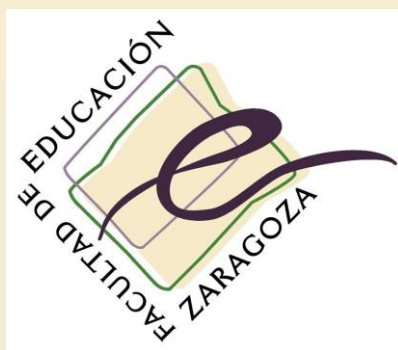




**Universidad Zaragoza**



# **Master Dissertation: The Profession of Teaching English.**

*Master Degree in Education:  
English as a Foreign Language*

**--- Modalidad A ---**

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## **Table of Contents:**

1. - Introduction	2
2. - Why to design a learning unit and propose the introduction of peer-assessment in the Obligatory Secondary Education?	6
2.1. - A learning unit design	7
2.2. - Innovation proposal	11
3. - Critical reflection: relation between the learning unit and the assessment proposal.	15
4. - Conclusions and proposals to the future	20
5. - Works and webs cited	24
Annexes	28

## 1. - Introduction.

Experience is what man obtains from life, and the knowledge provided by this experience is what humans have transmitted to the descendants, centuries after centuries and decades after decades. This service of guidance is what has allowed our species to develop all its wisdom, progress and life improvement. All along the centuries, this vocation has obtained prestige and respect, considering that knowledge is what makes humans different from the rest of the living beings, and so more powerful and clever enough to change some natural rules for their own benefit. Three hundred years before Christ, the Greek philosopher Aristotle understood *experience* as the main source for humans' acquisition of knowledge. He observed that men and women obtained information through the senses, and so, with perception and memorization humans developed their learning process. Nowadays, authors like Pavel Gregorić and Filip Grgić<sup>1</sup> (2009: 30) add *rationality* to experience, in order to explain our more complex process of obtaining information from the world that surrounds us. These facts only come to demonstrate the long life of this profession; at the same time that mankind has always been interested in knowing more about the world and more about the self process of obtaining information from that world.

Teachers, linguists, philosophers and psychologists have worked together in the procedure of the analysis and examination of how humans' brain works. Our history records a series of methods and techniques that have been carried out in the effort of finding the best way of teaching, in order to provide the learner a more pleasurable and effective experience when obtaining knowledge and developing new skills. That is the reason why still nowadays, at the height of the 21st century, scientists and educators keep investigating, proposing new strategies and procedures, and testing the results, so that teachers can adapt to the changes that society undergoes. I, as a future EFL<sup>2</sup> teacher, know that my profession is not just to transmit the knowledge I have obtained during previous years, but more than that, I will continue training myself, learning even more when guiding my students in their learning process. Along this course of preparation as a teacher of English, in the *Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas* in the University of Zaragoza, I have learnt that students are the most important figure in class, and if teachers

<sup>1</sup> Information taken from <http://pavel-gregoric.info/wp-admin/uploads/2009/04/gregoricgrgic-on-empeiria.pdf>.

<sup>2</sup> Acronym of *English as a Foreign Language*.

want learners to acquire knowledge, teachers may adapt materials and contents of the subject, always thinking in the best way in which learners could see themselves as the protagonists, at the same time that they enjoy and understand the subject matter. The educator as an untouchable and quasi-omniscient figure does not function anymore in this new century. The new Information and Communication Technologies (ICTs) provide anyone, even our students, all kinds of data and educational tools that place the educator in a new level. Teachers become guides, sometimes advisors, and their main function is to be “a facilitator” who is “constantly trying out different alternatives” in the students’ process of “learning through doing” (Richards, 2006: 26).

As the role of the teacher has been evolving until becoming an adept that needs to reflect on his or her own professional performance, at the same time that he or she needs to adapt to the reality of his or her class, I understood that in my case, as an EFL teacher:

An approach to language pedagogy is not just a set of static principles “set in stone.” It is, in fact, a dynamic composite of energies within a teacher that changes (or should change, if one is a growing teacher) with continued experience in learning and teaching. There is far too much that we do not know collectively about this process, and there are far too many new research findings pouring in, to assume that a teacher can confidently assert that he or she knows everything that needs to be known about language and language learning. (Brown, 2002: 11).

The author makes it clearer when he refers to a good teacher as a “growing teacher”; someone who does not stop learning at the same time that helps others to learn. For example, as I mentioned before the ICTs, it is really difficult to find nowadays an illiterate teacher in terms of technologies, at least in the use of the computer basic tools of searching and sharing information. However, it is also true that in this case I am referring to those teachers that live in countries without restrictions on the use of internet, and thus, teachers that have free access to computers and online networks. That is to say, as the new technologies emerged, teachers have had to assimilate how to make use of these machines, and they also have had to adapt this use to their subjects, with the intention of motivating and bringing new kinds or up-to-date challenges to their students.

Teachers also have to be familiarized with some terms like “intrinsic motivation”, “method”, “psychological” or “pedagogical perspectives”, between others, because good teachers also need to be informed of the new discoveries and theories that expect to bring improvements to the teaching-

learning experience. In this Master we paid a remarkable attention to *motivation*, and I can see now, that it is important the students' motivation, as well as the "teachers' enthusiasm" (Dörnyei, 2001) to do their work properly. When reading Brown (2002: 12), we understand the importance of "intrinsic" or internal, more than the "extrinsic" motivation (motivation that comes from external rewards). Brown says that "when behaviour stems from needs, wants, or desires within oneself, the behaviour itself has the potential to be self-rewarding [...], and] administered rewards are [then] unnecessary." If we, as teachers, love our profession, and work hard to make a good job, it is highly probable that we will obtain positive responses and better outcomes from our students.

When we speak about a "method", in order to mention other important term related to education, it is important to pay a close attention to its "psychological perspective", as well as to its "pedagogical perspective"<sup>3</sup>. Paraphrasing what the document *Pautas para la elaboración de la programación didáctica en la etapa de educación secundaria obligatoria* (2013: 84) says, teachers may select or adapt methods, paying close attention to their students' level, at the same time that they are provided with meaningful and constructive knowledge that favours communication and autonomous apprenticeship. Instructors should also encourage an affective atmosphere in class, and they have to adapt their procedures to the different abilities and learning skills.

For the purpose of making proper adaptations, teachers should adopt a routine of *reflective teaching*, term that we could read in a Bailey, Curtis and Nunan's article (2001: 37). They claim that there is "a key distinction [...] between *reflection-in-action* (during our teaching) and *reflection-on-action* (before or after our teaching)." So, when the teacher is designing his or her lesson, he or she is reflecting *on* several aspects like the timing and sequence of activities, the appealing aspect of the topics, or the most appropriate materials that he or she may use in order to achieve the main purposes and objectives. This is *reflection-on-action*, and the other kind of reflection is not less important, as it is the kind of reflection that is adopted during years and years of work. The skill to answer to unexpected questions or improvise when the occasion requires it shows when a teacher is well trained, as he or she also dominates his or her subject.

In these days, when we are living a "period of awakening", according to Kumaravadivelu (2006: 59), many English teachers need to readjust their

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<sup>3</sup> Taken from *Pautas para la elaboración de la programación didáctica en la etapa de educación secundaria obligatoria*. (2013: 84).

procedure of limiting their work to give their students grammatical rules and bilingual lists of vocabulary, seeing the coursebook contents as the main aim, when these contents are really no more than *means to achieve the objectives and devices to develop the basic competences*.<sup>4</sup> Brown (2002: 15) says it better when he declares that:

Second language “treatments” may be thought of as [...] sets of learning experiences, designed to target learner needs [...]. For such treatments, the profession offers an extraordinarily large number of options. [...], ranging from controlled (drills, dialogues, reading aloud, display questions/answers, etc.) [...] to free (role-plays, problem solving, interviews, discussions, etc.) Consider as well an abundance of whole-class, group-work, and pair-work activities at our disposal. [...]. It is the teacher’s task to carefully and deliberately choose among [...] many options to formulate a pedagogical sequence of techniques in the classroom.

