TRABAJO FIN DE MASTER

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1. <u>INTRODUCTION</u>

I will start my dissertation by making reference to the learning that I have obtained in this *Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanzas de Idiomas, Artísticas y Deportivas*. My learning in the Master has been divided into two stages: the first one took the first semester of the course and was more focused on general aspects of education, such as the context of an educational center, teaching methods or attention to students with special needs; the second half of the course, on the other hand, spanned from February to June and has been a more specialized area since all the subjects have dealt with English and its processes of learning. In order to review what I consider I have learnt from this year, I am going to summarize my learning by talking about the most remarkable aspects of each semester.

1.1 <u>FIRST SEMESTER</u>

In the first semester, one of the most important things I have learnt has been to identify and to understand the characteristics of students, their social contexts and the factors that influence their motivation when learning. Throughout theoretical and practical exercises, I have learned how to make the students feel motivated in class, how to help them to take decisions, and how to make them feel confident to participate in class.

As regards the educational law, the main aim was to analyze, evaluate and participate in the definition of the educational project and general activities of the center based on the criteria for the improvement of the quality, attention to diversity, prevention of learning problems and coexistence, reception of immigrant students, as well as promoting actions of emotional education in values and training citizen. I have also studied in depth the Aragonese curriculum, in particular the part related to the Compulsory Secondary Education. Topics related to the educational legislation, the general principles and structure of the educational system were the topics on which the professors placed more emphasis throughout the semester.

In the subject *Diseño Curricular de Lenguas Extranjeras*, I have learnt several interesting things that are going to be really useful for my future teaching. Firstly, as in *Contexto de la Actividad Docente*, we studied lots of documents related to the educational law both in Spain and in Aragon. The first step was to be able to identify the main parts of the curriculum: general and specific competences, learning goals, contents, methodology; all these dealt with the development of the linguistic and communicative abilities.

The first semester has also been a good guide for the planning of a syllabus. For its appropriate design, we learnt how to analyze different learning theories such as: *Behaviourism, Constructivism, Structuralism and Conductivism.* All this learning approaches were included in the European framework of teaching and gave us different examples of how the methodology of teaching has evolved in the last 50 years. I could learn different teaching procedures depending on what and how the teacher wants to impart the lesson, although I must add that some of them are quite obsolete. We studied all these learning approaches and methodologies with the aim of being able to design and evaluate different learning situations for specific cases in the teaching of the English language. The selection of the correct materials for each of our sessions has also been a topic in which we could get useful information from those approaches and methodologies learnt in the subject.

This is all I would like to mention about the first semester of class, a semester that has been highly interesting since I have learnt many new things that will have a practical use in my future teaching.

1.2. **SECOND SEMESTER**

The second semester had some new characteristics that we did not have in the first one. I am referring to the fact that the subjects were taught in English, a key factor since this is the language in which we will be teaching in the future.

In the second semester, we have learnt how to design several activities to teach different oral features such as phonemes, suprasegmentals features, pronunciation, activities that were part of our evaluation and that we had to prepare in pairs or in groups. We had to implement an activity in which some of our classmates had to behave as if they were students from a high school, we performed the role of a teacher and our teacher prepared a kind of situation just to make the atmosphere more real. It was a nice experience since we could check if we dominate all the teaching techniques used to teach oral skills that we learnt in class.

The main aims that we were asked to achieve along this semester were the design of a learning unit for our teaching practice and the creation of a project research to put into practice in our educational center. The topic of the learning unit was chosen without restrictions since all of us could select with which subject we were going to work in our teaching practice. For the correct designing of our learning unit, our professor gave us a pile of documents where we could find more than a few ways to design a unit of learning. The learning unit that we designed for the subject had to be implemented during the second stage of our teaching practice. I tried to create activities as much communicative as I could because I do not like students to spend so much time doing reading or writing activities. I prefer designing activities in which the students have to interact with another classmate or in groups of more than two of them. I could check that they enjoy more those activities in which they have to give their opinions about a particular topic discussed in class than writing a composition or doing a reading comprehension in which they have to read a long text and answer some questions.

