



Universidad de Oviedo
Universidá d'Uviéu
University of Oviedo

Facultad de Formación del Profesorado y Educación

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

**ERROR ANALYSIS AS AN EDUCATIONAL TOOL FOR
LEARNING ENGLISH. LONG TERM PLAN FOR YEAR 2 OF
POST COMPULSORY SECONDARY EDUCATION**

**EL TRATAMIENTO DEL ERROR COMO HERRAMIENTA
EDUCATIVA EN EL PROCESO DE ENSEÑANZA-APRENDIZAJE
DEL INGLÉS. PROGRAMACIÓN DOCENTE PARA 2º DE
BACHILLERATO**

TRABAJO FIN DE MÁSTER

Autora: Zulima Flórez Fernández

Tutora: Alicia Teresa Laspra Rodríguez

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ÍNDICE

RESUMEN	3
SUMMARY.....	3
1. INTRODUCCIÓN.....	4
2. REFLEXIÓN CRÍTICA SOBRE LA FORMACIÓN RECIBIDA Y LAS PRÁCTICAS PROFESIONALES REALIZADAS	5
3. LONG TERM PLAN FOR ENGLISH IN YEAR 2 PCSE.....	9
3.1. Introduction	9
3.2. Course contribution to the achievement of basic skills	9
3.3. Overall objectives of the stage.....	11
3.4. General objectives for Year 2 of Post Compulsory Secondary Education	12
3.5. Timing	12
3.6. Long term plan.....	14
3.7. Teaching Units.....	18
3.8. Methodology.....	38
3.9. Teaching resources	40
3.10. Assessment procedures and tools	40
3.11. Assessment and marking criteria	41
3.12. Reinforcement and resit activities	42
3.13. Resit procedure for students who have not passed English from Year 1 of PCSE	43
3.14. Special educational needs	43
3.15. Cross-curricular activities	44
3.16. Activities for promoting reading	44
3.17. Teaching programme evaluation and indicators of achievement	44
4. PROPUESTA DE INNOVACIÓN DOCENTE.....	46
4.1. Diagnóstico inicial y justificación	46
4.2. Objetivos de la innovación	47
4.3. Marco teórico de referencia	47
4.4. Desarrollo del Proyecto de innovación.....	49
4.5. Evolución y resultados de la innovación	50
4.6. Evaluación y seguimiento de la innovación	56
4. CONCLUSIONES.....	57
6. BIBLIOGRAFÍA	58
ANEXOS	60

RESUMEN

El presente Trabajo Fin de Máster supone la culminación de una etapa académica exigente. En él se reflejan los aspectos fundamentales de los contenidos abarcados a lo largo del presente curso académico. Consta de tres partes. En la primera ofrezco una valoración de la formación recibida y del *Practicum*. En la segunda presento una programación didáctica elaborada para la asignatura de inglés en el Bachillerato. En la tercera parte, propongo un proyecto de innovación basado en el análisis de errores como herramienta educativa para el aprendizaje del inglés.

Tanto la programación como la propuesta de innovación están relacionadas entre sí. Las actividades encaminadas a mejorar las destrezas de escritura del alumnado implicado en el proyecto de innovación han servido de base para la programación docente. Esta incluye una sección dedicada al análisis de errores cometidos por el alumnado. La propuesta de innovación se basa en el análisis de los errores más básicos cometidos por dos alumnos¹ de 2º de Bachillerato del Instituto de Enseñanza Secundaria (IES) en el que he realizado las prácticas. El objetivo ha sido, principalmente, erradicar los errores más frecuentes que los alumnos cometen a la hora de escribir en inglés.

La programación se compone de quince unidades docentes, en las que se propone un proyecto final por trimestre. En cada unidad, se dedica una clase para realizar actividades basadas en el análisis de errores que los propios alumnos han cometido. Al término de cada unidad, se propone un proyecto final con el propósito de que los alumnos usen la lengua en contextos reales.

SUMMARY

This Master Dissertation puts an end to a hard-academic year. It gives an account of the practice carried out and the contents learnt throughout the academic year. This dissertation contains three main parts: some personal considerations on the academic training provided; an innovation project, which is based on error analysis as an educational tool for learning English; and a long-term plan aimed at Year 2 of Post Compulsory Secondary Education based on fifteen teaching units, designed on project-based learning and error analysis.

Both, the long-term plan and the innovation project are interrelated, since the need to improve the students' writing skills in English has inspired important parts of the long-term plan. This syllabus includes a section devoted to error analysis, so that students analyze some of the errors they or their classmates have made. The main objective of this innovation project is to correct the most basic errors which students make regularly when writing in English.

¹ En este trabajo se utilizará el masculino genérico para referirse indistintamente a hombres y mujeres.

1. INTRODUCCIÓN

El presente trabajo refleja el proceso académico superado durante la realización del *Máster en Formación del Profesorado de Educación Secundaria, Bachillerato y Formación Profesional*, así como de mi paso por el IES en el que he realizado mis prácticas. La estructura del trabajo consta de tres partes relacionadas entre sí:

- En la primera parte se ofrece una valoración de la formación recibida en el Máster, así como en el *Practicum* mediante una breve reflexión sobre aquellas asignaturas que considero cruciales en el proceso de formación del profesorado de enseñanza secundaria, así como aquello que se podría mejorar. Seguidamente, se presenta una breve valoración personal del currículo oficial del Principado de Asturias para la ESO (Educación Secundaria Obligatoria) y Bachillerato.
- En la segunda parte se propone una programación docente relacionada con el proyecto de innovación, para la asignatura de Primera Lengua Extranjera: Inglés. Está formada por quince unidades docentes, en las que se aplica un enfoque basado en el aprendizaje por proyectos. Al término de cada trimestre el alumnado debe realizar un proyecto en el que demuestre haber asimilado los conceptos básicos estudiados. Además, se dedica una clase por cada unidad docente al análisis de errores con el alumnado, sobre la base de ejercicios y del intercambio de redacciones, seguido todo ello de la correspondiente corrección.
- La tercera parte del trabajo se centra en el proyecto de innovación propuesto y llevado a la práctica en el IES en el que he realizado las prácticas, *El tratamiento del error como herramienta instructiva en el proceso de enseñanza-aprendizaje del inglés*. Tanto el proceso como los resultados obtenidos del proyecto de innovación constituyen a base de la programación docente.

2. REFLEXIÓN CRÍTICA SOBRE LA FORMACIÓN RECIBIDA Y LAS PRÁCTICAS PROFESIONALES REALIZADAS

Con el propósito de valorar la formación recibida en el *Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional*, ofrezco un repaso por las asignaturas que considero fundamentales en el proceso de formación del profesorado de enseñanza secundaria.

La asignatura de *Aprendizaje y Desarrollo de la Personalidad* me introdujo en el mundo de la psicología aplicada al aula, esto es, la psicología del desarrollo y de la enseñanza. Esta ciencia me ayudó a observar cómo el proceso de enseñanza-aprendizaje del alumno está afectado por su edad, su contexto familiar y su desarrollo. Durante el transcurso de esta asignatura, he aprendido técnicas efectivas para controlar el comportamiento del alumnado en el aula que han sido de mucha utilidad en el día a día en el instituto.

Si bien la asignatura *Diseño y Desarrollo del Currículum* puede ser considerada como crucial a efectos de oposición, tiene ciertos puntos débiles. Durante esta asignatura aprendí conceptos relativos al diseño y planificación de programaciones y unidades docentes. Sin embargo, su corta duración ha hecho que el proceso resulte algo agobiante debido al volumen de trabajo a realizar y el poco tiempo disponible. Considero que, sin esta asignatura, habría tenido más dificultades a la hora de elaborar la programación docente para el presente Trabajo de Fin de Máster. Aún así, es una asignatura en la que se podrían presentar contenidos más específicos, pues no se tiene en cuenta la especialidad ni las pautas que los centros ofrecen para el diseño de unidades y programaciones docentes.

En cuanto a *Procesos y Contextos Educativos*, aspectos tales como las leyes, si bien son necesarios, al menos deberían estar actualizados. Los apuntes recibidos y completados en clase se centraban mayoritariamente en la Ley de Orgánica de Educación (LOE), sin recibir apenas formación sobre la Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE), ley de educación actualmente vigente en España. El bloque de la asignatura dedicado a la organización del centro educativo ha sido de gran ayuda para entender su funcionamiento. El resto de las partes de la asignatura dedicadas a la distribución del aula y los conflictos que surgen en esta, a la acción tutorial y a la atención a la diversidad han sido de gran aprovechamiento, pues aprendí cómo establecer una

buena comunicación con el alumnado, así como medidas y medios para resolver problemas en el aula. El tercer y el cuarto bloques de la asignatura, relativos a la diversidad y la acción tutorial, me han enseñado que la educación ha de ser inclusiva e individual, y me han proporcionado conceptos clave que todo docente ha de conocer. Medidas de atención a la diversidad, como son las ‘adaptaciones significativas’, que en un principio pensé que nunca usaría y pondría en práctica, se convirtieron en las palabras más mencionadas y escuchadas durante mi estancia en el centro de prácticas. Por eso, esta asignatura cobró vida una vez que me vi inmersa en el centro escolar, donde todos los contenidos se fueron consolidando y relacionando.

La asignatura de *Sociedad, Familia y Educación* ha sido la que me ha aportado menos académicamente, debido a su carácter tan general. Se han realizado muchas actividades y tratado distintos temas sin profundizar ni analizar ninguno críticamente. En cuanto a las actividades realizadas, no se ha recibido ningún comentario posterior, por lo que siempre me quedará la duda de hasta qué punto he asimilado lo aprendido.

