

Trabajo fin de máster (Modalidad A)

Especialidad de Lenguas Extranjeras (Inglés)

Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas, Artísticas y Deportivas.

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19/09/2012

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1. INTRODUCTION

It is the job of the teacher to design, put into practice and evaluate the learning process to be able to achieve an integral development of a person by motivating learning and the nurturing of skills, knowledge and attitudes. This role requires professionals who, with an adequate scientific and humanistic education, can adopt an attitude of commitment to social integration and a commitment to transmit social values about how to live in community. The teacher should be able to elaborate strategies of intervention which come about as a response to his or her interpretation of different realities. He or she should be able to define problems, and be able to act appropriately depending on the specific situation he or she finds himself or herself- and of course no one situation will ever be completely the same -it will always be unique and unrepeatable.

Today society demands that a teacher should have a critical objective understanding of the cultural diversity of his or her students, and an understanding of the social context of some families.

I repeat, the teacher must be objective, democratic, vocational and compliant with the didactic aims of the institution and have a student- centered approach to his or her students. That is to say the role of the teacher is making all his or her training and experience available to the school and the students he or she teaches.

To achieve the desired profile, the school must promote the training of the teaching staff, in order to provide the best conditions to develop real educational professionals. Teachers endowed with the right attitude to be able to deal with the demands of society and to be effective in the mechanics of teaching.

Teaching is a profession which requires a preparation capable of empowering its members with the ability to dominate certain skills which act as a service to the general public and constitute a significant contribution to society which is widely valued. Really the perceived role of the teacher and his actual role are closely related, but this would require an in depth sociological study to be able to be completely understood.

One of the biggest professional challenges which all teachers have to face is dealing with problems that arise when we try to look for appropriate responses to the times we have been destined to live in.

The world we live in is changing and teachers must be fully aware of the social system in which we are immersed, as well as the educational institution which belongs to that social system.

The learning process in the school with the practical help of the teaching staff will be the key to education in the future.

A good example of it would be Information Technology and new communication technology which open new horizons. We have to learn to live within these new parameters and it will be necessary to teach about many things of life. Information and knowledge guarantee the development of citizens and for that from the launch pad of the school we have to teach people how to think and how to use that technology so that we can achieve a society that continues to develop in terms of the acquisition of knowledge.

Although both training and education are important during the Secondary Education, I believe that, education is more important than training that is say, preparing, giving opportunities to the pupils to develop learning skills and curiosity for learning is more important than offering a set of contents. This means the teachers at this stage must be specially trained because they are going to be the guides for those future generations of citizens capable of projecting humanity into the Twenty First Century.

The duties which teachers carry out go beyond those which are generally thought to be associated with their function, and include other pedagogical duties not strictly linked to giving classes, such as parents' evenings, extracurricular activities, administrative tasks, the function of the tutor, etc., (Márquez, 2009: 31)(Own translation)

It is true what Márquez says, the duties that teachers carry out really do go beyond those considered as part of their normal function , and include other pedagogical duties not strictly linked to teaching, such as interviews with parents, the participation in institutional programs, extracurricular activities, bureaucratic duties, the role of the tutor, etc.

ZABAIZA (1988) says “ to become a professional requires the capacity to be flexible when faced with problems and have the ability to act fairly, applying the common sense that one possesses and one’s accumulated practical experience.”(My translation)

The professional will act during the complex act of teaching:

1. Making a good evaluation of the situations and discovering the problems.
2. Selecting the most appropriate techniques for the situation, resolving the conflicts which arise.
3. Not losing sight of the capacity for reflexion to analyze beliefs, theories and the principles on which a professional bases his or her actions.

In spite of the discrepancies between different authors, most agree that the job of the teacher has characteristic traits that we cannot forget. These traits are the following:

- The immediate and unpredictable nature of the situations which arise during the course of the process of the lesson: the classroom is a place in which many situations occur simultaneously and this demands an immediate response from the member of teaching staff. It doesn’t matter how well the teacher has prepared the class or how well planned a certain didactic action is prepared, the spontaneous component which must exist in the classroom provokes unexpected situations which the teacher has to resolve on the spot. This supposes a great challenge when going about training him or her, because it makes it necessary to devise a training model based on reflexive teaching practice, which allows him or her to analyze changing situations and enables him or her to construct flexible plans of action.
- Personal involvement and ethical repertoires which the job of a teacher supposes.
- The complexity of the pedagogical act: educative action passes through multiple dimensions and teachers’ education and work is no longer only limited to the exclusive interaction between the teacher and pupil, in which the teacher is the transmitter of knowledge and the pupil the receiver of that knowledge, rather now other variables interrelate in the process of teaching-learning. You have to take into account the school institution, the immediate environment, the teaching programmes, the educational methods and techniques, the means and resources used, the spatial structure, etc.