As far as the research project is concerned, my research dealt with motivation and learning keys in the foreign language acquisition. I wanted to analyze different key points involved in the learning process: the reasons of interest, their feelings in class and outside, their opinions about an "ideal teacher", their opinions about language materials and types of activities in terms of effectiveness. I focused on the students: on their ideas of good materials and good teachers, on their opinions about motivation

and effective activities in order to learn. My aim was to know what is more useful for the students to learn a language so as to put their answers and demands into action. In the light of this research, there should be an innovation in the selection of topics, activities and materials to be used in class. The designing of this project research meant a worthy experience since it was the very first time in my life that I collected information from a real group of students. I presented it to the rest of the class giving my particular point of view and explaining the results of my research. I must add that my professor has been a good guide since she gave me a piece of advice when I did not know what to do with my research at the very beginning, giving me some feedback about how to face it.

To conclude, it can be said that this semester was destined to a more specific area of teaching. The subjects dealt with the design and implementation of activities in English and to research on how languages are learned and taught.

1.3. __TEACHING PRACTICES__

This first semester of the course was linked to the first teaching practice of the three that I had to take in the Master. I was assigned the Official School of Languages #1 placed next to the university. In my first teaching practice, I could learn lots of new things about the organization of the School of Languages. We had several meetings with the principal and the rest of the staff where we could learn many details related to law, the organization of the school, the students' representatives, etc… The school gave us all the documents related to the Official Schools of Languages and I must say that they were very useful since I could understand many topics studied in the Master. Our teachers from the Master usually told us about official documents and I hardly understood what they meant but I could do it when I went to the School.

The second semester of the course included the second and the third teaching periods in which we put our projects into practice. In my second teaching practice, I put my learning unit into practice. This practical period in the Official School of

Languages has given me the opportunity to put into practice all what I have learnt this year and also in my degree. The fact that I can create activities and to put them into practice has been very useful for me for future experiences when teaching English. I have also learnt many new ways of teaching English. By observing my teacher in the School of Languages and my classmates given their lessons, I have acquired a big amount of new knowledge that I will use when teaching my own classes in the future.

In our third stage in the School of Languages, we were supposed to carry out our research project but, in my case, there was no possibility to do it. My classmate Federico Lanari and I designed a personal questionnaire about motivation when learning English in class. We decided to put it into practice in his group of students and in my group. Both groups showed a great interest when filling the questions since, as they said, they sometimes like to show what they think about classes and they like to give their opinions in order to improve the quality of these. This questionnaire has given me the opportunity to analyze thoroughly what motivation means for the students. Looking at their answers, I was able to know their desire of learning English. The questionnaire has been very useful for me because it has been a good way to obtain relevant information for my future teaching. I have got enough information to know which reasons the students have to learn the language and to prepare my class in a more appropriate way, so that they find it interesting and motivating.

As a personal conclusion, I would like to say that this teaching practice in the Official School of Languages has given me the opportunity to put into practice all what I have learnt this year and also in my degree. The opportunity to create activities and to put them into practice will be very useful for me in future experiences when teaching English.

2. <u>JUSTIFICATION OF THE SELECTION OF TWO PROJECTS</u>

This year I have been asked to hand in several different tasks and essays for the numerous subjects that I studied and I have improved my level of reflection and research thanks to it.

I had many doubts when thinking about which projects I should include in this section of my presentation; I decided to review all of them and look at the advantages and disadvantages of including one or another, but finally, I reached the conclusion that I would include my syllabus from the subject *Diseño Curricular de Lenguas Extranjeras* and the learning unit that I designed for *Diseño, organización y desarrollo de actividades para el aprendizaje del ingles* and for my teaching practice.

There reasons why I decided to talk about these two essays are the time and effort dedicated to do them. I spent several weeks, even a whole month, to complete these projects and I feel really proud of the effort that I made to do them. Another important reason is that they both obtained positive feedback, so that it made me feel confident when selecting them to be included in my presentation. If I had a good mark in both essays, it means that these compositions achieved the required aims so I found it was a good reason to include them here. The last reason why I decided to choose these two projects is that I consider that they have some elements in common such as their structure and the main purpose of their designs.

