3. La corrección individualizada de las producciones escritas de los estudiantes de inglés es crucial para garantizar su progreso hacia la consecución de los resultados de aprendizaje marcados en las programaciones correspondientes.
4. La revisión en el aula de los errores principales detectados en las producciones escritas de los alumnos podría servir para reforzar de forma muy eficaz la adquisición de su competencia comunicativa por parte de los mismos, así como su conciencia de progreso en el dominio de la lengua.

Sería interesante, por tanto, que este tipo de actuación fuese aplicado con el grupo en su conjunto, tanto en la corrección de las pruebas académicas como en los deberes de clase. Aunque esta investigación duró un tiempo muy limitado, a largo plazo contribuiría a mejorar la competencia comunicativa del alumnado. Y esta es la hipótesis final que se plantea en el presente trabajo como reto.

Conclusiones

La elaboración de este trabajo sirve como recopilación de los conocimientos y destrezas adquiridos en este Máster en Formación del Profesorado de Enseñanza Secundaria Obligatoria, Bachillerato y Formación Profesional.

En cuanto a aspectos teóricos, creo conveniente mencionar lo aprendido acerca del enfoque comunicativo orientado a la acción y desarrollado mediante tareas. El análisis de errores y el posterior *feedback* como procedimiento para la mejora del aprendizaje de los alumnos y su competencia comunicativa. Para ello han servido de referencia las recomendaciones del Marco Común Europeo y las teorías de autores como Canale y Swain, Krashen, Hymes, Savignon y Castañeda.

Como aspectos prácticos, resalto lo aprendido sobre el manejo de documentación oficial, docencia de la lengua inglesa, las actividades innovadoras, la atención a la diversidad y la introducción a la psicología de la adolescencia. El periodo de prácticas supuso un acercamiento a una situación real y el primer contacto con un aula desde el punto de vista del profesor.

Finalmente, quiero agradecer al equipo de profesores de la Universidad los conocimientos transmitidos y al personal docente y administrativo del IES Llanera por su acogida y enseñanzas. En especial, a mi tutora en el IES, Montserrat González Mayordomo, y a mi tutora y coordinadora de las prácticas y este Trabajo Fin de Máster, Alicia Laspra Rodríguez.

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ANEXOS

REDACCIONES XXXXX

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 1: Waste

After completing the quiz...

Has your opinion about recycling changed? Why or why not?

Begin like this: My opinion about recycling ~~hasn't~~ ^{has} changed because this quiz has/ hasn't recycled ~~been~~ ^{been}

What would happen if everybody started recycling?

Begin like this: If everybody started recycling, we would help the environment

According to the quiz, in what ways can you help save our planet?

Begin like this:

1. The quiz says that our earth ^{could} be helped ~~to~~ through recycling

Linker: Moreover, we could help

2. The quiz suggests ~~that we can~~ reducing the amount of waste you produce

Linker: Despite the fact that

3. The quiz mentions ~~that the best way~~ ^{of saving our planet} would be to plant a tree, I ~~don't~~ ^{think so} won't do it

Linker: Finally

4. The quiz proposes re-using our plastic bottles and bags

Trabajo Fin de Máster

Cristina Riaño Alonso

Hit the Books and Blow Your Own Trumpet: Increasing Language and Cultural Awareness in English (Year 3 of CSE) (MFPESBFP) 2016

Desirée Fernández Rodríguez
Cristina Riaño Alonso

When was the last time you watched a video about the consequences of dumping rubbish into the sea? Who ended up eating all that waste?

Begin like this: The last time I watched a video about the consequences of dumping rubbish into the sea was recently, because my teacher showed me a video about it.

All that waste

How would you design and advertising campaign to promote recycling in your town?

Begin like this: To promote recycling in my town, I would design and advertising campaign so that everyone can recycle properly their waste. I would like to show that recycling is the best way to end pollution of the environment.

Generally, it is thought that the environment is improving, despite the fact that our world is even worse than we thought because every day there is more pollution.

To conclude, I think it would be a good campaign because people would learn to recycle all days as it should be every day.

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 2: Crime and Justice

After revising the vocabulary, complete the following sentences.

1. You are suspect of a crime. How would you avoid being caught?

Begin like this: If I were ^{not} suspect of a crime, I would show my innocence

2. You are a judge, and you do not have enough evidences of a crime.

Begin like this: I would have to find a lot of evidence of ^{the} crime because I didn't want ~~any~~ case to be dismissed

3. Are you for or against life sentences? Why or why not?

Begin like this: I am against life sentences because I don't like it due to the fact that I would have to decide ^{them}.

