

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

**Prácticas de escritura en inglés de los
estudiantes a través de sus redes sociales**

**Students' writing practices of English
through social networks**

TRABAJO FIN DE MÁSTER

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1. Abstract

El siguiente trabajo refleja el proceso de aprendizaje y adquisición de conocimientos que se ha producido por experiencia propia durante este curso en el que he realizado mis estudios de Máster en Formación del Profesorado de Educación Secundaria, Bachillerato y Formación Profesional. He tenido acceso a un nuevo campo de conocimientos dentro de mi etapa formativa enfocados hacia esta carrera profesional, no sólo en las clases teóricas recibidas en las aulas de la Universidad de Oviedo sino también en el periodo de prácticas en un IES durante más de tres meses.

Dicho Trabajo Fin de Máster consta de una primera parte en la que se analiza el enriquecimiento que esta formación ha supuesto para mí a nivel tanto personal como profesional. En la segunda sección se presenta una propuesta de programación didáctica para la asignatura “Primera Lengua Extranjera: Inglés” con la temática de países de habla inglesa como hilo conductor. El objetivo de ello es ampliar los contenidos y contextos a los que se exponen los estudiantes. En la última parte del presente trabajo se ofrece una propuesta de innovación docente basada en la inclusión progresiva de producciones escritas por los alumnos en inglés en sus redes sociales como recurso didáctico.

The following essay reflects the learning and acquisition process of theoretical as well as practical knowledge that has occurred during this year, not only in the University of Oviedo but in a High School where I have been working as a student teacher for more than three months.

Its first section offers a reflection where my personal as well as professional enrichment through this course is analysed. The second part is a proposal for a long term plan of the subject “First Foreign Language: English” which has been designed according to the topic “English-speaking countries” to widen students’ repertoire of exposure to contents and contexts. The third and last part of this essay comprises a teaching innovation proposal. The aim of this innovation is to use the students’ spontaneous writing in their social networks as a teaching resource for the classroom.

2. Introducción

El siguiente Trabajo Fin de Máster representa el broche final del que ha sido un duro año de trabajo continuo y esfuerzo constante. No obstante, ha significado una gratificante fuente de enriquecimiento tanto a nivel personal como profesional, dada la diversa naturaleza de las materias así como actividades a las que he sido expuesta como alumna en formación.

La primera parte del trabajo recoge de forma detallada un análisis de la formación que he adquirido este curso en el que se relacionan y contrastan los aspectos teórico-prácticos a partir de mi propia experiencia.

La segunda parte presenta una programación didáctica destinada al curso de 4º de Educación Secundaria Obligatoria inscrito en un Programa Bilingüe. Dicha programación está dividida en quince unidades didácticas, cada una de las cuales trata un país angloparlante. El objetivo es trabajar durante el curso los contenidos desde un enfoque comunicativo a través de una metodología activa y basada en la acción. Como consecuencia, las destrezas comunicativas de los estudiantes se desarrollarán de manera progresiva y continua en función de las diferentes situaciones a las que se expongan, siempre ligadas al tópico de cada unidad. Con motivo de incluir al aula contextos reales, cada tres unidades didácticas se incluirán como material didáctico las propias producciones espontáneas que los alumnos hacen en sus redes sociales en inglés. La finalidad es trabajar las posibles diferencias que se registran en la lengua en función del canal de comunicación. Para ello se llevará a cabo la revisión de dichas producciones para analizar el uso que hacen de la lengua y tratar los errores. De este modo, se incorporarán otros contextos y situaciones reales de comunicación que permitan mejorar la competencia comunicativa del alumnado. Además, la temática de la programación permitirá un tratamiento de la lengua inglesa ligado al aspecto cultural y de valores que serán expuestos como fuentes de enriquecimiento personal y colectivo.

La tercera sección del trabajo ofrece una propuesta de innovación docente, la cual se caracteriza por la inclusión paulatina de las prácticas vernáculas de los estudiantes en inglés a través de sus redes sociales. Dichas producciones se utilizarían como material didáctico en el que se refleja un *input* real para así cubrir en el aula una nueva cara del prisma que constituye el aprendizaje del inglés como lengua extranjera y su cultura.

3. Análisis y reflexión sobre la formación recibida

Este máster supuso a nivel personal el descubrimiento de un ámbito desconocido, pues hasta entonces no había recibido formación en el campo de la enseñanza. En mi caso, la aspiración de dedicarme a la docencia se remonta a mi infancia; ha continuado desde entonces y continúa actualmente de manera más contundente si cabe tras la experiencia vivida este curso que a continuación analizaré.

Los primeros meses se caracterizaron por requerir en mi persona un trabajo duro e intenso hasta crear una base de conceptos y de conocimientos en los que apoyarme para seguir avanzando en mi aprendizaje. Destacaría que toda la información a la que he sido expuesta en este máster me ha ayudado a extender mis límites cognitivos, y lo que es más importante, la catalogaría de útil y necesaria para desempeñar mi profesión de forma competente en el futuro.

La asignatura Procesos y Contextos Educativos (PCE) me aportó conocimientos diversos al estar dividida en bloques. Haciendo un balance, resaltaría de uno de sus bloques la base que he formado a raíz de la asignatura sobre el ámbito legislativo enfocado en la educación: entre otros muchos aspectos, la historia de la fundación del sistema público de enseñanza en nuestro país, su progreso hasta la actualidad así como de qué forma estas se rigen por el estado a través de las leyes de educación. Además, se cubrió la cara más burocrática que abarca una institución educativa –y sus miembros-, la cual hasta entonces desconocía. Considero esta impartición de conocimientos especialmente relevante para mi futuro profesional, pues son de carácter necesario ya que tendré que saber a dónde recurrir de forma autónoma en función de la información que demande. Debo así conocer la normativa por la que me rijo así como la documentación organizativa de un centro educativo.

En otro de los bloques de PCE, fueron muy formativos en mi caso los debates que se desarrollaron en clase sobre esta profesión. Llegué a conclusiones fundamentales sobre mi futura profesión, tales como que un docente debe ser quien guía el proceso, marca las pautas por las que se regirá su clase así como el ritmo de la misma. No obstante, en el proceso de enseñanza-aprendizaje propiamente dicho, el profesor deberá adoptar una figura orientadora: los alumnos aprenderán más si perciben una relación de igual a igual con el profesor que si lo connotan como una figura autoritaria.

Relacionaría los otros dos bloques de PCE con la asignatura Sociedad, Familia y Educación (SFE), dividida también en bloques. Profundizan un aspecto que hasta entonces incluso en mi caso pude obviar (una postura errónea, sin duda). Trabajé desde una perspectiva teórica así como práctica la importancia de que los miembros que integran un centro educativo estrechen un vínculo con las familias de los alumnos; la importancia de que el alumnado sienta que el docente le trata con humanidad y trata de empatizar con ellos, mostrando interés por conocer y entender su situación y entorno. Destacaré además la enfatización que se hizo en educar a los alumnos en valores basados en los derechos humanos, pues dada mi experiencia -me formé en un centro intercultural-, percibo este punto como esencial para implementar en un centro de enseñanza un ambiente cívico, de tolerancia y respeto.

La asignatura Diseño y Desarrollo del Currículum (DDC) ha sido otra materia relevante para mi desarrollo profesional, ya que me sirvió especialmente para indagar en el campo de la didáctica, el cual apenas conocía. Me ayudó también a disipar las dudas consecuentes a la vigencia actual de dos leyes educativas: se impartió las diferencias entre ambas más allá del aspecto formal. Era consciente de que en el futuro tendría que dominar funciones como programar o atender a la diversidad dada mi aspiración como docente. No obstante, en un principio no habría sido capaz de explicar o aplicar en el currículum la mayoría de los conceptos que esto implica si no se hubieran tratado en profundidad a lo largo de DDC. Por consiguiente, siento que esta asignatura ha sido de gran ayuda: a corto plazo, para desempeñar de forma competente mis prácticas en el centro; a largo plazo, para manejar con propiedad otro de los campos que engloba la docencia.

Aprendizaje y Desarrollo de la Personalidad (ADP) es una asignatura que percibo como clave en esta etapa de mi formación. Me llevó a entender la esencia de la psicología llevada al ámbito de la enseñanza. Fui interiorizando progresivamente gracias a la exposición a diferentes teorías y diferentes casos, lo fundamental que resulta como docente conocer el proceso de desarrollo que las personas experimentan, pues en el futuro me expondré a grupos de diferentes edades, y en función de la edad, las personas razonan y reaccionan diferente. Además, aprendí que las probabilidades de que los objetivos de un profesor se cumplan en términos de conducta o actitud están condicionadas por la aplicación de refuerzos (positivos o negativos) o castigos, así como por la propia conducta que deseemos rectificar o eliminar. Por otro lado, tuve la oportunidad de

aprender y reflexionar sobre un aspecto que hasta entonces no me había planteado: cómo reaccionar y cómo tratar casos que probablemente encuentre entre mis alumnos durante mi carrera profesional: TDAH, Altas Capacidades Intelectuales o Bajas Capacidades Intelectuales, entre otros. En base a esto, tratamos la importancia de impartir enseñanza a un grupo de alumnos de forma variada, pues no todos adquieren conocimientos de la misma forma o presentan las mismas capacidades. Esta asignatura supuso un enriquecimiento tanto personal como profesional para mi persona que sin duda destacaría.

En la asignatura Tecnologías de la Información y la Comunicación (TIC) afiancé la idea de que sí existe la posibilidad de conciliar la vida educativa y la vida social de los alumnos –caracterizada hoy día por la influencia de Internet y las tecnologías-. Leí en esta que numerosos estudios demuestran cómo la inclusión de las TICs a la hora de impartir enseñanza mejora la motivación del alumnado. Esto es un factor clave, pues dotar la enseñanza de actualidad y “aire nuevo” evita que se creen dos mundos paralelos: el ámbito educativo y el ámbito social. Concluí además que una de sus grandes ventajas es que la obtención de información puede resultar más dinámica. Además, se cubriría parte de la atención a la diversidad pues se complementarían el libro de texto tradicional con medios visuales y auditivos. En particular, creo firmemente que la enseñanza de lenguas puede verse beneficiada al usar las TICs en el aula de forma regular. Entre otras ventajas, permitiría al alumnado el acceso a material real no adaptado, o a un *input* de calidad y de procedencia nativa en tiempo real. A la hora de trabajar aspectos culturales y geográficos sería más fácil, cómodo y sencillo recurrir a material didácticos procedente de las TICs que el grupo pueda por sí mismo buscar sin tener que depender de material físico. Pude constatar estas realidades en mis prácticas ya que el departamento de inglés está dotado de numerosos recursos y materiales para impartir docencia. Esto hace posible trabajar para alcanzar los objetivos de cada curso mediante contenidos procedimentales diversos.

La asignatura Innovación Docente fue de gran ayuda para mi enriquecimiento profesional. Supuso una fuente de información para resolver dudas ya que la percibí como un punto de inflexión entre gran parte de los aspectos teóricos trabajados hasta el momento y uno de los requerimientos del Trabajo Fin de Máster. Además, la asignatura implicó trabajar e indagar un aspecto que hasta entonces no se había tratado a lo largo del curso. De hecho, mis compañeros de grupo y yo abrimos, en base a esta materia, una nueva línea de debate en la que aportamos diversas ideas para aportar cómo podríamos

aplicar los contenidos de esta asignatura en función de nuestra especialidad y de nuestra manera de trabajar. Concluiría por tanto a raíz de esta asignatura que soy consciente de que como futura docente nunca debo olvidar en mi vida laboral dejar cierto margen para la autocrítica y la mejora de las condiciones en los diferentes ámbitos en los que la vida educativa toma partido.

Más enfocadas a mi especialidad, la enseñanza de inglés, señalaría dentro del máster las asignaturas Complementos de la Formación Disciplinar (Complementos) o Aprendizaje y Enseñanza. El primer bloque de Complementos, de carácter genérico, me llevó a descubrir aspectos dentro de un acto comunicativo que van más allá de la propia lengua. Además, valoré una vez más en este máster la esencia de atender a la diversidad al impartir enseñanza, ya que, entre otros factores, la manera de evaluar la adquisición de contenidos y el progreso de grupo se cubrió de manera diferente a lo largo del curso.

El segundo bloque de Complementos, de carácter específico, se centró en el uso de la lengua inglesa que tendría que hacer en el aula como futura docente de la materia. Es cierto que este enfoque en la carrera de filología no se cubre, por tanto me ayudó especialmente. Debatí además en este bloque con mis compañeros de grupo las situaciones que podemos enfrentar al enseñar en un centro público una lengua extranjera, de lo que me llevo conclusiones, ideas y actividades muy prácticas y útiles. En conjunto, la asignatura me resultó altamente enriquecedora profesionalmente.

Aprendizaje y Enseñanza (AE) es una asignatura que asimilé como una versión de Complementos llevada a la práctica, al “mundo real”. Puede que mi postura esté motivada por el hecho de que coincide con el periodo de las prácticas en el cual me surgieron infinitas dudas, y de todo tipo. Sea como fuere, AE marcó un antes y un después en mi postura como docente en formación, ya que tiene presentes todas las teorías estudiadas en el resto de las asignaturas (de carácter pedagógico, legislativo o lingüístico) las cuales se estudian y aplican las vías para llevarlas al aula. De hecho, trabajé con mis compañeros cómo encontrar una vía de escape a la metodología tradicional a la hora de enseñar lenguas y aportar diversión o dinamismo. Un ejemplo es el hecho de que sí se puede trabajar la gramática de una forma más despegada de la tradicional exposición de contenidos y rellenar huecos o frases aisladas. Además, en estas clases expusimos en grupo las experiencias que íbamos viviendo durante las prácticas. La finalidad era dar

respuesta y aportar individualmente cómo reaccionar ante los casos que los compañeros contaban, y cómo aplicar el conocimiento aprendido previamente, poniéndolo al servicio del aprendizaje real de nuestros alumnos concretos pero manteniendo el rigor científico y profesional. Se debe tener en cuenta que el periodo de prácticas está condicionado por lo que se aprende a lo largo de todo el curso. Tratamos por consiguiente en AE nuestros miedos o dudas conforme íbamos exponiéndonos más al campo de la docencia. Las respuestas que obtuvimos eran consejos o indicaciones desde la experiencia y el conocimiento, tanto por parte de la profesora como del resto de nuestros compañeros, enlazando unas experiencias y/ u opiniones con otras. En conclusión, la impartición de esta materia la designaría como esencial dentro del máster, pues hace que profesores en formación crezcamos no sólo como profesionales, sino también como personas y abramos los ojos ante el amplio mundo de la educación que nos espera ahí fuera.

Por último, me gustaría destacar en este apartado la formación práctica que recibí durante el segundo trimestre del máster en un IES. Dicho periodo supuso en mi caso desde el principio un gran desafío: era el momento de volcar los diferentes contenidos adquiridos y trabajados durante el primer cuatrimestre. Más allá de eso, era el momento de poner a prueba la madera de docente de cada uno; es decir, complementar dichos conocimientos con la capacidad de enfrentarse a un grupo de adolescentes no sólo para enseñarles inglés, sino para colaborar en su educación: saber establecer con ellos una relación profesional óptima para trascender la mera transmisión de conocimientos lingüísticos (desde luego imprescindible) y aportar algo a su educación integral.

Realicé mis prácticas en el IES Alfonso II, situado en el centro de la ciudad de Oviedo. Este tiene una larga historia como institución educativa, pues es uno de los más antiguos de la capital: fue fundado en 1845. Su antigüedad presenta un amplio abanico de tanto de ventajas como de desventajas.

Entre sus ventajas, me llamó la atención desde el comienzo su ubicación, ligado a los recursos del entorno. Con ello me refiero al amplio espacio del que dispone, lo que le lleva a contar con multitud de aulas habilitadas para desarrollar la actividad docente fuera del aula ordinaria; esto ayuda a cubrir el currículum cada curso académico a través de diversos contenidos procedimentales. Resaltaría entre otros aspectos del centro la amplia biblioteca de la que dispone el departamento de inglés, ya que esto ayuda a incorporar al

aula diferentes líneas temáticas, a diferentes niveles y de manera diversa. Gracias a este hecho, pude realizar uno de los ejercicios que más me ayudó a perder el miedo escénico. Consistía en poner en práctica en horario lectivo un “taller de lectura”. Su objetivo era profundizar lo que los alumnos deducían a raíz del libro de lectura que tenían asignado: debatir y contrastar la información que leían en el libro –en función de cómo la interpretaran a nivel personal- con su mundo personal o la sociedad en la que viven.

Otro aspecto base que fue de gran ayuda para mi incorporación en la rutina de trabajo de los grupos fue el hecho de que la mayoría de las aulas –aunque desgraciadamente, no todas- estuvieran dotadas de ordenador y proyector. Esto permitió la inclusión de medios audiovisuales para trabajar los contenidos. Dicha manera de trabajar fue percibida por los diferentes grupos como un soplo de aire fresco en cuanto a la transmisión de conocimientos que la asignatura engloba. Por consiguiente, mi experiencia me llevó a reforzar mi idea previa sobre las ventajas que refleja implementar el uso de las TICs en el aula. No obstante, era importante tener en cuenta que el acceso a internet era limitado, por lo que debía traer el material necesario para cada sesión descargado de casa.

Dentro de las desventajas que reconocí, quizás motivadas por la larga trayectoria de esta institución, me llamó especialmente la atención los hábitos tradicionales de enseñanza, o los espacios creados en el aula desde una perspectiva más antigua. La mayoría de las aulas cuentan con una altísima tarima en la que se encuentra la mesa del profesor y a la que hay que subir mediante escalones para acceder a la pizarra o al frente del aula. Desde una perspectiva personal, la existencia de tarima es un inconveniente, ya que tanto si habla el profesor desde su mesa como si está explicando en la pizarra- él o un alumno- se crea una barrera física con el resto de la clase que establece de forma implícita una relación de superioridad que no debería darse.

