



Facultad de Formación del Profesorado y Educación

Máster en Formación del Profesorado de Educación

Secundaria Obligatoria, Bachillerato y Formación Profesional

eTwinning: Aprendizaje colaborativo online y análisis de errores de inglés en 3ºESO

eTwinning: Collaborative online learning and the analysis of English errors in Year 3 of CSE

TRABAJO FIN DE MÁSTER

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1. Resumen

Un año de intenso trabajo, esfuerzo y dedicación llega a su fin con la presentación de este Trabajo Fin de Máster. Integrando todos los conocimientos teóricos y prácticos aprendidos, se propone una programación anual para 3º de ESO y una investigación educativa asociada a ésta.

Ambas partes están conectadas entre sí. La investigación se basa en el análisis de los errores cometidos por dos alumnas de 3º de ESO (grupo bilingüe) en una serie de tres cartas que intercambiaron con dos alumnas irlandesas a través de la plataforma de trabajo colaborativo *eTwinning*. El objetivo es comprobar la posible mejoría del nivel de inglés de las alumnas y su aumento de motivación hacia la producción de textos escritos en inglés, además de ampliar su nivel de conocimiento socio-cultural en relación con Irlanda.

En cada una de las quince unidades docentes recogidas en la programación se incluye, en la parte de *writing*, una carta para el intercambio con estudiantes irlandeses. El resto de contenidos de la programación es muy variado, dinámico y práctico, aplicando un enfoque comunicativo e intentando fomentar el desarrollo de la competencia comunicativa en el alumnado.

1. Summary

This Master Dissertation puts an end to a year of hard work, great effort and commitment. Integrating all the acquired, theoretical and practical, knowledge, a long term plan for Year 3 of Compulsory Secondary Education and a brief research project are presented here.

Both parts are connected. The research project is based on the analysis of errors made by two students of Year 3 of CSE (bilingual group) in the exchange of three letters with two Irish students through the collaborative online platform *eTwinning*. The main aim is to study the improvement of these students and their motivation towards the production of written texts, as well as to increase their socio-cultural knowledge about an English-speaking country.

Each of the fifteen teaching units designed includes, in the section devoted to writing, a writing-letter task for an exchange with Irish students. The rest of the contents included in the syllabus are varied, dynamic and practical, following a communicative approach and trying to encourage students to develop their communicative competence.

2. Introducción

Este Trabajo Fin de Máster, organizado en cuatro partes bien diferenciadas, da por finalizado mi período de formación como profesora. La primera parte consta de una reflexión sobre la formación teórica recibida y las prácticas profesionales realizadas en el I.E.S. La Ería de Oviedo. La segunda es una programación anual; la tercera una investigación educativa y la cuarta y última una conclusión final, seguida de un listado de referencias bibliográficas y anexos.

La programación (distribuida en quince unidades docentes) está diseñada para un curso académico de la asignatura de inglés como primera lengua extranjera, concretamente para 3º de ESO. Sigue un enfoque comunicativo y su objetivo último es que los alumnos¹ adquieran competencia para comunicarse en lengua inglesa, por medio de un sistema renovador, alejado de las tradicionales clases de idiomas. Se incluye también un proyecto de investigación educativa, llevado a cabo con dos alumnas de este mismo curso (3º ESO bilingüe), que consiste en el intercambio de tres cartas con dos alumnas irlandesas a través de la plataforma de trabajo colaborativo *eTwinning* con el fin de analizar los errores cometidos en dichas producciones. Las cartas analizadas en la investigación constituyen los anexos.

Para la sección de fuentes y bibliografía, al igual que para el resto de citas y notas a pie de página insertadas a lo largo del trabajo, se ha tomado como referencia el sistema MLA (*Modern Languages Association*).

¹ En este trabajo se utilizará el género gramatical “masculino genérico” que se entenderá referido indistintamente a hombres y mujeres.

PARTE I

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

Todas las asignaturas cursadas en el máster han sido, de una forma u otra, útiles tanto para mi formación teórica como para las prácticas profesionales realizadas. No obstante, destacaría como asignaturas más significativas las específicas de inglés, tanto la del primer cuatrimestre, Complementos de Formación, como la del segundo, Aprendizaje y Enseñanza.

Esta última se centra en el proceso de enseñanza y aprendizaje de las lenguas. En la parte general he podido conocer los diferentes enfoques y métodos utilizados en la enseñanza de una lengua extranjera. Y en la parte específica, de carácter práctico y más orientado a mi especialidad, he recibido las nociones básicas para ser un buen profesor de idiomas. No obstante, destacaría el trabajo colaborativo desempeñado en clase así como las reflexiones grupales sobre el día a día en las prácticas: problemas, dudas, motivaciones etc. Algo que me gustaría sugerir respecto a esta asignatura es que debería impartirse en el primer cuatrimestre, antes de comenzar las prácticas, para poder aplicar los contenidos teóricos aprendidos en clase.

En cuanto a Complementos de Formación, ha sido, junto con la mencionada previamente, la asignatura con la que más identificada me he sentido. En la parte general hemos tratado temas relativos al Marco Común Europeo de Referencia para las Lenguas y a la competencia comunicativa y hemos hecho un análisis crítico de diferentes libros de texto de inglés para comprobar que en la mayoría de los casos dicen seguir un enfoque comunicativo como estrategia de marketing, pero la realidad es muy distinta. En cuanto a la parte específica, entre muchas otras cosas, hemos trabajado con vocabulario profesional de educación y hemos analizado y clasificado los errores más comunes localizados en producciones reales de estudiantes de inglés.

La asignatura Procesos y Contextos Educativos, muy densa y compleja, me ha servido para conocer los documentos institucionales de los centros educativos, así como para analizarlos. Antes del periodo de prácticas no le encontraba sentido a tan ingente cantidad de información burocrática. Sin embargo, una vez en el centro educativo todo eso cobró sentido, especialmente a la hora de redactar el cuaderno de prácticas. También me ha servido para tratar cuestiones de comunicación y convivencia en el aula, asuntos relacionados con la acción tutorial y sobre todo, la atención a la diversidad. Este último punto es esencial ya que vivimos en una sociedad cada vez más intercultural y

diversa por lo que saber cómo atender a todos y cada uno de los alumnos de acuerdo a sus capacidades es crucial.

La asignatura Diseño y Desarrollo del Currículum me ha servido como toma de contacto con las programaciones y unidades docentes. Aunque muy corta en tiempo, he podido conocer puntos clave como son objetivos, contenidos, metodología, recursos etc., así como la legislación que lo regula. Desde un ámbito más psicológico, Aprendizaje y Desarrollo de la Personalidad me ha servido para conectar mejor con el alumnado adolescente tras conocer la multitud de factores que influyen en el desarrollo de su personalidad. Por lo que a Sociedad, Familia y Educación se refiere, indicaría que tras cursar esta asignatura me he dado cuenta que ser profesor no solo implica ser experto en tu materia sino también ser educador; formar a ciudadanos libres e independientes y fomentar una escuela integradora y de calidad.

Tecnologías de la Información y la Comunicación me ha hecho concienciarme de la importancia de la formación continua del profesorado en materia de nuevas tecnologías. Es decir, vivimos en una sociedad altamente tecnológica y esto también se refleja en el desarrollo de las clases. Sin embargo, hay que tener presente que las tecnologías no son un fin en sí mismas; la magia la pone el profesor, estas solo ayudan a conseguir una educación de calidad. Del mismo modo, la asignatura de Innovación e Investigación Educativa me ha ayudado a darme cuenta de lo importante que es la detección de problemas y necesidades de cambio en los centros educativos. Es decir, en mis prácticas, he podido comprobar que los profesores tienen que reinventarse día tras día, adaptándose a las necesidades del alumnado.

Mi valoración general es muy buena. Tengo que destacar la excelente labor tanto de mi tutor del instituto, que me ha enseñado los secretos de tan gratificante profesión, como la de mi tutora de universidad, que me ha visitado y aconsejado durante el período de prácticas. Mi estancia en el I.E.S. La Ería ha sido donde más he aprendido y donde más he disfrutado. Solo puedo añadir que ha sido una experiencia muy positiva y provechosa.

PARTE II

4. Long term plan for English in Year 3 CSE

4.1 Subject contribution to the achievement of basic skills

This subject (English as a Foreign Language) contributes to students' basic competences development. The eight competences established in the Compulsory Secondary Education curriculum are the following:

- Linguistic communication competence
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn competence
- Social and civic competence
- Initiative and entrepreneurship
- Cultural awareness and expression

The contribution to the achievement of the above basic competences is more effective in these cases:

4.1.1 Linguistic communication competence

The study of English helps students improve their linguistic communication competence because the learning process focuses on developing communicative skills. It is also a valuable tool to represent and interpret reality.

4.1.2 Digital competence

This competence is related to the use of technology to communicate, get, search and process information and to transform it into knowledge. Information technologies are also very useful to communicate with people from all over the world and, and more importantly, to create real contexts for communication. Apart from that, it also contributes to a better understanding of foreign cultures.

4.1.3 Learning to learn competence

The study of a foreign language helps students to reflect on their learning process, especially when their errors and mistakes are analyzed in class, focusing not only on the grammatical competence but also on strategic, discourse and sociolinguistic competence. It is also about learning in an autonomous and effective way.

4.1.4 Social and civic competence

The study of English enables students to develop the necessary social skills to become democratic citizens. This is carried out thanks to group work and debates where students can share opinions and participate actively talking about social issues.

4.1.5 Initiative and entrepreneurship

Studying English also contributes to the development of this competence because learning a language implies developing autonomy. It is about being able to carry out activities in a creative and critical way, as well as to assess them objectively.