4. What would you do if you witnessed a mugging?

Begin like this: If I ^{had} witnessed a mugging, I would ^{have} said that I am innocent and also I would ^{have} told the truth about mugging

5. Who was arrested over violent street mugging?

Begin like this: A 10-year old ^{if I witnessed a mugging,} I would tell the police.

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 3: What if.....?

Watch and listen to this video to become familiar with the topic we are going to discuss in this session.

1. If I'm, for example, interacting with my cell-phone today, my smartphone today, is _____?
Is that my interacting with another object?

me

2. What if, when I take my iPhone and write down a thought
 say, in the notes application, what if that is an extension of myself

3. We are basically _____ today.

- a. Aliens
- b. Robots
- c. Cyborgs

4. We extend our biological capabilities with these technologies.

5. If that's the case, Maybe we should be thinking about extending person rights to these Technologies

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Now, try to complete these sentences with your own thoughts.

1. If you were the Apple company, what would you do about this issue? Why?

If I were the Apple company, I would help to ~~give~~ ^{give} that code that

2. Regarding the current law, what will happen if we consider smartphones an extension of ourselves?

If we consider smartphones an extension of ourselves, we will ^{have to} extend personal rights.

3. Imagine that you are the terrorist, what would you have done if you had known that the FBI could have access to the information in your smartphone?

If I had been a terrorist, I wouldn't have ^{known} ~~known~~ that the FBI could have access to the information ^{on} my smartphone.

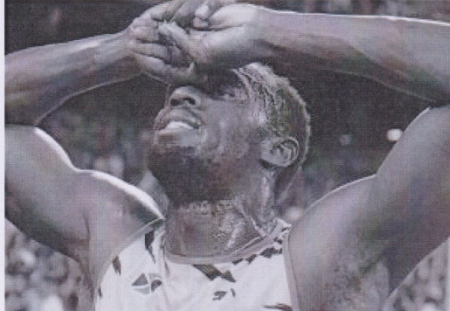
Would you like to add something?

If

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Session 4: Deductions



Usain Bolt might win this new tournament because he has to be the best. Moreover, he ~~has~~ ^{has more} endurance a lot of a ~~person~~ ^{or} and therefore, he is considered ~~as~~ ^{one} of the best ~~of~~ ^{athletes} of the world. However, he must never give up ~~neither~~ ^{or} drop out. Despite this, He ought to be a person ~~in~~ ⁱⁿ trouble.



If I see the image, I can see a ~~man~~ ^{writer} famous called Charles Bukowski ~~and~~ ^{and} he ~~must~~ ^{or must have seen} be in a bar. In the bar, he might ~~have~~ ^{have} ordered a coffee. Also, I can see that he might be enjoying ~~of~~ ^{of} his cigarette ~~and~~ ^{and} of his coffee. He ~~might~~ ^{might} be considered a person with a lot of ~~misery~~ ^{wisdom}.

Trabajo Fin de Máster

Cristina Riaño Alonso

Hit the Books and Blow Your Own Trumpet: Increasing Language and Cultural Awareness in English (Year 3 of CSE) (MFPEBFP) 2016

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 5: Looks and appearances

Watch the following clip and fill in the gaps the following excerpt.