Una asignatura que me ha decepcionado en cuanto a sus contenidos es *Tecnologías de la Información y la Comunicación*. En esta asignatura, el blog realizado no ha supuesto nuevo conocimiento. Creo que no se tiene en cuenta la generación a la que se está enseñando, una generación que ha nacido en la era de la tecnología. Por ello, la creación de blogs o el manejo de redes sociales es algo que ya conocíamos todos los profesores en formación. Bajo mi punto de vista, se esperaba que la asignatura se enfocase a cómo usar las nuevas tecnologías en el aula, esto es, qué aplicaciones pueden ser de utilidad para la enseñanza de las distintas materias. Quizás esto no puede ser llevado a cabo debido al carácter general de la asignatura, algo de lo que no puedo evitar quejarme. Durante mi paso por el máster, sólo he realizado un mínimo de horas dedicadas y enfocadas a mi especialidad (Inglés), lo que es un problema interno generalizado y de organización del máster.

Señalo que las asignaturas que me han aportado más han sido *Complementos de la Formación Disciplinar y Aprendizaje y Enseñanza*. Están enfocadas a la especialidad (inglés) y son asignaturas que requieren una participación activa por parte del profesorado en formación. Además, se aprecia una mayor implicación por parte del profesorado que imparten las materias. En estas dos asignaturas aprendí, de manera particular, todos los aspectos relacionados con programaciones y unidades docentes en inglés, terminología que todo docente de inglés debe conocer. Además, estas asignaturas han sido la base para

mi proyecto de innovación y mi programación docente, pues me introdujeron al mundo del aprendizaje del inglés a través del tratamiento del error.

Me gustaría reflexionar sobre el hecho de que es paradójico que se promueva un estilo educativo basado en clases interactivas y participativas, cuando la mayoría de las clases en el Máster se limitaban a una simple lectura y exposición de unos PowerPoint (muchas veces agobiantes debido a la cantidad de información que aparecía en cada diapositiva) para luego realizar actividades generales de las cuales no se recibía ningún tipo de comentario posterior. Además, considero que el carácter tan general del *Máster en Formación del Profesorado de Educación Secundaria Obligatoria, Bachillerato y Formación Profesional* debería ser revisado, pues hay muchos aspectos que solo han podido ser revisados durante las asignaturas específicas, como las metodologías de enseñanza de lenguas extranjeras (*Complementos de la Formación Disciplinar y Aprendizaje y Enseñanza*).

Para finalizar, y creo que esto es una reflexión generalizada entre los alumnos del máster, debo señalar lo poco que se nos ha escuchado durante este curso. Si bien hemos intentado hacer llegar nuestras críticas constructivas en cuanto a los aspectos negativos señalados en mi reflexión, no han querido escucharnos. Estimo que es fundamental intentar mejorar el Máster que forma a futuras generaciones de docentes, pero para ello también hay que escuchar a los estudiantes.

En cuanto a las prácticas, han resultado ser la experiencia más gratificante y enriquecedora del Máster. Mi estancia en el IES XXX² ha constituido una primera toma de contacto con el mundo real y laboral, así como una afirmación de mi vocación como docente. También he aprendido que ser profesora es complicado, pues requiere empatizar con los alumnos, atender a sus necesidades, preparar las clases muy bien e incluso descubrir tu propia capacidad de improvisación en algunas ocasiones. Durante este periodo he podido observar, tras asistir a clases de diversas asignaturas de idiomas, distintos enfoques metodológicos, y cómo estos se veían reflejados en el nivel del alumnado y su motivación hacia la asignatura. Por todo esto, considero que el *Practicum* ha sido el periodo durante el cual he reforzado el conocimiento adquirido durante el proceso de formación en el Máster. Sin embargo, una propuesta de mejora sería la ampliación del periodo de prácticas en el centro. De hecho, se podría luchar por llegar a

² Por cuestiones relativas a la protección de datos el nombre del instituto se sustituirá por XXX a lo largo del presente trabajo.

obtener condiciones similares a las que se dan en países como el Reino Unido, donde el proceso consiste en una inmersión total de dos años en un centro educativo con la supervisión de un tutor.

3.LONG TERM PLAN FOR ENGLISH IN YEAR 2 PCSE

3.1. Introduction

This syllabus has been designed after my teaching training internship. For this reason, it is planned for an urban and multicultural school. Due to the variety of activities and projects included in the long-term plan that require Internet access, the school must have good technological equipment, since it will be needed during the teaching process. It is designed for any group of Year 2 of Post Compulsory Secondary Education (PCSE), regardless of their level of English. A placement test is set at the beginning in order to spot level differences among students and to pay attention to the students' needs. Considering that the syllabus is planned for Year 2 of PCSE, it focuses rather on the writing skill due to the University entry test that students must sit after the school-leaving stage (Spanish acronym 'EBAU'), which is based on reading comprehension and writing activities.

For the design of the syllabus, the following official documents have been taken into consideration:

- Organic Law 8/2013, of 9 December, for the Improvement of Educational Quality (Spanish acronym: LOMCE).
- Royal Decree 1105/2014, of 26 December, which establishes the Basic Curriculum of Compulsory Secondary Education and Post Compulsory Secondary Education.
- Decree 42/2015, of 10 June, which regulates the arrangement and establishes the official curriculum for Compulsory Secondary Education and Post Compulsory Secondary Education in Principado de Asturias.

3.2. Course contribution to the achievement of basic skills

The Spanish regulations for this level (LOMCE) identified in 2013 seven basic competences, to which the course must contribute. They are the following:

- Linguistic communication
- Learning to learn
- Social and civic competence
- Digital competence
- Cultural awareness and expression

- Sense of initiative and entrepreneurship
- Mathematics, science and technology

English as a Foreign Language contributes to the development of all these basic competences. However, linguistic communication and cultural awareness and expressions are the most developed key competences when studying English, as students need to learn how to communicate and socialise using a language that is not their L1. Due to the existence of extra-curricular activities, many schools offer the possibility visit an English-speaking country for a week, thus learning about cultural aspects of that country. Besides, students develop cultural competence by studying current cultural issues, and they learn to understand other cultures and realise that diversity can enrich them. It is important that students are aware of other cultures because it implies knowledge on some of the literature, pieces of art and music and other cultural expressions.

Learning to respect other opinions and beliefs is one of the aims of the social and civic competence. Besides, in order to work in groups, students have to solve any problems that might appear in a democratic and respectful way. English can contribute to this if group activities and collaborative work is included in the classroom.

Taking into account the project-based learning presented in the teaching programme, students have the opportunity to show initiative to carry out creative projects in which they develop an entrepreneur spirit. One example is that of creating a company, which implies a sense of entrepreneurship.

When it comes to learning to learn, students should be able to be responsible of their own learning process. Error analysis is a good way of making students responsible and active towards their learning process, improving their writing skills. That is why emphasis is given to error analysis throughout this dissertation.

Digital competence is often developed through research carried out outside the class. Students are often required to do research on certain topics which are being worked on in class and prepare an oral presentation, for which they normally make use a slideshow. Internet provides students with a wide range of tools which help them learn English and keep in touch with it once the lesson has finished.

3.3. Overall objectives of the stage

Decree 1105/2014, of 26 de December, sets the overall objectives of PCSE, which contribute to the development of the students' skills. Completion of these objectives should enable them to:

- Take part in democratic citizenship and acquire a civic and responsible consciousness by adopting values of the Spanish Constitution and Human Rights.
- Be autonomous and critical, solving any personal, familiar and social problems peacefully.
- Foster gender and rights equality and show tolerance towards others.
- Develop habits of study and discipline.
- Achieve a high level of linguistic competence in Spanish.
- Communicate and exchange information in other languages coherently.
- Use ITs to search for information sources and acquire new knowledge.
- Be aware and be critical with current worldwide issues, their causes and their evolution. Also, to get involved in the improvement of the environment.
- Understand scientific and research methods and be aware of how science and technology contribute to life conditions and to the environment.
- Consolidate the entrepreneurship spirit through creativity, initiative, group work and critical sense.
- Appreciate artistic and literary expressions as sources of cultural enrichment.
- Enhance sports and physical exercise as a way of promoting social and personal development.
- Know and value Asturian cultural, historic and linguistic heritage.
- Promote habits aimed at living a healthy life.

3.4. General objectives for Year 2 of Post Compulsory Secondary Education

The general objectives established in the official curriculum for the English course are the following:

- To understand and listen to general and specific information in different communicative situations.
- To be able to communicate both orally and in the written form in English.
- To write simple texts for different purposes and topics coherently.
- To be aware of different phonological, lexical and functional aspects of the language.
- To reflect on the learning process itself in an autonomous way.
- To appreciate the English language as a means of communication, a way of accessing information and as the maximum exponent of the English culture.
- To value the English language as a means of communications and understanding among people from different origins, languages and cultures, avoiding any type of discrimination and linguistic stereotypes.
- To work in group and individually.
- To promote critical thinking in English.

3.5. Timing

The schedule for the syllabus has been designed taking into account a regular academic calendar, which is divided into a total of thirty-eight-week. The estimated timing for each term is the following:

- Term 1: 15 weeks (September –December)
- Term 2: 12 weeks (January –March)
- Term 3: 11 weeks (April –June)

Unless stated otherwise, the timing established for each unit is two weeks. The official curriculum for Principado de Asturias sets four hours of English a week for Year 2 of PCSE. Due to the basic grammar aspects worked on units 1 and 2, the time devoted for these is reduced to one week per unit. Assessment period and projects take one week per term. In terms 2 and 3, the first week focuses on feedback and remedial work on the

contents from the previous term. During the last week of the academic year, students who have failed the course have an opportunity to resit exams.

