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Facultad de Formación del Profesorado y Educación

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

TikTok con fines educativos. Programación para Lengua Extranjera: Inglés. 3º de la ESO

TikTok for Educational Purposes. Long-term Plan for English as a Foreign Language. Year 3 CSE

TRABAJO FIN DE MÁSTER

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1. Resumen / *Abstract*

Este Trabajo Fin de Máster es una propuesta de programación docente para la asignatura de Lengua Extranjera: Inglés del curso 3º de Educación Secundaria Obligatoria. Dicha programación se presenta dentro del marco legal de la Ley Orgánica 8/2013, de 9 de diciembre, para la mejora de la calidad educativa (2006) y del Currículo de Asturias (2015). Asociada a cada unidad docente de la programación se plantea una actividad de innovación a través de la red social *TikTok.* El objetivo de la innovación es el establecimiento de una conexión entre los contenidos curriculares y los usos del inglés que el alumnado pueda requerir. A través del diseño de *tiktoks,* el alumnado pone en práctica lo aprendido a lo largo de cada unidad a la vez que trabaja las destrezas clave y las competencias básicas.

This Master's dissertation is a long-term plan proposal for English as a Foreign Language at Year 3 of Compulsory Secondary Education. This long-term plan has been conceived within the legal framework of the Organic Law, 8/2013, 9th of December, for the improvement of education quality (2006) and the Asturian Curriculum (2015). An innovation activity that makes use of the social media platform TikTok is presented linked to each teaching unit in the plan. The purpose behind this innovation is to connect syllabus contents with usage needs of English students. Through the creation of tiktoks, learners put into practice the contents learned throughout each unit. At the same time, they are developing the linguistic skills and the key competences.

2. Introducción

Este Trabajo Fin de Máster supone la culminación de mi formación en el Máster Universitario de Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional cursado por la Universidad de Oviedo.

En primer lugar, ofrezco una reflexión personal sobre la formación recibida a lo largo de este Máster. Se incluyen los aspectos teóricos ligados a las asignaturas, así como el aprendizaje derivado de las prácticas profesionales realizadas en un Instituto de Educación Secundaria.

En segundo lugar, presento una innovación para el aula de inglés. Dicha propuesta consiste en el uso de las redes sociales –más concretamente, *TikTok*– con fines de apoyo a la enseñanza del inglés. Su aplicación está asimismo relacionada con la programación docente elaborada más abajo. Por tanto, en este segundo punto se ofrece la visión general de la innovación y una breve descripción de cada actividad. Todos los vídeos están relacionados con los contenidos de cada unidad docente.

El núcleo de este TFM es la propuesta de una programación de la asignatura de inglés para 3º de la ESO. Se ha redactado en inglés bajo el título "Long-Term Plan for English. Year 3 CSE". La programación está formada por 15 unidades docentes, todas ellas relacionadas con la propuesta de innovación y diseñadas siguiendo un enfoque comunicativo. La finalidad de las mismas es la de adaptarse a las necesidades del alumnado en función de los usos del inglés que vayan a requerir, y considerando también su contexto.

Tras un apartado de conclusión se encuentran los anexos. Aquí se adjunta el desarrollo por sesiones de la unidad 2 de la programación, los materiales que se necesitan para su puesta en marcha, los modelos de posibles respuestas y la rúbrica de evaluación del vídeo de *TikTok* previsto para esa unidad. En cuanto a la evaluación de la unidad, se incluyen las pruebas objetivas de comprensión oral, comprensión escrita, producción escrita y producción oral e interacción junto con sus solucionarios y rúbricas de evaluación, según corresponda. Las pruebas objetivas pertenecen a las unidades 1 y 2 de acuerdo con lo dispuesto en la programación.

3. Reflexión sobre la formación recibida y las prácticas profesionales realizadas

Comienzo este TFM haciendo una reflexión sobre los conocimientos y competencias adquiridas tanto en la parte teórica como durante el periodo de prácticas.

Dado que mi especialidad es Lengua Extranjera: Inglés, las asignaturas que me han aportado más conocimientos sobre la didáctica de la lengua son *Complementos de la Formación Disciplinar* y *Aprendizaje y Enseñanza*. La primera de ellas supuso una inestimable fuente de información para comprender mejor por qué es tan importante la competencia comunicativa en la enseñanza de una lengua extranjera. En esta asignatura

también me formé en el análisis de los tipos de errores cometidos por el alumnado, algo que me fue muy útil durante mi periodo de prácticas.

Tanto la asignatura de *Complementos de la Formación Disciplinar* como la de *Aprendizaje y Enseñanza* juntamente con el *Prácticum* me han servido para conocer mejor el nivel del alumnado para así poder seleccionar los materiales adecuados. Creo que esta es una de las competencias más importantes al enseñar un idioma, pues es necesario saber adaptarse a los grupos, los cuales siempre presentan diferencias entre sí. Por tanto, considero esencial que en el Máster se nos enseñe a adaptarnos al nivel del alumnado de cada curso con ejemplos concretos.

Finalmente, uno de los aprendizajes más significativos que me ha aportado la asignatura de *Aprendizaje y Enseñanza* es la elaboración de programaciones y unidades docentes, y prueba de ello es este TFM. Además, una de las tareas durante el *Prácticum* era la de diseñar y aplicar dos unidades docentes diferentes. Es evidente, pues, que las asignaturas relacionadas con la especialidad aportan un gran valor al Máster y en mi opinión ambas deberían tener lugar antes de comenzar el periodo de prácticas para así poder aplicar todo lo aprendido habiéndolo asimilado con anterioridad.

Por último, destaco el enfoque que se ha utilizado en asignaturas como *Complementos de la Formación Disciplinar, Aprendizaje y Enseñanza* y *Taller de Teatro.* En todas ellas hemos realizado actividades en las que nos poníamos en la piel del alumnado, en ocasiones realizando actividades de manera colaborativa y en otras mediante juegos de rol. Personalmente, creo que lo más deseable antes de llevar una actividad, tarea o proyecto al aula es que el profesorado la haya puesto en práctica o la haya experimentado de alguna manera previamente. Si la actividad resulta poco atractiva, es evidente que al alumnado tampoco le va a gustar.

Teniendo todo esto en cuenta, creo que los contenidos aprendidos durante las clases teóricas se complementan muy bien con el *Prácticum.* Esta última ha sido una experiencia magnífica, muy útil para conocer mejor la vida en el centro. No obstante, el periodo de prácticas me ha resultado muy breve y me habría gustado que se hubiera extendido durante todo un curso. De este modo, habría tenido la oportunidad de ver cómo evolucionan los grupos a lo largo del año y podría haber adquirido una visión más completa y detallada de la enseñanza del inglés como lengua extranjera en un Instituto de Educación Secundaria.

4. Propuesta de innovación: *TikTok* con fines educativos

La presente propuesta de innovación consiste en la utilización de la red social *TikTok* en el aula de inglés como lengua extranjera. Aunque podría adaptarse a cualquier nivel educativo, en este caso se encuentra asociada a la programación de inglés para 3º de Educación Secundaria Obligatoria.

4.1. Introducción y justificación

Nos encontramos actualmente en la denominada era digital. Desde el inicio del nuevo milenio hemos asistido a un rápido desarrollo de las Tecnologías de la Información y la Comunicación (TIC), lo que ha llevado a la evolución de la *World Wide Web* de una Web 1.0 inicial en la que los usuarios eran simples consumidores de contenido a una Web 2.0. En esta, los usuarios consumen y *crean* contenido, jugando así un papel activo en la transmisión de información. Hoy en día se realiza un uso diario y constante de dispositivos electrónicos y redes sociales (RRSS). Además, especialmente a partir de la pandemia de COVID-19 hemos asistido a una notable incorporación de las nuevas tecnologías en el aula. A fin de contribuir a esta evolución propongo un uso de *TikTok* con fines de apoyo a la enseñanza del inglés como lengua extranjera. Creo que su aplicación puede mejorar la competencia lingüística del alumnado y su motivación para aprender el idioma.

En el marco de esta propuesta de innovación nos interesa especialmente el uso que se hace de las nuevas tecnologías y las redes sociales durante la adolescencia, pues es la etapa vital en la que se encuentra el alumnado de Educación Secundaria Obligatoria. Existe una gran cantidad de informes e investigaciones sobre el uso de las nuevas tecnologías por adolescentes y las implicaciones que esto puede tener en su salud física y mental, así como en el desarrollo de sus relaciones sociales (OECD, 2018; Kardefelt-Winther, 2017; Livingstone et al, 2014). Se considera que lo óptimo es un uso moderado de las RRSS, siendo desaconsejable tanto su uso en exceso como su extremo opuesto (Kardefelt-Winther, 2017). La clave está, pues, en hacer un uso responsable de ellas.

En cuanto a la incorporación de las RRSS como herramientas educativas, el profesorado aún parece mostrarse reticente. Algunos de los factores que se señalan como la causa de ello son la falta de competencia digital–que irá poco a poco subsanándose– o el temor de que el alumnado haga un mal uso de ellas. No obstante,

existen guías creadas por diferentes organismos y administraciones para educar en el buen uso de las redes sociales y las nuevas tecnologías tanto a adolescentes como a familias y docentes. (Véase Mascheroni & Cuman, 2014, Consejería de familia, juventud y política social, 2021; OECD, 2018). Por otro lado, cada vez existen más publicaciones que avalan y recomiendan el uso de las redes sociales en el aula (Comisión Europea, 2021) y que consideran las clases de idiomas espacios óptimos para que el alumnado colabore e interactúe utilizando el idioma en cuestión (Le Baron-Earle, 2013; Greenhow & Lewin, 2016; Greenhow & Askari, 2015). Al mismo tiempo, los miembros del grupo aplican sus conocimientos de una manera entretenida y sienten que son una parte activa de su proceso de aprendizaje.

Siguiendo esta línea, la presente innovación sugiere el uso *TikTok* en el aula de inglés. Dicha red social aumentó de manera exponencial su popularidad a partir del confinamiento por COVID-19 y desde entonces ha contado con un creciente número de personas que crean y consumen sus vídeos a diario. El hecho de que sea tan conocida supone evidentes beneficios para su aplicación en las aulas, pues el alumnado está familiarizado con sus dinámicas y se siente más motivado para participar. Además, es evidente que su uso con fines educativos supone la puesta en práctica de las competencias clave marcadas por la Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa (LOMCE). De estas, destacan la competencia en comunicación lingüística y la competencia digital.

Antes de continuar, considero necesario señalar brevemente en qué consisten las dinámicas más relevantes de *TikTok.* En términos generales, se trata de una red social de creación de vídeos de hasta 3 minutos de duración. Al publicarlos se puede asociar a ellos una serie de etiquetas (*hashtags*) para aumentar su alcance: #EnglishTikTok, #EnglishLanguage, #LanguageLearning #aDayintheLife o #POV (Point of View) son algunas de las etiquetas presentes en los vídeos con los que se trabaja en este proyecto de innovación. A partir de estas etiquetas y los tipos de vídeos asociados a ellas se crean *trends* o tipos de vídeos que comparten características en cuanto a forma o contenido, lo que permite que los usuarios produzcan diferentes versiones de un mismo vídeo pero personalizadas y adaptadas a sus intereses y contextos. Es decir, una persona puede decidir hacer un vídeo comparando la vida en un instituto de Irlanda y uno de España, y que de manera muy similar otra persona hable de los choques culturales que vivió como estadounidense en España. Ambos vídeos se etiquetarían como #CulturalShock.

