New insights into error correction within communicative language teaching

María Pilar Tejedor López

Tutor: Rosa María Jiménez Catalán
Facultad de Letras y de la Educación
Curso 2011-2012
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trabajo fin de estudios

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NEW INSIGHTS INTO ERROR CORRECTION WITHIN COMMUNICATIVE LANGUAGE TEACHING

MARIA PILAR TEJEDOR LÓPEZ
Máster en Formación de Profesorado de Secundaria
Universidad de La Rioja
Supervisor: Rosa María Jiménez Catalán
Julio 2012
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GENERAL INTRODUCTION

The moment of the end of the Master should be for reflection. The present document, End of Master project, originates from a need of integrating the knowledge acquired along the year in a cohesive practical materialization of it, serving not only as a means of final evaluation but also as a conclusive implementation of our process of formation and as a valuable exercise of reflection on the instruction received.

The instruction received throughout the different subjects that make up the Master en formación del profesorado de secundaria have aimed at introducing us into the reality of present secondary education in Spain and the teaching of our special field, English language, within that context. The instruction received has also encouraged us to develop a critical view on that reality, to meditate on it, to consider other possibilities and to start taking the first steps to develop small or bigger changes. It is at this point where the title of the present project begins to make sense.

The current English Language Teaching reality nurtures from the postulates underlying the Common European Framework of Reference for Languages, the framework provided by the Council of Europe that offers some guidelines on language learning and teaching and on the assessment of the acquisition of competences in different languages. This framework, in its approach to language learning and teaching adopts a communicative methodology. Communicative Language Teaching (CLT) is “an approach to foreign or second language teaching which emphasizes that the goal of language learning is Communicative Competence” (Richards, Jack C., Platt, J & Platt, H. Dictionary of Language Teaching and Applied Linguistics. 1996. Longman, p. 65) and Communicative Competence is “the ability not only to apply the grammatical rules of a language in order to form grammatically correct
sentences but also to know where and when to use these sentences and to whom…” (Richards et al. p. 65). CLT approach has its origins in a

“group of British applied linguists which in the 60’s and 70’s used studies of the needs of European language learners, and in particular a preliminary document prepared by a British linguist D. A. Wilkins (1972), to propose a functional or communicative definition of language that could serve as a basis for developing communicative syllabuses for language teaching. Wilkins’s contribution was an analysis of the communicative meanings that a language learner needs to understand and express. Rather than describe the core of language through traditional concepts of grammar and vocabulary, Wilkins attempted to demonstrate the systems of meanings that lay behind the communicative uses of language.” (Richards, J. C. & Rodgers, T.S., 1986:85).

Behind this approach there lays a theory of language with scholars such as Hymes (1972), who coined the term “Communicative Competence” to contrast Chomsky’s theory of “Linguistic Competence” (1965).

“For Chomsky, the focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language whereas Hymes held that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Halliday’s functional account of language use also contributed to CLT approach. Halliday (1970) elaborated a powerful theory of functions of language which complements Hyme’s view of Communicative Competence” (Richards, J. C. & Rodgers, T.S., 1986:60).

CLT approach is mainly characterized by a view of language in tribute to social and cultural context. Within this approach, special attention is paid to the learning process, the student as the centre of this process, meaning over form, the use of daily language, a balanced equivalence between fluency and accuracy and error as a natural part of the learning process. In this approach, group and pair activities are encouraged and syllabus are
organized by functions (expressing likes and dislikes, describing people) and notions (time, frequency) (Richards & Rodgers, 1986)

I find this approach the most appropriate in the light of present social needs with regard to languages. The arising of the Information Society or the growth of Globalized markets have made language competences more valuable than ever so communicative and meaning – based approaches are those which better fill language learners’ current needs. However, I also believe that the consideration given to error correction by CLT advocates still have some weak points that may be considered and revised. A case in point is the way error correction is dealt within CLT. Its conception regarding errors is based on the findings of some scholars such as Dulay & Burt (1974) or Bailey, Madden and Krashen (1974) who confirmed that L2 learners follow a path through similar developmental patterns regardless of their native language backgrounds. These findings are summarized in Krashen’s ‘natural order hypothesis’ (1982). Under this hypothesis, errors are regarded as part of the process of constructing L2 learners’ system. Establishing a parallel with children’s mother tongue acquisition, the errors committed by second language learners are considered as part of the process of acquisition; they reflect the process that learners undergo in the acquisition of the target language; far from being negative, they are regarded as positive, they show that learning is taking place. Consequently, teachers should avoid error correction immediately after learners make errors. This naturalness in the consideration of learner’s error production, proper of unconscious view of language acquisition, contrasts to a recent concern regarding the role of conscious processes in second language acquisition. This concern is frequently centred on the ‘Noticing Hypothesis’ postulated by Schmidt (1990): it claims that conscious awareness (noticing) plays an important role in the process of learning and is a necessary condition for it. In the light of these new cognitive assumptions, error
correction functions as a major tool for ‘noticing the gap’; that is, learners’ awareness of the mismatch between the input and their current interlanguage (Schmidt & Frota, 1986). Within this current debate on Focus on Form and Error Correction in CLT context, my personal concern is a consequence of the experience acquired as a pre-service teacher during the period of observation in the school I was assigned in the phase of teaching practice. I could observe that teachers did seem to spend time correcting learners’ errors, even, they did not seem to care about them. This was particularly evident as far as oral activities and oral interaction were concerned. From my point of view, this attitude may have long-term negative effects on learner’s proficiency. That is the reason why I have entitled the present project as “New insights into error correction within Communicative Language Teaching”.

Hence, in my project I will try to cover a compendium of the knowledge acquired throughout the Master course. I will integrate it into the design of a didactic program for being implemented in the current curriculum for the 2nd year of bachillerato. However, at the same time, I will try to exert a critical view on my focus on error correction materializing it in an innovation and research project that develops a concretion of this aspect: “Oral Corrective Feedback in Communicative Language Teaching: How does it affect learners’ academic self-concept?”. In this sense, in my project, I devote space to error correction within communicative activities, in the belief that the assumptions underlying CLT and error correction do not necessarily fall apart.
Theoretical background

Part 1
THEORETICAL BACKGROUND

The reflection that was mentioned in the introduction must begin by the consideration of the basis on which the whole Master course is built up. In the present section I will try to present a general overview of the theoretical background acquired throughout the course. This background underlies the whole project and is materialized in the design of a didactic program and my proposal for a research and innovation project. Then, this section is of great importance in order to perceive my interpretation of the theoretical instruction received and thus understand in a better way the implementation of it in the design of the whole project.

Our theoretical formation covers a great number of aspects of high relevance for our future professional practice as English teachers and has been distributed into two clearly differentiated blocks. The first one has a generic nature and attempts to transmit a general outline about the Spanish education system: the main social and cultural context in which it is implemented, the principal education laws on which its foundations lay, general issues on pedagogy, design of didactic programs, internal organization and hierarchy of secondary schools and basic knowledge about personality development and learning processes in our students.

_Sociedad, familia y educación_ gave us the opportunity to reflect upon education in a social and cultural context. It focused on the family institution, providing a general outline of the major changes that it has undergone in the last 50 years and establishing its close connection to the educational context. It also introduced the main inequalities concerning
social class, gender and ethnic variables and their impact on the present education system.

Finally it offered a general overview of the teaching practice as a profession. Out of this contents, I would highlight the sessions devoted to the social inequalities in current education because of its relevance for present day education in Spain. To this point, it was of particular interest the article by Fernández Enguita (1999) “Las desigualdades resultado de las políticas igualitarias: clase, género y etnia en la educación”, that presents an evolitional study of these aspects to see the changes experimented in the educational landscape along the years. As far as I am concerned, I was able to realize the relevance of this issue during my practice sessions as a prospective teacher in the school I was assigned. The practical implementation of Spanish educational policy is hugely conditioned by these inequalities, especially those caused by ethnic aspects derived from immigration. These differences make necessary great effort from educational policies in general and from schools in particular in the design and implementation of different projects and curricular adaptations; they represent one of the most important challenges that Spanish education has to cope with nowadays.

Procesos y contextos educativos aimed at providing the theoretical essential knowledge concerning the main aspects of the teaching-learning process: legal aspects, structure and organization of schools and the main documents on which they are based (PEC, Proyecto Educativo de Centro), different school programs and their implementation, school and classroom planning, attention to diversity or methodological strategies among others. Besides, it succeeded in presenting us the stages to design a didactic program and a didactic unit, the different models of organizing them and the points of mandatory incorporation. With regard to my personal formation, the subject has been of especial
importance for taking into account the complexity of a school internal organization and structure which is an aspect that I had the opportunity to ascertain during my practice time.

*Aprendizaje y desarrollo de la personalidad* intended to focus our attention on the most important agent in any process of teaching and learning: the learner. It began with an introduction on the basis of developmental psychology and a brief overview of the main learning theories developed throughout history. This is a crucial theoretical background for the understanding of the different ways of interpreting the teaching-learning process advocated by Second Language Acquisition authors. In addition, the subject described other important points such as learners’ cognitive styles, motivation or main patterns of relation between teachers and learners but it focused mainly on the developmental stages followed by adolescents and the emotional problems they may present, problems that can subsequently become into academic difficulties. Additionally, it provided prospective teachers with guidelines for facing these handicaps and minimize their effects when attention to diversity does not cater for these necessities. This subject also contributed greatly to arise in me a special interest in conducting research on affective variables and instructional aspects that I later materialized in the research project included in this document.

These subjects were complemented with some practice sessions in which we were able to apply theoretical instruction to practical cases. The generic module composed by these three subjects constitutes a very strong foundation for the development of the specific module devoted to my special field, English language. Contents in both modules are in most cases closely interrelated and one serves as the basis for the other.
The specific module to our field consisted of three subjects. *Aprendizaje y enseñanza de la lengua extranjera (ingles)* intended to integrate the general knowledge received in the generic module and adapted it to the context of Foreign and Second Language teaching and learning: legal framework and basic guidelines taken from the *Common European Framework of References for Languages* designed by the Council of Europe, didactic programs design, language learning strategies or Language testing were among the most important issues addressed. Due to my personal concern on error correction, already mentioned in the introduction, the last part dealing with the assessment of communicative competence was of particular interest for me. From my point of view, other important benefit was the patterns for the analysis of teaching materials, especially textbooks. The decision on the appropriateness of the textbook for a certain level is not an easy task and should be based on sound criteria.

