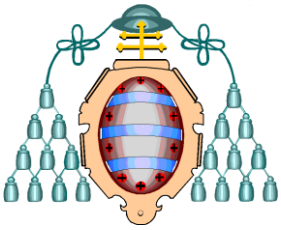

Universidad de Oviedo

Facultad de Formación del Profesorado y Educación

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

Innovation and Syllabus Proposal for Year 1 of Post Compulsory Secondary Education

Propuesta de Innovación y Programación para Primero de Bachillerato

Master's Dissertation

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1. SUMMARY

This Master's Dissertation is divided into three main parts. The first part is a critical reflection in which I explain my experience during the Master. I also analyze which courses I consider the most useful and what aspects I would change. Thanks to the knowledge gained throughout the Master, I was able to create a syllabus proposal for Year 1 of Post Compulsory Secondary Education, which is the second part of this Dissertation. During my internship period I detected a lack of motivation from some students and the need of someone to help them identify their errors in order to improve their English skills. Therefore the third and final part is an innovation project which aims to meet those students' needs using Error Analysis in a Year 1 of Post Compulsory Secondary Education class.

1. RESUMEN

Este Trabajo de Fin de Máster está dividido en tres partes. La primera parte es una reflexión crítica en la que explico mi experiencia durante el Máster. En ella también analizo qué asignaturas considero las más útiles y qué aspectos cambiaría. Gracias a los conocimientos adquiridos durante el Máster, fui capaz de crear una propuesta de programación docente para Primero de Bachillerato; esta es la segunda parte de mi trabajo. Durante mi periodo de prácticas detecté una falta de motivación de parte de algunos estudiantes y la necesidad de que alguien les ayude a identificar sus errores para poder mejorar sus destrezas en inglés. Por esta razón la tercera y última parte es un proyecto de innovación que tiene como objetivo cubrir las necesidades de esos alumnos a través del Análisis de Error en una clase de Primero de Bachiller.

2. INTRODUCTION

The Master's Degree in Secondary Education and Post Compulsory Secondary Education gives us the necessary tools and the knowledge we need in order to know how to become efficient teachers. Before this stage comes to an end it is necessary to leave proof in a Master's Dissertation of what we have learned during this year.

This Master's Dissertation is divided into three parts. In the first part I explain my experience during the first part of the semester at Western New Mexico University and my internship period at a middle school in Silver City. I also compare this experience with my internship period in a school in Oviedo during the second semester of the Master. I mention how thanks to the courses that I took in the first semester I know what type of teacher I want to be and how I want to work with my future students.

In the second part I present a syllabus proposal for Year 1 of Post Compulsory Secondary Education. I chose titles of songs to be the names of the different units in my syllabus because students will immediately recognize them and feel an interest towards the course. All of the activities proposed have been chosen with the idea to motivate students into learning and to encourage them to be autonomous learners. They have the opportunity to choose what they want to learn about and use critical thinking throughout the year.

In the last part I present an innovation project which I carried out during my internship period in Oviedo. Error Analysis is a great tool to use when our students have been making the same errors during years and they reach a point in which they do not feel any interest for English because they do not know how to correct their errors. In this part I explain how I used Error Analysis with four students of Year 1 of Post Compulsory Secondary Education and the results thereof.

3. CRITICAL REFLECTION

The Master's Degree in Secondary Education and Post Compulsory Secondary Education is an essential step in order to become efficient teachers. At the moment of applying for the Master I saw that the University of Oviedo had an agreement with a University in New Mexico, USA called Western New Mexico University. After all the paperwork, I went to Silver City to spend the first semester of the Master there. It was an enriching experience. There I had the opportunity to participate in a community service program in two different schools as part of a "Multicultural Education" course. I was part of a program called "Eat Smart to Play Hard" which wants to reach children and their family members and show them how important it is to have a healthy lifestyle. In order to do this the school provides a healthy breakfast and motivates students to continue eating healthily at home. If students do not have a healthy lifestyle then they will not perform as expected at school and they will not achieve academic success. As Nieto and Bode (2011) explain, "Students do not achieve academic success on their own, but in conjunction with family, peers, teachers, schools, communities, and the larger society".

During this program I was able to see how two schools, 20 miles apart, worked in such different ways. In the first school we received a lot of support from the teachers but that was not the case in the second school. It is important that as teachers we support each other and we encourage our students to participate in this type of activities. Sometimes our students do not have that support at home so we have to build it in our classrooms. We have to do everything that's in our hands to help them meet their needs. Henley (2010) says "Teachers who get involved in their communities invariably become advocates for young people by listening to youths and taking their concerns seriously".

The subject that I learned the most from was "Classroom Management". Classroom management is essential in order to construct a learning community in our classrooms. I want a learning community in which students feel safe, where they can trust their teachers, where they respect and they feel respected by their peers. For this to happen it is fundamental to have students engaged and motivated, they must be part of the decision-making process, they must feel that the curriculum involves them, that the

teacher wants to get to know them and that the teacher is there to meet the students' needs.

Classroom management is essential in order to have a class in which there is respect, in which there is a learning community, and in which students are really learning. There are different things that may interrupt classroom management but an efficient teacher will use different strategies to overcome them. It is important to engage our students in learning and to reinforce the idea that they are able to achieve whatever goal they want to reach. If students do not think they are able to understand a lesson, they will lose interest in the class and this is when negative behavior arises. Ormrod (2018) says that "Learners' thoughts and beliefs about themselves and about classroom subject matter can influence their motivation in the classroom" and "Teachers play a major role in motivating students by designing effective learning environments".

In the course on "Student Growth Development" and "Secondary Curriculum and Instruction" we learned how to create Lessons and Unit Plans for our students taking into account their needs and their interest through differentiated instruction. The knowledge learned here and the Lesson Plans created were put into practice in the "Field Experience Lab" course in which I had a practicum period at a Middle School in Silver City called *La Plata*. The teacher I worked with taught English Arts to all of the third year groups. It was interesting to compare my practicum period in the USA with my practicum period in Spain at the Secondary School *Pérez de Ayala*.

On the one hand, teachers in the USA take students more into account at the moment of creating the curriculum, for instance, allowing them to chose what book they want to read during the course. Students' opinions are also taken into account in order to construct a learning community; they make the class rules together; they decide which consequences there will be if the rules are broken, they even decorate the classroom together. They follow three theories explained by Charles (2011): Social Development Theory, Positive Classroom Discipline, and Glasser's Choice Theory. On the other hand, in Spain students have to read a book which has already been decided by the English Department and as a consequence most of them do not read it. Students have some norms which they have to follow but they do not participate in the decision-

making process of those norms as it is in the case of Real Discipline Theory (Charles, 2011).

I really liked how at *La Plata*, students could chose the book they wanted to read within their level, they had two weeks to read it and they took a computer based exam to demonstrate that they had read and understood it, after that they would chose another book. However at the secondary school in Oviedo, students had to read the same book and they did not have the chance to choose it. Ormrod (2018) suggests giving students some control and responsibility in the classroom like letting them decide the rules that should be followed, what topics they are interested about or which literature pieces they want to read, in short, Ormrod suggests we should be culturally responsive teachers.

Considering the courses during the second semester in Oviedo, my favorite one was "Theater". We learned different drama techniques that can be used in our classes in order to motivate our students. Theater also helps students overcome the fear to participate in class, it helps them increase their self esteem and to create bonds with their classmates and teachers. I used some of these techniques to motivate the students at *Pérez de Ayala* and the results were very positive.

If I could change some aspects of this Master's Degree, first of all I would change the fact that in New Mexico all of my courses were online because I would have appreciated to have the opportunity to interact with other students and to work in groups, not always on my own. The second aspect I would change would be to have the opportunity to visit different schools during our practicum period in Spain. In my school's case the students were part of the bilingual program and they had a really good English level, they had great fluency at the moment of speaking in English and they understood everything. However, I am aware that this is not the case in other schools and I would have liked to see myself in other realities.

After all this experience I can guarantee that I want to be a teacher. I know the kind of teacher I want to be, the theories I want to follow and to apply them in my classroom. As a multicultural person and teacher I will always do everything that is possible to meet my students' needs. I will be caring and will always hear what my students need to tell me because as Henley (2010) says, "Even under the most trying circumstances, inspirational teachers find ways to provide students with an emotionally

supportive environment" and because now my motto is one of Nieto & Bode's (2011) words: "In the end it's students' relationship with teachers that matter the most".

4. SYLLABUS PROPOSAL FOR YEAR 1 OF POST COMPULSORY SECONDARY EDUCATION

4.1 CONTEXT

This syllabus has been created for year 1 of post compulsory secondary education. Students at this stage are 16 years old or older. Students are at the Post Compulsory Secondary Education stage because their aim is to go to University or they will choose a Higher Vocational Training.

It is important to take into account that there will be students who do not have a high English level and they will not have any interest in the course. Therefore it is essential that the activities throughout the school year motivate students to learn and to participate in class. As Ormrod (2018) says "Teachers play a major role in motivating students by designing effective learning environments".

Despite the fact that this syllabus was not created for a specific school in mind, my experience in both schools during my practicum period has influenced the way I created this syllabus, having in mind the students that I worked with. The school would be in a urban area in a any city. There could be students from different cultures and their families may be working class or middle-class families. There could also be students whose parents have a low income. In that case the school would provide any necessary resources to meet their needs like text books.

Regarding to the facilities, it would be necessary to have a computer room or lab to work at, due to the fact that students will need to do their own research and choose the texts that they want to work with in different occasions. They need access to internet in order to do this. A big classroom will also be necessary in order to present dramatizations or activities involving pupils having to move around the classroom like the fashion show planned for Unit 6.

A whiteboard, with a projector and a laptop will be necessary in order to show play videos, give presentations, present images, etc. in class. I would arrange my

students' desks in parallel, every table would be big enough for two students and two tables would be joined together, See Appendix A. By arranging the tables in this way then my students can work both individually and in pairs with the person who they share the table with and they can work in groups of four without having to move the seats. Using this strategy we will not waste time due because there will be no need to rearrange desks or chairs. We can also have class debates because even though there is enough room among the desks, they are close enough so that everybody can hear each other and the class can participate actively as a whole group. This is important because as Henley (2010) states, "Cooperative learning is a teaching strategy that infuses social skills development into group work".

4.2 KEY COMPETENCES AND COURSE CONTRIBUTION TO THEIR ACQUISITION

The Order ECD/65/2015, on the 21st of January state seven competences.

1. Linguistic Competence

This is one of the four competences that constitute the notion of communicative competence according to Hymes (1972). It is necessary for students to learn grammar and vocabulary but mainly to be able to put this knowledge into practice. This syllabus aims to make students acquire knowledge that will help them communicate in real life situations. The objectives of the activities are for the students to able to understand and to communicate with other people using English in different situations.

As Laspra (2008) states: "the most important question in terms of communicative competence is that students will need to go beyond the level of sentence to create related texts suitable to their specific setting or context."

2. Mathematics Competence and Basic Competence in Science and Technology

Students' aim is to be able to read, write, understand and communicate with others in English about any discipline including science and technology. Students will learn about the world the live in, the environment, how to have a healthy lifestyle, new science discoveries, the use of new technologies and the impact they have in our lives as in Unit 14.

3. Digital Competence

Knowing how to use technology and integrating it in the class is essential. Students will use internet to do their own research, they will write emails and answer to posts. Students will take pictures, record videos and audios and they will create a blog to track their most innovative projects which they will update when necessary. They will have to use critical thinking to analyze which sources are reliable and which are not. Most importantly they will discuss the pros and cons of new technologies and the internet.

4. Learn to Learn

This competence will be carried out throughout all the different units. As teachers, our aim is to motivate our students to be independent and engage them into learning. Students will work individually, in pairs and in groups and they will propose activities that they want to carry out according to the different units. They will do their own research and analyze the information that they obtain, after that they will explain it to the rest of the students.

Occasionally I will take the role of a leader and students will be the ones who develop the activities. Here teachers are just leaders that answer to the questions that the students may have, but the learning is the students' responsibility. The expected outcome of this strategy is to have children learning through their own activity. We as teachers want to involve and engage kids in hard work thinking, discussing, analyzing, arguing, presenting, synthesizing.

5. Social and Civic Competence

Being in a classroom involves being in touch with other people, learning from others, creating relationships, learning to listen and respect to other people's opinions. Students must always remember that they are part of a learning community and therefore there are some rules and limits to their behavior. Students should participate in the decision-process of consequences that will be applied when a student breaks the rules or crosses the limits. Another important strategy is to build good relationships and for this I will promote interaction among my students, allowing them to work in pairs and in groups.

6. Initiative and Entrepreneurship

It is important to involve students in the curriculum and ask them what topics they want to learn about and to involve them in useful work; this involves that they are able to see that the task is valuable to their life. Encourage students to do the best that they can and to ask themselves how they can do it even better. Ormrod (2018) suggests giving students some control and responsibility in the classroom like letting them decide the rules that should be followed, what topics they are interested about or which literature pieces they want to read.