Then, it is obvious that language learners need to develop the communicative competence through practical, realistic and useful activities, which will be supported by the promotion of a cooperative type of learning. In addition, “it is only by understanding the histories and lived experiences of language learners that the language teacher can create conditions that will facilitate social interaction both in the classroom and in the wider community, and help learners claim the right to speak. (Norton, 2000: 142).”<sup>5</sup>

At this point, I summarize the following stages of my Master dissertation, which will focus on the attainments and shortcomings I experimented during my teaching practice periods in María Auxiliadora School. At the same time I will analyse the learning unit I planned to teach to secondary education students, reflecting on those aspects I accomplished favourably, and proposing new alternatives to the factors that we cannot consider as propitious for a well-structured English class. On the other hand, I would like to mention and inspect closely my proposal to introduce peer-assessment in secondary education, defending the idea that when students are asked to assess partners, they are encouraged to reflect on their own process of learning, and it perhaps is a valuable step to students’ ultimate goal of learning to learn. In the end I will explain the direct connection that exists between that learning unit and the assessment proposal, since the first one precisely comes from the evaluation criteria established in our regional regulations (the

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<sup>4</sup> Translated from *Pautas para la elaboración de la programación didáctica en la etapa de educación secundaria obligatoria*. (2013: 2).

<sup>5</sup> From Kumaravadivelu (2006: 71).

Aragonese Curriculum<sup>6</sup>), whereas the second one reflects on how successful the teaching-learning sequence was, drawing the circular movement of teaching, which starts and ends in the evaluation patterns.

## 2. - Why to design a learning unit and propose the introduction of peer-assessment in the Obligatory Secondary Education?

In the University of Zaragoza, a Master has been designed in order to instruct and show how to teach more appropriately during this new *information and knowledge society*. The Master, which is taught during one course year, has a series of teachers and subjects that are thought to provide future teachers with a set of strategies that will be helpful and which will show to these future teachers the right authors to consult and the best approaches to follow when facing the constant challenges that go hand-in-hand with the education charge. Now that I am finishing this course, I cast my mind back to the first semester and I can gather some important authors like Bernal (2006), and his clear explanations of the official documents, published in Spain, with national and regional regulations. These documents are published to establish an order and unity between the multiple educative centres which are spread all along the Spanish geography. The author helps teachers to understand how schools should be structured and organized, and what the main aims are when elaborating the particular projects of a certain school.

Teachers like David Gimeno Lanuza and Marta Gil Lacruz explained the importance of an active dialogue with our students, based on mutual respect and patience. It is also impossible to forget Pilar Teruel Melero and her recommended readings about important aspects like “flexibility”, “clarity” when explaining any point to our students, and the significance of positive feelings in class, between others. Some of the authors she showed us were Bisquerra (2012), Gardner (1983) and Rojas Marcos (2005). Other teachers were Javier Sarsa Garrido and Loreto Martín Ortega, who discussed themes like

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<sup>6</sup> ORDEN de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. (BOA 1/06/2007).



“motivation”, “classroom climate” or the “Pygmalion Effect”<sup>7</sup>. And finally, in that first semester, Violeta Delgado Crespo was the responsible for introducing us to all the theory and history that surrounds the world of Teaching English to Speakers of Other Languages (TESOL).

Our second semester focused completely on our specialty, which is English language. This period has moved around the main goals that were the study and the development of several skills and strategies to plan and design a learning unit; a unit that was implemented during the second teaching practice period. We also could observe the importance of evaluation and assessment procedure in the education process. Those are the main reasons why I have chosen the unit plan I designed for 3<sup>rd</sup> grade ESO students, and also my proposal to introduce peer-assessment when correcting writing assignments. I prefer to explain these two works in details, because they are the most useful pieces of the whole Master, in the sense that I have learnt much more with them, since they were the basis for my “learning through doing”<sup>8</sup> experience. In that way, perhaps these two works will help me in my future professional career, because it will consist precisely in the design and adaptation of the lessons I will teach. And, as I could see the importance of peer-assessment or self-assessment to promote students reflection on the most important aspects of the subject, learners may pay closer attention; and this kind of evaluation may bring about an improvement in the task of teaching learners how to study in a more appropriate way. In the following sections of my dissertation, then, I will describe the learning unit I conceived, and also the design of the assessment tools that appear in my evaluation proposal.

### **2.1. - A learning unit design:**

In our second semester, we, Master students, had to go to a school, and we had to teach a learning unit designed with our own ideas, trying to be original and enthusiast to generate an atmosphere of constant communication in class, and of course, communication in English. The vast majority of my colleagues could

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<sup>7</sup> Pygmalion Effect is a phenomenon described by Rosenthal and Jacobson (1968) which shows that “teacher expectations influence student performance. Positive expectations influence performance positively, and negative expectations influence performance negatively. ” (Taken from <http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/pygmalion> ): Seen in June 17<sup>th</sup>, 2014.

<sup>8</sup> Expression taken from Richards (2006: 26).



see that it is not so easy to make students speak English, and even more when they are not accustomed to a series of activities which promote speaking tasks and collaborative work.

When I decided to start planning my learning unit, I got in contact with my mentor there in the school. Her name is Ana Mar Caballero, and the institute is María Auxiliadora School, a centre which is located in San José neighbourhood, in downtown Zaragoza. I, then, met her in order to know the contents I had to teach, and she gave me the coursebook she used to employ in her classes with students of 3<sup>rd</sup> grade of secondary education. In our Master classes, we were alerted not to use textbooks to the extent possible, because of the importance of looking for authentic materials that bring students closer to “real” English, and do not continue with the simplified contents of their books; simplified at least in its listening and reading exercises. However, I, as an inexperienced teacher, needed to take some contents from the students’ book<sup>9</sup> (Annexes 3 and 4), combined with materials and ideas I spotted in the world-wide network (Annexes 5 and 6).

The importance of an ESL<sup>10</sup> teacher being able to make his or her own lessons is supported by Bailey (Bailey and Nunan, 1996)<sup>11</sup> justifications which are:

1. [To] serve the common good [: ...] an issue raised by an individual student was thought to be worth pursuing because it would benefit the whole class.
2. Teach to the moment [: ...] the teacher [...] pursues an issue likely to be of particular interest to students at that moment.
3. Accommodate students’ learning styles [: ...] the teacher decides to incorporate [...] explicit grammar instruction[s] since the learners have a preference for this mode of grammar learning.
4. Promote students’ involvement [: ...] the teacher [...] gives students more time to work on an activity that they have shown a high degree of interest in.
5. Distribute the wealth [: ...] the teacher keeps one student from dominating the class time to enable the whole class to benefit from a learning opportunity.

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<sup>9</sup> Howarth, P. and Reilly P. (2011) *Interface 3. Student’s Book*. Ed. Macmillan (Unit 9).

<sup>10</sup> Understood as English as a Second Language.

<sup>11</sup> From Richards, J. C. and Bohlke, D. (2011) *Creating Effective Language Lessons*. New York: Cambridge University Press. pp. 3-40.

In that sense, what Bailey suggests is to have a beforehand plan which considers our students' particular necessities and inquisitiveness, because these kinds of lessons will be better aligned with our class peculiarities. At the same time, as we reflect on aspects like "openings", "sequencing" or "closing" activities (Richards, 2011: 9-11), lessons are better organized and have more sense for the teacher as well as for the learners. The design of lessons also helps to "reflect-in-action" when students behave differently as we expect, now that we have worked previously on the contents, and it would be easier to readapt the lesson on the fly.