In the *Statutory Teaching Law, article 91*, the diverse functions which correspond to the role of the teachers in educational institutions are described:

1. The functions of the teacher are amongst other things the following:
 - a. The programming and teaching of the areas, materials and modules which have been put in his or her charge.
 - b. The evaluation of the learning process of the pupil, as well as the evaluation of the teaching process.
 - c. Tutoring of the pupils, the management and orientation of their learning and support in the educative process, in collaboration with the families.
 - d. Educative, academic and professional orientation for the pupils in collaboration in turn with the services of specialized departments.
 - e. Supervision of the intellectual, emotional, coordination of movement, social and moral development of the pupil.
 - f. The promotion, organization, and participation in complementary activities, within and outside of the educational precinct, programmed by the educative centers.
 - g. The Contribution to the activities of the centre is to be developed in an environment of respect, tolerance, participation and freedom to be able to nurture in the pupils the values of democratic citizenship.
 - h. Periodic feedback to the families about the learning process of their sons and daughters, as well as orientation along the same lines.
 - i. The coordination of the teaching, administrative and management activities which have been placed in their charge.
 - j. Participation in general activities of the centre.
 - k. Participation in the planning of evaluation which the educative administrations of teaching centers themselves determine.
 - l. Ongoing research, insight gained through practical experience and continuing improvement of the corresponding teaching process.
2. Teachers will carry out the functions expressed in the previous section in compliance with the principle of collaboration and work in a team. (My translation)

There is a lot of theory written about the teaching profession, nevertheless, it seems to me that many things can end up being very complicated to put into practice when taking into consideration the characteristics of the context in which the educational centre finds itself.

In my experience acquired on different teaching practice periods, I have been able to learn a lot about the teaching profession, working conditions, professional challenges or ways of organizing, nevertheless, at the time of seeing the reality of the educational centre and when coming to improve the deficiencies, I found it difficult to propose things that in my head seemed so easy and obvious.

In the following lines, I will describe the specific characteristics of the Secondary School, the pedagogical challenges there characteristics posed and the sets of actions taken by the teaching staff in reach of solutions of the State High School “Miguel de Molinos”. I mention my Innovation project which attends and gives a response to a type of pupil with certain specific characteristics. There is great diversity and a variety of concrete situations (pupils from different ethnical background, children with behavioral disorders, with complicated family situations, out of step with the level of the class they find themselves in...)

I haven't been able to witness the diverse procedures which have taken place in all the schools, in many classrooms, and in the multiple teaching models which are on offer. But I have been able to be witness to and participate in the exceptional way of working that is being developed in this centre, and which is being offered to a determined group of pupils who possess certain characteristics such as were described previously as “specific” and “differential”.

Thanks to my practical experience, one of the most important conclusions which I have been able to come to is the importance of everyone working together to achieve the same objectives, collaborating together to do so. Nevertheless, when that thought and common desire to achieve something doesn't exist, it is also essential that the teaching staff adopt certain changes in their teaching practices with the intention of offering the best possible response, and without forgetting that to be able to achieve great things, you have to start with small actions.

My practical experience has been something more than just putting into practice my basic knowledge since the present complexity of teaching is not based on dominating a subject matter or an area of knowledge, in this case the English language. It is your own experience which teaches you how to overcome certain fears and uncertainties which I came across as a teaching novice.

To be in complete command of a field of study doesn't necessarily bring the essential elements to be able to work as a teacher. It is necessary to be able to put the emphasis on methodological aspects and practices in your teaching, as well as social and psychological ones which are going to determine the characteristics of the groups in which you are going to practice your profession.

As teachers in a changing society, we should be aware of the fact that we are builders and shapers of people, that we fight against the biggest enemies that can possess a person: fear, anger, the ego, egocentricity, desperation, etc.; setting an example, as a person to follow, a way to behave is a big responsibility that falls on our shoulders.

Bearing in mind this idea, we can state that tackling the complexity of the demands and functions that make up a teacher's job make you think that the initial training received is not enough; rather an ongoing bringing up to date is necessary, in relationship to the difficulties that are met in your daily experience.

2. ACTIVITIES AND PROJECT SELECTED: JUSTIFICATION

The training of teaching staff is directly linked to didactic research and the theories about education, in such a way that I consider it appropriate to speak about the project carried out for the subject *Evaluation and Educative Innovation in the acquisition of L2 through music* and my experiences during my Practicum as a future teacher.

In this section the detailed reasons why I have chosen to divulge the research project and my experience on Practicum II and III will appear.

The first reason is the crucial importance I give to the use of cooperative learning as a strategy for teaching-learning for students of Compulsory Secondary Education this has been reflected in the selection of the topic for assignments given in the second semester of this Master.

My personal use of Cooperative Learning as student has allowed me to learn strategies and other abilities in the most practical way, and I shared experiences and this has revealed the importance of learn it as a teaching method with my students.