4.1.6 Cultural awareness and expression

The study of English helps students to understand the value of different types of cultural and artistic heritage as well as to reflect upon them in a critical way. They work on it, paying special attention to a variety of cultural forms of expression (music, art, literature, cinema etc.) in English-speaking countries.

4.2 Overall objectives of the stage²

According to Royal Decree 1105/2014, 26 December, CSE will contribute to the students' development of the skills that will enable them to:

- Accept their responsibilities, know and exercise their rights respecting others, show tolerance, cooperation and solidarity among people and groups, practice dialogue, adopt human rights as common values of a plural society and prepare to take part in democratic citizenship.
- Develop and consolidate habits of discipline, study and work both individually and in group as a necessary condition for the effective performance of learning tasks and a means of personal development.
- Value and respect gender differences and equal rights and opportunities. Reject stereotypes which lead to discrimination between men and women.
- Strengthen affective capacities in all areas of their personality and in their relations with others. Reject violence, prejudice of any type, sexist behaviour and resolve conflicts in a peaceful manner.

² Organic Law of Education: http://planipolis.iiep.unesco.org/upload/Spain/Spain_LOE_eng.pdf
[Accessed 2/05/2016]

- Develop basic skills in the use of information sources to acquire new knowledge. Acquire basic training in the field of technology, especially in information and communication technologies.
- Perceive scientific knowledge as integrated knowledge which is structured into different disciplines and understand and apply methods to identify problems in different fields of knowledge and experience.
- Develop an enterprising spirit and self-confidence, participation, critical awareness, personal initiative and the capacity to learn to learn, plan, take decisions and assume responsibilities.
- Understand and produce correctly complex texts and messages both orally and in writing in Spanish and, where applicable, in the co-official language of the Autonomous Community. Get to know, read and study literature.
- Understand and express themselves appropriately in one or more foreign languages.
- Know, value and respect the basic characteristics of their own culture and history and that of others, together with their artistic and cultural heritage.
- Know and accept the functioning of their own body and that of others and respect the differences; look after their body and develop healthy habits; take part in physical education and sports to contribute to their personal and social development; know and value the human dimension of sexuality in all its diversity; be critically aware of social habits related to health and consumption; care for living beings and the environment and contribute to their conservation and enhancement.
- Appreciate artistic creation and understand the language of different art forms, using various means of expression and representation.

4.3 Overall objectives of the area

According to Decree 43/2015, 10 June, studying English as a Foreign Language at this stage is aimed at enabling students to develop these abilities:

- Listen and understand general and specific information in oral texts from different communicative situations, adopting a respectful and cooperative attitude.
- Express and interact orally in common situations in a comprehensible and appropriate way and with certain level of autonomy.
- Read and understand different text types appropriate for the students' abilities and interests, with the aim of getting general and specific information and using reading as a source of enjoyment and personal enrichment.
- Write simple texts with different aims about different topics, using the appropriate cohesive and coherent resources.
- Know and use reflexively, with autonomy and correction, the basic phonic, lexical, structural and functional components of the foreign language in real communicative contexts, taking into account its discursive and socio-cultural components.
- Develop learning autonomy, reflect about the own learning process and transfer knowledge and communication strategies acquired in other languages to the foreign one.
- Use learning strategies and all the available means, including new information and communication technologies in order to get, select, and present information both orally and in writing.
- Appreciate foreign language as an instrument to have access to communication, as a tool to learn different content and as a maximum exponent of a culture.
- Assess the foreign language and all languages in general as a means of communication and understanding between people coming from different places, with different languages and cultures, avoiding any kind of discrimination or cultural or linguistic stereotypes.
- Develop individual and group working habits, of effort and responsibility in the study, as well as receptive attitudes and confidence in the own learning ability and use of the foreign language.
- Promote critical sense, personal initiative, curiosity, interest and creativity in the learning process.
- Develop entrepreneurship as a valuable attitude towards the practical application of learning processes.

4.4 Objectives for Year 3 CSE

The objectives for Year 3 CSE are included in the teaching units presented below.

4.5 Contents

The general contents that have to be taught at this stage (Year 3 CSE) are included in the teaching units presented below.

4.6 Long term plan

Unit	Setting	Language	Notions	Functions	Pronunciation
1 “Getting to know each other”	Personal features; Physical appearance; The family	Present Simple; Present Progressive; Time adverbs; Qualifying adjectives	Habits ; Routines ; Frequency; Positive & negative qualities; Time, tense & Aspect	Talking about routines; Describing people; Introducing oneself	/s/ /z/ /ɪz/
2 “On the road”	Travel items; Geographical features; My city	Past Simple; Past Progressive; Used to	Past actions and events; Time & Aspect	Narrating past events and situations	/t/ /d/ /ɪd/
3 “Against the law”	Crime; Television; My favorite tv programs	Present Perfect; Present Perfect Progressive	Agreement and disagreement; Finished vs. ongoing actions and situations	Talking about experiences	Silent letters
4 “What a story”	English writers	Past Simple vs. Past Perfect	Actions in the past previous to other past actions	Explaining related situations	/ʌ/ - /æ/
5 “Blast off!”	Space &Space travel; My life in 20 years’ time	The future: will, going to, Present Progressive	Future time	Making predictions	/θ/ /ʒ/ θə/ /ɛθ/
6 “Mad about mobiles”	New technology; Informal language	Modal Verbs: can, could, must, should, have to, might	Probability Permission; Suggestions/Advice; Possibility; Obligation	Arguing; Expressing objection; Giving advice; Expressing agreement	/ʃ/ /ʒ/
7 “Look at that!”	Art; British artists	Comparative and superlative forms	Comparison; Quality; Quantity; Manner	Describing similarity and difference	Contractions
8 “Breaking news”	News; The English Media	The passive	Information transfer	Reporting news	/h/ /w/
9 “Like a broken record”	Music; Idioms	Phrasal and prepositional verbs	Self-description	Talking about music, likes and dislikes	Intonation in yes/no questions and in W-questions
10 “Hit the books”	Education; My school	Reported Discourse	Information transmission	Reporting people’s words, thoughts and messages	Final consonants
11 “Win or lose”	Sports equipment; The body	Infinitives and -ing forms	Location in space, place, direction; distance	Interviewing people	/j/ /dʒ/
12 “You are what you eat”	Food and nutrition; Health	Relative clauses; Manner Adverbs	Opinions; Appearance; Qualities; Manner	Talking about eating habits and eating disorders; Ordering food	British/American English
13 “Talking fashion”	Fashion; Clothing and accessories	Conditional Clauses	Real, unreal and impossible hypothesis; Regret	Describing people; Expressing hypothesis; Talking about top-models’ lives	Word stress; Weak & Strong forms
14 “Landmarks”	Landmarks; Collocation	Quantifiers; Determiners; Possessives	Cultural identification, identity, traditions	Speaking in public	<gh>/ f/
15 “Life is cinema”	Film industry; Hollywood	Connectors	Reason; Consequence; Purpose	Talking about the cause, the consequence and the purpose of actions	/b/ /v/

UNIT 1: “Getting to know each other”

OBJECTIVES

- To increase students’ ability to express habits and interests
- To increase their ability to describe people’s appearance and personality
- To help students increase their word stock in the semantic field of family
- To help students understand the main ideas of oral and written texts
- To promote students’ interaction

CONTENTS

Listening and speaking

Listening: Understanding of the general information in a video recording in which an American teenager talks about his daily life

Speaking: Talking about routines; describing people

Reading and writing

Reading: Reading an article about family life in the UK

Writing: Writing a letter introducing themselves to an Irish student

Language study and practice

Review of present simple and present continuous; time adverbs and qualifying adjectives. Tense and aspect.

Expressing time frequency; expressing habits, routines and quality.

Practice of the pronunciation of /s/ /z/ /ɪz/

Cultural contents: Daily life of British and American people

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “A daily life of an American teenager”
<https://www.youtube.com/watch?v=B8QwKTGLlyw>
- News article: “UK among happiest nations for family life but among least neighborly, says study” <http://www.independent.co.uk/life-style/health-and-families/uk-among-happiest-nations-for-family-life-but-among-least-neighbourly-says-study-10361097.html>

ASSESSMENT CRITERIA

Students are able to:

- Introduce and describe themselves
- Talk about daily routines
- Make descriptions on appearance and personality
- Write coherent and cohesive texts
- Actively participate in class, speaking English, with a positive attitude

TIME FRAME: 8 sessions (2 weeks)

UNIT 1: “Getting to know each other”

Assessment test: Speaking

1. Look at this picture. Make descriptions on appearance and personality.



2. Role-play: Interviewing Queen Elizabeth II (daily life, routines, habits, family relations...).

Student A: Journalist

Student B: Queen Elizabeth II

UNIT 2: “On the road”

OBJECTIVES

- To increase students’ ability to narrate past events and situations
- To help students understand specific information provided by a video-recording
- To help students reflect on the information provided by a magazine article
- To promote group and pair work in class

CONTENTS

Listening and speaking

Listening: Understanding general and specific information in a video recording at an airport

Speaking: Talking about the memories of a trip

Reading and writing

Reading: Reading a report on America’s best cities for summer travel

Writing: Writing a letter to an Irish student talking about their city

Language study and practice

Review of past simple, past progressive and the modal verb ‘used to’. Time & Aspect Past

Talking about past actions and situations. Expressing comparison

Practice of the pronunciation of <-ed> endings: /t/ /d/ /ɪd/

Cultural contents

Awareness of the importance of responsible tourism. General knowledge of USA travel conditions

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “Checking in at an airport”
<https://www.youtube.com/watch?v=YNU1YTBI6jw>
- Article: “American’s best cities for summer travel”
<http://www.travelandleisure.com/slideshows/americas-best-cities-for-summer-travel>