I will make a short description of what these projects consist of and explained the most important details why I decided to talk about them. Firstly, I will talk about the syllabus developed in the first semester of the Master and later on, I will describe the learning unit put into practice in my second teaching practice.

2.1 **SYLLABUS**

I consider that I was right when I decided to include my syllabus in my presentation since I was very proud of the work done to complete the project. I remember how many hours I had to spend looking for materials, methodologies and activities to include in my syllabus, and I consider that all these elements deserve to be mentioned in these lines.
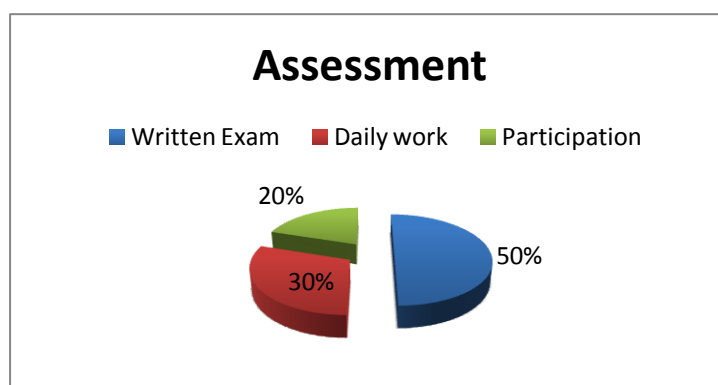
My syllabus includes all the necessary elements, taking a contextualization as a starting point, in which I describe some key factors such as the place in which I put it into practice, the group which I work with, even the social and economic level of the area where the educational center is placed. I must say that the contextualization of the syllabus is completely fictional since I had to invent the name of the high school where I was supposed to develop my syllabus, the group and the number of students that I would be teaching and the social situation in which these students lived. (See Appendix 1, page 2)

Another important element included in the syllabus is the list of learning objectives and contents that I would like to work with. These objectives are designed in order to work with the four main skills and to reach the general competences that the students should grasp from that curriculum. The competences are not only destined to the field of teaching oral skills, grammar or vocabulary, but also to make the students realize and think about competences which have to do with social discourse, social behavior and general knowledge of the society in which all of us live. This section of the syllabus collects the general objectives and contents asked to the students and that they will be asked to show when assessing them.

Once the students have achieved all the objectives and contents that the syllabus required, the teacher has to assess them to check if they had really understood all the explanations and the contents. That is why I designed and list some criteria to evaluate the students' knowledge. The main criteria are destined to check if the students are able to understand communicative exchanges face-to-face, the ability

that they have obtained to hold a conversation about any topic, the ability to understand texts that deal with everyday topics, if they are able to create a piece of writing following a fixed structure and to think about how language works

The assessment of the students is also included in my syllabus. I want to stress this element because I had to dedicate many hours to decide how I was going to evaluate my students, the process of evaluation that I would follow to do so and also, which elements I should take into account for the correct assessment of my students. Assessment is a key element included in the developing of a syllabus since you have to clarify how you are going to test your students' performance. I decided to use two different ways to assess my students: the first one consists of participation in class and daily homework, and the second one is based on a written exam in which the student must demonstrate that he/she has learnt all the contents from the syllabus. (See Appendix 1, page 10). Nevertheless, this is the way in which I would evaluate my students:

Attention to diversity also plays an important role within my syllabus. Providing that we can find students with different levels, learning abilities and grades of motivation, we should bear in mind that we have to adapt our teaching process to these students that are not able to follow the normal pace of the class. The diversity of tasks and activities used in the course make possible that all the students find a way to adapt to the teacher's methodologies. If the students show some particular problems of learning, the teacher should take the following aspects into account:

- Time of learning

- A more personalized methodology

- Improved procedures, habits and attitudes

- A reinforcement of the teaching techniques

On the other hand, if the students show learning difficulties the teacher can proceed by facilitating materials to improve their participation in class. The teacher could adapt some exercises for the students with special needs and make them achieve the minimum required objectives of the course.