La organización del aula que encontré la catalogaría de tradicional, ya que están prácticamente todas las clases distribuidas por filas mirando hacia el profesor. Por ello, resulta complicado poder poner en práctica actividades como una tertulia o representaciones teatrales para que el alumnado se sienta involucrado en la cultura extranjera; en general, actividades que impliquen colaboración colectiva. Si bien es cierto

que existe la posibilidad de que el profesorado distribuya las mesas de otra forma para estas actividades o saque provecho de la tarima dándole un uso diferente.

Concluiría esta sección destacando la diversidad de información que reconozco el máster ofrece, pues la parte (más) teórica se complementa íntegramente con la parte práctica, y viceversa. A final de curso, conceptos pertenecientes a diferentes ámbitos implicados en la docencia se han trabajado mediante teorías, recursos o materiales diferentes en función del aspecto que queramos trabajar en el aula, el perfil de alumnos que tengamos presente, o las instalaciones y medios a nuestra disposición.

4. Long term plan

This teaching plan has been designed so as to be developed in an urban High School in which most students belong to the middle class. At the same time, a high percentage of immigrants from different countries come to this institution to receive education. In general terms, a very pleasant and comfortable atmosphere characterizes this educative community. One of the bigger advantages for the students might be the varied facilities that the institution has at their disposal: its three buildings to support teaching in all levels, and the diversity of programs offered to complement ordinary education. Besides, most of its classrooms are adapted with technological resources such as computers and projectors.

This course planning is addressed to year 4 of Compulsory Secondary Education, particularly, to the group who is signed up in the Bilingual Program, where they receive five hours of English teaching per week. Consequently, the objectives to accomplish are the official ones established for this stage in the curriculum published by the Gobierno del Principado de Asturias after the establishment of the LOMCE¹.

Groups might oscillate from 16 to 20 students. Therefore, an important issue to take into account is the fact that learners might have different levels of English proficiency. Besides, given this subject profile, it is prone to happen that within the group not all of the students speak the same mother tongue, or have English as their first foreign language.

¹ Organic Law to Improve Educative Quality 8/2013, 9 Dec.

4.1. Timing and sequence of contents and assessment criteria

The schedule and planning of this plan has been organized throughout the course according to the school days per term. Focusing on the length and difficulty of the contents that each one involves, we have planned different amounts of hours for them to be taught and implemented.

Once each unit is finished, one session would be dedicated to read the adapted books they are expected to read each term in a social gathering. This is an attempt to help students decode possible meanings comprised in books and encourage them to understand and interpret literature in a critical manner, as a mean of personal growth and as an approach to go deeper into different countries, values or cultures. Therefore, “reading days” have been included in the following timing.

Besides, taking this timing schedule into account, the teaching innovation proposal would be developed in class every three units after the end of the third one, as it has been mentioned before.

Finally, as an attempt to implement formative and progressive assessment, once each unit has been completely worked and explained in detail, a quiz will be placed in class in order to check students’ comprehension and progress in their acquisition of the English language. Out of the result of these quizzes, one week will be dedicated to review what has been learnt during the term(s).

Contents	Hours
First term (15 weeks)	67
6 teaching units	48 (8 per unit)
Reading day	6
Social networks	2
Quizzes	6
Assessment and review	5
Second term (11 weeks)	51

4 teaching units	36 (9 per unit)
Reading day	4
Social networks	1
Quizzes	4
Assessment and review	6
Third term (12 weeks)	58
5 teaching units	40 (8 hours per unit)
Reading day	5
Social networks	2
Quizzes	5
Assessment and review	6

The following table summarizes the contents that will be worked on each unit, which have been designed according to the official curriculum as well as to the students' needs. In respect to the aforesaid official curriculum, the table is structured in terms of the four skills, notion and function.

Unit	Speaking	Reading	Listening	Writing	Notion	Function
1. The world	This is me; this is them.	Dear friend	Castings	An autobiography	Reference Introducing	Referring back to mentioned people, objects or ideas. Introducing oneself and other people.
2. How to spend a good time in South Africa? <i>Sports and friends</i>	Debate on <i>Invictus</i>	Three articles on change South Africa: Fact file	Film: <i>Invictus</i>	Let's play!	Remembering Summarising Expressing	Remembering past events. Expressing own opinion and ideas.
3. When in Rome, do as Romans do? <i>Health care</i>	Debate on <i>The Pearl</i>	<i>The Pearl</i> , John Steinbeck	Me and my big mouth	Staying in shape in USA (To upload to the blog)	Referring to the future	Making and expressing timetables, plans, arrangements and intentions.
4. Day after day in England <i>Daily life and family</i>	Debate on <i>Great Expectations</i>	<i>Great expectations</i> , Charles Dickens	Song <i>We are family</i>	Family tree	Ordering Emphasize Past time	Ordering chronologically past events. Emphasize duration of events. Connecting past times with current events.

5. Wales' home style <i>Home</i>	Description of pictures	Magazines	Song <i>Our house</i>	From house to home	Deciding Offering	Making spontaneous decisions or predictions. Expressing facts that will be in progress at a certain time in the future.
6. Studies in Scotland <i>Education and studies</i>	Oral presentation <i>Main values: Spain and Scotland</i>	Texts on education: <i>Spain and Scotland</i>	Main differences in English: <i>a Scottish poem</i>	Which one is the closest?	Comparing Sequencing	Comparing qualities between two or more referents. Establishing hierarchy. Placing events in order in a time line.
7. Australia's essence <i>Environment</i>	Oral presentation <i>Australia's culture</i>	Articles	Advertisements <i>Respect our world</i>	A poster	Interpreting Raising Asking	Interpreting requests. Raising awareness of the environment. Asking for permission. Responding politely to compliment or apologies.
8. Irish food: Dare to try? <i>Food and restoration</i>	Dialogue: <i>book a table to eat out</i>	<i>Food: fuel or pleasure?</i>	Typical Irish food	A recipe	Improvising Distinguishing contexts Interpreting Giving orders	Managing the situation in different contexts. Recognizing

						different meanings depending on context. Giving orders politely.
9. Slow City. Republic of Ireland	Creating situations out of a sentence	Articles	Song <i>Hall of Fame</i>	An essay	Capacity Possibility Probability	Expressing capacity, possibility and probability.
10. Would you like to work in India? <i>Jobs</i>	Oral presentation <i>Indian cultural values</i>	Most common jobs in Indian and Spain	Song <i>If I were a boy</i>	An e-mail	Making	Making hypotheses about past or future events.
11. Let's go shopping: Canada <i>Shopping and commercial activities</i>	Dialogue <i>Essentials in Canada</i>	<i>Commercial relationship between Spain and Canada</i>	<i>Let's go shopping</i>	An article	Describing Expressing Differentiating	Interpreting and describing objects from a real context. Expressing existence. Differentiating nature of nouns.
12. Let's party hard: Malta! <i>Leisure and free time</i>	Oral presentation <i>Malta</i>	Culture in Malta	<i>It is time to visit Malta</i>	A post (to upload to the blog)	Expressing Organizing	Expressing goals. Organizing activities.
13. Who has not dreamed of Bahamas? <i>Holidays</i>	Conversation on the phone: <i>lost luggage</i>	Experiences in Bahamas	<i>The Bahamas: history and travel</i>	A letter of complaint	Retransmitting	Retransmission of given information.

14. Technologies in Pakistan <i>ICTs</i>	Debate on the progressive use of ICTs	<i>Mobile-Based Post Literacy Programme</i>	Background on Pakistan	An essay	Recognizing Identifying	Recognizing consequences. Identifying importance in terms of meaning.
15. Life in Singapore <i>Means of transport, languages and communication</i>	Oral presentation <i>Life in Singapore</i>	Languages in Singapore	An interview	A poem	Checking Making	Checking comprehension. Making requests.

Units hereunder will be explained in detail in order to mainly reflect how students will work different contents, what they are expected to achieve and how they will be assessed:

Unit 1: The world

Introduction:

Students are expected to get to introduce themselves and other people as they express their habits and routines in their daily life. In this unit they will start making relationships with their classmates.

Objectives:

- To recognize essential information emitted in oral messages in average speed.
- To know how to interpret verbal language with regard to non-verbal language.
- To keep a fluent and comprehensible speech, adapted to the situation circumstances.

Contents:

Block 1: Listening

-Comprehension of information about known topics broadcasted in a clear and organized manner or emitted face to face.

-Introduction and keeping of social and personal relationships.

-Listening to personal identification messages. Lexicon and formulae.

Block 2: Speaking

-Expressing a message in a clear and coherent way, establishing a proper structure in terms of its format.

-Introduction and keeping of social and personal relationships.

-Autonomous use of lexicon related to personal identification.

Block 3: Reading

-Identification of the text format adapting it to the comprehension.

-Introduction and keeping of social and personal relationships.

-Revision and extension of lexicon related to personal identification.

Block 4: Writing

-Coordinate one's own communicative competences so as to accomplish tasks properly.

-Autonomous use of lexicon related to personal identification.

Language functions:

-Affirmation: Affirmative sentences.

-Negation: Negative sentences with not, never.

-Expression of time: present simple and continuous

-Expression of aspect: punctual (simple tenses); durative (continuous tenses: present continuous); habitual (simple tenses (+ Adv., e. g. every Sunday morning).

-Expression of existence: entity (determiners).

-Expression of space: prepositions and adverbs of location.

-Expression of time: points or chronologic singularity (e. g. at midnight); posteriority (afterwards; later); frequency (e. g. twice/four times a week; daily)).

Activities:

1. Warm-up: They will always start each unit by answering a question related to the topic in order to break the ice, reflect upon their previous knowledge and get familiar with the contents. In this case, since it would be the first session of the year the question to answer would be “who are you and what do you expect from this subject this course?”

*Listening: I would take profit of the class facilities and project some real castings from broadcasted programs. The point of this activity is that they get exposed to real situations in which native people introduce themselves to someone who does not know them and how they use the language as well as the non-verbal language.

*Speaking: “This is me, this is them”. They will have to fill in a chart with basic information about themselves –they can also add extra information-. Once completed, charts will be interchanged among students. With their “new” chart, each student would have some minutes to prepare a short oral presentation about the classmate he was given based on the information they gathered from the chart.

*Reading: “Dear friend”. They would read two e-mails between two friends in which they describe each other for a school interchange. The target is that they recognize structures and lexicon used to describe someone. In terms of vocabulary and language functions, they would be asked to distinguish positive and negative meanings and to recognize fixed expressions when talking about someone.

*Writing: They will have to write their autobiography. They would do individually in class after instructions about what is expected from them are provided in terms of structure, language functions and vocabulary.

Assessment criteria:

Block 1: Listening

-Get essential information and main aspects from short or medium length oral texts related to general topics played in average speed

-Recognize and interpret properly paralinguistic resources and proxemics in order to comprehend better the message.

Block 2: Speaking

-Give a comprehensible speech adapted to the circumstances and the communicative intention.

-Read properly in terms of intonation and pronunciation, in average speed and respecting pauses and silences in order to transmit the message correct.

-Emit short or medium length messages with fluent rhythm.

Block 3: Reading

-Identify and distinguish the text format in which the message is presented.

-Get the general meaning of the text in terms of the speaker's communicative intention.

Block 4: Writing

-Write texts related to personal interest, known topics, adapted to the lexicon expected and the context.

-Compare and establish differences in form and usage between grammatical structures of the second language and the mother tongue.

-Remember and reuse lexicon previously learnt.

Unit 2: How to spend a good time in South Africa?

Introduction:

Students are expected to start getting familiar with the culture and history of different countries around the world in which English is spoken. South Africa will be the country with which they will start learning how to make reference to past events as they express own opinions and ideas.

Objectives:

-To get details of information comprised in a message.

-To establish debates as procedures to discuss about foreign cultures and its values in an ordered and respectful manner.

-To develop strategies to comprehend the use of the foreign language in different contexts.

-To activate and use known lexicon.

Contents

Block 1: Listening

-Identification of the speaker's communicative attitude and intention.

-Making hypotheses about meanings once linguistic and paralinguistic elements have been comprehended.

-Getting awareness of how important it is to comprehend a message as a whole, without needing to understand every single element of it.

-Comprehension of oral texts, which contain lexicon related to sports and friends.

Block 2: Speaking

-Balancing out linguistic shortage through linguistic and paralinguistic procedures.

-Showing respect and interest to know and understand foreign values, beliefs and attitudes.

-Comparison of similarities and appreciation of the most meaningful sociocultural differences between the foreign language and the mother tongue.

-Putting into practice lexicon related to sports and friends.

Block 3: Reading

-Making hypotheses about meanings once linguistic and paralinguistic elements have been comprehended.

-Interchange of information for students to get closer to the sociocultural reality that English-speaking countries experience.

-Exposure to lexicon related to sports and friends.

Block 4: Writing

-Using different source types so as to get information in order to finish tasks.

-Putting into practice cohesion basic elements to clearly portray the different ideas of the message.

-Inclusion of lexicon related to sports and friends.

Language functions:

-Expression of logic relationships: disjunction (or).

-Temporary relationships: (the moment (she left); while).

-Expression of time: past simple and continuous.

-Expression of aspect: punctual (simple tenses); durative; habitual (simple tenses (+ Adv., e. g. every Sunday morning)).

-Expression of space: (prepositions and adverbs of distance)

-Expression of time: indications of time (ago; early; late); during; until); posteriority (afterwards; later); simultaneousness (just when); frequency (e. g. twice/four times a week; daily).

Activities:

1. Warm-up: A short video based on South Africa would be played in class. The point is that students would start getting background about what is going to be covered this unit. Based on what they have watched, they may mention what they already knew about this country (and what they did not), what called their attention the most, what was the most shocking element or some similarities and differences with Spain.

*Listening: fragments from the film *Invictus* selected by the teacher would be watched in class for them to learn about the history and progresses of the country. In regards to the contents that appear in each fragment, debates would be started up as a way of comparing the two countries.

*Speaking: The whole group will participate in a debate based on what has been watched in the film *Invictus*. It will be assessed the way in which they get involved with

the contents covered, express their ideas and compare historical and cultural South African values with their own.

*Reading: “Three articles on change”, based on sports, fashions and politics of the country. There will be some check-comprehension exercises for each article. Students will read all of them but they will choose the one they liked the most for the check-comprehension part.

*Writing: “Let’s play!” On their own, each learner will have to search information about typical sports in the country. There must be information related to what the sport consists of, if some changes have been suffered, how to play and whether they would play with their friends or not and why.

Assessment criteria:

Block 1: Listening

- Identify the speaker’s communicative intention.
- Get the main idea of the message and distinguish it from the most relevant details.

Block 2: Speaking

- Appreciate repetition as part of the learning process.
- Show interest and positive attitude towards other people’s interventions.

Block 3: Reading

- Compare the use and meaning of lexicon and grammar structures in the foreign language and the mother tongue as a way to guess the meaning of texts.
- Recognize the different parts that comprises a message.

Block 4: Writing

- Apply the common orthography rules.
- Perceive written communication as a way of personal richness and approach to other people and cultures.

Unit 3: When in Rome, do as Romans do?

Introduction:

The purpose of this unit is that the group would actually understand how to express future time depending on the nature of the event itself through meaningful use. This will be carried out by using resources or information related to the United States.

Objectives:

-To read and understand diverse written texts according to students' level and interests in order to recognize general and specific information.

-To learn about sociocultural differences as a way of increasing knowledge about the foreign language.

-To apply different sources or teaching materials to solve doubts autonomously.

Contents:

Block 1: Listening

-Appreciation of the similarities and identification of the most meaningful sociocultural differences between the two languages.

-Expression of interest, satisfaction, hope, confidence, surprise and its opposites.

-Comprehension of oral texts where lexicon related to health care appears.

Block 2: Speaking

-Showing interest to participate in conversations and information exchanges.

-Showing respect, comprehension and regard towards cultural diversity and different opinions to ours.

-Production of already known lexicon related to health care.

Block 3: Reading

-Getting previous information in relation to the topic.

-Identification of the social and politeness rules and registers of the language as well as its most characteristic beliefs and attitudes.

-Appreciation of the sociocultural similarities and differences between the foreign culture and the native one.

-Exposure to lexicon related to health care.

Block 4: Writing

-Using linguistic resources related to the topic properly.

-Inclusion of lexicon related to health care.

Language functions:

-Expression of time: future (going to; present simple and continuous + Adv.)

-Expression of aspect: durative (continuous tenses: present continuous); incoactive (be about to).

-Expression of mood: intention (present continuous)

-Expression of space: (prepositions and adverbs of arrangement).

Activities:

1. Warm-up: Given the title of this unit, a list with some idioms would be given to students. They may work individually or in pairs. From the list, they would have to introduce the concept of “idiom” and try to figure out the meaning of the ones they have been given. We would then work in group the differences in form and meaning with its Spanish translations.

*Listening: “My and my big mouth”. They would listen to an extract from the American eater winner so they can be familiar with vocabulary related to the topic as well as part of the cultural values of the country.

*Speaking: The group is expected to be involved in a social gathering based on the contents read from *The Pearl*. The aim of this activity is that students start knowing the foreign culture and establish relationships between the foreign culture and their own, having as evidence the information from the book or their own experiences.

*Reading: some fragments from the adapted version of *The Pearl*, by John Steinbeck would be read in class since the author is American –so it is related to the topic of this unit-. Learners would first have some minutes to read the texts on their own. Then,

in a row they would start reading aloud and making comments on the meaning they interpret. The goal of this activity in terms of reading skills is that depending on the grammatical structure applied to express future time they should interpret the intended meaning.