ASSESSMENT CRITERIA

Students are able to:

- Produce coherent and cohesive texts when describing their cities
- Describe travel experiences in the past
- Actively participate in class, speaking English, with a positive attitude
- Understand specific information
- Get involved in group work

TIME FRAME: 8 sessions (2 weeks)

UNIT 3: “Against the law”

OBEJCTIVES

- To encourage students to talk about experiences
- To promote their ability to express agreement and disagreement
- To promote respect towards everyone’s turn to speak
- To help them understand the general information in a news report

CONTENTS

Listening and speaking

Listening: Understanding general information in a BBC video recording about crime news

Speaking: Talking about death penalty in the USA (debate)

Reading and writing

Reading: Reading an article about Jack the Ripper

Writing: Writing a letter to an Irish student about favorite TV programs

Language study and practice

Present perfect and present perfect progressive

Expressing agreement and disagreement; comparing finished and ongoing actions and situations

Practice of the pronunciation of silent letters

Cultural contents

General knowledge of American Death penalty

Basic information about Jack the Ripper

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “BBC news crime in England and Wales down 10%, survey shows”
<https://www.youtube.com/watch?v=u56rPnSeEB8>
- Article: “Jack the Ripper” <http://www.history.com/topics/british-history/jack-the-ripper>

ASSESSMENT CRITERIA

Students are able to:

- Actively participate in class, speaking English, with a positive attitude
- Distinguish finished and ongoing actions and situations
- Talk about experiences using the present perfect and present perfect progressive
- Summarize the main ideas presented in a BBC news report

TIME FRAME: 8 sessions (2 weeks)

UNIT 4: “What a story”

OBJECTIVES

- To increase students’ ability to express opinions
- To promote students’ interaction in the classroom
- To ensure students’ awareness of reading benefits
- To provide students with some information about the English literary world

CONTENTS

Listening and speaking

Listening: Understanding general information in a video-recording about Shakespeare’s Globe

Speaking: Discussing the benefits of daily reading

Reading and writing

Reading: Reading an article about the 100 novels everyone should read

Writing: Writing about Spanish writers to an Irish student

Language study and practice

Past simple vs. past perfect. Actions in the past previous to other past actions

Narrating past actions. Talking about reading habits.

Practice of the pronunciation of /ʌ/ - /æ/

Cultural contents

Awareness of the importance of English literature

Identification of well-known English writers

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: Shakespeare’s Globe
<https://www.youtube.com/watch?v=m3VGa6Fp3zI>
- Article: “100 novels everyone should read” <http://www.telegraph.co.uk/books/what-to-read/100-novels-everyone-should-read/>

ASSESSMENT CRITERIA

Students are able to:

- Talk about actions in the past previous to other past actions
- Explain related situations
- Actively participate in class, speaking English, with a positive attitude
- Write about Spanish writers

TIME FRAME: 8 sessions (2 weeks)

UNIT 5: “Blast off”

OBJECTIVES

- To enable students to talk about future actions and events
- To identify the different uses of ‘will’, ‘going to’ and present progressive verb forms
- To help students increase their word stock in the semantic field of space & space travel
- To increase students’ ability to make predictions

CONTENTS

Listening and speaking

Listening: Trailer *The Martian* (film by Ridley Scott)

Speaking: Discussing robots’ role in the future

Reading and writing

Reading: Reading an article about future cities

Writing: Writing a letter to an Irish student about your life in 20 years’ time

Language study and practice

The future time; future verb forms: ‘will’, ‘going to’, present progressive

Practice of the pronunciation of /ð/ /ʒ:/ ðʊ/ /ɛð/

Cultural contents

The Martian: connections between the film and the novel

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “*The Martian*. Official trailer”
<https://www.youtube.com/watch?v=ej3ioOneTy8>
- Article: “How will our future cities look” <http://www.bbc.com/news/technology-20770518>

ASSESSMENT CRITERIA

Students are able to:

- Make predictions about how things will be in the future
- Actively participate in class, speaking English, with a positive attitude
- Produce a future oriented written text
- Summarize the trailer of a film
- Express opinions about the topics suggested in class

TIME FRAME: 8 sessions (2 weeks)

UNIT 6: “Mad about mobiles”

OBJECTIVES

- To increase students’ ability to express agreement and objection
- To help students’ understand specific information in informal conversations
- To help students increase their word stock in the semantic field of IT
- To enable students to give advice
- To help them use modal verbs conveying probability, permission, suggestions, advice, possibility and obligation

CONTENTS

Listening and speaking

Listening: Understanding the details of a formal and an informal phone conversation

Speaking: Talking about phone manners and phone addiction

Reading and writing

Reading: Reading about Steve Jobs (Apple)

Writing: Writing an opinion essay

Language study and practice

Modal verbs

Ways of expressing probability; permission; suggestions; advice; possibility; obligation

Practice of the pronunciation of /ʃ/ /ʒ/

Cultural contents:

Basic information about Silicon Valley and Steve Jobs

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “Making phone calls”
https://www.youtube.com/watch?v=g3ir7_OlxII
- Article: “Steve Jobs: An Extraordinary Career”
<https://www.entrepreneur.com/article/197538>

ASSESSMENT CRITERIA

Students are able to:

- Locate Silicon Valley on the map and talk about its distinctive characteristics
- Actively participate in class, speaking English, with a positive attitude
- Demonstrate some understanding of a text about Steve Jobs
- Express probability, permission, suggestion, possibility, obligation and give advice
- Write an opinion essay about the given topics

TIME FRAME: 8 sessions (2 weeks)

UNIT 7: “Look at that!”

OBJECTIVES

- To promote students’ spontaneous interaction
- To increase their ability to make comparisons
- To enable them to talk about quality and quantity
- To ensure students’ correct pronunciation

CONTENTS

Listening and speaking

Listening: Understanding general information in a video about Banksy

Speaking: Comparing Banksy’s and Picasso’s works

Reading and writing

Reading: Graffiti: Art or Vandalism?

Writing: Writing about important artists in Spain to an Irish student

Language study and practice

Comparative and superlative forms/ Comparison, quality, quantity and manner

Practice of the use of contractions

Cultural contents

The figure of Banksy in the UK and street art

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “10 interesting stories about Banksy”
<https://www.youtube.com/watch?v=0UFDb615GHw>
- Article: “Graffiti: art or vandalism” <http://learnenglishteens.britishcouncil.org/uk-now/read-uk/graffiti-art-or-vandalism>

ASSESSMENT CRITERIA

Students are able to:

- Actively participate in class, speaking English, with a positive attitude
- Make comparisons giving personal opinions (similarities and differences)
- Write about Spanish artists
- Make descriptions using quality and quantity adjectives and manner adverbs

TIME FRAME: 8 sessions (2 weeks)

UNIT 8: “Breaking news”

OBJECTIVES

- To help students understand general and specific information in a radio news report
- To increase their ability to transfer information
- To help students increase their word stock in the semantic field of news and media
- To promote students’ active participation in the classroom

CONTENTS

Listening and speaking

Listening: Understanding the general information in a radio news report

Speaking: Role-play: reporting news/ Debate: why do not teens read newspapers?

Reading and writing

Reading: Tabloids vs. Newspapers

Writing: Writing about the media in Spain to an Irish student

Language study and practice

The passive. Information transfer

Talking about processes. Focusing on the object of some actions

The study of the pronunciation of /h/ /w/

Cultural contents

The English media

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “Sky News. Radio News Bulletin”
<https://www.youtube.com/watch?v=zF2EhYLuz8g>
- Article: “What’s the Difference Between Broadsheet and Tabloid Newspapers?”
<http://journalism.about.com/od/trends/fl/Whats-the-Difference-Between-Broadsheet-and-Tabloid-Newspapers.htm>

ASSESSMENT CRITERIA

Students are able to:

- Actively participate in class, speaking English, with a positive attitude
- Write about Spanish media
- Make conclusions about a radio news report
- Distinguish the main differences between tabloids and newspapers

TIME FRAME: 8 sessions (2 weeks)

UNIT 8: "Breaking news"

Assessment test: Listening

1. Listen to a radio news bulletin³
 1. Where was the announcement made about the host nation for the 2012 Olympics?
 - Paris
 - Singapore
 - London
 2. Which cities were in the race?
 - London, Paris, Madrid, New York, Moscow
 - London, Paris, Munich, New York, Moscow
 - London, Paris, Madrid, Singapore, Moscow
 3. What were the new Estonian President's election promises?
 - Investment in Estonian industry.
 - Privatised Estonian industry and schools.
 - Spend more money on hospitals.
 4. What share of the vote did he win?
 - 62%
 - 82%
 - 72%
 5. What wind speeds did the hurricanes produce?
 - 180 kilometers per hour
 - 180 miles per hour
 - 80 miles per hour
 6. When did the government issue an evacuation order?
 - It hasn't yet.
 - Many days ago.
 - Very recently.

³ <http://www.esl-lounge.com/student/listening/3L8-here-is-the-news.php> [Accessed 29/04/2016]

7. How old is Manchester United's new player?

- 17
- 18
- 19

8. Which team did he use to play for?

- Flamengo
- Sao Paolo
- Santos

9. What will he miss about Brazil?

- Sun and food.
- Food and beaches.
- Sun and beaches.

10. How long has Chi Chi lived in captivity?

- A couple of years.
- Nearly ten years.
- More than ten years.

2. Listen and fill in the gaps: “Delhi water crisis” BBC news⁴.

Water supplies are beginning to be.....in the Indian capital, Delhi, following protests which had left 10 million people

Engineers are working to repair awhich was damaged during violent protests by members of the Jat community.