The intercultural part of the subject introduced a new perspective of Language teaching and learning of current relevance. The awareness of the importance of Foreign and Second Language Acquisition for individuals in present day society contributes to the enhancement of Language teachers’ social role. In addition, it called our attention to the need of developing an intercultural competence in our students for them to learn the language in a communicatively effective way. Words by Professor Michael Byram from the University of Durham in the lecture “Plurilingual and intercultural competences –two elements of a single European policy” (2008) at Kyoto University were very explanatory on these issues. The design of an intercultural activity for our students as a practical exercise provided me with the opportunity to see the great number of possibilities that this kind of activities may display.
The last part of the subject aimed at introducing new approaches to language teaching (content-based approaches) and new resources for our teaching practice. It supplied a complete coverage of the main aspects of CLIL implementation both in Europe and in Spain. It was a very wise choice the reading of the article by Fernández Fontecha (2008) from the University of La Rioja that reviews the most important frameworks and pedagogical tools described in CLIL European and North American literature. It has been very useful for me as I had very few and general notions on CLIL so I have enlarged my knowledge on the matter considerably. Apart from this, it has probably been the most valuable part as far as practical applications is concerned because it has offered a list with very useful ICT tools that can be used in the English Language classroom context: the design of webquests, the provision of web sites to find quests already designed, the use of visual dictionaries from the net or the display of some software for the improvement of our contents presentations are probably the most profitable instruments for our prospective teaching practice.

*Complementos para la formación disciplinar* provided us with an outline of the main approaches and methods to language teaching that have been developed through history. It was complemented with a practical part composed by reflection exercises and the design of an activity for each of the methods. These activities gave us the opportunity to develop a critical view on those methods and thus build up an eclectic attitude, becoming aware of their strong and weak points, and taking from them those aspects that better fit the type of teacher we want to become. Besides, the subject succeeded in offering some theoretical teacher training in foreign language teaching among which, again, I would highlight the sessions devoted to error correction and testing, sessions that were in my view the most interesting.
Finally, Innovación docente e iniciación a la investigación educativa meant to be the first encounter with educational research. First of all it encouraged me to reflect upon my capacity as a prospective teacher and the possibility and necessity of enlarging it by carrying out the researcher facet in our own classroom in order to recognize the main problematic aspects in the teaching-learning process. It instructed us in the methodology of research process in order to be capable of designing innovative educational alternatives. From this subject, I received very valuable new knowledge. I had the opportunity to put it into practice by means of the proposal of an innovation and research project on the topic of focus on form and oral corrective feedback, included in the present End of Master document. The development of this research project has proved to be a very intensive and laborious task, with a great demand of research investment but it has also been an incredibly rewarding activity in terms personal formation.

As the description below indicates the theoretical background displayed in the Master´s syllabus is characterized by its completeness and its interdisciplinary nature. It has also had the perfect complement in the fulfillment of the practice service as a prospective teacher. In my opinion that practice service has stood for the most valuable activity of the Master course and it represents, together with the present project, the true materialization and evaluation of the theoretical instruction received.

References


Web sites


Teaching Program

Part 2
1. INTRODUCTION

1.1. JUSTIFICATION

The present Teaching Program must be understood as a crucial part in the End of Master document in which it is included. It is intended to capture a general materialization of the pedagogical instruction received along the course and to embody my personal reflection and interpretation of the process of teaching and learning English as a Foreign Language.

In order to get this, I have selected the second grade of *bachillerato* to base my Teaching Program because I consider it to be an important period in learners’ educational process. In general terms, *bachillerato* learners are characterized by a higher degree of motivation in comparison to Compulsory Secondary Education learners. They have normally continued their formation in *bachillerato* as a consequence of a personal decision so they usually constitute groups in which the teaching practice is quite comfortable and opens up a greater range of possibilities for the teacher. It is also a relevant stage as far as decision making for their eventual academic and professional future. The role of English language teaching and learning becomes very important at this moment. The second form of *Bachillerato* must represent the consolidation of the knowledge acquired up to that stage and the evolution into a more complex development of it in accordance with its future academic perspectives. Thus, programming for the second form of *bachillerato* seems to require a great professional responsibility and appears to be a very rewarding exercise.

1.2. LEGAL FRAMEWORK

The present English Teaching Program has its foundations in the last Organic Law LOE 2/2006 on May 3rd (BOE n. 106 on May 4th 2006) which regulates the current Educational System. The Ministry of Education in the Royal Decree 1467/2007 on November 2nd (BOE n.
266 on November 6th 2007) establishes the general structure for *Bachillerato* and sets the minimum curricula for it. The Organic Law LOE 2/2006 on May 3rd in its article number 6 dictates that it corresponds to the different Autonomous Communities to establish the curriculum for the different educational stages and areas regulated by law. Then, the Autonomous Community of la Rioja elaborated a new Decree for the *Bachillerato* stage according to the new law for its implementation in the educational system. This one is the Decree 45/2008 on June 27th (BOR n. 88 on July 3rd 2008) in which the curriculum for *Bachillerato* in the Autonomous Community of la Rioja is established. The three documents inspire and serve as the basis for the elaboration of the present Teaching Program.

2. **OBJECTIVES**

2.1. **STAGE OBJECTIVES**

The Organic Law LOE 2/2006 on May 3rd in the chapter IV, article 33 includes a list of the main objectives and capacities that the *Bachillerato* stage is intended to develop in students. These objectives are not assigned to any particular area or subject, nor do they refer to a particular grade in the *Bachillerato* stage. They constitute a list of achievements related to the integrative personal fulfillment that students must acquire along the general formation, to which they are exposed the different subjects. In the present section I will present those capacities that I consider to be the most relevant for the area of English Language, in particular, those I consider relevant for the *Bachillerato* grade focused on my Teaching Program:
a) To exercise democratic citizenship in a global perspective and acquire a civic responsibility, inspired by the values of the Spanish Constitution which promotes responsibility in the construction of an equalitarian society.

b) To consolidate a personal and social maturity that allows the individual to act responsibly and autonomously as well as develop a critical spirit. Resolve peacefully personal, family and social conflicts.

c) To promote effective equality of rights and opportunities between men and women and promote real equality and non discrimination towards people with disabilities.

d) Strengthen reading and study habits as to achieve effective learning and as a means of personal fulfillment.

e) To express themselves fluently and accurately in one or more foreign languages.

f) To use new information and communication technologies.

g) To strengthen entrepreneurship with attitudes of creativity, flexibility, initiative, teamwork, self-confidence and critical sense.

h) To develop artistic and literary sensitivity as well as an aesthetic criteria as sources of cultural enrichment.

2.2. AREA OBJECTIVES

Area Objectives play a more important part in the programming process. The Area Objectives are stated in the Decree 45/2008 on June 27\textsuperscript{th} (BOR n. 88 on July 3\textsuperscript{rd} 2008) where the curriculum of \textit{Bachillerato} for the Autonomous Community is established and are
entailed to a certain subject. These Area Objectives for the 2nd year of *Bachillerato* in the area of Foreign Language are the following ones:

1. To express and interact orally with fluency and accuracy using appropriate communicative strategies.
2. To understand global information and specific oral texts issued in normal communicative contexts and media.
3. To write comprehensively different types of texts in a clear and well structured manner, and in a style appropriate to the readers the texts are addressed at.
4. To understand different types of written texts of general and specific topics and interpret them critically using comprehension strategies appropriate to the tasks required, identifying the essential elements in the text and catching its discursive function and organization.
5. To develop autonomy in reading texts for various purposes and appropriate to learners’ interests and needs, valuing reading as a source of information, enjoyment and leisure.
6. To use knowledge about language: rules to speak and write properly, consistently and correctly, to understand oral and written texts, and reflect on the functioning of the foreign language in communicative situations.
7. To acquire and develop independent learning strategies, using all means at learners’ disposal, including communication and information technology in order to use the language independently and for further progress in their learning.
8. To know the social and cultural features of the foreign language being studied in order to understand and interpret cultures different from one’s own.
9. To value the importance of learning a foreign language as a means to access other knowledge and cultures, and recognize its importance as a means of communication and international understanding in a multicultural world, becoming aware of culture differences and adopting an attitude of respect and tolerance.

10. To strengthen self-evaluation strategies in the acquisition of communicative competence in foreign language, with attitudes of initiative, confidence and responsibility in this process.

These Objectives represent the materialization of some of the Stage Objectives indicated in the section below in the concrete area of English Language. Then, as an example, Stage Objective f) To use with easiness and responsibility new information and communication technologies is developed in the English Language area through the Area Objective number 7) To acquire and develop independent learning strategies using all means at the learners’ disposal, including communication and information technology in order to use the language independently and for further progress in their learning.

2.3. UNIT OBJECTIVES

For programming purposes, the most important link is that established between Area Objectives and the Specific Objectives displayed in each of the Units (Unit objectives), in which the contents of the syllabus are distributed. In the present Teaching Program, particularly in the section “Unit development example”, I will include a list of the Specific Objectives and will link them to the correspondent Area objectives that they contribute to develop.
3. METHODOLOGY

3.1. FOUNDATIONS

The last Organic Law LOE 2/2006 on May 3rd that captures current English Language Teaching reality nurtures from the postulates underlying the Common European Framework of Reference for Languages, the framework provided by the Council of Europe that offers some guidelines on language learning and teaching and on the assessment of the acquisition of competences in different languages. As I have mentioned earlier, this Teaching Program must be understood as an integrative part within the present End of Master project. In this respect, in order to explain the foundations of my Teaching Program methodology, I must refer to the background provided in the general introduction concerning the Communicative Approach to English language teaching and learning adopted by the European Framework, the one that is being implemented in present day educational system. In that general introduction I explain the linguistic theory that lies behind this approach as well as the main characteristics of its implementation.