The second reason is that the task and projects carried out in the second semester have been essential for the development of the didactics of each of the specialities were taught. In my case this was the English language speciality. Subjects such as “*Evaluation and Educational innovation in English*”, “*Design, Organization and Development of Activities*”, or “*Oral Communication in the English Language*” were taught, where I have been able to develop the basic skills for their correct application whilst working as a professional. These types of subjects have been thought up to create new responses to the reality of a school, which I was going to face on my practice period. Putting into practice different projects I have tried to give an educative response to the realities of the school which in have experienced in the State High School “Miguel de Molinos”. That’s the reason why I have chosen the projects and tasks carried out in this semester.

Due to the relevance that research has in the teaching profession, I proposed a project to do with the acquisition of L2 through music as an innovative strategy to motivate the students. Moreover, as you can see in the project, music corresponds to one of the multiple intelligences that Howard Gardner argues in his various works.

According to *ESCUDERO (1986)* investigation is characterized by:

- *A type of knowledge which makes their relation and communication easier with practice.*
- *Favourable for both a pedagogical system of communication and a practical system of communication.*
- *Orientated towards the improvement of the educational system.*

Knowledge about the activity of teaching is reached, mastering the theories, concepts and principles of the same, or from systematic reflection about the way to go about teaching. The daily action in the classroom is a field where we can make our knowledge more solid through practical experience.

The “Practical experience”, and knowing how to reflect which the teacher constructs with experience is the fruit of the synthesis of thought and action, theory and practice, being and know how of each teacher.

Research is a rigorous and meditated process which pretends to expand and improve knowledge and practice of an environment of human, physical and social reality, etc. Investigation is another way of knowing.

The importance of investigation in the classroom which the teacher should carry out must be adapted to the conditions or realities of the classroom, taking into consideration whether it is appropriate for the times we live in and responding to the interests of the pupils. For that, I think it is convenient to present these projects together since it was from Practicum II and III that I put into practice the application of specific strategies which have been beneficial to me as a student and as a future teacher.

I consider that these two projects have required a concerted effort to be able to understand, interpret and improve (to innovate) the process of communication and learning. Thanks to their putting in practice I have been able to appreciate teaching as an open and multidimensional activity, “a critical reflexion participating in all the

variables” employing strategies, methods and the most appropriate techniques.

In the same way, I have allowed myself to get to know which is the appropriate teaching strategy for learning to be implemented in class, and in this way achieve that the pupil feels supported and to increase his or her motivation in the subject.

Moreover from the results obtained on the project and from my experiences on the different “*Practicums*” I have been able to understand the larger perspective that teaching goes beyond the simple transmission of knowledge. It is a complex activity which requires understanding of the education phenomenon to put into practice.

3. CRITICAL REFLECTIONS

3.1 PRACTICUM

As I have stated before, the didactic reflexion which I have developed throughout this period of work experience has been centered on the second year of ESO which is offered by the state high school “Miguel de Molinos”.

To deal with this section, in which I intend to explain the work I have done during this time and the impressions which I have progressively been created about all of it, I would like to begin by conducting a brief summary of the context in which that work has been developed.

The state high school “Miguel de Molinos” has a recent bilingual section regulated by the British Council. This program represents an extension of a program which starts in the Primary school, “José Antonio Labordeta”, within the framework of the agreement MEC/British Council.

CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language. (Marsh, 1994)

The bilingual program taught in this center covers CLIL program requirements and what I have experienced during my practice period as I can justify that it covers all the required dimension:

- The culture dimension: I could participate in Thanksgiving, San Patrik’s day where students celebrated and worked on it; so students were aware of certain cultural aspects of the Anglo-Saxon communities.
- The Environment dimension: students of 4th of ESO can get through a knowledge test the High School English title like an England student. Thus, students have access to an International Certification and they have a preparation to the EU integration.
- The language dimension: teacher used different kind of approaches and methods in language teaching and they were always in contact with the second language acquisition; so students improved their target language competence and developed oral skills in different contexts.

- The Content dimension: children have English hour lesson five days every week but in addition, they also had Science and Social studies in English language, so the students had a high English level and it was an opportunity to carry out different activities throughout the week.
- The learning dimension: this program increased the learner motivation through different methods. Students used the cooperative learning, individual or group works, communicative approach in many activities such as: to make murals in which students showed the contents of science subjects like the volcanoes. Then, they display that works in the hall and finally students did a peer work where they explained the specific contents of them.

This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive 'can do' attitude towards themselves as language learners. (Marsh, 2000)

According to Marsh, this type of program provide opportunities to study contents through different perspectives and students are better prepared for future studies or working life.