My classes were thought to have interesting contents. They try to reflect the variety of language skills that students have to start putting in practice in secondary education, showing the diversity of their experiences and cultural sensitivity. The main aim is to teach learners to communicate effectively in English, introducing clear linguistic contents that they could practice in class. I tried to give a global perspective, trying to give the learners a set of integrated competences (morphosyntactic, pragmatic, procedural and intercultural), according to the AC. I promoted the active conversational participation in class, following the communicative approach and the task-based methodology, although there are some factors of what we know as multi-strand methodology. There are some activities that promote the interaction in class, through games, conversations, interviews, etc.

The methodology also tries to be flexible, in order to adapt to the particular necessities of every student. It is not exclusively centred in grammar-system model. I emphasize the communicative aspect of the language. Students must be active learners, and they have to be constantly participating, making use of the four skills.

There are some exercises to practice the grammatical-lexical apprenticeship. I also promote whole group participation and debate in class, and speaking strategies and techniques are taught meanwhile they practice in conversation tasks. The unit is thought to be taught during six hours, making use of their textbook, PowerPoint presentations, videos and information taken from websites, teaching them how to communicate in English, since speaking and comprehension skills are the most important aspects when learning any language.

During my practice period I witnessed how difficult it is, at the very beginning of this professional career, to adapt textbook contents or just to create

original lessons which captivate learners, at the time that help them to learn and practice English language more appropriately. I should study current curricular regulations, and apply what they prescribe on the contents, objectives, key competences and evaluation criteria sections. I also had to promote the communicative competence, trying to bring them the opportunity to gain some *fluency* when speaking English (Brown, 2002: 13); so I needed to pay close attention to what CLT and TBLT<sup>12</sup> approaches suggest, and following Willis (1996) task-based model<sup>13</sup> (Annexe 7), I planned some activities like an interview in which students had to work in pairs (Annexe 1). On the other hand, in order to introduce the unit grammar point (the *passive voice*), I firstly chose to teach it *inductively* (Ellis, 2006), with the aim of generating a more active students participation (Annexe 2). In this lesson, the different cognitive styles (Richards, 2011: 29-30) were taken into consideration too, because kinaesthetic and visual styles were clearly applied.

To sum up, during my teaching practice period, I could check what Richards (2011: 38) said about lessons planning:

There are no simple formulas [...], because what constitutes an effective lesson will depend on many factors, including the content of the lesson, the teacher's teaching style, the students' learning preferences, the class size, and the learners' proficiency level. A lesson plan will reflect your assumptions about the nature of teaching and learning, your understanding of the content of the lesson [...], your role in the lesson and that of your learners, and the methodology you plan to implement (for example, cooperative learning, process writing, or a communicative approach).

As I could teach the same unit to two different groups, I saw that every group represents a particular entity, and that it is not the same to teach at an early hour than at a later one. Many factors are constantly reshaping our behaviours and attitudes, and that is the reason why flexibility and resilience are some of the best qualities that a teacher must possess.

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<sup>12</sup> Understood as "Communicative Language Teaching" and "Task-Based Language Teaching".

<sup>13</sup> From Oxford, E. (2006). "Task-based language teaching and learning: An overview". *Asian EFL Journal*, 8(3), pp. 94-114.

## **2.2. – Innovation proposal:**

Recalling Victoria Gil's subject about evaluation and innovation, we had to work in groups and think in any change we considered that secondary education students need in order to improve their ways of learning, and their outcomes, in consequence. My team mates were Estíbaliz Gregorio, Raquel Lanuza and Clara Vitoria. We were a team that had to pay attention to something that, in our consideration, was not conducted in a completely good way in Spanish secondary schools; in general terms. We realised that when students write any composition, the teacher corrects them, giving the right answers and indicating a mark. Students only see that mark and do not pay attention to their mistakes, so they do not improve their writing skills, and we conclude that they need a distinct sort of *feedback*. As Peter James states<sup>14</sup>: "learners know they make mistakes, but of course, they do not know where the mistakes are, they do not know the importance of their mistakes and even when this is explained, they repeat them."

We had not enough time to implement our type of writing correction during our practice period; but Clara Vitoria tested the new alternative with two of his private tutored pupils, 1<sup>st</sup> grade ESO students, and we could see some improvement, and also their self-awareness of own mistakes, during the process.

Our main intention is to make learners participant of the process of correction by means of peer-assessment. We created a marking code to correct their writing activities indirectly, and later a checklist and assessment rubrics (Annexes 8, 9 and 10) for the peer-correction procedure. The testing process had three parts. In the first one, teachers may use those tools I mention previously to evaluate students' writings. One or two weeks later we ask students to write another composition with a different topic, but following the same main objectives and grammatical structures, so then, taking the previous assessment results as model, learners will correct a partner's writing. A third writing activity will take place a week later, with the aim of checking if they have improved their writing skills.

The writing compositions had to be related to personal past events, so that they had to use the past simple tense. The first exam showed that the two

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<sup>14</sup> Taken from the webpage:

<http://dspace.bracu.ac.bd/bitstream/handle/10361/128/Giving%20feedback%20and%20correcting%20errors%20in%20ESL%20classroom.PDF?sequence=1> (Seen in July 6th, 2014 ).

students did not show a clear distinction between regular and irregular verbs, and they had many orthographical mistakes. They also did not establish a clear structure of the whole text, with introductory sentences, or linking words to indicate connections between phrases or simply to mark the end of the composition. In the second stage of the process, when the teacher explained that they had corrected each other's writing, they were monitored and were helped in order to resolve queries. After peer correction, teachers may collect the exams and revise if the correction process was carried out favourably.

After carrying out the three exercises and their correspondent assessments, we expect that our students will be able to:

- Produce coherent and cohesive texts,
- organise well-structured texts,
- use a wide range of vocabulary,
- use the appropriate register,
- complete the task on time,
- use an accurate presentation,
- produce the text within the requested number of words.

The writing activity of both students, which we decided to call "Student A" and "Student B", in the first exam reflected that they sometimes did not discriminate whether to use present or past simple, and in some occasions students misspelled the past form or irregular verbs (e.g. *\*sleept*) and other times they were not able to distinguish between regular and irregular verbs (e.g. *\*eated*). In their exam students omitted subjects in many occasions, and regarding the use of prepositions, Student A chose the wrong preposition (e.g. "We passed my dog *\*for* the swimming pool"), whereas Student B omitted them when they were needed, between some other mistakes.

In the second exam or stage, students had to write a similar writing activity. Once the exam was completed they were explained that they had to correct each other's writing activity by means of the same evaluation procedure that we had used to correct their previous exam. Students were monitored during the process, and were helped when they had doubts. After peer correction we collected the exams in order to revise whether students did it properly or not. After students marked the writing activity with the indirect assessment tools they were given, they showed improvement in timing, better use of prepositions and words spelling. In this second stage, there were many errors that were not corrected by their peers. However, the teacher in charge was able to let them know the missing elements for correction. With this

proposal we intended to achieve students' reflection on their writing mistakes, so our aim was not to provide them with a certain mark, but to check their progress in the activities proposed.

In the third stage of our proposal that took place a week later, we provided students with another writing activity to assess the same learning outcomes. In order to see if they assimilated the writing conventions explained in class this activity was also slightly different. Students had to write about their last weekend experience. With the data collected after correcting this last set of activities we could prove that our peer correction proposal was effective.

After carrying out and correcting the third exam, a clear progression has been demonstrated. Both students have taken into account the recommendations given by their peers and the teacher. During the whole process, the teacher has been not only monitoring students' performance but also explaining doubts and pointing the missing aspects that students did not correct. There were a few errors which we did not take into account while correcting the writing activities given that those grammatical structures were not explained previously in class.

It is worth mentioning that the correction carried out by students took a fair amount of time which may be seen as a drawback. However, the fact that this assessment process took a long time, made students reflect in depth on their mistakes as it is shown given the results of the third exam. Although there are still some aspects that need to be worked on, we believe peer correction can be a good tool for assessing students' progression when the circumstances are favourable.