El uso de *TikTok* como recurso de innovación educativa se concibe asociado a cada unidad de la programación. Al final de cada unidad el alumnado se divide en grupos y crea un vídeo de hasta 3 minutos de duración en inglés, el cual ha de estar relacionado con los contenidos vistos en la unidad. Con el fin de conservar la esencia de colaboración, adaptación y personalización de *TikTok* se mostrará al alumnado uno o varios vídeos sobre los que se pueden inspirar, denominados vídeos 'modelo' a lo largo de este TFM. Según McLoughlin y Lee, esta dinámica hace que los estudiantes tomen parte en su propio proceso de aprendizaje convirtiéndose en "active participants or co-producers rather than passive consumers of content" (2007, p. 664). El foco, pues, ya no está en la adquisición de conocimientos sino en lo que el alumnado *hace* con esos conocimientos. Además, al crear vídeos en una red social el alumnado puede sentir que forma parte de una comunidad de usuarios que crean y comparten contenido.

Desde el punto de vista del aula de idiomas, se busca que el alumnado practique las diferentes destrezas, de tal modo que al realizarse el visionado de los vídeos se practica la comprensión oral, al crear el guion de sus propios vídeos se desarrolla la producción escrita y al grabarlos se trabaja la producción oral. Con el fin de optimizar la recepción de los vídeos, se aconseja la incorporación de subtítulos –no automáticamente generados, sino incluidos manualmente por quienes crean cada vídeo. Durante todo el proceso el alumnado debe comunicarse en inglés, lo que supone la puesta en práctica de la interacción oral. No obstante, no son solamente las destrezas las que se trabajan con estas actividades, sino también diferentes componentes de la competencia comunicativa: la competencia gramatical, la sociolingüística, la discursiva y la estratégica establecidas por Canale y Swain (1980; 1983) o la competencia lingüística, la sociolingüística y la pragmática del Marco Común Europeo de Referencia de las Lenguas (Consejo de Europa, 2020).

La finalidad de esta innovación es que el alumnado sea capaz de aplicar los contenidos que han aprendido en la unidad en situaciones contextualizadas. Aunque no se pueda hablar de situaciones *reales* de habla, los vídeos que han de crear los diferentes grupos suponen el establecimiento de un contexto o una situación en la que a través de monólogos o diálogos se utilice el inglés con una finalidad comunicativa. Según Laspra, "students will need to go beyond the level of sentence to create related texts suitable to their specific setting or context" (2008, p. 182) de modo que el alumnado pueda realmente demostrar que sabe *usar* el lenguaje. Un ejemplo de esto puede ser la

creación de un vídeo en el que se reproduce un diálogo entre dos amigos y uno de ellos le pide un consejo al otro. De este modo el alumnado está utilizando verbos modales (*You should*) o de segundo condicional (*If I were you, I would…*) al mismo tiempo que ponen en práctica una situación muy común en cualquier interacción social. Se considera una actividad existosa en tanto que el alumnado consigue transmitir el mensaje y se produce un intercambio de opiniones.

Por tanto, "the aim of the materials being developed is not so much a mastery of the grammatical and syntactic code as the ability to used this code to perform certain actions" (Murray et al., 1989, p. 98 citado en Le Baron-Earle, 2013, p. 52). Los vídeos y los contextos establecidos en los mismos dependerán de los contenidos de la unidad, de los vídeos 'modelo' y de la creatividad del alumnado, por lo que se da la posibilidad de utilizar el humor o un tono más desenfadado de lo que es habitual en el ámbito académico. Todo esto permite concluir que la creación de pequeños clips en *TikTok* supone la puesta en práctica de un enfoque comunicativo, lo que a su vez contribuye a dar respuesta a la pregunta que tantas veces se ha formulado: ¿esto para qué sirve? Pues bien, el alumnado podrá explorar las posibilidades de comunicación que ofrece el inglés en la actualidad a través de internet y las redes sociales.

4.2. Objetivos

La realización de este proyecto de innovación conlleva el establecimiento de una serie de objetivos generales y específicos. Los objetivos generales buscan producir mejoras a largo plazo, mientras que los específicos serán evaluados al finalizar el curso.

- **Objetivos generales**
  - Contribuir al aumento de la motivación del alumnado en la asignatura de Lengua Extranjera: Inglés.
  - Promover el uso de las redes sociales con fines educativos –especialmente beneficiosas en el aula de idiomas–.
  - Trabajar las habilidades comunicativas y las competencias clave.
- **Objetivos específicos**
  - Relacionar los contenidos curriculares con situaciones específicas de habla que impliquen el uso del inglés con fines comunicativos.
  - Poner de relevancia la conexión del inglés con las redes sociales.

- Crear un producto final que el alumnado haya elaborado en inglés y mediante la práctica de las diferentes destrezas lingüísticas.
- Incluir en el aula de inglés el humor, la espontaneidad y la creatividad.

4.3. Materiales, recursos y agentes implicados

A fin de llevar a cabo esta propuesta de innovación de manera exitosa en un aula de inglés de Secundaria se necesitan los siguientes recursos:

- Vídeos 'modelo': 2 o 3 por unidad. Ejemplos de vídeos reales colgados en *TikTok*. Son una pequeña muestra de lo que se espera que el alumnado produzca.
- Proyector, ordenador y altavoces para el ver los vídeos 'modelo'.
- Dispositivos móviles: uno por grupo. Deben tener instalada la aplicación *TikTok*.
- Cuenta de *TikTok*. Puede crearse una única cuenta para la clase o que cada grupo cree su propia cuenta.
- Conexión a Internet.
- Fichas proporcionadas por la profesora[1] para que los grupos elaboren el guion de los vídeos. Cada miembro del grupo deberá rellenar una ficha y subirla a la plataforma pertinente.

No todos los centros de Educación Secundaria comparten las mismas políticas en cuanto al uso de los dispositivos móviles. Por ese motivo, se ha previsto de una o dos sesiones para trabajar el guion de los vídeos en clase, lo que no incluye la grabación. El uso de los móviles, por tanto, no está necesariamente ligado al aula. Es importante destacar que no sería posible grabar los vídeos en el aula ya que las condiciones de sonido no son óptimas. Además, supondría una limitación en cuanto al uso del espacio.

Se consideran agentes implicados en la puesta en marcha de esta innovación los miembros de un grupo de 3º de la ESO y la profesora que imparte la asignatura. Opcionalmente y dependiendo del tipo de vídeo y el contenido de este podrían tomar parte otros agentes como familiares, mascotas, pares de otros cursos o de fuera del centro, etc.

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[1] Se entiende de aquí en adelante como 'profesora' a la autora de este Trabajo Fin de Máster y persona que sugiere la puesta en práctica de esta innovación de manera hipotética.

4.4. Fases

Esta propuesta de innovación está conectada con cada una de las unidades de programación. Por tanto, cada equipo elaborará 15 vídeos diferentes. El procedimiento será siempre el mismo.

- **Fase 1: Creación de los grupos**

Considerando un grupo estándar de 24 estudiantes, se crean 8 grupos de 3 estudiantes o 6 grupos de 4 estudiantes, siendo preferible la primera opción. No es aconsejable aumentar el número de estudiantes por grupo a 5, pues esto conllevaría que algunos miembros del grupo no participarían activamente en el diseño del vídeo. La creación de los grupos se lleva a cabo durante las dos primeras semanas de clase para que la profesora conozca el nivel de competencia de cada estudiante. De este modo, los grupos están equilibrados.

- **Fase 2: Desarrollo de la unidad**

Antes de crear los vídeos el alumnado debe conocer los contenidos. Esta parte de la unidad puede suponer una media de 6 sesiones.

- **Fase 3: Vídeos 'modelo'**

Al final de cada unidad se dedica al menos una sesión a la creación de los vídeos. Aunque en su mayoría están muy familiarizados con *TikTok* y su funcionamiento, puede que no conozcan tanto los vídeos relacionados con el aprendizaje de inglés. Para cada unidad se les muestran 2 o 3 vídeos: son un ejemplo que les orienta pero no les proporciona un claro modelo a seguir, pues esto iría en detrimento de su expresión creativa.

- **Fase 4: Creación del guion**

En clase, cada grupo se pone a trabajar en el guion de su vídeo: tormenta de ideas inicial, revisión de los contenidos de la unidad… Como es de suponer, los integrantes de los grupos deben comunicarse *en inglés* durante el proceso de elaboración del guion. Así trabajan simultáneamente la producción e interacción oral y la producción escrita.

- **Fase 5: Creación del vídeo**

La grabación del vídeo se lleva a cabo fuera del centro. Supone trabajo autónomo para casa.

- **Fase 6: Evaluación de los vídeos**

Al final de cada unidad, cada miembro del grupo sube a *Teams* o al espacio correspondiente de la plataforma Moodle el link del vídeo y el guion. Para la rúbrica de evaluación, véase Anexo, página 75.

- **Fase 7: Puesta en común de los vídeos**

Al finalizar el curso o cada trimestre se procede a la puesta en común de los vídeos en clase. Se prevén 5 sesiones para tal fin.

4.5. Vídeos

Cada grupo crea un vídeo diferente que está conectado con los contenidos de la unidad. Esta es una breve descripción de los vídeos que se les pueden enseñar para guiar su proceso de creación. Para más información sobre los contenidos de los vídeos y las unidades, véase Specific Unit Timing, página 30.

- Unidad 1: "*Point of View (POV):* it's the first day of school".

Los vídeos denominados POV presentan un punto de vista específico con el que los usuarios están familiarizados. En este caso, se trata del primer día de clase. Se pueden crear vídeos en los que se presenten diferentes tipos de estudiantes (ver) o profesorado. También pueden crear un vídeo en el que se vea cómo suele ser el primer día de clase en cuanto a asignaturas, el nuevo grupo, nuevos docentes, las presentaciones, etc.

- Unidad 2: "*A day in the life of…"*

Este tipo de vídeos busca que el alumnado hable sobre rutinas diarias. Pueden hablar sobre cómo es un día en su vida (ver ej. 1), pueden parodiar a una persona famosa o incluso imaginar el día en la vida de su mascota (ver ej. 2).

- Unidad 3: *"Asking questions to strangers"*

En esta unidad el alumnado trabaja cómo hacer preguntas y emitir respuestas. Algunos de los vídeos que se pueden encontrar en *TikTok* son preguntas breves hechas a personas en la calle. Las preguntas pueden tratar temas de cultura general, geografía o cualquier otro tema de interés. El vídeo 'modelo' (ver) muestra a una chica española en un instituto de Estados Unidos haciendo preguntas a sus compañeros tales como "¿Cuál es la capital de España?".

- Unidad 4: "*English language"*

Un tipo de vídeos etiquetados como #languagelearning o #EnglishTikTok son aquellos en los que se personifica al inglés como idioma. Otra persona le hace preguntas sobre

"cómo ha decidido formar el plural de las palabras". Se consigue un efecto cómico a través de las numerosas excepciones. El vídeo 'modelo' trata la formación del pasado en verbos regulares e irregulares (ver).

- Unidad 5: "*Look at this now*"

Esta unidad trata sobre los cambios en lugares o en la vida de las personas. El vídeo que el alumnado cree deberá mostrar a una persona (real o ficticia) cuya vida haya cambiado porque se ha hecho famosa, porque se ha mudado a otro país, etc. El vídeo modelo muestra a un cocinero escocés que se hizo famoso gracias a *TikTok* (ver).

- Unidad 6: "*How to make…*"

Los vídeos que se produzcan en esta unidad han de mostrar cómo se hace una comida típica de un país del mundo anglófono. El vídeo 'modelo' enseña a preparar una taza de té al estilo británico (ver).