7. Cultural awareness and expression

Students should be aware that they live in a multicultural world and therefore they should show interest for their culture and other cultures. Students will analyze themselves as multicultural beings and be aware of the different characteristics and influences from other cultures that define themselves. Students will also learn about food, art, music, cinema and other ways of expression from the Anglophone world.

4.3 CONTENTS

The different activities proposed in the syllabus seek to motivate students to be more independent and to engage them to learning. Students will see the teacher as a role model and a guide but they will have the freedom to choose different texts they want to work with and decide how they want to present their tasks.

Music is one of the best ways to learn a foreign language and students at this age learn a great amount of vocabulary thanks to English songs. For this reason I decided to choose as the title of each unit a song which deals with the topic of the unit. Students will sing and learn the corresponding song throughout the unit and they will exchange their personal opinions.

I have used a table which was presented in the "Complements of Disciplinary Training: English" course. This table summarizes the 15 units that constitute the syllabus. Each unit has been created taking into account the setting, notions, functions and language exponents to be taught. I have also added the pronunciation items students will hopefully learn and the writing activities to be carried out.

In section 4.6. a more detailed explanation of the unit is presented. Each unit needs a number of resources and there is an assessment in order to verify students' learning process and if there is a progress. Assessment is organised on the basis of the four skills: Listening, Speaking, Reading and Writing; however each task reinforces more than one skill. The table used in section 4.6 was presented in the "Teaching and Learning: English" course. I have translated the Contents, Assessment Criteria and Assessment Indicators that appear in the Curriculum for Post Compulsory Secondary Education (2015).

Unit	Setting	Notions	Functions	Language	Pronunciation	Writing
Unit 1 “To be human” -Sia	Multicultural Beings	Time: Present Description Comparison	Describing oneself Getting to know each other	Present Simple Present continuous Routines Adjectives	/s, /z/ and /iz/	Description as a multicultural being
Unit2 “Photograph” –Ed Sheeran	Family Relationships Past Experiences	Time: Past Past Habits Description of images	Talking about the past Describing pictures	Past Simple Past continuous Past Perfect	-ed endings /id/, /d/ and /t/	A narrative
Unit 3 “Into the Future” –Chef Special”	The Future Technology	Prediction Opinion	Making Predictions Giving opinions	The Future	/ə/	Writing predicting the future
Unit 4 “Runnin'” -Naughty Boy & Beyonce	Health Sports Food	Advice Orders Prohibition Capability	Giving advice, orders, prohibiting, expressing capacities	Modal Verbs	/aɐ/, /ʌ/ and /ɑː/	Create a healthy recommendation post for a blog
Unit 5 “Play Hard” -David Guetta	Jobs Interviews	Time: Past, Present, Future	Participating in an interview	Grammar Revision Modal Verbs	/i/, /iː/, /e/ and /ɜː/	Create your CV Answer to a job offer
Unit 6 “Thrift Shop” -Macklemore	Shopping Clothes	Recommendation Preferences	Recommending action Expressing Preferences	Zero and First Conditional Verb Forms	/ɒ/, /ɔː/, ʊ//and /uː/	Create magazine in groups

Unit 7“Green Light” -Lorde	Transport The City	Description of a place Wishes Hypothesis	Describing a City Expressing Wishes Imagining situations	Second and Third Conditional Verb Forms	/aɪ/, /aʊ/, /eɪ/ and /əʊ/	Description of your city
Unit 8 “Anywhere” –Rita Ora	Travelling	Directions Location	Asking for Directions Giving Directions	Prepositions	/ɛə/, /ɪə/, /ɔɪ/ and /ʊə/	Brochure of a destination
Unit 9 “4 Minutes (to save the world)” –Justin Timberlake & Madonna	The Environment	Opinion Plans Solutions	Agreeing Disagreeing Planning solutions	Gerunds Infinitives	/b/ vs /v/	An Opinion Essay
Unit 10 “All the stars” –Kendrick Lamar	Movies Series Theater	Review Likes Dislikes	Reviewing a movie/series/play	Grammar Revision	/j/	Movie, Series or Play Review
Unit 11 “Symphony” –Clean Bandit	Music	Translation	Translating a song	Relative Clauses	/r/	Translation of a song
Unit 12 “Words” -Birdy	Literature	Report Feelings Narration	Reporting Narrating Expressing feelings	Reported Discourse	/m/, /n/ and /ŋ/	A poem
Unit 13 “Run the World” -Beyonce	Women in History	Debate	Talking about gender issues. Debating	Causative Sentences	/h/ and glottal stop	A survey
Unit 14 “Heroes” -Alesso	History War	Truth Probable Facts	Presenting Facts Critical Thinking	Passive verb forms	/ θ/ and / ð/	A report
Unit 15 “Summer” -Calvin Harris	Holidays The Future	Deduction Certainty	Deducting. Guessing Expressing Certainty	Grammar Revision	/ʃ/, /ʒ/, /tʃ/ and /dʒ/	Book Review

4.4 TIMING

Students in Year 1 of Post Compulsory Education have 105 hours of English and they only have 3 hours a week. I have divided 100 hours into three semesters, leaving out 5 hours in the case of any possible strikes or other unplanned events which can occur during the year. Those hours can also be used to review any necessary contents.

A common mistake is to want to reach a wide variety of topics and lessons in the classroom without really achieving meaningful knowledge. I will assess the student's knowledge and if the lesson has not been really understood then I will, evaluate strengths and weaknesses, dedicate time to review or readapt the approach and strategies.

The first and the second semester have 6 units and therefore 40 sessions. The third semester is always shorter and for that reason I decided to teach only 3 units and 20 sessions will be dedicated to them. In each semester there is a unit dedicated to review the grammar that has been taught until that point, as it is the case of Unit 5 in the First Semester, Unit 10 in the Second Semester and Unit 15 in the Third Semester.

Units	Term	Sessions
Units 1 to 6	Semester 1	40 sessions
Units 7 to 12	Semester 2	40 sessions
Units 13 to 15	Semester 3	20 sessions

4.5 TEACHING UNITS

UNIT: 1 BRIEF PRESENTATION: In this unit students introduce themselves to the class. They understand how are multicultural beings and they analyze themselves as multicultural beings.	TITLE: "To be human"-Sia

KEY COMPETENCES:

Linguistic Competence

Learn to Learn

Social and Civic Competence

Initiative and Entrepreneurship

Cultural awareness and expression

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Oral texts which describe physical and abstract characteristics of a person SPEAKING: Description of physical characteristics and personality. READING: Description of physical and abstract characteristics of a person WRITING: Description of physical and abstract characteristics of a person PRONUNCIATION: s, /z/ and /iz/ VOCABULARY: Routines Adjectives SYNTACTIC AND DISCURSIVE CONTENTS: Present Simple Present continuous	LISTENING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty, in a variety of a standard language and articulated within a medium or normal speed that deal with concrete or abstract topics within their interest and in good acoustic conditions in which details can be confirmed. SPEAKING: Creates coherent and well structured texts about personal interests in a formal register using cohesion resources and showing a reasonable control of expressions, structures and vocabulary with a general or more	LISTENING: Identifies main and relevant details in a formal and informal conversation of a certain length between two or more speakers in good acoustic conditions, with a structured discourse and in which the language is not very idiomatic. SPEAKING: Participates correctly exchanging relevant information about abstract and concrete aspects in everyday or less common topics READING: Understands texts in which experiences, feelings, facts about abstract and concrete aspects of his/her interest in a well written form. WRITING: Writes in a conventional format about

<table>
<tr>
<td>NOTIONS:

Time: Present
Description of people
Comparison

FUNCTIONS:

Describing themselves
Getting to know each other

SOCIAL AND CULTURAL ASPECTS: Analyze sociocultural differences and similarities between Spanish and English speakers.</td>
<td>specific use.

READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread.

WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing ideas and information in a coherent way, justifying own ideas about general or specific topics, using cohesion resources and a common or more specific vocabulary according to the communication context.</td>
<td>an academic topic describing with details situations, people, objects and places; narrating with coherent sequence; explaining reasons of actions, offering brief and justified opinions and suggestions about the topic.</td>
</tr>
<tr>
<td colspan="3">Resources:

Hand-out with the article “Multicultural Self”.

Laptop, screen, proyector, internet, Youtube video and hand-out of the lyrics of the song ““To be Human”- Sia.</td>
</tr>
<tr>
<td colspan="3">ASSESSMENT</td>
</tr>
<tr>
<td colspan="3">READING: “Multicultural Self” article. Nieto, S. & Bode, P. (2011).

WRITING: Description as a multicultural being

LISTENING:

Comprehension of students’ presentations, asking questions after the presentation.

SPEAKING: Presentation to the class.

Debate on the lyrics of the song “To be Human”- Sia</td>
</tr>
</table>

UNIT: 2 BRIEF PRESENTATION: Students use the past in order to describe pictures. They read a narrative of their choice and listen to one.	TITLE: "Photograph" –Ed Sheeran

KEY COMPETENCES:

Linguistic Competence

Digital Competence

Learn to Learn

Social and Civic Competence

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Narration of past events SPEAKING: Narration of past events READING: Written texts with a common or more specific vocabulary that narrates past events WRITING: Narration of past events. PRONUNCIATION: -ed endings /id/, /d/ and /t/ VOCABULARY: Past events SYNTACTIC AND DISCURSIVE CONTENTS: Past Simple Past continuous Past Perfect NOTIONS: Time: Past Past Habits Description of images FUNCTIONS: Talking about the past Describing pictures	LISTENING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information. SPEAKING: Knows, chooses and applies efficiently the adequate strategies to produce oral texts of different lengths, trying new formulations and combinations within its same set and correcting mistakes (in tenses, time references) which can produce misunderstandings. READING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information. WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length.	LISTENING: Understands in informal conversations relevant information about general topics or of his/her interest and understands feelings like surprise, interest or indifference, as long as the language is not very idiomatic and there are no acoustic interferences. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Follows without difficulty the story line in narratives clearly structured with a non complex and direct vocabulary in a variety of the standard language, and understands the personality of the

SOCIAL AND CULTURAL ASPECTS: Use of non verbal language to complete information.		different characters and the relations when they are explained clearly and with detail. WRITING: Writes in a conventional format describing with enough detail the situation, characters, objects and places; narrating events with a coherent sequence.
Resources: Pictures, laptop, screen, proyector, audiofile of the narration, hand-out with the questions, narrative of their choice. Laptop, internet, Youtube video and hand-out of the lyrics of the song "Photograph" –Ed Sheeran.		
ASSESSMENT		
LISTENING: Listening exercise: Listen to a narration and answer the questions. SPEAKING: Bring pictures to class and tell to the class what was happening in that moment. Sing the song "Photograph" –Ed Sheeran READING: Students choose a narrative of their choice, read it and explain it to the class. WRITING: A narrative		

UNIT: 3 BRIEF PRESENTATION: Students take a look into the future, they debate about the pros and cons of new technologies and they give their opinion of how they think the future will be.	TITLE: "Into the Future" –Chef Special"
KEY COMPETENCES: Linguistic Competence Mathematics Competence and Basic Competence in Science and Technology Digital Competence Learn to Learn Social and Civic Competence Cultural awareness and expression	

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS

LISTENING: Prediction of events in a near, medium or far future. SPEAKING: Prediction of events in a near, medium or far future. READING: Written texts predicting events in a near, medium or far future. WRITING: Narration of future events. PRONUNCIATION: /ə/ VOCABULARY: Vocabulary related to technology SYNTACTIC AND DISCURSIVE CONTENTS: The Future NOTIONS: Prediction. Opinion FUNCTIONS: Making Predictions Giving opinions SOCIAL AND CULTURAL ASPECTS: Consideration of the globalization process of our society nowadays and its sociolinguistic and sociocultural effects.	LISTENING: Identifies oral common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual and contextual support. SPEAKING: Knows how to choose and use common oral vocabulary and more specific vocabulary related to personal interests and needs in personal, public, academic, and occupational contexts; also knows common used expressions and idioms. READING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information, ideas, opinions which are implicit or clearly explicit. WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length.	LISTENING: Understands main points and relevant ideas in television programs related to personal interests when they speak relatively slowly and with clear standard pronunciation dealing with familiar topics. SPEAKING: Takes part in formal conversations even though sometimes the students has to ask the other person to repeat what has been said or to clarify doubts. Exchanges relevant abstract or concrete aspects about everyday topics and less common ones in these contexts, asking and giving directions or giving solutions to practical problems, offering a point of view with clarity and justifying opinions, plans and suggestions about future actions in detail and in a coherent way. READING: Understands general meaning, main points and most relevant details in well structured articles and news with a certain length in which a certain point of view about current issues or of its interest is adopted and written in a variety of the standard language. WRITING: Writes in a conventional format describing with enough detail the situation, characters, objects and

		places; narrating events with a coherent sequence explaining reasons to certain actions and offering opinions and brief suggestions about the topic and future actions.
Resources: Laptop, screen, projector, episode of "Black Mirror". Song: "Into the Future" –Chef Special" and hand-out with lyrics. BBC article hand-out.		
ASSESSMENT		
LISTENING: Watch the episode of "Black Mirror" and answer some questions in which you explain your point of view about technology and the future. SPEAKING: Class debate on the use of new technologies. READING: Article "Tattoos soon could be used to monitor health"-BBC. WRITING: After watching the episode of "Black Mirror", students will write how they think the future will be.		