3. Explain the meaning of the three missing words.

⁴ <http://www.bbc.co.uk/learningenglish/spanish/features/news-report/ep-160223> [Accessed 29/04/2016]

UNIT 9: “Like a broken record”

OBJECTIVES

- To increase students’ ability to express likes and dislikes
- To help them understand and summarize the contents of a magazine article
- To enable them to increase their musical background
- To make them aware of the importance of the English language in the world of music

CONTENTS

Listening and speaking

Listening: Song by Gotye to study phrasal verbs “Somebody that I used to know”

Speaking: Debate: in favour or against downloading music/ Talking about music: likes and dislikes

Reading and writing

Reading: Beatles vs. Rolling Stones

Writing: Writing about songs Spanish teens listen to

Language study and practice

Phrasal and prepositional verbs/ Self descriptions

Practice of intonation in yes/no questions and in W-questions

Cultural contents

Description of well-known English singers

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “Gotye. Somebody that I used to know- Official video”
<https://www.youtube.com/watch?v=8UVNT4wvIGY>
- Article: “The Beatles vs. The Rolling Stones-Classic Rock’s Greatest Debates”
<http://ultimateclassicrock.com/beatles-vs-rolling-stones-debate/>

ASSESSMENT CRITERIA

Students are able to:

- Actively participate in class, speaking English, with a positive attitude
- Talk about music: likes and dislikes
- Distinguish the main differences between phrasal and prepositional verbs
- Recognize phrasal verbs in a song

TIME FRAME: 8 sessions (2 weeks)

UNIT 10: “Hit the books”

OBJECTIVES

- To encourage students to talk about things someone said
- To ensure students’ correct pronunciation of final consonants
- To promote students’ spontaneity
- To help students understand the differences between UK and USA education system

CONTENTS

Listening and speaking

Listening: Obama’s speech on education

Speaking: Talking about private and public schools

Reading and writing

Reading: UK vs. USA education system

Writing: Writing about your school to an Irish student

Language study and practice

Reported discourse/ Information transmission

Practice of the pronunciation of final consonants

Cultural contents

Education system in UK and USA

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “Obama’s speech on Education”
<https://www.youtube.com/watch?v=4xrSO1rHIDM>
- Article: “UK vs. USA education system” <http://www.internationalstudent.com/study-abroad/guide/uk-usa-education-system/>

ASSESSMENT CRITERIA

Students are able to:

- Report people’s words, thoughts and messages
- Actively participate in class, speaking English, with a positive attitude
- Identify the differences between the Americana and the British education system
- Work in groups productively to summarize the main ideas of an article

TIME FRAME: 8 sessions (2 weeks)

UNIT 11: “Win or lose”

OBJECTIVES

- To promote group and pair work in class
- To help students increase their word stock in the semantic field of sports
- To increase their ability to interview people
- To enable students to express location in space, place, direction and distance

CONTENTS

Listening and speaking

Listening: Understanding the general information in a video recording about gender inequality in sports

Speaking: Role-play: interviewing famous sportswomen

Reading and writing

Reading: Reading a blog entry about sports that originated in the UK

Writing: Writing about sports in your country to an Irish student

Language study and practice

Infinitives and –ing forms/ Location in space, place, direction, distance

Practice of the pronunciation of /j/ /dʒ/

Cultural contents

General knowledge of British-origin sports

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “Gender inequality within sports”
<https://www.youtube.com/watch?v=4ID-XLo8-5A>
- Blog entry (Bloomsbury news blog): “British culture: sports that originated in the UK: football, tennis, boxing and more!” <http://www.bloomsbury-international.com/blog/2013/08/16/british-culture-sports-that-originated-in-the-uk-football-tennis-boxing-and-more/>

ASSESSMENT CRITERIA

Students are able to:

- Actively participate in class, speaking English, with a positive attitude
- Take part in an interview
- Express their opinion about gender inequality in sports
- Identify the most popular British sports

TIME FRAME: 8 sessions (2 weeks)

UNIT 12: “You are what you eat”

OBJECTIVES

- To help students understand the instructions of a recipe
- To increase their ability to talk about eating habits and eating disorders
- To promote students’ successful interaction when ordering food in a restaurant
- To ensure students’ respect towards eating disorders

CONTENTS

Listening and speaking

Listening: Understanding the instructions given in a video recording in which a famous cooker (Gordon Ramsay) explains a recipe

Speaking: Talking about eating habits/ Role-play: ordering food in a restaurant

Reading and writing

Reading: Obesity in the USA

Writing: Writing about typical Spanish food to an Irish student

Language study and practice

Relative clauses and manner adverbs/ Opinions; Appearance; Qualities; Manner
Pronunciation: British and American English

Cultural contents

General knowledge of American obesity problems

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “How to cook teak and spicy beef salad recipe-Gordon Ramsay”
<https://www.youtube.com/watch?v=1GMWn4IxVro>
- Article: “Obesity in the U.S.” <http://frac.org/initiatives/hunger-and-obesity/obesity-in-the-us/>

ASSESSMENT CRITERIA

Students are able to:

- Actively participate in class, speaking English, with a positive attitude
- Distinguish British and American pronunciation
- Talk about obesity in the USA
- Understand the specific information of a recipe explained by a cooker in a video recording

TIME FRAME: 8 sessions (2 weeks)

UNIT 12: “You are what you eat”

Assessment test: Reading⁵

TEENS AND FOOD 6

The next time you feel like opening a packet of crisps, think for a moment. Are you filling your body with empty calories or are you eating something healthy? Do you know how many calories or how much fat you are getting?

Your diet affects everything from your hair to your marks in exams. A healthy balanced diet helps you concentrate and gives you energy. Eating healthy food means choosing many different types of food to get all the nutrients you need, such as protein, carbohydrates, vitamins, minerals and fibre.

A healthy diet also means you should avoid eating empty calories. An empty calorie has mostly got sugar and fat, it hasn't got any nutrients. Next time you're hungry, don't eat the first thing you see. Take some time and read the food label. This label gives you important information. Remember – some foods may seem to be healthy but they're not. Energy drinks don't always have sugars in them. And there are breakfast cereals with as much sugar in them as ice cream.

Do you want to know how many calories there are in your breakfast cereal or in a packet of crisps? Look at the food label. Find the calories and the serving size.

Are you watching your weight? Check out the **fat** and **sugar**. Remember, you need some fat and sugar in your diet, but not too much.

Do you do sport? Look at the carbohydrates. Carbohydrates give you energy.

Nutrition Facts		Amount Per Serving
Total Fat	10g	20%
Salt	1g	20%
Sugar	10g	20%
Protein	10g	20%
Total Crisps	10g	20%

Food labels don't tell you what food is so eat – that's your decision. But they can make it easy to choose delicious and healthy food.

Spain Makes Fashion History!

To watch their weight, but some models are very thin, even anorexic. In 2004, organizers of a top fashion show in Spain did not allow underweight models to take part in it. The organizers didn't want to work with very thin models. They believe models should look a beautiful and healthy weight. Some of the other countries have followed Spain's example. Michael Kors, a famous American designer, said, "This is fine, but it has to be healthy."

1. True or false? Which sentences helped you decide?
 1. A healthy diet can help you do well at school.
 2. A good diet has got only protein and vitamins.
 3. The writer thinks empty calories are important.
 4. Carbohydrates are good for athletes.
 5. Models always look beautiful and healthy.
 6. Michel Kors doesn't like thin models.

2. Answer the questions.
 1. Why is a healthy diet important?
 2. What is an empty calorie?
 3. What information can you learn from a food label?
 4. What information is useful for someone watching his weight?
 5. What did the organizers of a top fashion show in Spain decide?

⁵ Charlotte Addison and Ryan Norcott, *Advanced Real English 3* (Burlington Books, 2011)

UNIT 13: “Talking fashion”

OBJECTIVES

- To help students express hypothesis and regret
- To enable them to talk about top-models’ lives
- To increase their ability to describe people
- To help them increase their word stock in the semantic field of fashion, clothing and accessories

CONTENTS

Listening and speaking

Listening: Dress code

Speaking: Top-models’ lives and eating disorders

Reading and writing

Reading: Highland dress

Writing: Writing about traditional Asturian clothing to an Irish student

Language study and practice

Conditional clauses/ Real, unreal and impossible hypothesis; Regret

Practice of the pronunciation of word stress; weak & strong forms

Cultural contents

Traditional Scottish clothing

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “School dress code causing controversy”
<https://www.youtube.com/watch?v=5pYDCAfyNiE>
- Article: “Ancient highland dress” <http://www.tartansauthority.com/highland-dress/ancient/>

ASSESSMENT CRITERIA

Students are able to:

- Express hypothesis and regret
- Actively participate in class, speaking English, with a positive attitude
- Pronounce weak and strong forms
- Give their opinion and express an understanding of the dress code listening
- Write about traditional Asturian clothing following the structure of the reading studied in class

TIME FRAME: 8 sessions (2 weeks)

UNIT 14: “Landmarks”

OBJECTIVES

- To increase students’ ability to speak in public
- To help them increase their word stock in the semantic field of cultural identification, identity and traditions
- To help them understand general information about British landmarks
- To ensure students’ development of artistic and cultural competence

CONTENTS

Listening and speaking

Listening: The Secrets of Stonehenge

Speaking: Speaking in public: talking about Spanish landmarks

Reading and writing

Reading: UK’s top 50 landmarks

Writing: Writing about Asturian landmarks to an Irish student

Language study and practice

Quantifiers, determiners and possessives/ Cultural identification, identity, traditions