- Unidad 7: "*BookTok*"

Los vídeos que tratan sobre literatura se etiquetan como #BookTok. Los vídeos de esta unidad consisten en recomendaciones sobre lecturas de literatura juvenil. En el vídeo 'modelo' (ver) aparece una chica hablando sobre serie de libros y argumentando por qué le gustaron. El alumnado deberá hacer lo mismo pero incluyendo sus propias lecturas, las cuales habrán de haber leído durante las vacaciones de Navidad.

- Unidad 8: "*My city on a budget*" o "*Places to visit if you come to…*"

Siguiendo la tendencia de recomendar lugares interesantes para visitar en una ciudad, el lado turístico de TikTok ofrece sitios a los que ir sin gastar mucho dinero. Los vídeos del alumnado podrán mostrar diferentes lugares de su ciudad que recomendarían a alguien que la visita por primera vez (p. ej. Londres, ver) o que busca pasar el día con un presupuesto ajustado. Se espera que describan partes de la ciudad, den direcciones…

- Unidad 9: "*POV: You go to the doctor*"

Los vídeos de esta unidad tratan sobre las visitas al médico. Mediante un diálogo, el alumnado podrá representar diferentes situaciones que tienen lugar en los centros de salud u hospitales. Pueden incluir términos relacionados con hábitos saludables, partes del cuerpo, tipos de malestar, enfermedades… Ver ejemplo.

- Unidad 10: *"Rude customers"*

A través de un diálogo, el alumnado representa una situación en un restaurante, cafetería, tienda, etc. en la que el cliente está siendo maleducado o está haciendo alguna

petición en tono humorístico. El vídeo 'modelo' trata sobre un malentendido entre la cajera de un supermercado y una clienta sobre el método de pago (ver).

- Unidad 11: "*Get dressed with me*"

Una etiqueta común en *TikTok* es #GetDressedWithMe, lo que puede implicar desde un vídeo habando sobre una prenda (p. ej. Una chaqueta, ver ej. 1) hasta un vídeo pidiendo su opinión sobre un conjunto de ropa a los usuarios para una determinada ocasión (p. ej. Cómo combinar una falda, ver ej. 2). Los vídeos del alumnado han de tratar sobre la segunda opción.

- Unidad 12: *"What your favourite… says about you"*

Para los vídeos de esta unidad el alumnado deberá elegir un tema: colores, signos del zodiaco, películas, comida… Después, se inventarán lo que dice de cada persona el hecho de que le guste ese color, esa película, etc. Ver ejemplo.

- Unidad 13: "*POV: Making plans*"

Mediante un diálogo, los diferentes grupos representan situaciones que les hayan sucedido o que puedan imaginar en el contexto de hacer planes. Puede ser con amigos, parejas o cualquier otra persona. En el vídeo 'modelo' (ver) aparecen dos amigas intentando quedar, pero una de ellas se muestra reticente.

- Unidad 14: *"Storytime"*

Este tipo de vídeo es muy conocido y sencillo. Simplemente se trata de contar una anécdota (ver). Para conectar el vídeo con los contenidos de la unidad, el alumnado utiliza *reported speech* al incluir en algunas partes de la historia lo que dijeron otras personas.

- Unidad 15: *"Things I wish I knew when I was…"*

La última unidad se presenta como unidad de repaso de todos los contenidos vistos a lo largo del curso. Del mismo modo, se invita al alumnado a que piensen sobre todo lo que han vivido a lo largo de ese año, sus experiencias, lo que han aprendido… Los vídeos siguen la estructura de "cosas que me habría gustado saber" cuando tenía 15 años, cuando iba a empezar 3º de la ESO, etc. Ver ejemplo.

4.6. Evaluación y seguimiento

El seguimiento de la innovación se realiza de manera continua con cada unidad. Así, si se detecta algún problema o necesidad se puede solucionar antes de comenzar con los vídeos de la siguiente unidad.

La evaluación de la innovación tiene dos partes. Por un lado, se realiza una evaluación del contenido de los vídeos en la que se valora, entre otras cosas, si se han tratado los contenidos de la unidad y se han incluido subtítulos de forma manual. Por otro lado, al finalizar el curso se valora por medio de un cuestionario si efectivamente se han relacionado los contenidos curriculares con situaciones específicas de habla, si se han creado vídeos para todas las unidades en los que aparecían dichos contenidos, si se ha conseguido conectar la asignatura de inglés con las redes sociales y si se han resuelto las necesidades del alumnado de forma satisfactoria. Además, también se ha de solicitar la opinión de cada estudiante a través de un formulario para conocer, entre otras cosas, su grado de satisfacción con la innovación y si aumentó su motivación por el uso de *TikTok* en clase.

5. Long-Term Plan for English. Year 3 CSE

This Long-Term Plan for the subject English as a Foreign Language (EFL) is meant for Year 3 students of Compulsory Secondary Education. It has been designed to be hypothetically implemented in a Secondary Education School in Asturias (Spain). An optimum number of students per group is not relevant.

5.1. Legal Framework

- Organic Law 8/2013, 9th December, for the Improvement of Education Quality (LOMCE).
- Royal Decree 1105/2014, 26th December. It sets the Curriculum for Secondary Education.
- Order ECD/1361/2015, 3rd July. It regulates certain aspects of the Secondary Education Curriculum such as the ongoing assessment or specific organization aspects at the different stages.
- Order ECD/65/2015, 21st January. It links competences, contents and assessment criteria for Primary and Secondary Education.
- Decree 43/2015, 10th June. It sets the Curriculum for Compulsory Secondary Education in the Principality of Asturias.
- Asturian Compulsory Secondary Education Curriculum (2015).
- The 2021 update of the *Common European Framework of Reference for Languages,* edited by the Council of Europe.

5.2. Contribution to the Achievement of the Key Competences

The key competences that learners should practice in the different subjects are established by the National and the Asturian curricula stated above. All the key competences are covered in this long-term plan. Consequently, learners acquire essential skills for the usage of English in real-life situations. The different competences are disclosed below and a brief comment on how this long-term plan and the innovation proposal contribute to their achievement is provided.

- **Linguistic Communication (C1):** the whole subject of English as a Foreign Language contributes to the achievement of this competence. It lays at the core of the syllabus contents and objectives, for the ultimate purpose of this long-term plan is to make students communicatively competent. In order to do so, learners practice the five skills in different ways and through different tasks and activities.

- **Mathematical Competence and Basic Competences in Science and Technology (C2):** this competence is covered throughout the syllabus. Some units provide specific contexts where learners do research and work with data, schedules, dates and quantity. Ultimately, students access sources written in English and contribute to the exchange of knowledge.

- **Digital Competence (C3):** the innovation proposal outlined throughout this long-term plan concerns the use of a social media platform for educational purposes. Hence, by making *TikTok* videos at the end of each unit, learners are undoubtedly building on their digital literacy.

- **Learning to Learn (C4):** students are being trained on self-study and organizational skills by doing group tasks –i.e., the *TikTok* videos– and by having to submit homework and other assignments.

- **Social and Civic Competence (C5):** most of the videos that learners need to record and the dialogues that they act out have to do with social situations. Moreover, manners and register are also tackled. This contributes to their achievement of key aspects in social interaction.

- **Sense of Initiative and Entrepreneurship (C6):** creativity is fostered through individual and group work. Students design a wide range of situations, dialogues and texts using the English language.

- **Cultural Awareness and Expression (C7):** learners will use English to communicate with people in the anglophone world and beyond, which will get them in contact with a wide range of cultures. Therefore, students learn to acknowledge the value and significance of culture through film, music, literature, cuisine, etc.

5.3. Objectives

This syllabus helps students meet the objectives they have to achieve at the end of the Compulsory Secondary Education Stage. According to the Royal Decree 1105/2014, 26th of December 2015, learners are expected: [2]

a) To assume their duties. To acknowledge and exercise their rights regarding others. To show tolerance, cooperation and solidarity among people and groups. To practice dialogue. To adopt human rights and equal treatment and opportunities for men and women as common values of a pluralistic society. To be prepared to take part in democratic citizenship.

b) To develop and consolidate habits of discipline, self-study and individual and group work as a necessary condition for the effective performance of learning assignments and as a means towards personal development.

c) To value and respect gender differences and equal rights and opportunities between them. To reject discrimination towards people on the basis of gender or any other factors. To reject stereotypes that support discrimination between men and women. To reject any sort of violence against women.

d) To strengthen their affective capacities in all areas of their personality and social relationships. To reject violence, prejudices and sexist behaviour. To solve conflicts peacefully.

e) To develop basic skills in the use of information sources to acquire knowledge through critical thought. To acquire basic literacy in the field of new technologies, especially regarding Information and Communication Technologies.

f) To perceive scientific knowledge as integrated knowledge structured in different disciplines. To understand and apply its methods to identify problems in the fields of knowledge and experience.

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[2] The English version of the Organic Law of Education 2/26, 3rd May has been used as a guide for the translation of these objectives. (*LOE*, 2006, p. 51-53).

g) To develop an entrepreneurial spirit, self-confidence, participation, critical awareness, personal initiative and the capacity to learn to learn, plan, make decisions and assume responsibilities.

h) To correctly understand and produce oral and written texts and messages in the Spanish language and, where applicable, in the co-official language of the Autonomous Community. To get started in the knowledge, reading and study of literature.

i) To understand and express themselves appropriately in, at least, one foreign language.

j) To know, value and respect basic aspects of their own culture and history and that of others, as well as their artistic and cultural heritage.

k) To know and accept their own body functioning and that of others and to respect differences. To reinforce health and body care and to practice sport to promote personal and social development. To know and value sexual diversity. To be critically aware of social habits related to health, consumerism, living beings and the environment. To contribute to their conservation and enhancement.

l) To appreciate artistic creation. To understand the language of the art forms through different means of expression and representation.

Through English language learning all the objectives are achieved, thus helping learners to become active citizens that make the most out of their education. Learning a language implies getting in touch with other cultures and respecting people's differences, contexts and opinions. English is also an excellent vehicle for the acquisition of knowledge, for it is used nowadays on the Internet as *lingua franca.* Ultimately, students learn a language to communicate with others and to establish social relationships. This could not be done without the previous acquisition of the objectives stated above.

5.4.Methodology

It has been widely acknowledged that in English as a Foreign Language Teaching (EFLT) the ultimate objective must be for learners to be able to communicate. Considering the concept of *communicative competence* developed by Hymes back in 1972 and the study on the dimension of communicative competence in language

teaching that followed (Canale & Swain, 1980; Canale, 1983; Savignon 1983, 2005), this syllabus aims to adapt the principles of communicative language teaching (CLT) to a Year 3 EFL class.

Both the National Curriculum and the Common European Framework of Reference for Languages recommend the implementation of the CLT approach in the foreign language classroom. More specifically, they talk about an action-oriented approach that provides learners with the skills and tools necessary to carry out actions while communicating in English. According to Coletes (2008) and Savignon (2007), for an approach to be *communicative* the focus is to be placed on students' needs in a given context. In other words, the focus must be on the different uses of the language that learners will get in contact with, ranging from real situational contexts to more playful and light-hearted ones. Such is one of the main principles followed when designing this long-term plan, always bearing in mind the age gap and sociocultural context of the students at which it is aimed.

The teaching units in this syllabus are structured following the notions and functions involved in the activities and tasks carried out by the learners. At the same time, pupils are trained into communicating through the different skills –reading, writing, listening and oral production and interaction. Language knowledge is important, but language performance is considered fundamental. In order to establish the specific contexts of English usage the main aspects considered are: current globalization trends, the increasing use of English as a *lingua franca* and the growing importance of communications through the Internet. The learner needs of 15-year-old Spanish students include social interaction in educational spaces, interaction with migrant peers that do not speak Spanish, scholarships in schools abroad and Internet use through social media platforms and online shopping. Hence, the topics and activities carried out through the present long-term plan are an attempt to meet learners' needs and interests for them to learn significant and useful contents.