As I have observed, students belonging to the program used to enjoy more in those activities that enhanced the oral skills and be participatory. For all the reasons, I think it was a good context to develop the innovation project about the acquisition of L2 through music. Music could cover all dimensions of this program and it is a good resource to work in order to get a relaxed environment, a comprehensible input and they can produce the second language in an active way.

I was lucky enough to be able to work with the same pupils of the ESO State Secondary School, "Miguel Molinos" and in spite of the fact that at the beginning the idea terrified me, I found the experience fascinating. It was from that point where my mind began to open and see that there existed another type of education as well as Primary, (in which I had already faced my fears on many occasions as a teacher). Perhaps in my practice at the Primary School I would have been able to work in a more secure way, without fears, without worrying about making a mistake...but then I would never have been able to discover everything that existed around me.

It was at that time, after the first period of work experience that I had with the pupils of ESO that I decided that I wanted to “put myself to the test” and that I wanted to continue learning and overcoming my fears.

If there is anything that of course I have learned during this last year, and above all, thanks to the new in-service training that I have been allowed to carry out, it has been to be able to see further, to not clamp up for fear of making a mistake, of doing it badly... and now I would like to refer to my tutor of the High School, Ana María Murillo, without whose help I would not have been able to develop my work in this way.

During the first Practice stage, I got to know the classes and the characteristics of the pupils which comprised them. It is sure that the two weeks duration of the first “*Practicum*” were not enough to allow me to know every one of the pupils which made up the classes well; with their wide ranging characters and peculiarities, but the general objective of this first period of work experience was no so much to know the characteristics which define each and every one of the users, rather it was a question, as I have said before, of obtaining a global view of how such a program conforms and its general characteristics. We would say that it was about having a first contact with something which, at least for me, was totally new and extraordinary.

My in-service experiences began with an accumulation of emotions which I would not know how to define very well. It was the “first contact” that I was establishing with the adolescents with an intermediate level of English (in an educational environment and for a continued period of time), and I have to say that fear and insecurity have been two of the main emotions, amongst others, which have accompanied me during all this period of work experience. Together with that, we must add the fact of the peculiarity that practically the majority of the pupils included on the CLIL program, that from then on would pass on to be “my pupils”, possessed a fairly profound knowledge of the subject matter, which made my fears and insecurity even greater.

I have to say that in this first contact there were many things which attracted my attention. Practically everything which made up the center and the bilingual program in which I was immersed surprised me. But if anything surprised me right from the very beginning, it was the way the pupils response and the distribution that is proposed in the classrooms. The amount of work that the correct functioning of a bilingual program

entails and the existing cooperation between members of the teaching staff made me questions about my own abilities. Teachers working with CLIL are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers. Often, language teachers work in partnership with other departments to offer CLIL in various subjects. The situation of the English department at the institute also required good coordination between the ordinary and the bilingual program in order to make a good adaptation of content.

Starting from the base of detecting the skills that each pupil had, the aim was to optimize these skills, a project which encompassed not only academic learning processes, but also their development as persons.

The classroom is made up of fifteen pupils, it's true that such a reduced number of pupils made me feel much more comfortable and sure of myself.

As a whole, the atmosphere that exists in the classroom is characterized by a good level of camaraderie, as well as good attitudes and values that had already been acquired by the pupils. I have to say that I have felt very comfortable and integrated in the program. Every individual student had their peculiarities, but they always had a good attitude both to me as well as to the rest of the professionals at the center, an attitude characterized by respect and politeness, two aspects that were never absent from their behavior.

Another aspect which surprised me greatly throughout the second period was the ease with which I could establish relationships with the pupils. I did not expect it, and was not conscious of it, but they even took the initiative to promote amicable relations where it was necessary. The truth is that right from the beginning I felt very appreciated and respected by everyone. They have trusted me and have treated me no differently to any other professional.

It is sure that from the beginning, all of professionals of the center got involved in explaining to me, putting me in the picture, helping me, understanding me...but in spite of that I knew that I was finding it difficult to adapt to the center, and did not manage to understand the reason why. I had found a context in which I felt knew and with a lot of fears.

I value this aspect as a specific and differential characteristic of the center, which allows students like me, in the training period, to be able to obtain different points of view and value the wide range of ideas and possibilities which a concrete situation can generate and in this way to express my sensations in the comparison of different years of ESO carried out, the comparison between an ordinary group and a bilingual group. Each one of the professionals did what they could for me or what they thought was best for me, based on their experience, and all of that made us benefit enormously, being able to develop our task in a much more complete way.

The tutor was in continuous contact with me, helping me with the planning of the didactic unit, taking it as a point of reference for herself. At the end of each and every one of the sessions which I put into practice, we analyzed them in order to be able to improve those aspects which needed improving.