[Walt sees Sue being harassed by three black youths and pulls up]
Monk: What the fuck are you looking at, o ld m an? Huh?
Walt: What the hell are you spooks up to?
 [The gang are confused by this insult]
Monk: You b etter g get your ass on, honky, while I still let you. That's what you better do.
Duke: That's right, bitch.
 [Walt gets out the car]
Monk: What the fuck you at?
Walt: [approaches and faces them] Ever notices how you c ome a bro somebody once in a while that you shouldn't have fucked with? [Spits] That's me.
Monk: Man, you fuckin' crazy, man. Get outta here, man.
Third youth: Why don't you get your ass up outta here before I kick your ol' wrinkly white ass?
 [Walt reaches into his jacket]
Monk: Crazy motherfucker, man. What's wrong with him, man?
 [Walt draws his finger like a gun]
Monk: What the fuck? This motherfucker's crazy man.
Third youth: What's wrong with this nigga, man?
Duke: What the hell?
 [Walt aims at each of them with his finger]
Walt: [To Sue] G et i n t he t ruck.
 [Sue tries to comply, but youths stop her]
Monk: This crazy motherfucker, man. What's wrong with him, man? [laughs] He p ut h is f inger o n u s.
 [Walt reaches into his jacket again and draws a pistol. They all jump back in fright]
Monk: [raising his hands] Oh shit. Come on, now. Hey, pops. Come on, now.
Walt: Shut your fucking face! You fuckin' don't listen, d o y ou? [to Sue] Now get in the truck.
Monk: Go on, get in the truck now. Shit. [lowers his hands]
Trey: Way to go, old man!
Walt: [turns his gun on him] Shut up, pussy. What is all this "bro" shit, anyway? Want to be Super Spade or something? These guys d on't w ant t o b e your bro, and I don't blame 'em. Now get your ofay Paddy ass on down the road.
 [Trey runs off. Walt places his gun back on his belt]
Walt: [To the youths] Take care, now. [Gets in his truck]

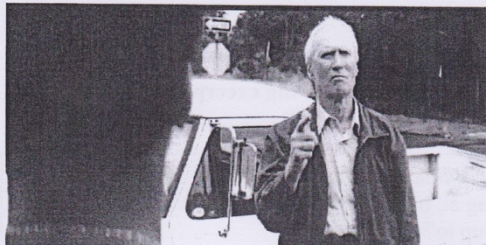
Trabajo Fin de Máster

Cristina Riaño Alonso

Hit the Books and Blow Your Own Trumpet: Increasing Language and Cultural Awareness in English (Year 3 of CSE) (MFPESBFP) 2016

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Answer the following questions about the clip using your own deductions.



Do you think that there is a connection between the way the gang look and Walt Kowalski's reaction? Give a reason.

Include "may": He may have been a ^{acted a little bit crazy} few crazy

Include "must": He must have ^{been} ^{angry} ^{about the} ^{negative remarks} got angry by negative remarks

Include "cannot": He ^{cannot} be just ^{insulting} the black people I think that the ^{problem} is the girls ^{has something to do with} because he

Why do you think Walt Kowalski threatens the gang with his finger? Give a reason.

Explain why you are/are not sure about it:

He must be ^{no relation} threatening the gang because they are ^{mistreating} mistreating the girl

Explain why you think it is/is not possible for you:

He can't be happy in this situation

If the gang were wearing a smart suit, what would have happened? Explain why you think so.

Begin like this: If they were well-dressed, he wouldn't have ^{stop} stop

Trabajo Fin de Máster

REDACCIONES YYYYY

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Satisfaction survey

1. What did you like the most about this project?

- Nos ayudaron a progresar en el inglés y a entender mejor el idioma.

2. What did you like the least about this project?

- Lo que más me gustó es que eran amables, explicaban bien y se les entendía todo correctamente.

3. Would you recommend taking part in this project?

- Sí, lo recomendaría

TFM

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 1: Waste

After completing the quiz...

Has your opinion about recycling changed? Why or why not?

Begin like this: My opinion about recycling ^{that it is} is very good for the environment. ^{me} because this quiz has/ hasn't ^{helped} to ^{think} ^{about} the problems ^{of} ^{not} waste and ^{no} recycling in the world.

What would happen if everybody started recycling?

Begin like this: If everybody ~~started recycling~~, the other ^{started recycling} people ^{would} ^{everybody} ^{would} be changed the environment.

According to the quiz, in what ways can you help save our planet?

Begin like this: ~~It is said~~ that all of the above answers are ^{correct} ^{and} ^{can} help ^{save} the planet.

1. The quiz says ~~and~~ ^{to} ^{save} the environment.

Linker: ^{on} the one hand, ^{environment} ^{save} ^{with} ^{reusing} your plastic bottles and ^{bags} could be ^{good}.

2. The quiz suggests

Linker: ^{on} the other hand, ^{if} you ^{plant} one or a lot ^{of} trees you ^{will} help ^{the} environment, because you ^{can} help to reduce the emissions.

3. The quiz mentions

Linker: ^{however} the quiz talks about who can reduce the amount of waste you produce.

4. The quiz proposes

Trabajo Fin de Máster

Cristina Riaño Alonso

Hit the Books and Blow Your Own Trumpet: Increasing Language and Cultural Awareness in English (Year 3 of CSE) (MFPESBFP) 2016

Desirée Fernández Rodríguez
Cristina Riaño Alonso

When was the last time you watched a video about the consequences of dumping rubbish into the sea? Who ended up eating all that waste?