UNIT: 4 BRIEF PRESENTATION: It is important that students have a healthy lifestyle in order to have good grades. In this unit students read different blog entries and they create their own posts as well as a Youtube channel with healthy recommendations.	TITLE: "Runnin'"-Naughty Boy & Beyonce
KEY COMPETENCES: Linguistic Competence Mathematics Competence and Basic Competence in Science and Technology Digital Competence Learn to Learn Social and Civic Competence Initiative and Entrepreneurship	

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS

LISTENING: Exchange information, indications, opinions, beliefs, points of views, advice and warnings. SPEAKING: Exchange information, indications, opinions, beliefs, points of views, advice and warnings. READING: Take advantage of written communication opportunities inside and outside of the class, especially thanks to Information and Communication Technologies (through social media, blogs, chats, etc.) WRITING: Create texts using mechanisms of organization, articulation and cohesion. PRONUNCIATION: /ae/, /ʌ/ and /ɑ:/ VOCABULARY: Health, Sports, Food. SYNTACTIC AND DISCURSIVE CONTENTS: Modals verb forms: declarative sentences, capability, possibility/probability, need, obligation, permission, intention, order, advice, prohibition. NOTIONS: Advice, orders, prohibition, capability FUNCTIONS: Giving advice, orders, prohibiting, expressing capacities SOCIAL AND CULTURAL ASPECTS: Identify an adequate register depending on the context, speakers, communicative intention, the communication medium, the	LISTENING: Identifies oral, common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual and contextual support. SPEAKING: Shows a degree of flexibility while interacting. Respects turn-taking, collaborating with speakers and keeps communication even though sometimes it is not done in the most elegant way. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing ideas and information in a coherent way, justifying own ideas about general or specific topics, using cohesion resources and a common or more specific vocabulary according to the communication context.	LISTENING: Understands the main and relevant points in a presentation, talk, lecture, about topics of his/her interest or specialty, as long as the discourse is well clear and in a standard language. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Understands personal correspondence in any format and messages in forums and blogs in which information and ideas are transmitted, problems and explained with reasonable precision and concrete and abstract experiences, feelings, reactions, facts, plans of his/her interest are described clearly and with detail. WRITING: Writes personal correspondence and participates in forums and blogs in which concrete and abstract information and ideas are transmitted. Checks information and asks about problems and explains them with reasonable precision and describes clearly and with detail experiences,

support, etc.		feelings, reactions, facts, plans of his/her interest or about his/her specialty.
Resources: Internet, laptop, screen, projector. Song: "Runnin'"-Naughty Boy & Beyonce and hand-out with lyrics. Laptops or computers to work with in order to read the blog entry and to create their post. Camera to record the video.		
ASSESSMENT		
LISTENING: TED Talk video: "Plus Size, More Like My Size"- Ashley Graham SPEAKING: Create a video in groups giving health advice for a Youtube channel. READING: Choose and analyze a blog entry of your choice about health, food or sports. WRITING: Create a healthy recommendation post for a blog		

UNIT: 5 BRIEF PRESENTATION: In this Unit students start thinking about the future job they wish they will have. They look for job offers, reply to them, create their own CV and participate in job interviews.	TITLE: "Play Hard" –David Guetta
KEY COMPETENCES: Linguistic Competence Digital Competence Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression	

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Links between students' general interests and academic interests. SPEAKING: Use adequate expression for turn-taking. Adapt the text to the listener, context, channel, applying the	LISTENING: Identifies oral, common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual	LISTENING: Understands the main and relevant points in a presentation, talk, lecture, about topics of his/her interest or specialty, as long as the discourse is well clear and in a standard language.

correct register and discourse structure in each case. READING: Use of previous information about the task and the topic. WRITING: Adequate the text to the receiver. Create a CV Answer to a job offer PRONUNCIATION: /i/, /i:/, /e/ and /ɜ:/ VOCABULARY: Jobs, CV, Experience, Adjectives. SYNTACTIC AND DISCURSIVE CONTENTS: The Present, The Past, The Future, Modal verb forms. NOTIONS: Time: Past, Present, Future. FUNCTIONS: Participating in an interview SOCIAL AND CULTURAL ASPECTS: Communication that allows students to get closer to the sociocultural reality of the countries where the foreign language is spoken.	and contextual support. SPEAKING: Shows the necessary fluency in order to maintain the conversation and to guarantee the main communicative aim of the message, despite that there can be pauses and hesitations at the moment of expressing more complex ideas. READING: Recognizes common written vocabulary and a more specific one related to personal interests and needs linked to the personal, public, academic and occupational sphere, commonly used expressions and idioms when there is visual support or context. WRITING: Adequates the production of the text to the required communicative functions, choosing from a variety of common exponents the most adequate to the communicative purpose, to the discourse patterns typical of a presentation and to the organization of the information, and reinforcement and recovery of the topic among others.	SPEAKING: Takes part adequately, even though some times the student has to ask for clarification, in formal conversations, interviews, and meetings dealing with academic or occupational topics. Participates correctly exchanging relevant information about abstract and concrete aspects in everyday or less common topics READING: Understands relevant formal information from public institutions or private entities like universities, companies, or service companies. WRITING: Writes in a conventional format and in any format a CV giving with detail the necessary information taking into account the purpose and the target reader.
Resources: Newspapers, computers, internet. Song and hand-out with the lyrics of the song “Play Hard” –David Guetta. Job offers.		
ASSESSMENT		
LISTENING: TED Talk “Grit: The power of passion and perseverance”-Angela Lee Duckworth SPEAKING: Participate in a job interview.		

READING: Read job offers, distinguish between job offers you would accept and those you wouldn't. Analyze them.

WRITING: Create your CV. Answer to a job offer

UNIT: 6 BRIEF PRESENTATION: Students are constantly reading advertisements but they have never stopped to analyze the language used until now. Students participate in creating their own magazine and fashion show.	TITLE: Unit 6 "Thrift Shop" –Macklemore

KEY COMPETENCES:

Linguistic Competence

Learn to Learn

Social and Civic Competence

Initiative and Entrepreneurship

Cultural awareness and expression

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Awareness of the importance to understand the meaning of the message and not the need to understand every element. SPEAKING: Practice different expressions and combinations and ask for feedback. READING: Expressions of approval, disapproval, admiration, satisfaction. Understands recommendations, preferences, and opinions. WRITING: Produce understandable texts taking into account the different needs and intentions. PRONUNCIATION:	LISTENING: Distinguishes and applies to the comprehension of oral texts the meanings and specific functions generally linked to different syntactic structures of common use according to the communication context. SPEAKING: Shows the necessary fluency in order to maintain the conversation and to guarantee the main communicative aim of the message, despite that there can be pauses and hesitations at the moment of expressing more complex ideas.	LISTENING: Understands in informal conversation or debate in which he/she participates in person or through technical medium, specific information relevant to general topics or of interest and is aware of feelings like surprise, interest, indifference, as long as the speakers avoid an idiomatic use of the language and there are no acoustic interferences. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and

/ɒ/, /ɔ:/, ʊ//and /u:/ VOCABULARY: Shopping, clothes SYNTACTIC AND DISCURSIVE CONTENTS: Zero and First Conditional verb forms NOTIONS: Recommendation Preferences FUNCTIONS: Recommending action Expressing Preferences SOCIAL AND CULTURAL ASPECTS: Use of non verbal language to compensate difficulties of expression (signs, symbols, graphics, diagrams, illustrations).	READING: Recognizes the values associates to format conventions, orthographic typographic, common and less common punctuation, abbreviations and symbols of common use and more specific use (p. e. ©, ™.) WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length (developing the main points and increasing them with the necessary information using a previous outline).	answers to questions from the audience with clarity and a normal speed. READING: Understands relevant details and implications of advertisements and advertising material about personal interests and academic topics. WRITING: Writes notes, advertisements, messages and comments in any format.
Resources: Magazines, pictures, materials for crafts (scissors, glue, markers, etc.), materials for a fashion show (clothes, microphone, hats, shoes, etc.), audio and hand-out with the lyrics of the song "Thrift Shop" –Macklemore.		
ASSESSMENT		
LISTENING: Understand questions and information given at the fashion show done in class. SPEAKING: Participate presenting a fashion show. READING: Read and analyze different advertisements found in different formats. WRITING: In groups create a section of a magazine. The final product will be a magazine created by the whole class. .		

UNIT: 7 BRIEF PRESENTATION: Cities, transport, places to visit, activities and events. Students learn about different cities and they present their own city.	TITLE: "Green Light" -Lorde
KEY COMPETENCES: Linguistic Competence	

Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression		
CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Understand the message with clarity, distinguishing its idea, main ideas and basic structure. SPEAKING: Suggestions, wishes, conditions and hypothesis. READING: Description and appreciation of places, objects, activities. WRITING: Description and appreciation of places, objects, activities. PRONUNCIATION: /aɪ/, /aʊ/, /eɪ/ and /əʊ/ VOCABULARY: Places, transport, objects, events, adjectives. SYNTACTIC AND DISCURSIVE CONTENTS: Second and Third Conditional verb forms. NOTIONS: Description of a place Wishes. Hypothesis FUNCTIONS: Describing a City Expressing Wishes Imagining situations SOCIAL AND CULTURAL ASPECTS: Use of common and more specific written vocabulary within the	LISTENING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information. SPEAKING: Creates coherent and well structured texts about personal interests in a formal register using cohesion resources and showing a reasonable control of expressions, structures and vocabulary with a general or more specific use. READING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information, ideas, opinions which are implicit or clearly explicit. WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing ideas and information in a coherent way, justifying own ideas about general or specific topics, using	LISTENING: Understands in informal conversations relevant information about general topics or of his/her interest and understands feelings like surprise, interest or indifference, as long as the language is not very idiomatic and there are no acoustic interferences. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Understands personal correspondence in any format and messages in forums and blogs in which information and ideas are transmitted, problems and explained with reasonable precision and concrete and abstract experiences, feelings, reactions, facts, plans of his/her interest are described clearly and with detail. WRITING: Writes personal correspondence in which concrete and

student's own personal, public, academic and occupational interest, related to the description of people, objects, time, space, states, events, activities; personal, social, academic, professional relationships; education, work, goods and services, intercultural language and communication; science and technology; history and culture.	cohesion resources and a common or more specific vocabulary according to the communication context.	abstract information and ideas are transmitted. Checks information and asks about problems and explains them with reasonable precision and describes clearly and with detail experiences, feelings, reactions, facts, plans of his/her interest or about his/her specialty.
Resources: Audio for Listening, radio or laptop plugged to speaker. Audio and Hand-out with the lyrics of the song "Green Light" –Lorde.		
ASSESSMENT		
LISTENING: Listening about a city. (Students will choose the city they want to hear information about.) Answer the questions to the listening to show that you have understood the video. SPEAKING: Answer to the teacher's question about how you wish your city would be and make hypothesis of how it will be in 10 years. READING: Look for a blog which describes a city. Present the information to the rest of the class. WRITING: Description of your city.		

UNIT: 8 BRIEF PRESENTATION: Travelling is one of human beings' greatest passions. Students learn how to deal with problems that can occur during a trip.	TITLE: "Anywhere" –Rita Ora
KEY COMPETENCES: Linguistic Competence Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression	

CONTENTS	ASSESSMENT	ASSESSMENT

	CRITERIA	INDICATORS
LISTENING: Expressions of approval, disapproval, admiration, satisfaction. SPEAKING: Negotiation of meanings and ability to face critiques or corrections in a constructive way. READING: Description and appreciation of places, objects, activities. WRITING: Narration of events. Formulation of suggestions and opinions. PRONUNCIATION: / ɛə/, /ɪə/, /ɔɪ/ and /ʊə/ VOCABULARY: Prepositions SYNTACTIC AND DISCURSIVE CONTENTS: NOTIONS: Directions Locations FUNCTIONS: Asking for Directions Giving Directions SOCIAL AND CULTURAL ASPECTS: Identifying an adequate register depending on the context, speakers, communicative intention, the communication medium, the support, etc.	LISTENING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty, in a variety of a standard language and articulated within a medium or normal speed that deal with concrete or abstract topics within their interest and in good acoustic conditions in which details can be confirmed. SPEAKING: Creates coherent and well structured texts about personal interests in a formal register using cohesion resources and showing a reasonable control of expressions, structures and vocabulary with a general or more specific use. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficult that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing	LISTENING: Understands transactions and common and less common procedures, the explanation of a problem or the request for a solution (e.g. in the case of a complaint), as long as confirmation for details can be asked for. SPEAKING: Manages to efficiently resolve transactions and procedures that arise while he/she travels, organizes a trip or deals with authorities, as well as less common situations in hotels, travel agencies; giving his/her point of view and reasons with clarity and following the necessary sociocultural conventions in that certain context. READING: Understands relevant details and implications of advertisements and advertising material about personal interests and academic topics (leaflets, brochures, etc.) WRITING: Writes in a conventional format brief reports in which academic topics or less common topics are dealt with (e.g. a problem during a trip) explaining with enough details situations, people, objects; narrating events in a coherent sequence; explaining reasons of certain actions and

	ideas and information in a coherent way, justifying own ideas about general or specific topics, using cohesion resources and a common or more specific vocabulary according to the communication context.	offering opinions and brief suggestions about the topic and future ways of acting.
Resources: Brochures, hand-out with letter of complaint, audio and hand-out with the lyrics of the song: "Anywhere" –Rita Ora		
ASSESSMENT		
LISTENING: Listening to classmates' problems and solutions and answering back to their problems or responses. SPEAKING: Dramatization of different actions that happen while travelling: asking for and giving directions, making a reservation at a hotel, complaining about a problem during a trip, etc. READING: Read a brochure. Read a letter of complaint. WRITING: Creation of a brochure of a destination. Write a letter of complaint describing a problem that occurred during a trip.		