As regards the methodology used in the syllabus, the development of the different learning units inside this document will be focused on a communicative approach. The ability to communicate and to express different opinions and feelings will be considered more important than certain grammatical structures.

For the sake of the methodology, most of the activities will be carried out in groups. This procedure facilitates the use of a communicative approach in class. The most important aspect is the fact that the groups can be changed and all the students participate in the same way.

As far as the use of materials in class, the main function is to help the teacher to put the assessment criteria into practice. The materials must be adapted to the students' characteristics and to the educational aims that are followed.

Finally, the developing of the several units that the syllabus must contain was also an interesting task for me to do. I had to follow the same pattern to design all the learning units that the syllabus contains. I had to write the objectives that the students had to achieve, the contents that were included in the units, the methodology that I would use to teach each individual unit and, finally, the activities that I had prepared to put all the theoretical explanations into practice.

Just to stress the main element of my syllabus, I must say that I developed a complete learning unit in which I had to describe all the activities included in that unit.

This unit includes the main objectives and contents, the kind of assessment that was going to be used with the students and the competences that the students were supposed to achieve at the end of the unit.

These are the main reasons and key elements for which I decided to include this project in my presentation. I consider that I have learnt a lot when designing my syllabus so that I hope that the description that I had just made of it can explain what I wanted to achieve when I did it.

2.2. **LEARNING UNIT**

As far as my learning unit is concerned, I must say that it is the project which I invested more time and effort to carry out of all. I started working on it once the professor gave us the structure we should follow to design it. I have decided to talk about my learning unit because I consider that it fits very well to the requirements that were asked in the subject *Diseño, organización y desarrollo de actividades para el aprendizaje del ingles.* My learning unit includes all the required parts and my personal main aim was that it should be developed in a communicative way.

I would like to begin my justification by saying that among several interesting topics given by the teacher, I decided to choose the topic of music. I suppose that I chose it because it is a subject that gives you the possibility to work with a wide range of activities, resources and also, because it is a topic that most of the people like or practice. Another reason why I decided to work with music had to do with the fact that I considered it useful to work with musical intelligence. Some students reacted well when we worked with audios, songs, interviews to famous singers/musical groups and other elements related to music. After every session, they asked me to bring more material related to songs and singer to class because they considered that they enjoyed learning English if they did with this kind of materials. When I could check the effects of music on second language acquisition, I could find that it was a supportive way to train this music-language connection.

From the 10th of March to the 27th of April 2012, I implemented my learning unit in the Official School of Languages #1 in Zaragoza. It was a very nice experience since I could learn so many new things both from my teacher and from my two classmates. The school gave us the possibility to work there as many days as we wanted and offered us a specific room where we had lots of materials in English to prepare our lessons and to search for everything we needed.

As far as my group is concerned, I was assigned a group of 25 students from a wide range of age; a group with a high level of motivation and participation in class.

This group was an advanced level group so they had a good level to work with them. I had the opportunity to put specific activities into practice and to innovate in class because they were always motivated to participate in all the activities. It was a fantastic group of students.

My learning unit "The World of Music" consists of four sessions of 50 minutes each. Four sessions may not be enough to develop a learning unit but I had to say that I was not given more time to do it. I only could develop my learning unit in the last month of April and, particularly, last April was a kind of strange month, so I could only work with music four specific days.

My general idea is to familiarize my students with the topic of music, in case they do not have enough knowledge of it. I want my students to learn a wide range of vocabulary related to music (instruments, kinds of music, and useful collocations for music), to discuss about how music influence in people's lives and to speak about his musical likes and dislikes.

On the other hand, my teacher told me that my learning unit had to include a grammatical point. Since I decided to "follow" the guideline of the student's book, I have to teach my students the Reported Speech of the English verbs and some Verb Patterns used in their everyday English. Grammatically speaking, what I want to obtain is that my students can use the reported speech correctly, not only when transforming simple sentences but also in communicative exercises when a student is given a sentence and he/she has to report it.