Group dynamics and face-to-face oral communication are key aspects to be included within a CLT approach. As such, the innovation proposal here developed requests peer collaboration in the creation of several *TikTok* videos. However, other "reading and writing activities that involve readers and writers engaged in the interpretation, expression, and negotiation of meaning" (Savignon, 2007; p. 213) will be

performed by learners. As noted above, the emphasis is placed on the needs of students for the different contexts and media in which communication may take place.

5.5. Assessment

The assessment strategies established to grade learners' performance and evolution are the following:

- **Initial diagnostic sessions:** 5 sessions are dedicated in full to carry out a series of activities and tasks to know the group's level, as well as their strengths and weaknesses. The resulting products (handouts, performance, games, group dynamics…) are not graded, though they are revised and assessed.

- **Objective testing:** it receives 60% of the final grade. Every two teaching units, three different tests are carried out. These focus on reading comprehension (15%), listening comprehension (15%), written production (15%) and oral production (15%)–which can include spoken interaction. Use of English is not assessed through a specific objective test but throughout the learners' overall performance in the rest of tests. Written and oral productions are assessed by means of a rubric. See Anexo, pages 73 and 74.

- *TikTok* **innovation activities:** learners produce, in groups, 15 *TikTok* videos. In sum these videos account for a 25% of the final grade. They are assessed regularly at the end of each teaching unit through a rubric. See Anexo, page 75.

- **Attitude**: the remaining 15% stands for individual work, class participation and behaviour. Students showing or producing discriminating attitudes or comments regarding sexism, racism, homophobia, transphobia, ableism, etc. can get this whole percentage subtracted.

- **Final grade:** it is obtained from the average marks of these three sections. This long-term plan follows an ongoing assessment plan. Students may sit retake exams at the end of each trimester.

5.6. Resources

For the development of the long-term plan a series of resources will be required. Those are:

- Coursebook for students –Workbook is not necessary since extra materials can be provided by the teacher. A suitable option could be *New English File. Pre-Intermediate* (Oxford, 2005) or updated versions.

- A classroom equipped with a computer, projector, speakers and Internet connection. A wide classroom with space to move the tables around and create a 'U' arrangement would also be desirable.

- Printed handouts designed or adapted by the teacher.

- Online resources such as videos, audio files, web pages… They can be used in the sessions or sent to students for homework or extra-practice. Other online resources adapted to the student's level and needs are provided by the coursebook's publishing house.

- Carefully selected *TikTok* videos for learners to know what is expected from them regarding the innovation activities.

- Smartphones provided with the app *TikTok*.

- Realia and other objects to carry out classroom games and dynamics.

5.7. Supplementary and Extra-Curricular Activities

Supplementary activities are those that are carried out within the ordinary class schedule, while extra-curricular activities take place outside of the general curriculum scope. This long-term plan has been designed to be implemented in an urban Secondary School located in the central area of Asturias. Entrance fees and public transport tickets will be provided, if possible, by the English department or school's budget for supplementary activities. Only when no other option is available will students be charged.

- **Supplementary activities:**
  - Guided tour in English through the Jurassic Museum of Asturias in Colunga. 1 hour long. Free entrance fee.
  - Guided tour in English through the Tartiere Stadium in Oviedo. 45 minutes long. Free entrance fee.
  - Visit to the Fine Arts Museum in Oviedo. 1 hour long. Free entrance fee.
  - Different cinema festivals organized in the Laboral (Gijón). Films can be watched in the original version. Reduced price. 2 hours long.
  - Cinesa cinema in Oviedo: it offers the possibility of watching selected films in the original version with a group of students, making a reservation for a room. Reduced price. 2 hours long.
  - Other exhibits or events taking place in the local area.

- **Extra-Curricular activities:**
    - School trip abroad (to an English-speaking country).

5.8. Reading Plan

English as a Foreign Language is a subject that provides students with constant reading input, for it is one of the key skills. However, the Reading Plan aims at promoting reading outside of the classroom as a form of personal enjoyment and fulfillment. For that reason, unit 7 in this syllabus requires learners to read a work of literature of their choice. Because the unit is scheduled to begin in January –after Christmas Holidays– students will have plenty of time to read.

The topic in teaching unit number 7 (*Bookworms and Butterflies*) is 'literature' and the innovation activity attached to it is a 'BookTok' review. In other words, each group records a video including a recommendation of a series of books, at least one per student. They are asked to talk about the book and give reasons as for why they liked it or not. Their freedom to choose the book and the lack of a compulsory reading and comprehension test is meant to enhance learners' motivation and to promote their reading habits.

It should also be noted that an effort has been made to design this long-term plan including a variety of texts, with special attention being paid to Young Adult Literature. For that matter, unit 7 uses excerpts from a selection of YA novels, a comic book and a poetry collection as reading comprehension practice.

5.9. Curricular Adaptations

The curricular adaptations included in this long-term plan for English year 3 CSE are the following:

- **Further activities:** those students who require extra materials either because they are fast finishers or because their level of linguistic competence is higher than that of their classmates receive extra materials. Learnes diagnosed as High-Capacity students are given specific handouts and activities that adapt to their intellectual requirements. An example of adapted materials for High-Capacity students is provided for the listening comprehension practice of unit 2. See Anexo, p. 63.

- **Students with Learning Disabilities:** students are provided with adapted materials that meet their learning needs. These can range from worksheets and tests with alternative arrangements, bigger font, simpler texts and image support to extra time allotted in tests and other tasks. An example of adapted materials for these students is provided for written production test (units 1 and 2). See Anexo, p. 68.

- **Retake Plan and reinforcement activities:** learners that do not pass the subject but manage to promote are considered as taking part of the Retake Plan. They are provided with a series of handouts together with useful online resources like videos and interactive activities. Students are required to hand in a portfolio including the completed worksheets, and then they sit the retake exam. Optionally, those learners who wish so are allowed to periodically hand in writing tasks to be revised by the teacher. Students that pass the subject but are considered to benefit from reinforcement activities can be provided with the said materials too, albeit they are not required to hand in the portfolio and cannot sit the exam.

5.10. General Course Timing

The general course timing has been designed following the Educastur official calendar (Educastur, 2022) for the academic year 2022-2023. Moreover, considering that the EFL subject has four sessions per week, the hypothetical sessions have been established to take place on Monday to Thursday. Thus, the total amount of sessions selected is 135.

The long-term plan consists of 15 units and 5 initial diagnostic sessions. The purpose of these sessions is to gather information regarding not only the group's level but also the degree of competence each student has on the different skills, i.e. their strengths as well as their weaknesses. The latter is connected to the innovation activities and group creation criteria.

	TEACHING UNIT	TIMING (SESSIONS)	TERMS		
			1	2	3
0	Diagnostic sessions: General review	5			
1	*Here We Go Again*	6			
2	*A Day in My Life*	6			

	TEST	3	⟋		
3	*Answer the Question, Win the Prize!*	6	⟋		
4	*Sing, Sang, Sung*	7	⟋		
	TEST	3	⟋		
5	*Look at This Now*	7	⟋		
6	*Eating is my Passion*	7	⟋		
	TEST	3		⟋	
7	*Bookworms and Butterflies*	7		⟋	
8	*On a Shoestring Budget*	7		⟋	
	TEST	3		⟋	
9	*I'm not Feeling Well*	7		⟋	
10	*I Deserve a Pay Rise*	7		⟋	
	TEST	3		⟋	
11	*At a Crossroads*	7		⟋	
12	*Personality Traits*	7			⟋
	TEST	3			⟋
13	*Wanna Hang Out?*	8			⟋
14	*You Won't Believe What Happened Next*	8			⟋
15	*The Road to Happiness*	7			⟋
	TEST	3			⟋
WATCH TIKTOKS (LAST 5 SESSIONS)					

This long-term plan is meant for learners that seek to evolve from an A1.2 level to an A2.1 level. Below, a general overview of the 15 teaching units is provided. The table can be read both horizontally and vertically:

Following a horizontal arrangement, the context, notions, functions, language exponents, pronunciation features and the innovation activity can be found in each teaching unit. The notions are abstract categories (being, time, space…) learners express in the different contexts. Language functions are the communicative actions that students perform by using the language exponents. In other words, what learners *do* with the language, i.e. describing daily routines, asking for information... Each teaching unit ends with an innovation activity that uses *TikTok*. Learners are expected to put into practice the functions, language exponents and pronunciation features they have learned throughout each teaching unit. Regarding the vertical distribution, the units have been

arranged gradually in increasing difficulty from top to bottom, based on the contents and learning goals.

The sources used for the syllabus design are the Asturian Curriculum, the Common European Framework of Reference of Languages, *A Communicative Grammar of English* (Leech & Svartvik, 2002) and *New English File: Pre-Intermediate Teacher's Book* (Oxenden et. al., 2005).

UNIT	CONTEXT	NOTION	FUNCTION	LANGUAGE EXPONENTS	PRONUNCIATION	INNOVATION
1 HERE WE GO AGAIN	School	- Being - Deixis	- Introducing yourself - Referring to/identifying objects and people	- *There is/are/was/were* - Pronouns - Classroom language - Hopes	- Dental fricative voiced and voiceless	*"Point of view (POV)"*: it's the first day of school.
2 A DAY IN MY LIFE	House	- Time (Frequency; Present reference)	- Describing daily routines	- Present simple and present continuous - Activities; verb phrases that express actions - Schedules	-s for 3rd person singular - ing ending	*"A day in the life of..."*. It can be themselves, a famous person, their pet…
3 ANSWER THE QUESTION, WIN THE PRIZE!	Interviews	Information (Factual knowledge)	- Asking and answering questions - Expressing ignorance - Giving definitions	- Word order in questions - Defining and non-defining relative clauses - Expressions for paraphrasing - Synonyms	- Intonation in questions and declarative sentences - Glotal fricative /h/	*"Asking questions to strangers"*: General culture questions or related to a topic of their choice
4 SING, SANG, SUNG	Music and art	- Time (Past reference)	- Exchanging information - Talking about the past	- Past simple - Past continuous - Irregular verbs -Verb phrases related to careers and life	-ed ending as /t/, /d/ and /ɪd/	*"English language"*. SS impersonate the English language

5 LOOK AT THIS NOW	Changes	- Time (Duration, continuity)	- Talking about changes in lives and spaces	- Present perfect simple and continuous - *Used to* - Time expressions: *for, since…* - Environment, city, spaces - Register: informal	- Irregular past participles -Consonant clusters: *used to*	*"Look at this now"*: impersonating someone whose life has changed
6 EATING IS MY PASSION	Food and drinks	- Sequence	- Following and giving instructions	- Food - Quantifiers - Countable and uncountable nouns - Imperatives - Connectors of sequence	- Sentence stress	*"How to make"*: a drink or a dish from an English-speaking country
7 BOOKWORMS AND BUTTERFLIES	Literature	- Opinion - Agency - Quantity (Degree)	- Giving your opinion - Making recommendations - Talking about creations	- Comparative and superlative structures - Opinion and recommendation phrases - Passive voice: present simple and past simple	-Consonant clusters	*"BookTok"*: review and recommendation of a book per student. (PLEI)
8 ON A SHOESTRING BUDGET	Tourism	- Time - Space (Directions)	- Giving directions - Describing a place	- Parts of the city - Holidays - Adjectives - Directions and prepositional phrases	/:3/ and /e/	*"My city on a budget"* or *"Places to visit if you come to…"*.