UNIT: 9 BRIEF PRESENTATION: It is important to make students aware of the need to take care of the environment, look for solutions to environmental problems and to use critical thinking to analyze nowadays measures like recycling.	TITLE: "4 Minutes (to save the world)" –Justin Timberlake & Madonna
KEY COMPETENCES: Linguistic Competence Mathematics Competence and Basic Competence in Science and Technology Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression	

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS

LISTENING: Awareness of the importance to understand the meaning of the message and not the need to understand every element. SPEAKING: Express the message with clarity and coherence, structuring and adjusting it adequately to the models and formulas to each type of text. READING: Previous information about the task and the topic. WRITING: Produce understandable texts taking into account the different needs and intentions. PRONUNCIATION: /b/ vs /v/ VOCABULARY: The environment SYNTACTIC AND DISCURSIVE CONTENTS: Gerunds. Infinitives NOTIONS: Opinion, Plans, Solutions FUNCTIONS: Agreeing Disagreeing Planning solutions SOCIAL AND CULTURAL ASPECTS: Identifying an adequate register depending on the context, speakers, communicative intention, the communication medium, the support, etc.	LISTENING: Identifies oral common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual and contextual support. SPEAKING: Shows the necessary fluency in order to maintain the conversation and to guarantee the main communicative aim of the message, despite that there can be pauses and hesitations at the moment of expressing more complex ideas. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing ideas and information in a coherent way, justifying own ideas about general or specific topics, using cohesion resources and a common or more specific vocabulary according to the communication	LISTENING: Understands main points and relevant ideas in television programs related to personal interests when they speak relatively slowly and with clear standard pronunciation dealing with familiar topics. SPEAKING: Takes part in formal conversations even though sometimes the students has to ask the other person to repeat what has been said or to clarify doubts. Exchanges relevant abstract or concrete aspects about everyday topics and less common ones in these contexts, asking and giving directions or giving solutions to practical problems, offering a point of view with clarity and justifying opinions, plans and suggestions about future actions in detail and in a coherent way. READING: Understands general meaning, main points and most relevant details in well structured articles and news with a certain length in which a certain point of view about current issues or of its interest is adopted and written in a variety of the standard language. WRITING: Writes in a conventional format describing with enough detail the situation, explaining reasons to

	context.	certain actions and offering opinions and brief suggestions about the topic and future actions.
Resources: Audio and Hand-out with the lyrics of the song: "4 Minutes (to save the world)" –Justin Timberlake & Madonna. Hand-out for the listening exercises, video clip, laptop, screen, speaker and projector. Hand-out with the reading article.		
ASSESSMENT		
LISTENING: Listening exercise: CNN news report "Are you eating plastic?" SPEAKING: Speaking exercise in which students will chose a topic which deals with a problem related to the environment and they will present their opinion and solutions. READING: Article: "Veg supply likely to be cut by environmental impacts." WRITING: An Opinion Essay "Recycling: is it worth it?"		

UNIT: 10 BRIEF PRESENTATION: Lights, camera, action. Students work in different ways with movies, series and plays.	TITLE: "All the stars" –Kendrick Lamar	
KEY COMPETENCES: Linguistic Competence Digital Competence Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression		
CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Awareness of the importance to understand the meaning of the message and not the need to understand every element. SPEAKING: Exchange information, indications, opinions, beliefs, points of views, advice and warnings. READING: Autonomous reading and comprehension	LISTENING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information. SPEAKING: Knows how to choose and use common oral vocabulary and more specific	LISTENING: Understands main points and relevant ideas in television programs related to personal interests when they speak relatively slowly and with clear standard pronunciation dealing with familiar topics. SPEAKING: Participates

of long and diverse texts. WRITING: Opinions, approval, and disapproval. PRONUNCIATION: /j/ VOCABULARY: Movies, series, plays, actors and actresses SYNTACTIC AND DISCURSIVE CONTENTS: Zero, First, Second and Third Conditional. Infinitive and Gerund. NOTIONS: Review. Likes. Dislikes FUNCTIONS: Reviewing a movie/series/play SOCIAL AND CULTURAL ASPECTS: Analyze sociocultural similarities and differences between speakers of the foreign language that contribute to a better understanding of different types of oral texts.	vocabulary related to personal interests and needs in personal, public, academic, and occupational contexts; also knows common used expressions and idioms. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length (developing the main points and increasing them with the necessary information using a previous outline).	efficiently in informal face to face conversations in which a story is told or the plot of a movie is explained, offering opinions and reactions. READING: Understands general meaning, main points and most relevant details in well structured articles and news with a certain length in which a certain point of view about current issues or of its interest is adopted and written in a variety of the standard language. WRITING: Writes personal correspondence and participates in forums and blogs in which concrete and abstract information and ideas are transmitted. Checks information and asks about problems and explains them with reasonable precision and describes clearly and with detail experiences, feelings, reactions, facts, plans of his/her interest or about his/her specialty.
Resources: Projector, speaker, screen, laptop, series for listening activity. Computers in order to choose a play and a printer in order to print and read Act 1 in class. Computers and internet to write the online review. Audio and hand-out with the lyrics of the song: "All the stars" –Kendrick Lamar		
ASSESSMENT		
LISTENING: Watch an episode of an American series and a British series and analyze the differences. SPEAKING: Individually explain a movie of your choice (plot, opinion, reactions) and in groups they dramatize a movie. READING: Read Act 1 of a play of your choice using http://www.readprint.com/books-6/Plays and explain what you think will happen next.		

WRITING: Write an online movie, series or play review.

UNIT: 11 BRIEF PRESENTATION: Music is a way of expressing feelings, telling stories, sharing experiences; therefore students use music as a way of communication.	TITLE: "Symphony" –Clean Bandit

KEY COMPETENCES:

Linguistic Competence

Digital Competence

Learn to Learn

Social and Civic Competence

Initiative and Entrepreneurship

Cultural awareness and expression

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Links between students' general interests and academic interests. SPEAKING: Use adequate expression for turn-taking. READING: Using previous information about the task and the topic. WRITING: Produce understandable texts taking into account the different needs and intentions. PRONUNCIATION: /r/ VOCABULARY: Singers, songs, lyrics, feelings. SYNTACTIC AND DISCURSIVE CONTENTS: Relative Clauses NOTIONS: Translation FUNCTIONS: Translating SOCIAL AND CULTURAL	LISTENING: Identifies oral common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual and contextual support. SPEAKING: Shows the necessary fluency in order to maintain the conversation and to guarantee the main communicative aim of the message, despite that there can be pauses and hesitations at the moment of expressing more complex ideas. READING: Identifies main ideas and general implications in a text of a certain length which are	LISTENING: Understands the main and relevant points in a presentation, talk, lecture, about topics of his/her interest or specialty, as long as the discourse is well clear and in a standard language. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Understands texts in which information and ideas are transmitted, problems and explained with reasonable precision and concrete and abstract

ASPECTS: Development of strategies like cooperation and respect in order to achieve a successful communicative exchange.	well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing ideas and information in a coherent way, justifying own ideas about general or specific topics, using cohesion resources and a common or more specific vocabulary according to the communication context.	experiences, feelings, reactions, facts, plans of his/her interest are described clearly and with detail. WRITING: Writes in a conventional format describing with enough detail the situation, explaining reasons to certain actions and offering opinions and brief suggestions about the topic and future actions.
Resources: Projector, internet, screen, laptop, speaker, hand-outs with lyrics, songs, TED talk.		
ASSESSMENT		
LISTENING: TED talk "How playing an instrument benefits your brain"-Anita Collins SPEAKING: In groups learn the lyrics of a song, present it to the class and explain the meaning of the lyrics. READING: Look for three different songs which talk about different topics. Analyze and compare the lyrics. WRITING: Translation of a song.		

UNIT: 12 BRIEF PRESENTATION: Students understand how important it is choose the correct words in order to communicate feelings, opinions, narrate an event.	TITLE: "Words" -Birdy
KEY COMPETENCES: Linguistic Competence Digital Competence	

Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression		
CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Exchange information, feelings. Maintain a cooperative attitude to ensure an active participation during interactions. SPEAKING: Use body language which is adequate to the culture (gestures, facial expressions, visual and physical contact). READING: Feelings, narrations, implicit and explicit points of views. WRITING: Express the message in a clear way adjusting it to the type of text. PRONUNCIATION: /m/, /n/ and /ŋ/ VOCABULARY: Literature, poems, feelings, narration, opinions. SYNTACTIC AND DISCURSIVE CONTENTS: Reported Discourse NOTIONS: Report. Feelings. Narration FUNCTIONS: Reporting Expressing feelings Narrating SOCIAL AND CULTURAL ASPECTS: Identifying an adequate register depending on the context, speakers, communicative intention, the	LISTENING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information. SPEAKING: Knows how to choose and use common oral vocabulary and more specific vocabulary related to personal interests and needs in personal, public, academic, and occupational contexts; also knows common used expressions and idioms. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length (developing the main points and increasing them with the necessary information using a	LISTENING: Identifies main and relevant details in a formal and informal conversation of a certain length between two or more speakers in good acoustic conditions, with a structured discourse and in which the language is not very idiomatic. SPEAKING: Takes part in formal conversations even though sometimes the students has to ask the other person to repeat what has been said or to clarify doubts. Exchanges relevant abstract or concrete aspects about everyday topics and less common ones in these contexts, asking and giving directions or giving solutions to practical problems, offering a point of view with clarity and justifying opinions, plans and suggestions about future actions in detail and in a coherent way. READING: Understands texts in which information and ideas are transmitted, problems and explained with reasonable precision and concrete and abstract experiences, feelings, reactions, facts, plans of his/her interest are

communication medium, the support, etc.	previous outline).	described clearly and with detail. WRITING: Writes personal correspondence and participates in forums and blogs in which concrete and abstract information and ideas are transmitted. Checks information and asks about problems and explains them with reasonable precision and describes clearly and with detail experiences, feelings, reactions, facts, plans of his/her interest or about his/her specialty.
Resources: Poems, computers, internet, a blog, audio, laptop, speaker and hand-out with the lyrics of the song "Words" -Birdy		
ASSESSMENT		
LISTENING: After the creation of their poems, in pairs students take turns to interview each other about their poems in front of the class. SPEAKING: Students interpret their poem or any other poem of their choice. READING: Students read a poem of their choice and explain it to the class. WRITING: Students create a poetry blog and each student writes a poem.		

UNIT: 13 BRIEF PRESENTATION: Women have not been recognized for their actions throughout history. Students do their own research and present amazing stories about important women.	TITLE: "Run the World" -Beyonce
KEY COMPETENCES: Linguistic Competence Learn to Learn Social and Civic Competence Initiative and Entrepreneurship Cultural awareness and expression	

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Links between students' general interests and academic interests. SPEAKING: Use adequate expression for turn-taking. Adapt the text to the listener, context, channel, applying the correct register and discourse structure in each case. READING: Using previous information about the task and the topic. WRITING: Produce understandable texts taking into account the different needs and intentions. PRONUNCIATION: /h/ and glottal stop VOCABULARY: History, women, jobs, actions, justice, power SYNTACTIC AND DISCURSIVE CONTENTS: Causative Sentences NOTIONS: Debate FUNCTIONS: Talking about gender issues Debating SOCIAL AND CULTURAL ASPECTS: Critical analysis of cultural and sexual stereotypes in oral everyday language and through communication media, as well as discriminatory implicit and explicit conduct.	LISTENING: Identifies oral common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual and contextual support. SPEAKING: Creates coherent and well structured texts about personal interests in a formal register using cohesion resources and showing a reasonable control of expressions, structures and vocabulary with a general or more specific use. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length (developing the main points and increasing them with the necessary information using a previous outline).	LISTENING: Understands the main and relevant points in a presentation, talk, lecture, about topics of his/her interest or specialty, as long as the discourse is well clear and in a standard language. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Understands general meaning, main points and most relevant details in well structured articles and news with a certain length in which a certain point of view about current issues or of its interest is adopted and written in a variety of the standard language. WRITING: Answers a detailed survey with personal and academic information.
Resources: Audio and hand-out with lyrics of: "Run the World" –Beyonce. Laptop,		

screen, projector, internet, TED talk video and hand-out with listening exercise. Computers and articles chosen by students.
ASSESSMENT
LISTENING: TED Talk "On being a woman and a diplomat"-Madeleine Albright SPEAKING: Group presentations about women in history READING: Articles about women in history WRITING: Creates a survey and answers other students' surveys about the issues dealt in class.