*Writing: “Staying in shape”. Each learner on their own would have to imagine that they are spending their summer in USA. Depending on their routine and life habits, they will have to portray how they could stay in shape in that country taken into account what has been discussed in class related to health care in USA. This writing should be uploaded to the blog. Once they upload their posts, they should also comment on their classmates’.

*Social networks: one extra session would be add to this unit in order to put into practice the innovation proposal: five people from this group’s posts in their social networks would be projected in class so as to learn about the possible differences of the language with respect to the channel. These posts would be related somehow to the contents that have been covered in class up to this unit: the use of fixed expressions or idioms, giving personal information, making reference to other person or expressing one’s goals.

Assessment criteria:

Block 1: Listening

- Guess new meanings out of the message general comprehension.
- Get and differentiate the speaker’s intention depending on their intonation.

Block 2: Speaking

- Establish comparisons between their own attitudes and lifestyles and the foreign culture’s.
- Take non-verbal communication strategies as support to interact.

Block 3: Reading

- Understand autonomously texts of long length and more specific content by using external sources.

-Understand the general meaning of texts by using previous knowledge about the foreign culture's habits.

Block 4: Writing

-Make proper use of common expressions and idioms by using dictionaries in cases of lexicon shortage.

-Assess own processes of learning and using self-correction strategies by turning to external support of dictionaries and grammars.

Unit 4: Day after day in England

Introduction:

This unit has as main goal to help students recognize how to express knowledge or information with different structures depending on the chronological order of events or their duration in time. It will be done by including in class some English materials, which will be used as realia.

Objectives:

-To remark a critical sense, personal initiative, curiosity, interest and creativity as they learn.

-To perceive reading as a source of personal prosperity.

-To participate and interact openly as a group by giving opinions when the two countries are compared in different fields.

-To consolidate new acquisition lexicon.

Contents:

Block 1: Listening

-Description of people's, objects', places' and activities' physical and abstract qualities.

-Comprehension of oral texts in which lexicon related to daily life and family can be recognized.

Block 2: Speaking

-Appreciation and use of the foreign language as a communicative and learning tool.

-Production of oral texts that include lexicon related to daily life and family.

Block 3: Reading

-Formulation of hypotheses about content and context.

-Reformulation of hypotheses after understanding new elements.

-Exposure to lexicon related to daily life and family.

Block 4: Writing

-Participation in exchanges of communication that would allow students get closer to foreign sociocultural values.

-Support of non-verbal language to complete the meaning of texts.

-Written lexicon related to daily life and family.

-Interest to present legible and cared information.

Language functions:

-Expression of logic relationships: opposition/ concession ((not...) but);

-Expression of time: past (present perfect; past perfect).

-Expression of aspect: durative (continuous tenses: past simple/ perfect continuous).

-Expression of time: (duration (from...to; since); anteriority (already; (not) yet).

Activities:

1. Warm-up: As a way to discuss England issues, different pictures would be projected in class about English population, monuments, landscapes and relevant people to their history. Let's find out who can recognize these places or people or why they think these might be relevant. They may also discuss what stereotypes affect the English people and whether these are true or not according to their own experiences.

*Listening: “We are family”, a song that will be played in class and whose lyrics would be provided to the students. The sheet would have some gaps for them to fill in from the audio. After working on it, students individually would have to express what they have taken from the song as they wish: a draw, a representation, a performance, a writing, etc.

*Speaking: a debate based on extracts from *Great Expectations*. They may discuss different issues but it will stand up the main similarities and differences they identify between the English culture and their own, specially focusing on daily life and family stuff.

*Reading: *Great Expectations*, by Charles Dickens. The teacher would pick some fragments from the adapted version of the book –the most significant ones in regards to the topic of the unit: family relationships and daily life and the language functions expected to be acquired in this unit-. From these extracts, some sentences would be taken –where the grammatical structures of this unit appear- in order to play a game and practice it: an auction.

*Writing: “A family tree”. They would have to draw their own family tree and complement it with explanations in flashcards: who each member is, and for how long they are so. Voluntarily, students may present their works to their classmates to get to know themselves better.

Assessment criteria:

Block 1: Listening

-Get the different hints in a message by recognizing basic constituents for each structure.

-Remember common lexicon and expressions previously learnt.

Block 2: Speaking

-Express their ideas, opinions, experiences and transmit information by properly using common lexicon for common or real situations in the classroom.

-Repeat words or reformulate uncommon structures to ensure communication.

Block 3: Reading

-Compare sociolinguistic and sociocultural aspects where the foreign language and the native one are spoken.

-Recognize the use of conditional for polite manners.

Block 4: Writing

-Point out temporality through the correct use of verb tenses.

-Appreciate cared presentation in written texts.

Unit 5: Wales' home style

Introduction:

The fifth unit has been designed for the group to keep learning about expressing future time depending on the intended meaning as they get in touch with home stuff. In this case they are expected to compare native values with the foreign ones.

Objectives:

-To discuss contents from written and oral texts.

-To enhance the vocabulary used to describe house related stuff.

-To be communicative competent regarding house issues.

Contents:

Block 1: Listening

-Self- evaluation and consideration about how learning to learn.

-Comprehension of oral texts where lexicon related to home can be recognized.

Block 2: Speaking

-Readjust tasks or messages depending on the difficulties or available resources.

-Pointing out objects or performing in order to clarify meaning.

-Autonomous use of lexicon related to home.

Block 3: Reading

-Recognizing and interpreting codes of non-verbal messages to complement written texts.

-Establishment and maintenance of the speech organization.

-Revision and extension of lexicon related to home.

Block 4: Writing

-Adjusting their task to the available resources and knowledge acquired.

-Expression of interest, satisfaction, hope and its opposites.

-Use of lexicon related to home.

Language functions:

-Expression of logic relationships: conjunction (both...and).

-Affirmation: Me too; Think/Hope so

-Negation: Me neither

-Expression of time: future (will).

-Expression of aspect: durative (continuous: future continuous).

-Expression of space: (prepositions and adverbs of direction)

-Expression of mood: (Adv. and phrases of manner, e. g. carefully; in a hurry).

Activities:

1. Warm-up: Students would play *Fact or Fiction* to start this unit. In this game, one person tells something they know or they heard about Wales (geographic information, traditions, culture...). It can be something true or something they make up. Everyone around the classroom has to say whether they think the story is fact or fiction. This person will reveal the truth once everyone has guessed.

*Listening: A song to be listened in class with its lyrics. The sheet would have some gaps for them to fill in. After working on it, students in pair-work would tell each other the favourite part of their houses and what that is composed of.

*Speaking: They would be shown different pictures in class of how houses tend to be in Spain and in Wales. They should describe the elements of the house that appear, talk about the similarities and differences between the two cultures and give their own opinion about the possible advantages and disadvantages.

*Reading: extracts from decorative magazines from Wales would be projected in class so that students can get familiar with new vocabulary, expressions and styles when decorating.

*Writing: "How to make a home". The point is that they explain what they would like to have in their own house to make a home of it in the future, and why from what has been explained and discussed in class.

Assessment criteria:

Block 1: Listening

-Distinguish grammar structures, which indicate intention, decision, interest, appreciation, sympathy, satisfaction, confidence and its opposites.

-Recognize and comprehend the meaning of commonly used expressions by taking profit of the whole message and paralinguistic elements.

Block 2: Speaking

-Choose and use the correct lexicon depending on the communicative situations.

-Remember and put into practice common expressions and idioms by using paralinguistic resources.

Block 3: Reading

-Guess the meaning of a basic repertoire of common expressions and idioms by using paralinguistic elements and the context.

-Remember and apply previous knowledge about format types.

Block 4: Writing

-Express their own ideas, opinions and experiences in short or medium length texts where lexicon related to home is comprised.

-Use knowledge about different types of format in order to present properly written texts.

Unit 6: Studies in Scotland

Introduction:

Through these approximately two weeks, students are expected to progress on how to compare two entities in English by following not just the defined vocabulary and grammar structures, but especially pragmatic levels. They would specifically compare educational systems in Spain and Scotland –UK in general-.

Objectives:

-To listen and comprehend general and specific information in different communicative settings as they show a respectful and cooperative attitude.

-To recognize how information is sequenced in oral and written texts.

-To develop a critical perspective towards different fields.

-To recognize the different use of English in social networks.

Contents:

Block 1: Listening

-Getting previous information about the kind of task and topic.

-Comprehension of oral texts with lexicon related to education and studies.

-Comprehension and consolidation of new acquisition lexicon.

Block 2: Speaking

-Modifying words with similar meaning.

-Narration of punctual and habitual past events, description of present events and expression of future situations.

-Production of oral texts where lexicon related to education and studies is reflected.

Block 3: Reading

-Appreciation of the use of written language as an international communication and learning tool.

-Narration of past, present and future events.

-Revision and extension of lexicon related to education and studies.

Block 4: Writing

-Comparison of the most significant similarities and differences between the foreign and the native culture.

-Perception of the written language as a communicative and learning tool.

-Narration of past, present and future events.

-Autonomous use of lexicon related to education and studies.

Language functions:

-Expression of logic relationships: comparison (as/not so + Adj. as; less/more + Adj./Adv. (than); better and better; the highest in the world).

-Exclamation: (What + (Adj. +) noun, e. g. What beautiful horses!; How + Adv. + Adj., e. g. How very nice!).

-Expression of quantity: cardinal and ordinal numerals.

-Expression of space: prepositions and adverbs of motion.

-Expression of time: (sequence (first, second, after that, finally)).

Activities:

1. Warm-up: A video and some pictures of Spanish and Scottish High Schools would be projected for them to recognize similarities and differences between the two countries in this field. Out of it, something they may discuss is some aspects in which they think that both Scottish and Spanish educational system differ and why.

*Listening: The poem *To a Mouse* by Robert Burns would be the item used to play in class as an excuse to have them learning about some Scottish literature and history as well as about the existing differences between the two languages.

*Speaking: In groups of three people, they would have to give oral presentations about the main Scotland cultural values, which must be compared somehow to the Spain's. I would give them six topics to choose for the presentation, complemented with some sources for them to start searching information, a rubric –which has been appended) for them to know what it is expected from each presentation, and a checklist –which has been also appended- to fill individually about how it has been the process of preparing the presentation.

*Reading: For this unit, they would be provided with two texts based on education: one would be about Spanish education and the other about UK's. This way they may learn and compare the actual differences between the two systems. Out of these texts, some discussion may start up where they give their opinion and interact focusing on educational systems.

*Writing: Similar to the warm-up question, in this case each student would have to define seven adjectives that they consider an educational system must have and explain why it should be so. Then, they should discuss which country –Spain or Scotland- is closer to the values they chose and where their evidences come from.

*Social networks: one extra session would be add to this unit in order to put into practice the innovation proposal. These five people's posts would be worked in relation to the contents that have been covered in class up to this unit. In this particular case, we would work the colloquial use/ function of the language in social networks and the use and meaning of abbreviations.

Assessment criteria:

Block 1: Listening

- Appreciate the contact with people from different languages and cultures.
- Differentiate verbal use.

Block 2: Speaking

- Answer giving brief explanations about known topics in a clear and organized way.
- Use basic connectors in order to organize the speech in a productive manner.

-Restart the speech when it has been interrupted by reformulations in uncommon or long communicative situations.

Block 3: Reading

-Guess the general meaning of a text from the context.

-Recognize how information is sequenced through connectors.

Block 4: Writing

-Organize the text taking into account its parts.

-Deal with general topics related to their own interests or reality.

-Appreciate self-correction as a complement way to learn.

Unit 7: Australia's essence

Introduction:

It is very important for L2 learners to experience how they should ask for permission in a foreign culture and to answer in a polite manner. That is the aim of this unit while they get familiarized with Australian environment.

Objectives:

-To develop individual and team habits of work, effort and responsibility as well as receptive and confident attitudes towards their own process of learning and use of the foreign language.

-To compare orthographic rules between the two languages.

-To distinguish actual intended meanings depending on its form.

-To sequence information in different ways taking into account the format.

Contents:

Block 1: Listening

-Non-verbal language as a support to comprehend oral texts.

-Comprehension of oral texts related to environment.

Block 2: Speaking

- Giving a message clearly, distinguishing its main ideas and structure.
- Asking for help.
- Autonomous use of lexicon related to environment.

Block 3: Reading

- Description of people's, objects', places' and activities' physical and abstract qualities.
- Dealing with written texts in which lexicon related to environment will be worked.
- Recognizing different orthographic uses.

Block 4: Writing

- Description of people's, objects', places' and activities' physical and abstract qualities.
- Autonomous use of lexicon related to environment.
- Use and consolidation of new acquisition lexicon.

Language functions:

- Negation: no + noun (e. g. no chance), nobody, nothing.
- Expression of modality: permission (may; could; allow).
- Expression of space: prepositions and adverbs of origin.

Activities:

1. Warm-up: Students would listen to a song, which deals with the change that our world and society are experiencing. They would be reading its lyrics projected while they listen to the song. The purpose of this activity is that they explain how they interpret its lyrics, whether they agree with it or not, what differences they can appreciate if they compare some years ago to nowadays or where the problem may be.

*Listening: Some advertisements recorded and broadcasted in Australia focused on how important it is to respect and take care of our world. Then in groups they would

be handed out at random different flashcards. They would have to answer about what they have understood from the videos depending on the question they get.

*Speaking: In groups of three people, they would have to give oral presentations related to Australia's lifestyle and surroundings. I would give them six topics to choose plus some sources for each topic so as for them to start searching information; a rubric for them to know what it is expected from each presentation, and a checklist to fill individually about how it has been the process of preparing the presentation. The group that is presenting should interact with their classmates.

*Reading: "Environmental problems in Australia" would be the text to read in this occasion. From it, learners will be working with real material and current difficult situations we are dealing with in our society. These contents would be discussed in class and compared to other countries' situation.

*Writing: "A poster". Students would have to fill a blank cardboard according to the different fields they worked on in the oral presentations with draws, cuttings, flashcards, titles or pictures, as a way to recycle the information they got and lay down new terms of vocabulary.

Assessment criteria:

Block 1: Listening

-Turn to learnt paralinguistic procedures in order to complete the general message comprehension.

-Get the intended meaning of the message by interpreting properly the comprised structures.

Block 2: Speaking

-Express in a detailed way essential information, main aspects and most relevant parts of the message.

-Talk about general topics related to own interests or the environment.

Block 3: Reading

-Identify the temporality of the text by interpreting correctly different verb uses.

-Remember and interpret different uses of orthography in order to get the general idea of the text.

Block 4: Writing

-Write brief messages, properly structured and punctuated.

-Elaborate written tasks using the available resources of the classroom as support.

-Show interest for a clear, cared presentation, and using ICTs for its elaboration and presentation.

Unit 8: Irish food: Dare to try?

Introduction:

The aim of going through this unit is to help students recognize the actual differences existing between expressing necessity and obligation, in L2 and L1 not only in grammar terms, but also in cultural ones. They are expected to do it in an Irish context related to food and restoration.

Objectives:

-To know and use autonomously the basic phonemic, lexicon, structural and functional components of the foreign language in actual communicative situations, taking into account the sociocultural components that may condition them.

-To appreciate the foreign language as a tool to have access to information, to learn diverse contents and as the highest representation of a culture.

-To start getting familiar with suprasegmental features of the foreign language.

Contents:

Block 1: Listening

-Expression of willingness, intention, decision, order and prohibition.

-Comprehension of oral texts related to food and restoration.

-Revision and expansion of the already acquired lexicon.

Block 2: Speaking

-Use of corporal language in terms of the foreign culture.

-Application of the social and politeness rules and registers of the language as well as its most characteristic beliefs and attitudes.

-Asking and offering information, indications, opinions, pieces of advices and warmings.

-Autonomous use of lexicon related to food and restoration.

Block 3: Reading

-Approach to the experiences of people from other countries by reading texts.

-Revision and expansion of lexicon related to food and restoration.

Block 4: Writing

-Giving a message clearly, adjusting it to each type of text' forms.

-Autonomous use of lexicon related to food and restoration.

Language functions:

-Expression of logic relationships: (... , though).

-Expression of modality: necessity (must; need; have (got) to); obligation: (have (got) to, must, imperative).

-Expression of space: prepositions and adverbs of position.

Activities:

1. Warm-up: As a way to start dealing with situations related to restoration or food, they would have to play *Chain Tale*. The topic to write about would be: "You are eating at some relatives' place and you do not like the menu. What do you do?" Each student would have a piece of paper, where they should write the first sentence to start their tale. Every minute, the teacher will say *switch!*, which means that students would have to stop writing and pass papers. Then, next turn students will have to continue each "new" story. The game continues until everyone has written something in every piece of paper. Then, they will read them aloud to see the funny results!

*Listening: To put into practice the group's listening skills, a video would be projected in class in which Irish natives list the most typical dishes and explain what they consist of. With regard to the contents of this video, students individually will have to fill in a checklist in order to check comprehension.

*Speaking: In pair, learners should make up a dialogue in two different situations related to restoration. The first one must be a phone conversation in order to book a table in a restaurant. Then, as an attempt to make them communicate in new experiences, they would have to pretend being at the restaurant –ask for the booked table, asking for the drink, the starters, the bill, etc.-.

*Reading: “Food: fuel or pleasure?” For this unit, students would be given a text in which people from different countries give their opinion and tell experiences related to food according to their culture.

*Writing: “A recipe”. In groups of three, students would have to choose “the perfect Irish menu” according to their own taste. Each member would be in charge of a recipe to be included in the menu. –One starter, one main course, one dessert-. Once they have the recipe ready, they will have to tell which ingredients, according to their chef-perspective, must be present when cooking, and which others they think that are not so necessary to have the recipe taste perfect.