Begin like this: The last time I watched this video was a few weeks ^{ago}.
All that waste ^{was eaten by} the Albatrosses eat a lot of sea rubbish, because the sea water ^{is} very contaminated ~~and people dumped~~

How would you design and advertising campaign to promote recycling in your town?

Begin like this: To promote recycling in ^{my} town ^{I would} cleaning the park
I would like to show the city clean, the river not contaminated etc...

Generally, it is thought that the environment ^{doesn't} ~~not~~ necessary change, despite the fact the level of pollution ~~nowadays~~.

To conclude, I think it would be a good campaign because ^{everybody}
I love my town, my environment and all people can change the world.

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 2: Crime and Justice

After revising the vocabulary, complete the following sentences.

1. You are suspect of a crime. How would you avoid being caught?

Begin like this: If I were a suspect of a crime, I would steal a car.
?

2. You are a judge, and you do not have enough evidences of a crime.

Begin like this: I would have to look for more evidences
because I don't want my case to be ~~dismissed~~ dismissed
didn't

3. Are you for or against life sentences? Why or why not?

Begin like this: I am
due to the fact that

4. What would you do if you witnessed a mugging?

Begin like this: If I would witness a mugging, I would have to escape
the police.

5. Who was arrested over violent street mugging?

Begin like this: A 10-year old

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 3: What if.....?

Watch and listen to this video to become familiar with the topic we are going to discuss in this session.

1. If I'm, for example, interacting with my cell-phone today, my smartphone today, is that me ~~an~~ interacting ~~is~~ with another object?
interacting
2. What if, when I take my iPhone and write down a thought extension of myself say, in the notes application, what if that is an extension of myself.
3. We are basically cyborgs today.
 - a. Aliens
 - b. Robots
 - c. Cyborgs
4. We extend our biological capabilities with these technologies.
5. If that's the case, then Maybe we should stop thinking about extending personal rights

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Now, try to complete these sentences with your own thoughts.

1. If you were the Apple company, what would you do about this issue? Why?

If I ~~were~~ ^{were} the apple company, I would have a lot of laws to ~~protect~~ ^{protect} my users.

2. Regarding the current law, what will happen if we consider smartphones an extension of ourselves?

If we consider smartphones an extension of ourselves, we will ~~personal~~ ^{have to extend} rights.

3. Imagine that you are the terrorist, what would you have done if you had known that the FBI could have access to the information in your smartphone?

If I ~~had~~ ^{had} been the terrorist, I would have ~~kill~~ ^{kill} everybody.?

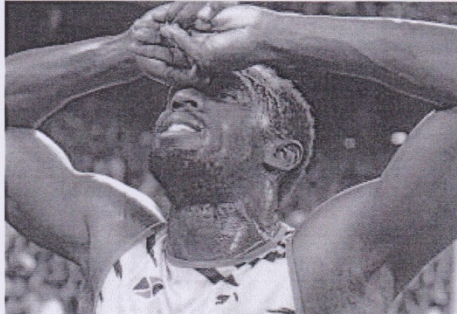
Would you like to add something?

If I ~~were~~ ^{were} the terrorist, I ~~would~~ ^{would} buy a boat.

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Session 4: Deductions



- He might win ^{this is the most}
 - He can ^{be} very fast. ^{sprinter}
 - He ^{holds} the title of person ^{the world's fastest runner} ^{to} fast in the world, because ~~he has~~
~~has~~ been allowed to run 100 in seven seconds. This team in
 who competed ^{is able} ~~them~~ can't doping. ^{the team}
^{In the races} in which he competed ^{doping was not allowed}
^{In his team}



- This ^{person} is a ^{writer} who ^{met} in a cafe. ^{her} name is
 Boukiki and he can ^{talk} about a lot of things. ^{in this picture}
^{he might be looking at his glass}
 he is might to saw his glass and ~~smoking~~ ^{he is} ^{picture} ^{is} smoking,
 they ~~needn't~~ write a lot because ~~was~~ ^{he} this is a good writer.
^{he} ^{didn't} ^{need} ^{to}
^{he} ^{doesn't} ^{need} ^{to} ^{he} ^{was}
^{he} ^{is}

Trabajo Fin de Máster

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Session 5: Looks and appearances

Watch the following clip and fill in the gaps the following excerpt.