UNIT: 14 BRIEF PRESENTATION: There are many heroes who we do not know about. Students do their own research and look for new science and technology discoveries which are changing the world.	TITLE: "Heroes" -Alesso

KEY COMPETENCES:

Linguistic Competence

Mathematics Competence and Basic Competence in Science and Technology

Digital Competence

Learn to Learn

Social and Civic Competence

Initiative and Entrepreneurship

Cultural awareness and expression

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Awareness of the importance to understand the meaning of the message and not the need to understand every element. SPEAKING: Express the message with clarity and coherence, structuring and adjusting it adequately to the models and formulas to each type of text. READING: Using previous information about the task	LISTENING: Identifies oral common and more specific vocabulary related with personal interests and needs in the personal area, public and academic, and common expressions with visual and contextual support. SPEAKING: Creates coherent and well structured texts about personal interests in a formal register using	LISTENING: Understands the main and relevant points in a presentation, talk, lecture, about topics of his/her interest or specialty, as long as the discourse is well clear and in a standard language. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are

and the topic. WRITING: Produce understandable texts taking into account the different needs and intentions. PRONUNCIATION: / θ/ and / ð/ VOCABULARY: Science, Technology. SYNTACTIC AND DISCURSIVE CONTENTS: Passive verb forms NOTIONS: Truth Probable Facts FUNCTIONS: Presenting Facts Using Critical Thinking SOCIAL AND CULTURAL ASPECTS: Identifying an adequate register depending on the context, speakers, communicative intention, the communication medium, the support, etc.	cohesion resources and showing a reasonable control of expressions, structures and vocabulary with a general or more specific use. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficulty that deal with concrete or abstract topics within their interest as long as the text can be reread. WRITING: Knows, chooses and applies the most adequate strategies to write texts with a clear structure and of a certain length (developing the main points and increasing them with the necessary information using a previous outline).	explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Understands general meaning, main points and most relevant details in well structured articles and news with a certain length in which a certain point of view about current issues or of its interest is adopted and written in a variety of the standard language. WRITING: Writes in a conventional format describing with enough detail the situation, explaining reasons to certain actions and offering opinions and brief suggestions about the topic and future actions. Takes notes of the most important aspects, during a simple talk and writes a brief summary with the essential information, as long as the topic is familiar and the discourse is simple and articulated with clarity.
Resources: Audio and hand-out with the lyrics of the song “Heroes” –Alesso. Projector, screen, laptop, internet, TED talk video. Computers for students to do their own research.		
ASSESSMENT		
LISTENING: TED Talk “Medical tech designed to meet Africa’s needs”-Soyapi Mumba. Take notes about the talk. SPEAKING: Choose a science or technology discovery, present it and explain its benefits to the class. READING: Look for a text about a new science or technology discovery you did not know about. WRITING: A report.		

UNIT: 15 BRIEF PRESENTATION: The end of the school year is here. Students demonstrate that they have read and understood a book of their choice.	TITLE: "Summer" –Calvin Harris

KEY COMPETENCES:

Linguistic Competence

Digital Competence

Learn to Learn

Social and Civic Competence

Initiative and Entrepreneurship

Cultural awareness and expression

CONTENTS	ASSESSMENT CRITERIA	ASSESSMENT INDICATORS
LISTENING: Understands the message with clarity, distinguishing its idea, main ideas and basic structure. SPEAKING: Narration of past events. Description of physical and abstract characteristics of characters. Expression of opinion. READING: Understand written texts with a common or more specific vocabulary that narrates past events WRITING: Create texts using mechanisms of organization, articulation and cohesion. PRONUNCIATION: /ʃ/, /ʒ/, /tʃ/ and /dʒ/ VOCABULARY: Past tense, characters, adjectives, description of places SYNTACTIC AND DISCURSIVE CONTENTS: Reported Speech	LISTENING: Knows how to apply adequate strategies in order to understand the general meaning, the essential information, main points or relevant information. SPEAKING: Creates coherent and well structured texts about personal interests in a formal register using cohesion resources and showing a reasonable control of expressions, structures and vocabulary with a general or more specific use. READING: Identifies main ideas and general implications in a text of a certain length which are well organized and which have linguistic structures with a certain difficult that deal with concrete or	LISTENING: Understands the main and relevant points in a presentation, talk, lecture, about topics of his/her interest or specialty, as long as the discourse is well clear and in a standard language. SPEAKING: Makes well structured presentations with the enough clarity so that it can be understood the most part without any problem and the ideas are explained precisely, and answers to questions from the audience with clarity and a normal speed. READING: Follows without difficulty the story line in narratives clearly structured with a non complex and direct vocabulary in a variety of the standard language, and understands the

Relative Sentences Causative Sentences Passive verb forms NOTIONS: Deduction Certainty FUNCTIONS: Deducting Guessing Expressing Certainty SOCIAL AND CULTURAL ASPECTS: Uses non verbal language to complete information	abstract topics within their interest as long as the text can be reread. WRITING: Writes texts in clear way about general and more specific topics of his/her interest, making descriptions with details, writing with his/her own words and organizing ideas and information in a coherent way, justifying own ideas about general or specific topics, using cohesion resources and a common or more specific vocabulary according to the communication context.	personality of the different characters and the relations when they are explained clearly and with detail. WRITING: Writes in a conventional format about an academic topic describing with details situations, people, objects and places; narrating with coherent sequence; explaining reasons of actions, offering brief and justified opinions and suggestions about the topic.
Resources: Book chosen by every student, materials in order to create the lapbook or computer in order to create the Powerpoint. Audio and hand-out with the lyrics of "Summer" –Calvin Harris. Peer-assessment rubric. Reading comprehension test.		
ASSESSMENT		
LISTENING: Take notes of classmates' presentations and ask questions. Peer-assessment rubric. SPEAKING: Lapbook or PowerPoint presentation of the book read by the student READING: Reading comprehension test about the book read during the course WRITING: Book Review		

See Appendix B for the sources mentioned in the units.

4.6 METHODOLOGY

In the Royal Decree 1105/2014, of 26th of December two Pedagogic Principles are stated:

1. Educational activities in Baccalaureate will promote students' capacities to learn by themselves, work in a team and apply appropriate research methods.

2. The Education Administrations will provide the necessary means to ensure that, in the different subjects, there are activities which stimulate the habit of reading and the capacity to express oneself correctly in public.

The methodology promoted in this plan is active and dynamic taking into account a communicative approach in which students have the capacity to use English in order to communicate with others. English will always be the language for class interaction. In this way students will increase their vocabulary, improve their fluency, lose the fear to speak in English and gain self-confidence. Savignon (2008) states that:

"Through practice and experience in an increasingly wide range of communicative contexts and events, learners gradually expand their communicative competence, which comprises grammatical competence, discourse competence, sociocultural competence, and strategic competence (Figure 1.1). Although the relative importance of the various components depends on the overall level of communicative competence, each is essential."

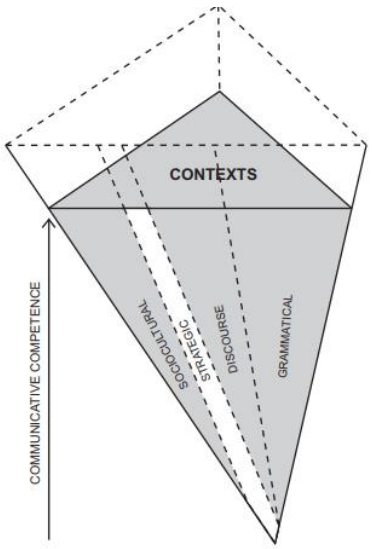

Figure 1.1. Components of communicative competence.

Activities will be dynamic and there will be constant interaction and participation in the class. Students will not only work individually but in pairs and in groups in order to encourage communication and to construct a learning community in which students have positive relationships. They will also participate in class discussions in order to learn to respect other people's points of view, and to practice turn-taking strategies; this builds trust, respect and tolerance.

Autonomous learning is one of the key aspects in this methodology. Students will be encouraged to be independent, to make their own decisions about their own learning. They will use critical thinking in order to analyze cultural and sexual stereotypes in common day language, in literature, in advertisements, etc.

In order to achieve all this, students will use technology to do their own research, to create and present their tasks, to decide which resources they want to work with, which sources are reliable and which are not. The teacher will be a guide in a dynamic class in which students will enjoy learning.

Finally, learning tasks should be real world because this helps students identify a problem linking it to situation which they are familiar with and they will be

motivated and encouraged to find a solution to something they can apply to their everyday lives. As E&K (2012) explain "In the natural world, people have a great many experiences, and these are what they use to construct their understanding of how the world works". If you link students' previous knowledge and experiences to the curriculum, then it will be easier for them to create meaningful learning and to link it to different areas.

4.7 RESOURCES

In order to carry out all of the activities planned in the syllabus, a number of resources will be used in class. The teacher will use different worksheets, hand-outs, text excerpts, etc. Therefore students will create a portfolio with all of the different activities they do during the year: listening, reading and writing exercises with the teacher's feedback so that they can go back to them whenever they need and they have them as a reference for future tasks and most of all, so that they learn from their mistakes. Students will create a blog in which they will upload activities they do in groups: images, videos, interviews, dramatizations; in this way students can check the activities from home and their parents can know what their children are learning.

To create the blog students will need a computer, access to internet, and a camera to record and to take pictures. The teacher will use audios, songs, Youtube, TED talks, news reports from different sources like CNN or BBC; for this reason there must be a projector, a laptop, speakers, a whiteboard which also works as a screen and access to internet. The teacher will use the whiteboard for explanations but also to show PowerPoint slides.

As I have mentioned before, students will constantly use the internet and a computer in order to do their own research and choose their own resources to work with. It is necessary to have an available computer room for them to work with at least in pairs.

Students will have dictionaries available in class so that when they have a doubt of how to spell a word or the meaning of a word they will not ask the teacher. The aim is to make students autonomous so they have the freedom to use the dictionary whenever they need it in order to increase their learning.

Other resources that will be used in class will be pictures, clothes and materials for crafts like glue, color pencils or scissors; these depend on the activity that is being carried out like in the case of dramatizations or the creation of a magazine.

4.8 ASSESSMENT PROCEDURES

According to Valdez (2014), assessment is the gathering of data, information, on a student's learning or knowledge or skills. It is necessary to plan three different types of assessments in order to measure student's learning. First of all pre-assessment activities are necessary in order to measure the knowledge and English skills levels that students have so that the content can be adapted to their level. After this we can introduce formative assessment activities in order to make them put in practice what they have learnt from the lesson. If students are only listening to their teacher then they are not really learning. We have to put into practice Jones' "Say, See, Do" teaching method explained by Charles (2011), in which students put in practice what they have just learned. Examples of formative assessment are class debates, essays, rubrics, listening and reading exercises, exit tickets, participation in class, etc. Finally, summative assessment activities are used in order to measure how much they have really learned and to check if they have mastered the knowledge, for example a Use of English exam at the end of each term.

Grading Criteria

Students will be graded at the end of each term according to the following percentages:

- Listening 20%
- Speaking 20%
- Reading 20%
- Writing 20%
- Use of English 10%
- Participation 10%

Total of 100%

4.9 RESITS, REINFORCEMENT AND DIFFERENTIATED INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiated instruction is being aware that every student is different and comes to class with different experiences, different background knowledge, methods of learning and with different needs, therefore it is important that the teacher knows who his/her students are and how s/he will help each one achieve meaningful learning. Different strategies will be used depending on different students, some of them will need scaffolding in order to understand a lesson, and others will need to be challenged because they have a higher level.

These are some measures for students with a lower level:

- These students will be placed in mixed groups of a maximum of three students so that they're classmates and teacher can help them.
- Students will receive the text with some phrases and words highlighted, these are essential to understand the author's point of view and intention.
- Students will have additional time to work on their assignments and assessments.
- Students will be shown video clips that explain and illustrate the event that is being narrated.
- Use exit tickets such as answering short questions to assess students' understanding.
- If the students are still struggling with understanding the text after all these steps, then another text, easier to understand, but related to the same topic will be provided.