The Common European Framework for Languages, in order to implement this Communicative Approach adopts an action-oriented methodology and considers this action under the assumption that language users and learners are social agents that are required to accomplish ‘tasks’ under certain circumstances. It defines ‘task’ as:

“any purposeful action considered by an individual as necessary in order to achieve a given result in the context of a problem to be solved, an obligation to fulfil or an objective to be achieved. This definition would cover a wide range of actions such as moving a wardrobe, writing a book, obtaining certain conditions in the negotiation of a contract, playing a game of cards, ordering a meal in a restaurant, translating a foreign language text or preparing a class newspaper through group work.” (Common European Framework for Languages, p. 10)
3.2. STRATEGIES

This Teaching Program is intended to be implemented within the current educational system. Thus, on the basis of these methodological foundations, it will face the teaching-learning process following these methodological principles:

- Students will be encouraged to adopt an active role by means of task-based activities, group work, in pairs or individually, taking into account the special characteristics of each group.

- The main focus will be the global nature of learning and errors will be considered as part of the process, helping students to build their own representation of the foreign language.

- Students will be provided with "input" with the appropriate difficulty and will be helped to store such input in a meaningful way. Particular attention will be paid to frequently used expressions that may be applied to different communication situations. Besides, it will be taken into account learners’ prior knowledge, experiences, interests and motivations to promote learning, interaction and motivation.

- Communicative activities will be planned in which the students will have the opportunity to implement all its resources and communication strategies, both linguistic and nonlinguistic. They will be encouraged to freely create their own messages, with emphasis on communication rather than accuracy.
• There will be an alternation of activities and tasks to develop the four basic skills with those favoring the acquisition of vocabulary, knowledge of specific morphology and syntax aspects and the ability of the student for managing certain situations.

• Students will have to combine classroom work with the completion of homework and take into account that study and memorization are necessary to learn language effectively.

• Students will be required to elaborate a portfolio in which they will include: classroom material, activities, theoretical points and other aspects related to the subject that they consider relevant for their learning process. This portfolio will be evaluated periodically and is intended to promote students’ learning awareness.

• Periodical review on what has been previously learnt will be made.

• Teachers will try to increase the use of the foreign language to as many situations as possible.

As part of the present final project, my Teaching Program will include a novelty in the implementation of the methodological strategies described below. It will consider error production as a crucial stage in the learning process but, at the same time, will devote some time for providing oral corrective feedback to the students of one of the Bachillerato groups in oral activities. This feedback intends to go beyond the mere correction of those errors that hinder communication, characteristic of CLT settings, and intends to pay attention to formal correction too. This will be made as part of the experimental study conducted in the proposal of research project included in the final part of the present End of Master Project.
3.3. DIDACTIC RESOURCES AND MATERIALS

The English Language department in which this Teaching Program is intended to be implemented is provided with a great number of printed didactic materials to be used in the classroom context: grammars of different levels, exercise books, game books, books on writing and reading techniques, and several books on the British culture and society, dictionaries and posters. But the present Teaching Program will make use mainly of the following printed resources:

- Students’ Book. Definitions 2, Ed. McMillan for 2\textsuperscript{nd} year Bachillerato.
- Workbook. Definitions 2, Ed. McMillan for 2\textsuperscript{nd} year Bachillerato.

As far as audiovisual resources is concerned, the department also has several laptops, a personal computer, two printer machines, three cassettes and Internet connection. The different classrooms in which the present Teaching Program is to be implemented are also provided with Internet connection and a projector. The present Teaching Program will make use mainly of the following audiovisual materials:

- Definitions 2 Class Audio-Cds
- Definitions 2 Tests Multi Rom
- Definitions 2 Website  http://ace.mac-english.com/mbc/
- Access to web pages and ICT tools:
  - Visual dictionaries http://blachan.com/shahi/
    http://graphwords.com/
  - Webquests http://www.edutic.ua.es/directorio-webquest/
  - General resources http://www.bbc.co.uk/worldservice/learningenglish/
    http://www.videojug.co
4. CONTENTS

4.1. BLOCKS OF CONTENTS

Contents are the concrete instruments that help the learner to achieve the specific objectives of a didactic unit. The Royal Decree 1467/2007 on November, 2nd in which the minimum curriculum for Bachillerato is established presents the minimum contents in four blocks whose main purpose is to organize contents in a coherent way and define clearly the basic knowledge but at the same time, to display them in a cohesive organization, considering these blocks as integrative of a whole corpus. Accordingly, in my program I will also present the contents distributed in these four blocks:

<table>
<thead>
<tr>
<th>CONTENTS</th>
</tr>
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<tbody>
<tr>
<td>1. LISTENING AND SPEAKING</td>
</tr>
<tr>
<td>2. READING AND WRITING</td>
</tr>
<tr>
<td>3. LANGUAGE AWARENESS</td>
</tr>
<tr>
<td>4. SOCIOCULTURAL ASPECTS</td>
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</table>

4.2. UNITS

The following section presents a distribution of the contents in the 16 units containing the present Teaching Program. They will be presented in the four blocks allocation summarized in the previous section.
## Starter Unit “Dream Jobs”

### Contents

**Communicative Skills**

<table>
<thead>
<tr>
<th>1. Listening and Speaking</th>
<th>2. Reading and Writing</th>
</tr>
</thead>
</table>
| 1. Listening to an extract on the topic: funny jobs.  
2. Complete the sentences exercise on the listening.  
3. Discussing on the topic: Identifying jobs from Photographs. Talk about their dream job. | 1. Reading a text on the topic: funny jobs  
2. Scanning, synonyms and antonyms and True or false exercise on the reading.  
3. Reading a narrative essay.  

**Language Awareness**

**1. Linguistic Knowledge**

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Grammar</th>
<th>Phonetics</th>
</tr>
</thead>
</table>
| 1. New lexicon on the topic: jobs  
2. Cognates and false friends  
3. Time expressions | 1. Review of tenses:  
- Present simple/continuous  
- Past simple/continuous  
- Used to  
- Future simple/continuous/Perfect  
- Going to | |

**2. Language Reflection**

3. Use of Exam Trainer as a tool for revision at home, fostering self-confidence and self-learning.  
5. Use of Definitions Website to favor self-learning.

**Sociocultural Aspects**

1. Information about different funny jobs in different countries.  
2. Search for words in their own language to describe English words.  
3. Interest in learning and exchanging views with colleagues.

---

## Unit 1 “The Spirit of Invention”

### Contents

**Communicative Skills**

<table>
<thead>
<tr>
<th>1. Listening and Speaking</th>
<th>2. Reading and Writing</th>
</tr>
</thead>
</table>
| 1. Discussion on the importance of accent in English words  
2. Use of idioms for describing inventions. | 1. Reading a text on the topic: Inventions  
2. Synonyms and antonyms, Complete the sentences and True or false strategies on |
<table>
<thead>
<tr>
<th>3. Audition of a newspaper extract for its recognition</th>
<th>4. Use of the game “20 questions” to make predictions about famous people.</th>
<th>the reading.</th>
</tr>
</thead>
</table>

**LANGUAGE AWARENESS**

### 1. LINGUISTIC KNOWLEDGE

#### VOCABULARY

1. Lexicon about inventions
2. Lexicon about Charities
3. Cognates and false friends
4. Uso de clichés: “Buzz Words”
   - the “haves”
   - the “haves-not”
   - rolling in
5. Cause and Effect connectors

#### GRAMMAR

1. Use of Past Simple
2. Use of Present perfect simple
3. Contrast Past Simple / Present Perfect simple
4. Temporal expressions in Present Perfect Simple: *For, since, already, ever, never, yet...*

#### PHONETICS

1. Diphthong/au/

### 2. LANGUAGE REFLECTION

2. Strategy of an opinion essay.
3. Use of *Exam Trainer* as a tool for revision at home, fostering self-confidence and self-learning.
5. Use of *Definitions Website* to favor self-learning.

**SOCIOCULTURAL ASPECTS**

1. Search for words in their own language to describe English words.
2. Show interest in learning and exchanging views with colleagues.
3. Use own words to express opinion.

**UNIT 2  “The age debate”**

### CONTENTS

#### COMMUNICATIVE SKILLS

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<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
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<tbody>
<tr>
<td>1. Listening to person’s and objects’ description.</td>
<td>1. Reading a text on the topic: Legal ages.</td>
</tr>
<tr>
<td>2. Producing person’s and objects’ description.</td>
<td>2. Multiple choice and skimming strategies on the reading.</td>
</tr>
<tr>
<td>3. Listening to a text related to the topic of legal ages.</td>
<td>6. Writing an internet profile</td>
</tr>
<tr>
<td>4. Discussing about the topic: <em>At what age do you think a person becomes an adult?</em></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE AWARENESS**

### 1. LINGUISTIC KNOWLEDGE

#### VOCABULARY

#### GRAMMAR

#### PHONETICS
| 1. Lexicon about legal ages | 1. Use of Present Perfect continuous | 1. Diphthong /au/ |
| 2. Adjectives of opinion, size, age, material, age. | 2. Use of Past Perfect continuous | 2. stressed syllable in adjectives |
| 3. Phrasal verbs on the topic. | 3. Adjective word order | |

### 2. LANGUAGE REFLECTION

2. Strategy of writing an internet profile
4. Strategy of describing persons and objects

### SOCIOCULTURAL ASPECTS

1. Receive and express ideas about legal ages in other countries and cultures
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

---

### UNIT 3 “Scandalous sporting moments”

#### CONTENTS

**COMMUNICATIVE SKILLS**

1. **LISTENING AND SPEAKING**
   1. Listening to an extract about Free Runners “Running Free”
   2. Use of the strategy listening for specific information.
   3. Use of dictation.
   4. Describing and speculating about a photo.

2. **READING AND WRITING**
   1. Reading a text on the topic: “Scandalous sporting moments”.
   2. Multiple choice and true or false exercise on the reading.
   3. Writing an informal letter or e-mail.