9 I'M NOT FEELING WELL	Health	- Quality	- Going to the doctor - Expressing how you feel	- Parts of the body - Illnesses - Emotions - Idioms and cognates: *I'm feeling blue; to be constipated*	- Word stress: two syllable words	*"POV you go to the doctor"*. Dialogue.
10 I DESERVE A PAY RISE	Jobs	- Logical relations - Volition	- Asking for a service - Expressing preference and desires - Enquiring about desire	- Future: *will, present simple, be going to* - Connectors of conjunction, disjunction and inclusion - Shopping	- Velar approximant /w/ - /i:/ and /ɪ/	*"Rude costumers"*: dialogue between a worker and a client
11 AT A CROSSROADS	Friendship	- Evaluation - Social interaction	- Asking for/giving advice	- Modal verbs: *can, could, should, have to, must* (and negative forms) - Fashion vocabulary	- /ʃ/ sound - Contractions	"*Get dressed with me*": asking users for their opinion on an outfit.
12 PERSONALITY TRAITS	Personality	- Deduction - Preference	- Talking about personality - Talking about preference, likes, dislikes - Making deductions	- Personality adjectives - Adjective endings: *-ful, -ive, -ed, -ing* - Verbs + -ing - Verbs + to	- Stress in adjectives	*"What your favourite ... says about you"*: colour, film…
13 WANNA HANG OUT?	Plans	- Suasion - Social interaction - Condition	- Inviting others - Requesting others to do something - Accepting/ declining an invitation	- Expressions of time and place - 1st and 2nd conditionals - *May/might*	Intonation - Expressing doubt	*"POV making plans"*: dialogue.

14 YOU WON'T BELIEVE WHAT HAPPENED NEXT	Story	- Time (Sequence)	- Re-telling a story -Reporting other people's words	- Reported speech - Noun formation - Connectors	-ion endings	*"Story time":* telling a story including other people's words
15 THE ROAD TO HAPPINESS	Wellbeing	Experience	- Talking about your personal experience - Giving advice	- Revision	/ə/	*"Things I wish I knew when I was…"*

5.11. Specific Unit Timing

Below, each unit is developed in full. The tables include each unit's title and timing. The key competences covered throughout the unit are also noted. The orange cells include the unit's contents as stated in the above section. The different skills (reading comprehension, written production, listening comprehension, spoken interaction and spoken production) are disclosed in the blue cells. At least one example of the activities or materials used to practice each skill is provided. The unit's goals and assessment criteria can be found on the left-hand side of the table, together with a brief description of the innovation activity. Finally, the main resources needed for the successful development of the unit are provided at the bottom. That includes links to the materials to practice the skills and to the sample *TikTok* videos.

TITLE: *1: Here We Go Again*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 6 sessions	School	- Being	- Introducing yourself	- *There is/are/was/were*	Dental fricative voiced and voiceless
COMPENCES:		- Deixis	- Referring to/identifying objects and people	- Pronouns	
C1, C3, C5, C6				- Classroom language	
GOALS				- Hopes	
- Introduce themselves and interact with others - Refer to objects in the classroom and lesson topics - Talk about their hopes for this year - Write a blog entry	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- Coursebook text to spot the mistakes	- A blog entry: introduce yourself - Innovation activity	- "Missing a class", *The British Council* - Innovation	- Innovation activity - Group game	- Class discussion activity - Innovation activity
INNOVATION:					
"*Point of view (POV)*": it's the first day of school.					

ASSESSMENT	RESOURCES
SS are able to: - Introduce themselves and interact with others - Refer to objects in the classroom and lesson topics - Write a blog entry - Produce the dental fricative sounds	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard - "Missing a class": https://learnenglish.britishcouncil.org/skills/listening/a2-listening/missing-a-class - *TikTok* videos: http://vm.tiktok.com/ZMLT63Q7e/?k=1 - Innovation videos: script handout (individual)

TITLE: 2: *A Day in my Life*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 6 sessions COMPENCES: C1, C2, C3, C4, C5, C6, C7 GOALS	House	- Time (Frequency; Present preference)	- Describing daily routines	- Present simple and present continuous - Activities; verb phrases that express actions - Schedules	-s for 3rd person singular in the present simple -ing ending in the present continuous
- Describe routines	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
- Describe habits and actions in progress - Manage schedules - Produce the -s and -ing endings INNOVATION: "*A day in the life of…*": it can be themselves, a celebrity, their pet…	- "The daily routine of a sportswoman"	- Create a week schedule - Innovation activity	- Innovation - "Everything Nick Jonas Does in a Day"	- Innovation activity - Group game - Writing activity	- Comment the short clip "Routine" by Kevin Gohler - Innovation activity
ASSESSMENT		RESOURCES			
SS are able to: - Describe routines and habits - Describe actions in progress - Manage schedules: talk about them, understand them, write them down - Produce the -s and -ing endings		- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos: https://vm.tiktok.com/ZMLEuRK2K/?k=1 , https://vm.tiktok.com/ZMLEumLcp/?k=1 - "Routine": https://www.youtube.com/watch?v=e9Phe85upRI - Nick Jonas: https://www.youtube.com/watch?v=b2pI2QYRNVM. Until 1'18''. Speed 0.75. - Sportswoman: https://test-english.com/reading/a1/daily-routines-sportswoman/ - https://www.celebritydailyroutine.com			

TITLE: *3: Answer the Question, Win the Prize!*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 6 sessions COMPENCES C1, C3, C5, C6 GOALS - Ask and answer questions - Make definitions - Produce /h/ sound INNOVATION *"Asking questions to strangers":* General culture questions or related to a topic of their choice	Interviews	- Information (Factual knowledge)	- Asking and answering questions - Expressing ignorance - Giving definitions	- Word order in questions - Defining and non-defining relative clauses - Expressions for paraphrasing - Synonyms	- Intonation in questions and declarative sentences - Glotal fricative /h/
	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- Interesting facts about the English-speaking world: e.g. "15 fun facts about New Zealand"	- Relative clauses crosswords - Text to correct mistakes and complete information about relative pronouns - Innovation activity	- Who wants to be a millionaire? (UK version) - Jimmy Kimmel show: "How many Americans know where North Korea is?"	- Innovation activity - Group game: Trivia	- Class discussion activity - Innovation activity

ASSESSMENT		RESOURCES
SS are able to: - Produce different intonation for questions and answers - Make questions with the correct word order - Make definitions using relative clauses - Produce the /h/ sound		- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout: http://vm.tiktok.com/ZMLT6Eruy/?k=1 - Millionaire: https://www.youtube.com/watch?v=ayAFauRCIoo - Jimmy Kimmel: https://www.youtube.com/watch?v=-ugJZhL-cbc - Map - Reading: https://www.gorentals.co.nz/explore/blog/new-zealand-facts/

TITLE*: 4: Sing, Sang, Sung*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Music and art	- Time (Past reference)	- Exchanging information - Talking about the past	- Past simple - Past continuous - Irregular verbs - Verbal phrases related to careers and life	-ed ending as /t/, /d/ and /ɪd/
COMPENCES:					
C1, C2, C3, C4, C5, C6, C7					
GOALS					
- Talk about the past - Differentiate past actions finished and in progress - Differentiate past endings - Write about people's lives in the past	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- Biography excerpts: famous painters, singers... - Songs script - Arrange the parts in the correct order	- Famous people: a biography - Innovation activity	- Selection of songs - "Diary of a Song: Lover – Taylor Swift"	- Innovation activity - Group game	- Oral presentation - Innovation activity
INNOVATION:					
"English language". SS impersonate the English language talking about past endings and past forms					

ASSESSMENT	RESOURCES
SS are able to: - Talk about the past - Differentiate between past actions that are finished and those that are in progress - Differentiate the 3 past endings - Write about relevant people's live	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout: https://vm.tiktok.com/ZMLTMJUHm/?k=1 - "Diary of a song", speed 0.75, until 3': https://www.youtube.com/watch?v=UEeWmItgdxA

TITLE: 5: *Look at This Now*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Changes	- Time (duration, continuity)	- Talking about changes in lives and spaces	- Present perfect simple and continuous - *Used to* - Time expressions: *for, since…* - Environment - Register: informal	- Irregular past participles -Consonant clusters: *used to*
COMPENCES					
C1, C3, C4, C5, C6					
GOALS					
- talk and write about change - Talk about actions in the past and their relevance in the present - Produce consonant clusters and irregular past participles - Write a letter or an email to a friend using the appropriate register	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- "Hometown changes" - Earth quiz (British Council) or Kahoot	- Writing an email/letter to a friend who lives abroad telling them how your city has changed - Innovation activity	"Climate change" video - Innovation - Podcast 6 minute English: life before the Internet: letter writing	- Innovation activity - Group game	- Class discussion - Innovation activity
INNOVATION					
"Look at me now": impersonating someone whose life has changed					

ASSESSMENT	RESOURCES
SS are able to: - Talk about change - Write a letter or an email to a friend using the appropriate register - Talk about actions in the past and their relevance in the present - Pronounce consonant clusters and irregular past participles	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos: https://vm.tiktok.com/ZMLTM5Q37/?k=1 - Innovation videos: script handout (individual) - "Climate change": https://www.youtube.com/watch?v=nusFJF_O1Yg - "Hometown changes": https://www.esl-lounge.com/student/reading/3r3-changes-in-town.php (text only)

TITLE: *6: Eating is my Passion*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Food and drinks	Sequence	- Following and giving instructions	- Food - Quantifiers - Countable and uncountable nouns - Imperatives - Connectors of sequence	Sentence stress
COMPENCES					
C1, C2, C3, C4, C5, C6, C7					
GOALS					
- Give and follow instructions - Manage quantity - Interpret body language - Write a recipe					
	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
INNOVATION	- "Don't skip breakfast" - "Snack culture" (adapted)	- Write a recipe (made up) - Innovation activity	- Recipe: cookies - Recipe: chicken tika masala (muted) - Innovation activity	- Innovation activity - Group game	- Oral presentation - Comment crazy 5-minute hacks - Innovation activity
"How to make…": a drink or dish from an English-speaking country					

ASSESSMENT	RESOURCES
SS are able to: - Give and follow instructions - Manage quantity - Interpret body language - Write a recipe	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout: https://vm.tiktok.com/ZMLpwRvB3/ - Tika Masala: https://www.youtube.com/watch?v=HMfUsS9zeuw - Hacks: https://www.youtube.com/watch?v=YMPR-jffgRw - Cookies: https://www.youtube.com/watch?v=PN_4IpCgVIQ - "Don't skip breakfast": https://www.esleschool.com/a2-dont-skip-breakfast/ - "Snack culture": https://learnenglishteens.britishcouncil.org/study-break/magazine-zone/snack-culture

TITLE: *7: Bookworms and Butterflies*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions **COMPENCES** C1, C3, C4, C6, C7 **GOALS** - Give opinions and make recommendations - Make comparisons - Write a news article - Produce consonant clusters **INNOVATION** *"BookTok"*: review and recommendation of a book per student. (PLEI)	Literature	- Opinion - Agency - Quantity (Degree)	- Giving your opinion - Making recommendations - Talking about creations	- Comparative and superlative structures - Opinion and recommendation phrases - Passive voice: present simple and past simple	- Consonant clusters
	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	Excerpts from - *The Hunger Games/ Heartstopper / They Wish They Were Us* - *Persepolis* (comic book) - Poem by rupi kaur	- An opinion essay: based on the 3 types of text seen in the reading part - Innovation activity	- Scenes from a film or series based on the novel chosen for the reading - Innovation	- Innovation activity - Group game	- Oral presentation - Class discussion - Innovation activity

ASSESSMENT	RESOURCES
SS are able to: - Give their opinion - Make recommendations - Compare books, films, … - Write a news article - Produce consonant clusters	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLpwr1Cn/ - Excerpts from YAL novels - Excerpts from *Persepolis* by Marjane Strapi - Poem by rupi kaur e.g. *The sun and her flowers* or *Home body*

TITLE: *8: On a Shoestring Budget*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Tourism	- Time - Spatial (Directions)	- Giving directions - Describing a place	- Parts of the city - Holidays - Adjectives - Directions and prepositional phrases	- /:3/ and /e/
COMPENCES					
C1, C2, C3, C4, C5, C6, C7					
GOALS					
- Give and follow directions	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
- Describe a place - Write about a place - Pronounce the /:3/ sound - Understand transport announcements	- Tour leaflet (Realia) - Travel guide: Liverpool - Train timetable + train tickets (Realia)	- Blog/web entry: review or recommendation of a place - Innovation activity	- Innovation - Transport announcements - Group game	- Innovation activity - Group game	- Oral presentation - Innovation activity
INNOVATION					
"My city on a budget" or *"Places to visit if you come to..."*.					