Practice of the pronunciation of <gh>/ f/

Cultural contents

Identification of well-known British landmarks

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “The secrets of Stonehenge”
<https://www.youtube.com/watch?v=GbrOLjkd8CA>
- Article: “UK’s top 50 landmarks” <http://www.mirror.co.uk/news/uk-news/uks-top-50-landmarks-how-2204163>

ASSESSMENT CRITERIA

Students are able to:

- Identify the most important landmarks in the UK
- Write about Asturian landmarks
- Prepare and give a speech about Spanish landmarks
- Reflect on the importance of landmarks for the world history

TIME FRAME: 8 sessions (2 weeks)

UNIT 15: “Life is cinema”

OBJECTIVES

- To help students increase their word stock in the semantic field of cinema
- To promote their ability to talk about the cause, the consequence and the purpose of actions
- To help them understand the connections between literature and cinema
- To promote students’ spontaneous interaction

CONTENTS

Listening and speaking

Listening: Listening to a commercial ad by a New Zealand airline company based on *The Lord of the Rings*

Speaking: Debate: Hollywood vs. Spanish films

Reading and writing

Reading: Book-to-film adaptations

Writing: Writing a film review

Language study and practice

Review of connectors. Expressing reason; consequence and purpose

Practice of the pronunciation of /b/ /v/

Cultural contents

Hollywood industry

Books made into films

RESOURCES

- Grammar explanations and practical exercises
- Pronunciation practice activities
- Video-recording: “An unexpected briefing #airzhobbit”
https://www.youtube.com/watch?v=cBIRbrB_Gnc
- Article: “Are these the best book-to-film adaptations?”
<http://www.theguardian.com/books/booksblog/2015/mar/05/best-book-to-film-adaptations>

ASSESSMENT CRITERIA

Students are able to:

- Identify general information about the Hollywood industry
- Establish connections between literature and cinema and discuss on it
- Talk and write about reason, consequence and purpose
- Write a film review using the connectors studied in class

TIME FRAME: 8 sessions (2 weeks)

UNIT 15: “Life is cinema”

Assessment test: Speaking

1. Imagine that a film director offers you the possibility to adapt a book into a movie. Which one would you chose and why?
2. You are an actor and you have to lose 20 kg to star in a movie. Explain the consequences of this transformation.
3. You can be a film character for a day. Which character would you chose and why?
4. What is the purpose of this commercial ad?



4.7 Timing

The timing for this syllabus has been designed on the basis of a regular thirty seven week schedule organized along three terms (4 hours per week).

Term 1: 14 weeks (15th September- 23th December)

Term 2: 11 weeks (11th January- 23th March)

Term 3: 12 weeks (4th April - 24th June)

The time devoted to each unit will be two weeks. During the first two weeks new contents will not be introduced. Instead, students will revise previous knowledge and they will take a placement test. Thus, their main problems will be identified and, hopefully, solved. A feedback and revision week will enable students' progress. Finally, the last two weeks of term three will be devoted to revise the main contents covered during the whole academic year.

WEEK	PLANNING & UNITS	TOPICS & ACTIVITIES
1-2	Identification of main problems; error analysis; basic communicative needs	Placement test; remedial work; revision & practice
3-4	Unit 1	"Getting to know each other"
5-6	Unit 2	"On the road"
7-8	Unit 3	"Against the law"
9-10	Unit 4	"What a story"
11-12	Unit 5	"Blast off!"
13-14	Unit 6	"Mad about mobiles"
15	Assessment & Feedback	Revision
16-17	Unit 7	"Look at that!"
18-19	Unit 8	"Breaking news"
20-21	Unit 9	"Like a broken record"
22-23	Unit 10	"Hit the books"
24-25	Unit 11	"Win or lose"
26	Assessment & Feedback	Revision
27-28	Unit 12	"You are what you eat"
29-30	Unit 13	"Talking fashion"
31-32	Unit 14	"Landmarks"
33-34	Unit 15	"Life is cinema"
35-36	Assessment & Feedback	Revision
37	Resit assignments	

4.8 Methodology

The overall aim of this planning (intended for a group in Year 3 of CSE) is to improve students' communicative competence in English. In order to do that, the methodology applied in this syllabus focuses on a communicative approach.

The concept of Communicative Competence⁶ was introduced by Dell Hymes, as a response to Chomsky's concept of Competence. Dell Hymes explains that communicative competence is not just about linguistic issues; it is more than that. It is about context, context and social matters. This does not mean that grammar is not going to be taught; it has to be studied but not on a traditional perspective. In other words, it will be explained in context and it will not be considered as an end in itself. Students will have to apply the grammar rules to different communicative situations in the form of practical activities.

After Dell Hymes, other authors such as Canales and Swain⁷ added some elements to the theory by identifying the four components of the communicative competence: grammatical, sociolinguistic, strategic and discourse competence. Grammatical competence refers to the knowledge of the language code; sociolinguistic competence refers to the socio-cultural code of language and appropriateness; discourse competence is connected to feasibility and acceptability and finally, strategic competence refers to something actually used, that is attestedness.

Sandra Sauvignon⁸ further established a connection between the four components of the communicative competence. She says that they have to be developed and taught at the same time, interacting from the very beginning of the learning process; otherwise, the learner cannot become communicative competent. Therefore, in this syllabus the four components are combined and the same importance is given to each of them.

In relation to the Common European Framework of Reference for Languages (CEFRL), it is important to say that, nowadays, is a key element both for teachers and learners of languages. It pays special attention to the sociolinguistic competence as it is

⁶ Alicia Laspra, "Making it work: Communicative Competence, from theory to practice", *Language Awareness in English and Spanish* (Valladolid: Universidad, 2008) 153-83.

⁷ Michael Canale and M. Swain, "Theoretical bases on Communicative approaches to second language teaching and testing", *Applied Linguistics* (Toronto: Mimeo, 1980) 1-47.

⁸ Sandra Savignon, *Communicative Competence: Theory and Classroom Practice*. (Reading, Mass: Addison-Wesley, 1983).

explained in the article “La importancia de la competencia sociocultural en el aprendizaje de segundas lenguas” by Mar Galindo Merino⁹. Students have to take into account the culture of the language they are studying because they need to produce not just grammatically correct sentences, but also utterances adapted to each situation. It implies register, politeness and style among other elements. Thus, in this syllabus, the sociolinguistic competence is emphasised all through the course.

Realia are another key factor within this syllabus. Students have to get used to real texts, both written and oral. Moreover, they have to be motivated so the materials used in the classroom must be related to their interests, dealing with real life situations and personal experiences. This will promote a positive attitude towards the subject. Collaborative learning is also essential; students will work in groups/pairs and support each other.

As for relevant learning, the first step is to know all the students as well as their abilities and levels of language knowledge. The above-mentioned placement test will serve for this purpose. Then, the learning process will be more successful. Regarding students with special educational needs, teachers need to adapt the contents to their abilities so that they achieve progress and feel they are also part of the system. This is what diversity implies.

To sum up, by applying a communicative approach, this syllabus is intended to promote interaction in the classroom and to make students communicate because, in the end, the overall aim of studying a language is to be able to communicate in different contexts and situations.

4.9 Teaching resources

The resources and materials needed are the following:

- Textbooks, notebooks and worksheets
- Magazine articles, newspapers
- IT media with access to the Internet
- CD player and audio CDs

⁹Mar, Galindo Merino. “La importancia de la competencia sociocultural en el aprendizaje de segundas lenguas”. *Interlingüística*, (Alicante: Universidad de Alicante, 2005) 431-441.

- Dictionaries
- IT room and library
- Digital whiteboard

4.10 Evaluation criteria

- Understand the general and specific information in oral texts on familiar topics by a speaker or any other oral source, at slow or medium speed, in a formal, neutral or informal level.
- Identify and use socio-cultural and sociolinguistic elements to understand oral and written texts.
- Perform the most relevant communicative functions in a text.
- Participate in conversations on familiar topics (personal experiences, education, plans, daily life etc.) using simple structures and neutral or informal level.
- Understand general and specific information in a variety of written texts.
- Write a variety of guided texts paying special attention to vocabulary, cohesion, coherence, spelling and punctuation.
- Identify some strategies used to progress in learning and use them as a self-assessment and self-correction instrument.
- Use of IT to search for information, produce texts and interact with people, establishing personal relationships.
- Show a respectful and positive attitude towards other cultures, languages and traditions.

4.11 Assessment procedures and tools

Students' level of English will be acquired and assessed progressively, combining the four skills (listening, speaking, reading and writing) so it can be said that it is controlled assessment. Their participation will be assessed, as well as class work completion and attitude towards the course. Homework will also be taken into account for assessment. Apart from that, they will have to hand in a portfolio with all the activities done: writing tasks, grammar exercises and the letters for the *eTwinning* project.

The aim of this portfolio is to help students reflect upon their learning process and enable them to improve their English. As for the *eTwinning* program, they will have to write a paper discussing the value of the activities. In other words, students will have to decide whether the exchange of letters and analysing errors are useful for their learning process or not. Besides, they will be expected to make suggestions for improvement.

Students will have to take an initial assessment test on the first week of the academic year in order to identify and solve the possible problems. At the end of each teaching unit, they will take a progress test¹⁰ to check understanding of the main contents and a mid-term and a final-term exam will also be given to complete assessment. That is, students will be assessed progressively.

There will not be a Use of English exam as such. However, students will do grammar exercises both as class work and homework. Given that the four skills (reading, writing, listening and speaking) will be combined all throughout the syllabus, grammar will be explained while practicing those skills.

4.12 Marking criteria

Students will be assessed according to the following marking criteria:

EXAMS	40%	Reading: 10%
		Writing: 10%
		Listening: 10%
		Speaking: 10%
PORTFOLIO (class work and homework)	40%	Activities: 15%
		<i>eTwinning</i> : 15%
		Use of English: 10%
PARTICIPATION AND ATTITUDE	20%	Actively participate in class, speaking English, with a positive attitude: 10%
		Personal initiative, group work and respectful attitude towards others: 10%

¹⁰ Please see pages 18, 22, 27, 33 and 37.