**LANGUAGE AWARENESS**

1. **LINGUISTIC KNOWLEDGE**

<table>
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<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Phrasal verbs, false friends</td>
<td>- Possibility</td>
<td></td>
</tr>
<tr>
<td>3. Phrase building: Collocations with take and put.</td>
<td>- Deduction</td>
<td></td>
</tr>
</tbody>
</table>

2. **LANGUAGE REFLECTION**

1. Strategy of describing a photo.
2. Strategy of writing an informal letter and e-mail.
4. Strategy of listening for specific information.
### UNIT 4 “RESPECT”

**CONTENTS**

#### COMMUNICATIVE SKILLS

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<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening to an extract about respect on streets.</td>
<td>1. Reading a text about the topic: Respect on British streets.</td>
</tr>
<tr>
<td>2. Listening to an interview. True or false questions.</td>
<td>2. Multiple choice exercise on the reading</td>
</tr>
<tr>
<td>3. Listening to opinions about safety campaigns.</td>
<td>3. Reading an article about rehabilitation service for teenagers in Britain.</td>
</tr>
<tr>
<td>4. Discussing about the effectiveness of those campaigns. Agreeing and disagreeing.</td>
<td>4. Writing a for and against essay</td>
</tr>
</tbody>
</table>

#### LANGUAGE AWARENESS

<table>
<thead>
<tr>
<th>1. LINGUISTIC KNOWLEDGE</th>
<th>2. LANGUAGE REFLECTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VOCABULARY</strong></td>
<td><strong>GRAMMAR</strong></td>
</tr>
<tr>
<td>1. New lexicon on the topic: Law and order on British streets:</td>
<td>1. Modal verbs:</td>
</tr>
<tr>
<td>- Phrasal verbs, false friends</td>
<td>- Ability</td>
</tr>
<tr>
<td>- Cognates</td>
<td>- Possibility</td>
</tr>
<tr>
<td>2. Connectors of addition and contrast</td>
<td>- Deduction</td>
</tr>
<tr>
<td><strong>PHONETICS</strong></td>
<td>****</td>
</tr>
<tr>
<td>1. Diphthong /ai/</td>
<td>****</td>
</tr>
</tbody>
</table>

#### SOCIOCULTURAL ASPECTS

1. Information about curious sporting anecdotes from other countries and cultures.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.
1. Information about British streets law and order.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.
4. Knowledge about social rules in Britain.

## UNIT 5 “The science of emotion”

### CONTENTS

#### COMMUNICATIVE SKILLS

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<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening of a dialogue on ancient and great love Stories.</td>
<td>1. Reading a text on the topic: emotion and feelings.</td>
</tr>
<tr>
<td>2. Listening to an extract about the origins of kissing</td>
<td>2. Sentence completion exercise on the reading.</td>
</tr>
<tr>
<td>3. Discussing about feelings from situations displayed in photographs.</td>
<td>3. Synonyms and antonyms in the text.</td>
</tr>
</tbody>
</table>

#### LANGUAGE AWARENESS

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
</table>

#### LANGUAGE REFLECTION

2. Strategy of writing a summary.
3. Use of Exam Trainer as a tool for revision at home, fostering self-confidence and self-learning.
5. Use of Definitions Website to favor self-learning.

#### SOCIOCULTURAL ASPECTS

1. Information about different musical styles from different cultures. (intercultural activity)
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.
## UNIT 6 “Just for the thrill of it”

### CONTENTS

#### COMMUNICATIVE SKILLS

<table>
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<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening to an extract about the topic of fears and phobias.</td>
<td>1. Reading a text about the topic: Risk and extreme sensations.</td>
</tr>
<tr>
<td>2. Multiple choice exercise on the reading</td>
<td>2. True or false exercise on the reading</td>
</tr>
<tr>
<td>3. Use of dictation.</td>
<td>3. Writing a narrative essay:</td>
</tr>
<tr>
<td>4. Expressing opinion on different topics.</td>
<td>-paragraphs</td>
</tr>
<tr>
<td>5. Use of expressions for giving opinion: <em>I firmly believe</em> and <em>I also think...</em></td>
<td>-expressions</td>
</tr>
</tbody>
</table>

#### LANGUAGE AWARENESS

**1. LINGUISTIC KNOWLEDGE**

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lexicon on the topic: Risk and extreme sensations</td>
<td>1. Omitting relative pronouns</td>
<td>1. Different pronunciations of the letter “o”.</td>
</tr>
<tr>
<td>2. Extreme adjectives</td>
<td>2. Prepositions with relative pronouns.</td>
<td></td>
</tr>
<tr>
<td>3. Idioms and expressions: safety and danger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Phrase-building: Collocations with adverbs and adjectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2. LANGUAGE REFLECTION**

1. Strategy of expressing opinions.
2. Strategy of writing a narrative essay.

### SOCIOCULTURAL ASPECTS

1. Information about different extreme sports and main practitioners from different cultures.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

## UNIT 7 “Environment”

### CONTENTS

#### COMMUNICATIVE SKILLS
# COMMUNICATIVE SKILLS

<table>
<thead>
<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
</table>
| 1. Listening to an interview on the topic of carbon coaching.  
2. Discussion on the topic of public transport and pollution  
3. Comparison of two photographs. | 1. Reading a text about the topic: “British new eco-towns”.  
2. True or false exercise on the text  
3. Finding synonyms and antonyms  

## LANGUAGE AWARENESS

### 1. LINGUISTIC KNOWLEDGE

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
</table>
| 1. Lexicon on the topic: environment  
2. Idioms and expressions | 1. Modals:  
- Obligation  
- Advice  
- Necessity  
2. Speculation and deduction in the past. | 1. Diphthong /au/ |

### 2. LANGUAGE REFLECTION

2. Strategy of writing an argumentative essay.  

### SOCIOCULTURAL ASPECTS

1. Information about ecologic measures in Britain  
2. Search for words in their own language to describe English words.  
3. Show interest in learning and exchanging views with colleagues.

## UNIT 8 “The gender gap”

### CONTENTS

<table>
<thead>
<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
</table>
| 1. Listening to an extract about different people giving opinion on the gender gap in Universities.  
2. Discussion on the topic.  
3. Speaking activity: Conditional sentences from the situations displayed in a photo. | 1. Reading a text on the topic: gender equality “Scoring goals for equality”  
2. True or false exercise on the reading  
3. Answering questions on the reading with your own words.  
4. Writing and interpreting a model answer. |

## LANGUAGE AWARENESS
## 1. LINGUISTIC KNOWLEDGE

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Describing personality: <em>ed</em>/<em>ing</em> adjectives; compound adjectives.</td>
<td>2. Comparative and superlative structures.</td>
<td></td>
</tr>
</tbody>
</table>

## 2. LANGUAGE REFLECTION

1. Strategy of describing personality.
2. Strategy of expressing condition.
3. Use of *Exam Trainer* as a tool for revision at home, fostering self-confidence and self-learning.
5. Use of *Definitions Website* to favor self-learning.

## SOCIOCULTURAL ASPECTS

1. Information about gender differences in other cultures.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

## UNIT 9 “Material world”

### CONTENTS

#### COMMUNICATIVE SKILLS

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<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
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<tbody>
<tr>
<td>1. Listening to an interview from a freegan.</td>
<td>1. Reading a text on the topic: The consumer society.</td>
</tr>
<tr>
<td>2. Identify key vocabulary from the listening</td>
<td>2. Multiple choice, sentence completion and definitions exercise on the reading.</td>
</tr>
<tr>
<td>3. Dictation</td>
<td>3. Reading a formal letter</td>
</tr>
<tr>
<td>4. Comparing photos: expressions for comparing, contrasting and expressing preference.</td>
<td>4. Writing a formal letter: structure and expressions</td>
</tr>
<tr>
<td>5. Speaking about wishes.</td>
<td></td>
</tr>
</tbody>
</table>

#### LANGUAGE AWARENESS

<table>
<thead>
<tr>
<th>1. LINGUISTIC KNOWLEDGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New lexicon on the topic</td>
</tr>
<tr>
<td>2. Phrasal verbs: Saving and Spending</td>
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<tr>
<td>3. Phrase building: Word-pairs</td>
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<td></td>
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<tr>
<td>that, unless and even if</td>
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</table>

2. LANGUAGE REFLECTION

2. Strategy of writing a formal letter.

**SOCIOCULTURAL ASPECTS**

1. Information about figures related to consumerism in different countries.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

---

### UNIT 10 “Education”

**CONTENTS**

**COMMUNICATIVE SKILLS**

1. LISTENING AND SPEAKING
   1. Listening to a radio programme about University education and second life.
   2. Multiple choice exercise on the listening.
   3. Dictation.
   4. Giving and asking for opinion.
   5. Discussing opinions on the listening with a partner.

2. READING AND WRITING
   1. Reading a text about the topic: study habits.
   2. True or false and In your own words exercise on the reading.
   3. Reading a discussion essay.
   4. Writing a discussion essay: structure, expression, formal style.

**LANGUAGE AWARENESS**

1. **LINGUISTIC KNOWLEDGE**
   1. New lexicon on the topic: education.
   2. Idioms and expressions
   3. Phrase-building: collocations with prepositions: *in, on, out of + noun*

2. **GRAMMAR**
   1. The passive voice
   2. Verbs with two objects

3. **PHONETICS**
   1. Words ending in –*ate* /eit/ or /et/

2. LANGUAGE REFLECTION

1. Strategy of giving and asking for opinion
2. Strategy of writing a discussion essay.

**SOCIOCULTURAL ASPECTS**

1. Information about education in England.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

---

**UNIT 11 “Global village”**

**CONTENTS**

**COMMUNICATIVE SKILLS**

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<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
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</thead>
<tbody>
<tr>
<td>1. Listening to an interview to students on a European Exchange program.</td>
<td>1. Reading of a text on the topic: globalization.</td>
</tr>
<tr>
<td>2. Answer the questions exercise on the listening.</td>
<td>2. Choose the best answer and rewriting sentences exercise on the reading.</td>
</tr>
<tr>
<td>3. Discussion on advantages and disadvantages of studying abroad.</td>
<td>3. Reading an opinion essay.</td>
</tr>
<tr>
<td>4. Discussion on positive effects of globalization.</td>
<td>4. writing an opinion essay: connectors of addition, contrast, opinion and result.</td>
</tr>
</tbody>
</table>

**LANGUAGE AWARENESS**

1. **LINGUISTIC KNOWLEDGE**

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<tr>
<td>2. Cognates, false friends and easily confused words</td>
<td>2. Causative structures</td>
<td></td>
</tr>
</tbody>
</table>

2. **LANGUAGE REFLECTION**

1. Strategy of discussing advantages and disadvantages.
2. Strategy of writing an opinion essay.
3. Use of *Exam Trainer* as a tool for revision at home, fostering self-confidence and self-Learning.
5. Use of *Definitions Website* to favor self-learning.