As there were mistakes when correcting the partner's writing too, the teacher explained the wrong elements of their corrections. As we did not provide them a mark, but check their advancement during the process, we intend to reduce the *affective filter*<sup>15</sup>. One week later students had to write a last composition, where the teacher assessed the same outcomes. After correcting this last exercise, an improvement was clearly observed (Annexes 11 and 12). In that way, it is demonstrated that when students reflect on their own process of learning, and writing in this case, they start being aware of the errors, and try not to repeat them in following occasions. What we do not know is how would the results be if we implement this technique in a whole class with twenty or

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<sup>15</sup> "Affective filter" is a Krashen's term (Krashen, 2013: 4) that refers to those student's negative feelings which block the learner's "openness" to the input.



more students, but that is a risk we can afford in our future classrooms, now that it may bring new opportunities for the learners to consider some aspects of their talents and capabilities to reach what the teacher expects from them.

Our plan will evaluate if our students are capable of producing coherent and cohesive texts, if texts are well-structured and they use a wide range of vocabulary. The presentation (handwriting and neatness) will be taken into account too. As we thought on it we wonder:

- 1- Would students be prepared for this kind of assessment?
- 2- Would students know how to correct their peers' exams properly if the teacher has previously marked them indirectly (marking code)?
- 3- Would students be really objective in their marking process?
- 4- Would the teacher be able to create appropriate materials so that learners can make a good use of them?

As we did not have enough time to put this process into practice the results with entire groups of secondary school students will be assessed. As I said, we want to reinforce the role of the exam as part of the learning process, so that students would be aware to develop an interest in their own learning process.

We believe that thanks to the implementation of this proposal, students were more aware, not only of their own mistakes but also of peer mistakes. Students were also able to reflect on the contents of the subject, and also the learning process.

Before carrying out this proposal we were dubious on whether students were prepared for this kind of assessment or not, because we thought they could not manage to pay attention to all the details within the three evaluation tools. However, with the adequate monitoring we have been able to demonstrate that students could use the assessment procedure in an effective way. One of the main worries we had before carrying out the correcting process was if students could use the assessment procedure in an effective way, and if they could be really objective, but since the three assessment tools were designed to be used in an impartial way, students did not need to apply their personal criterion. The fact that the writing activities were corrected by students' peers reduced the amount of tension to which students are exposed to when the teacher is in charge of the marking process. In one of Krashen's hypothesis he claims that a low level of anxiety facilitates success in their learning process in English as Second Language classroom.



As we could not implement this proposal in our assigned schools due to timing factors and we had to carry it out with only two learners, we cannot assure that it would be effective within a classroom with many students. Unfortunately, this is the situation which we may encounter in a future. The fact that not only peer correction but also the assessment tools which have to be used were new for students, made this practise to be time consuming. Therefore, we believe it is a long process to be done efficiently.

### **3. – Critical reflection: relation between the learning unit and the assessment proposal.**

In my Master studies, I have seen a lot of new terms like “curriculum”, “syllabus”, “methodology”, “approach”, “learning strategies”, “intended learning outcomes”, “background knowledge”, “integrated skills” or “the monitor hypothesis”<sup>16</sup>, between many others. However, apart from taking most of them into account, there are a few which we consider as essential in any classroom, and more concretely in English classes. One of the ideas that I have kept as really important to learn English language, for example, is the promotion of what Kagan (1994) calls “cooperative learning” (CL).

The reasons to use CL in EFL classes are as simple as it promotes communication between the participants. As Finney (2002: 69) states, “language is communication, and as teachers we must develop in our learners the ability to communicate effectively [...]”. And she wonders: “But is it possible to *teach* a language within the four walls of a classroom?” I think the same as she does, it is not possible. That is the reason why we have to discover different alternatives which help students to learn how to learn, and we also have to awaken their curiosity to keep their thirst for keeping on learning.

CL could give more opportunities of interaction, and in that way it helps to develop the so important communicative competence. My proposal of introducing peer-correction in secondary school classes follows Kagan’s ideas of making students more active figures in class. When we ask them to participate in the correction task, and we work to reach an agreement when setting students marks, they may feel more responsible when studying; and

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<sup>16</sup> The “monitor hypothesis” (Krashen 2013: 2)

apart from that, they could see that as they study more and reflect on their mistakes, they will obtain much better results in their class-time outcomes, as well as in their exams. As in the peer-assessment method, the learning unit I designed for teaching in my practice period follows this cooperative dynamic of working in pairs, small groups or debating with the whole class (Annexe 13). Through some tasks I designed with communicative purposes, learners had to cooperate with others, and not just to work individually, filling gaps. The use of TBLT method in class is thought to make students to interact, through meaning exchange, to attain a goal<sup>17</sup>. As Kagan says, supported by Krashen's ideas, this method reduces the *affective filter*, now that there is lower anxiety, students cooperate more, and do not compete, because there is more peer support and sense of belonging. Brown (2002: 16) advises the promotion of cooperative learning, and he impels: "Direct students to share their knowledge; play down competition among students; get your class to think of themselves as a team [and] do a considerable amount of small-group work." He also relates the cooperative attitude with the assessment procedure: "[There is an] increased emphasis on ongoing assessment of students' performance as a course progresses, or, what has commonly been called *formative evaluation*. With the advent of techniques for performance-based assessment, portfolio development, oral production inventories, cooperative student-student techniques, and other authentic testing rubrics, we are quickly developing the capacity to provide an ongoing program of assessment throughout a student's course of study. (Brown, 2002: 17).

When I recall the entire Master "journey", I can see that when I started it, I had no idea of all the science that is hidden behind the profession of teaching. When I was a simple student, I thought teachers knew many things and they went to the class to repeat it all like a parrot. Now, at the end of the Master I can see that a good teacher is much more than a person who trains you in a particular ability. Behind teachers' methods, there is a large group of investigators, psychologists and sociolinguists who want to analyse the complex teaching-learning-evaluation process, in order to innovate and bring as much progression as possible. I also remember that evaluation periods were seen as the worst part of the academic year, and still nowadays students do not see their mistakes as part of their learning system, as we have learned here in the Master. Richards (1984: 25)<sup>18</sup> states that:

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<sup>17</sup> Taken from <http://coerll.utexas.edu/methods/modules/speaking/03/> : Seen in June 18<sup>th</sup>, 2014.

<sup>18</sup> From Finney (2002).

Our profession has evolved a considerable body of educational techniques [...and] an approach may be crucial [...] if we are to develop a more rigorous basis for our educational practices.

I witnessed during my “practicum” sessions that there is still many aspects to improve in the English classes. The textbook and the workbook should be less used, because I consider that if we limit our possibilities to read a book and to fill the workbook, one never searches for new and better strategies. I support the idea that the textbook is useful sometimes, and some of its contents can serve as a basis for other kinds of activities. The teacher, in order to transmit passion and energy to his or her students, has to feel that love for the subjects he or she teaches, and he also must be an active and passionate worker if he or she wants learners to behave in that way. School teachers many times complain about the learners’ misbehaviour, but they are not aware of the fact that many times these behaviours are the result of our attitude towards pupils, and also a result of what we expect from them. That is the reason why we should be positive tutors, we have to trust our students, and they need to be given some opportunities of showing their own passions in class. Curriculum states several norms for us to follow, but at the same time they are so flexible and open, that they give instructors enough freedom to remodel contents and procedures, so that students can attain the expected knowledge.

When I was in María Auxiliadora school teaching my lessons, I saw sometimes that students, instead of speaking English, prefer to speak almost all the time in their mother tongue, and I think that maybe they are not given enough opportunities to practice the target language. I listened, from other Master colleagues that their students were well prepared, and that their learners answered in English all the time. Thus, I could see the importance of being an active teacher, an up-to-date teacher, and an enthusiast professional, because the difference in learners’ attitude mainly depends on it. Third course secondary school students from one school and from the other have the same average capacities, but different teachers.

It is our responsibility to build hard workers and successful future citizens. English is nowadays the most important global means of communication, now that it could be considered as the current *lingua franca*. Here, in Aragon, the legislative documents centre their attention in the role of the teacher when training students in order to provide them a series of competences to communicate with any person all on the world.