Assessment criteria:

Block 1: Listening

-Remember vocabulary and expressions previously learnt and apply them in the context of the message.

-Get and differentiate the speaker's intention depending on the intonation.

Block 2: Speaking

-Participate in conversations using strategies in order to start, keep and finish communication, avoiding that this gets interrupted by using, autonomously, the most common conventions of communication.

-Turn to rhythm and intonation modifications in order to communicate the intended meaning.

Block 3: Reading

- Guess the meaning of details by supporting on the whole message.
- Remember and recognize common and specific symbols used in short or medium length texts.

Block 4: Writing

- Order events through the correct use of sequence connectors.
- Establish comparisons between foreign and native attitudes and lifestyles.
- Choose and use lexicon with respect to the communicative setting.

Unit 9: Slow City: Republic of Ireland

Introduction:

This unit aims to helping students keep learning about how to express capacity, possibility and probability depending on the context, as they get familiarized with the history and setting of the Republic of Ireland.

Objectives:

- To include pragmatics when interpreting or producing oral/ written messages.
- To produce simple texts with diverse goals, about different topics, by using proper resources of cohesion and coherence.
- To improve strategical competence.

Contents:

Block 1: Listening

- Comprehension of knowledge, certainty, doubt and speculation.
- Comprehension of oral texts related to setting.

Block 2: Speaking

- Applying previous knowledge to the expression of referents in terms of quality and quantity.

-Using extra linguistic sounds and conventional prosodic qualities to balance out lexicon shortage.

-Expression of knowledge, certainty, doubt and speculation.

-Autonomous use of lexicon related to setting.

Block 3: Reading

-Use of dictionaries and ICTs as means of enquiry and learning.

-Self-evaluation and interest to learn how to learn.

-Expression of knowledge, certainty, doubt and speculation.

-Revision and expansion of lexicon related to setting

Block 4: Writing

-Expression of knowledge, certainty, doubt and speculation.

-Autonomous use of lexicon related to setting.

Language functions:

-Interrogation: questions with prepositions (e. g. What is the book about).

-Expression of modality: capacity (can; be able); possibility/ probability (may; might; perhaps).

-Expression of quantity: (singular/plural)

Activities:

1. Warm-up: Different pieces of information would be projected about several countries. Students would have to organize in groups of 4 people in order to discuss which information has to do with the Republic of Ireland.

*Listening: The song “Hall of Fame” would be played in class since it contains many references to the language functions of this unit. From the song, students would have to classify each modal verb appearance in terms of function and add to each column three experiences that also reflect that function.

*Speaking: In pairs, students would be given a sentence out of the blue related to the topic of the unit so that they would have to make up a story or create a situation where

the sentence makes sense. The aim is that they put into practice the structures and pragmatic levels explained in this unit.

*Reading: Five articles taken from the BBC related to this country's setting would be read in class. Students will be divided in five groups, one article would be given to each group. Once the five groups have finished reading their article, all members would be scrambled in order to get five new groups, one member in each group would have read a different article. The point is that in these new groups, each member tells the rest of their group about their article.

*Writing: For the writing activity students are expected to write an essay in which they should express their view point related to the "independence" topic discussed in class.

*Social networks: The students' post would be worked and explain in detail in class as usual. The contents for this lesson would be the use of code-switching that they reflect in social networks: the meaning of this concept, when they think that it is used, whether they would consider it as lack of knowledge in the foreign language or not, and whether they support its use in social networks –taking into account that there are online dictionaries-.

Assessment criteria:

Block 1: Listening

-Get the general meaning of the message as they distinguish the communicative intention.

-Recognize the different manners of expressing certainty, doubt or speculation.

Block 2: Speaking

-Turn to the use of synonyms or opposites to balance out lexicon shortage as a way to avoid interruption.

-Remember and use lexicon and expressions previously acquired.

-Read in a proper rhythm and fluency, in average speed, according to the suprasegmental English patterns.

Block 3: Reading

-Identify and distinguish the different types of texts where the message is comprised.

-Recognize the different manners of expressing certainty, doubt or speculation.

Block 4: Writing

-Transmit the communicative intention of the message clearly through the correct use of linguistic indicators.

Unit 10: Would you like to work in India?

Introduction:

While students keep in contact with English-speaking countries, India in this case, they are expected to know making hypotheses in the foreign language depending on the time notion.

Objectives:

-To discuss diverse topics reflecting upon ideas, experiences or knowledge.

-To go deeper in the stereotypes that surround our society.

-To make hypotheses according to one's interests.

Contents:

Block 1: Listening

-Appreciate the personal prosperity that it implies to discover foreign people's experiences.

-Recognizing cultural and sexual stereotypes in daily oral language and discriminatory attitudes.

-Formulation of suggestions, wishes, conditions or hypotheses.

-Comprehension of oral texts related to jobs.

Block 2: Speaking

-Rejection of any kind of discrimination by applying carefully cultural stereotypes.

- Expression of willingness, intention, decision or prohibition.
- Formulation of suggestions, wishes, conditions or hypotheses.
- Autonomous use of lexicon related to jobs.

Block 3: Reading

-Identification of stereotypes in written language and of discriminatory attitudes that can be recognized.

- Formulation of suggestions, wishes, conditions and hypotheses.
- Revision and expansion of lexicon related to jobs.

Block 4: Writing

- Adaptation of the text to the addressee.
- Expression of willingness, intention, decision or prohibition.
- Autonomous use of lexicon related to jobs.

Language functions:

- Expression of logic relationships: condition (if; unless).
- Expression of aspect: habitual (used to).

Activities

1. Warm-up: “If your parents had to leave Spain for work, would you like them to choose India?”

*Listening: The song “If I were a boy” would be played in class since it reflects the use of conditionals in English. Then, the content and meaning of the song would be discussed in class paying special attention to stereotypes. Once the listening exercise is done, they would have to fill an exit card telling what they will remember from the ideas that have been talked that lesson.

*Speaking: In groups of three people, they would have to give oral presentations about the Indian culture and background, and relate it to their own’s. I would give them six topics to choose for the presentation according to their interests or likes, complemented with some sources for them to start searching information, a rubric for

them to know what it is expected from each presentation, and a checklist to fill individually about how it has been the process of preparing the presentation.

*Reading: “If I would have known”. Students will read a text in which six people from different countries express experiences in which they reflect how the function of making hypotheses works.

*Writing: “A work e-mail”. They would have to apply a subscription as if they were to spend their summer in India working for one month. The kind of job they would be applying can be chosen by them in terms of their own hobbies, likes or interests.

Assessment criteria:

Block 1: Listening

- Show respect for foreign cultural patterns.
- Recognize expression of aspect.

Block 2: Speaking

- Turn to the definition of elements or description of objects to balance out lexicon shortage.
- Take care of the use of language so as to avoid any kind of discrimination.
- Use basic elements as a way to clearly transmit the actual intention of the message.

Block 3: Reading

- Recognize verbal aspect.
- Remember and put into practice common lexicon, expressions and idioms previously learnt.

Block 4: Writing

- Adapt the language register according to the conditions of the message.
- Use basic connectors to organize speech in a simple but efficient manner.

Unit 11: Let's go shopping: Canada

Introduction:

This unit deals with making reference and describing objects from the real world according to the nouns nature, entity, quality or quantity. Students will go through this process as they work on the Canadian culture and commercial stuff.

Objectives:

- To develop autonomy in the process of learning.
- To think about own processes of learning.
- To transfer knowledge and communication strategies to the foreign language acquisition.

Contents:

Block 1: Listening

- Identification of the kind of text so as to understand it.
- Identification of the social and politeness rules and registers of the language as well as its most characteristic beliefs and attitudes.
- Comprehension of oral texts related to shopping and commercial activities.

Block 2: Speaking

- Description of people's, objects', places' and activities' physical and abstract qualities.
- Proper use of lexicon related to shopping and commercial activities.

Block 3: Reading

- Awareness of the globalization process our society is going through and its sociocultural and sociolinguistic consequences.
- Expression of interest, satisfaction, hope, confidence, surprise and its opposites.
- Expansion and consolidation of common lexicon related to shopping and commercial activities.

-Comparison of the use of orthography between the two languages, as a support to understand texts.

Block 4: Writing

-Use of previous knowledge.

-Asking and offering information, guidelines, opinions and points of view.

-Proper use of lexicon related to shopping and commercial activities.

-Comparison of the use of orthography between the two languages, as a support to understand texts.

Language functions:

-Expression of logic relationships: conjunction (not only...but also).

-Expression of existence: (e. g. there could be); la entity (count / uncountable / collective / compound nouns; quality (e. g. pretty good; much too expensive).

-Expression of quantity: quantity: e. g. lots/plenty (of); degree: e. g. absolutely; a (little) bit).

Activities:

1. Warm-up: As a way to find out what students know about Canada, we would play the game *questions*. There would be three categories: people, places, things. One person thinks of something considered relevant to the country out of these categories. The rest of the class would take turns asking yes/no questions until someone guesses –the tricky thing is that wh-questions are not allowed-. The one who guesses takes the turn to think of something new.

*Listening: “Let’s go shopping”. It is a video in which native speakers of English go shopping to the supermarket and to a shopping centre. The aim of the activity is that students get those common expressions used when asking for something in these contexts. After watching the video, the class would be split up in two groups. One from each group would write on the blackboard one word or expression that they could remember from the video. It would continue until all members of both groups showed up. Let’s see who wins!

*Speaking: In pair-work, students would have to discuss which would be essential items for them if they were in Canada. Previously, they would have been shown an introductory video about Canada as warm-up, as well as pictures of supermarkets, shops and shopping centres for them to get some ideas.

*Reading: “Commercial relationships between Spain and Canada”. A real text that deals with the relationships that actually exists between their own country and Canada as an attempt to portray the contact with foreign cultures with positive vibes.

*Writing: Different pictures of what may be found, seen or experienced in Canada would be projected during two minutes each. The idea is that they summarize what they could remember by mentioning what there was in the picture and how many/much.

Assessment criteria:

Block 1: Listening

- Identify the type of oral text where the message is comprised.
- Identify the register of the language in which the message is emitted.

Block 2: Speaking

- Balance out lexicon shortage by the use of paralinguistic procedures.
- Compare and differentiate the basic syntactic structures and its functions between the two languages.

Block 3: Reading

- Get temporality expressed in events, states or situations.
- Get different hints in a message by identifying the basic constituents used in each type of structure.

Block 4: Writing

- Apply revision strategies as a way to improve the final result of tasks.
- Write down short or medium length texts in an autonomous manner, by using previous knowledge related to social and cultural background.

Unit 12: Let's party hard: Malta

Introduction:

This unit is based on Malta as the country on which we will work the “leisure and free time” topic. The group is expected to organize activities depending on their purpose, which they will have to emphasize somehow.

Objectives:

-To use learning strategies and available resources/ materials, including ICTs, in order to obtain, select and give information in oral and written channels.

-To appreciate the use of English in social networks.

-To recycle given information as a mean to express own goals according to personal interests.

Contents:

Block 1: Listening

-Narration of past, present and future events.

-Comprehension of oral texts related to leisure and free time.

Block 2: Speaking

-Defining or paraphrasing terms or expressions.

-Use of non-verbal language to balance out expression difficulties.

-Establishment and maintenance of the speech communication and organization.

-Proper use of lexicon related to leisure and free time.

Block 3: Reading

-Getting awareness of how important it is to comprehend a message as a whole, without needing to understand every single element of it.

-Expansion and consolidation of lexicon related to leisure and free time.

Block 4: Writing

-Introduction and keeping of social and personal relationships.

-Formulation of suggestions, wishes, conditions and hypotheses.

-Proper use of lexicon related to leisure and free time.

Language functions:

-Expression of logic relationships: finality (to- infinitive; for -ing).

-Expression of aspect: terminative (stop + -ing).

-Expression of existence: pronouns (reflexive/emphatic, one(s)).

Activities:

1. Warm-up: Students in pairs would have to answer the following question: “Do you think that going party in Malta is a good idea, or would it be better to stay in Spain?”

*Listening: “It is time to visit Malta”. A video in which native people from the country show its best and most famous corners. These would be compared by students with some other places from Spain or any other country.

*Speaking: In groups of three people, they would be expected to give oral presentations on six different topics in relation to Malta. As usually, each group would be provided with resources depending on their topic as an option for them to get information.

*Reading: “Culture in Malta”. Students would find in this text how, according to the native culture, free time is usually spent according to each group of people and why they do so. After reading the text, students individually or in pair-work would have to summarize the most relevant pieces of information according to their perspective. The “challenge” of this activity is that the more new words or structure appear to reformulate the given information, the more punctuation they get. They should try to be as creative as possible.

*Writing: Individually, each learner will have to upload to the blog a post entitled “In Malta, I...” They would have to describe, based on the information given in the oral presentation –or new information if they would like- the activities they would play in their free time if in Malta and why. As they upload individual posts, they should also comment on their classmates’.

*Social networks: This lesson would be used to work on aspects such as how different capital letters are used in both languages –these differences might be even more

noticeable in social networks- or the way onomatopoeias are expressed in different ways in the two languages.

Assessment criteria:

Block 1: Listening

-Get sociocultural references comprised in the message.

-Identify and establish relationships between the most meaningful cultural habits between the two languages.

Block 2: Speaking

-Appreciate communication interchanges as a mean of personal prosperity and approach to other people's cultures.

-Formulate complex oral messages by the use of basic elements of subordination, coordination and juxtaposition, in order to transmit messages clearly.

-Appreciate pauses during speech as a way to think, organize and improve the intended meaning, and perceiving reformulations as part of the process learning.

Block 3: Reading

-Comprehend general or detailed information from encyclopaedias or dictionaries.

-Comprehend the intention of messages by interpreting different syntactic structures correctly.

Block 4: Writing

-Use ICTs on their own in order to produce texts, send and receive messages in order to establish personal relationships or interchange information.

-Use on their own different external supports so as to search information and elaborate short or medium length texts.

-Adapt vocabulary to the register and format of the text.

-Remember and use common abbreviations and symbols in the Internet.

Unit 13: Who has not dreamed of Bahamas?

Introduction:

In this teaching unit students will be exposed to The Bahamas' country as a tourist destination with the purpose of learning how to retransmit given information.

Objectives:

-To apply the most convenient register and structure to the speech in different situations.

-To organize and structure tasks in terms of form and content.

-To interact in common communicative situations in a comprehensible and correct manner, with certain level of autonomy.

Contents:

Block 1: Listening

-Understanding and offering information, guidelines, opinions and points of view.

-Comprehension of oral texts related to holidays and travelling.

Block 2: Speaking

-Adapting the text to the addressee, the context and the channel.

-Expression of interest, satisfaction, hope, confidence, surprise and its opposites.

-Proper use of lexicon related to holidays and travelling.

-Participation in communicative simulations and real situations that allow a functional and contextualized use of lexicon.

-Production of oral texts where rhythm and intonation are adapted to the situation.

Block 3: Reading

-Identification of the communicative intention.

-Asking and offering information, guidelines, opinions and points of view.

-Expression of willingness, intention, decision, order and prohibition.

-Extension and consolidation of lexicon related to holidays and travelling.

Block 4: Writing

-Appliance of the most common social and politeness conventions among native speakers of the foreign language.

-Rejection of any kind of discrimination by applying carefully cultural stereotypes.

-Proper use of lexicon related to holidays and travelling.

Language functions:

-Expression of logic relationships: reported speech (reported information, offers, suggestions and commands).

-Expression of modality: factuality (declarative sentences).

Activities:

1. Warm-up: Some videos about the Caribbean beaches, landscapes, activities to do and lifestyle of Bahamas would be watched in class. Something to be discussed out of it might be “what would your friends say if you spend your holidays in Bahamas?”, or “what is the thing you would enjoy the most if you travelled there?”

*Listening: “History and travel”. A video would be played in class in which it is explained by tourism agencies when this country became such a famous destination and which ones might be the reasons. Then, each students would have to stand up, repeat something that called his attention –that someone said in the video- and make some comment on it.

*Speaking: “On the phone: lost luggage”. In groups of three –the employee from the company, the one who loses his luggage and his spokesman-, they should make up a situation in which a couple is travelling to an English-speaking country but only one of them speaks English. This last one will have to call to the company in order to reclaim their luggage. As he keeps talking, he has to transmit what the employee says to his partner.

*Reading: “Experiences in Bahamas”. They would be reading real material from forum in which people who have already travelled to Bahamas give their opinion about some advantages or disadvantages. Each student would have to choose in secret one

testimony and tell it to his nearest classmate in low voice, and so on. The last one would have to say it aloud to see whether the sentence keeps the same or not.

*Writing: "A letter of complaint". They should write down a letter in which they complain about something that happened to them while they were travelling: lost luggage, bad service, broken stuff... They can tell a real experience or make it up.

Assessment criteria:

Block 1: Listening

-Get temporal differences.

-Recognize how information is sequenced by basic connectors of speech.

Block 2: Speaking

-Produce messages as they differentiate different uses of registers.

-Formulate questions, giving orders, instructions, opinions, making hypotheses as common vocabulary and expressions are used, although sometimes repetitions or pauses appear.

-Take part in short or medium length conversations where previous knowledge is applied, regarding functions of the language as well as sociocultural and politeness conventions.

Block 3: Reading

-Discern the communicative intention of the message.

- Differentiate the different ways of making suggestions, wishes, conditions and hypotheses.

Block 4: Writing

- Write complex messages by using cohesion resources.

- Plan the writing process by establishing guidelines according to the contents that will be covered.