**SOCIOCULTURAL ASPECTS**

1. Information about students from other countries in Erasmus programs. Points of view.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

---

**UNIT 12 “Making the news”**

**CONTENTS**

**COMMUNICATIVE SKILLS**
1. **LISTENING AND SPEAKING**
   1. Listening to an interview with two winners of the *Young Press Photographer of the Year*.
   2. Describing the two winners
   3. Describing people related to the media
   4. Intonation in questions
   5. Discussion: *What do you think about TV using a conflict to increase ratings?*

2. **READING AND WRITING**
   1. Reading a text related to the topic: the media
   2. *True or false, match the words and guess the meaning* exercises on the reading.
   3. Reading an application letter
   4. Writing an application letter: formal words and expressions.

### LANGUAGE AWARENESS

1. **LINGUISTIC KNOWLEDGE**

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<tr>
<th>VOCABULARY</th>
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<th>PHONETICS</th>
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</thead>
<tbody>
<tr>
<td>1. New lexicon on the topic: the media</td>
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</tr>
<tr>
<td>2. Cognates and false friends</td>
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<td></td>
</tr>
<tr>
<td>1. Reporting verbs</td>
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<td></td>
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<tr>
<td>2. reported statements and questions</td>
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<td></td>
</tr>
<tr>
<td>3. Exceptions to the tense shift rules</td>
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<tr>
<td>1. /e/</td>
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</table>

2. **LANGUAGE REFLECTION**

2. Strategy of writing an application letter.
3. Use of *Exam Trainer* as a tool for revision at home, fostering self-confidence and self-learning.
5. Use of *Definitions Website* to favor self-learning.

### SOCIOCULTURAL ASPECTS

1. Information about Reality Shows in other countries.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

---

### UNIT 13 “Right or wrong”

**CONTENTS**

1. **LISTENING AND SPEAKING**
   1. Listening to a radio programme extract about “old wives’ tales”
   2. Multiple choice exercise on the listening.
   3. Dictation
   4. Conducting an interview

2. **READING AND WRITING**
   1. Reading a text about the topic: Conspiracy theories, truth and lie.
   2. *Skimming, In your own words and Question formation* exercises on the reading.
   3. Reading a biography
   4. Writing a biography: structure, expressions

### LANGUAGE AWARENESS

1. **LINGUISTIC KNOWLEDGE**

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. New lexicon on the topic: Conspiracy theories; values and</td>
<td></td>
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<tr>
<td>2. Other reporting verbs</td>
<td></td>
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<tr>
<td>2. Reported orders, requests and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Polite intonation</td>
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</tr>
</tbody>
</table>
| beliefs.  
| 2. Idioms and expressions about points of view  

<table>
<thead>
<tr>
<th>2. LANGUAGE REFLECTION</th>
</tr>
</thead>
</table>
| 1. Strategy of conducting an interview  
| 2. Strategy of writing a biography.  
| 4. Strategy of easy reading: skimming |

<table>
<thead>
<tr>
<th>SOCIOCULTURAL ASPECTS</th>
</tr>
</thead>
</table>
| 1. Information about Conspiracy theories in other countries.  
| 2. Search for words in their own language to describe English words.  
| 3. Show interest in learning and exchanging views with colleagues. |

## UNIT 14 “Science and technology”

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<th>CONTENTS</th>
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<table>
<thead>
<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
</table>
| 1. Listening to a radio programme extract about robot servants.  
| 2. Choose the correct answer exercise on the reading.  
| 3. Dictation.  
| 4. Describing a photo on the topic.  
| 2. Choose the correct answer, In your own words and Match the words exercises on the reading.  
| 3. Reading a topic essay  
| 4. Writing a topic essay: expressing cause and Result. |

<table>
<thead>
<tr>
<th>LANGUAGE AWARENESS</th>
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<table>
<thead>
<tr>
<th>1. LINGUISTIC KNOWLEDGE</th>
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</table>

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<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
</table>
| 1. New lexicon on the topic: Science and technology.  
| 2. Phrasal verbs on the topic  
| 1. The sound /h/ |

<table>
<thead>
<tr>
<th>2. LANGUAGE REFLECTION</th>
</tr>
</thead>
</table>
| 1. Strategy of describing a photo.  
| 2. Strategy of writing a topic essay.  

| SOCIOCULTURAL ASPECTS |
1. Information about technological innovations from other countries.
2. Search for words in their own language to describe English words.
3. Show interest in learning and exchanging views with colleagues.

---

**FINAL UNIT “DISCOVERING THE PAST”**

**CONTENTS**

**COMMUNICATIVE SKILLS**

<table>
<thead>
<tr>
<th>LISTENING AND SPEAKING</th>
<th>READING AND WRITING</th>
</tr>
</thead>
</table>
| 1. Listening to an extract from a radio programme: *The Terracotta Army.*  
2. Discussion: *Should people pay to visit museums or should they be free?* | 1. Reading a text on the topic: Wonders of the Past.  
2. True or false, Correct the answers and Use your own words exercises on the reading.  
3. Writing a description of a place: *art or museum exhibition.* |

**LANGUAGE AWARENESS**

**1. LINGUISTIC KNOWLEDGE**

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
</table>
| 1. New lexicon on the topic: Wonders of the past. | 1. Grammar review:  
- Relative clauses  
- Modal verbs  
- Passive  
- Conditional sentences  
- Reported Speech | |

**2. LANGUAGE REFLECTION**

1. Strategy of describing a place.  
2. Strategy of memorizing new words.

**SOCIOCULTURAL ASPECTS**

1. Information about historical culture from other countries  
2. Search for words in their own language to describe English words.  
3. Interest in learning and exchanging views with colleagues.
5. CRONOLOGICAL ORGANIZATION

The present Teaching Program will be implemented along the Academic Year 2011/2012. In this Academic year secondary education starts on September the 12\textsuperscript{th}, 2011 and ends on June the 25\textsuperscript{th}, 2012. In the case of \textit{Bachillerato} courses the end of the Academic year will depend on the dates set for PAU examinations. In the Teaching Program that I am developing, I will consider June the 1\textsuperscript{st} as the end of this Academic Year. Moreover, I will try to finish the whole syllabus a week before that date in order to devote some extra time for possible contingencies or emergencies along the year.

The Academic Year will be divided in three terms that will be separated by periods of vacation and that will serve as stages for evaluation. The contents of the Teaching Program will be organized by means of didactic units that will be distributed along these three terms. The first of these units will be considered as a diagnostic evaluation and the final unit will be designed as an integrative synthesis in a final review of the main grammatical contents acquired.

I will organize these contents in 16 didactic units and I will distribute them throughout the year as the following chronological chart shows.
<table>
<thead>
<tr>
<th>TERM</th>
<th>DATE</th>
<th>UNITS</th>
<th>SESSIONS</th>
<th>MINS.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1ST</td>
<td>12 SEPT</td>
<td>STARTER UNIT</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>1ST</td>
<td>22ND DEC</td>
<td>UNIT 1</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>1ST</td>
<td>12 SEPT</td>
<td>UNIT 2</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>1ST</td>
<td>22ND DEC</td>
<td>UNIT 3</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>1ST</td>
<td>12 SEPT</td>
<td>UNIT 4</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>1ST</td>
<td>22ND DEC</td>
<td>UNIT 5</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>1ST</td>
<td>12 SEPT</td>
<td>UNIT 6</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>2ND</td>
<td>9TH JAN</td>
<td>UNIT 7</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>2ND</td>
<td>4TH APRIL</td>
<td>UNIT 8</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>2ND</td>
<td>9TH JAN</td>
<td>UNIT 9</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>2ND</td>
<td>4TH APRIL</td>
<td>UNIT 10</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>2ND</td>
<td>9TH JAN</td>
<td>UNIT 11</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>2ND</td>
<td>4TH APRIL</td>
<td>UNIT 12</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>3RD</td>
<td>16TH APRIL</td>
<td>UNIT 13</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>3RD</td>
<td>1ST JUNE</td>
<td>UNIT 14</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>3RD</td>
<td>16TH APRIL</td>
<td>UNIT 15</td>
<td>6</td>
<td>55'</td>
</tr>
<tr>
<td>3RD</td>
<td>1ST JUNE</td>
<td>UNIT 16</td>
<td>6</td>
<td>55'</td>
</tr>
</tbody>
</table>
6. ASSESSMENT

6.1. CRITERIA

The evaluation criteria to follow in the area of English Language must be based on the Area Objectives; these are established by Decree 45/2008 on June 27\textsuperscript{th} (BOR n. 88 on July 3\textsuperscript{rd} 2008). The degree of achievement of those objectives will set the general criteria for the assessment of 2\textsuperscript{nd} bachillerato students. Then, on the basis of these general objectives, I will present these criteria by means of the triple differentiation that I used to present the contents in the 16 units:

**Communicative Skills: The student is able to......**

1. Get global and specific information previously required from oral and written texts. These will be issued by the media on general aspects of the cultures associated with the foreign language and general topics related to their studies and interests using appropriate strategies to infer meanings of unknown data.

2. Participate fluently in unscripted conversations, narratives, arguments and debates. These will be drawn from topics of interest to the student but at the same time, related to other areas of the curriculum or social and cultural aspects of countries that speak the foreign language.

3. Encourage autonomous reading of the information contained in written texts related to students’ studies and interests present or future.

4. Write texts that demand planning and thoughtful development of content and linguistic correction care, cohesion and coherence.

**Language awareness: the student is able to......**
1. Use reflective language, sociolinguistic, strategic and discursive skills acquired and rigorously apply to self-correcting mechanisms that reinforce the learning autonomy.

2. Use learning strategies and consult reference materials such as dictionaries of various types, grammars, recordings and other sources to solve new problems in communication.