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The Aragonese Curriculum (AC)<sup>19</sup> states that English teachers may establish a core idea of teaching this second language centring the attention on the communicative competence. Students should be English speakers; this is the main aim when learning any language. So, learners learn properly when they acquire the intuition to understand the language in the interactive context. This regional document divides four blocks of general competences, which are: the morphosyntactic competence, the pragmatic competence, the procedural and the intercultural ones. These competences follow the sociolinguist Hymes concept of *communicative competence* (1972), which at the same time follows the Communicative Approach method that conceives language as a mere tool to achieve many other goals, more than learning grammar or lists of vocabulary. Hymes's summarized them into the linguistic skills, pragmatic and sociolinguistic skills. *The Common European Framework of Reference for Languages* (CEFR)<sup>20</sup> also considers these skills as the most important aspects when learning, or better to say 'acquiring' a language.

The concept of 'acquisition' of a language, instead of 'learning' came in the 1980s with the comprehension-based approach developed by Krashen, the linguist who was influenced by Chomsky's theory of the humans' innate ability to acquire the mother tongue. Krashen (2013) says that we *learn* language when studying its rules and grammar, but the most important aspect is the *acquisition* of it, although we are always based on a subconscious 'monitor'<sup>21</sup> or 'editor' that tells us if we make a mistake when exposing language either orally or when writing.

The AC also insists in the use of several and different sources, in which Information and Communication Technologies (ICTs) play an important role. The new technologies are tremendously useful to find authentic articles, interviews and a series of documents that surely will motivate our students; always the teacher uses them properly. They also allow us to speak with people from other countries, and then practice the language in real contexts of communication.

The general competences could be acquired thanks to a set of contents that must be seen as a means to communicate and never as an end in them, as I

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<sup>19</sup> ORDEN de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte, por la que se aprueba el currículo de la Educación secundaria obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón. (BOA 1/06/2007).

<sup>20</sup> CEFR is a document elaborated by the Language Division of the Council of Europe in 2001.

<sup>21</sup> The "monitor hypothesis" (Krashen 2013: 2)

mentioned previously. On the other hand, these contents will be determined by the objectives or purposes that the teacher follows. The teacher will design his or her contents and activities, expecting that students practice and acquire these basic competences that will help them in their development as autonomous learners. So, in the Master I have learned how to design a Year Plan, being clear about the main objectives of my subject and never losing sight of the most important skills we want the learners to develop.

The AC also shows which topics could be related to the ethical education that any citizen may know in order to live respecting other people and the environment. That is what we call 'cross-curricular' characteristics of a good year plan of teaching. As we can read in the text that the University of Zaragoza created to prepare the future teachers (*Pautas para la elaboración de la programación didáctica en la etapa de educación secundaria obligatoria*), these topics are: the education for tolerance, for peace, coexistence, interculturality, same conditions for men and women, respect to the environment, education for health and sex, and education for respect in the road and how to consume responsibly. And all these aspects may be included in our activities in order to make our students to reflect in them, and to activate their questioning point of view, at the same time that we mediate in their discussions instilling respect to others' opinions.

Although teachers have to be flexible and be adapted to the circumstances and personal characteristics that exist in their classrooms, once we have helped our students to catch the knowledge, we have to evaluate them following some criteria that have to assess those objectives we had previously, which were the basis of the contents we taught in class. In the *Orden de 26 de noviembre de 2007 sobre la evaluación en Educación Secundaria Obligatoria*, these criteria are considered as the 'trigger' to those objectives we set out at the beginning. Therefore, from the very beginning, we need to bear in mind those precise aspects we will assess, because in that way we will act following them and the results will be more accurate and fair.

Other of the most useful skills as a good English teacher I obtained during the Master course is the clear raising awareness of the necessity of adapting the class materials, more concretely the coursebook, and provide our students the same contents with more attractive lessons that motivate them to continue learning, to enjoy lessons, at the same time that they are more in contact with real English, through authentic materials, that, as I have said, nowadays are really easy to find on the internet. But, apart from speaking about

what the best method is, whether it is more useful the Communicative Language Teaching (CLT), or a Task-Based Language Teaching (TBLT), we live nowadays in what Kumaravadivelu (2006) calls the “postmethod pedagogy”, giving more importance to what are known as “approaches”, and the design of proper syllabuses that focus on non-prescriptive and adaptable materials, being always centred on the students’ necessities and particular abilities to catch the information and to create their own schema of communication. When we investigated on peer-correction, one of the characteristics which make peer assessment or “assessment for learning” so attractive is the collaborative aspect of this procedure. Students, when reflecting on their own process of learning, know what those aspects that they need to strengthen are. Through the correction of their partners’ writing assignments, they are aware of their own mistakes, and thus they could learn strategies to learn or acquire the language in a better way. This also develops their capacity to evaluate and analyse, and thus they obtain a critical vision which will help them in any field of their lives. To finish, I could establish a connection between the unit plan and the proposal of “peer-correction” justifying that different types of evaluation are part of the units design. Integrating the diverse skills, at the same time that teachers combine several evaluation tools to obtain conclusive marks of the subject, could represent the result of a collaborative work between teachers and the whole class.

#### **4. - Conclusions and proposals to the future.**

In order to conclude this Master last work, my dissertation, I can say that I have learnt many new theories and concepts I had no idea that existed. I decided to study the *Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas* in order to have more opportunities when searching for a work as a teacher, but I never thought it would teach me so many new conceptions of what the profession of teaching really is. All the authors we had to read during the year: Brown (2002), Ellis (2006), Finney (2002), Harmer (2003), Hymes (1972), Kagan (1994), Richards (2006), and Willis (1996), among many others, and those we had no time to see during the course, are philosophers of the profession of teaching, and more accurately in the labour of teaching English as a foreign language. Thanks to these investigators and my teachers, I can see now the importance of passion, respect and empathy in this profession, because of the constant direct contact we live day after day with our students. Precisely, those



teachers I had during my pre-school, secondary school or during the university studies, who I admire, are the teachers that were well-organized, and those that had a pleasant and cheerful character. Those are the teachers I will always remember, and that is precisely the kind of teacher I would like to be.

Apart from being “the change we wish to see in the world”<sup>22</sup>, and being an example of what new studies set as more positive and effective procedures of teaching, I also want to be able to transmit the contents in the way that students understand them better, at the same time that they do not feel the pressure of the exam, or the obligation of going to school. It may sound utopic, but I am optimist, and I could see that those teachers I had, who were “charismatic” people, were highly respected and loved by their students, although I have to acknowledge that they perhaps taught us some other aspects that were not directly related to their subjects. They preferred to teach some universal concepts of life, like the beauty of art, or the eternal hesitating feature that characterizes human beings. Maybe these teachers were more in line with my way of being and my curiosities. Good teachers should remodel their personalities and be able to adapt to different situations and different students, never putting aside their authentic being. I have heard many times, during the Master classes and during the practices period, that every person is different, that every group is different, and even every course year is different, and so to teach is to readapt our materials all the time, but I think that there is a common and special essence between us, and a good teacher knows how to win his or her students heart and attention.

Not everything is written and discovered yet. Educators had to keep improving their ways of teaching and evaluation, with the purpose of obtaining better outcomes from learners. Teachers never stop learning and training themselves in the profession of instructing pupils. Besides, we never have to forget that the protagonists are always the students, and that we have to give them the opportunity to select the best of several ways to learn any point. Although I know that there are some teachers who do not like the new technologies so much, I, particularly like to use them for some purposes like elaborating an online glossary between all students, through a “Wikispaces” page, for example. Web-Quests are also really engaging for students. If we know how to use these tools, they could be absolutely effective to attract learners’ attention and to motivate them to accomplish some tasks. Carrying out diverse kinds of tasks and checking the learners’ responses, we can incite an

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<sup>22</sup> Famous Mahatma Ghandi’s quote.



intrinsic motivation to go to school and to obtain good results during the courses.