4.13 Reinforcement and resit assignments

It is important to keep in mind the fact that not all the students in the classroom are likely to achieve the expected results. Therefore, some of them will need to do some extra work in order to reach the expected level of English.

Each teaching unit includes reinforcement activities for those students who need them. These reinforcement tasks allow for practicing the four skills and they are intended to solve eventual doubts and difficulties.

Apart from that, there will be a resit at the end of each term and also a final exam at the end of Term 3. Those needing it will take those exams and will have to hand in some extra work before the exam to check that they have revised and understood the contents. This will be part of a portfolio which will also be assessed.

4.14 Achievement indicators

The achievement indicators of the long term plan are the students' results. In other words, the analysis of students' results (success rates) will help me to check whether the syllabus has been successful or not.

4.15 Special educational needs

Diversity enriches our educational system and thus, special educational needs are an essential part of any official curriculum. Teachers have to teach the same contents to all students by establishing different difficulty levels, to suit the students' abilities.

Collaborative learning will be carried out in order to help those students who do not have major problems in their learning process but whose level of English is lower than the rest. Then, they will work in groups and they will help each other.

Apart from that, additional material and extra practice will be given for those who have more difficulties. Whenever they need help, the teacher will be willing to help them.

Therefore, the overall aim is to make students realize that each person has its own learning pace; that they all must be treated in the same way and, as a group, they have to help their classmates when necessary, showing a respectful attitude at all times.

4.16 Cross-curricular activities

The Spanish are expected to exchange letters with some Irish students along the academic year, so at the end of the Term 3, an exchange trip to Dublin will be organized. This will bring opportunities for the students do many activities (sports, cultural activities etc.); they will go to the same school as their Irish mates and they will live with them and their families for a week. Therefore, they will learn a lot while having fun. This experience will help them to practice and improve their English and to know a little bit more about Irish culture.

PARTE III

5. Proyecto de investigación educativa

5.1 Introducción

El presente proyecto de investigación surge durante el primer mes de prácticas en el I.E.S. La Ería (Oviedo) donde pude comprobar el bajo nivel de los alumnos en lo que a producción escrita se refiere. Es decir, la destreza que en inglés se conoce como *writing*. Yo intuía esta necesidad y se confirmó cuando pude ver las redacciones que los alumnos realizaban, bien como simples tareas de clase o en los exámenes.

El proyecto se llevó a cabo en 3º de la ESO, con dos alumnas de un grupo bilingüe que se ofrecieron voluntarias. Tras corroborar que era una necesidad que tenía que ser remediada, decidí proponerles el intercambio de tres cartas con dos alumnas irlandesas a través de la plataforma *eTwinning*. De este modo, las alumnas españolas escribieron en inglés y las irlandesas en español y se corrigieron los posibles errores unas a otras. Pero esta no fue la única corrección que recibieron; yo también les proporcioné *feedback* y traté de explicarles los errores que habían cometido. Para ello nos reunimos en los recreos a fin de contrastar las correcciones que yo les había hecho con las de las alumnas irlandesas y para reflexionar sobre los errores cometidos.

A continuación se presenta la investigación, dividida en seis apartados. En primer lugar, se explica el problema que inspira el diseño de la investigación. En segundo lugar, la hipótesis de la que se parte. En tercer lugar, los objetivos que se persiguen con la propuesta. En cuarto lugar, se presenta el estado de la cuestión, haciendo referencia a otros trabajos que ya han tratado este tema (el análisis de errores). La metodología es el siguiente apartado, centrado en el propio proceso de investigación: los recursos utilizados; la forma de trabajo de las alumnas; el análisis de los errores etc. Es decir, cómo se desarrolló todo el proceso. Siguen los resultados de la investigación con un análisis y clasificación de los tipos de errores. Finalmente, las conclusiones resumen todo lo que se ha descubierto en el proceso de investigación; la valoración de la misma y las posibles propuestas de mejora.

5.2 Problema que inspira el diseño de la investigación

Esta investigación surge como solución a uno de los grandes problemas que tienen los estudiantes de inglés como primera lengua extranjera: la expresión escrita (*writing*). Además de esto, la falta de motivación hacia la escritura, así como los errores persistentes en las producciones escritas de los estudiantes sirvieron de estímulo para su diseño y puesta en práctica. El desconocimiento de elementos culturales básicos de los países anglófonos es otro punto a destacar ya que, a pesar de trabajarse en clase, no se le otorga a la competencia intercultural la importancia requerida. He podido comprobar la existencia de estos problemas en los primeros días de prácticas. Cuando los alumnos tenían que enfrentarse a la redacción de un texto, bien para un examen o para una simple tarea de clase, los resultados de tales composiciones eran desastrosos. Teniendo en cuenta que me refiero a lo que sucedía en los grupos adscritos al programa bilingüe, resulta obvio constatar la forma en que el problema se agravaba en los otros grupos.

Las causas de este problema tan frecuente entre los estudiantes españoles son diversas. En primer lugar, destacaría la falta de implicación por parte del profesorado, ya que, al menos en mi experiencia, no corrigen las redacciones que sus estudiantes realizan y si lo hacen, no les explican los fallos. De este modo, los errores se fosilizan y se siguen cometiendo año tras año, independientemente del nivel en el que se encuentren. En segundo lugar, el poco valor que se otorga en las programaciones a esta destreza. Sigue siendo la gramática el elemento clave en las mismas. En tercer lugar está la falta de motivación del alumnado a la hora de escribir, probablemente ocasionado por las temáticas que se les plantea. Los temas sobre los que tienen que escribir no son cercanos a ellos y por tanto, muestran desinterés y falta de implicación. Y finalmente, el hecho de que los alumnos no tengan un hábito lector desarrollado no ayuda en absoluto a la hora de redactar un texto. Esta problemática situación, que se plantea respecto a la lengua española, se agrava en el caso de la lengua inglesa.

Con ayuda del programa *eTwinning*, contacté con una profesora de español en Irlanda y le propuse un intercambio de tres cartas. Dos alumnas de 3º de la ESO se ofrecieron voluntarias, al igual que dos irlandesas. Las españolas escribirían en inglés y las irlandesas en español y se corregirían las cartas mutuamente. El objetivo último de este proyecto era, por mi parte, realizar un análisis de los errores cometidos por mis

alumnas y valorar la efectividad tanto de mis correcciones como las de las propias alumnas irlandesas.

5.3 Hipótesis

Esta propuesta se desarrolló con el fin de intentar solventar los problemas expuestos previamente. El uso del programa *eTwinning* (una de las mayores plataformas de trabajo colaborativo de Europa que mantiene conectados a profesores y alumnos) supuestamente aumentaría la motivación de los estudiantes. La hipótesis de partido fue que los alumnos dejarían de escribir redacciones de forma tradicional, con papel y bolígrafo pasando a usar la tecnología para su elaboración. Y que, en lugar de escribir con el fin último de ser evaluados y obtener una calificación, lo harían para intercambiar opiniones, gustos e ideas con estudiantes extranjeros (en este caso Irlandeses) de su misma edad. De este modo, la motivación de los estudiantes pasaría de ser puramente extrínseca a intrínseca ya que realizarían las actividades de forma voluntaria, sin ningún tipo de obligación o exigencia.

Estos planteamientos se enmarcan en el currículo de la ESO, donde se hace referencia a la conveniencia de organizar actividades internacionales con participación de los alumnos en este tipo de programas de trabajo colaborativo con países europeos: “La participación en programas europeos y otras iniciativas de colaboración internacional pueden constituir un apoyo de extraordinario valor que aumente la motivación del alumnado a emplear la lengua en contextos que van mucho más allá del aula”¹¹. Finalmente, su conocimiento de la cultura Irlandesa aumentaría y reforzaría, sin darse cuenta, en el marco del denominado *task-based approach*, su competencia intercultural.

5.4 Objetivos

Los objetivos de esta investigación se dividen en generales y específicos. Como objetivo general destaca el de mejorar la corrección y eficacia en la producción de

¹¹Decreto 43/2015, 10 de junio, 213

textos escritos no solo en cuanto a cuestiones gramaticales y léxicas, sino también en términos de coherencia y de cohesión. Y como objetivos específicos, señalaría:

- Aumentar la motivación de los estudiantes para realizar tareas de redacción y para el aprendizaje del inglés, en general
- Conocer aspectos culturales de Irlanda
- Fomentar la capacidad de autoevaluación y reflexión de los estudiantes
- Hacer uso de las tecnologías de forma autónoma y responsable

5.5 Estado de la cuestión

El error forma parte del proceso de aprendizaje de una lengua por eso debe ser estudiado analizando sus causas para que los estudiantes reflexionen sobre ello y no vuelva a cometer. En el currículo de la ESO de Asturias se hace mención a esto: “Desarrollar la autonomía en el aprendizaje, reflexionar sobre los propios procesos de aprendizaje y transferir a la lengua extranjera conocimientos y estrategias de comunicación adquiridas en otras lenguas”¹². Y también se alude a la corrección de errores: “Con el fin de consolidar la autonomía de alumnos y alumnas y desarrollar su capacidad para seguir aprendiendo a lo largo de la vida, se promoverá la utilización de estrategias para el análisis del propio proceso de aprendizaje, ofreciendo pautas para la corrección de errores o la autoevaluación de los aprendizajes”¹³.