Following the Content and Language Integrated Learning, the teacher has a diary program in the English subject that it consists in:

- Twice a week, to follow the ordinary book: in this case students are working in a higher level because they use the textbook called “High School 3” in the 2nd year of ESO.
- One a week:
 - ♦ Literacy addresses the reading, writing, and study of a full range of text types that children learn how language works at a word, sentence and text level.
 - ♦ English language assistant who collaborates in the practical teaching of the language through Power Points that depart from topics that it could be interesting for the own students.
 - ♦ Reading: students usually read at least three or four books in a year. In the library we can find an original version books so this kinds of reading support their level however they use adapted version.

As far as the design of activities was concerned, it was a fairly easy task since the tutor herself gave me the topic and the contents which I had to deal with, so I tried to design innovative activities which would not be too different to what the pupils were used to and which attended at the same time to their needs and adapted to the academic characteristics.

The design of the didactic unit was thought of to be worked on for the constructivist model so this didactic unit was not only presented as a combination of knowledge and abilities, but as a program of activities when the child is the main protagonist and it is he or her who should construct his or her knowledge, but always with the support, the consideration and the advice of the teacher, whose duty is to act as a guide to the pupil and not only as one more spectator to the learning of his or her pupils.

Activities worked normally after the explanation of the teaching. The teacher used in all the lessons materials related to the context of learning such as work-sheets or audiovisual resources. I think that it is very important to give clear instructions to have a successful management of the classroom.

The learning occurs when the child establishes relationships between his previous experience and the new information that they learn.

In this methodology there are aural procedures and all the learners participated in these activities like games or brainstorming. The speech had priority in language teaching through all the lessons. This was a very effective methodology because there was a constant verbal interaction between the teacher and the learners so they could memorise some drills or practised their English.

The ordinary blackboard was used for a major observation, resolution of problems and attention of the pupils.

The teacher function was based on the communicative language teaching method because my lessons were developed as Hymes (1971) referred to as “communicative competence” and as in the first semester, we studied Chomsky, the focus linguistic theory was characterized by the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a foreign language.

Now is the time to speak about the implementation of the activities in which I have seen myself in situations in which I had nothing prepared, but even this in itself has been a way of learning and of awakening my didactic creativity.

To be able to carry out the following activities, I tried to make them remember things that they had learned before in previous academic years. In that way I checked the level of the pupils and above all their knowledge of grammatical structures and vocabulary.

Once the activities had been finished, I did a global check when correcting so that I could see which of the pupils required more support and which did not.

In the unit I have used different teaching learning strategies, since the main objective is to produce a dynamic class where the pupils learn at the same time as enjoy themselves. I have tried to promote individual work as well as group work.

Related to the positive effects which music has upon second language learners, songs have motivated and captured the attention of second language learners. Therefore, a positive mental attitude has to be present in the interest of the second language teacher to provide an environment which evokes positive emotions. In my learning unit I worked on the song *I had forgotten it*– by Kit Perry and Yvette Remilton in order to practice the grammar structure about past perfect tense.

Since the implementation of the program web 2.0, I have been able to use the digital board and also the radio cassette, internet, tablet pc for students, etc. These resources have favoured the use of the ICT.

Each one of the sessions had more or less the same structure beginning with *introduction or motivational activities* for the beginning of the contents block of the didactic unit: *activities based on previous knowledge*, to know the ideas and opinions, correct or erroneous in a given topic area.; *activities for development*, to acquire new areas of knowledge and communicate to others the task carried out and finally revision of the unit activities. I have used the systematic observation through note-taking and observation sheets, watching my peers teaching actions I posed attention to the management of the class and how the students interact in class.

Up to now, I have talked about the pedagogical context, the activities out and the systematic observation which gave way to evolution of the pupils and their corresponding correction. Now, I would like to refer to the self-evaluation of my own experience as a teacher and take this into consideration in my analysis and proposals for the future.

On the one hand, the aspects which I consider have been constructive are the following: the daily work that I have been carrying out throughout my teaching experience, the maintenance of interest when elaborating the program and the

motivation, are aspects that I believe I should maintain when developing any type of program.

I consider that I have done a good unit of work, which was put into practice with success. And my daily observation has been a key factor for good adaptation to the planned activities.

On the other hand, the difficulties in order to foreseen in the implementations it was not sufficiently but once in the classroom I realized which I found difficult to handle. Little by little I managed to overcome them, in spite of the fact that the frequency of occurrence. For example one day I prepared an interview speaking and then they had to write a composition on their note-books but the results were unsuccessful because they were talking about other topics and I couldn't control it.

Another drawback I detected in my teaching action was a lack of attention to pronunciation or feedback. Once I detected there I felt the need to pay more attention and I good see the benefits of it.

Moreover, I believe that questions like pronunciation or always carrying out feedback after each session are very important aspects which I should take into consideration always.