WEEKS	UNITS
TERM 1	
1 - 2	Warm-up weeks: placement test, revision and remedial work
3	Unit 1: Me, Myself and I
4	Unit 2: Getting to know my history
5 – 6	Unit 3: Healthy relationships
7 – 8	Unit 4: Have you ever...?
9-10	Unit 5: I've been up to...
11-12	Unit 6: Let's discover
13-14	Unit 7: It had been raining when...
15	Assessment and project 1: Making a promotional video
TERM 2	
16	Feedback and revision
17-18	Unit 8: Dear 30-year-old me
19-20	Unit 9: Dear 30-year-old me
21-22	Unit 10: Big Ben or CN Tower?
23-24	Unit 11: Entrepreneur for a day!
25-26	Unit 12: Coming to your senses
27	Assessment and project 2: Writing a tourist guide
TERM 3	
28	Feedback and revision
29-30	Unit 13: Who's who?
31-32	Unit 14: If I were a journalist...
33-34	Unit 15: I said 'this', she told me that
35-36	Revision
37	Assessment and project 3: Creating a radio programme
38	Resit exams

3.6. Long term plan

TERM 1

Unit	Setting	Notions	Functions	Language	Innovation project	Other
1-Me, Myself and I	Knowing each other	Habit and routines; Emotions; states;	Talking about daily routines; giving personal information	Present simple and present continuous;	Error analysis	My hobbies
2-Getting to know my history	My town	Past actions and events; feelings and emotions;	Expressing past actions and events; describing feelings and objects; expressing the sequence of events	Past simple; past continuous; ‘-ed’ and ‘-ing’ adjectives; <i>used to</i> and <i>would</i>	Error analysis	A biography
3- Healthy relationships	Relationships	Reference; definiteness; quantity	Referencing; expressing quantity; defining	Articles and quantifiers	Error analysis	A description

4-Have you ever...?	Adventure	Experiences; ongoing actions	Talking about experiences; expressing unfinished events and past events which are still relevant in the present	Present perfect simple; present time expressions	Error analysis	A blog entry
5-I've been up to...	YouTubers	Unfinished actions; turning points and new trends	Expressing continuous actions that are not completed	Present perfect continuous	Error analysis	A video script
6-Let's discover!	Secondary school life	Actions in the past that are previous to other past actions	Expressing related actions in time; mapping a school	Past perfect and past simple	Error analysis	A topic essay
7-It had been raining when...	Telling stories	Actions that lasted in the past	Expressing for how long an action happened	Past perfect continuous	Error analysis	A biography

PROJECT 1: MAKING A VIDEO!

By the end of this term, students should be able to record a video promoting their school for international exchange students who might be considering moving to their city. They should create a blog and post the video there. For that purpose, during this term, they learn how to write a blog entry, as well as how to write a script. The language forms and the settings considered in these units are connected with the semantic fields of city description, school and its history, and the YouTube platform.

TERM 2

Unit	Setting	Notions	Functions	Language	Innovation project	Other
8-Dear 30-year-old me	Life in 10 years	Future time	Making predictions Taking about near future events Making appointments	Future verb forms and expressions	Error analysis	An informal letter: Dear 30-year-old me
9-End of the IT era?	Technology	Future time	Expressing future achievements	Future perfect	Error analysis	A topic essay: ‘By the time the IT era is over...’
10-Big Ben or CN Tower?	Travel	Comparison Superiority Inferiority Similarity	Expressing comparison, similarity, inferiority and superiority	Comparative Superlative	Error analysis	A tourist guide
11-Entrepreneur for a day!	Jobs	Probability Permission Obligation Suggestions and advice	Expressing possibility; giving advice, expressing obligation; expressing opinion	Modal Verbs	Error analysis	An argumentative text: should people retire earlier? Why, why not?
12-Coming to your senses	Art	Opinions Emphasis	Expressing opinion; showing interest	The Passive Form	Error analysis	A review of an event or art exhibition
PROJECT 2: WRITING A TOURIST GUIDE						
By the end of the term, students design a tourist guide focusing on the most English famous and popular monuments and sculptures. In order to do so, they learn how to compare cities, express future actions and vocabulary related to travelling and art expressions.						

TERM 3

Unit	Setting	Notions	Functions	Language	Innovation project	Other
13-Who's who	Global issues	Extra information	Giving details; defining people and objects	Relative Clauses	Error analysis	A 'for and against' essay
14-If I were a journalist...	The radio	Hypothesis; possibility and impossibility; regrets	Expressing hypothesis; showing possibility; showing probability in the past, expressing regrets	Conditional Verb Forms	Error analysis	A formal letter
15-I said 'this', she told me that	Communication	Reporting verbs; statements; requests; commands	Reporting other people's words both directly and indirectly	Reporting discourse structures	Error analysis	A radio script
PROJECT 3: CREATING A RADIO PROGRAMME						
<p>By the end of the term, students should be able to write and record a radio programme for one morning on the topic 'Global issues'. In order to do so, students learn throughout the term vocabulary related to the radio and communication. Besides, they learn formal expressions and how to report discourse, which is needed for the radio programme script.</p>						

3.7. Teaching Units

WARMING-UP WEEKS

The first two weeks of the academic year focus on identifying the students' main linguistic problems. In order to do so, a placement test is set so that students may be given remedial work to solve the main problems identified, as well as to revise preceding contents studied in previous academic years.

The placement test consists of two parts: a grammar section and a writing activity. The reason why grammar and writing play an important role in this test is the exam students must take after they finish Year 2 of Post Compulsory Secondary Education. This exam, EBAU, evaluates the students' reading skills, their grammar knowledge and sets a writing activity. The placement test will show the main problems students have when it comes to grammar aspects, and provides information about the students' communicative competence in English through their written productions.

PLACEMENT TEST³

Circle the correct answer

1. I'm 18 and my brother is 20, so he's me.
 - a. The oldest of
 - b. Older than
 - c. As old as
2. We stayed in a lovely villa..... the sea.
 - a. It overlooks
 - b. Overlooked
 - c. Overlooking
3. Not until the 1980sfor the average person to own a computer.
 - a. It was possible
 - b. Was it possible
 - c. Was possible
4. Tomorrow's a holiday, so we go to work.
 - a. Have to
 - b. Mustn't
 - c. Don't have to
5. My friend Siena to Russia last year.
 - a. Went
 - b. Has gone
 - c. Has been
6. Where did you go holiday last year?
 - a. For
 - b. On
 - c. To

³ Adapted from National Geographic Learning. (2018). *Outcomes: Placement Test*. Recuperado de: http://ngl.cengage.com/assets/downloads_b/marketing_downloads/1111031096/Outcomes%20Placement%20Test.pdf

7. Ocean currents play an important part in regulating global climate.
- Are known to
 - Thought to
 - Are believed that they
8. “It’s pouring down, and it’s freezing”. What are the weather conditions?
- High winds and snow
 - Heavy rain and cold temperatures
 - Thick cloud but quite warm
9. I’ve got a headache. Maybe I take an aspirin.
- Should
 - Ought to
 - Don’t
10. When I was a child, I neverabout the future.
- Have worried
 - Used to worry
 - Was worrying

Write an article discussing whether you think our world is getting better or worse. You can use your own ideas, but you might like to include some of these issues:

- ***Medicine, scientific research, technology***
- ***War, conflict between countries/groups***
- ***Freedom and human rights***
- ***Education, knowledge and skills***
- ***Quality of life***

UNIT 1: ME, MYSELF AND I

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Linguistic communication - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To talk about routines, habits and reality - To learn vocabulary related to emotions and personality - To spot language errors
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> -Present simple (affirmative, negative and interrogative) - Adverbs of frequency -Present continuous 	<ul style="list-style-type: none"> - Understanding a conversation broadcasted in a radio programme about first impressions.
READING	WRITING
<ul style="list-style-type: none"> - Reading of ‘New beginnings’⁴ - Reading an adapted chapter from <i>The Great Gatsby</i>. 	<ul style="list-style-type: none"> - An informal essay: my hobbies
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - Reading and “Different nationalities really have different personalities” 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - BBC: http://www.bbc.com/future/story/20170413-different-nationalities-really-have-different-personalities - <i>Reach Up 1 & 2</i> (Oxford University Press) - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Describe their personality and physical appearance - Talk about routines, habits and realities - Identify errors and classify them - Write descriptive texts 	

⁴ All the specific activities used throughout these teaching units, unless stated otherwise, have been taken and adapted from *Reach Up 1 & 2* (Oxford University Press).