3. Analyze the different components of communicative competence as elements that help achieve success in communication.

4. Assess the effectiveness of the rules that are acquired as a result of inductive-deductive processes.

**Sociocultural aspects: the student is able to…..**

1. Analyze the cultural and sociolinguistic perspectives transmitted through the foreign language enriched by the different languages and cultures known by the student.

2. Identify kinetic elements, gestures or behavior patterns that differ between the groups in the same linguistic community and among members of different cultures.

3. Understand data and information to support professional development that is peculiar to the civilization of countries that speak the target language and in the field of international communication.
6.2. PROCEDURES

2nd Bachillerato students will be assessed by the following instruments:

- **Written tests:** Tests included in the Teachers’ Book will be used fully or partially, changing those parts when deemed necessary. They will be administered to evaluate the contents of two or three units and will measure the level of comprehension and expression acquired as well as morphological, syntactic and semantic aspects.

- **Oral tests:** These tests will be carried out in classes with the aid of the English Language Teaching assistant.

- **Extra activities:** 2nd Bachillerato students are preparing their PAU examinations throughout the course. The teacher will provide them with several PAU tests as optional accomplishment that will also be assessed in final evaluation.

- **Teacher’s observation:** The teacher will also conduct observations and will take notes which will be considered as an evaluation procedure. By means of this procedure the teacher will trace students’ general progress, effort investment and attitudinal behaviors.

6.3. MEASURES FOR NEGATIVELY ASSESSED STUDENTS IN PREVIOUS YEARS

2nd Bachillerato students who did not pass 1st Bachillerato English Language subject will receive a session per week for reviewing the contents of the previous year to offer some help. This session will be given at the seventh hour. Attendance to these classes will be considered for the final grade. To pass the course, students must pass two tests: one held in
late January and the other in April. In addition, these students will be offered the opportunity to pass the pending subject in each of the assessments in 2\textsuperscript{nd} Bachillerato course.

7. ATTENTION TO DIVERSITY

Attention to diversity must be understood as the set of educational measures and actions that will be carried out in the academic year for preventing and responding those necessities demanded by the students and especially by those who require specific measures derived from social and personal aspects related to health or sociocultural disadvantages, gifted capacities, linguistic handicaps, physical, mental and sensory disabilities, personality diseases or serious communicative and language retardation.

Students which require diversity measures are provided with curricular adaptations with the purpose of carrying out an individual approach to the learning processes of each of these students. Curricular adaptations of these students are included in their DIAC which is kept in his personal file.

As for the present Teaching Program, in 2\textsuperscript{nd} Bachillerato groups there are no students which require attention to diversity measures so the section ‘attention to diversity activities’ in the Units is left blank.

8. CROSS CURRICULAR TOPICS

Cross-curricular topics are a set of learning objectives essentially attitudinal that must be proposed in all areas. Their incorporation to the curriculum is intended to warranty an
education in values and attitudes constant throughout each course. It is important to be aware that the values cannot be imposed in an authoritarian manner, but they constitute a compendium of attitudes imposed by the will. Therefore each school must establish their value system that must be consistent with the educational environment in which it is developed. The most important cross-curricular topics that will appear in this Teaching Program are: Environmental Education, Education for peace, Consumer Education, Road rules Education, Education for equality between the sexes, Health Education and Civic and moral education. Each of the units of this Teaching Program contributes to at least one of these cross-curricular topics.

9. STRATEGIES TO PROMOTE READING

The measures to promote reading from the English language area must be framed within the implementation of the general plan to promote reading that is being developed in Spanish schools. The importance of promoting reading is reflected in the LOE that stresses the role of public authorities in this concern.

All the units of this Teaching Program are introduced by reading texts on various subjects with a level of difficulty appropriate for the students. Apart from these readings students in secondary education are required to make at least two compulsory readings of adapted literary works (readers). In the case of 2nd Bachillerato students will have to read an authentic literary work. In the present Teaching Program this work will be J.D. Salinger “The catcher in the Rye”. Assessment on this reading will be valued for the final grade.
10. CONCLUSION

After the engagement in the design of the present Teaching Program, the task of programming for education appears to be an activity of responsibility and relevance at the same time. Responsibility from the Program designer as the Teaching Program must include an integrative view of the main elements that take part in the educational process. In this sense, decisions on what, when, where and how to teach will condition both teacher’s performance and students’ success in the achievement of the targets proposed. Relevance because the Teaching Program has proved to be a key element for implementing an education based on quality principles. It is supposed to guide the whole teaching and learning process and constitutes a priceless assistant for the teacher, lending homogeneity to his/her teaching practice and avoiding flawed decisions and actions from his/her part.

Once I have faced the task of programming for the first time, I can conclude that a great deal of training on the issue is necessary to carry out the programming task in a responsible and effective way. Thus, my commitment is that of keeping on training on the issue in order to enlarge my capacity on this task for my prospective teaching activity.

11. UNIT DEVELOPMENT EXAMPLE
UNIT 5

“THE SCIENCE OF EMOTION”
TOPIC OF THE UNIT
Love and Romance

CROSS CURRICULAR ASPECTS
Education in Gender equality
Education for peace

AREA OBJECTIVES
The present unit will contribute to the final achievement of the following Area Objectives:

- To use the foreign language both orally and in a written way with increasing fluency and accuracy to communicate in various real situations in a clear, personal and creative way.
- To understand and interpret oral, written and visual texts from the media.
- To read independently in the other language texts that present different organizational structures for various purposes: information, acquisition of knowledge in specific areas, recreation and leisure.
- Reflect on the functioning of the foreign language in communication, in order to improve their control and understanding of others in increasingly diverse and unforeseen situations.
- Understand the fundamentals of their own socio-cultural environment of the target language for better communication, understanding and interpretation of cultures, others than their own.
UNIT OBJECTIVES

The Area Objectives pointed in the chart below are developed in this unit by means of the following Unit Objectives:

- Revise and acquire new vocabulary on the topic: **Love and Romance**.
- Revise and acquire new vocabulary on **musical genres styles**.
- Asking for and giving opinion on the topic.
- Revise and practice **Defining and non-defining relative clauses**.
- Practice words related to **senses**.
- Revise and practice **too and enough**.
- Identify and practice pronunciation of /u:/, /u/ a y
- Search for global and specific information from a listening.
- **Practice an exam** strategy: listening and answering wh-questions **Revise and practice the use of adjectives for describing feelings**.
- Know how to write a summary.
- Recognize and value the characteristics of different musical genres styles in the world by means of readings on them.
- Revise everything learnt in the unit and reflect upon it.

CONTENTS

COMMUNICATIVE SKILLS

<table>
<thead>
<tr>
<th>1. LISTENING AND SPEAKING</th>
<th>2. READING AND WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Listening of a dialogue on ancient and great love Stories.</td>
<td>1. Reading a text on the topic: emotion and feelings.</td>
</tr>
<tr>
<td>2. Listening to an extract about the origins of kissing</td>
<td>2. Sentence completion exercise on the reading.</td>
</tr>
<tr>
<td>3. Discussing about feelings from situations displayed in photographs.</td>
<td>3. Synomyms and antomyms in the text.</td>
</tr>
<tr>
<td></td>
<td>4. Writing a summary.</td>
</tr>
</tbody>
</table>
2. LINGUISTIC KNOWLEDGE

<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>PHONETICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lexicon about emotions, love and romance: adjectives, nouns, phrasal verbs, verbs, cognates and false friends. 2. Use of clichés “Buzz Words” • fall head over heels • know somebody like the back of your hand 3. Too and enough</td>
<td>Relative Clauses • Relative pronouns • Defining and non-defining</td>
<td>1. Contrast between /u/ , /o/</td>
</tr>
</tbody>
</table>

3. LANGUAGE REFLECTION


SOCIOCULTURAL ASPECTS

1. Search for words in their own language to describe English words. 2. Interest in learning and exchanging views with colleagues. 3. Use own words to express opinion 4. Use of different texts to know different music styles from other cultures. (intercultural activity)

With these objectives in the teacher’s hand, the process of teaching-learning will be carried out by means of the following types of activities:

<table>
<thead>
<tr>
<th>TYPES OF ACTIVITIES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory activities (warm-up)</td>
<td>They will activate brain processing (greetings, pre-reading, pre-listening and pre-writing activities)</td>
</tr>
<tr>
<td>Activities for knowledge development</td>
<td>They will activate cognitive processes</td>
</tr>
<tr>
<td>Motivational activities</td>
<td>They intend to catch the student’s attention.</td>
</tr>
<tr>
<td>Activities of attention to diversity</td>
<td>They intend to fill diversity students’ needs</td>
</tr>
<tr>
<td>Activities of reinforcement</td>
<td>They intend to complement other activities</td>
</tr>
<tr>
<td>Activities for evaluation</td>
<td>They intend to evaluate the knowledge acquired</td>
</tr>
</tbody>
</table>
The display of the activities accomplished in this unit will be provided in the development of the sessions included in the SEQUENCING section.

### EVALUATION

#### EVALUATION CRITERIA

The criteria for evaluation must be formulated from the perspective of the unit objectives that must be achieved by means of the unit. The student is able to....

1. Know and use the vocabulary related to the theme of unit: Emotions
2. Know the difference between /u:/, /ʌ/
3. Retrieve specific and global information and oral messages on a topic in general: Feelings
4. Use prediction strategies and infer data from context
5. Know how to write a summary
6. Have sufficient knowledge of the grammar item focused on the lesson: Relative Clauses.
7. Know how to use too and enough.
8. Appreciate cultural diversity through musical styles diversity
9. Be aware that the English language is a vehicle to understand other realities

### EVALUATION PROCEDURES

1. Written test
2. Oral test
3. Teacher’s Observation
4. Composition of a summary from a given text

### SELF-EVALUATION ACTIVITIES

- Progress Check . page 58 Student’s book.
- Exam Practice page 75 Student’s book.
- Grammar Reference and Practice Section page 78, 79 Workbook.
- Sección Correct the errors page 45 Student’s book.
- Grammar consolidation Workbook.