- Take care of the language used so as to avoid any kind of discrimination.

- Elaborate complex messages by using cohesion and basic discursive elements so as to indicate subordination, coordination and juxtaposition, expressing in a simple manner the intended meaning.

Unit 14: Technologies in Pakistan

Introduction:

Students are expected to learn through this unit the cause-result relationship that may exist between two events. Besides, they will learn to recognize the relevance of references –in terms of meaning- depending on the way they are stated. They will do so as they discuss about the influence that technology is lately having, particularly in Pakistan.

Objectives:

-To develop an enterprising spirit as a valuable attitude towards the process of learning.

-To distinguish relevant from extra information in terms of required meaning depending on the context.

-To implement a respectful, tolerant and open-minded attitude towards unknown countries and their culture.

Contents:

Block 1: Listening

-Formulation of hypotheses about content and context.

-Getting awareness of the globalization process our society is going through and its sociocultural and sociolinguistic consequences.

-Comprehension of oral texts related to ICTs.

Block 2: Speaking

-Getting awareness of the globalization process our society is going through and its sociocultural and sociolinguistic consequences.

-Proper use of lexicon related to ICTs.

-Proper pronunciation of vowels, consonants and diphthongs.

Block 3: Reading

-Distinction of different types of texts.

-Revision and extension of lexicon related to ICTs.

-Recognizing different signs of punctuation and the different hints they give to sentence meaning.

Block 4: Writing

-Using basic strategies related to the process of writing.

-Proper use of lexicon related to ICTs.

-Proper use of orthography and the different types of punctuation.

Language functions:

-Expression of logic relationships: cause (because (of); due to; as); result (so; so that).

-Interrogation: (Wh- questions).

-Expression of existence: pronouns (relatives).

Activities:

1. Warm-up: A widespread video in which some friends meet at a restaurant but they spend most of this time looking at their mobile phones and typing would be played. The topic to talk about –based on what they appreciated in the video- would be “are people becoming cooler due to the increasing use of ICTs?”

*Listening: “Background on Pakistan”. A video would be projected in class in which Pakistan, its culture and current situation towards the use of technology is explained. Students must comment on the video as they establish some relationships between Pakistan and their own country.

*Speaking: A debate based on the progressive use of TICs around the world and its consequences would take place after some videos were watched as a way to give them background.

*Reading: “Mobile-Based Post Literacy Programme”. A text in which there appears some references about the impact that ICTs is having in some countries, Pakistan included. Based on their reading comprehension, they will have to fill in a checklist.

*Writing: “Say Yes or No to ICTs”. Students on their own would have to write an essay in which they should express their opinion about the impact that ICTs is having in their society or daily life having as evidence something discussed in class or own experiences. In the conclusion some reference to their pro or against position towards ICTs should be reflected.

Assessment criteria:

Block 1: Listening

- Show respect towards cultural patterns different to one’s.
- Recognize different parts of a message.

Block 2: Speaking

- Express temporary differences through the correct use of verbs.
- Manage basic indicators of structures in terms of the intended functions of messages.
- Apply politeness and respect rules so as to achieve a satisfactory communicative interchange.

Block 3: Reading

- Comprehend essential information, important details and most relevant aspects of well-structured texts about common as well as uncommon topics.
- Distinguish grammatical indicators that express willingness, intention, decision, promise, prohibition, interest, hope, surprise and its opposites.

Block 4: Writing

- Organize personal work so as to keep forwards in the learning process.
- Formulate suggestions, wishes, conditions and hypotheses.
- Remember and use previous knowledge related to orthography and signs of punctuation.

Unit 15: Life in Singapore

Introduction:

The aim of this unit is students to be able to recognize intended meanings depending on suprasegmental features, like differentiating actual questions from checking ones. During this process they will get familiar with Singapore and its means of transport and main languages.

Objectives:

-To appreciate the foreign language and languages in general as a mean of communication and understanding among people from different backgrounds, languages and cultures by avoiding any kind of discrimination.

-To interpret suprasegmental features correctly to encode or decode a message.

-To distinguish possible meanings on the same structure focusing on context and circumstances.

-To perceive social networks as a daily learning tool of the foreign language.

Contents:

Block 1: Listening

-Starting and keeping communication and comprehension of the speech organization.

-Comprehension of oral texts related to means of transport, languages and communication.

-Recognizing and differentiating rhythm and intonation patterns to understand better words and sentences.

-Recognizing the speaker's communicative intention by correctly interpreting variations in rhythm and intonation.

-Comparison of different suprasegmental patterns between their mother tongue and other known languages.

Block 2: Speaking

-Proper use of lexicon related to means of transport, languages and communication.

-Changing properly rhythm and intonation when reading oral texts.

-Comparison of different suprasegmental patterns between their mother tongue and other known languages to improve their oral production.

Block 3: Reading

-Revision and expansion of lexicon related to means of transport, languages and communication.

-Comprehension and consolidation of new acquisition lexicon.

Unit 4: Writing

-Starting and keeping the speech communicative intention and its organization.

-Proper use of lexicon related to means of transport, languages and communication.

Language functions:

-Affirmation: tags.

-Exclamation: exclamatory sentences and phrases, e. g. Hey, that's my bike!.

-Negation: negative tags

-Interrogation: Aux. questions; tags.

Activities:

1. Warm-up: The teacher would read ten statements with different intonation. Depending on the intonation, students would have to say what they interpret from the way I said it. We would then discuss several topics, such as "is language the only way to communicate"? or "do you always mean what you literally say?"

*Listening: Students would listen to some interviews in which different types of intonation can be recognized. They should interpret meanings depending on what they observe.

*Speaking: In groups of three, students would have to give oral presentations on Singapore. As usual, each group will have to choose one out of six topics related to the topic of this unit.

*Reading: A real text in which it is explained how English got to be spoken in Singapore. Students would also read a text where it is reflected the main differences that exist between RP English and the English spoken in other countries –which would be pronounced and discusses in class- . Besides, in pairs students would have to make up three sentences where suprasegmental differences –to RP- are comprised for their classmates to find them out and discuss them.

*Writing: “A poem: me, myself and I”. As a review of all the contents that have been covered throughout the course, they would have to write down a poem focused on themselves and the things that they have discovered in this course about themselves and the world. They would be provided with several suggestions to organize their poem so as for not to be a difficult task.

*Social networks: This would be the last lesson related to social networks issues. Then, we would review all the aspects that have been explained in these extra lessons and add some new content: the use of slang that is reflected in social networks.

Assessment criteria:

Block 1: Listening

-Compare the foreign language with other known languages to improve comprehension.

-Recognize the use of conditional as a politeness rule and indication of advice or wish.

-Recognize and distinguish different meaning of sentences or expressions depending on its intonation.

Block 2: Speaking

-Organize messages by identifying clearly its parts.

-Express the message communicative intention by using correctly grammatical structures.

-Reproduce clearly vowel and consonant phonemes although some mistakes may be made as long as these do not interfere in comprehension.

Block 3: Reading

-Identify and understand testimonies about cultural or social minorities that are related to the foreign language.

-Comprehend common lexicon related to general topics or related to one's interests, language and communication.

Block 4: Writing

-Think about one's mother tongue and the foreign language to establish similarities and contrasts.

-Express communicative intention of messages by using correctly grammatical structures.

4.2. Contribution to key competences

From the competences established to be accomplished during this period, the following aspects from each one would be remarkable:

1. Linguistic communication. This is the most important one in our subject, present in each and every one of the units. The group will use the foreign language as the vehicle to express opinions, ideas and communicate inside the classroom. Nevertheless, they are not expected to just apply grammar rules so as to produce correct output, but to do it regarding when, where and to whom they are speaking. Since they will be working different competences –global linguistic competence, pragmatic competence, sociocultural competence and strategic competence-, diverse activities have been designed where its objectives may differ depending on how different aspects have been proposed, such as the context, the expected use of the language or which one is the intention of the message. Consequently, students will be exposed to more than one setting during the course so as to widen their foreign language knowledge from a communicative approach.

2. Mathematic competence and basic competences in science and technology. We will work with the measurements and weight units in the Anglo-Saxon world and therefore help students to develop this competence. Furthermore, this long term plan has been designed taking into consideration that students need to develop their skills in order to comprehend the basic changes that occur throughout time, to propose ideas in groups or individually that encourage progress and/ or quality of life maintenance, to know the original fauna from different countries and how humanity should behave to preserve it and to manage the new technologies in order to accomplish established goals.

3. Digital competence. This aspect will be constantly activated and broaden during the course. One important fact that has been considered to design this teaching schedule is the way in which our society is going forwards in respect to how the digital world seems basic in order to obtain tools, procedures or manners to work. As a consequence of the fact that students are growing up aware of this reality, they should be exposed to this world in their educational setting. Therefore, one of the key facts that they will have to work on according to this plan is to select information from different sources in a critical way. Besides, for different goals, they will need to employ technological resources in an original and creative manner, to participate and collaborate in an active way when creating their own contents through digital resources. It will also be essential that students can recognize the actual changes motivated by the use of technologies in literacy skills.

4. Learn to learn. It has been taken into account as an essential aspect the encouragement of personal abilities that each student prefers to apply in order to progress in their learning process, since one of this educational system objectives is to raise awareness among students of how important it is to develop certain sense of autonomy. The group may therefore practice this aspect by looking for alternatives in order to achieve their goal when plans mess up, improving progressively in their accuracy to be involved in their learning process, or by using their real and/or own experiences as a resource to acquire new knowledge.

5. Social and civic competences. As it has been mentioned before, it is crucial for teachers to bear in mind our main aim: to raise citizens. Especially for this long term plan that has been designed out of foreign countries, it will be crucial that every single lesson students are able to recognize cultural differences and rate them from a respectful and

tolerant perspective or to reflect the notion of human rights. To this system perspective, students are expected to connect and give their opinion about past and current events in a constructivist way, as well as to participate in debates from a democratise manner, respecting their classmates' turns and opinion.

6. Initiative sense and enterprising spirit. Students will have to work on their initiative and enterprising sense -individually or in groups, depending on the activity- whenever they happen to face unexpected situations: their resolution capacity will be one of the aspects to be assessed inside the classroom. In fact, they should be able to self-evaluate their work critically during the course. Furthermore, they will be encouraged to present tasks in a creative and original way, by alternating methods, procedures, resources and materials throughout the year as to reach diverse goals.

7. Consciousness and cultural expressions. Lesson by lesson students will be required to show interest when they get to know different cultures; thus, the aim of this aspect is that they appreciate these from an open-mind perspective, perceiving this approach as a source of personal prosperity. They will need to get involved to know cultural traditions from other countries each unit we learn. The purpose then is that the group know, respect and appreciate different cultural realities from a critical perspective.

Competences will be worked and developed all over the course, however, due to the topics and the kind of activities that will be implemented, some of them would be more relevant in certain units. The following table shows what competences will be more present in each unit:

Units/ Competences	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Linguistic communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Mathematic competence		X	X		X	X	X	X		X		X	X	X	X

Digital competence		X	X		X	X	X	X		X		X	X	X	X
Learn to learn	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Social competence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Enterprising competence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Cultural competence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

4.3. Procedures, assessment tools and grade criteria

In order to pass one term, students must have achieved the minimum contents established for that period. In case one fails, no retaking test will be offered: contents are constantly reviewed and worked. Consequently, passing a term implies to pass previous ones. In fact, the third and last term must be marked positively to pass the whole subject.

As a formative and progressive assessment criteria, there will not exist a one and only test which assesses the subject. Therefore, every lesson will be the basis to value students' performance throughout the course by the different designed activities. Mainly, it will be taken into account students' participation and interaction in the class daily routine, homework and objective tests; as a whole, in each session the four communicative skills will be practiced as an attempt to improve students'. Procedures then to assess and its respective percentages are as follows:

-Daily work (homework, classwork and debates): 35%

-Homework and classwork: 20%

-Performance in debates: 15%

-Quizzes: 20%

-Engagement and quality participation in the group forum: 5%

-Engagement and quality participation in the group blog: 5%

-Oral presentations: 15%

-Listening and reading items: 20%

Assessment tools used during the course will be as follows:

- Daily work will be covered with a scale from 1 to 5. It will be used individually.

-Quizzes will be marked following a rubric designed at the beginning of the course.

-Engagement in their forum and their blog will be both assessed by means of a checklist with 10 items.

- For oral presentations, students will be provided at the beginning of the course with a rubric for them to know what it is expected from them. This same rubric will be applied by the teacher to assess their performance.

-Once each oral presentation is finished, each student on their own will have to write an exit card: something positive and negative from it, and something they think they'd rather remember and why.

-After each session dedicated to the use of English in social networks, students would be asked to write an exit card in which they should say whether they think that this innovation is useful and helpful or not. Besides, they should also mention what they have learnt or what they will remember from that lesson.

-Listening and reading items will be assessed through tests –apart from the quizzes-, which, at the same time, will be graded in terms of a scale.

-Peer-reviewing will be part of the class routine to check some stuff such as reading exercises and writing tasks that they have done on their own.

4.4. Methodology, teaching resources and materials.

The teaching of English as a foreign language will be based on the communicative approach, i.e., it will be oriented to develop students' communicative skills. Using this language as the vehicle to communicate in class –except for using their L1 when extremely necessary- will provide students with opportunities to experience on their own

the relevance of knowing English in order to express ideas, share opinions and get closer to foreign cultures. Our goal is that every student performs throughout the course with a high percentage of participation and interaction. That is the reason why each unit has been designed for them to be constantly working while they learn and put in practise their English by means of real material in different discourse types and social fields.

From the very beginning it will be taken profit of the fact that they already know –at least, have an idea- how languages work. From this starting point, our purpose is to empower learners to think for themselves and to perpetuate ways of acting towards the foreign cultures by means of attitudes that are judged the best by the present generation while using English. (Von Glascisfeld, 1993). As a consequence, in this course input will be simplified and made comprehensible by the context and errors will be corrected on meaning over form.

Since they have limited time for learning, to develop and acquire the established contents we would emphasize collective, individual and socialized (cooperative and collaborative) methods, depending on the different aspects they might be working on as well as the goal to be achieved in each activity, exercise or task. The teacher will be taken as the guide-orientor by presenting issues, concepts and tasks as something to be explored together, rather than as information fixed to get, learn by heart and forget.

A formative, participative and constructivist methodology for these lessons are essentials then.

Regarding resources and materials, students will be recommended to have at their disposal an English-Spanish dictionary. Even an English-English one, depending on the students' knowledge and necessities.

The curriculum will be covered progressively with the textbook. Nevertheless, these contents will be complemented mainly with the Internet as a source to turn to different types of information such as online encyclopaedias, dictionaries, newspapers, videos or fragments from broadcasted programs. Then it is required to have in class a computer with available access to Internet and a projector.

Learners will also have to read three adapted books –one per term-. They are supposed to read it at home on their own. Notwithstanding, one session each two weeks

will be dedicated to read it in class all together as a social gathering in order to make sure that they are able to understand and decode the information the book contains.

Each three units, students' own posts in English in their social networks will be projected in class as teaching material: they imply a source to work on the possible differences that may exist between spoken English, written English in paper and written English in digital format.

Out-of-school, the subject will also count on a forum available for each group, as well as an educative blog. These aimed at encouraging students' autonomy, capacity to learn to learn and the perception of new technologies as educational tools.

4.5. Support measures and attention to diversity

As each unit is finished, the teacher will hand out a *quiz* or *checklist* with the main contents covered for students to fill it in class individually or in pairs. Furthermore, students will have at their disposal during the course a personalized forum per group – both the teacher and students will have access to it-. The point is that each student reflects their own doubts about the information and ideas explained in class so as to their classmates to answer to them. The teacher will regularly check it in order to intervene in case wrong information is being given.

Attention to diversity will be treated individually, in respect to each student's necessities as well as of how this may affect their learning in the subject. Nevertheless, I would like to remark that the methodology for this subject has been designed so as to be varied, to be developed by the group through the multiple intelligences and by different methods depending on the aspect that is being covered as a way to include diversity when learning in each session.

In case that a significant curriculum adaptation were required, it would be carried out with help and supervision from the Guidance Counsellors Department.

During the *practicum* there was not any case in my group who needed differentiated instruction or a curriculum adaptation. Nevertheless, there was a bilingual Spanish-English student. As an attempt to avoid wasting her knowledge of the language and the culture, each unit she would have some extra-work to do depending on the topic

of the unit. Furthermore, the reading books her classmates had to read adapted she would do it with the original version, so as her discourse and exposure to the language and culture did not decrease or impoverish. This extra-work would be half a challenge, half a motivation so as she did not perceive this subject as boring or superfluous.

4.6. Extracurricular activities and field trips proposal

Based on my own experience and on the school in which I spent my *practicum*, I would propose the following activities for 4° CSE:

-Guided tours in English to *Cogersa* and to the *Mines museum*, as a way to have them experiencing different situations related to their own cultural values but through the English language so as to be exposed to real contexts, settings and registers of the foreign language.

-Celebration of the World Book Day by reading, performing and working with poems written in English as an attempt to keep close to the foreign culture.

-Celebrating Christmas from an English perspective: having the classroom decorated from the foreign culture tradition and giving a fest with English carols.

-Having a native speaker of English at partial time to improve the group's communicative skills, motivation and encouragement towards the English subject.

-Talks about the experience of people who have worked in an English-speaking country with ppt. presentations for students to widen the kind of input, settings and information they are used to.

-As an out-of-school activity, I would propose to carry out a travel to an English-speaking country with the group of 4° CSE. Financial issues would be taken into account. Therefore, preparation work and rising activities would be proposed to make sure that no student is left behind for economic matters.