[Walt sees Sue being harassed by three black youths and pulls up]
Monk: What the fuck are you looking at, o old m an? Huh?
Walt: What the hell are you spooks up to?
 [The gang are confused by this insult]
Monk: You b etter get your ass on, honky, while I still let you. That's what you better do.
Duke: That's right, bitch.
 [Walt gets out the car]
Monk: What the fuck you at?
Walt: [approaches and faces them] Ever notices how you come a across somebody once in a while that you shouldn't have fucked with? [Spits] That's me.
Monk: Man, you fuckin' crazy, man. Get outta here, man.
Third youth: Why don't you get your ass up outta here before I kick your ol' wrinkly white ass?
 [Walt reaches into his jacket]
Monk: Crazy motherfucker, man. What's wrong with him, man?
 [Walt draws his finger like a gun]
Monk: What the fuck? This motherfucker's crazy man.
Third youth: What's wrong with this nigga, man?
Duke: What the hell?
 [Walt aims at each of them with his finger]
Walt: [To Sue] G et i t t he t ruck.
 [Sue tries to comply, but youths stop her]
Monk: This crazy motherfucker, man. What's wrong with him, man? [laughs] He put his finger on us.
 [Walt reaches into his jacket again and draws a pistol. They all jump back in fright]
Monk: [raising his hands] Oh shit. Come on, now. Hey, pops. Come on, now.
Walt: Shut your fucking face! You fuckin' don't listen, d o you? [to Sue] Now get in the truck.
Monk: Go on, get in the truck now. Shit. [lowers his hands]
Trey: Way to go, old man!
Walt: [turns his gun on him] Shut up, pussy. What is all this "bro" shit, anyway? Want to be Super Spade or something? These guys don't want to be your bro, and I don't blame 'em. Now get your ofay Paddy ass on down the road.
 [Trey runs off. Walt places his gun back on his belt]
Walt: [To the youths] Take care, now. [Gets in his truck]

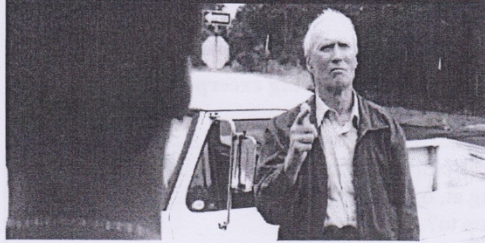
Trabajo Fin de Máster

Cristina Riaño Alonso

Hit the Books and Blow Your Own Trumpet: Increasing Language and Cultural Awareness in English (Year 3 of CSE) (MFPESBFP) 2016

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Answer the following questions about the clip using your own deductions.



Do you think that there is a connection between the way the gang look and Walt Kowalski's reaction? Give a reason.

Include "may": He ~~may be~~ may said that because they are ^{threatening} threatening the girl.

Include "must": He must have made a remark about ^{their} his clothes

Include "cannot": He cannot the problem is not for the wear, but the problem is for the girl. ^{? the problem cannot be the clothes, the problem is related to the girl}

Why do you think Walt Kowalski threatens the gang with his finger? Give a reason.

Explain why you are/are not sure about it:

He must be angry.

Explain why you think it is/is not possible for you:

He cannot be angry because ^{of their} her clothes.

If the gang were wearing a smart suit, what would have happened? Explain why you think so.

Begin like this: If ^{were} they wearing ^a smart suit, they ^{would have} talked in a good way.

Trabajo Fin de Máster

ENCUESTAS DE SATISFACCIÓN

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Satisfaction survey

1. What did you like the most about this project?

Lo que más me gusta de este proyecto fue que
Cristina ~~me~~ y Desirée me ayudaron mucho con
el inglés en general.

2. What did you like the least about this project?

Lo que no me gusta fue que ~~ellos~~ estuvieran
tan poco tiempo.

3. Would you recommend taking part in this project?

Claro

TFM

Desirée Fernández Rodríguez
Cristina Riaño Alonso

Name: _____

Satisfaction survey

1. What did you like the most about this project?

- Nos ayudaron a progresar en el inglés y a entender mejor el idioma.

2. What did you like the least about this project?

- Lo que más me gustó es que eran amables, explicaban bien y se les entendía todo correctamente.

3. Would you recommend taking part in this project?

- Sí, lo recomendaría

TFM