Within the verb patterns that I have to teach them my main goal is that the students can differentiate when to use the pattern verb + infinitive or the pattern verb + gerund. I consider that it is one of the most difficult parts of the English grammar since it consists of memorizing the fixed pattern that must be followed.

To begin with one of the main aspects of a learning unit, I want to explain that the methodology that I want to use in my teaching practice is based on a

communicative approach, the co-operative learning and the use of audiovisual materials.

Firstly, I would like to remark the importance of the communicative approach in a class. During my teaching practice, I will give more importance to the communicative aspects than to the grammatical ones. I consider this is the best way to learn a language. The students are so much used to studying grammatical rules and fixed structures; they are tired of doing the same kind of exercises in which they have to follow the rules and put the verbs in the correct forms. I will try to make innovations in the kind of teaching they are used to and hope that they enjoy the activities I prepared for the different sessions.

Secondly, in order to carry out a good methodology, most of the activities that I have been preparing for my students will be carried out in groups or in pairs. I consider that the fact that the students work together facilitate the communicative approach. I would like my students to work all together and by changing the groups they form so that they all can participate actively in the activities.

Here we can find the importance of the co-operative learning. If the students work in pairs or in groups, they will have the possibility to work in a more effective way since they can help each other. Obviously, there will be some students with a higher level than the rest of the class, so it would be convenient to put these students in different groups so that the rest of the classmates could take the most of them.

I focused my attention to what Nina Spada (2006) says about the Communicative Language Teaching (CLT), the premise that successful language learning involves not only a knowledge of the structures and forms of language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning in interaction rather than the practice and manipulation of grammatical forms in isolation.

With the use of a communicative approach, what I wanted to obtain in my teaching practice was that my students enjoyed learning English in a different way than they are used to do it. I thought that I had to teach them how to communicate using the target language and not the native one. When you are teaching in these levels of education, you have to bear in mind that you must use the target language and give no translation. It helps the students not to think in their native language before expressing some ideas and opinions.

CLT emphasizes the importance of access to both comprehensible input and conversational interactions with teachers and other students. When learners are given the opportunity to engage in interaction, they are compelled to 'negotiate for meaning', that is, to express and clarify their intentions, thoughts and opinions, in a way that permits them to arrive at mutual understanding.

Personally, I did not want to teach them grammar by giving them lists of verb structures or tenses that they had to memorize, but with some particular activities from which they could infer the grammatical rules that I included in my learning unit.

All these details that I want to list about my learning unit have a close connection with an important aspect that I tried to include in my learning unit: motivation in the classroom. As Graham Crookes and Richard Schmidt (1991) state, there are several areas where motivation for students is a topic of research. My idea was to motivate my students into the lesson by opening my sessions with forthcoming activities that could lead to higher levels of interest on the part of the students. I also tried to vary the activities, tasks, and materials because the students' interest levels depend on avoiding the same routines, patterns and formats that have always been followed in traditional lessons.

Another important element that I would like to emphasize in my learning unit is that I tried to use co-operative rather than competitive goals, that is to say, I preferred to design learning activities in which the students had to work together in order to complete a task or solve a problem.

I think that this technique increases the self-confidence of students, including weaker ones that did not usually participate in the classroom, because every participant in a co-operative task has an important role to play. In my case, the fact that having a group of students belonging to different ages made me realize that I should prepare a particular type of activities that fit better with the characteristics of the class. That is why I decided to use co-operative learning activities, since I thought that these would be the more successful kinds of activities to work with a group of these features.

To conclude with the methodology that I would like to put into practice during my teaching practice, I want to mention that I will try to do my best to make my students speak confidently, giving their opinions in every aspect they want, showing them that they did not have to be afraid of speaking to the rest of the class. It helped them to be more motivated in class and to participate actively.

The subject of evaluation is a peculiar matter in my learning unit since I do not have the possibility to evaluate the students at the end of my teaching practice. The students in the Official School of Languages have a final exam in May and this is the tool that their teacher uses to evaluate them.

However, I talked to my teacher and I asked her if there was a way of evaluating the students without during my teaching practice. She told me that the best way to evaluate them was to prepare a kind of assessment that I could put into practice in all my sessions.