4.7. Assessment of the teaching schedule progress and development

A rubric would be used during the course in order to determine to what extent the teacher accomplishes its target in terms of the long term plan. This assessment tool would be as follows:

Fields	Below	Meet	Above
1. Introduction to the unit	Inadequately intriguing title. Students perceive that contents to be worked do not appear, or appear incompletely.	Title is correct. Students interpret that contents appear but in a too plain manner.	Clear, concise introduction. Students find it appropriate for the contents to be worked. It seems original and catchy to them.
2. Established timing	Lack or excess of sessions. It is not settled according to the group's necessities.	Timing corresponds to the schedule, but the rhythm does not fit to the students' necessities.	Timing and work rhythm has been settled properly, according to the group's needs. There is even time to review students' learning process.
3. Common link between developed contents	Each aspect is hermetic. The group defines that no link can be recognized among worked contents in class.	To students' perspective, most of the worked contents are interrelated.	Students' point out that every content explained in each unit has been helpfully interrelated.
4. Students accomplish goals	Around 60% of the group do not accomplish the established goals for each unit either the minimum contents each term.	Around 60% accomplish the established goals for each unit and the minimum contents each term.	Over the 60% of the group is able to accomplish the established goals and minimum contents each term.
5. Diverse activities	Textbook exercises are exclusively used with no	Casually, activities in which the four skills are practiced	Textbook activities are resourceful in a genuine way and

	adaptation to students' needs and interests.	in different ways are applied according to the multiple intelligences and the group's preferences.	complemented with resources and materials related to the group's reality and interests so as to help them develop their possibilities as much as possible.
6. Transverse knowledge	This subject curriculum is covered by means of isolated contexts, hardly related to the students' backgrounds and previous knowledge from different fields.	The English teaching is developed through situations in which cultural and historical aspects are included, as well as some contents from other subjects.	Contents imparting is based on teachers' interdisciplinary work as an attempt to relate as much as possible in a useful way those contents acquired in another subject from different fields.
7. Teaching materials and resources	In general terms, the only resource to impart teaching is the textbook.	The textbook is complemented with audio-visual materials.	The textbook is complemented in diverse ways with material available on the Internet, audio-visual resources as well as materials which contain native input. Besides, students' own devising material can actually be included as teaching items.
8. Use of ICTs	In our lessons, students' use of ICTs is not required nor advisable to carry out tasks, activities or exercises.	Students are implemented to use technology as a profitable mean to do classwork or homework.	Each lesson requires at least twice the use of ICTs for students to develop tasks, obtain information or illustrate explained contents.

9. Students' involvement	Around 70% of the group does not participate active either willingly in our class routine.	Around 70% participate and interact active and willingly.	Over the 70% of the group is involved in the class routine: they participate and interact in class when explaining contents or working on them.
10. Assessment	Students evaluate that these units' contents and activities have hardly been useful for them to improve their knowledge and exposure to the foreign language.	Students are in agreement with the way in which contents have been worked throughout the course.	Students judge that contents as well as activities to put them into practice have been useful, helpful, interesting, diverse, fitting to their interests, situation and background. A satisfactory learning process of the foreign culture and language.

4.8. Reinforcement educational program

Given the continuous and formative nature of this assessment system, students will have the opportunity to remake tasks where did not achieve the learning objectives after receiving feedback and contents that have been misunderstood or not properly acquired have been re-taught. In case that students were not graded from 5 to 10 in the third term they must sit an extraordinary test so as to get a positive mark in the subject. It might be advisable to bear in mind that those who happen to be in that situation may promote anyway and graduate. It would not be compulsory then to resit this test in order to achieve the graduation goals, but still the student will fail this subject and so will be noted in his or her record. Consequently, they can count on taking the test as an attempt to help students as much as possible to reach the goals regarding our subject. This aforesaid test would be composed of five sections: speaking, reading, listening, writing and use of English –language functions-. Each of these would have a similar format to the ones they had during the course.

5. Propuesta de innovación a partir de la programación didáctica realizada

5.1. Introducción

La propuesta de innovación surge en base al periodo de observación así como de implicación personal en la dinámica de clase durante el *Practicum* de, principalmente, dos grupos: 1º de Bachillerato y 4º ESO Bilingüe. De estos dos grupos sin embargo dicha propuesta se diseñará para ser ejecutada en el segundo curso mencionado, debido a correspondencia de fechas y variables externas.

La situación que se ha estudiado desde comienzos del *Practicum* con expectativas de mejorarla es el contraste existente en ambos grupos entre sus prácticas de literacidad académica en la lengua extranjera y las de literacidad vernácula. No me detendré en este momento en explicar la diferencia entre los términos literacidad y alfabetización, puesto que tal vez requeriría que me extendiera demasiado. Sencillamente, para facilitar la comprensión de la innovación me refiero a los trabajos de David Barton, especialmente a “*Worlds of Literacy*” (1994) y “*Situated Literacies*” (1999), y a toda la tendencia de los nuevos estudios de literacidad, pues desde los años 90 nos están mostrando que en la actualidad las prácticas letradas trascienden la lectoescritura tradicional, la alfabetización no solamente en lo que se refiere a los soportes, sino también a las modalidades, géneros, contextos, códigos, etc. y que requieren por tanto una nueva filosofía del docente de todas las asignaturas, pero especialmente de lenguas, en la que se tengan en cuenta tanto las literacidades dominantes (académicas o tradicionales) como las vernáculas, generadas desde otros espacios de la comunidad que tienen no sólo gran valor informativo sino también formativo y por tanto educativo.

Cassany y Aliagas definen en su estudio “Aunque lea poco, yo sé que soy listo. Estudio de caso sobre un adolescente que no lee literatura” (2009) las prácticas de literacidad vernácula como aquellas que hacen referencia a las formas de lectoescritura privadas, que genera cada persona de forma individual y voluntaria, “aprendidas informalmente, híbridas por lo que se refiere a las características textuales y autogeneradas por el individuo” a través de un lenguaje informal y no necesariamente estandarizado.

En este caso, se ha asumido que al menos en 4º ESO Bilingüe, una de las principales causas del desinterés por la lecto-escritura puede ser la falta de inclusión de tópicos que interesen y/o gusten al grupo a la hora de cubrir los contenidos establecidos en el currículum de cada nivel, así como la excesiva formalidad y regulación de los intercambios comunicativos a los que están habituados en la clase de inglés. En consecuencia, nuestro objetivo en este proyecto es comprobar si al cambiar parte de la impartición de contenidos a través de temas y medios que les generen interés, su grado de motivación y por tanto de implicación en el aula incrementa, y aprovechar sus propias producciones para el tratamiento de los errores y la mejora del aprendizaje. Por consiguiente, se busca que se produzca un acercamiento entre las prácticas de literacidad académicas y vernáculas de los grupos.

Las sesiones en las que se pondrá en práctica constarán dentro del horario lectivo marcado para este grupo; en concreto, una sesión por cada unidad didáctica. Las principales protagonistas en estas actividades serán las producciones escritas espontáneas en inglés del alumnado a través de pantallazos de publicaciones en redes sociales de los propios alumnos, con el objetivo de motivarlos mediante la inclusión de un aire nuevo en la enseñanza de la lengua. De la misma forma, enseñar a los alumnos una cara desconocida hasta ahora del prisma que representa a la lengua en sí misma y hacerles reflexionar sobre su propia relación con ella. La inclusión al aula de inglés “real” producido por ellos en redes sociales pretende, principalmente, adaptar la vida educativa de los alumnos a los tiempos que corren, donde el mayor impacto está siendo producido por la repercusión de las redes sociales en nuestra forma de comunicarnos.

5.2. Diagnóstico del problema

La importancia que alcanza la interacción así como participación del alumnado en una clase de lengua extranjera resulta incluso obvia hoy día. No obstante, se reflexionará sobre ella a lo largo de este análisis, pues será necesario ya que es necesario afrontar el hecho de que un docente no debe acomodarse ni conformarse en el aula: “cualquier tipo” de intervención no será válida para alcanzar los objetivos.

La propuesta de innovación docente surge, como se ha dicho, a raíz de mi implicación en la dinámica de trabajo en dos grupos diferentes: 1º Bachillerato y 4º ESO Bilingüe, respectivamente.

La clase de 1º de Bachiller está formada por un grupo en el que el alumnado en general tiene un nivel bajo de conocimiento de la lengua inglesa. Más de la mitad de los alumnos llegó a este curso sin haber aprobado la asignatura de inglés en toda la educación secundaria. Como consecuencia de su desconocimiento, su participación así como grado de implicación voluntaria en el desarrollo de las sesiones era prácticamente nulo los primeros días. Ni siquiera al ser llamados personalmente se sentían con valor o autonomía suficiente para contestar preguntas específicas sobre aspectos formales de la lengua; mucho menos lo hacían ante preguntas alejadas de lo formal que podían derivar en un debate abierto, sin temática académica o un guión estrictamente definido; es decir, una situación que se ajustara más a un contexto social real con fines comunicativos. De forma progresiva, a lo largo de las dos semanas en las que me encargué de dirigir y organizar la clase, fueron muy tímidamente tomando parte en la rutina y realizando las tareas asignadas –en lo que a redacciones, prácticas de lectura o respuestas a preguntas cortas se refiere–, aunque fuera de forma muy *automática*, esquematizada y limitada. Resultó muy difícil por consiguiente trabajar fuera de lo puramente tradicional e innovar en este grupo por ejemplo, exponiendo al alumnado a situaciones comunicativas que les significara un reto y con las que poner en práctica su competencia estratégica. Debido principalmente al poco tiempo del que disponía junto con las graves lagunas que el alumnado presentaba en el manejo del idioma, corría el riesgo de hacerles sentir frustración o disminuir –aún más– su interés y motivación hacia la asignatura. Mi conclusión hasta entonces fue que su nivel de inglés para aspectos formales era escaso y prácticamente inexistente su capacidad de usar la lengua con fines comunicativos. No obstante, puede que esta situación estuviera además reforzada por la metodología tradicional de clases magistrales adoptada por la profesora del grupo que lejos de fomentar la comunicación e interacción, fomentaba el silencio.

Sin embargo, mi sorpresa fue grande cuando, por indicación de mi tutora para este trabajo, comencé a fijarme en que los alumnos usaban inglés muy a menudo fuera del aula, especialmente por escrito y en contextos públicos. Siguiendo esta sugerencia de mi tutora observé que los alumnos se dejaban escritos unos a otros mensajes en las mesas

en inglés, traían objetos con mensajes o información en inglés, y lo que más me impactó, producían textos en inglés en sus redes sociales de diversa extensión y con muy diversas finalidades comunicativas. Fue entonces cuando comencé a pensar que aunque en el contexto académico no lo demostraran, su uso del inglés –y asumo, interés por él- sí existía de alguna forma, aunque fuera del aula. Una manera de dar un giro y trabajar para incrementar su interés y motivación hacia la asignatura podría ser entonces incluir sus producciones vernáculas en la programación como forma de complementar el alcance de objetivos: aplicar un aire nuevo en el aula, a la par que mejorar su autoimagen con respecto a su relación con la lengua inglesa y hacerles sentir protagonistas y partícipes del proceso enseñanza-aprendizaje para demostrarles la utilidad del inglés sería la base de mi propuesta.

4º ESO Bilingüe es el otro grupo en el que participé en mis prácticas para mi formación como docente. Este grupo presenta un alto nivel en la lengua extranjera, en contraste con 1º Bach., pues recibe al menos tres asignaturas en inglés. Además, la mayoría de ellos forma parte del Programa Bilingüe desde el primer curso de educación secundaria y algunos incluso han estado en grupos bilingües durante la educación primaria, por tanto han trabajado con el inglés como lengua vehicular en una cantidad considerable de contextos. Dado su nivel, el desarrollo de la programación pudo ser más fluido y cómodo ya que su grado de participación durante las sesiones era elevado. Este espíritu y ambiente de interés, respeto y normalidad por las segundas lenguas que se generaba en el aula podría también deberse a la personalización del grupo: una alumna es bilingüe nativa en inglés; la madre de un alumno es de habla inglesa y otro alumno tiene familia paterna directa alemana.

No obstante, debido a las experiencias previas, comencé este periodo con la idea de que quería trabajar la competencia estratégica de los alumnos teniendo en cuenta los gustos e intereses del grupo. Es necesaria, como ya mencioné, una implicación activa de los alumnos para desarrollar la clase, pero como docentes no debemos conformarnos con participación, puesto que por lo general con esto nos referimos sencillamente a una participación totalmente controlada por el docente en temas y tiempos, bastante descontextualizada y alejada de la realidad del alumnado. Que sepan contestar X preguntas no está directamente relacionado con su capacidad de saber utilizar la lengua con éxito en una situación con la que ellos puedan encontrarse fuera del aula –nuestro principal

objetivo-, donde la naturalidad y espontaneidad serán protagonistas. Pude comprobar que los alumnos de este grupo se caracterizaban por tener un alto grado de conocimiento sobre la lengua –aspectos formales- y un nivel digno en cuanto a su competencia comunicativa. Sin embargo, dentro de esto, las aportaciones de algunos alumnos se notaban forzadas, limitadas en cuanto se les exponía ante situaciones desconocidas o inesperadas, un poco fuera de lo controlado; su producción tanto oral como escrita se reducía notablemente tanto en extensión como en calidad. Sin embargo, una vez más, se reconoce un contraste entre las dos vertientes de literacidad (académica y vernácula), pues sí producían en la lengua extranjera en sus redes sociales e interactuaban entre ellos o con hablantes nativos en estos entornos virtuales de comunicación.

Dicho esto y tras mi periodo de observación-experiencia, identificaría principalmente el problema como la falta de inclusión en el aula por parte del profesorado de la competencia estratégica de los alumnos dentro un contexto comunicativo real a través de temas que es generen interés y en soportes y con modalidades textuales más ajustadas a sus prácticas comunicativas en la vida real. Mi propuesta por tanto consistiría en enfatizar la capacidad de desarrollar en los alumnos su competencia comunicativa por encima de un conocimiento formal, teórico sobre la lengua en cuestión. Trabajaría este aspecto a través de la inclusión en la programación de las producciones vernáculas de los adolescentes en la lengua extranjera en redes sociales, asumiendo que estas sí contienen temas o ámbitos que les gustan o inquietan y por tanto la clase de inglés en general les motivaría e interesaría más. Esto se llevaría a cabo a través del tratamiento del error, de contenidos lingüísticos observados en ellas, del uso del *slang*, abreviaturas, etc.

5.3. Justificación y objetivos

Esta propuesta podría considerarse necesaria y beneficiosa, tanto para el docente como para el estudiante de una lengua extranjera, teniendo en cuenta, por un lado, los numerosos estudios que en los últimos años han demostrado lo determinante que puede resultar el hecho de que el alumnado presente una actitud positiva hacia el proceso de aprendizaje en términos de motivación e interés; por otro lado, el principal objetivo de impartir una lengua extranjera en los centros de educación pública en España es que el alumnado sea capaz de desenvolverse en contextos comunicativos, tal y como se recoge

en la LOMCE. Sin embargo, son muchos los padres que año tras año se quejan y/o sorprenden porque sus hijos sacan buenas notas en los exámenes del instituto pero no son capaces de comunicarse en un contexto extranjero, o viceversa: en el extranjero no encuentran ningún obstáculo para comunicarse y desarrollar su vida cotidiana con normalidad y sin embargo, en el instituto las notas no se corresponden con el manejo del que parecen gozar en contextos reales de uso de la lengua extranjera. Normalmente esto se debe a que la enseñanza en los centros es muy tradicional, centrada en las formas y por lo general se evalúa un conocimiento sobre la lengua (conocimiento gramatical y metalingüístico) por encima de un conocimiento de la lengua (competencia comunicativa). Por último, como veremos más adelante, son varios los casos que demuestran que las prácticas de literacidad vernácula de los adolescentes pueden sorprender a sus docentes ya que reflejan datos poco similares a sus prácticas de literacidad académica. Que no sean de su interés los textos académicos suele ser uno de los principales motivos, otro es el contexto de comunicación, que parece no ser el más adecuado, puesto que no genera comunicación real, y otro el soporte o la modalidad que empleamos casi de manera exclusiva para la enseñanza del inglés. Esta oportunidad de fusionar de alguna forma las vertientes académica y vernácula de la producción escrita de nuestro alumnado podría ser gratificante.

Objetivos generales:

- Incluir prácticas de literacidad vernácula en redes sociales de los adolescentes
- Desarrollar la competencia estratégica y la competencia comunicativa del alumnado

Objetivos específicos:

- Trabajar aspectos pragmáticos de la lengua extranjera
- Conocer posibles relaciones semánticas en el léxico de la lengua extranjera
- Analizar errores existentes
- Debatir las diferencias entre el lenguaje reflejado en el libro de texto y el lenguaje empleado en las redes sociales
- Implementar el gusto e interés del alumnado por la asignatura y por el idioma en sí y por la corrección en su uso.

Resultados esperados:

- Incremento en la motivación del alumnado
- Alto porcentaje de participación
- Implicación del alumnado en el desarrollo de la rutina de clase
- Mejora en la competencia estratégica así como habilidades comunicativas

5.3.1. Análisis de los objetivos

Más allá de establecer los objetivos, es conveniente plantear además los indicadores y las medidas que nos permitirán a lo largo del proceso comprobar en qué grado estos avanzan. Se interpondrá por consiguiente una relación objetivo-indicadores-medidas.