These are some measures for students with a higher level:

- Give the students a text that has vocabulary with higher level.
- When writing a text, students should include three different words that they did not know before.
- Challenge students to find other narratives dealing the same topic and identify how the author's point of view and narration is similar or different.
- Ask students to create a presentation for the rest of the class in which these differences or similarities are presented.

- Students with a higher level sometimes prefer working on their own; they can have the option to do this or to work in pairs if they prefer it.

In the case of not passing the course, the student will have a resit in September where they will be tested on each of the four skills "Listening, Speaking, Reading and Writing", plus a "Use of English" exam. There will be no "Participation" percentage therefore the "Use of English" will be 20% instead of 10%.

- Listening 20%
- Speaking 20%
- Reading 20%
- Writing 20%
- Use of English 20%

  Total of 100%

4.10 COMPLEMENTARY AND EXTRACURRICULAR ACTIVITIES

At the beginning of the course students will do different activities in order to get to know each other, they will create class rules together and they will decorate the classroom so that they can feel comfortable. Classrooms need an inviting atmosphere and it is important to have color, decorations, things made by the students. Henley (2010) recommends, "Allow students to decide how the classroom will be decorated. Assign students decoration committees responsible for specific sections of the room. Asking students to present their ideas on proper class decorum is a good beginning".

Students' suggestions will be taken into account at the moment of organizing the different complementary activities that will be carried out during the year. Different activities for different festivities will be done like in the case of Halloween, Christmas, Valentine's Day or St. Patrick's Day.

At the end of each term students will be allowed to vote for a movie of their choice to watch in class as long as their participation in class has been high. In the case of extracurricular activities there will be a visit to the museum of arts and they will go to the movies during the *Fiesta del Cine* (Movie Festival) in which they will go and watch a movie in original version.

4.11 ACTIVITIES WHICH ENCOURAGE READING, ORAL EXPRESSION, AND THE USE OF NEW TECHNOLOGIES AND COMMUNICATION

Students will have the opportunity to choose the book that they want to read throughout the course. They will have to let the teacher know which book they will read in order to verify that the book meets their level and that it is appropriate for them. If a student does not know what s/he can read then the teacher will provide them a list of options for them to choose from.

If students choose the topics they are learning or the literature they want to read, then they will be more engaged in learning and they will retain information more easily. This will clearly motivate students because they feel that they are part of the decision-making process and they will be interested in participating in what they have decided to study or do in class.

Students will write a review about the book in unit 15, they will also do a presentation in front of the class using a lapbook or a power point presentation and they will answer any questions from his/her classmates and the teacher. In this way they will use oral expression and new technologies. All of the different assessment activities use oral communication and a great number of them imply the use of new technologies like the creation of the blog, recording a dramatization, writing a post for a healthy blog, etcetera.

5. INNOVATION PROJECT

Error Analysis

5.1 INTRODUCTION

This innovation project was suggested by my tutor Alicia Laspra. Error analysis is a practice which aims to help students identify their errors so that they can learn from them and they can improve their writing skills. If students do not understand the reasons behind their errors then they will lose interest in the class. Ormrod (2018) says that "Learners' thoughts and beliefs about themselves and about classroom subject matter can influence their motivation in the classroom" and "Teachers play a major role in motivating students by designing effective learning environments". For this reason it is

necessary to help those students who are failing the class to identify their errors and to give them the necessary tools to gain self-confidence and encourage them to continue learning English.

5.2 THEORETICAL FRAMEWORK AND JUSTIFICATION

As Corder (1982) explains, “Mistakes are of no significance to the process of language learning. However, the problem of determining what is a learner's mistake and what a learner's error is one of some difficulty and involves a much more sophisticated study and analysis of errors than is usually accorded them”. This innovation project aims to identify students’ mistakes and to identify what are the reasons behind those mistakes.

Using error analysis teachers will be able to detect what problems his/her students are having and to adapt the curriculum to meet the students’ needs. Corder (1982) states:

> “Along with the results of tests and examinations, the errors that learners make are a major element in the feedback system of the process we call language teaching and learning. It is on the basis of the information the teacher gets from errors that he varies his teaching procedures and materials, the pace of the progress, and the amount of practice which he plans at any moment. For this reason it is important that the teacher should be able not only to detect and describe errors linguistically but also understand the psychological reasons for their occurrence. The diagnosis and treatment of errors is one of the fundamental skills of the teacher”.

At the same time our aim is to help students identify their errors, understand why they are making them, give the students the necessary information to avoid repeating them, and to motivate them to continue improving their tasks and skills.

5.3 PROBLEM AND CONTEXT

I have detected a lack of motivation among students of Year 1 of Post Compulsory Secondary Education at the School *Pérez de Ayala* where I did my internship period during the second semester in the Master’s Degree. Most of the students from this school have been part of a bilingual program since they were in primary school and they continue to be part of it until they finish secondary school. If a student does not come from the primary school at *Ventanielles*, they do not wish to be part of the bilingual program during secondary school or if they do not have the level to pass the exam when

they come to *Pérez de Ayala* from another primary school, then they will take all of their courses in Spanish.

When students reach the Post Compulsory Secondary Education stage, English teachers have in one same group students with different levels. On the one hand, those students who come from the bilingual program are willing to participate in class constantly and they understand everything. On the other hand, students who do not come from the bilingual program have difficulties in class and they feel left behind compared to the rest of the students.

The innovation will be put into practice with one of the groups of Year 1 of Post Compulsory Secondary Education. The group has 19 students who are 16 or 17 years old. I chose this group because of the lack of motivation and the results they had in their English exams, but this innovation can be put into practice with any other group in which students had a similar need. Out of those 19 students, 10 did not belong to the bilingual program and out of those 10 I chose 4 students to work with.

In order to choose those students I checked the results they had on their last English exams. The four of them had a cero at the "Use of English" exam and had not answered a single word at the "Writing" exam. These students do not tend to participate in class unless the teacher asks a question directly to them. One of the students once answered in Spanish that she was not good at English so she did not want to participate.

5.4 OBJECTIVES

a. Final Objectives

- Students will be aware of their errors and will not repeat them.
- Teachers will understand the reasons behind students' errors and will help give students the necessary tools in order to avoid repeating the same errors.

b. Specific Objectives

- Students will write about a certain topic and will hand in the task on time for the teacher to check it.
- Students will gather with the teacher and the other students involved in the project in order to analyze the errors.

- Students will take into account the previous task at the moment of writing about a new topic.
- Teachers will provide the necessary feedback to their students so that they do not make the same errors.
- Teachers will identify the origin of the errors and will motivate students to learn from them.
- Teachers will encourage students to give their best and to not give up.

5.5 ANALYSIS OF OBJECTIVES

In order to make these objectives possible it is important that the teacher and the students feel committed to follow the project. If the students do not hand in the tasks then the project will not be possible. It is important that the teacher does not only highlight the students' errors but that he/she provides positive feedback to the students in order to motivate them and to encourage them to continue participating in the project.

If the project reaches the objectives then these students will be provided with the necessary help to improve their English skills in their English course. Not only will they feel motivated again to participate in class and to study for their exams, but they will feel an interest for improving their English level in and out of the classroom. We want to help those students who think that English is "Not their thing" and one of the students explained, and to make them understand that the errors that they make have a reason and a solution.

5.6 RESOURCES AND MATERIALS

It is essential that students commit themselves to participate in this project. Students from Year 1 of Post Compulsory Secondary Education are older and more responsible, therefore it is not necessary to sign a contract between the student and the teacher, but this could be useful depending on the course and the students' age. A contract could also be a way to communicate to parents what the students are doing at school. In this case no contract was necessary; all of the four students were interested in participating in the project which was a very good start.

It is important to choose topics which are interesting for them so that they feel motivated to write about them; in order to do this we need to know our students interests. I decided to choose a pen which was not red in order to correct the tasks, in my case I used pink. Students associate red with negative feedback and if we chose another color we will not discourage our students when we give them back their tasks with our comments.

We will need sheets of paper and a mobile phone to take pictures of the tasks or a photocopy machine. It is important that we have a copy of the tasks and that we give the original ones with the corrections back to the students.

5.7 METHODOLOGY

First of all the teacher chooses a group of students from the same group who have a similar English level and whose results in the exams have been low. In this case four students were chosen because the four of them had a cero in their last "Use of English" exam and had not written anything on their "Writing" exam.

The teacher asks the students if they would like to participate voluntarily in the project. The teacher explains that the tasks are not exams and they will not be graded. It is important that the students understand that they have been chosen because the teacher knows that they can do better and that together they will improve their previous results.

Students are asked to write a paragraph, 60 words long, about a topic which will match their interests. The topics chosen were the following: What I did on the weekend, describe a person of your choice, my favorite hobby, and answer back to a letter. Students had a week to write their paragraph and hand it in. It's important to remind them that they cannot use Google Translator or any help. The teacher wants to analyze the students' errors and therefore it is essential that they do it on their own.

Once the students hand in the task, then the teacher corrects it privately, photocopies the task corrected or takes a picture of it and sits with the students to give them the necessary feedback. Students can ask questions and they take home their task. The teacher tells them what the next topic will be and the process is repeated.

5.8 EVALUATION OF THE RESULTS

There was a great progress during the project. Only one student out of the four did not hand in all of the four tasks. Errors which had been made in the first tasks were not repeated in the following ones. The greatest progression was to see how students became more motivated, especially one of them. Student B who normally does not participate in class was always the first one to finish the task. Even though that she had a week to complete each task, she would do it for the following day and immediately asked what the next topic would be. That was one of the main objectives and it was fulfilled, not with all of the students but with three out of four.

In order to check the progress of the results it was necessary to keep a copy of the different tasks, see Appendix C. It was also necessary to create a chart in which we analyzed the errors and their origins.

5.9 ASSESSMENT

a. Effects on teaching and organization

This innovation project should be carried out during the first semester immediately after the students have taken their first exams. If there are students who start the course with a low level and they feel unmotivated then we have to take action as soon as possible.

There is a great possibility that students have been making the same errors for years. It is important that they become aware of them in order to learn from them and to improve their skills. If nobody helps them then the results will be negative and students will soon feel no interest for the English course as they will think that they do not have the knowledge and the level enough to write a decent text.

Furthermore, if teachers write a list of the most common errors and they understand their origins then this will allow them to take these errors into account at the moment of teaching and designing their lesson plans. They will also create bonds with those students who feel discouraged as they work together into improving their writing skills and their motivation.

b. Pros and cons of the innovation

Pros:

- Students who may have lost an interest for the English course can be motivated as they see how their results improve throughout the different tasks.
- Teachers will get closer to those students who are failing the class. Students will know that the teacher is interested in helping him/her to improve his/her English skills and therefore to pass the course.

Cons:

- Not all students will be interested in being part of the project.
- Students may hand in one or two tasks but may lose interest during the project.

c. Final assessment

It was necessary to get to know the students in order to choose which ones would be part of the innovation and that they accepted to be part of the project. If the students had not written the tasks then the project would not had been possible. It is important to choose a topic which students find accessible, something they feel comfortable writing about and that they know that they will be able to write about it on their own without having to look for words in the dictionary.

During the project there were several strikes, bank holidays, and the students went to a school trip for a week. This meant that a lot of days were lost and it was difficult to get the students to hand in the tasks. However, only student A handed in two tasks, the rest of the students completed the four tasks. There were fewer errors, the texts were longer, and the students showed a greater interest during the classes. Students B, C and D reminded each other when they had to hand in the task. It is important to take into account that student A was a new student who had joined the school during that same semester and she did not know the other students really well. If there had been more time, I would have liked to work more with student A.

d. Most common and interesting mistakes

Most Common and interesting Mistakes	Example
Overuse of "The"	"The dogs are"
Omission of "it"	"Because is good"
Use of "things"	"There are a lot of things to

	take care of dogs”
“The + days of the week”	“The Saturdays”
Possessives	“exam of Tuesday”
Confusion of “other” and “others”	“My others grandparent’s house”
Expressing age	“She have 15 years old”
Incorrect choice of prepositions	“A tattoo in her right arm”

e. Errors and their progress

Student	The Weekend	Description	My Hobby	Letter
A	13 errors	8 errors	-	-
B	15 errors	4 errors	2 errors	5 errors
C	7 errors	4 errors	3 errors	2 errors
D	11 errors	4 errors	4 errors	4 errors

f. Students’ progress and taxonomies

Student A

Student A is a girl who changed schools during the second semester. On her first day of class, when she was asked to introduce herself in English she explained that she was “not good at English”. She agreed to participate in the project, however she only wrote two texts. In her first task, when talking about her weekend, she did not use the past tense verb forms; she always used present simple verb forms. She wrote the days of the week in initial low case letters and she made an incorrect use of the article for the days of the week *“The Saturday” instead of “On Sunday”.