UNIT 2: GETTING TO KNOW MY HISTORY

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To talk about actions in the past - To know vocabulary related to history - To spot language errors
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> -Past simple - Past continuous - ‘-ed’ and ‘-ing’ adjectives - <i>used to</i> and <i>would</i> 	<ul style="list-style-type: none"> - Understanding native speakers talking about their school. (Video used: https://www.youtube.com/watch?v=a50j7gcc1j4)
READING	WRITING
<ul style="list-style-type: none"> - Reading of ‘The history of my town’ 	<ul style="list-style-type: none"> - A biography
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “The DNA Journey” (Video retrieved from: https://www.youtube.com/watch?v=gK28eZ930zg) 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - YouTube - <i>Reach Up 1 & 2</i> (Oxford University Press) - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Express emotions and states - Talk about past actions - Identify errors and classify them - Write narrative texts, more specifically a biography, coherently 	

UNIT 3: HEALTHY RELATIONSHIPS

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to lean - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To express quantity - To learn vocabulary related relationships - To spot language errors
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Determiners - Quantifiers 	<ul style="list-style-type: none"> - Understanding a conversation during a couple therapy session
READING	WRITING
<ul style="list-style-type: none"> - “Researching Romance” 	<ul style="list-style-type: none"> - A description of your relationship with your parents
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “How culture affects our relationships” (https://www.nation.co.ke/lifestyle/living/How-culture-affects-our-relationships/1218-2335484-fv51by/index.html) 	<ul style="list-style-type: none"> - Writing exchange: going over other students’ errors
RESOURCES	
<ul style="list-style-type: none"> - <i>Reach Up 1 & 2</i> (Oxford University Press) - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - Definitions 2 (MacMillan) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Express quantity - Talk about relationships - Identify errors and classify them - Write texts coherently 	

UNIT 4: HAVE YOU EVER...?

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To talk about actions that started in the past and are still relevant in the present - To learn vocabulary related to places in a town - To spot language errors
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Present perfect simple - Time expressions 	<ul style="list-style-type: none"> - Understanding and singing a song: “I Still Haven’t Found What I’m Looking For” by U2
READING	WRITING
<ul style="list-style-type: none"> - ‘Have you ever travelled abroad? The attraction of foreign lands’ (British Council Learning Teens: http://learnenglishteens.britishcouncil.org/2012/04/13/attraction-foreign-lands) 	<ul style="list-style-type: none"> - A blog entry
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “The DNA Journey” (Video retrieved from: https://www.youtube.com/watch?v=gK28eZ930zg) 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - YouTube - <i>Reach Up 1 & 2</i> (Oxford University Press) - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Express past actions - Talk about experiences and adventures - Identify errors and classify them - Write a blog entry using appropriate vocabulary, style and register 	

UNIT 5: I'VE BEEN UP TO...

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To learn vocabulary related to YouTube and technology - To talk about ongoing actions in the past that are still relevant - To write an informal email - To spot language errors and reflect on them
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Present perfect continuous 	<ul style="list-style-type: none"> - Understanding a talk by an Indian woman about how to make a YouTube career (Video retrieved from: https://www.youtube.com/watch?v=5olVeNWjJSE)
READING	WRITING
<ul style="list-style-type: none"> - “YouTubers: a new profession” 	<ul style="list-style-type: none"> - A video script
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “YouTube turns 10: ten ways YouTube changed the world” 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - Campaign Live (www.campaignlive.co.uk) - <i>Reach Up 1 & 2</i> (Oxford University Press) - YouTube 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Identify errors and classify them - Use present perfect continuous in context - Use vocabulary of the semantic field of technology 	

UNIT 6: LET'S DISCOVER!

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To learn vocabulary related to the school - To talk about actions that started in the past - To talk about actions in the past that started before others - To spot errors and classify them
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Past perfect simple - Past simple 	<ul style="list-style-type: none"> - Understanding native speakers talking about their school
READING	WRITING
<ul style="list-style-type: none"> - “My school experience” 	<ul style="list-style-type: none"> - A topic essay
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “The British Educational System” (https://www.youtube.com/watch?v=8ScY-bsJFSY) 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - YouTube - <i>Reach Up 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Use vocabulary of the semantic field of school - Express actions that happened in the past - Write descriptive essays coherently - Identify errors and reflect on them 	

UNIT 7: IT HAD BEEN RAINING WHEN...

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To learn vocabulary related to books and films - Write descriptive texts - Talk about continuous actions that started and finished in the past
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Past perfect continuous 	<ul style="list-style-type: none"> - Understanding a radio programme about strange coincidences
READING	WRITING
<ul style="list-style-type: none"> - “Permanent purple dinosaurs?” - “The Thrilling Adventures of Lovelace and Babbage: The (Mostly) True Story of the First Computer” (<i>Reach Up 1</i>, Oxford University Press) 	<ul style="list-style-type: none"> - A biography
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - Getting to know British literature: Emily Brönte, Thomas Hardy and Charles Dickens 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - <i>Reach Up 1 & 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Write about their favourite movie giving details and arguments - Identify errors and classify them - Use specific vocabulary related to books and movies 	

UNIT 8: BLASTING OFF!!

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To talk about actions that take place in the future - To know vocabulary related to technology - To be able to make predictions - To spot language errors and reflect on them
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Future verb forms and expressions - Future continuous 	<ul style="list-style-type: none"> - Understanding a podcast about crowdfunding
READING	WRITING
<ul style="list-style-type: none"> - “Virtual Reality...the future of fun?” (<i>Reach Up 1</i>, Oxford University Press) 	<ul style="list-style-type: none"> - An informal letter: Dear 30-year-old me
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - Research project: “Social media apps around the world” 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - Reach Up 1 (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Talk about the future - Describe positive and negative aspects - Identify errors and correct them - Use a wide range of vocabulary within the field of technology 	

UNIT 9: THE END OF TECHNOLOGY

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To talk about time and future achievements - To write an informal letter - To express finished actions in the future
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Future perfect - Gerunds and infinitives 	<ul style="list-style-type: none"> - Understanding a radio programme about life changes
READING	WRITING
<ul style="list-style-type: none"> - “Unlocking the Mysteries of Time” 	<ul style="list-style-type: none"> - A topic essay: ‘By the time the IT era is over...’
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “Punctuality around the world” (http://www.mrgamez.com/punctuality/) 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - <i>Reach Up 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Talk about actions that will be finished in the future - Talk about their future selves - Use vocabulary within the semantic field of time - To identify and use gerunds and infinitives - Identify errors and classify them 	

LISTENING AND SPEAKING ACTIVITY: LIFE CHANGES⁵

DISCUSSION TOPIC: How has your life changed since childhood?

1. Listen to a radio programme about adolescence. Which of the topics in the box do people mention?

Free-time activities importance of friends vs family moods and emotions opinions
pressure and responsibilities

2. Listen to the radio programme again. Complete the sentences with a word or phrase:

- a. Callum and Ellie have written a book about.....
- b. The presenter describes the stereotypical image of teenagers as ‘lazy’,
....., ‘moody’ and ‘disrespectful’.
- c. Callum believes the majority of his friends are and pleasant.
- d. Callum finds pressure tothe hardest part of being a teenager.
- e. For Ellie the biggest challenge is the pressure fromto behave in a certain way.
- f. According to Dr. Brown, major brain changes occur between the ages of twelve and
- g. These changes result in increases inbehaviour and uncontrollable mood swings.
- h. Ellie advises parents to trust their teenagers more and let them
- i. Callum explains that teenagers often play video games in order to.....
- j. Ellie adds that parents should respect teenager’s need forand independence.

SPEAKING PRACTICE: Talk to your partner and discuss the following questions:

- How often do your parents tell you off? What for?
- Have you ever done something you regretted because of peer pressure?
- Do you think your parents get how much pressure you are under?
- Do you have more or fewer rows with your family than you used to

⁵ Adapted from Krantz, C., & Roberts, R. (2018). *Reach Up 2* (1st ed.). Oxford University Press.

UNIT 10: BIG BEN OR CN TOWER?

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To use comparative and superlatives in context - To know vocabulary related to travelling - To be aware of how culture affects behaviours
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Comparative - Superlative 	<ul style="list-style-type: none"> - Understanding a tourist guide talking about London
READING	WRITING
<ul style="list-style-type: none"> - ‘The CN Tower: curious facts’ (Adapted from: http://www.cntower.ca/site_Files/Content/PDF/Press_Kit/Story_Ideas_2013.pdf) 	<ul style="list-style-type: none"> - A tourist guide
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - Video on “Cross-cultural variations: Consumerism” (https://study.com/academy/lesson/consumer-behavior-influences-cross-cultural-variations-demographics.html) 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - National Geographic Teaching (http://ngl.cengage.com/search/showresults.do?N=200+4294918545) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Express comparison, superiority, inferiority and similarity - Identify errors and correct them - Write a product review coherently - Use vocabulary within the semantic field of travelling 	

UNIT 11: ENTREPRENEUR FOR A DAY

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to lean - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To express obligation, prohibition and permission - To give and ask for advice - To spot language errors - To learn vocabulary from the semantic field of business
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Modal verbs 	<ul style="list-style-type: none"> - Understanding a radio programme about changes in advertising (Reach Up 2)
READING	WRITING
<ul style="list-style-type: none"> - “Can you trust that online review?” 	<ul style="list-style-type: none"> - An argumentative text: Should people retire earlier? Why, why not?
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “Bridging Two Kinds of Cultural Differences” (https://hbr.org/video/3479668069001/bridging-two-kinds-of-cultural-differences) 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - <i>Reach Up 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Use expressions related to the advertising world - Give and ask for advice - Express possibility, probability, prohibition and opinion - Identify errors and classify them 	

UNIT 12: COMING TO YOUR SENSES

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To learn vocabulary related to art - Spot language errors and reflect on them - Give opinion - Learn the passive structure
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - The passive form - The causative - Impersonal and infinitive forms 	<ul style="list-style-type: none"> - Understanding an educational talk about an artist
READING	WRITING
<ul style="list-style-type: none"> - “The Man Who Can Taste Words” - “Unlocking the Secrets of the Fifth Taste” 	<ul style="list-style-type: none"> - A review of an event or art exhibition
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “Cross-cultural communication” (https://study.com/academy/lesson/cross-cultural-communication-definition-strategies-examples.html) 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - <i>Reach Up 1 & 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Talk about art using a wide variety of vocabulary - Talk putting emphasis on the action rather than on the agent - Identify errors and correct them 	

UNIT 13: WHO'S WHO?