### MATERIALS

- Students’ Book. Definitions 2, Ed. McMillan for 2\textsuperscript{nd} year Bachillerato. (*1)
- Workbook. Definitions 2, Ed. McMillan for 2\textsuperscript{nd} year Bachillerato. (*2)
- Students´ Book. *Move On*, Ed. Oxford for 2\textsuperscript{nd} year *Bachillerato*.\(^{(3)}\)

### AUDIOVISUAL RESOURCES

- *Definitions 2* Class Audio Cds
- *Definitions 2* Tests Multi Rom
- Access to web pages and ICT tools:
  - General resources [http://www.bbc.co.uk/worldservice/learningenglish/](http://www.bbc.co.uk/worldservice/learningenglish/)

# SEQUENCING

## SESSION 1  “THE SCIENCE OF EMOTION”

| TASK 1 | Warm-up activities: Greetings and comments on how the week is going on. | Grammar vocabulary | Listening Speaking | T – Ss Ss – T Ss - Ss | Student`s book | 5’ |
| TASK 2 | Introductory activity: Introducing the topic (Love and Romance) new unit from the textbook (*1) posing some questions about their sentimental situation. | Grammar vocabulary | Listening Speaking | T – Ss Ss – T Ss - Ss | Student`s book | 5’ |
| TASK 3 | Vocabulary section 1, page 49 textbook(*1) activities 1a, b and 2a,b (listening). Additionally, in activity 1a they are asked to tell situations in which they can feel like the adjectives describe. | Vocabulary Pronunciation | Listening Speaking Reading | T – Ss Ss – T | Student`s book CD | 15’ |
| TASK 4 | Vocabulary section 1, page 49 textbook (*1) Activity 3a. Fill in the gaps. Vocabulary in context. We use the visual dictionary from the web (*5) | Vocabulary Pronunciation | Listening Speaking Reading | T – Ss Ss – T | Student`s book | 10’ |
| TASK 5 | Widening vocabulary . Exercise from Internet (* 7) | Vocabulary Reading Pronunciation | Listening Speaking Reading | T – Ss Ss – T | Projector Computer Internet | 10’ |
| TASK 6 | Brief review on the key vocabulary terms Homework: pre-reading activity. Read lecture page 50 textbook (*1) “Researching Romance” | Vocabulary | Listening Speaking | T – Ss Ss – T | Blackboard | 5’ |
## SESSION 2  “THE SCIENCE OF EMOTION”

<table>
<thead>
<tr>
<th>TASK</th>
<th>DESCRIPTION</th>
<th>LANGUAGE AREA</th>
<th>SKILL</th>
<th>INTERACTION</th>
<th>MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
</table>
| 1    | Warm-up activities: Greetings and comments. | Grammar vocabulary | Listening Speaking | T – Ss  
Ss – T  
Ss - Ss |  | 3’ |
| 2    | Link to last session: Brief review of the key vocabulary items. | Vocabulary | Listening Speaking | T – Ss  
Ss – T | Blackboard | 5’ |
| 3    | Pre- Reading activity: Activities 1 and 2a, page 50, textbook (*1) | vocabulary | Listening Speaking | T – Ss  
Ss – T | Student’s Book  
CD | 7’ |
| 4    | Reading: “Researching Romance”, page 50 textbook (*1). Read aloud | Grammar  
Vocabulary Pronunciation | Reading | Ss - T | Student’s Book | 10’ |
| 5    | Difficult terms: Students have to identify the terms they do not understand. | Vocabulary | Reading | Ss - T | Student’s Book | 5’ |
| 6    | Reading comprehension activities: page 51 Textbook (* 1)Activities 3, 4, 5,6 | Vocabulary Grammar | Reading Speaking | T – Ss  
Ss – T | Student’s Book | 17’ |
| 7    | Proposal activity for homework: Workbook (*2)  
Page 43. Ex. 1,2,3,4,5. |  |  |  | Workbook | 3’ |
### SESSION 3 “THE SCIENCE OF EMOTION”

<table>
<thead>
<tr>
<th>TASK</th>
<th>DESCRIPTION</th>
<th>LANGUAGE AREA</th>
<th>SKILL</th>
<th>interaction</th>
<th>MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>Warm-up activities: Greetings and comments.</td>
<td>Grammar vocabulary</td>
<td>Listening Speaking</td>
<td>T – Ss</td>
<td></td>
<td>3’</td>
</tr>
<tr>
<td>TASK 2</td>
<td>Introductory activity on the grammar item: Revision of “Relative pronouns”. Students are asked to identify them orally and write them on the blackboard.</td>
<td>Grammar</td>
<td>Speaking</td>
<td>T – Ss</td>
<td>Blackboard</td>
<td>3’</td>
</tr>
<tr>
<td>TASK 3</td>
<td>Activity from the Internet. Relative Pronouns Quizz(*8)</td>
<td>Grammar</td>
<td>Reading Speaking</td>
<td>T – Ss</td>
<td>Computer Projector Internet</td>
<td>5’</td>
</tr>
<tr>
<td>TASK 4</td>
<td>Motivating task: Intercultural activity: Activity designed by myself Powerpoint presentation(*9)</td>
<td>Grammar Vocabulary Pronunciation</td>
<td>Reading Speaking Listening</td>
<td>T – Ss</td>
<td>Computer Projector USB device</td>
<td>37’</td>
</tr>
<tr>
<td></td>
<td>Proposal homework for weekend. Relative pronouns activities 1, 2 page 44 Workbook (*2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2’</td>
</tr>
</tbody>
</table>

- (*9) : The students are asked to listen to different music genres and styles arts from different parts of the world and they have to identify them. Once they have identified it a reading on the main characteristics of this genre, history, instruments.... is presented by means of the visual Powerpoint resource. ACTIVITY INCLUDED IN THE DVD.
## SESSION 4  “THE SCIENCE OF EMOTION”

<table>
<thead>
<tr>
<th>TASK</th>
<th>DESCRIPTION</th>
<th>LANGUAGE AREA</th>
<th>SKILL</th>
<th>INTERACTION</th>
<th>MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>Warm-up activities: Greetings and comments.</td>
<td>Grammar vocabulary</td>
<td>Listening Speaking</td>
<td>T – Ss</td>
<td>Ss – T</td>
<td>3’</td>
</tr>
<tr>
<td>TASK 2</td>
<td>Grammar structure explanation: “Defining and non-defining relative clauses” Powerpoint presentation.</td>
<td>Grammar</td>
<td>Listening</td>
<td>T-Ss</td>
<td>USB device Computer Projector</td>
<td>23’</td>
</tr>
<tr>
<td>TASK 3</td>
<td>Activities from the Internet on relative pronouns and identifying defining / non-defining relative clauses (*10)</td>
<td>Grammar</td>
<td>Reading Speaking</td>
<td>T – Ss</td>
<td>Ss – T</td>
<td>17’</td>
</tr>
<tr>
<td>TASK 4</td>
<td>Activities for practicing pronunciation /u/. Page 54 textbook (*1) Pronunciation section a,b. Students have to listen the sounds and identify them.</td>
<td>Pronunciation</td>
<td>Listening Speaking</td>
<td>T – Ss</td>
<td>Ss – T</td>
<td>10’</td>
</tr>
<tr>
<td>TASK 5</td>
<td>Proposal of homework. Section Writing Page 56 Textbook (*1). Students have to read the text “That special person” and compose their own summary. Must be submitted.</td>
<td></td>
<td></td>
<td></td>
<td>Student’s book</td>
<td>2’</td>
</tr>
</tbody>
</table>
# SESSION 5  “THE SCIENCE OF EMOTION”

<table>
<thead>
<tr>
<th>TASK 1</th>
<th>Warm-up activities: Greetings and comments.</th>
<th>Language Area: Grammar vocabulary</th>
<th>Skill: Listening Speaking</th>
<th>Interaction: T → Ss  Ss → T</th>
<th>Materials:</th>
<th>Time: 3’</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 2</td>
<td>Brief revision of too + adjective and not + adjective + enough.</td>
<td>Language Area: Grammar</td>
<td>Skill: Listening</td>
<td>Interaction: T→Ss</td>
<td>Materials: Blackboard</td>
<td>Time: 3’</td>
</tr>
<tr>
<td>TASK 6</td>
<td>Section Vocabulary 2 page 54 textbook*. Students have to read the text and complete activities 1a, 1b and 2.</td>
<td>Language Area: Grammar</td>
<td>Skill: Reading Speaking</td>
<td>Interaction: T→Ss Ss-T</td>
<td>Materials: Student’s book</td>
<td>Time: 13’</td>
</tr>
</tbody>
</table>
## SESSION 6  “THE SCIENCE OF EMOTION”

<table>
<thead>
<tr>
<th>TASK</th>
<th>DESCRIPTION</th>
<th>LANGUAGE AREA</th>
<th>SKILL</th>
<th>INTERACTION</th>
<th>MATERIALS</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>TASK 1</td>
<td>Warm-up activities: Greetings and comments.</td>
<td>Grammar vocabulary</td>
<td>Listening, Speaking</td>
<td>T – Ss Ss –T</td>
<td></td>
<td>3’</td>
</tr>
<tr>
<td>TASK 2</td>
<td>Handout <em>Enough and Too</em> from <em>Essential Grammar in Use</em> (*4) (p.102)</td>
<td>Grammar</td>
<td>Reading, Listening, Speaking</td>
<td>T – Ss Ss –T</td>
<td>Handout</td>
<td>17’</td>
</tr>
<tr>
<td>TASK 3</td>
<td>Consolidation grammar activity: Consolidation section page 53 Textbook(*1) a and b: Fill in the gaps and listening to check the answers</td>
<td>Grammar</td>
<td>Reading, Speaking</td>
<td>T – Ss Ss –T</td>
<td>Student’s book</td>
<td>10’</td>
</tr>
<tr>
<td>TASK 4</td>
<td>The teacher gives in the summaries collected on session 5, comment on them and analyze the two summaries on page 56 Textbook (*1)</td>
<td>Grammar Vocabulary</td>
<td>Reading, Listening, Speaking</td>
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References

- Ley Orgánica de Educación (LOE) 2/2006, de 3 de Mayo. (BOE num. 106, 4 de Mayo 2006)
- Real Decreto 1467/2007, de 2 de Noviembre, por el que se establece la estructura del Bachillerato y se fijan sus enseñanzas mínimas. (BOE num 266, 6 de noviembre de 2007)
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Web sites

Innovation and Research Project

Part 3
ORAL CORRECTIVE FEEDBACK IN COMMUNICATIVE LANGUAGE TEACHING: DOES IT HAVE ANY EFFECT ON LEARNERS´ ACADEMIC SELF CONCEPT?