In her second text, she had made fewer errors. She described her best friend so she used the present simple perfectly. She had some comparative: interlingual errors like

*“She have 15 years old” instead of “She is 15 years old”. Errors from the first text were not repeated and her text was even longer, 8 lines long. There was good improvement, however with the bank holidays, school trips and strikes, she barely came to class and when she did she would forget to bring the tasks.

Error	Error Type/Origin	Correct expression
*“The Saturdays”	Comparative: Interlingual	“On Saturdays”
*“She have 15 years old”	Comparative: Interlingual	“She is 15 years old”
*“A tattoo in her right arm”	Comparative: Interlingual	“A tattoo on her right arm”
“Last week, I was going with my father to the supermarket”	Linguistic category: incorrect verb phrase	“Last week, I went with my father to the supermarket”
*”a particular class”	Comparative: Interlingual	“a private class”

Student B

Student B is a girl who barely participates in class. She is always with students who were part of the bilingual group and who participate constantly in class, this could be one of the reasons why she prefers to let her friends participate instead of her. Student B was the one who improved the most out of the four students. In her first text she decided to organize the text in three short paragraphs. She did not make any grammar errors, there were some subject omissions, she wrote the days in low case and she used determiners.

In her second text she had some comparative: interlingual errors like *“grand person” instead of “great person” and *“a tattoo in her right arm” instead of “on her right arm”, but the progress was great. Student B always asked what the next task would be. She was the first one to hand it in. The third task presented only two errors and was almost perfect so I encouraged her to write a longer text for the final one.

In her last task she wrote a long letter and made only five errors. It was an amazing improvement. What was even better was to see her progress in class; she started participating more and gained confidence in herself.

Error	Error Type/Origin	Correct expression
*“A tattoo in her right arm”	Comparative: Interlingual	“A tattoo on her right arm”
*“grand person”	Comparative: Interlingual	“great person”
*“the problems is that is expensive”	Surface Strategy: Omission	“the problem is that it is expensive”
*”I missed everything that worried me”	Linguistics Category: incorrect verb phrase	“I forgot about everything that worried me”
“did a cake”	Surface Strategy: Alternating forms	“made a cake”

Student C

In the first task student C also had trouble with the use of determiners and prepositions but he used the simple past perfectly. When using possessives he wrote *“the house of my grandparent” instead of “my grandparent’s house”. In the second task he described his mother and did an excellent job. He had no grammar errors, only some comparative: interlingual errors like *“she have 51 years old” instead of “she is…”. In his third task he only had three grammar errors, it was a great improvement, he wrote *“don’t should” instead of “shouldn’t” and wrote *“he” instead of “him”. In conclusion, student C learned a lot from this project and he improved his writing tasks since the second one.

Error	Error Type/Origin	Correct expression
*“Don’t should”	Surface Strategy: Addition misformation	“Shouldn’t”
*“The Fridays”	Comparative: Interlingual	“On Fridays”
*“Because is good”	Surface Strategy: Omission	“Because it is good”
*“He love music”	Linguistic category: Third person singular verb	“He loves music”
*“grand person”	Comparative: Interlingual	“great person”
*“with he”	Surface Strategy: Alternating forms	“with him”
*”The house of my grandparents”	Comparative: Interlingual	“My grandparents’ house”

Student D

Student D is a very shy student who only participates in class when he is asked to read aloud something in the textbook. Sometimes he seemed confused when he had to answer a question and asked his classmate for help which shows that he cares. I always encouraged his classmate, who has a high level, to help him. Peer tutoring allows students to review new concepts and to receive feedback from their peers. It also helps students develop social skills. During this project he began by making 11 errors in his first text. They were similar to those of his classmates but he had no problems with the correct use past verb forms. In his second task he omitted final "-s" when using the third person singular verb, as in *"he love" and wrote *"he have" instead of "he has".

Student D's third and fourth task were very similar with four errors in each but he did not repeat the ones in the previous texts. He always handed in the tasks on time and showed a great interest in my feedback. It was great to see his improvement.

Error	Error Type/Origin	Correct expression
*"Continuous"	Comparative: ambiguous origin misformation	"Continue"
*"The dogs are"	Linguistic category: Determiner	"Dogs are"
*"Because is good"	Surface Strategy: Omission	"Because it is good"
*"He love music"	Linguistic category: Third person singular verb	"He loves music"
*"He have"	Linguistic category: Third person singular verb	"He has"
*"grand person"	Comparative: Interlingual	"great person"
*"with he"	Surface Strategy: Alternating forms	"with him"

G.ACTIVITIES

- Exercises to practice correct use of determiners
- Exercises to practice correct use of prepositions
- Exercises to practice different tenses

- Exercises to correct Surface Strategy errors like alternating forms in the case of "do" for "make". See Appendix D.
- Writing tasks: What will you do this summer?

These students have difficulties and need extra help but in the Post Compulsory Secondary Education stage there is no differentiated instruction. What I suggest is to set for them a writing task using the forms and dealing with the topic that they are studying in that unit. In this way they will get to see their errors and correct them before the exam.

6. CONCLUSIONS

The creation of this Master's Dissertation was an interesting task. It made me reflect on what I had learned throughout the year and the experiences I lived in Silver City and in Oviedo. I also learned how to create a syllabus following the guideline in Spain, choosing the contents, the assessment criteria, assessment indicators, objectives, notions and functions that will be developed in each unit.

Creating a unit plan in Spain is not as similar to creating one in New Mexico. It was a challenging task that takes time and effort but a necessary one in order to learn how to decide what we are going to teach to our students, how we will teach it and how we will assess if they have mastered that knowledge.

The most rewarding part was working with the four students who I chose in order to carry out the Error Analysis for the innovation project. It was gratifying to see their development, not only how they improved their writing skills but to see them motivated and interested in the participation of the project. The results were not only reflected on the tasks, but also in class. They started participating more in class and they would hand in their tasks before the deadline. That is why I want to be a teacher, because our actions can have positive consequences in our students' lives.

After this year I can guarantee that teaching is my vocation. We need a goal, a mission and this is to change our students' lives and motivate them to continue learning and let them know that they are able to succeed in life and achieve everything that they want.

Finally, I would like to thanks my tutor, Alicia Laspra, for her feedback during my internship period in Oviedo and for her guidance throughout this Dissertation. Thank you for guiding students to become efficient future English teachers.

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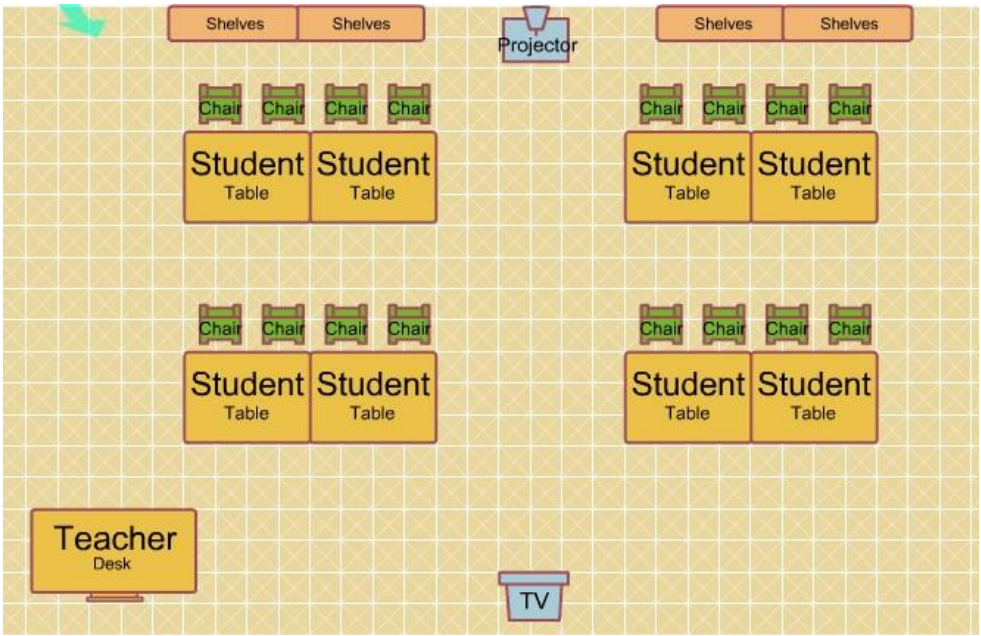
8.APPENDIX

Appendix A



Appendix B

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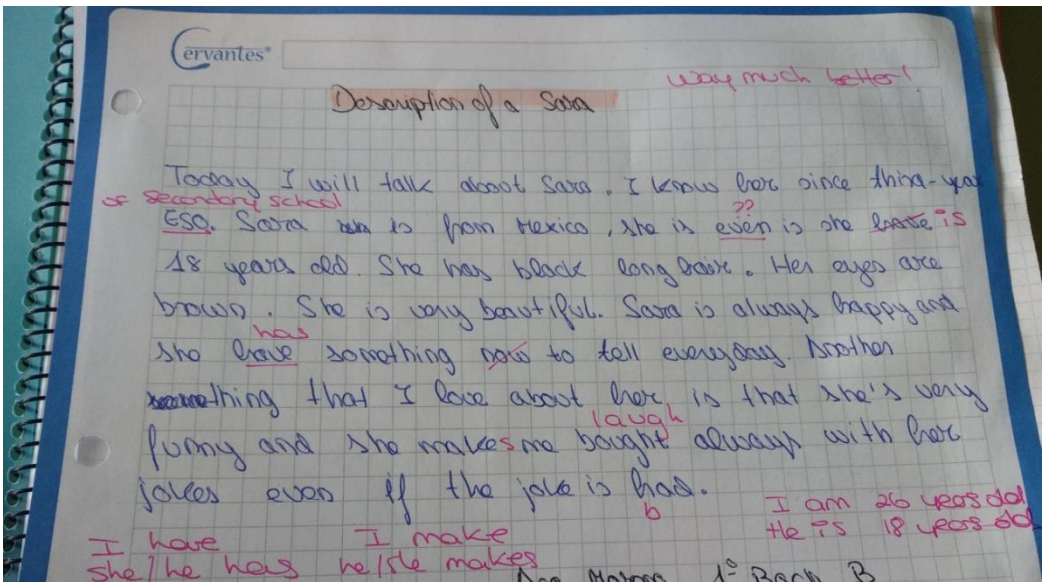
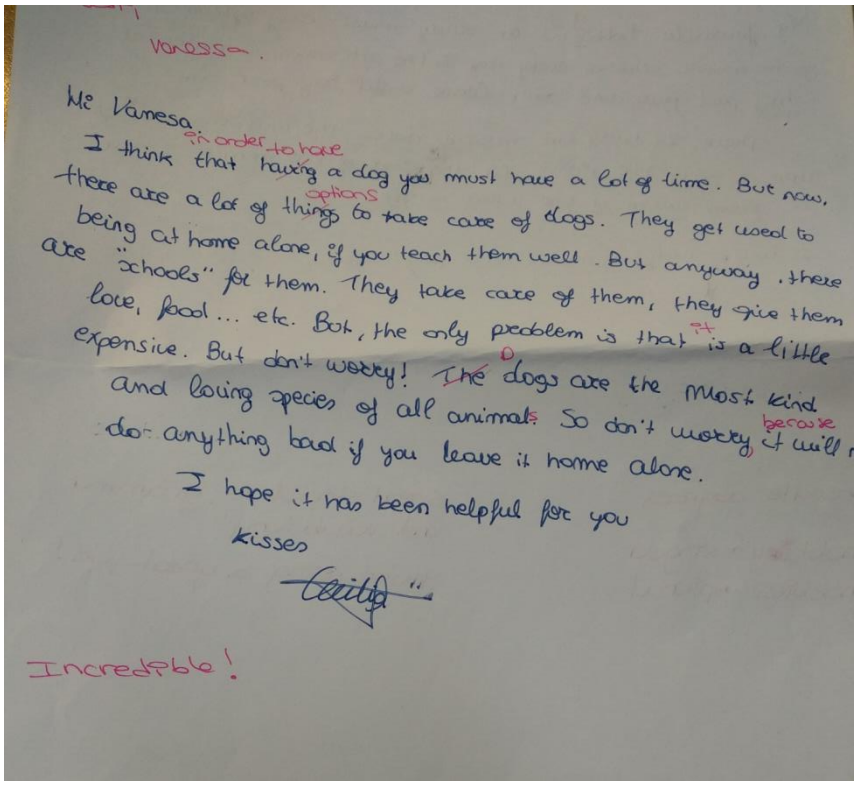
Appendix C