El análisis de errores durante el proceso de aprendizaje de una lengua es muy efectivo ya que permite al estudiante reflexionar sobre los mismos. Tal y como se describe en el Diccionario de términos clave de ELE del Instituto Cervantes: “Los errores empezaron a ser considerados como un factor provechoso en el aprendizaje porque constituían un paso ineludible en el camino de apropiación de la nueva lengua y eran valorados como índices de los diversos estadios que el aprendiente atraviesa durante el proceso de aprendizaje”¹⁴. Esto surge en los años setenta del pasado siglo como alternativa al análisis contrastivo. Es decir, el análisis de errores ya no compara la

¹² Decreto 43/2015, 10 de junio, 211

¹³ Decreto 43/2015, 10 de junio, 213

¹⁴ http://cvc.cervantes.es/ensenanza/biblioteca_ele/diccio_ele/diccionario/analisiserrores.htm [Visitada el 6 de mayo de 2016]

lengua materna con la aprendida como lo hacía el contrastivo, sino que se centra en la lengua meta del aprendiz.

En cuanto a trabajos publicados sobre la misma temática, el análisis de errores, su estudio y clasificación por categorías como método para mejorar la redacción de los estudiantes, cabría destacar un artículo titulado *Making it work: communicative competence, from theory to practice*.¹⁵

Centrado en la competencia comunicativa, el artículo explica en detalle los cuatro componentes de la misma (competencia gramatical, discursiva, sociolingüística y pragmática), así como el estudio de los errores cometidos por estudiantes universitarios en sus redacciones en inglés. Es decir, el objetivo de este trabajo es explicar porqué los estudiantes españoles no consiguen alcanzar el grado necesario de competencia comunicativa a pesar de estudiar esta lengua extranjera desde edades muy tempranas. Su carácter práctico, es de utilidad para el análisis y la clasificación de los errores cometidos por el alumnado.

En relación al programa *eTwinning*: “Es una experiencia enriquecedora para los profesores y para los alumnos. No sólo a nivel profesional sino también personal. Amplia horizontes y ayuda a generar una percepción más global del mundo”¹⁶. Por tanto, esta plataforma no solo es útil para intercambiar cartas y mejorar la producción escrita, sino también para motivar a los alumnos y ayudarlos a valorar y conocer más a fondo otras culturas.

Tal y como se indica en el artículo publicado por la plataforma virtual *eTwinning*, basado en una encuesta realizada a seis mil profesores participantes en el programa, la repercusión de *eTwinning* en la motivación de los alumnos, así como su participación, es grande: “De acuerdo con los docentes encuestados, la mayor repercusión de *eTwinning* en sus estudiantes es el aumento de la motivación, pues 9 de cada 10 docentes ha indicado que *eTwinning* ha repercutido en ello [...] en gran medida”¹⁷.

¹⁵ Laspra (2008)

¹⁶ <http://eprints.sim.ucm.es/12667/1/T32838.pdf> [Visitada el 3 de mayo de 2016]

¹⁷ https://www.etwinning.net/es/pub/news/news/impact_of_etwinning_on_student.htm [Visitada el 10 de mayo de 2016]

5.6 Metodología

Para el desarrollo de la investigación conté con la colaboración de dos alumnas de 3º de la ESO bilingüe que se ofrecieron voluntarias. El hecho de que haya escogido a este grupo viene dado por cuestiones prácticas. Es decir, ya que son un grupo muy responsable y comprometido, preferí realizar el proyecto con alumnos de este curso y asegurarme, de este modo, que iban a trabajar bien y enviar las cartas adecuadamente. Estas dos alumnas (muy trabajadoras y comprometidas con sus estudios), por iniciativa propia, quisieron colaborar sin haberles ofrecido ningún tipo de recompensa o puntuación extra. De este modo, el buen desarrollo de la investigación estaba asegurado.

El nivel de inglés de estas dos alumnas era bueno ya que pertenecen a un grupo bilingüe; no obstante, en cuanto a la producción escrita sus problemas de competencia comunicativa aumentaban. Por tanto, aún teniendo un buen nivel de inglés, presentaban errores en sus redacciones que podrían ser resueltos a través de su análisis.

Contando con la participación de estas dos estudiantes, me puse en contacto con una profesora española que imparte clase de español en Irlanda. Todo esto se hizo a través de la plataforma *eTwinning*, con la ayuda de mi tutor de prácticas, uno de los responsables de este programa en Asturias. Intercambié varios correos con ella y finalmente, acordamos desarrollar el proyecto. La propuesta fue la de intercambiar tres cartas y corregir los errores cometidos (las españolas en inglés y las irlandesas en español). No obstante, la tarea de llegar a un acuerdo y poner en marcha el proyecto no ha resultado nada fácil debido principalmente a la incompatibilidad de horarios, períodos de exámenes y vacaciones de ambos países.

Una vez establecido el proyecto contacté con las dos alumnas voluntarias y comenzamos a trabajar. Creé dos carpetas en la plataforma *eTwinning* para que subiesen sus cartas. Una carpeta era para subir las primeras cartas y otra para subir las cartas corregidas. Todo ello se realizó por medios electrónicos. Yo me comunicaba con las alumnas vía e-mail, al igual que con la profesora de Irlanda.

Veía a las alumnas todos los días en clase pero realicé las entrevistas con ellas en los recreos para no interferir en el desarrollo de las clases. Les explicaba los errores que habían tenido, los comentábamos, y los comparábamos con las correcciones que habían

hecho las alumnas irlandesas. Respecto a la forma en que las alumnas trabajaron se pueden identificar varias fases. En primer lugar, las alumnas escribían una carta y la subían a la plataforma *eTwinning* para que las alumnas irlandesas las pudiesen ver y corregir. En segundo lugar, las españolas corregían las cartas de las irlandesas escritas en español y se las reenviaban (también a través de *eTwinning*) revisadas. Y en tercer y último lugar, comprobaban los fallos detectados por sus compañeras irlandesas y los comparaban con los que yo les había indicado.

Los temas sobre los que se planteó el intercambio de correspondencia, todos son de su interés y muy cercanos a ellos; por ejemplo, su ciudad, su centro educativo o sus aficiones. Así, no tuvieron que divagar sobre temas complejos, ajenos a su vida cotidiana.

Respecto al análisis de errores que he realizado, es importante resaltar que se ha hecho sobre la base de los cuatro componentes de la competencia comunicativa: gramatical, discursiva, sociolingüística y estratégica. Es decir, aquello que no es gramaticalmente correcto se incluye dentro de la categoría de competencia gramatical; lo que es difícil de descodificar dentro de la competencia discursiva; lo que no es apropiado socialmente en la sociolingüística y por último, lo que no es usado por hablantes nativos en la estratégica.

5.7 Resultados

Los resultados obtenidos tras el intercambio de las tres cartas con las alumnas irlandesas fueron buenos en general, especialmente a nivel motivacional ya que las alumnas han confesado sentirse más motivadas hacia la producción escrita. Es decir, tal y como ellas mismas han señalado, al contrario que con las redacciones obligatorias que tienen que realizar al finalizar cada unidad docente, esta vez las han escrito con muchas más ganas y se han sentido entusiasmadas al poder compartir opiniones, gustos e ideas con compañeras extranjeras de su misma edad.

En relación al análisis de errores y la mejora en la redacción, es interesante indicar que el hecho de recibir mis correcciones, así como también las de sus colaboradoras irlandesas, los resultados son muy positivos. Es decir, ya no es un

profesor (un superior) quien indica los fallos cometidos, sino un alumno de su misma edad (un igual) por lo que la forma de ver esas correcciones cambia. Pasa de ser un simple círculo rojo que resta puntos en un examen, a un toque de atención sin más consecuencia que mejorar.

Los fallos detectados han sido muy variados, pero en especial han sido errores relacionados con la competencia gramatical. Es importante señalar también que no ha habido grandes errores en lo que a competencia sociolingüística se refiere, quizás debido al hecho de que las alumnas voluntarias no presentaban grandes dificultades para el estudio de la lengua extranjera.

El nivel de las dos alumnas es similar, por tanto los errores se analizaron conjuntamente y de forma general. Como ya mencionaba arriba, la mayoría de los errores son gramaticales, derivados de adición (*addition*), omisión (*omission*) y formación errónea de palabras (*misformation*). Estos son algunos de los ejemplos detectados más representativos:

-Errores de número (singular/plural) como por ejemplo en el caso de **People is*, un sujeto plural y un verbo en singular o como en el caso de **Other thing, other* es plural y *thing* singular. Por tanto, estamos ante dos casos de *alternating form*.

-Errores de omisión de preposiciones como por ejemplo en *I *like eat cupcakes*, donde se omite la preposición *to*. Del mismo modo, en la oración **Is not very big* se omite el sujeto y en **Uria's street where you can go shopping* se omite *a* delante de *street*.

-Errores en la formación de estructuras verbales como por ejemplo *I am fond of *practice, I love *listen to Music, I don't like *play*. Estos son casos de *misformation*. En los tres ejemplos, *fond of, love* y *like* van seguidos de *-ing* y no de infinitivo.

-Errores de adición (*addition*) como, por ejemplo, la adición de *being* en esta oración: *My parents are divorced but they are still *being friends*.

-Errores de orden (*misordering*) en las oraciones como, por ejemplo, **I love also* en lugar de *I also love*.

-Errores de puntuación: **I love also watching movies, my favorite ones are Harry Potter and The Hunger Games I recommend you to watch them, they are fantastic.* Debería haber puntos después de *movies* y después de *The Hunger Games*.

-Errores de ortografía (*spelling*) como por ejemplo **cathredal*, **burguer* o **threere*.