Reflection is a really important aspect that I learned during the Master, and I support the idea of making students to reflect too on their own process of learning, either through self-assessment tools or peer-correction procedures. Teachers have to reflect on what contents take from the coursebook, and others that are not necessary or that are poor for their students, for instance. There must be also a constant search of authentic and attractive materials, either on internet or on other books or magazines.

Considering that the most important skills, in order to communicate in a foreign language, is to understand the interlocutor and to be understood. English teachers may give constant opportunities of listening and speaking English. In my consideration they should be the primary skills in class, carried out either under the CLT or the TBLT approaches, or both of them combined, or even under one's own ideas of creating communication in class. It is essential to provide them with several occasions to practice the language.

When I designed my learning unit, I had to confess that I did not have enough time to plan really original, attractive and completely based on communication lessons. So, that is one of the proposals I get for my future professional career. I really want to put all this theory into practice when working, and check the results; at the same time that I reformulate my planning for obtaining even better learners' outcomes.

Now I would like to add to my conclusions a self-assessment checklist that evaluates part on my achieved and not at all achieved goals during the Master experience.

Important aims during the Master practices	Fully achieved	Partly achieved	Not at all achieved
Ability to integrate skills and competences in my Learning Unit Plan		X	
I was able to present students with real communication situations			X
Creation of a large variety of tasks situations and texts during my learning unit implementation		X	
Use of authentic materials (adequate for learner age) have been used		X	

Selection & sequencing of contents is determined by communication needs in my Unit Plan			X
Learner reflection is promoted (through my proposal project)	X		
Learner responsibility for own learning process is promoted (cooperative & collaborative work)		X	
Evaluation is seen as a learning activity (through my proposal project)	X		
Evaluation is conceived as requiring previous negotiation between tutor & learners (in my proposal project)		X	
A global methodology is implemented to deal with subject matter as integrating several competences, a methodology that pays attention to the learning process, to diversity and fosters learner participation in the teaching & learning process		X	

Summarizing, I recognize that during my time in this Master of the University of Zaragoza I have learned many aspects related to the world of education. I also discovered a great number of alternatives and original tools to improve English classes and methods of evaluation. I had the opportunity to meet many professionals who are deeply involved in the educational practice and investigation. I have learnt to improve my “mise-en-scene”, and step by step I started to be less shy when speaking in front of the class. I would like to express my gratitude to all of my classmates and teachers, and also to all the professionals I met in María Auxiliadora School. My main objective is to practice an endless learning experience during my role as a teacher, and I want to try to implement many of the innovative ideas I carry within me after this experience. I hope to bring to my students the opportunity to really acquire skills to speak and understand English, and also to afford them the nice experience of growing as authentic human beings.

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# Annexes



## Annexe 1:

**Time and Date:** •12:05-12:55 hours  
(27/03/2014)  
•13:00-13:50 hours  
(28/03/2014)

**Grade:** 3º B/A ESO

**Unit of work:** Music is loved!

**Number of students:** 15

**Title of lesson:** Interviewing a star.

### Learning objectives:

- To identify words and structures when listening someone speaking English.
- To provide information about people.
- To deduce or guess solutions, from some information they are provided with.
- To agree or disagree with someone's statements.

Activity:	Time:	Procedure:	Materials:
<p>1- <u>Speaking (Task 1):</u></p> <p>a) <u>Pre-Speaking:</u> I play a video (an interview to a famous singer), and students have to organise some lines that I have extracted from the transcription. (See Appendixes).</p> <p>b) <u>During-Speaking:</u> Later, students will work in pairs, and I explain the following exercise. I give one of them a picture. His or her partner cannot see who the famous artist that appears on the picture is. They have to talk. The student who has the picture has to provide clues to his / her partner, and the other student has to ask questions, and try to guess who the hidden character is.</p>	50'	<p>- Teacher-Student interaction.</p> <p>- Class discussion.</p> <p>-Student-Student interaction.</p> <p>-Teacher is monitoring in order to check if the students are talking in English and if they are making a correct use of the new expressions. He or she also provides his or her point of view in order to participate in their conversation and to perform a nearer figure to his / her students.</p>	<p>- Digital board.</p> <p>- Sheets of paper with the video activity.</p> <p>- Famous singers' pictures.</p> <p>-Sheets of paper with expressions to agree or disagree in English.</p>

c) Post-Speaking:

Then I provide them some vocabulary to agree or disagree when talking English. (See Appendixes). And once some of the students read aloud the list of expressions to agree and disagree in English, they have to talk again with the same partner, and using these expressions one of them say if he or she likes the artist that appeared on the picture they had before. The other student has to agree or disagree and he or she has to provide the reasons why he or she likes or dislikes that famous singer.

⑨ **Annexe 2:**

**Learning objectives:**

- To deduce how and when building a passive structure when communicating in English.
- To learn how to work cooperatively with their partners.
- To know how to ask and answer questions.
- To discriminate sounds in English and learn how to pronounce them.

Activity:	Time:	Procedure:	Materials:
<p>2- <u>Grammar</u>:</p> <p>A) Ask three students to come to the front of the class and give each of them a cardboard. All of them together form a whole active sentence. Student One has 'MANY PEOPLE' written on his cardboard; student Two has 'WATCH', and student Three has 'YOUTUBE'. They are going to be arranged in this order, from left to right: S-V-O, letters that appear above the words. S (understood as 'subject') above 'MANY PEOPLE', V (verb) above 'WATCH' and O (object) above 'YOUTUBE'. I ask one of the students of the rest of the class to read the sentence aloud. Then I say <i>that it is a sentence in active voice</i>, and I ask <i>whether they know how to transform the sentence into a passive one or they do not</i>. Once I check their previous knowledge I ask the students who are stood up facing the class, to turn the cardboards and show what is written on the back. Student One has 'BY MANY PEOPLE', student Two 'IS WATCHED' and student Three 'YOUTUBE' again, but they have to rearrange the sentence,</p>	20'	<p>- Teacher-Student interaction.</p> <p>- Class discussion.</p> <p>- Student-Student interaction.</p>	<p>- Cardboards with the parts of the sentences.</p> <p>- Students' notebooks, where they have to write the rules to construct passive sentences.</p> <p>- Blackboard.</p>

because 'YOUTUBE' has an S now, and 'BY MANY PEOPLE' goes to the end.  
**B)**Now I ask the students to work in pairs and try to write the rules to change an active sentence into a passive one. Meanwhile I write on the blackboard the sentences seen before: 'Many people watch YouTube' and 'YouTube is watched by many people', with the verbs underlined. We analyse together some of the rules they have written, and get the conclusions.  
**C)**Finally, I ask them to help me to write the negative forms and to construct questions for each of the sentences written on the board. So, they see how to negate and ask in passive too.

### 🕒 Annexe 3:

- 🕒 Reading activities taken out of the textbook<sup>23</sup>.

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## The history of music players

Today, digital music is everywhere. Most of your music is probably stored on your computer or on CDs. Before 2003, it was almost impossible to buy digital songs online. Now, it's easy to download thousands of songs and create your own playlists. YouTube is used by millions of people every day to watch music videos. But how did people listen to songs before digital music?

- A.) The first method of recording and playing back sound was invented by Thomas Edison in 1877. He called it the phonograph. Edison became famous because of it and he even had to demonstrate his invention to the president of the USA.
- B.) Hi-fi is short for “high-fidelity” which means a very good quality recording and reproduction of music. Hi-fi technology was most popular in the 1960s and 1970s. However, it began in the 1920s with the invention of microphones and other electronic machines. The reel-to-reel player was an early hi-fi player. Record players came later.
- C.) LPs (long-playing records) were developed in the late 1940s. Records are made of vinyl, a type of plastic. Unlike CDs, they hold music on both sides. There are also singles with just one song on each side. Vinyl records became the most popular way of recording and listening to music in the 20<sup>th</sup> century. Records are still released today by some bands.
- D.) After records came cassettes, in 1979, the Sony Walkman changed the way people listened to music forever. The Walkman was the first portable personal stereo. For the first time, music fans could listen to their own music anywhere. It became extremely popular as people started to listen to their music while exercising or travelling.