I have decided that the best way to evaluate my students will be an informal assessment. It will be done in a more casual manner such as by observing the students and taking notes of their work in class. When I will ask them to complete an exercise both individually and in groups I will move between the groups and observe how they work, if they participate actively and do not remain quiet and also how they pronounce and speak with their classmates.

At the end of the sessions I will talk to my students and give them their feedback. I will explain to them what their mistakes are, in which aspects they need to improve, giving them the corrections always in English. All their mistakes will be written on a piece of paper or maybe on the blackboard so that all of them can correct the mistakes together and this would help them not to make the same mistakes in the future.

Dealing now with the lesson plans of my learning unit, I have decided to create a rubric in which I will explain all the necessary details to describe what my lesson plans consist on. (See Appendix 2, page 13)

I designed my lesson plans some weeks before going to the Official School of Languages because I thought that I was going to teach from the very first day, but I was wrong. I spent three weeks observing what my teacher did and getting new ideas so that I could change some things of my lesson plans and made them more communicative.

I had problems to structure my lesson plans because I had a lot of activities prepared but did not know how to organize them. My teacher suggested that I had to organize my activities depending on which skill I would like to practice in depth, so I re-organized my activities and found a good order to implement them.

All in all, I must say that, when I started to design my lesson plans I put a lot of emphasis in timing. I considered it one of the most important aspects of my lesson plan, since I did not want to overpass the time for each lesson, but I was wrong. You can have an approximate idea of how long an activity should be, but you never know if you are going to require more or less time. That is why you have to be prepared to adapt your class time to the circumstances.

To conclude with my justification of the selection of two projects, I just want to say that these two projects have been very useful for me and have helped me to understand better what to be a teacher means. When I was designing both my syllabus and my learning unit, I had to think as though I were a teacher who had to prepare a
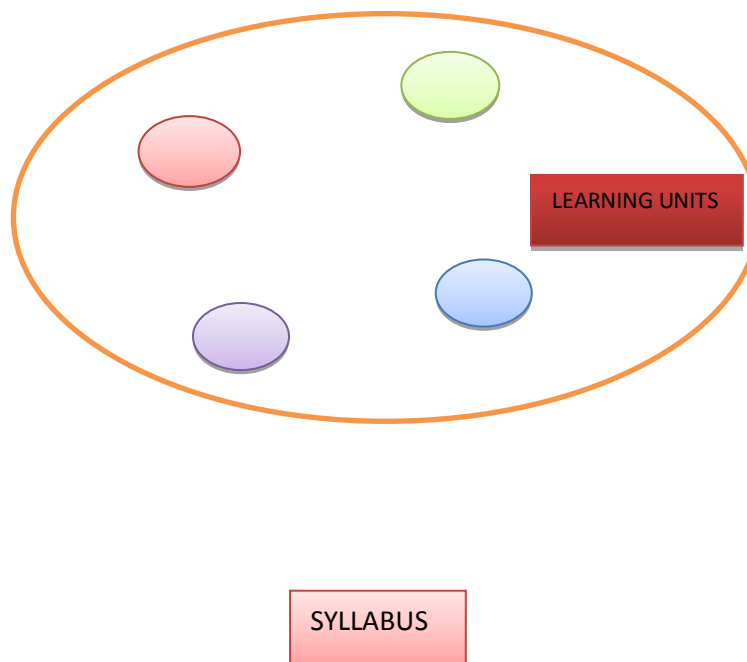
course or a class and it was very exciting. From the very beginning of this justification I have tried to explain my personal opinion about my two projects and I decided to do it just by stressing the most remarkable aspects of both works.

3. <u>DISCUSSION ABOUT ANY POSSIBLE RELATION AMONG THE TWO PROJECTS</u>

In this part of my dissertation I am going to comment the possible relation that can be found among the two projects mentioned before: the syllabus and the learning unit.