En relación a la competencia estratégica, los errores cometidos son influencia del español (calcos, expresiones que un nativo no usaría etc.), por ejemplo:

-**watch some small squirrels*: la elección del verbo no es la correcta, sería mejor utilizar *see*. Por tanto, podríamos clasificar este error como elección léxica incorrecta (*wrong lexical choice*).

-**go to visit* es calco del español “ir a visitar”. Podría ser clasificado como un error de interlengua (*interlingual error*) al igual que **Mc donals*. Es decir, McDonald’s en español se suele pronunciar de la misma forma que la alumna lo ha escrito. Por tanto, estaríamos ante otro caso de *interlingual error*, influencia de la lengua materna.

En cuanto a la competencia discursiva, podría destacarse la construcción de oraciones demasiado largas, que dificultan la comprensión como por ejemplo:

-**I live in Oviedo which is the capital city of Asturias. Is not very big but there are lot of beautiful places where you can spend a good time such as San Francisco’s Park with lots of trees where you can go for a walk and watch some small squirrels.*

Y un uso erróneo de algunos conectores como en este caso, donde *also* no es cohesivo:

-**Also in the outskirts of the city there is a huge mal.*

Por último, errores relacionados con la competencia sociolingüística no se han encontrado muchos pero podrían indicarse los siguientes:

-**Hello my Irish partner* es una expresión demasiado familiar para dirigirse a una persona con la que solo has intercambiado una carta.

-**I am talking about my city* es una expresión más propia del discurso oral, de la conversación, que del escrito.

También es importante resaltar que las alumnas han considerado más útiles mis correcciones y explicaciones de errores que las de las propias estudiantes irlandesas.

Esto puede ser debido a que yo les trataba de explicar cada error, llegando a la causa de este, y las irlandesas se limitaban a señalarlos sin ningún tipo de explicación. En todo caso, muchos errores coincidieron, aunque yo identifiqué muchos más que ellas.

En relación al *feedback* puede indicarse que ha sido efectivo porque tras la explicación de los errores, no han vuelto a cometerlos. Construcciones aparentemente fosilizadas como por ejemplo **people is*, **like eat*, **love listen*, **fond of practice* no se han vuelto a repetir. No han vuelto a escribir oraciones sin sujeto y han dejado de estructurar las redacciones en un único párrafo, organizando la información en varios.

5.8 Conclusiones

Tras el desarrollo de la investigación he podido comprobar por qué los alumnos cometen tantos errores en las redacciones y por qué no están motivados a la hora de realizarlas. En primer lugar, porque no se trabaja esta destreza lo suficiente, dándose más peso a la sección de gramática. Y en segundo lugar, porque los profesores no analizan ni explican a sus alumnos los errores que cometen, quizás porque supone una gran carga de trabajo para ellos, o simplemente porque prefieren centrar la atención en la práctica de otras destrezas.

En términos generales, la valoración de la investigación es buena ya que considero que se han alcanzado los objetivos propuestos. Es de decir, las alumnas cometen menos errores que al principio del proceso, no volviendo a cometer los mismos dos veces, y su nivel de motivación ha aumentado significativamente, no solo para la producción de textos sino también para el estudio del inglés en general.

No obstante, en cuanto a puntos negativos, señalaría, por un lado, el hecho de que el nivel de implicación de las alumnas irlandesas ha sido mucho menor que el de las españolas, haciendo que el intercambio de cartas se ralentizase. Y por otro lado estuvo la falta de tiempo para el análisis de errores. El recreo era el único momento en el que podía quedar con ambas alumnas, pero al ser tan corto (15 minutos) la explicación de los errores no podía ser demasiado exhaustiva. De este modo, si hubiese dispuesto de más tiempo, los resultados hubiesen sido mejores.

Si tuviese que modificar algunos aspectos de la investigación, estos serían: intercambiar más cartas para que las alumnas puedan disfrutar, aún más, de la experiencia que supone el trabajo colaborativo internacional *online*; alcanzar una especie de compromiso firme con el profesor colaborador para evitar, como ha ocurrido en este caso, que el proceso se alargue demasiado y los alumnos descuiden el proyecto; y finalmente, elegiría a estudiantes con niveles de inglés muy dispares y con motivaciones distintas. Es decir, un alumno con altas capacidades en inglés y motivado para aprender la lengua extranjera y otro con bajas capacidades y falta de motivación.

En general, haría una valoración positiva de la investigación y animaría al profesorado a implantar esta medida (el análisis de errores) como tarea instructiva en las clases de idiomas porque además de mejorar el proceso de aprendizaje de los alumnos, se fomenta el uso de las nuevas tecnologías, el trabajo colaborativo y su propio enriquecimiento personal. Con este tipo de tareas, los alumnos dejan de concebir el error como algo negativo y pasan a verlo como un elemento positivo que les ayuda a mejorar en el proceso de aprendizaje.

PARTE IV

6. Conclusiones

Este trabajo integra todos los saberes, teóricos y prácticos, aprendidos durante mi periodo de formación como profesora en la Facultad de Formación del Profesorado y Educación de la Universidad de Oviedo. Las dos partes más importantes, programación docente e investigación educativa, presentan como hilo conductor el intercambio de cartas y el análisis de errores con estudiantes irlandeses a través de la plataforma online de trabajo colaborativo *eTwinning*.

Para la programación de 3º de ESO, dividida en quince unidades, se ha seguido un enfoque comunicativo, con tareas muy variadas y dinámicas, adecuadas a los gustos y necesidades de los estudiantes. El objetivo último ha sido fomentar el desarrollo de la competencia comunicativa del alumnado, alejándose de las tradicionales clases de idiomas y haciendo uso de material real.

La investigación, llevada a cabo también con alumnos de este mismo curso, pone de manifiesto la necesidad de mejorar la producción escrita de los estudiantes así como su motivación hacia la redacción. A través del intercambio de cartas con alumnas irlandesas y la corrección de los errores cometidos, queda demostrada la mejoría del alumnado en esta destreza así como el aumento de su nivel motivacional no solo para la producción escrita sino también para el estudio de la lengua extranjera en general.

Este planteamiento sirve como punto de partida para lograr lo que se ha estado intentando, y no se ha conseguido, durante años en la enseñanza de lenguas en nuestro país: que los alumnos sean comunicativamente competentes en la lengua extranjera. Nuevas metodologías, nuevos retos, motivación e interés son los ingredientes perfectos para conseguir una educación integradora y de calidad.

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8. Anexos

Carta 1 Alumna A

In this letter I will introduce myself to you. I am a girl. I am thirteen years old. My surname is¹⁸ and my first name is People call me I don't have any brothers and sisters, I am an only child. I live with my parents. I like athletics, eat cupcakes and go to the swimming pool. I don't like football and videogames. I love One Direction, Harry Potter and The Hunger Games. I am fond of practice athletics. I am in the eighth group. I think I am easy-going and spontaneous. I like people who is kind and is always smiling. I don't like people who is selfish and unfriendly. I was born in Spain. My eyes are brown. My hair is brown with Californian wicks. It is long and wavy. I am tall.

I am looking forward to hearing from you.

Bye for now

Carta 1 Alumna B

Dear partner:

In this letter I will introduce myself to you. I'm a fourteen years old girl. My surname is and my first name is People call me I've got a sister. Her name is Nuria. I live with my mother. My parents are divorced but they are still being friends. I like chatting with friends. I don't like football, but sometimes I watch some matches. I love listen to music. My favourite bands are One Direction and 5SOS. I like Green Day, too. I am fond of dancing. I am in the third form of IES La Ería. I think I am easy-going and spontaneous. I like people who are nice and funny. I don't like people who are unpleasant. I was born Spain, Asturias, Oviedo. My eyes are brown. My hair is brown, long and straight. I am tall.

I am looking forward to hearing from you.

Bye for now.

¹⁸ El nombre y apellidos no se muestra por tratarse de alumnas menores de edad.

Carta 2 Alumna A

Hello my Irish partner

In this letter, I am talking about my city. I live in Oviedo which is the capital city of Asturias. It is not very big but there are a lot of beautiful places where you can spend a good time such as San Francisco's Park with lots of trees where you can go for a walk and watch some small squirrels. Uria's street where you can go shopping and eat a burger in Mc Donalds or go to visit our ancient cathedral. Also in the outskirts of the city there is a huge Mall called Intu Asturias with many restaurants, cinema, bowling alley, shops... It is pretty good

That's all about my city ☺

See you soon

Carta 2 Alumna B

My City

Dear partner:

I live in Oviedo which is the capital city of Asturias. It isn't too big but in my opinion it's a beautiful area.

In the centre of the city there is a big McDonald's where my friends and I go on weekends. Near it, there are a lot of shops, cafes and some restaurants. Not too far away, there is a big park called 'San Francisco'. It has a lot of trees, some animals, fountains...and a big library. It's the best place to go and relax.

Finally on the outskirts of Oviedo, there is a big shopping centre called 'Intu Asturias'. It has a bowling alley, a cinema, a lot of shops and restaurants. Every time I go there I have a lot of fun, it's a nice place.

Bye for now.

Carta 3 Alumna A

Dear Evelina:

I am going to talk about my hobbies. I am very fond of practising athletics, I train two hours three times a week.

Other thing that I like is watching TV, series like Castle , Criminal Minds and cooking contests like Matherchef. I love also watching movies, my favorite ones are Harry Potter and The Hunger Games I recommend you to watch them, they are fantastic.

Carta 3 Alumna B

Dear Valeria:

In this letter I am going to talk about my hobbies. Twice a week I go to the gym from 8.00pm to 9.00pm. When I have some free time I often go dancing.

I love listening to music, especially bands like "One Direction", "5sos", "Green Day"... And some artists like Shawn Mendes, Justin Bieber, Taylor Swift... I love watching movies, too.

Bye for now.