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To learn relative clauses structures - To write a for-and-against text - To spot errors and correct them
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Relative clauses 	<ul style="list-style-type: none"> - Understanding a podcast about extinct animals
READING	WRITING
<ul style="list-style-type: none"> - “Save water: the world’s water supply decrease” 	<ul style="list-style-type: none"> - A for and against essay
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “How Different Cultures Expect Women to Show Authority” (https://hbr.org/video/4824895436001/how-different-countries-expect-women-to-show-authority) 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - <i>Reach Up 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Give details and define people and objects - Give extra information - Identify errors and reflect on them - Use a wide range of vocabulary related to global issues - Write essays giving opinion 	

UNIT 14: IF I WERE A JOURNALIST

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To learn and use conditionals verb forms - To learn vocabulary related to the radio - To spot language errors
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Conditional sentences 	<ul style="list-style-type: none"> - Understanding an interview about the dream job as a radio presenter
READING	WRITING
<ul style="list-style-type: none"> - “Becoming a radio presenter” (Text retrieved from: http://www.bbc.co.uk/academy/production/article/art20131030093501470) 	<ul style="list-style-type: none"> - A formal letter (applying for a job)
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “Negotiating across cultures” (https://hbr.org/video/4773888299001/negotiating-across-cultures) 	<ul style="list-style-type: none"> - Error analysis from a given text
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - BBC (British Broadcasting Corporation) - <i>Reach up 2</i> (Oxford University Press) - Harvard Business Review 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Identify errors and correct them - Express hypothesis and possibility - Use vocabulary within the semantic field of the radio - Apply for a job using a formal register 	

UNIT 15: I SAID ‘THIS’, SHE TOLD ME THAT

KEY COMPETENCES	OBJECTIVES
<ul style="list-style-type: none"> - Communicative competence - Learning to learn - Cultural awareness and expression - Social and civic competence 	<ul style="list-style-type: none"> - To use reporting discourse correctly - To learn vocabulary related to communication and the world - To spot language errors - To write a radio programme script
CONTENTS	
LANGUAGE	LISTENING
<ul style="list-style-type: none"> - Reporting discourse 	<ul style="list-style-type: none"> - Understanding a podcast on “Communication in the UK”
READING	WRITING
<ul style="list-style-type: none"> - Reading the text “Thank you, Robot!” 	<ul style="list-style-type: none"> - A radio script
CULTURE	ERROR ANALYSIS
<ul style="list-style-type: none"> - “How culturally aware are you? Non-verbal communication across cultures.” (https://theculturetrip.com/north-america/usa/articles/12-surprising-customs-from-around-the-world/) 	<ul style="list-style-type: none"> - Writing exchange: going over other people’s errors
RESOURCES	
<ul style="list-style-type: none"> - Worksheets and handouts provided by the teacher - Flipped classroom videos for language contents - <i>Reach Up 2</i> (Oxford University Press) 	
ASSESSMENT CRITERIA	
<p>Students should be able to:</p> <ul style="list-style-type: none"> - Report other people’s statements both directly and indirectly - Identify errors and correct them - Write a coherent and adequate radio script - Use vocabulary within the semantic field of communication 	

FINAL TEST: READING AND WRITING⁶

THE KINDNESS OF STRANGERS

When you tell people that you're going travelling, they tend to start warning you about all the things that might go wrong. For example, I heard a lot of stories about taxi drivers claiming that the meter is broken, so that they can charge you a small fortune. I was also warned to avoid fake 'free' Wi-Fi hubs that tempt you to log on with your device, so they can figure out your passwords and access your accounts. And I was told about people who were taken by a fellow traveler who pretended to be their friend and then talked them into handing over all their money.

These stories didn't put me off, though. It certainly pays to be cautious while travelling, but, in my experience, almost everyone genuinely wants to help you, rather than steal from you. For instance, the flight attendant who offered to give me her own tube of cream when my mosquito bites swelled up during the flight. Or the taxi driver who was so on the level he actually charged me less when the taxi got stuck in a traffic jam during the rush hour. Not to mention the guy who refused to charge me when I got my shoes mended because he said it was only a quick job.

If you show a lack of respect in your dealings with people and argue about every little thing, you may not experience such kindness. Another option is to smile at people and thank them for their help. For example, a cyclist in London was recently trapped under the wheel of a double-checker bus. Around 100 people worked together to lift the bus so that the man could be freed. They saved his life.

However, while we know that this kind of behaviour is common, scientists are not exactly sure why. Taking evolutionary theory into account, human beings should surely be motivated purely by self-interest? It might be that helping others makes us feel good about ourselves, or that we expect that one day someone will help us in return. Some scientists even suggest that it might make us more appealing to the opposite sex.

Whatever the explanation, isn't it nice that we live in a world where we can believe in the kindness of strangers?

1. Read the blog and decide if the following sentences are true (T) or false (F).

Give evidence from the text.

- a. The writer doesn't believe that bad things happen to people while travelling.
- b. Other people's negativity didn't make the writer want to change her plans.
- c. The writer believes that how you behave influences other people's behaviour.
- d. Scientists believe that altruism is something we learn from our parents.

⁶ Adapted from Krantz, C., & Roberts, R. (2018). *Reach Up 2* (1st ed.). Oxford University Press.

- e. According to the theory of evolution, everyone puts themselves first.
- f. One theory is that we are only altruistic because we expect to get something back.

2. Find words in the text that mean:

- a. Request or demand _____
- b. Demand an amount _____
- c. Exchange opposite views _____
- d. Cause someone to lose interest _____

3. Complete the second sentence so that it means the same as the first. Use the words in brackets.

- a. According to the report, an unlicensed pilot was flying the aircraft. (being)
According to the report, the....
- b. 'I'm sorry I was late', said Marta. (apologized)
Marta...
- c. They say the island has been ruined by tourism. (said)
The island...
- d. He said that he would carry her suitcase. (promised)
He

4. Spot the common errors in these sentences and correct them.

- a. When I will go on holidays, I'll send you a postcard.
- b. For a long travel, it are better to go by airplane.
- c. My missing suitcases has been found at last!
- d. The hotel was very dissapointing.
- e. I invited her but she said me she was busy.
- f. The economical situation in that country is quite difficult.

WRITING TASK. Write a text between 100-150 words on “Why should you start travelling today?”. Give reasons for your answers and include any relevant examples from your own knowledge/experience. Take into account coherence, grammar structures and vocabulary, as these will be considered when marking.

3.8. Methodology

In order to achieve the aims established for this syllabus, a communicative approach based on language functions and notions is applied. First of all, it is important to explain what we mean by *communicative approach*.

Communicative language teaching “sets as its goal the teaching of *communicative competence*” (Richards, 2006). Communicative competence is a term which was coined by Dell Hymes in 1972 to refer to the learners’ level of English through their learning process. According to Richards (2006), communicative competence promotes:

- Learning on how to change register according to the setting, the participants and the communicative situation.
- Understanding and producing written and oral texts.
- Being able to maintain a conversation disregarding the speakers’ level of English.

Richards (2006) established in his book the main principles for the communicative approach. He stated that this approach should attempt to:

- Make real communication the focus of language learning.
- Provide opportunities for learners to experiment and try out what they know.
- Be tolerant of learner’s errors as they indicate that learner is building up his or her communicative competence.
- Provide opportunities for learners to develop both accuracy and fluency.
- Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.
- Let students induce or discover grammar rules.

Even though all those principles have been considered when designing the long-term plan, there is one aspect which has become the focus of my innovation project: the analysis of the learners’ errors. As Richards stated, the teacher should be tolerant when it comes to the students’ errors. Given the importance of these as indicators of their communicative competence progress, one class per teaching unit is devoted to error analysis. Thus, not only do I try to solve any grammatical problems students might have, but learners also develop strategies which may help them through their learning process and let them internalise grammatical rules.

According to Roberts (2004), the communicative approach based on functions and notions focuses on meaningful exercises which involve language use through real life tasks, and it is aimed at developing the students’ communicative competence,

highlighting the foreign language as a social tool. He underlines the importance of students being active participants during their learning process while the teacher just offers stimulus and experiences. Therefore, the best classroom activities, as Richards (2006) concluded, are those which implies group work, role play and projects. It should be noted that three projects have been included in the long-term plan in order to promote learning based on communicative approach. Students put into practice all the contents studied throughout the academic year by means of activities which simulate real life scenarios. These projects involve writing, listening, speaking and reading practice, as they need to do research, write guidelines, listen to each other and present their projects at the end.

For me, a communicative approach should aim to improve the students' communicative competence without disregarding grammar, syntax and pronunciation. Students should be able to communicate in real life scenarios for a variety of communicative purposes, such as sending a letter of application or going through a job interview. For that reason, and in order to implement a communicative approach, I have designed three projects based on real life situations, which integrate the four skills: reading, writing, listening and speaking. Besides, I have chosen authentic materials from the Internet and I have tried to include audio recordings of people from different English-speaking countries. All the activities, regardless of their main purpose (speaking, writing or reading), have both an oral (discussions on the topics) and a written part.

Motivation is also a key issue during the learning process based on a communicative approach. I have included up-to-date topics in which students might be interested. Therefore, I think the topics of the projects contribute to increasing the students' motivation towards the English language, thus making them enjoy the lesson and interact more in class.

Learning a foreign language involves being aware of its cultural aspects. I have included a section per teaching unit in which students learn about cultural aspects of some English-speaking countries. This can help increase the students' motivation as well if they enjoy learning about ways of living in other places.