Objetivos	Indicadores	Medidas
Incluir en el aula prácticas de literacidad vernácula a través de las redes sociales de los adolescentes	<ul style="list-style-type: none">-Se incluyen nuevos recursos en el aula-Debaten sobre contenidos diferentes	<ul style="list-style-type: none">-Publicaciones vernáculas en inglés de los alumnos en redes sociales-Usar de manera beneficiosa las redes sociales desde el ámbito educativo
Desarrollar la competencia estratégica y la competencia comunicativa del alumnado	<ul style="list-style-type: none">-Sabían expresarse a pesar de no conocer/recordar la palabra o expresión concreta-Adaptan el mensaje al contexto-Aplican los conocimientos pragmáticos-Son capaces de desenvolverse de forma óptima en un contexto comunicativo	<ul style="list-style-type: none">-Implementar el desarrollo de situaciones comunicativas entre el alumnado

Trabajar aspectos pragmáticos de la lengua extranjera	Los alumnos adaptan el uso de la lengua extranjera al mensaje, al emisor, al código así como al canal	Ejemplificar la diferencia que supone hacer uso –o no- de los factores propios del nivel pragmático
Conocer posibles relaciones semánticas en la lengua extranjera	Manejan y recuerdan el significado del léxico que se cubre a lo largo del curso	Trabajar el léxico estableciendo relaciones de sinónimos, antónimos, etc. entre las palabras que aparecen en las publicaciones de los alumnos recogidas y las ya estudiadas
Analizar errores existentes en las producciones escritas del alumnado en redes sociales	El grupo reconoce los errores y está capacitado para enmendarlo	-Ofrecer una posible alternativa a la frase errónea, o leer directamente en la versión correcta. -Interaccionar con el alumnado sobre la frase en cuestión en relación a aspectos formales y de significado
Debatir las diferencias entre el lenguaje reflejado en el libro de texto y el lenguaje empleado en las redes sociales	Aprecian las diferencias entre el lenguaje al que se expone	Destacar la distinta ortografía en un medio y en otro, así como las estructuras gramaticales, el contenido y el léxico
Implementar el gusto e interés del alumnado por la asignatura y por el idioma en sí	Presentan un alto nivel de participación, implicación y atención en el desarrollo de las sesiones	Adaptar y compaginar los contenidos del currículum establecido con los gustos y conocimientos del grupo en particular

5.4. Marco teórico

Un tópico comentado a comienzos de este análisis es el caso de que a menudo alumnos obtienen notas buenas en la Primera Lengua Extranjera pero no son capaces de

mantener una conversación fuera del contexto académico en la lengua extranjera, o al revés: algunos alumnos se comunican sin mayor problema en la lengua extranjera fuera del aula pero no consiguen valoraciones óptimas por parte del profesorado en la asignatura. Esta falta de correspondencia entre ámbitos es una de las motivaciones por las que mi propuesta de innovación tiene como objetivo específico –entre otros- cubrir el currículum de manera diferente, es decir, mediante procedimientos que impliquen un desarrollo de las capacidades comunicativas del alumnado en la lengua extranjera en situaciones que vayan más allá de lo formalmente académico. Cuando un alumno empieza a aprender una lengua extranjera en un centro, debería reconocerse en el aula un equilibrio entre la exposición tanto a un contexto formal como a un contexto informal. Sin embargo, no es el caso. Lightbown & Spada (2013) recalcan que los estudiantes deberían aprender sobre una lengua extranjera la variedad que se usa para relacionarse con otros niños o adultos más la variedad que se aplica en contextos académicos. Un ejemplo de hecho que estos autores destacan es que los profesores normalmente recurren a usar la lengua materna para aspectos de disciplina o para el control de la clase, “thus depriving learners of opportunities to experience uses of the language in real communication.” Jim Cummins (1979) reconoció estas dos variantes y las determinó como BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency). Llegó a la conclusión de que ambas se solapan llegados a un punto. Sin embargo, sí se pueden apreciar diferencias significativas no sólo en lo referente a vocabulario, también a la hora de transmitir información.

Volviendo a Lightbown & Spada, estos autores afirman que “when a children is learning a language, limitations in the process are more likely to be related to the circumstances in which the language is learned than to any limitation in the human capacity”. Por este motivo, nuestro mayor objetivo como docentes debe dar un giro y evitar centrarse solamente en las formas gramaticales para centrarse en la comunicación (obviamente sin descuidar aquellas): un grupo de estudiantes de la lengua extranjera debe ser expuesto a gran variedad de contextos y usos de la lengua, para así ser capaz de usarla con fines comunicativos con la menor dificultad posible. Así, nos sumamos a la opinión de los autores que acabamos de citar cuando dicen que los principales enfoques de los últimos años

“target the development of both explicit and implicit knowledge of the L2 by ensuring that students use the language in meaningful interaction inside the classroom and that they learn effective strategies for using the language outside the classroom when they have opportunities to do so”.

El currículum por el que nuestra actuación en el aula se rige recalca como principal objetivo de la asignatura de primera lengua extranjera en la educación secundaria “la consolidación de las destrezas comunicativas” de aquellos que la reciben. Por tanto, se persigue que “el alumnado sea capaz de enfrentarse de manera resolutiva a situaciones cotidianas de comunicación oral o escrita”, pues así se producirá el necesario “afianzamiento de la competencia comunicativa” (BOPA, 2015). Se propone en relación a estos objetivos en el apartado de “metodología didáctica” del currículum que los recursos y materiales que se vayan a usar a lo largo del curso académico “deben ser atractivos y sugerentes para el alumnado” a través de la inclusión de temas de interés para el grupo, buscando que “los motive”.

Comenzaremos por tanto con lo que se refiere a la posible correlación motivación-competencia a la hora de aprender una segunda lengua. Varios estudios se han centrado en demostrar si realmente existe algún tipo de correlación entre ambas variables – pudiendo esta ser positiva o negativa-. No obstante, en este campo siempre se ha de tener en cuenta que analizar y medir la motivación no es un proceso fácil; requiere una interpretación cautelosa. También se debería destacar que el hecho de que dos variables aumenten o disminuyan en un patrón similar no quiere decir que una esté causada por la otra, -el cual es un error muy común de interpretación-; puede darse el caso en el que ambas variables estén condicionadas por algo más (Lightbown & Spada, 2013).

Dicho esto, el estudio que desarrollaron Masgoret y Gardner en 2013 investiga la relación entre el nivel de logro en una L2 con cinco variables procedentes del modelo socio-educacional del propio Gardner. Estas cinco variables serían referentes a la actitud y a la motivación de los aprendices hacia el propio aprendizaje de la L2. Los resultados demostraron que, claramente, existe una correlación entre logro-motivación mayor que la existente, por ejemplo, entre logro y otras variables referentes a la actitud, como puede ser la integración de un alumno. Por tanto, se reflejó que a mayor motivación, mejores resultados se obtendrán en base a los objetivos establecidos.

A la hora de aprender una segunda lengua, el término “motivación” puede tomarse de forma ambigua. Por un lado, como “learners’ communicative needs”; por otro, su actitud hacia la comunidad de la segunda lengua. Esto se refiere a que si los estudiantes sienten que necesitan hablar la segunda lengua para salir airoso de una situación social o para alcanzar los objetivos planteados, inferirán el valor de la comunicación en la segunda lengua y habrá por tanto más probabilidades de que quieran seguir aprendiendo la lengua en cuestión. Si además, tienen algún sentimiento favorable hacia hablantes de dicha lengua, buscarán un mayor contacto con estos a través de la L2. Partiendo de esta distinción, Gardner y Lambert (1972) acuñaron los términos *instrumental motivation* – aprendizaje de la lengua por razones prácticas o inmediatas- e *integrative motivation*.- aprendizaje de la lengua por crecimiento personal y enriquecimiento cultural a través del contacto con personas de la lengua-. A día de hoy, se ha demostrado que ambos tipos de motivación están relacionados con el éxito a la hora de aprender una lengua extranjera (Lightbown & Spada, 2013).

Se ha reflejado hasta ahora que se espera de un docente motivar a sus alumnos a través su metodología, pues la motivación es beneficiosa e influyente en el proceso de aprendizaje. De hecho, Lightbown & Spada aluden formas con las que los profesores pueden influir de forma positiva en la motivación de sus alumnos, de manera que su grado de implicación será mayor siempre y cuando perciban la clase como un ambiente interesante, relevante, en el que se tiene en cuenta su edad, su capacidad, sus gustos e intereses, y donde a pesar de existir cierto reto, los objetivos pueden alcanzarse.

Un profesor puede para ello buscar o diseñar actividades que estimulen al grupo, que les haga sentirse involucrados en el proceso y lo más importante, con las que ellos vean la posibilidad de llegar al éxito. En relación a la labor docente-motivación del alumnado, Lightbown & Spada recogen un estudio llevado a cabo por Guilloteaux and Dörnyei en 2008, en el que medirá la motivación del alumno en función de su implicación en clase de la siguiente forma: prestar atención, participar de forma activa y contestar las actividades de forma voluntaria. Las medidas eran *muy baja, baja y alta*. Además, los estudiantes responderían un cuestionario sobre su motivación respecto a su clase de inglés como lengua extranjera. La conclusión final fue que existían cuatro correlaciones significativas positivas entre las prácticas motivacionales del profesorado, el grado de

implicación de los estudiantes en el aula y los auto informes que completaban los estudiantes en un cuestionario.

Los alumnos no terminan de encontrar esa “inclusión de temas de interés” por el profesorado de lengua en el aula, llevándoles así a sentir desmotivación hacia la asignatura y/o prácticas de estas. Daniel Cassany y Cristina Aliagas (2009) comprobaron en un estudio longitudinal la consecuencia que esto puede tener, en este caso, en la asignatura de español como lengua materna: la falta de correspondencia entre prácticas de literacidad letrada y vernácula de los adolescentes. Su informante presentaba un interés inexistente por la lectura académica de lengua castellana, pero resultó ser muy activo y variado como lector de textos al margen de lo puramente académico.

Algo similar pude reconocer en mis prácticas, pues 16 de 18 alumnos del grupo 4º ESO Bilingüe no había leído el libro de lectura que tenían marcado para el trimestre; sin embargo, me consta que en sus redes sociales son muy activos leyendo y produciendo sobre diversos temas en inglés: conocen, publican y/o leen letras de canciones en inglés, frases o vídeos de películas inglesas en su versión original, referencias a videojuegos o periódicos referentes al mundo musical, deportivo e incluso político nativos de países de habla inglesa. En concreto, uno de los alumnos del grupo participa anualmente en intercambios a Estados Unidos, y mantiene el contacto continuo vía redes sociales con sus amigos, familia o conocidos americanos. Asumo por tanto a raíz de las reflexiones de Cassany, los conceptos de literacidad así como de CALC y BICS acuñados por Cummins, que puede en un grupo “un alumno no sea lector, sino poco lector de textos académicos considerados canónicos”. Por esto, Cassany incluye en su estudio una reflexión muy relacionada con mi propuesta, pues analizando la actitud de las nuevas generaciones hacia la literacidad, NEL (Nuevos Estudios de Literacidad) parte de la intuición de que “leer y escribir no es algo tan uniforme ni tan lingüístico” como se ha ido transmitiendo generacionalmente, hasta hoy día. Por eso es necesario aportar el término “literacidad” a la teoría y ampliarlo, más allá de la tradicional “alfabetización”, puesto que no solamente hablamos del manejo del código, sino también del contexto y de la capacidad de ser competente en distintos entornos, con distintas modalidades, funciones, etc. a través del lenguaje escrito. Se entiende sin embargo la literacidad en sí misma como un factor dependiente del contexto del individuo, así como de sus necesidades e intereses. Los NEL recalcan que tanto las prácticas letradas como las vernáculas están siempre afectadas por

la identidad lectora del propio individuo, dependiendo de su forma de creer, valorar, interactuar y sentir.

En esta afirmación me apoyo para afirmar que los textos que se incluyan en el aula para el aprendizaje de una lengua –más allá de la propia lengua, e incluyendo la cultura e historia extranjera- deben ser variados en cuanto a formato así como temas, buscando que en algún momento cada uno de los alumnos se sienta motivado y llamado a implicarse en el contexto académico, y a aprender de ello, a ver el inglés como un medio útil, no como una asignatura en la que se trabaja con recursos homogéneos y ajenos a su vida cotidiana. Cassany afirma tras el estudio de caso centrado en el alumno “Arnau” que este es un ejemplo de la situación que tantos alumnos experimentan en una clase de lengua materna o extranjera: tienden a no leer lo que proviene del contexto académico porque perciben que es materia impuesta, poco relacionada con sus intereses y/ contexto. Por tanto les resulta aburrida y la apartan directamente, a pesar de sí leer al margen del canon.

Por esto, mi propuesta se basa en incluir sus propias prácticas vernáculas en letradas, para fusionar lo académico con lo social, sus gustos con sus “obligaciones” y por consiguiente que sus ganas de compartir experiencias, opiniones e ideas aumenten y se conviertan en los protagonistas de la dinámica de clase.

Esto no sólo ocurre en la enseñanza de lengua materna, sino también de lenguas extranjeras. Snow & Biancarosa (2003) se centran en una reflexión sobre los problemas con los que se enfrentan en Estados Unidos los profesores que enseñan *English as a Foreign Language*. Resulta preocupante el “achievement gap” entre lo que se espera que alcancen en cuanto a conocimientos y lo que realmente alcanzan. Snow & Biancarosa señalan en su artículo que “one key root of this achievement gap is disparities in literacy achievement”.

Uno de los problemas es que desde un punto de vista académico, la literacidad se toma como un indicador de capacidad de lectura y escritura. Sin embargo, se espera de los alumnos que lean y escriban sobre una gran variedad de disciplinas, géneros, tópicos en los que deben lidiar con la alta complejidad a la que se les expone en términos de vocabulario así como de significados implícitos sin haberles explicado antes a reconocer palabras clave o a analizar significados con un enfoque a aprender. Es decir, uno de los principales problemas es que queremos que nuestros alumnos aprendan con la lectura a

aprender y a pensar de forma crítica, pero no les enseñamos a hacerlo. Puede que debido a ello, en ocasiones los alumnos fracasan en función de las expectativas, se desmotivan, y abandonan. Por tanto, una conclusión es que los alumnos deberían recibir “better literacy instruction” en su periodo de enseñanza básica, entendiendo como “mejor” una enseñanza más abierta en sus temas, soportes, modalidades, finalidades, contextos, etc.

Ambas autoras señalan como fuente paralela para mejorar la literacidad de los adolescentes modificar los textos con los que se va a trabajar en el aula. Una de las claves puede ser el hecho de que una vez que los docentes planeen su lección, los propios alumnos puedan elegir qué leer o con qué trabajar sus prácticas de lectoescritura dentro del contexto académico, ya que “although the publishing industry is increasingly producing more diverse and motivating texts for youth to read, the IRA (International Reading Association) / NMSA (National Middle School Association) (2002) position paper calls for the increased development of print and non-print “material that will appeal to linguistically and culturally diverse students” and the inclusion of a wide selection of those and other materials in classroom “. Además, para un docente siempre resultará difícil seleccionar para un alumno un determinado tipo de libro o género, pues se ha demostrado que el conocimiento base de los lectores en cuestión les influye de forma inesperada la manera en la que decodificarán y entenderán la lectura (“readers’ background conditions in unexpected ways how they decode and comprehend information”).

5.5. Desarrollo de la innovación

5.5.1. Agentes implicados

El nivel de actuación de esta propuesta implica a la profesora que imparte docencia en el grupo de 4ª ESO Bilingüe, que forma parte del departamento de inglés del centro. El resto de profesorado que integra este departamento no se iniciaría, en principio, a innovar desde esta postura, ya sea por tener diferentes objetivos en el punto del curso académico en el que nos encontramos –último trimestre-, por trabajar con una metodología diferente, así como por registrar circunstancias diversas sobre el grupo en el que imparten docencia que dificultarían el proceso: mal comportamiento principalmente.

Para poder desarrollar esta propuesta de innovación, el factor más determinante es el hecho de que, al menos, parte del alumnado del grupo 4ª ESO Bilingüe realiza

prácticas de literacidad vernácula en inglés a través de sus redes sociales, si bien no hemos tenido oportunidad de constatar el hecho de que el resto del alumnado realice o no estas mismas prácticas. Ha de tenerse en cuenta que la colaboración del alumnado para este proyecto sería voluntaria, y además se necesitaría consentimiento de los padres para hacer uso de sus publicaciones con finalidad investigadora y para la realización de este trabajo, pues son menores de edad. Cinco alumnos de los dieciocho que forman el grupo expresaron su deseo de colaborar en esta innovación, y así lo avalaron sus padres firmando una autorización elaborada por la Dirección del centro. Dicha autorización permite utilizar las publicaciones privadas de los alumnos, que realizaron de manera espontánea previamente a este trabajo y sin finalidad académica, única y exclusivamente en el centro y universidad y con fines educativos.

La labor del docente para llevar a cabo esta innovación sería acceder a las redes sociales de los alumnos autorizados con la finalidad de recoger alrededor de diez publicaciones de cada uno de ellos; así, el corpus final tendría aproximadamente cincuenta muestras. Ya que el objetivo es revisar el inglés “real” de los adolescentes en el contexto no académico, las publicaciones se recolectarían mediante capturas de pantalla, pues así no se modificaría en ningún sentido la ortografía, uso de minúsculas y mayúsculas, separación de palabras, o uso de léxico entre otros aspectos que el alumnado haya utilizado. Por tanto lo que se proyectaría en clase se correspondería fielmente con la realidad.

Con base en la estructuración de la programación y el tópico de cada unidad que se impartiría a lo largo del curso académico, estas publicaciones se incluirán en una unidad u otra, bajo el criterio del profesor de inglés de este grupo.

5.5.2. Plan de actividades

El plan de actividades destinado exclusivamente al grupo bilingüe de 4º ESO en la asignatura *Primera Lengua Extranjera: Inglés* se incluye a continuación.