ASSESSMENT	RESOURCES
SS are able to: - Give and follow directions - Describe a place and write about it - Pronounce the /:3/ sound - Understand transport announcements	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLTMNoRf?k=1 - Tour leaflet and train tickets (realia) - Transport announcements: https://learnenglish.britishcouncil.org/skills/listening/a2-listening/transport-announcements ; https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/travelling-abroad - Liverpool: https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/my-city - Train timetable: https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/train-timetable

TITLE: *9: I'm not Feeling Well*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Health	- Quality	- Going to the doctor - Expressing how you feel	- Parts of the body - Illnesses and emotions - Idioms and cognates: *I'm feeling blue; to be constipated* - Register: formal	- Word stress: two-syllable words
COMPENCES					
C1, C5, C6					
GOALS					
- Talk and write about health and illnesses					
- Write a letter or email using a formal register	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
- Act out a real-life situation - Learn about two-syllable words stress	- "Mental health day"	- A letter/e-mail of request to a politician or other authority - Innovation activity	- Scenes from *Inside out* - Innovation - "At the doctor's" - "Mental health"	- Innovation activity - Group game	- Group discussion - Innovation activity
INNOVATION					
"POV you go to the doctor". Dialogue.					

ASSESSMENT	RESOURCES
SS are able to: - Talk and write about health and illnesses - Write an email or a letter using a formal register - Act out a real-life situation - Properly stress two-syllable words	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout: https://vm.tiktok.com/ZMLTMbbpP/?k=1 - *Inside out* clips - Mental health day: https://learnenglish.britishcouncil.org/general-english/magazine-zone/world-mental-health-day ´ - At the doctor's: https://www.youtube.com/watch?v=T2wwBbrLL7Y - Mental health: https://www.youtube.com/watch?v=1i9OktVsTWo

TITLE: *10: I Deserve a Pay Rise*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Jobs	- Logical relations - Volition	- Asking for a service - Expressing preference and desires - Enquiring about desire	- Future: *will, present simple, be going to* - Connectors of conjunction, disjunction and inclusion - Shopping	- Velar approximant /w/ - /i:/ and /ɪ/
COMPENCES					
C1, C2, C3, C4, C5, C6					
GOALS					
- Talk about future intentions - Express and inquire about wants and desires - Write a letter of complaint or a review - Produce the /w/, /i:/ and / ɪ/ sounds - Act out being nice vs. being rude	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- A restaurant menu - Shopping signs	- A letter of complaint; a review of a product or a place - Innovation activity	- "Shopping" - Innovation	- Innovation activity - Group game	- Group discussion - Innovation activity
INNOVATION					
"Rude costumers": dialogue between a worker and a client					

ASSIGNMENT	RESOURCES
SS are able to: - Talk about future intentions - Express and inquire about wants and desires - Write a letter of complaint or a review - Produce the /w/, /i:/ and / ɪ/ sounds - Act out situations being nice vs. rude	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLTMNchP/?k=1 - Restaurant Menu: https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/restaurant-menu - Shopping signs: https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/shopping-signs-notices - "Shopping": https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/shopping-clothes

TITLE: *11: At a Crossroads*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Friendship	- Evaluation - Social interaction	- Asking for/giving advice	- Modal verbs: *can, could, should, have to, must* (and negative forms) - Fashion	- /ʃ/ sound - Contractions
COMPENCES:					
C1, C3, C4, C5, C6, C7					
GOALS					
- Ask for and give advice in the oral and written forms - Produce the sound /ʃ/ and contractions - Establish rules	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- Clothes reading *ESL*	- A commentary on dress code: different kinds of events (e.g. a wedding, a job interview, a costume party, a birthday party, a concert…) - Innovation activity	- "Giving advice" (*ESL*) - Innovation	- Innovation activity - Group game	- Try to give fashion advice for the MET gala (e.g.) - Innovation activity
INNOVATION: *"Get dressed with me":* asking users for their opinion on an outfit.					

ASSESSMENT	RESOURCES
SS are able to: - Ask and give advice in the oral and written forms - Produce the sound /ʃ/ and contractions - Establish rules	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout: https://vm.tiktok.com/ZMLEmCjDc/?k=1, https://vm.tiktok.com/ZMLEmaT8d/?k=1 - Giving advice video: https://www.youtube.com/watch?v=dEMXThjVxRg - Clothes reading: https://www.excellentesl4u.com/esl-clothes-reading.html

TITLE: *12: Personality traits*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Personality	- Deduction - Preference	- Talking about personality - Talking about preference, likes, dislikes - Making deductions	- Personality adjectives - Adjective endings: *-ful, -ive, -ed, -ing* - Verbs + -ing - Verbs + to inf.	Stress in adjectives
COMPENCES					
C1, C3, C4, C5, C6					
GOALS					
- Describe someone's personality - Write the description of a character - Discuss likes, dislikes and preferences		READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION

	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- 16 Personalities Test	- The description of a character - Innovation activity	- Innovation - "16 personality types describe themselves"	- Innovation activity - Group game	- How would you describe yourself - Innovation activity

INNOVATION

"What your favourite ... says about you": colour, film, etc.

ASSESSMENT	RESOURCES
SS are able to: - Describe someone's personality and their own - Take a test online - Write the description of a character - Discuss likes, dislikes and preferences	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard, smartphones - *TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLTM6s4p/?k=1 - 16 personality types: https://www.youtube.com/watch?v=JgGTa9wgRvg - 16 personalities test: https://www.16personalities.com/

TITLE: *13: Wanna Hang Out?*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 8 sessions	Plans	- Suasion (Social interaction) - Condition	- Inviting others or requesting others to do something - Accepting/ declining an invitation	- Expressions of time and place - 1st and 2nd conditionals - *May/might*	Intonation: expressing doubt
COMPENCES:					
C1, C2, C3, C4, C5					
GOALS					
- Make plans and negotiate condition - Make hypothesis and deductions - Express doubt through intonation - Write text messages	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- Messaging to make plans and cancel a plan: adapted. Look for mistakes and correct them	- Texting - Innovation activity	- Innovation - "Wanna Hang Out" official trailer and clips from the movie	- Innovation activity - Group game	- Class discussion: emojis - Innovation activity
INNOVATION					
"POV making plans": dialogue.					

ASSESSMENT	RESOURCES
SS are able to: - Make plans and negotiate condition - Make hypothesis and deductions - Express doubt through intonation - Write text messages in English with different implications	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection blackboard/whiteboard -*TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLT6vjEo/?k=1 - Messaging to make plans: https://learnenglish.britishcouncil.org/skills/writing/a2-writing/messaging-to-make-plans - Messaging to cancel a plan: https://learnenglish.britishcouncil.org/skills/writing/a2-writing/messaging-to-cancel-a-plan - *Wanna Hang Out* film: clips or trailer (https://www.youtube.com/watch?v=yoF7wBd6zRU)

TITLE*: 14: You Won't Believe What Happened Next*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 8 sessions	Story	- Time (sequence)	- Re-telling a story - Reporting other people's words	- Reported speech - Noun formation - Connectors	-ion endings
COMPENCES:					
C1, C3, C4, C5, C6					
GOALS					
- Report other people's words and actions - Talk about actions that happened in the past - Write a narration - Pronounce nouns ending in -ion					
	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- Narration: short story from *Fresh Ink.*	- A narration - Innovation activity	- Innovation - A news report	- Innovation activity - Group game	- Oral presentation - Innovation activity
INNOVATION					
"Story time": telling a story including other people's words.					

ASSESSMENT	RESOURCES
SS are able to: - Report other people's words and actions - Talk about actions that happened in the past - Write a narration - Pronounce nouns ending in -ion	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLTMbbpP/?k=1 - News report (*BBC World*) - *Fresh Ink* (edited by Lamar Giles)

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TITLE: *15: The road to happiness*	CONTEXT	NOTIONS	FUNCTIONS	LANGUAGE	PRONUNCIATION
TIMING: 7 sessions	Wellbeing	Experience	- Talking about your personal experience - Giving advice	- Revision	/ə/ endings
COMPENCES: C1, C3, C4, C5, C6					
GOALS					
- Give advice based on experience - Revise past contents - Write a web article about lifestyle - Pronounce the /ə/ sound at the end of words	READING	WRITING	LISTENING	S. INTERACTION	S. PRODUCTION
	- "7 tips for a tidy desk" - "15 things you should do to make the most out of your summer" (adapted)	- Write a web article about lifestyle - Innovation activity	- Advice to your younger self (excerpts) - Innovation	- Innovation activity - Group game	- Oral presentation - Class discussion - Innovation activity
INNOVATION					
"*Things I wish I knew when I was…*": e.g. advice to my younger self.					
ASSESSMENT	RESOURCES				
SS are able to: - Give advice based on experience - Write a web article about lifestyle - Pronounce /ə/ at the end of words	- Coursebook (Student's book), notebook, handouts provided by the teacher - Computer, projector, Internet connection, blackboard/whiteboard -*TikTok* videos and script handout (individual): https://vm.tiktok.com/ZMLT6TRnf/?k=1 - 7 tips for a tidy desk: https://learnenglishteens.britishcouncil.org/skills/reading/a2-reading/7-tips-tidy-desk - "15 things you should do to make the most out of your summer": https://www.lifehack.org/articles/lifestyle/15-things-make-summer-year.html - Advice to your younger self: https://www.youtube.com/watch?v=dI98I-_COig				

5.12. Long-Term Plan and Teaching Practice Evaluation and Revision

It is of paramount importance to periodically revise the long-term plan and the teaching practice for unforeseen problems and difficulties to be spotted, tackled and solved. Regarding the innovation activities, the teacher ought to revise the performance of students in the development of the videos after each teaching unit and make the necessary adjustments to ensure the objectives are met. Similarly, every two units and after the objective tests carried out by students, the teacher decides if learners' needs are being addressed.

The long-term plan is considered successful if the objectives in each teaching unit are fulfilled. The teaching practice is assessed by checking whether the objectives were met and students' needs were satisfied. For that purpose, a rubric and a questionnaire will be provided.

6. Conclusiones

Una vez finalizado este Trabajo Fin de Máster puedo afirmar que me siento preparada para ejercer como docente. Al comenzar a redactar este TFM he hecho una reflexión general sobre los diferentes conocimientos que he adquirido a lo largo de este año. Tanto la realización de las asignaturas teóricas como el periodo de prácticas en el centro educativo han supuesto una guía inestimable a la hora de diseñar la propuesta de programación que aquí se incluye.