It should be noted that, although grammar contents are important in order to learn a language, there is no grammar exam. Students learn a language by using it in real life scenarios. I think that a grammar exam would only test students on decontextualised activities based on repetition.

It is important to point out that I pay attention to written communication. Students should be able to write real life texts for several purposes, but always taking into account linguistic correctness. I have included in my teaching units two different sections which deal with written productions: a writing section in which students learn about several text types and the language rules for each text; and error analysis. One class each unit is devoted to analysing and reflecting on errors that students have made, trying to improve their communicative competence in English.

Regarding the teacher's role in class, it is important to note that I will be the person who guides the students through their learning process by providing them with real communicative situations. The teaching process then becomes a group matter, and therefore all students are active participants.

Finally, it is necessary to pay attention to the classroom layout to promote communication among students at any time during the lesson. One aspect to be considered in order to distribute the classroom is whether the students can see each other or not. I consider that the best classroom distribution for promoting communicative competence is the U-shaped or horseshoe layout.

3.9. Teaching resources

The following materials and teaching resources are necessary:

- Textbooks, workbooks and worksheets
- Projects and work on cultural issues
- Dictionaries
- Digital whiteboard and projector
- IT room

3.10. Assessment procedures and tools

Students are assessed according to the following:

- Initial placement test
- Tests on writing, reading, speaking and listening skills
- Active participation in class, as well as respect and tolerance shown
- Homework, checked regularly
- Classroom activities which are to be collected
- Unit contents

- Term project: students show knowledge of the main contents studied each term
- Final tests at the end of each term

Grammar aspects of the language are assessed through real use in writing and reading tests. Students show whether they have integrated the contents by using the language in context. The final project is graded with a high percentage of the final mark due to the amount of work students are expected to do. As part of the pre-tasks, students have to read, do research, watch some videos, write a script and present their project orally, so the four skills are involved during the project process.

3.11. Assessment and marking criteria

The Decree 42/2015, of 10 June, which regulates the arrangement and establishes the official curriculum for Compulsory Secondary Education and Post Compulsory Secondary Education in Principado de Asturias, established the minimum assessment criteria in order to achieve a pass mark. Students should be able to:

- Identify the main idea of written and oral texts produced in English about current and general topics.
- Be able to communicate in English fluently and using an adequate pronunciation and intonation
- Produce and understand written texts for different according to the purpose, and taking into account linguistic correctness, cohesion and register, and to value the importance of planning the process of writing beforehand.
- Read autonomously any informative or literary texts about any topics students are interested in.
- Put into practice different linguistic strategies for auto evaluation and self-correction.
- Analyse current geographical, historical, artistic, literary and social issues taking place in the English-speaking countries.

Students are assessed through this marking criteria:

PROJECT		20 %
EXAMS	READING	15%
	WRITING	15%
	LISTENING	10%
	SPEAKING	10%
PORTFOLIO	Classroom and homework activities	10%
PARTICIPATION AND ATTITUDE		10%

3.12. Reinforcement and resit activities

The first two weeks of the academic year are aimed at testing the students' level of English. During this process, we identify which students need reinforcement activities since the beginning of the academic year. These reinforcement activities are provided for those students who do not reach the established basic aims for the end of each term. The activities consist of several tasks which promote the development of writing and reading skills. For those students who do not reach essential grammar objectives, some extra grammar exercises are handed out. Besides, in each teaching unit, those students who need reinforcement activities to reach the basic aims established, are given extra practice worksheets.

A final resit is set on the last week of the course for those students who do not achieve a pass mark. This exam focuses on the basic objectives set by legislation that students need to achieve in order to pass. If students still do not pass this exam, they must take the official resit test set for September. Since there is not final project, the marking criteria for those students who need to retake the exam in September is the following:

READING EXAM + USE OF ENGLISH	25%
WRITING EXAM	25%
LISTENING EXAM	20%
WRITING EXAM	20%
REINFORCEMENT ACTIVITIES	10%

3.13. Resit procedure for students who have not passed English from Year 1 of PCSE

Those students in Year 2 of PCSE who failed in English the previous year (Year 1 of PCSE) are given extra reinforcement material during the academic year. In this way, they work on the contents on which they are tested. The resit exam consists of four tests dealing with writing, reading, listening and speaking skills. Besides, they are given some worksheets to complete, which are to be handed by the exam date and are taken into consideration for the final mark. Students are assessed according to the assessment and marking criteria established for Year 1 of PCSE:

READING EXAM + USE OF ENGLISH	20%
WRITING EXAM	20%
LISTENING EXAM	20%
WRITING EXAM	20%
REINFORCEMENT ACTIVITIES	20%

The minimum passing grade for all tests is 5. Students cannot achieve a pass mark in Year 2 of PCSE if they do not pass the resit exam.

3.14. Special educational needs

According to 1105/2014, of 26 December, which establishes the Basic Curriculum of Compulsory Secondary Education and Post Compulsory Secondary Education, one principle of education is paying attention to the students' needs, both individually and as a group. The main objective is to enable students to reach the basic aims established for Year 2 of Post Compulsory Secondary Education. There are four individual measures to adopt according to the education law :

- Resit procedures for students who have not passed English from Year 1 of PCSE
- Adaptation of the curriculum and of the methodology for students in need of educational support
- Adaptation of the curriculum and the course duration for gifted students.
- Curricular access adjustment

In order to respond to students' individual needs it is important to pay attention to the methodology applied, the contents, the materials and the activities, which are adapted to meet the students' needs. That is why the placement test at the beginning of the academic year plays an important role, as it will show which students need educational support and what measures should be adopted.

3.15. Cross-curricular activities

Students are expected to have knowledge on other disciplines. They learn on the basis of project-based work, so the activities go beyond learning the English language. One example is the one devoted to creating a company website, in which not only do they need to prove their level of English, but they also need to acquire knowledge on economics and ITs, for example. Therefore, some kind of collaborative work with the Economics and IT teachers is expected.

3.16. Activities for promoting reading

One of the basic aims established in the official curriculum is that students have to read a wide variety of texts autonomously. For this reason, each lesson includes activities which promote the four basic skills. When it comes to reading, students are expected to read and work on some texts individually at home. This will serve as preparation for the EBAU exam as well.

In order to promote reading for pleasure, some books are chosen based on their interests, level of English and genres. Students choose one among the books selected and should read it at home. In order to check whether they have read the book they are expected to write a book review. The titles selected are works adapted to the students' level of English:

- *Oliver Twist* by Charles Dickens
- *Pride and Prejudice* by Jane Austen
- *Hamlet* by William Shakespeare
- *The Great Gatsby* by F. Scott Fitzgerald
- *Bridget Jones* by Helen Fielding

3.17. Teaching programme evaluation and indicators of achievement

The Decree 1105/2014, of 26 December, establishes the evaluation of the teaching practice. In order to do so, the teaching process is discussed weekly at departmental

meetings. In these sessions, the degree of achievement of the basic aims is analysed. Eventually, some changes are also agreed on. The syllabus is evaluated taking into consideration the following indicators of achievement:

- The students' results at the end of each term
- Analysis of teaching materials adequacy
- Timing supervision throughout the academic year
- Considerations concerning teaching methodologies and their contribution to classroom climate.
- A final report which evaluates the achieved results, the teaching practice and the internal coordination among teachers.

4. PROPUESTA DE INNOVACIÓN DOCENTE

4.1. Diagnóstico inicial y justificación

Durante el periodo de prácticas en el IES XXX he podido observar las destrezas de escritura del alumnado. Si bien la producción oral de los estudiantes era relativamente buena, las correcciones de las composiciones escritas mostraban errores básicos que, de forma general, se han fosilizado en las etapas iniciales de ESO. El gran número de errores básicos que he corregido en las redacciones de los alumnos propició un proyecto de innovación basado en el análisis de estos con el fin de mejorar la destreza escrita del alumnado.

El proyecto de innovación se desarrolla a través del análisis de errores en las producciones escritas en inglés del alumnado como una herramienta educativa que refuerza el aprendizaje del inglés. Se realiza un seguimiento del aprendizaje significativo de dos alumnos que pertenecen al mismo grupo (2º de bachillerato), y cuyo nivel de inglés es relativamente bajo.

Con esta propuesta de innovación se pretende analizar los errores lingüísticos que dificultan la evolución de la *interlengua* de los estudiantes, y cómo la introducción en el aula de ejercicios basados en el análisis del error influye positivamente en el aprendizaje significativo de la lengua inglesa.

Con el fin de llevar a cabo dicha propuesta de innovación, se seleccionó a dos alumnos para que escribiesen, semanalmente, una redacción breve sobre un tema concreto ya establecido por mí. Estas composiciones debían ser redactadas de forma individual, sin ayuda, y con un plazo de una semana para la composición de cada una. Semanalmente proporcioné a los alumnos un comentario detallado sobre los errores que habían cometido, y reflexionamos sobre ellos con el fin de erradicarlos.

Con el propósito de evaluar los resultados del proyecto de innovación desde el inicio hasta el final del proceso, pedí a los alumnos que escribiesen una última redacción en mi presencia. Esta redacción se corrigió ante ellos y se dedicó un tiempo a reflexionar conjuntamente con los alumnos acerca de las mejoras identificadas en sus producciones escritas en inglés.