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<sup>23</sup> Howarth, P. and Reilly P. (2011) *Interface 3. Student's Book*. Ed. Macmillan (Unit 9).

**1) Read the text again and match headings 1-5 with paragraphs A-E.**

- 1 Records become popular
- 2 The start of the digital era
- 3 Early hi-fi
- 4 The first recording
- 5 Music becomes portable

**2) What do these numbers refer to in the text?**

- 1 1940
- 2 1877
- 3 200 billion
- 4 1979
- 5 80
- 6 1982

**3) Are the sentences true or false? Correct the false sentences.**

- 1 It was easy to buy digital songs before 2003.
- 2 Before Edison invented the phonograph, you couldn't record or play back music.
- 3 Hi-fi was invented in the 1960s.
- 4 The Sony Walkman played cassettes and it was easy to carry around.
- 5 Computers files are the most popular way of storing music nowadays.

**4) Find words or phrases in the text that mean...**

- 1 show (paragraph A)
- 2 an abbreviation of (paragraph B)
- 3 something you can carry (paragraph C)
- 4 hold (paragraph E)
- 5 all over the world (paragraph E)



#### ④ Annexe 4:

- ④ Reading activity taken out of the textbook.

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-Underline the present simple passive verbs and

circle the past simple passive ones.

### What's on your mp3 player?

Last year 95% of all song downloads weren't paid for – they were downloaded illegally. A new survey has revealed that most teenagers and students have approximately 840 illegal music tracks on their mp3 players. The number of illegal downloads by 14-17 years-olds is higher- around 1,080. Some form of illegal copying is done by nearly 90% of teenagers aged 14-17. For example, 14% of the CDs that a teenager owns are copied. In addition, nearly 60% of young people often copy CDs from their friends, share music files by email or copy all of the music from a friend's computer. In the survey, 80% of young people who regularly download music explained that they were happy to pay to download music from a library, but there wasn't one that had enough music.

Authorities were thinking of identifying people who download illegally through their ISP (internet service provider) but this is impractical and unnecessary. British Music Rights is trying to solve the problem of illegal downloads another way. The organization wants ISPs to add large collections of music to broadband services for a small extra cost. In France, the company Orange has agreed to provide downloads of more than a million songs for mobile phones and home computers for 12€ a month. Other providers will probably make similar agreements, so the problem of illegal downloads could soon be a thing of the past.

### ☉ Annexe 5:

- ☉ Activity designed from a YouTube video<sup>24</sup>.

**Listen to the interview, and put the following fragments in the correct order:**

\_\_\_\_\_ It was written by Simon Franglen and James Horner.

\_\_\_\_\_ When I saw it, it was so excited.

\_\_\_\_\_ There must be anything you want to achieve.

\_\_\_\_\_ There're few things, a lot of things actually.

\_\_\_\_\_ Leona, lovely to meet you.

\_\_\_\_\_ It must be fantastic to be part of what is arguably the biggest film in history.

\_\_\_\_\_ Me and my brother are really really into movies.

\_\_\_\_\_ Did you know anything about the film before you did the recording?

\_\_\_\_\_ What about the writing and the recording?

\_\_\_\_\_ I played it to James and he loved it.

### ☉ Annexe 6:

- ☉ Lexical contents adapted from a webpage<sup>25</sup>.

<sup>24</sup> <https://www.youtube.com/watch?v=yAgUnbMq5VU> (Interview to the singer Leona Lewis):  
Seen in March 29<sup>th</sup>, 2014.

## Expressions for Agreeing and Disagreeing

Stating an opinion	<ul style="list-style-type: none"> <li>• In my opinion...</li> <li>• The way I see it...</li> <li>• If you want my honest opinion....</li> <li>• According to Lisa...</li> <li>• If you ask me...</li> </ul>
Asking for an opinion	<ul style="list-style-type: none"> <li>• What's your idea?</li> <li>• What are your thoughts on all of this?</li> <li>• How do you feel about that?</li> <li>• Do you have anything to say about this?</li> <li>• What do you think?</li> <li>• Do you agree?</li> </ul>
Expressing agreement	<ul style="list-style-type: none"> <li>• I agree with you 100 percent.</li> <li>• I couldn't agree with you more.</li> <li>• That's so true.</li> <li>• That's for sure.</li> <li>• You're absolutely right.</li> <li>• Absolutely.</li> <li>• That's exactly how I feel.</li> <li>• Exactly.</li> <li>• I'm afraid I agree with James.</li> <li>• No doubt about it.</li> <li>• <b>(agree with negative statement)</b> Me neither.</li> <li>• <b>(weak)</b> I suppose so./I guess so.</li> </ul>
Expressing disagreement	<ul style="list-style-type: none"> <li>• I don't think so.</li> <li>• <b>(strong)</b> No way.</li> <li>• I'm afraid I disagree.</li> <li>• <b>(strong)</b> I totally disagree.</li> <li>• Not necessarily.</li> <li>• That's not always true.</li> <li>• No, I'm not so sure about that.</li> </ul>
Interruptions	<ul style="list-style-type: none"> <li>• Can I add something here?</li> <li>• If I might add something...</li> <li>• Sorry to interrupt, but...</li> </ul>
Settling an argument	<b>(sarcastic)</b> Whatever you say./If you say so.

<sup>25</sup> <http://www.englishclub.com/speaking/agreeing-disagreeing-expressions.htm>: Seen in April 4<sup>th</sup>, 2014.

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⦿ Annexe 7:

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**Willis' (1996) Task-Based Model<sup>26</sup>:**

1.) Pre-task: introduction to the topic and task

2.) Task cycle

- . Task planning
- . Doing the task
- . Preparing to report on the task
- . Presenting the task report

3.) Language focus- analysis and practice

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<sup>26</sup> From Oxford, E. (2006). "Task-based language teaching and learning: An overview". *Asian EFL Journal*, 8(3), 94-114.

◉ Annexe 8:

## INDIRECT CORRECTION CODE

SYMBOL	KIND OF ERROR	EXAMPLE	CORRECT SENTENCE
Sp	Spelling mistake	Tomeito	Tomato
Wo	Word order	I like very much dancing	I like dancing very much
Gr	Grammar	You are badder than me	You are worse than me
A	Article	I like the music	I like music
Prep	Preposition	The pen is in the table	The pen is on the table
Lw	Linking word	I like films because I like music	I like films and i like music
Voc	Wrong word	I bought a book in the library	I bought a book in the book shop
Tns	Verb tense	Yesterday I go to Madrid	Yesterday I went to Madrid
Agr	Agreement	She play football	She plays football
▼	Missing word	She likes music but doesn't like films	She likes music but she doesn't like films
( )	Word not needed	I'm going to shopping	I'm going shopping
-----	Rewrite everything	Reading likes I	I like reading
!!!	Very serious mistake	I have 12 years old	I am 12 years old
?	Not understandable  (handwriting and meaning)		

⑨ Annexe 9:

## CHECKLIST ASSESSMENT

	YES	NO
1 The student completed the task in the correct timing		
2 The handwriting is legible		
3 The text presents coherence		
4 The text presents cohesive devices		
5 The text is composed according to the level required		
6 The text is composed according to what is asked to do		
7 The text is produced within the requested number of words		
8 The text is produced with a wide range of vocabulary		
9 The text is well organised (introduction, body and conclusion)		
10 The text presents a clear separation of paragraphs		