Elaborar una programación incluyendo una propuesta de innovación, buscar materiales pertinentes y elaborar fichas de trabajo y pruebas objetivas no es tarea fácil. Requiere de una visión muy clara sobre qué se pretende enseñar y cuáles son los objetivos específicos que se pretenden alcanzar al final de cada unidad. Para ello es fundamental considerar el marco desde el cual se aborda su elaboración. En mi caso, he tratado de enfocar la programación desde un enfoque comunicativo en la que los contenidos y las actividades se adaptan todo lo posible a las necesidades y el contexto del alumnado en 3º de la ESO.

A través de la propuesta de innovación también me he propuesto aunar el aprendizaje del inglés como lengua extranjera con los intereses del alumnado a través de *TikTok*. Puesto que se trata de una red social que conocen y utilizan a diario, su

motivación en la realización de las actividades se ve altamente incrementada. Quizás haya quien se muestre reticente a aceptar la conveniencia de utilizar las redes sociales en el aula. No obstante, es tan solo a través de la puesta en marcha de actividades como estas, simples pero significativas, como podremos contribuir a la evolución de la educación a la par de la sociedad.

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ANEXOS

ÍNDICE DE CONTENIDOS

FULLY DEVELOPED TEACHING UNIT

UNIT 2: A DAY IN MY LIFE

Timing: 6 sessions

Lesson 1:

Resources:

- Computer, projector, Internet connection, speakers
- Video "Routine"
- Handout (Anexo, page 54)

The beginning of first lesson is a link between the end of the previous unit and the next one. Therefore, the teacher asks students whether they have any questions or doubts from the previous lesson and the previous unit as a whole. Since the previous lessons were concerned with the innovation activities, questions are expected on this.

Afterwards, the title of the unit is introduced: "A Day in My Life". Learners are asked about what they think this unit is about. They brainstorm for 5 to 10 minutes, having guessed that the unit is about daily routines and habits. The first lesson is about spoken interaction. First, they watch the short clip "Routine" by Kevin Gohler. A handout is distributed so that they focus on the task. Once they have seen the clip – once– a brief group discussion follows. At this point relevant vocabulary related to routines is expected to come out, since students should be quite familiar with this topic. Then, they proceed to complete the worksheet.

When everybody finishes, the worksheet is revised orally. This allows for further discussion. The last two questions ask students to say what they would do in that situation and then think of an alternative ending to the clip. Therefore, a class discussion or group comment is carried out.

For the last part of the lesson (15 minutes) the activity serves as a bridge between lessons 1 and 2. It is also related to the speaking test from units 1 and 2. Learners are asked to name some celebrities or people they know. Then, each person's picture is projected. Students guess or try to imagine the kind of daily routine they have.

Lesson 2:

Resources:

- Computer, projector, Internet connection, speakers
- Handout (Anexo, page 56)
- Coursebook and notebook

This lesson is about the daily routines of specific people. It begins with a quick revision of the last lesson. Then, students are given the reading practice handout. It is read out loud, highlighting important vocabulary. Then, they are asked doubts or words they have not understood. They should copy all the new vocabulary that comes up on their notebooks.

Once they are finished, we go through the different questions together and revise the answers. While doing this, learners are asked questions related to the topic. Then, we check the tenses used in the text: mainly present simple.

Lesson 3:

Resources:

- Computer, projector, Internet connection, speakers
- Handout (Anexo, page 58)
- Coursebook and notebook

This lesson is about creating schedules. It begins with a revision of the language exponents seen in the past lesson.

Then, the teacher visits the webpage www.celebritydailyroutine.com where information can be found about the different routines, schedules and habits of actors and actresses, singers, sportsmen and women, politicians… A couple of people are chosen and a group dynamic is established to comment on what those people do throughout the day. Students can play the game "Who is who" with some of the celebrities: one student comes to the front and chooses a celebrity without telling the rest of the class. Then their classmates ask questions to try and find out who this person is based on their daily routine.

Finally, learners are asked to fill in a week schedule themselves. They can either do their own timetable or choose somebody else (a famous character, a member of their family…). They are handed out the worksheet. This activity is done in pairs or groups of three: students do not write their own schedule or the schedule of the character they chose but the one chosen by their classmate. Consequently, they need to talk to their partners in order to complete the timetable.

Lesson 4:

Resources:

- Computer, projector, Internet connection, speakers
- Video "Everything Nick Jonas Does in a Day"
- Handout (Anexo, page 59)

This lesson is about listening comprehension. As usual, the lesson starts with questions, doubts or queries from the previous lesson. Then, students are given the listening comprehension practice handout. The video played for this task is "Everything Nick Jonas Does in a Day" until minute 1'18''. The speed should be set on 0.75 and the video can be played three times.

Learners begin by guessing or saying who this person is. Shortly after, the video is played and they should do the task individually. Once the video has been played, the questions are revised orally. While this is being done, students are asked questions related to the topic and concerning their own experience.

Lesson 5:

Resources:

- Computer, projector, Internet connection, speakers
- Smartphones
- *Kahoot!* game

This lesson is divided into two parts. First, learners practice oral production and interaction through an activity that is very similar to the one they will perform for the speaking test. In pairs, they choose a person and introduce them. Then, they comment on their habits and routine. They are allowed to choose the person/character. They practice the dialogue on their own and then volunteers act it out in front of their classmates. For the second part (15-20 minutes) students play a Kahoot! that includes the contents seen so far.

Lesson 6:

Resources:

- TikTok videos:

- o "A Day in the Life… of Milo the Chonk" [cat] (https://vm.tiktok.com/ZMLEumLcp/?k=1)
- o "A Day in the Life… of a Language Assistant in Spain" (https://vm.tiktok.com/ZMLEuRK2K/?k=1)
- Computer, projector, Internet connection, speakers
- Handout (Anexo, page 65)

The last lesson is aimed at the planning of the *TikTok* video learners need to create at the end of each unit. First, the teacher explains the activity: its topic, structure, main guidelines, steps, final deadline… Then, students are shown some reference videos, so that they know what is expected from them. However, they should know that the assessment rubric considers creativity as a key element in the videos. All this should take up to 15 minutes.

What comes next is the step where learners begin the video creation process. They are provided with a handout for them to complete. They should include: their names and the names of their group mates, the main character of the video, the kind of narrator or voice that will be heard in the video and a brief summary of the clip. So as help them in the process, they are also given a timetable to fill in with relevant information.

Each and every student has to write the script of their video, which they will then upload to *Teams.* Throughout this lesson they can plan the videos and ask the teacher the relevant questions.

NAME: _____ GROUP: _____

SHORT CLIP: "ROUTINE"

You are going to watch a short clip entitled "Routine". Pay attention to what happens and answer the questions below. At the end, we are going to have a group discussion.

1. What happens in this short clip?

2. Write down the different things that go wrong in his day

    -

    -

    -

    -

    -

3. Has this ever happened to you? Develop your answer.

4. Think of an alternative ending to the story. Write about 30 words.

SHORT CLIP: "ROUTINE" (KEY)

You are going to watch a short clip entitled "Routine". Pay attention to what happens and answer the questions below. At the end, we are going to have a group discussion.

1. What happens in this short clip?

He wakes up and everything is wrong. Then he goes to work and when he is waiting for the bus he reads the newspaper. He realises it is Sunday. Then he goes back to sleep.

2. Write down the different things that go wrong in his day

- *He runs out of shampoo*
- *The water stops running*
- *He only has one spoon of cereal left*
- *He realises it is Sunday*

3. Has this ever happened to you? If not, what would you do in his situation? Develop your answer.

(Suggested answer) Yes, it has. One day I woke up and I thought it was Monday and that I had a very important test. I was going to shower and my mum woke up. She said it was Saturday. I was already up so I went to watch TV.

4. Think of an alternative ending to the story. Write about 30 words.

(Suggested answer) He calls a friend. His friend was also awake because he likes to do many things in the mornings. They decide to have breakfast together in their favourite café.

NAME: _____ GROUP: _____

READING COMPREHENSION PRACTICE

The daily routines of a sportswoman

Janet is an athlete, and she wakes up at 4:30 am every weekday morning. She spends the first 30 minutes reading and then 15 minutes meditating. At 5:15 am Janet checks her email for only 30 minutes and then goes for her first run of the day. She runs for an hour and a half along the lake near her house. After running, Janet has a shower and then prepares breakfast, which is usually cereal and fruit. However, she occasionally has a less healthy breakfast.

She usually finishes breakfast at around 8 am. If it is a weekday, she always leaves the house at 8:20 and goes to training. Her training starts at 9 am, and she needs 30 minutes to drive to the gym. She trains for 3 hours with her team and then goes home for lunch. She always eats a very big and healthy lunch. As soon as she finishes lunch, she has a nap for one hour.

After her nap, she likes to go for a walk around the lake and look at nature. She sometimes reads or meditates at the lake in the afternoon. In the evening, during the week, she meets up with friends. Most of her friends are athletes too, so they have a lot to talk about.

She typically goes to bed at 9 pm because she prefers to be awake in the morning than at night. She sometimes falls asleep listening to music, but she never watches the television or reads anything on her tablet. She always makes sure her alarm is set and is almost always asleep by 9:45 pm.

1. Read the text. What is it about?

2. How often does Janet meditate? How much time does she spend doing that?

3. Is Janet a morning person? Why?/Why not?

4. What kind of exercises does Jane do?

5. When does she meet her friends? Can you tell their occupation?

READING COMPREHENSION PRACTICE (KEY)

The daily routines of a sportswoman

Janet is an athlete, and she wakes up at 4:30 am every weekday morning. She spends the first 30 minutes reading and then 15 minutes meditating. At 5:15 am Janet checks her email for only 30 minutes and then goes for her first run of the day. She runs for an hour and a half along the lake near her house. After running, Janet has a shower and then prepares breakfast, which is usually cereal and fruit. However, she occasionally has a less healthy breakfast.

She usually finishes breakfast at around 8 am. If it is a weekday, she always leaves the house at 8:20 and goes to training. Her training starts at 9 am, and she needs 30 minutes to drive to the gym. She trains for 3 hours with her team and then goes home for lunch. She always eats a very big and healthy lunch. As soon as she finishes lunch, she has a nap for one hour.

After her nap, she likes to go for a walk around the lake and look at nature. She sometimes reads or meditates at the lake in the afternoon. In the evening, during the week, she meets up with friends. Most of her friends are athletes too, so they have a lot to talk about.

She typically goes to bed at 9 pm because she prefers to be awake in the morning than at night. She sometimes falls asleep listening to music, but she never watches the television or reads anything on her tablet. She always makes sure her alarm is set and is almost always asleep by 9:45 pm.

1. Read the text. What is it about?

It is about the daily routine of Jane. She is an athlete. She wakes up very early in the morning and does lots of things during the day.

2. How often does Janet meditate? How much time does she spend doing that?

She meditates every day after she wakes up. Sometimes she meditates at the lake in the afternoon. She spends at least 15 minutes meditating.

3. Is Janet a morning person? Why? Why not?

Yes, she is. She wakes up very early, at 4:30. Then she goes to bed very early toom at 9pm. She prefers to be awake in the morning than at night.

4. What kind of exercises does Jane do?

She runs after she wakes up but before having breakfast. Then after breakfast she trains. She also likes to go for a walk around the lake.

5. When does she meet her friends? Can you tell their occupation?

She meets up with her friends in the evening during the week. They are also athletes.

NAME: _____   GROUP: _____

WRITING PRACTICE: A WEEK SCHEDULE

In pairs, choose someone to design their week schedule. It can be yourself, a member of your family, a celebrity… You and your partner write **each other's** daily routine.