Providing that both projects were designed with the main aim of planning teaching sessions of English, I consider that we can find a strong relation among these two projects mentioned here. As the syllabus contains many learning units, we can say that this could be the first possible relation among them. It can be seen in the following diagram:

Here, it can be found that the syllabus is the big element, created to teach a particular subject in whole year, whereas, the learning units are the smaller elements inside the syllabus that form it.

When designing my syllabus I also had to develop a specific learning unit explaining all the activities that I wanted to put into practice step by step, the kind of assessment that I was going to use, the materials used and the use of group work, so it

can be said that this project is related to the learning unit designed for my teaching practice.

A clear relation that we can find among these two projects has to do with the structure that must be followed on them. Both the syllabus and the learning unit must include a kind of contextualization from which you obtain the necessary information to design your project and all the elements of it. In my case, I was given as much information as my teacher could give me when I was about to start my teaching practice. She told me about the level of English that the group I was going to teach had, the personal characteristics of the group such as the level of motivation, if they participated or not in the class, which kind of activities they usually preferred to do, so I had some previous knowledge before designing my learning unit. That is what I am referring to when talking about the previous knowledge that teachers should have before implementing a learning unit with a group that they do not know yet.

Inside the structure followed in both projects, another element that appears is the learning goals that a teacher wants to achieve with the implementation of his/her work. In both projects, I had to clarify what I wanted to achieve once my projects had been carried out. The aims do not only include what you want your students to be able to do after the implementation of the learning unit, for instance, but also what you expect you will learn by doing it. In my case, I wanted my students to have a clear idea of how to use the reported speech of the verbs in English or I wanted them to be able to work in groups so that they could participate in a more or less similar way, but I hope I was able to express that knowledge in a way that my students could understand it easily.

We can list many different elements that both projects include which make us see that they have somehow a kind of relation. We can see a clear example of this relation between the two projects in the following table:

SYLLABUS	LEARNING UNIT
1. Contextualization (educational center, group of students, level of students, etc…)	1. Contextualization (educational center, group of students, level of students, etc…)
2. Objectives (general objectives to achieve along the year)	2. Objectives (specific objectives that you want to achieve with the unit)
3. Methodology (the approach that you are going to use to teach your students)	3. Methodology (the approach that you are going to use to teach your students)
4. Assessment (the way in which you are going to evaluate the students along the year)	4. Assessment (how you are going to evaluate the students' learning of the unit)
5. Activities (in the syllabus, all the activities must be included with their correct answers)	5. Activities (in the learning unit, you present the activities that you are going to put into practice)

In the planning of my learning unit I had to take the context into account in order to design one kind of activity or another and so did I when describing the context in which my syllabus would be carried out. It is clear that in both projects you must bear in mind the characteristics of the groups that you are going to teach. The kind of group has a strong influence in the methodology that you are going to use, the type of activities that you are going to design for the group, the learning outcomes that you expect your students will have once they will complete the units, etc…

Basically, I consider that these are the main similarities that can be found when paying attention to these two projects. As I have already mentioned, the projects under analysis here are destined to plan and put into practice several English lessons in which I added all the information and the new knowledge learnt in the Master.

4. <u>CONCLUSIONS AND FUTURE PROPOSALS</u>

In this last section of my dissertation I just want to write down about my general conclusions once the Master has finished. I must say that it is not easy to express in a few lines all the thoughts and feelings that I have had along the year, but I will try to be as fair as possible when describing them.

The general conclusion I can reach after having spent a whole year studying a Master which has been a compulsory experience rather than a voluntary one is that I do not feel like studying any similar course in a near future. I consider that the amount of work that my classmates and I have been exposed to has been more than enough. But this is only a little negative feeling that I have if I compare with the positive aspects that I could find in the Master.

First of all, I want to make a brief reference to my professors. I had never had such hard-working professors as I have had this year. Some of my professors have shown me that no matter how many years you have spent in teaching the same subjects, because if you feel that you are enjoying your work, that work rewards you. My teachers have helped me to become a "teacher" since they have taught me countless new techniques, ways and useful ideas to get it. Despite the fact that many people in class did not want to study this Master and came to class with no motivation, I really think that our professors have been able to motivate the whole group. They have been able to engage us in what teaching really means; they have found the way to call our attention to some particular aspects that we had never paid attention to before. I am very happy for it.