To end with, I would like to refer to those aspects to be restructured, which have been present repeated times. On numerous occasions the pupils were working more quickly on a task than I had planned or on other days there was not enough time to finish it, but the problem was resolved by completing it the next day. One aspect which I should take into consideration for the future is the adequate timing for the activities to the rhythm of work of the students.

On many occasions I was not sure whether the students had understood my explanations so, from then on, I saw the importance of checking understanding and drawing feedback from students. Little by little I believe I got over it, but of course I still need to improve more. Once I had carried out an explication, I asked questions to some of the pupils to check if they had understood or not. I sometimes could me code-switching to assure the comprehension.

My tutor experience has made me realize and understand many and various techniques to be able to understand the needs of the pupils at every moment. She advised me about to take care when I was writing on the blackboard because it is very important to take in control the class. On the other hand, part of the group, even though they had a good control of expression presented difficulties when acquiring writing skills, as for example, doing essays, which have been very difficult for me to correct since I consider that numerous factors come into play. It seems to me that putting a written mark is something very subjective, but that experience will be that which gives me the capacity to be able to do it correctly.

I would dare to say that the large parts of my initial fears have disappeared. Now I am not afraid of interacting with the pupils. Of course my insecurities are still there, of course they are, but now I am rather more confident in myself; I see myself capable of being able to do things well, and badly as well, of course, but I feel satisfied with the results obtained.

3.2 THE RESEARCH PROJECT

As future teachers I would like to improve our work and investigate about what resources are effective in the teaching of a language, in this case the music.

According to Howard Gardner (1993, 1997) musical intelligence runs in an almost structural parallel to linguistic intelligence. Intelligence is not a single, but there are different types. Our system for implementing the IM is dedicated to stimulate the potential in children in an active and affective climate as required XXI century.

I believe music as an important element in the acquisition of a foreign language. The music is an element that we have in mind throughout life. Music is an element in common with all cultures that is why we believe its correct use in the classroom can be a motivating factor favoring the acquisition of a second language.

On the other hand, music allows us to develop the basic skills which compose any language, in this case English, as well as cultural aspects of the language can be learned.

"...The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production." Stephen Krashen (1981: 6-7)

The classroom's goal is to prepare students to be able to understand the language used outside the classroom so music can be a successful resource. Moreover, one of our aims was that students could work on songs, singers that they wanted in order to reduce the students' affective filter. We can profit from the comprehensible input the students receive.

According to Krashen, learners with a low affective filter will not only be efficient language acquirers of the comprehensible input they receive. Our materials are focus on providing comprehensible input to students and should provide them with the means to gain even more input outside the classroom.

I will now pass on to give a description of the dynamics followed throughout the research project carried out. I would like to refer to the moment when Nora Buey and I began to design our innovation project. Of course before doing it, since it took place

during the work experience, I had carried out various interventions in the classroom to which I had been “assigned” and that I have previously described.

I have to say that the implementation of the project was in a sporadic way, at the end or at the beginning of each one of the sessions, since there was little time for its implementation. I believe that songs stimulate a natural accumulation of vocabulary that students will be able to use in real life situations. The Innovation project describes the theoretical and practical reasons for using music on a weekly or daily basis in the teaching of foreign languages so I could find interesting to use songs along the lessons of my learning unit.

In spite of that, the tutor gave us these moments in the classroom, in which I have had to be the one “responsible” for putting it into practice. And I have to say that when I have done it I have not felt bad at all, to the contrary, I have felt very good, and the pupils also have responded in a very good way, participating in all the planned activities.

You can find the complete project in the Annex section. Even though I will not refer to how we went about doing it, because it explains itself, I would like to comment on some of the impressions or evaluations that seem to me personally to be important to point out.

I believe that through its planning and execution, as well as being aware that the results obtained could be the expected ones, I have to say that I have felt very proud of being able to carry out something like that which we have done. Never before had I carried out a “research project”. The truth is that I will say that once again I managed to surprise myself, and not because I consider that our work has been “admirable”, rather it is because starting off from not knowing anything about the topic, I believe that I was very able, little by little, to be able to resolve the difficulties and problems which arose with great success.

I did some activities in my lessons carried out in the learning-unit taking into account the information we got from the questionnaires. Some of these activities were individual (“fill in the gaps” and “order the song”) and some were in groups (debate club). The group activities had better results than the individual ones. In general the students were very participative in all the activities because all of them loved the songs we used.

As well as that, I believe that the work we did with the students could be valued as being very good. Certainly, I felt very comfortable working with them and I believe that was reflected in their attitude.

I am very grateful that I have been given the opportunity to conduct all of this process, and sincerely speaking, I have learned many things from it, not only from my own errors but also from what the pupils have taught me.

I hope that this work that we have carried out will be of use as teaching material, so that, with a view to future activities, we can use it as a reference. In my practice period I could discover that the main abilities to pronounce well and the ability to learn new vocabulary quickly are improved with the use of the songs in the learning process.