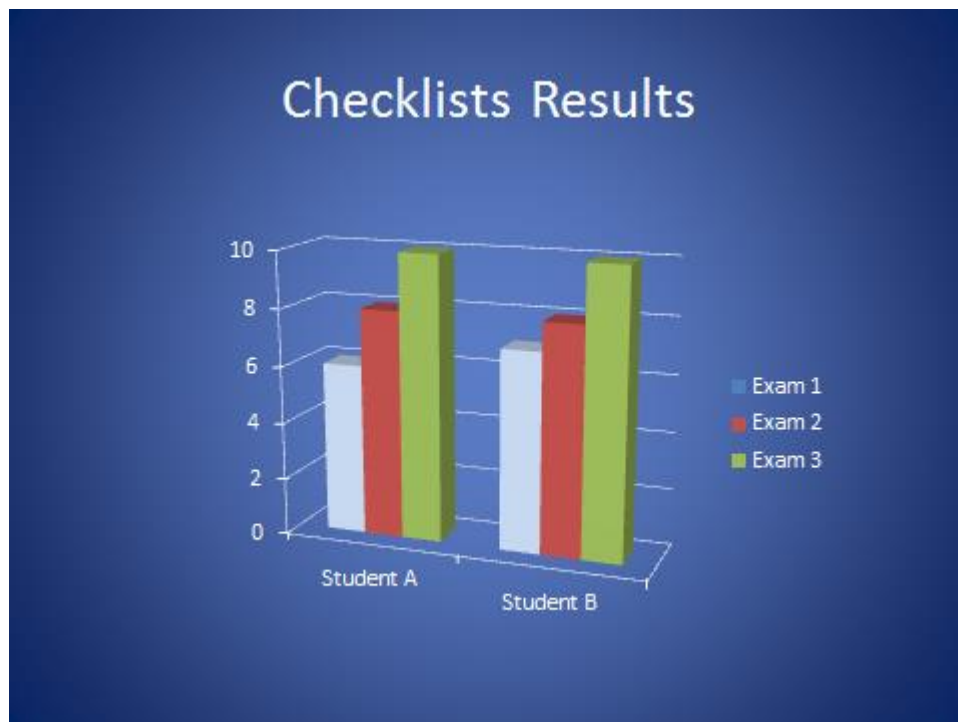
⑨ **Annexe 10:**

## RUBRIC ASSESSMENT

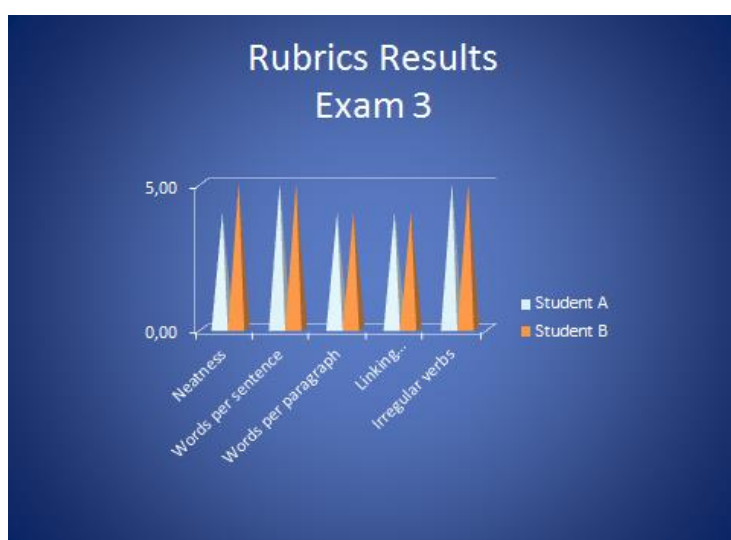
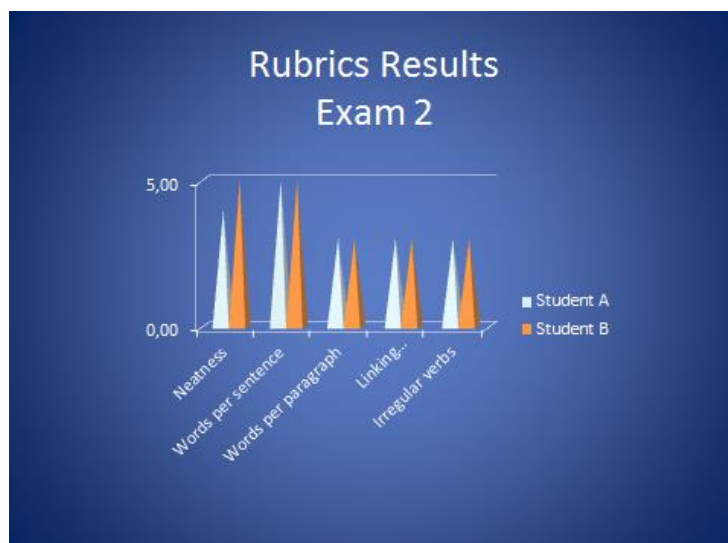
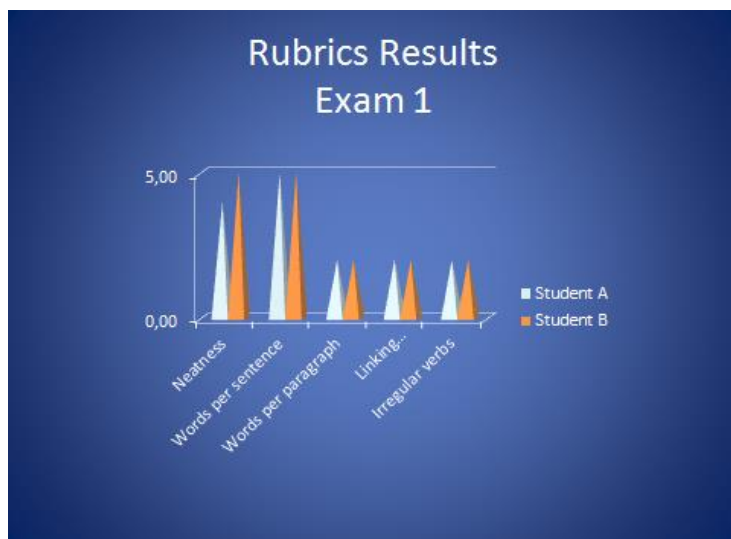
	1 Unsatisfactory	2 Needs improvement	3 Good	4 Very good	5 Outstanding	Total marks
1. Neatness	Illegible handwriting	Poor handwriting	Acceptable handwriting	Clear handwriting	Excellent handwriting	
2. Number of words per sentence	Three words per sentence	Four words per sentence	Five words per sentence	Six words per sentence	Seven or more words per sentence	
3. Number of sentences per paragraph	One sentence per paragraph	Two sentences per paragraph	Three sentences per paragraph	Four sentences per paragraph	Five or more sentences per paragraph	
4. Number of linking words per paragraph.	No linking words	One or two linking words	Three to four linking words	Five or six linking words	Seven or more linking words	
5. Number of irregular verbs used accurately	Zero to one irregular verbs	Two irregular verbs	Three irregular verbs	Four irregular verbs	Five or more irregular verbs	



⑨ Annexe 11:



## Annexe 12:



### ☉ Annexe 13:

- ☉ Activity taken from my Unit Plan.

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a) Pre-Task:

Now students have to work in groups of four or five students. They remain sat and arranged in circles. I give each of the learners a paper with 5 plane structures. Individually they will write 5 questions with these structures.

1. how / your bedroom / decorate?

2. posters / stick / on your bedroom walls?

3. how often / music / play / during lessons / at your school?

4. dictionaries / allow / in your English class?

5. how often / Youtube videos / watch / you?

b) During-Task:

Once the questions are written, the whole class and I check if the questions are well formulated. Then, working in their groups, one of the students asks his / her partner on his / her right the first question, and this student has to answer. The learner that has answered now asks the second question to his / her partner on the right, and so on. They all have to ask and answer.

c) Post-Task:

Telling them that *past simple passive is constructed in the same way, but with the verb to be in simple past tense*, I give them a reading where they have to underline the present simple passive and circle the past simple passive.