Student A





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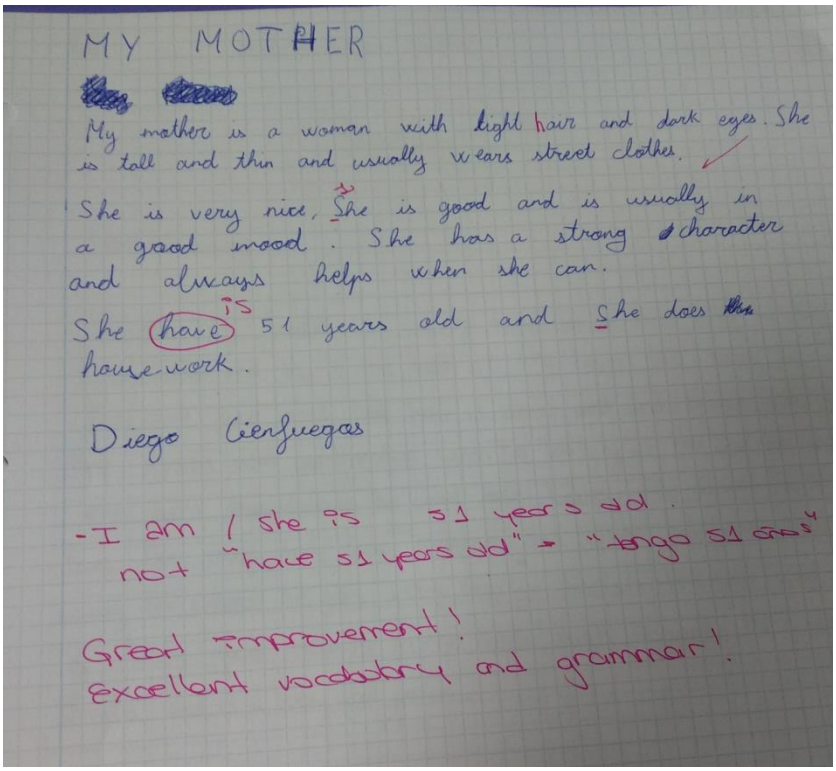
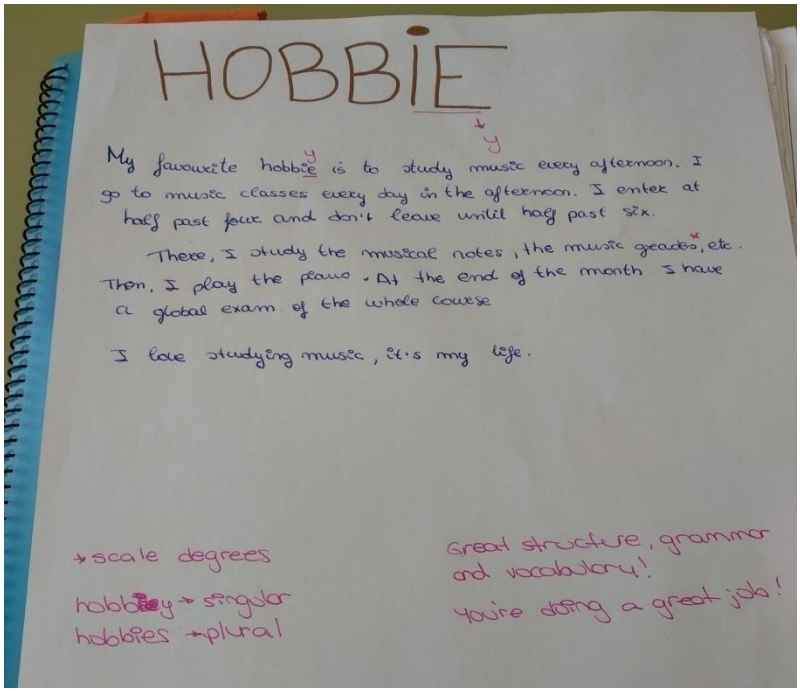
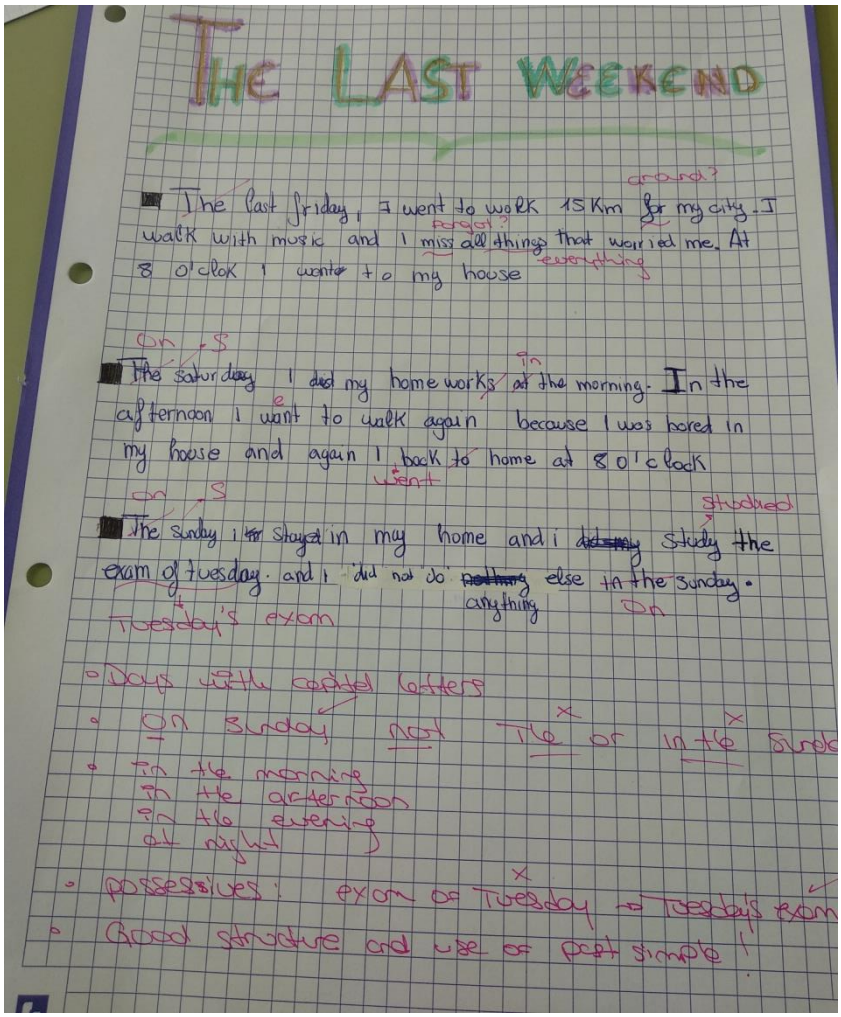


Student C



Student D



THE LAST WEEKEND

The last friday, I went to walk 15 Km for my city. I walk with music and I miss all things that worried me. At 8 o'clok I wente to my house

around? forgot? everything

On S

The saturday I did my home works at the morning. In the afternoon I want to walk again because I was bored in my house and again I back to home at 8 o'clock

in went

On S

The sunday I stayed in my home and I ~~did my~~ study the exam of tuesday. and I did not do ~~nothing~~ else in the sunday.

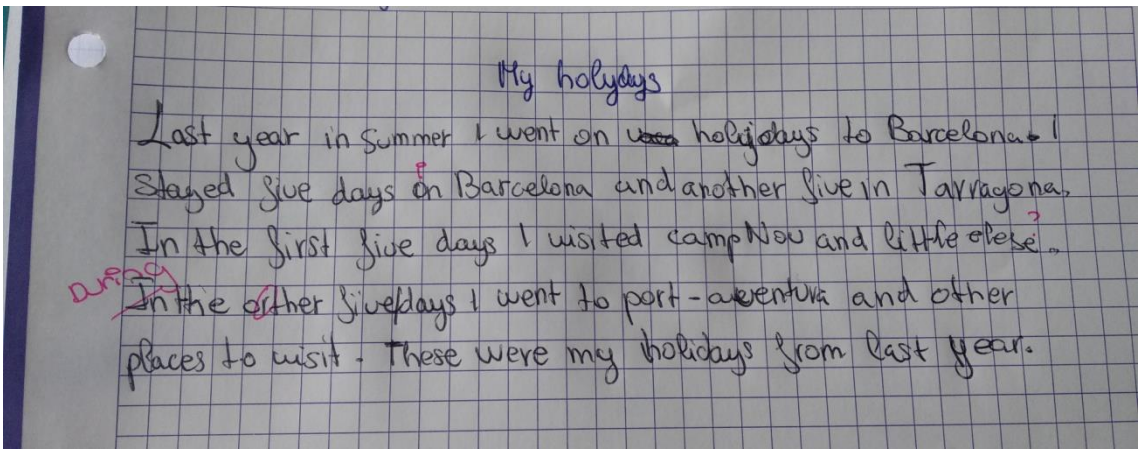
studied

Tuesday's exam

anything

On

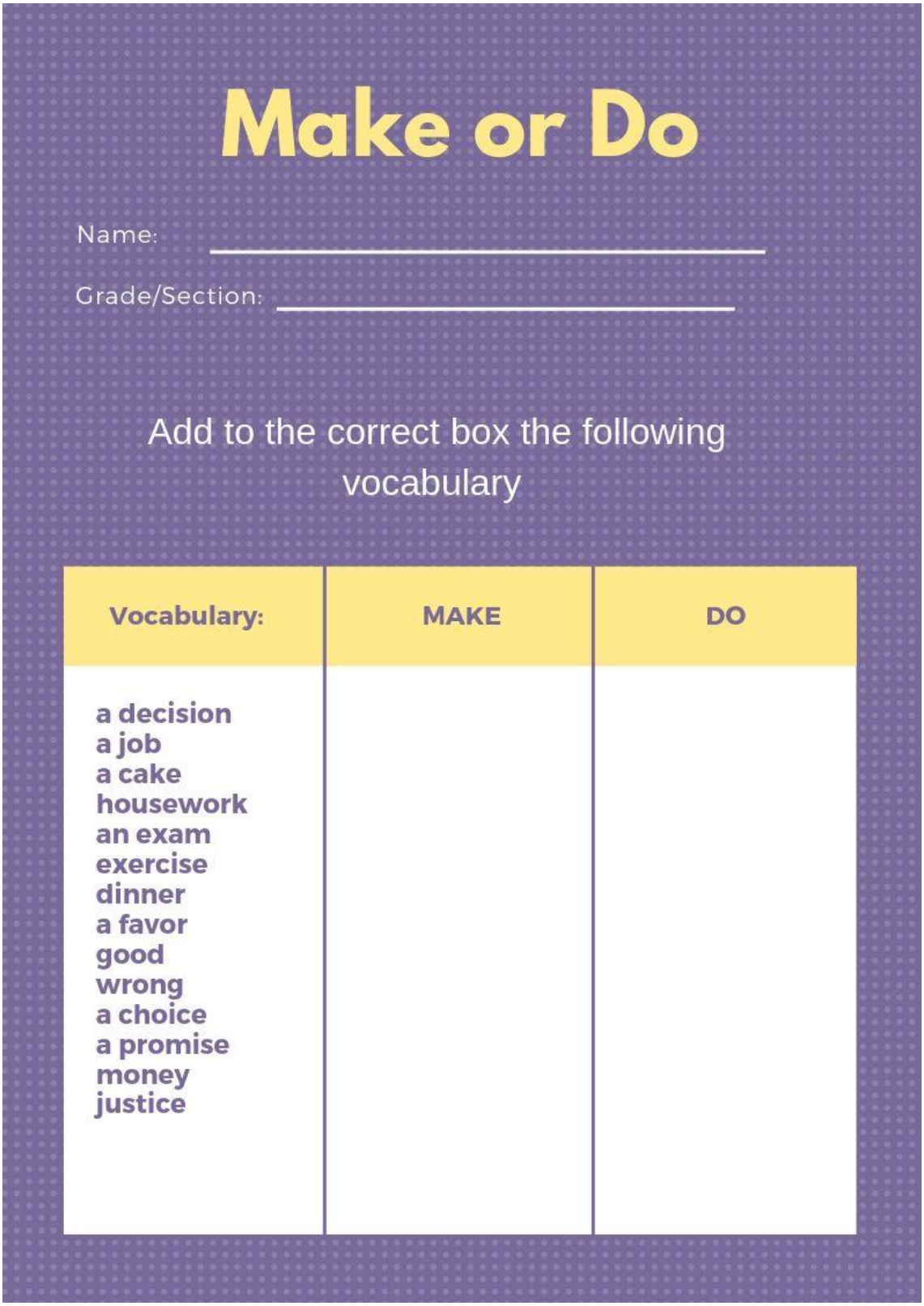
- Days with capital letters
- On sunday not The or in the sunda
- In the morning
  In the afternoon
  In the evening
  at night
- possessives: exam of Tuesday → Tuesday's exam
- Good structure and use of past simple!



My holydays

Last year in summer I went on ~~vaca~~ holidays to Barcelona. I stayed five days in Barcelona and another five in Tarragona. In the first five days I visited camp Nou and little elese. During ~~In~~ the other five days I went to port-aventura and other places to visit. These were my holidays from last year.

Appendix D



Make or Do

Name: _____

Grade/Section: _____

Add to the correct box the following vocabulary

Vocabulary:	MAKE	DO
a decision a job a cake housework an exam exercise dinner a favor good wrong a choice a promise money justice		