In the first period of teaching practice and after that during my period of observation, I was surprised by the integration of culture that the bilingual program had immersed in. I could observe a strong tendency towards the knowledge of the artistic and cultural manifestations of other countries that I had never seen before. Moreover, I consider that it was a good opportunity to be able to analyze the acquisition of L2 through music.

During the first stages of the elaboration of the same, we have to decide the topic of research. It seemed to us that we could get a lot of such a good resource as music since the pupils could work on a real context which offered a great variety of activities in terms of pronunciation, vocabulary, and grammatical structures...

So, after having a good exchange of ideas and with the help of our teacher, we had a general idea and the structure of our research. The students' and teachers' questionnaires for the principal tools of the research were drawn up; these two tools allowed us to face up to the students' feelings about music and their teacher's opinion about the same question. In this way our conclusions would have a more solid base.

With reference to the questionnaires, I believe that that were interesting for them and helped them think about their tastes and what methodological strategies they would like their teacher to put into practice during the classes. At the same time, the teachers offered little collaboration, so that we did not obtain much information from them, so that our own experience was that which helped us to be able to put the project into motion.

From my point of view, it would have been interesting to be tutored more directly on the questions that we were going to put into practice, since not having experience we were guided more by investigation into the tastes and preferences of the pupils in music, and how they would like the activities to be conducted than our academic mentors. Furthermore, the teachers, who were not in favor of innovation or using other resources, warned us that the obtained results were limited, but our putting into practice of the project showed us that music was a good resource that should be worked on more in the classroom.

Obviously, after compiling and interpreting the questionnaires, we obtained much information from books in which were offered a good quantity of interesting materials which were going to be the basis of our work.

Of course, the data from the questionnaires was worthwhile. To obtain a clearer image of the points of view of the students, we have created a data collecting “tool” (see the annex which is included in this dissertation), that is to say, an excel document in which we can see the results.

Moreover, we carried out an interview with our teacher in order to confront their ideas as to the conclusions we extracted from the questionnaires. We believe that the said interview gave our research more solid motives since it offered a much more impartial opinion, where ignorance was not an obstacle towards a real image of the situation.

We hope that the students are aware of the importance that music has in our lives and of how we can take advantage of it as one more educative resource, since the objective of the investigation is to identify the degree of influence of music, if it is present, and how it affects the level of competence of the students.

The modern Integrative method in Education means that language learning in school happens at the same time as the development of other abilities, such as creativity and individual investigation. One example of the integrative approach is the integration of language learning with musical appreciation development.

Doing research in the classroom is, I have to say, a demanding task; it is slow and it

needs solid planning and the development of tools. For novice researchers like us, deciding the topic was not difficult, since it was a common idea that we had dealt with often before initiating the project; to elaborate the questionnaire, the gathering together of resources and the interview however was the most challenging task to be able to determine the final result.

As a conclusion, I believe that acquiring some knowledge about methods of research is vital to be an effective teacher; as a basis for future research into teaching and the process of learning.

4. CONCLUSIONS AND PROPOSALS FOR THE FUTURE

Even though throughout this master dissertation, observations about my personal and professional experience endured during this period have been being introduced, I believe it is necessary to carry out a few final reflections about the whole master, directing such reflections at diverse aspects.

The master was divided into two semesters. During the first period we studied the educational psychology, and the curriculum, the development of the basic skills, methodologies and didactics, evaluation, awareness of diversity and the organization of centers and of the education system. There have been other aspects to take into consideration such as the emotional intelligence necessary to be able to conceive and resolve situations in a constructive way. Subjects such as “Emotional Intelligence” have been taught where I have learnt that it is important to know some skills to be able to do our job as teachers correctly.

On the second period, I discovered that you can learn a lot from teachers, but you can learn even more from your students as well. Each pupil is a completely different reality to the others. So, I believe that we have to treat each pupil like an individual, and mainly, each individual as a person.

Integration in the State High School was very good since I have been treated very well. The work experiences were very positive and I believe that they are fundamental in the career since they teach us what a school is really like and in particular a classroom, and they help us to understand better everything that we study and to understand pupils better. They also show us the teaching-learning process from a different point of view. Up to now, we only knew how the classroom is seen from the perspective of the pupil but now I already know how it is seen from the other side, from the teacher’s desk, and that will help me to understand better this process and also understand teachers better.

During this period I have been able to discover how the changes which are being produced in society are having an effect on the demand to redefine the work of the teacher and surely the teaching profession, teachers’ training and their professional development.

The training of teachers is one of the factors which condition the quality of education.

On the basis of these reflections, it makes it clear the need to concern ourselves not only with the initial training, but also with the ongoing training of the teaching staff to be able to achieve a school adapted to the needs of society and the pupils.