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

NAME: _____ GROUP: _____

LISTENING PRACTICE: NICK JONAS'S MORNING ROUTINE

You are going to listen to Nick Jonas talking about his daily routine. Answer the questions below. You are going to listen to the recording three times. Write FULL ANSWERS.

1. Do you know who Nick Jonas is? What's his job? Is he famous?

2. At what time does he wake up? How many alarms does he have?

3. Where does he go after he wakes up from the bed?

4. How many minutes does he spend showering?

5. Write in order the different things he does when he wakes up:

	ACTIVITY
1st	
2nd	
3rd	
4th	
5th	
6th	

LISTENING PRACTICE: NICK JONAS'S MORNING ROUTINE (KEY)

Source: "Everything Nick Jonas Does in a Day – Vanity Fair"
https://www.youtube.com/watch?v=b2pI2QYRNVM

You are going to listen to Nick Jonas talking about his daily routine. Answer the questions below. You are going to listen to the recording three times. Write FULL ANSWERS.

1. Do you know who Nick Jonas is? What's his job? Is he famous?

Nick Jonas is a famous American singer and actor. He was part of the boy-band "The Jonas Brothers".

2. At what time does he wake up? How many alarms does he have?

He wakes up at any time between 6AM and 6PM. He has two different alarms.

3. Where does he go after he wakes up from the bed?

After he wakes up he goes to the bathroom to use the restroom.

4. How many minutes does he spend showering?

He spends 12 minutes.

5. Write in order the different things he does when he wakes up:

	ACTIVITY
1st	*Wakes up*
2nd	*Searches the meaning of his dreams on Google*
3rd	*Uses the restroom*
4th	*Looks in the mirror*
5th	*Brushes his teeth*
6th	*Showers*

NAME: _____ GROUP: _____

LISTENING PRACTICE: NICK JONAS'S MORNING ROUTINE.
ADAPTATION: HIGH-CAPACITY STUDENTS

You are going to listen to Nick Jonas talking about his daily routine. Answer the questions below. You are going to listen to the recording three times. Write FULL ANSWERS.

1. Do you know who Nick Jonas is? What's his job? Is he famous?

2. At what time does he wake up? Can you describe the system he follows to set up his alarms?

3. Why does he say his alarm melody is not a song?

4. What does he search for on Google? Which is the example he gives?

5. Write in order the different things he does when he wakes up:

	ACTIVITY
1st	
2nd	
3rd	
4th	
5th	
6th	

LISTENING PRACTICE: NICK JONAS'S MORNING ROUTINE.
ADAPTATION: HIGH-CAPACITY STUDENTS (KEY)

You are going to listen to Nick Jonas talking about his daily routine. Answer the questions below. You are going to listen to the recording three times. Write FULL ANSWERS.

1. Do you know who Nick Jonas is? If so, what can you say about him?

Nick Jonas is a famous American singer and actor. He was part of the boy-band "The Jonas Brothers".

2. At what time does he wake up? Can you describe the system he follows to set up his alarms?

He can wake up at any time between 6 AM and 6PM. He set two alarms, one at the time he needs to be up and another one three minutes later. For example, one at 6AM and another one at 6:03AM

3. Why does he say his alarm melody is not a song?

His alarm melody is not a song because he listens to music during the night.

4. What does he search for on Google? Which is the example he gives?

He searches the meaning of his dreams. For example, he writes "what does it mean if you dream with an organ". He means the instrument, not the body part.

5. Write in order the different things he does when he wakes up:

	ACTIVITY
1st	*Wakes up*
2nd	*Searches the meaning of his dreams on Google*
3rd	*Uses the restroom*
4th	*Looks into the mirror searching for the effect of problems in his face*
5th	*Brushes his teeth*
6th	*Showers*

TIKTOK VIDEO UNIT 2: "A DAY IN THE LIFE OF..."

REMEMBER: EACH MEMBER OF THE GROUP MUST FILL IN THIS HANDOUT AND SEND IT THROUGHT TEAMS AT THE END OF THE UNIT

GROUP PARTICIPANTS:

-
-
-
-

1. Main character of the video: _____

2. Narrator:

   ☐ 1st person   ☐ 2nd person   ☐ 3rd person

3. Brief description of their life/occupation/etc.

4. Schedule:

TIME	ACTIVITY

5. Script:

NAME: _____ GROUP: _____

LISTENING TEST: UNITS 1 AND 2. DAILY ROUTINE

Time: 45 minutes

You are going to listen to an English boy talking about his daily routine when he goes to school. Answer the questions below. Remember to listen carefully and write full answers. You are going to listen to the recording THREE TIMES.

1. Who is this boy? What's his name? And his age? Where does he live?

2. Name some of the food he usually has for breakfast

3. Where does he eat his lunch?

4. Complete this table with his schedule:

TIME	ACTIVITY
	Wake up
	Breakfast
10:45	
	2 more lessons
12:40	
4:30	

LISTENING TEST: DAILY ROUTINE (KEY)

Source: "English – Daily Routine (A1-A2 with subtitles)"

https://www.youtube.com/watch?v=RP1AL2DU6vQ

You are going to listen to an English boy talking about his daily routine when he goes to school. Answer the questions below. Remember to listen carefully and write full answers. You are going to listen to the recording THREE TIMES.

1. Who is this boy? What's his name? And his age? Where does he live?

His name is Fred. He is 17 years old and lives in London.

2. Name some of the food he usually has for breakfast

He has cereal, orange juice or a toast with jam or honey.

3. Where does he eat his lunch? What about the rest of students?

He goes into town to get his lunch. Other students eat at the school.

4. Complete this table with his schedule:

TIME	ACTIVITY
7:00	Wake up
7:30	Breakfast
8:30	School starts
10:45	Break
11:00	2 more lessons
12:40	Lunchtime
3:30	Finish school
4:30	Relax
6:30	Dinner

NAME: _____ GROUP: _____

WRITING TEST: UNITS 1 AND 2

Time: 25 minutes

It's the first day of school and you are new in town. The teacher asks all students to introduce themselves for the group on the school's blog. Write an entry telling your new classmates about yourself. Write between 100 and 120 words.

NAME: _____ GROUP: _____

WRITING TEST: UNITS 1 AND 2. ADAPTED VERSION: SPECIAL EDUCATIONAL NEEDS STUDENTS

Time: 35 minutes

It's the first day of school and you are new in town. The teacher asks all students to introduce themselves for the group on the school's blog. Write an entry introducing yourself and follow the instructions. Write around 70 words.

[Say hello and your name]:

_____

_____.

I am _____ and I live in _____

_____.

[Talk about your hobbies: You can choose some from the box]

Playing sports (football, basketball, tennis…) Listening to music
Animals   Painting and drawing   Swimming   Dancing
Singing   Playing Videogames   Reading books   Going to the gym

I like _____

_____

_____

_____.

[Talk about your friends and family: brothers/sisters/siblings, pets (dogs, cats, fish…), boyfriend/girlfriend/partner]

I have _____

_____.

[Your hopes for this year: you can choose from the box]

Pass all the tests	Learn more English	Be better at Maths
Make new friends	Have fun	Find a hobby

This year I would like to _____

_____.

NAME: _____ GROUP: _____

READING COMPREHENSION TEST: UNITS 1 AND 2

Time: 25 minutes

Adapted from:

https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_subjects/Reading_comprehension_uv1346106nk

My Three Favourite School Subjects

My favourite subject are Biology, I love it because we discuss all kinds of important tings. The time pass quickly in class but we don't finishes our work before the end of the lesson. It is okay because to do the housework I watch videos. this helps me anderstand the lesson better?

My second favourite subject is Geografi. I love travelling and knowing new places. I know all the country in the world and I is learning the capitals, I also like learning about rivers, lakes and mountains. Sometimes we go outside of the clasrom to draw geographical accidents. Other times we stay inside and read the booktext.

i has History every Monday, Tusday and Fridai. I like it because we don't have tests. Instead, we works in groups and then we do oral presentations. Every month we go to a museum to see the things we learns in class.

1. Read the text. What is it about?

2. There are some mistakes. They are either punctuation, grammar or spelling. Can you spot them? Circle or underline the mistakes.

3. Why does this person love Geography?

4. When do they go to museums?

5. Do you agree? Which are your favourite subjects? Why?

READING COMPREHENSION TEST: UNITS 1 AND 2 (KEY)

Adapted from:
https://es.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/School_subjects/Reading_comprehension_uv1346106nk

My Three Favourite School Subjects

My favourite subject **are** Biology**,** I love it because we discuss all kinds of important **tings**. The time **pass** quickly in class but we don't **finishes** our work before the end of the lesson. It is okay because to do the **housework** I watch videos. **t**his helps me **anderstand** the lesson better**?**

My second favourite subject is **Geografi**. I love travelling and knowing new places. I know all the **country** in the world and I **is** learning the capitals**,** I also like learning about rivers, lakes and mountains. Sometimes we go outside of the **clasrom** to see things. Other times we stay inside and read the **booktext**.

i has History every Monday, **Tusday** and **Fridai**. I like it because we don't have tests. Instead, we **works** in groups and then we do oral presentations. Every month we go to a museum to see the things we **learns** in class.

1. Read the text. What is it about?

It is about someone's favourite school subjects. They are Biology, Geography and

History.

2. There are some mistakes. They are either punctuation, grammar or spelling. Can you

spot them? Circle or underline the mistakes.

3. Why does this person love Geography?

They love it because they like travelling and sometimes they go outside of the

classroom.

4. When do they go to museums?

They go to museums every month.

5. Do you agree? Which are your favourite subjects? Why?

(Suggested answer) No, I don't agree. My favourite subjects are English and Spanish. I

love English because we do a lot of fun activities and we make TikTok videos.

NAME: _____ GROUP: _____

SPEAKING TEST: UNITS 1 AND 2

Look at these pictures and CHOOSE ONE. With your partner, discuss what do you think their daily routines are like. You should start making an introduction of the character you have chosen.

Character A   **Character B**

Character C

ASSESSMENT RUBRIC 1: SPOKEN PRODUCTION

	EXCELLENT	GOOD	ACCEPTABLE	BAD	VERY BAD	COMMENTS
Overall message (20%): the general idea can be understood						
Content (20%): stays on topic						
Range (20%): variety of grammatical structures, tenses, vocabulary, connectors…						
Accuracy (20%): good uses of tenses, structures, vocabulary, connectors…						
Paralinguistic elements (20%): voice tone, body language, eye contact, pronunciation, intonation…						

ASSESSMENT RUBRIC 2: WRITTEN PRODUCTION

	EXCELLENT	GOOD	ACCEPTABLE	BAD	VERY BAD	COMMENTS
Overall message (10%): the general idea can be understood						
Coherence (25%): stays on topic, follows the task instructions						
Cohesion (25%): use of connectors, paragraphs and overall structure						
Range (15%): variety of grammatical structures, tenses, vocabulary, connectors…						
Accuracy (15%): good uses of tenses, structures, vocabulary, connectors…						
Creativity (10%-30%): (depends on the type of writing and task)						

ASSESSMENT RUBRIC 3: TIKTOK VIDEOS, UNIT 2

	EXCELLENT	GOOD	ACCEPTABLE	BAD	VERY BAD	COMMENTS
Content (25%): stays on topic, follows the general guidelines, includes unit contents						
Creativity (30%)						
Paralinguistic elements (15%): pronunciation, body language, intonation, eye contact, voice tone…						
Accuracy (10%): good uses of tenses, structures, vocabulary, connectors…						
Range (10%): variety of grammatical structures, tenses, vocabulary, connectors…						
Subtitles (5%): includes subtitles; not automatic						
Script (5%): it has been uploaded by all members of the group						