Dealing now with the subjects studied in the Master, I would say that all of them have increased my knowledge; not only my knowledge of English but also my general knowledge. I have found the answers to many questions that I had asked myself previously and I could check that human beings never stop learning. Subjects dealing with personal experiences in which we could see the human side of teaching have been the most amazing ones for me. I can state that I had never thought about

the amount of information that must be taken into account when deciding to be a teacher. It is essential to understand that, apart from being teachers who spend some hours per day teaching the same lessons to the same students, we are also people with our peculiarities, with our problems, with our needs, and we have to think about all these elements when we say that we want to become a teacher. There is a good sentence that I have heard many times in my life and says: "We teachers have to bear in mind that we are teachers not only indoors, but also outdoors". I find it very useful every time I think about how my life would be once I become a teacher.

As regards the teaching practice experienced in the Master, I want to stress the importance of doing it. I consider that it has been the most helpful subject that we have studied in the Master. It is the best way to learn how to teach, introducing us to the real world of teaching, in which we had to act in the way that the situation demands. Personally, I think that I have learnt more teaching procedures during the month that I was teaching in the Official School of Languages, than in the whole Master. When you are teaching for the very first time, in a totally unknown atmosphere, with students that are both younger and elder than you, you have to take the disposition to face the situation and do your best. In my personal experience, I was terribly nervous the first day but, once I began to explain what I had prepared for that class, all my bad feelings disappeared and I enjoyed the experience a lot. This has been my best moment of the year.

As a way of conclusion, I want to say that this Master has been a fantastic experience for my life, another step that I take in my professional life and that I hope will be useful for me in my future teaching.

In order to finish with my dissertation, I would like to comment about my future proposal after having completed the Master. I have learnt many new things related to teaching English and I consider there are some of them on which I would like to focus my attention in the future, such as: students' motivation and task-based learning.

As far as motivation is concerned, the subject of motivation and effective learning has always been a topic of interest in my mind. It is clear that a good amount of motivation has positive influence on the effectiveness of the learning process. Studies have shown that there are two main kinds of motivation: extrinsic and intrinsic motivation. I would like to be able to work with these two kinds of motivation. In the case of my students, the intrinsic motivation is usually more common since the students from secondary schools are not so interested in learning outside the class. On the other hand, there are so many people who have an extrinsic motivation and that is the point that I would like to be able to manage; to be able to create that curiosity in my students to improve their knowledge.

I would like to analyze different key points involved in the learning process: the reasons of interest, their feelings in class and outside, their opinions about an "ideal teacher", their opinions about language materials and kind of activities in terms of effectiveness. I will focus on the students: on their ideas of good materials and good teachers, on their opinions about motivation and effective activities in order to learn. My aim would be to know what is more useful to the students to learn a language to put their answers and demands into action. In the light of this aim, there should be an innovation in the selection of topics, activities and materials to be used in class.

As regards task-based learning, this teaching approach seems to be very interesting to use in secondary schools. I think that it is an innovating way of teaching to which a few number of students are used to, and that allows the students for more meaningful communication, and often provides for practical extra-linguistic skill building. Additionally, tasks promote language acquisition through the types of language and interaction they require. Although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson.

The main reasons why I would like to study TBL in depth are the followings:

- The students are exposed to a rich but comprehensible input of real spoken and written language in use.
- They use the language to do things (e.g. exchange meanings)
- They acquire a motivation to listen and read the language and to speak and write.

I consider that these three characteristics are essential for the correct use of TBL. The TBL framework supports these conditions in a classroom environment so I consider that it would be a great way of changing the traditional teaching procedures and introducing new approaches.

As Jeremy Harmer (2007) states, TBL, like a communicative methodology has allowed teachers and students to concentrate on how we achieve things with language, and how we can use language for certain tasks.

To conclude, these two aspects are somehow familiar to me since I have done some essays and projects about them, but I would like to investigate them in a more thorough way.

5. <u>DOCUMENTARY REFERENCES</u>

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