“The Initial Training is the initiation of a continuation” (Marcelo, 2002) (My translation)

I consider that this master has been the beginnings of my initial training since I cannot pretend to be able to condense the entire teacher training in this short period of time.

“You have to understand that the initial training is the first step towards being a teacher. When the student leaves the Primary Teacher school they still have a lot to learn, with the result that you have to accept that this training is insufficient and incomplete.” (Barba, 2011:69) (My translation)

When faced with this initial, incomplete learning, and understanding that to be a teacher pre-established solutions to the need for all the contexts, individuals..., I share the idea that the training of teachers extends throughout all their professional career and that in this sense, the initial training is the first step in the training journey, but its effectiveness is basic.

I consider that the initial period of training as a teacher is a very important phase, not for the learning of theoretical knowledge, but because of the experiences lived personally. The author mentioned above affirms that the teacher in their first steps in the teaching practice does not do what they have learned; rather they reinterpret the form in which their own teachers have taught them.

A large number of authors see the need for teachers to have a continuous training and work experience, as a requirement to face the current demands which are falling on the function of the teacher.

One of the most important conclusions that I have been able to draw, thanks to this master, is the importance which is present in all the members of a team which work together do it in such a way to achieve the same objectives and in a collaborative manner. Nevertheless, when this thought does not exist, nor does the common desire to

achieve something, it also is fundamental that the teaching staff incorporate small changes in their teaching practices with the intention of offering the best possible response, and without forgetting that to achieve great things you have to start with small actions.

I would like to study in depth about inclusive education because in the center where I did my teaching practice I could see the reality that a teacher could find. In the daily life of the school I have seen that the teacher makes a big effort to integrate pupils which present learning difficulties. But, even though in appearance, integration is accomplished. In my future as a teacher, I will try to integrate pupils whose rhythm of learning is slower or present difficulties, because in that way I will be able to resolve behaviors that did not seem appropriate to me.

Nowadays, “Inclusion” and “team work” are terms which are very common in education. This master has helped me to expand and organize my knowledge about these aspects and has given me an immense desire to work with the objective of achieving a more and more inclusive educational system but I would like to extend my knowledge in these areas in depth. It is sure that in many cases, they pay more attention to children with more difficulties, since this group has more barriers when it comes to learning than the rest of the pupils, but I believe that we have to change perspectives and bear in mind that while we are working our objective has to be to achieve the maximum development of the capacities of each pupil.

To end with, I have to say that there are large quantities of things that I have been able to learn throughout this experience, and not only on a professional level, but also on a personal level. I have to say that I have learned a lot from everyone and from each one of the professionals, and even more from each and every one of my pupils. Thanks to this master, I have been able to gain more confidence in my knowledge, and have been able to have a clearer idea about what I want to do in the future.

4.1 My proposal project

The project that I would like to accomplish in the future would be on *how to promote school integration*.

During the period that I made my in-service period I could see the reality of the classroom, where he was a child with “Asperger” syndrome. As a future teacher I would like to study in depth my knowledge about those students with special educational needs. I would like to be competent to face the different situations that I could see in my future experiences like a teacher.

I think it is important that the headmaster of the school or a teacher who knows about the issue “inclusion” and seems that diversity is good for everybody, deepen their knowledge on the subject of inclusive education and share this knowledge with other members of the school. I think it is a good idea, to use one of the resources they have at the center: the School of Parents in order to create a forum of discussion integrated by experts, teachers and parents where they could share their knowledge and experiences.

Furthermore, it is essential that all the members of the school community have the same goal and work collaboratively to achieve it. We need to make sure that a pleasant environment is offered to all, so teachers have to have freedom and security to propose changes, carry out and improve them with constructive criticism from their peers. After creating this pleasant environment and in which everyone feels part of the group, is when parents, students ... may analyze the curriculum, organization and the services offered by the school.

The proposals would make the school in order that it may be a more inclusive school to enhance the educational response would be:

- To analyze the curriculum, taking the diversity of the center into account. Thus, the curriculum must be broad and flexible, so that all students have equal opportunities through a common curriculum which can make adjustments in which each student may have targets commensurate with their abilities.

- Team-work for teachers: To take actions in a safe and free atmosphere in order to study the different ways to organize and be able to use the resources at the center. As important as the student support is support among teachers. I would suggest that regular meetings between all members of the school (teachers, parents, students, director, administrator ...) to make proposals on different aspects and analyze the results of the proposals carried out. I also find it important to have more communication between teachers from different educational stages, in order to exchange experiences and opinions. Above everything I would recommend to be free when it comes to work so that teachers would feel more confident and eager to try innovative actions.

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6. APPENDIXES

6.1 The importance of music in L2 acquisition: Innovation and research project.

6.2 Port-folio II: IES Miguel de Molinos.

6.3 Practicum III: IES Miguel de Molinos.