Se destinará a la puesta en práctica de la propuesta una sesión por tres unidades didácticas a lo largo del curso académico; cinco, por tanto, si vemos su programación didáctica. Dichas sesiones se situarán en la recta final dentro de la temporalización

otorgada a cada unidad, y estarán centradas en repasar los contenidos trabajados a lo largo de las unidades tomando como referencia la información que aparece en los pantallazos. A raíz de esto y de forma simultánea, la información de los pantallazos se usará para trasladar el tema de trabajo a la vida cotidiana de los alumnos, de manera que puedan aprender aspectos significativos en cuanto a la cultura extranjera.

Todas las sesiones comenzarán con una breve introducción de la actividad por parte del profesor. Estará seguida de un ejercicio de “*warm up*” para romper el hielo, el cual será sobre el tópico de la unidad: principalmente, los alumnos deberán hacer de forma individual reflexiones sobre lo que se ha aprendido durante este tiempo y cómo ese aprendizaje les puede beneficiar fuera del contexto académico. Otra de las actividades que se aplicarán para romper el hielo será “jugar” a adivinar qué aspectos creen que se van a trabajar en la sesión en cuestión y por qué.

5.5.3. Materiales y recursos necesarios

La realización de esta innovación tendría lugar en el aula ordinaria asignada al grupo, por tanto no lleva consigo desplazamiento o cambio de contexto físico.

Los materiales necesarios para la puesta en marcha serán un equipo informático en el aula más un proyector. Ambos están integrados en el aula de manera ordinaria, por tanto estarán disponibles durante todo el curso académico por lo general.

El docente necesitará llevar las imágenes de las capturas de pantalla en un USB, ya que las publicaciones no pueden mostrarse directamente desde la red social, pues debe estar pixelado el nombre de la persona que publica a la hora de proyectarlo en el aula, con el fin de evitar distracciones o actitudes contraproducentes en el grupo y salvaguardar el anonimato.

No se hará, por regla general, uso del libro de texto en estas sesiones, pues la razón por la que se propone esta innovación docente es precisamente despegar el aprendizaje del uso exclusivo del mismo.

Desde un punto de vista curricular, el objetivo sería cubrir los contenidos establecidos para este nivel académico pero parte de estos se trabajarían con procedimientos hasta ahora desconocidos en este grupo. Por tanto, afectaría de manera

extraordinaria a la programación diseñada para este grupo. Habría que incluir en cada unidad los aspectos que se trabarían a partir de la información que aparece en los pantallazos.

En lo que a recursos humanos se refiere, será necesario que el grupo en cuestión participe, preste atención y se esfuerce en que el alcance de los objetivos se produzca, y la innovación funcione.

Por parte del profesorado, para que la programación sea óptima y se corresponda con los objetivos de esta innovación, este deberá analizar el contenido de cada publicación del corpus y desgranarla: analizar los tipos de errores que éstas contengan, buscar cualquier tipo de enlace que pueda establecerse entre los conceptos que vayan a abarcarse en cada unidad y lo que aparece en las muestras para traspasarlo así a debatir sobre temas cotidianos. Puede que esto implique formarse sobre aspectos culturales de la lengua, pragmáticos o de cualquier índole sobre la que los alumnos hablen en sus redes desconocidas para el docente. Dicha formación se podrá cubrir a través de publicaciones sobre estudios, enciclopedias, libros sobre la lengua o de historia, principalmente. Sea como fuere, el propio docente lo comprobará conforme vaya analizando la información del corpus. Antes de cada sesión, deberá repasar la programación para tener en cuenta si hay algún tema que se ha debatido en clase que no estaba programado y pueda guardar algún tipo de relación con el tema de la sesión de innovación, de lo que se sacaría beneficio sin duda.

5.5.4. Fases y Cronograma

Para poner en marcha esta propuesta de innovación docente, el profesor de inglés debería ajustarse a las siguientes cuatro fases en las que se ha dividido el proceso:

Fase 1	Durante la planificación de la programación didáctica para el curso académico en cuestión, el docente tendrá que clasificar las publicaciones analizadas que va a incluir en cada unidad.
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Fase 2	Durante las sesiones ordinarias, se cubrirá en el aula contenido que sea relevante y/o útil para las sesiones de innovación. Se emplearán por tanto de forma ordinaria el libro de texto y otros recursos o materiales.
Fase 3	Las sesiones se dedicarán exclusivamente cada dos semanas a analizar y debatir sobre las prácticas de literacidad vernácula en inglés que reflejan X adolescentes en sus redes sociales, siempre partiendo de lo que ya se ha estudiado.
Fase 4	Evaluación de la actividad por parte del alumnado.

El desarrollo de las fases procederá como se describe a continuación:

Fase 1: Recogida de la información y análisis por parte del profesorado de las producciones de los alumnos durante la elaboración y planificación de contenido de la programación didáctica en las redes sociales. Deberá formarse para encontrar la manera de enlazar la información de las publicaciones con el contenido marcado para cada unidad.

Fase 2: Se complementa y/o completa los contenidos que presenta el libro de texto con material audiovisual así como métodos interactivos que impliquen trabajar la improvisación en un acto comunicativo, para así acercar al alumno a un uso más real de la lengua. A partir de los temas que van apareciendo, se expondrá en grupo por qué en determinadas situaciones sería mejor una opción respecto a otra, ya sea referente a aspectos formales o de significado.

Fase 3: Se dedicará una sesión cada tres unidades didácticas a trabajar diferencias y similitudes entre el inglés que se estudia en el aula y el inglés que se usa fuera de ella; una vez más, haciendo hincapié no solo en aspectos formales sino también de significado. Además, se ofrecerá la oportunidad al grupo de aportar material que refleje prácticas vernáculas en la lengua extranjera que crea que está relacionado de alguna forma con la unidad.

Ha de tenerse en cuenta que es muy posible que en algunos casos los alumnos no produzcan sobre temas estrechamente relacionados con el tópico de la unidad, por poco interés o exposición a los países tratados. A pesar de que estos chicos producen y leen mucho en inglés fuera del contexto académico, pocas muestras hay de que lo hagan sobre temas relacionados, por ejemplo, con la India. En ese caso, se tratará de buscar una relación con algunos de los temas tratados en la unidad a raíz del tópico, a pesar de que no sea con el tópico propiamente dicho, por ejemplo, la comida, la ropa, la industria en países en vías de desarrollo, el cine que no procede de Hollywood, etc.

Fase 4: El alumnado deberá completar al final de cada sesión una *exit card* que entregará al profesor. El objetivo es que por individual hagan una valoración sobre lo aprendido hasta entonces: si han aprendido algo nuevo, si creen que les será útil para su formación, en qué aspectos, y por qué. Podrán elegir entre hacerlo de manera oral o a través de un *writing*.

Sesión 1 [27/10/2015]	Sesión 2 [15/12/2015]	Sesión 3 [23/02/2016]	Sesión 4 [29/04/2016]	Sesión 5 [13/06/2016]
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5.5.5. Evaluación y seguimiento

El profesor tratará de evaluar de manera continuada a lo largo del curso académico mediante la observación, la rúbrica y el cuaderno de notas, cómo reacciona y se comporta la clase como grupo y cada alumnos de manera individual en estas sesiones; se atenderá especialmente al hecho de a mostrar interés, prestar atención, participar en clase, interactuar entre ellos, hacer preguntas “improvisadas”, la capacidad que tengan de relacionar los contenidos académicos con la realidad, la adopción de un punto de vista intercultural, y mostrar valores que fomenten la convivencia tal como el respeto o la tolerancia.

Por parte del alumnado, estos cuentan siempre con la opción de ofrecer mejoras o modificaciones en el enfoque de las sesiones, así como aportar material nuevo con el que trabajar aspectos de la lengua que se registran en contextos vernáculos adaptados a los gustos personales de cada uno de ellos.

Para analizar el impacto causado por esta innovación, se evaluarán por un lado las *exit card* que los alumnos habrán rellenado al final de cada sesión. Se contará por tanto con cinco documentos por alumno a final de curso. De la misma manera, ocurrirá lo mismo con las valoraciones que tendrán que hacer, ya sea por medio oral o escrito, cada tres sesiones, haciendo un total de tres documentos por alumnos al final de curso. Estos documentos se evaluarán con base en una perspectiva del alumno “positiva” o “negativa” hacia la innovación.

A lo largo del curso, el profesor anotará también en función de su observación si las capacidades de comunicación de los alumnos mejora, teniendo en cuenta el día a día de la asignatura.

A partir del balance obtenido a final de curso y al análisis de los resultados, si este fuera positivo se barajaría la posibilidad de reunir al departamento de inglés y proponer, con datos empíricos, los resultados obtenidos con esta innovación docente con el objetivo de volver a ponerla en práctica; esta vez estando implicados más profesores y por tanto, más grupos tanto de ESO como de Bachillerato –esto implicaría una modificación de la programación didáctica correspondiente-.

6. Conclusiones

Se concluye en este trabajo que ambas partes del Máster, una vez realizadas y superadas, no se entienden la una sin la otra. Las primeras semanas, la parte teórica, podrían ser consideradas en principio como una impartición de demasiados contenidos teóricos en muy poco tiempo –desconocidos hasta entonces a nivel personal-. No obstante, al llegar al centro de enseñanza para realizar las prácticas se asientan todos los conocimientos adquiridos previamente en función de su naturaleza y se reconoce su necesidad para desenvolverse y crecer como profesional en un centro educativo.

Gracias a las asignaturas que integran este Máster en la Universidad de Oviedo ha sido posible diseñar una programación didáctica así como un proyecto de innovación docente en relación a esta: estas capacidades así como conocimientos necesarios para desarrollarlo hace nueve meses eran plenamente ajenas a mi persona.

Me gustaría agradecer como último punto, a cada docente que se ha volcado este curso en su labor de formar a una nueva generación de docentes. El resultado ha sido profundamente enriquecedor. Especialmente, gracias a las asignaturas Aprendizaje y Desarrollo de la Personalidad, Aprendizaje y Enseñanza, y el trabajo y colaboración de mi tutora; han sido de gran ayuda.

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8. Apéndices

8.1. Rúbrica para la evaluación de las las presentaciones orales

How will I be assessed?

To be assessed...	Below 0- 0.25	Meet 0.25-0.75	Above 0.75-1
1. Sources	Not even the teacher's resources have been used to get the required information.	The group searches information from the teacher's sources.	The group adds their own sources – beyond the teacher's- to search information.
2. Information given	The information has not a clear structure; neither is it presented clearly.	The information is given by organized and clear procedures.	Information is presented in a clear, structured, and concise method.
3. Audiovisual resources	No audiolingual resources can be recognised.	The group complements their information with one or two audilingual resources.	The group's presentation –oral discourse plus slides- are complemented with more than two audiolingual resources.
4. Oral organization	Not all the members talk.	The three members of the group do talk following each other.	The three members talk alternating their interventions – by the end of the presentation all of them will have talked during approximately the same amount of time-.
5. Performance	Members constantly read information from their paper and /or stay in the same place.	Members do not need papers for the presentation –just exceptionally- and move around.	Members do not need papers. The presentation is done in a natural, spontaneous way – even requiring the

			audience to participate-.
6. Doubts resolution	Doubs are not solved clearly.	Members solve doubts briefly but clearly.	Members can resolve doubts -or go beyond the question itself-.
7. Lexical richness	Poor vocabulary. Nothing new from the unit has been included.	New terms of vocabulary from the last unit have been used.	Rich, varied and new terms of vocabulary, not just from the last unit but from all the units that have been explained during the year.
8. Grammar use	The specific structure of this unit doesn't appear. Too basic structured and /or bad use of it.	Lately acquired grammatical structures have been included.	A high set of grammatical structures have been included – taking into account what has been explained during the whole year-.

8.2. Checklist sobre la preparación de las presentaciones orales

Today...	Yes	No
1. We already had previous knowledge about our topic.		
2. We are interested on our topic.		
3. We have crystal clear what we are expected to do.		
4. We have found useful information from different sites about our topic.		

5. Our plan is to do the whole work all together.		
6. We have used the sources the teacher provided us with.		
7. We have included our own sources.		
8. We have started our PP presentation.		
9. We have argued at some point to decide something related to our work.		
10. We attempt to increase in knowledge.		

8.3. Screenshots de las prácticas en inglés de los estudiantes en sus redes sociales

Los pantallazos que se adjuntan a continuación son algunas de las publicaciones que los estudiantes hacen en sus redes sociales en inglés. Por ello, podrían ser catalogadas como prácticas de literacidad vernácula. La posibilidad de incluirlas en el aula como material didáctico permite utilizarlas para tratar, a raíz de material real, temas como el uso de abreviaturas o siglas –su significado, cuándo se recurre a estos recursos, las connotaciones que tienen, etc-, el contraste en cuanto al uso de onomatopeias en español y en inglés, el uso de ambas lenguas en una misma frase (code-switching) –por qué puede estar motivado, qué implicaciones subyacen en dicho uso, etc-, cómo se aprecian diferencias respecto al *slang* en función de la ubicación geográfica, la comparación sobre el distinto uso que las letras mayúsculas y minúsculas implican en la lengua propia y en la extranjera. Además, a partir de estas publicaciones se analizarían también los errores que éstas presentaran. El objetivo sería debatir en grupo si aprecian algún error, identificarlo, y argumentar qué creen que motiva la existencia del error en cada caso. Esto será un tema interesante pues es común que se argumente que lo que en una práctica

letrada académica se tacharía de error, probablemente en las prácticas letradas vernáculas no se reconocería como tal, ya que el lenguaje no tiene porqué ser el estándar.

The image shows a screenshot of a social media post. At the top, there is a post by user **moisesaja17** with the text **#gypsyqueen** and a crown emoji, posted "Hace 1 hora". Below this is a large circular icon with a plus sign, indicating a missing image. The next post is by **sara.montes** with the text **Screenshot**, posted "Hace 1 hora". Below that is a post by **belli28** with the text **House time is anytime**, posted "Hace 14 minutos". A comment input field is visible with the text "Añade un comentario..." and a blue arrow button. The main post is by **mevy_ovd**, which is partially obscured by a dark video player bar. Below the video bar are icons for like, comment, and share. At the bottom, it shows "68 Me gusta" and the text "mevy_ovd STUDENTS SOUND PARTY de @studio_dj_center".



Mateo Mateo Garry ha comentado "statigr.am".

20 de oct. de 2013 a las 16:29 · 🌐

i wonder why he got a freecoster



Instagram photo by @seanricany (Sean Ricany) - via Statigr.am

statigr.am



Mateo Mateo Garry ha comentado "velonation.com".

10 de jun. de 2013 a las 11:09 · 🌐

Velonation: Thank you for publishing Walkiewicz's letter to McQuaid and for keeping the upcoming UCI presidential vote in the news. It is important for as many as possible to see the process unfold. With your help, we will hopefully have a new president come September.

Walkiewicz hits back at McQuaid, rejects claims he was found guilty by UCI Ethics Commission

velonation.com



Mateo Mateo Garry

13 de may. de 2013 a las 18:28 · 🌐

mi grades this year depends of if i go to camp mason



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♥ 27 Me gusta

jonathan_aym Proud



♥ alfonso_reguera, _maricela_16, oscfgc,
amal_galvez, _esteban_11, adriianamallada_16,
patrii_grc

jonathan_aym Lose Yourself

mateosmoro @eva_ovd nuevo style 🌟

antonioollaneza Primera foto que no esta
encuadrada 1x1 👍👍👍👍

paulaguerram7 Q raro yes...

mateosmoro @paulaguerram7

@antonioollaneza haters

gabe.finn Lmao mateo

saramroces Ny te da aún más swag!!!

☹️☹️Esta semana quedamos y me cuentas
todito, que envidia me das cabrito 😊😊
jajaja

mateosmoro @pau11892

@saramoroces brutal

samanthadeste r u still here?

mateosmoro @samanthadeste naah

angelaa_canteli Si vaas descalzo

soltellez Te cuelgan los pies?

mateosmoro @angelaa_canteli smart girl



New York City

LE SIGUES

222 Me gusta

5 sem

mateosmoro He always be touching

hannah.kernn OMG WHAT

mateosmoro @hannah.kernn something
wrong?

hannah.kernn I miss u guys;{

isabellam000001 Awww you guys are
meant to be 😊😊

mateosmoro @isabellam000001 true
love

hannah.kernn all I can understand from that is "I go"

hannah.kernn I am BAD at spanish

criisguti #flawless

saracajigal 🙄

mateosmoro @hannah.kernn u were never good

crisubaal Frase sin sentido

soltellez Vamonos qpredeeeecible

claranietow reales d x vida

mateosmoro @crisubaal es de una song chica youtuber

samanthadeste Miss u

mateosmoro @samanthadeste see u soon

samanthadeste I hope so 😊❤️

mateosmoro Bad is the only thaaang that we like

16 🌐 @pablodonsimon

hannah.kernn teach me how to b GOOD:::)

hannah.kernn miss u by the way

mateosmoro @hannah.kernn going US next week


hannah.kernn WHAT where are you gonna be?


evaorv @crisubaal no estás enterada 🙄

mateosmoro @eva_ovd 😊

dbarbn Matew are you pispating 🤔👉 ?

[mateosmoro](#) Giiiirl [@hannah.kernn](#)
[isabellam000001](#) Boi.. put a shirt on 😊
[saramroces](#) Tranqui trabauuu 😊
[oli.mcc](#) TBH I miss you man
[oli.mcc](#) And I wish I lived there
[mateosmoro](#) Same bro. Hope to see u
one year when i go to the states [@oli.mcc](#)
[oli.mcc](#) Yeah word Lmk if you ever come

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1



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bro!!



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