4.2. Objetivos de la innovación

Esta innovación se desarrolló con el fin de solventar los errores que los alumnos cometen en sus producciones escritas. Como consecuencia, el objetivo principal fue detectar y corregir aquellos errores más comunes en sus composiciones. Como objetivos secundarios se establecieron los siguientes:

- Aumentar la motivación de los alumnos hacia la asignatura de Primera Lengua Extranjera: Inglés.
- Fomentar la capacidad reflexiva de los estudiantes, así como el desarrollo de técnicas y estrategias lingüísticas que les ayude a auto resolver errores cometidos en las producciones escritas.
- Potenciar el aprendizaje significativo de los aspectos lingüísticos de la lengua inglesa.

4.3. Marco teórico de referencia

Los errores que los hablantes de lenguas extranjeras cometen en sus producciones escritas son indicadores del estado del proceso de aprendizaje de esa lengua. Sin embargo, para poder entender qué es y en qué consiste el análisis de errores, se debe tener en cuenta la diferencia entre error (*error*) y equivocación o fallo (*mistake*). El lingüista británico Stephen Pit Corder contribuyó notablemente al estudio del análisis de errores. En su trabajo “The Significance of Learners’ Errors” (1967), estableció la distinción entre errores (*errors*) y equivocaciones (*mistakes*) respectivamente. Para Corder los errores denotan falta de conocimiento o fallo de la competencia lingüística, mientras que las equivocaciones se producen cuando el hablante fracasa en la actuación, esto es, durante la puesta en práctica de la competencia comunicativa. En otras palabras, mientras que los errores están causados por falta de conocimiento, las equivocaciones se producen por falta de atención, planificación o automaticidad.

Tradicionalmente el error ha sido considerado, tanto por parte del profesorado como por el alumnado, como un aspecto negativo en el proceso de aprendizaje del inglés. El error ha sido asociado con la falta de conocimiento, lo que suele, a su vez, provocar un sentimiento de fracaso en el alumno. Es por ello por lo que en los años 60 aparece el análisis de errores (AE) suponiendo un cambio metodológico en la enseñanza de lenguas secundarias. El estudiante se convierte en el objeto principal en el proceso de aprendizaje

de la lengua extranjera. Este método supuso un cambio en el concepto del error, el cual va perdiendo la connotación negativa que llevaba asociada para considerarse un indicador positivo del estado del proceso de aprendizaje de los estudiantes de una lengua secundaria. Corder (1991) señala que el error es una parte imprescindible en el proceso de aprendizaje de una lengua extranjera sin el cual no habría mejora en la competencia lingüística:

Hacer errores es una parte inevitable y hasta necesaria del proceso de aprendizaje. La “corrección” de los errores, precisamente, es la que nos proporciona el tipo de evidencia negativa necesaria para el descubrimiento de la regla o el concepto concretos. Por consiguiente, una mejor descripción de las oraciones idiosincrásicas contribuye directamente a una explicación de lo que el alumno conoce y no conoce en un momento dado de su aprendizaje, y en último término debería capacitar al profesor no sólo para suministrarle la información de que su hipótesis está equivocada, sino también el tipo correcto de información o los datos para que el alumno se forme un concepto más adecuado de una regla de la lengua objeto.

(Corder, 1991)

Los errores son aspectos relevantes en el proceso de aprendizaje, pues proporcionan información de la interlengua del estudiante. Como fuente significativa de información, Corder (1974) sugiere cinco fases en el proceso de análisis de errores:

1. Selección de un *corpus* o recogida de información
2. Identificación de los errores
3. Clasificación de los errores identificados
4. Explicación de los errores y sus causas
5. Evaluación de los errores

Este enfoque del error está estrechamente relacionado con el concepto de interlengua, acuñado por Selinker en 1972 para referirse a los diferentes estadios del sistema lingüístico de un hablante desde que comienza a estudiar una lengua extranjera. De este modo, la interlengua varía de manera progresiva, y el error sería un mero indicador del estadio de la interlengua del estudiante.

La corrección de errores supone una herramienta útil tanto para el profesor como para el alumno. De acuerdo con Cassany (1996) esto se debe a dos razones:

1. Con la corrección de errores, el alumno se vuelve consciente de aquellas deficiencias en la formulación de hipótesis sobre las reglas de su interlengua.

Además, desarrolla estrategias y medios para subsanar estas deficiencias a lo largo proceso de enseñanza-aprendizaje.

2. El profesor comprueba a través de esta técnica no solo si la metodología empleada es efectiva, sino también asegurarse de que los estudiantes han asimilado los contenidos de forma correcta.

Corregir al alumno significa, de acuerdo con Vázquez (1999), reparar, des-fosilizar y retroalimentar. La importancia de corregir al alumno viene dada por la fosilización de los errores. Cualquier error en la producción oral y escrita de los estudiantes que no es corregido tiende a fosilizarse con el tiempo, dificultando su corrección en el futuro. Se debe tener en cuenta siempre la diferencia entre error y equivocación, pues el objeto principal de este proyecto de innovación se basa en la corrección y el análisis de errores, pero no de equivocaciones.

La corrección a través de las producciones escritas de los alumnos es la más adecuada por varias razones. En primer lugar, es la forma de producción más aceptada por los alumnos debido a que el comentario es posterior. En segundo lugar, el profesor dispone del tiempo suficiente para corregir los errores y proporcionar un comentario posterior adecuado.

Hendrickson (1984) destacó el seguimiento selectivo del alumnado adaptado al nivel de conocimientos escogiendo los errores más significativos y básicos como el procedimiento que facilita el aprendizaje de los estudiantes. Es este método de tratamiento del error el que se ha utilizado en el proyecto, haciendo un seguimiento selectivo de dos estudiantes de 2º de Bachiller a través de sus producciones escritas.

4.4. Desarrollo del Proyecto de innovación

Con el fin de desarrollar innovación se contó con la participación de dos alumnos de 2º de Bachiller. El criterio seguido para la elección de los mismos fue el bajo nivel de inglés de ambos, así como su situación familiar que no les permitía contar con un apoyo de inglés fuera del aula. Ambos alumnos tienen incluso pendiente la asignatura de Inglés de 1º de Bachiller. De este modo, el proyecto de innovación actúa también como instrumento de atención a la diversidad.

El grupo, 2º de Bachiller, ha sido el seleccionado para poner en práctica el proyecto de innovación por varias razones:

1. El nivel intermedio de inglés de los estudiantes permite ver los errores más básicos y comunes que se suelen arrastrar desde el inicio del proceso de aprendizaje, como la incorrecta formación de la tercera persona del singular del presente en la mayoría de los verbos ingleses. Además, el nivel de los alumnos permite una mayor profundización en la lengua.
2. El carácter escrito de la prueba EBAU a la que se enfrentan tras acabar el curso.
3. La madurez de los estudiantes a esta edad comparada con estudiantes de cursos previos, que permite una mayor implicación por parte de los alumnos en el proceso.

Una vez planificado el procedimiento a seguir con los alumnos, se establecieron los recreos del viernes de cada semana como punto de encuentro. La propuesta consistió en una redacción semanal cuyos temas se aproximaban, por lo general, a cuestiones que podrían ser de utilidad en la EBAU. Las fases de la propuesta de innovación fueron las siguientes:

- Elección de los alumnos de acuerdo con su nivel de inglés y su participación voluntaria.
- Explicación del proyecto de innovación y los objetivos que se pretenden alcanzar
- Entrega de redacciones semanales, así como de temas para la composición de las mismas.
- Redacción final en mi presencia a modo ‘examen’ para comprobar la evolución del alumnado

4.5. Evolución y resultados de la innovación

Los resultados obtenidos al finalizar el proyecto de innovación fueron positivos, pero no los esperados. En cuanto a nivel motivacional, el Alumno A confesó sentirse más motivado hacia la asignatura y hacia la redacción de textos. Durante el proceso no sólo reflexionó sobre los errores que había cometido, sino que además había incrementado su vocabulario en lengua inglesa. Del mismo modo, el Alumno B admitió que el proceso le había resultado de ayuda al practicar de forma continua la destreza escrita.

Los errores analizados han sido mayoritariamente gramaticales, si bien se identificaron algunos relacionados con la competencia sociolingüística. A continuación, se presentan los errores más comunes detectados en las seis redacciones recogidas:

Redacción 1: “My dream job”

Tipo de error	Ejemplos	Corrección
Omisión (<i>Omission</i>)	*It can not possible *The effort worth it	It cannot be possible The effort is worth it
Adición (<i>Addition</i>)	*The nurses work *A doctor it’s an important...	The nurses work A doctor it is an important...

Redacción 2: “My favourite movie”

Tipo de error	Ejemplos	Corrección
Omisión (<i>Omission</i>)	*is my favourite film *She accept	It is my favourite film She accepts

Redacción 3: “Are we too dependent on mobile phones? Could we live without mobile phones nowadays?”

Tipo de error	Ejemplos	Corrección
Omisión (<i>Omission</i>)	*It can not possible *The effort worth it	It cannot be possible The effort is worth it
Adición (<i>Addition</i>)	*The nurses work *A doctor it’s an important person... *Technologies has developed	The nurses work A doctor it is an important person... Technology has developed
Regularización (<i>Regularisation</i>)	*Mobile phones are part of our lifes	Mobile phones are part of our lives

Generalizaciones (<i>Archiforms</i>)	We use them for many <u>things</u>	We use them for different purposes...
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Redacción 4: “Should schools start later so as to let students sleep more? Why? Why not?”

Tipo de error	Ejemplos	Corrección
Omisión (<i>Omission</i>)	*I think is better	I think it is better
Adición (<i>Addition</i>)	*Students and also the teachers...	Students and also teachers...

Redacción 5: “Should mice be used for scientific purposes?”

Tipo de error	Ejemplos	Corrección
Omisión (<i>Omission</i>)	*I against *An animal that suffer and feel...	I am against An animal that suffers and feels...
Generalizaciones (<i>Archiforms</i>)	<u>False scientists</u>	Pseudoscientists

Redacción 6: “Do you think that having a job is essential for everyone? Why or why not?”

Tipo de error	Ejemplos	Corrección
Omisión (<i>Omission</i>)	*Some people can't tolerate having someone telling what to do	Some people can't tolerate having someone telling them what to do
Adición (<i>Addition</i>)	*In the society	In the society
Estructuras formadas erróneamente (<i>Misformation</i>):		

Tercera persona del singular incorrecta	*This country are not very good...	This country is not very good...
Misformation (<i>spelling</i>)	*Employe	Employee

Como se puede observar, los errores más comunes son errores de omisión, adición y la formación de terceras personas del singular en presente de forma incorrecta. A través de las redacciones escritas, he podido observar como el alto porcentaje de errores iba descendiendo, incluso llegando a erradicar algunos, no se consiguió corregirlos todos. A nivel sociolingüístico se encuentra el uso de abreviaturas en tipos de textos formales, así como inconsistencia al utilizar la forma completa de los verbos en un mismo texto.

En cuanto a la esperada mejora en las producciones escritas de los alumnos tras el trabajo realizado con sus errores, los dos alumnos mantuvieron su bajo nivel, incluso en la última redacción se detectó un nivel más bajo que el identificado en las redacciones iniciales. Es lógico pensar que los alumnos han usado herramientas online como puede ser *Google Translator* o *WordReference* para la redacción de las composiciones, pues en la redacción final ambos mostraron un escaso conocimiento incluso de las estructuras gramaticales del inglés. Sin embargo, durante el proceso, los alumnos se tomaron conciencia de la importancia de cuidar su escritura en inglés para evitar cometer errores básicos. Se concienciaron de aquellos errores que cometían de forma inconsciente. Incluso aprendieron a usar herramientas de apoyo para tareas de enseñanza-aprendizaje, como por ejemplo para construir buenas redacciones y aumentar su vocabulario en la lengua inglesa.

Las siguientes imágenes muestran la redacción inicial y la final de cada alumno, las cuales sugieren que estos han realizado las redacciones iniciales con algún tipo de ayuda:

ALUMNO A

- Primera redacción

My dream job

Two years ago I started thinking about my professional future, because I am studying high school to be able to enter at the university, and I think I would love to be a nurse.

The nurses work with good doctors to be able to cure the diseases of the patients, in addition they can grow up like a person because they help to many people.

In conclusion, I would like my goal was fulfilled, but if it can not possible, I will study psychology.

- Redacción final

My dream job

My dream job is nurse, because I think a good job for the society, because I can help a lot of people with their health's problems.

The work of the doctor is say ~~the~~ that how is the patient's problems, but ~~the~~ Nurses' work is attend at their patients.

~~Finally~~
In conclusion, I ~~will~~ would like work in a hospital.

ALUMNO B

- Primera redacción

My dream job

My dream job is to be a doctor because I have always wanted to help other people and even save their lives.

Doctor it's an important person as is well-regarded from a social point of view, you are a kind of super-hero wherever you go. In addition you not only help people but you earn a good salary though that is not important just to see the smile on people's faces is enough reward for me.

Although it is a difficult aim to achieve the effort worths it.

- Redacción final

My dream job

My dream job is a doctor : is professions exceptionalty because save people is very important for my.

The doctor is professions wonderful, because working children and children are special for my because my brother is specially for my.

In conclusion, this professions is specially is my live proposal.

Como se puede observar en las imágenes de arriba, en las primeras composiciones de ambos alumnos se hace uso de estructuras gramaticales más complejas y las oraciones no son tan sencillas como las utilizadas en las redacciones finales. Esto se traduce una baja competencia comunicativa en inglés del alumnado que debería haber sido corregida en etapas previas del aprendizaje de la lengua inglesa.

Como propuesta de mejora, señalo que es necesario cambiar algunos factores que influyen el proceso explicado. Por un lado, el hecho de que el alumno no escriba la redacción bajo la supervisión del profesor puede causar, como ha ocurrido en este caso, que utilice herramientas como diccionarios o traductores, lo que entorpece el proceso y el resultado de la innovación. Lo más conveniente es que los alumnos realicen este paso en un recreo, durante el cual se puede controlar que las redacciones sean escritas por ellos mismos y sin ayuda. Por otro lado, los temas de las redacciones pueden ser de elección libre, lo que les ayudaría a motivarse a sí mismos al poder escribir sobre temas en los que ellos mismos están interesados.

4.6. Evaluación y seguimiento de la innovación

El seguimiento de la innovación ha sido semanal, mediante reuniones con los alumnos en los recreos de los viernes. El proyecto de innovación se ha evaluado en tres fases:

1. Evaluación inicial, que se realizó a través de una primera redacción que ha servido como punto de partida e indicador de los fallos principales del alumno.
2. Evaluación procesual, esto es, a lo largo del proceso a través del seguimiento del alumno en cada redacción escrita.
3. Evaluación final, que se basa en la composición de un texto escrito que ha tenido como tema principal aquel propuesto para la primera redacción recogida, comprobando así la evaluación del alumnado. Además, los alumnos han rellenado una encuesta en la que se refleja su opinión acerca de la utilidad y el aprovechamiento del proyecto. (Véase anexo I)

4. CONCLUSIONES

El presente Trabajo Fin de Máster refleja los aspectos de contenido fundamentales adquiridos en el curso conducente a la obtención de la titulación de referencia. Por ello, se ha realizado una programación docente basada en quince unidades docentes en las que se ha integrado el aprendizaje por proyectos. El proyecto de innovación docente ha sido la base para incluir una sección dedicada al tratamiento del error en la programación docente.

Si bien programar parecía ser una tarea fácil, ha sido difícil hilar todos los contenidos y los temas de la programación docente de manera que sigan un orden lógico y coherente, desde un menor grado de complejidad a un mayor grado de dificultad. Con los contenidos y las actividades integradas propuestas en la programación docente se pretende promover el aprendizaje significativo en el alumnado, dejando atrás las actividades mecánicas que suponen un aprendizaje descontextualizado.

Finalmente, los resultados del proyecto de innovación no han sido los esperados. Sin embargo, las encuestas realizadas por los alumnos sobre del proyecto muestran que el análisis de errores es una herramienta que les ayuda a entender cómo funciona la lengua inglesa, a aumentar su grado de motivación hacia la asignatura y a desarrollar su capacidad de análisis. El hecho de que los alumnos estén satisfechos con la propuesta y lo propongan como una actividad que se puede integrar en el aula demuestra que, si se mejoran los puntos débiles del proyecto de innovación, se pueden obtener resultados positivos con el tiempo.

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ANEXOS

ANEXO I: ENCUESTAS DE EVALUACIÓN PROYECTO INNOVACIÓN

ENCUESTA EVALUACIÓN PROYECTO DE INNOVACIÓN BASADO EN EL ANÁLISIS DEL ERROR COMO HERRAMIENTA EDUCATIVA EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA

1. Indica el grado de satisfacción con el proyecto realizado:

Insatisfecho Satisfecho Ni satisfecho ni insatisfecho

2. Indica si el proyecto ha cambiado tu motivación hacia la asignatura de inglés:

Sí, favorablemente Sí, desfavorablemente No, no ha cambiado mi motivación

3. ¿Considera que sería favorable para el aprendizaje del inglés integrar el análisis de errores como una actividad en el aula?

Sí, mejoraría la destreza escrita No, no mejoraría la destreza escrita Ni mejoraría ni empeoraría, indiferente

4. ¿Considera que has mejorado tu capacidad de análisis?

Sí No

5. Valora en qué grado lo aprendido en esta práctica le ayuda a la comprensión de los contenidos de la asignatura:

Nada Poco Bastante Mucho Muchísimo

6. Indica tu grado de implicación en el proyecto

Alto, me he esforzado Ni alto ni bajo, me ha sido indiferente Bajo, no me he implicado

7. Indica si tiene alguna sugerencia o comentario respecto al proyecto

De dos horas de inglés a la semana, media hora de clase podría ser utilizada con el objetivo de corregir errores y hacer actividades con aquellos que peor tienen la asignatura.

ENCUESTA EVALUACIÓN PROYECTO DE INNOVACIÓN BASADO EN EL ANÁLISIS DEL ERROR COMO HERRAMIENTA EDUCATIVA EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA

1. Indica el grado de satisfacción con el proyecto realizado:

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Sí, favorablemente Sí, desfavorablemente No, no ha cambiado mi motivación

3. ¿Considera que sería favorable para el aprendizaje del inglés integrar el análisis de errores como una actividad en el aula?

Sí, mejoraría la destreza escrita No, no mejoraría la destreza escrita Ni mejoraría ni empeoraría, indiferente

4. ¿Considera que has mejorado tu capacidad de análisis?

Sí No

5. Valora en qué grado lo aprendido en esta práctica le ayuda a la comprensión de los contenidos de la asignatura:

Nada Poco Bastante Mucho Muchísimo

6. Indica tu grado de implicación en el proyecto

Alto, me he esforzado Ni alto ni bajo, me ha sido indiferente Bajo, no me he implicado

7. Indica si tiene alguna sugerencia o comentario respecto al proyecto

Estoy agradecida con la ayuda recibida ya que me ha ayudado a mejorar en la medida de lo posible con expresión escrita.