MARIA PILAR TEJEDOR LÓPEZ
University of La Rioja, Spain

ABSTRACT

The discussion of the role of Focus on Form (FoF) within Communicative Language Teaching (CLT) and content-based teaching (CLIL) contexts has a long tradition in the field of Second Language Acquisition (SLA) research. The main points of discussion within the FoF debate concern about whether errors should be corrected and if so, how and when they should be corrected. Several studies conducted in these contexts have shown the positive effects of corrective feedback within academic settings. The present research project focuses on oral corrective feedback. It contains a review of the research conducted in this topic up to the present and proposes a new line of research by means of an experimental study on the provision of oral corrective feedback in a Communicative Language Teaching setting and its effects on learners´ academic self concept. The same questionnaire to measure academic self concept in learners (ASCQ, Appendix 1) will be administered to two groups (experimental and control) of same academic level from a public secondary school in La Rioja at the beginning of a school term. During a whole term, the experimental group will be provided with corrective feedback in all its oral activities, whereas the control group will be provided with traditional CLT error treatment characterized by avoidance of corrective feedback. At the end of the term, the same questionnaire will be administered to the control and experimental group in order to ascertain whether there are similarities or differences in the results obtained by both groups.
1. INTRODUCTION

The current trend on Foreign Language Teaching (FLT) in our education system is based on the approach known as Communicative Language Teaching (CLT). One of its main tenets is the importance given to communicative meaningful situations, where meaning prevails over form. This meaningful contextualization of language is also the main tenet in the implementation of Content Language Integrated Learning (CLIL) in Europe and its challenging introduction in Spain along the last decade. CLT and CLIL methodologies also share their view on error correction: learners’ errors are considered as a natural consequence of the language learning process; overall, both methodologies tend to avoid corrective feedback under the assumption that it is ineffective and harmful (Prahbu, 1987) (Krashen, 1982).

Based on studies conducted on CLT and CLIL settings, several scholars have called attention to the need of focusing on form in addition to meaning (see for instance, Pérez Vidal, 2007; Doughty & Williams, 1998; Harley, 1998, Allen, Swain, Harley, & Cummins, 1990). In this regard, in her explanatory study on focus on form in Catalonian CLIL context, Pérez Vidal revealed some weaknesses in learner’s outcomes which might be attributed to lack of focus on form during language instruction.

The spread of CLT and CLIL methodologies throughout European countries, among them, Spain, as well as the need of discussing the role of error treatment within those methodologies motivated the present research project. My purpose in this study is to
explore the cognitive and affective dimension of error correction, as well as to establish a relation between oral corrective feedback and its effect on learners’ academic self concept.

My personal concern for this study has to do with my experience as an English teacher during my period of teaching practice within the Master. In my secondary school I was surprised to observe the almost absence of oral feedback provision: teachers provide very little or no corrective feedback to learners in oral activities. Likewise, my concern on error correction arises from my first approach to research. On the one hand, the article by Cármen Pérez-Vidal (2007), in which she reports the main weak points of CLT and CLIL methodologies, made me aware of the importance of inquiring into the issue, and on the other hand, the scarcity of empirical studies that explore the effect of affective variables on oral corrective feedback made me conscious of the necessity of research on this issue.

In the sections that follow I will present a review of the research made on the different variables that take part in the study along the past decades, I will pose the research questions that the present study sets out to answer, I will formulate a hypothesis for the results, I will explain the methodology for conducting the research and I will draw some conclusions on the possible future results.
2. LITERATURE REVIEW

2.1. Working definitions

The term ‘Feedback’ in language teaching means “comments or information learners receive on the success of a learning task, either from the teacher or from other learners” (Richards,., Platt & Platt, 1996: 137). On her part, Salazar Campillo (2004-2005: 209) defines the term as a “reactive pedagogical strategy that emerges when a teacher identifies an error”. In her definition, Salazar Campillo quotes Brown (1988), who maintains that feedback has to be genuinely responsive, so that learners are allowed to experience the effect of what they utter as a guide in their subsequent output. Feedback is the sharing of information about the student's performance. Negative feedback is any comment that points out to the learners that their language output is faulty. Positive feedback is all input that is not negative input. (Long & Robinson, 1998). From the above definitions we gather that the student should receive a combination of positive and corrective feedback. The feedback should be specific enough so that the student understands which behaviors are appropriate and which ones need to be changed. Feedback is most meaningful when it is based on data obtained while observing or interacting with the student.

Other terms closely related to corrective feedback which I need to define in my research project are ‘input’, ‘intake’ ‘output’ or ‘uptake’. According to Richards’ dictionary ‘input’ is defined in relation to ‘intake’ and ‘output’ in the following way:

“Language a learner hears or receives and from which he or she can learn. The language a learner produces is by analogy sometimes called output. In second or foreign language learning, a distinction is sometimes made between input and intake. Intake is input which is actually helpful for the learner. Some of the language which a learner hears may be too rapid or difficult for the learner to
understand, and therefore cannot be used in learning (i.e. cannot serve as intake)”. (1996: 182)

As to ‘uptake’, I will consider the definition provided by Lyster & Ranta:

“refers to a student’s utterance that immediately follows the teacher’s feedback and that constitutes a reaction in some way to the teacher’s intention to draw attention to some aspects of the student’s initial utterance”. (1994: 49)

2.2. Focus on form and oral corrective feedback

The issue of oral corrective feedback within CLT should be understood within the wider discussion of FoF and Error Correction in CLT and CLIL settings. This discussion deepens its roots into the different schools of thought underlying SLA. Within innatist or mentalist theories it is maintained that human beings are born with a rule learning mechanism called ‘Language Acquisition Device’ (LAD) (Chomsky, 1986). This device allows human to acquire a language if they are exposed to input. For innatists, the role of corrective feedback is rather limited as children manage to acquire their first language without explicit corrective feedback. This idea was adopted by several researchers in the field of SLA, among them, Krashen (1982) who stands for the extreme position against error correction: for this author, error correction is not only unnecessary but also harmful. On the other hand, behaviourist school advocates consider errors as taboos and claim that they should be corrected at once, immediately after the learner commits them.

According to Spanish law, CLT is the model to follow in current English Language Teaching (ELT) in Spain. Therefore, it is important to review how error correction is considered under this teaching approach. In my opinion, CLT presents a balance between the above extreme positions on error correction. Scholars under the framework of CLT (e.g.
Lightbown & Spada, 2001) suggest that errors should be viewed as evidence of learners’ linguistic development, not as sins to be penalized. CLT’s main goal is the development of communicative competence, and to this end, learners need to use the language as much as possible, without worrying about errors. Under this approach, error correction should be applied only to those errors that hinder communication; errors based on form are unimportant (Richards, 2006).

However, within CLT and CLIL approaches several studies have provided evidence of the need for focus on form as well as on communication. In her 2007’s article entitled “The Need for Focus on Form (FoF) in Content and Language Integrated Approaches: An Exploratory Study”, Pérez Vidal provides the reader with a thorough account of the findings of research on content-based settings. Concerning the issue of ‘Focus on Form’ she reports the work carried out by Canale and Swain (1980), Cummins and Swain (1986), Genesse (1987), Harley et al. (1990) or Bialystok (1991) in Canada. According to their findings, many linguistic errors were not corrected in communicative classrooms simply because the teachers responded more to content or meaning in students’ utterances than to linguistic or grammatical errors. They showed some weaknesses in learners’ productive skills, as well as in grammatical and sociolinguistic competence. Pérez Vidal maintains that these weak points observed in learners of immersion contexts might be solved by the provision of some focus on form in their language learning instruction.

Within FoF research, the role of oral corrective feedback has hardly been investigated, if compared with the considerable attention paid by researchers to written correction feedback. However, in the last two decades, we find support for oral corrective
feedback on the basis of two grounds: ‘noticing hypothesis’ and ‘negotiation of meaning’. Let us briefly review each of them.

The ‘Noticing hypothesis’ was postulated by Schmidt in 1990, since then, other scholars such as Lotchman (2002), Lightbown (2001), Ellis (1998), Swain (1998) or Harley (1998) have followed suit. According to these researchers, language learners need to ‘notice the gap’ between their erroneous output and the target language in order to transform input into intake, a first condition for FL learning. As Lotchman (2002) points out, corrective feedback could provide such noticing and offer learners the opportunity to produce comprehensible output. On its part, the ‘Negotiation of Meaning’ hypothesis involves the “exchanges between learners and their interlocutors as they attempt to resolve communication breakdowns and to work towards mutual comprehension” (Pica, Holliday, Lewis & Morgenthaler (1989: 65). It has been observed that corrective feedback can function as the starting point for negotiating interaction (Lyster & Ranta, 1997). ‘Negotiation of meaning’ is connected to negative feedback, as explained in the ‘Interaction Hypothesis’ postulated by Long (1996), in which it is claimed that comprehensible input is most effective when negotiation of meaning modifies it. According to this researcher, in the interaction of negotiation of meaning learners often receive negative evidence or negative feedback, that is, “their interlocutors indicate when they have not understood and, in the course of doing so, may model the correct target-language forms”. (Quoted in Ellis 1997: 47)

Once reviewed the theoretical background for the supporting evidence in favor of corrective feedback, we move on to the review of the studies that have addressed this issue in school contexts. As I have mentioned earlier, there are no many empirical studies on oral corrective feedback and the great majority of them undertake the same line of research:
they focus on the resulting outcomes after the provision of oral feedback and the types of oral feedback which produce the better results (uptake).

Lyster & Ranta (1997) analyzed French immersion settings in relation to frequency and distribution of six different types of feedback used by teachers and frequency and distribution of different types of learner’s uptake following these feedback types. They found recasts to be the most frequent type of feedback but the least appropriate in eliciting student generated repair. In the same immersion context, Lyster (1998) examined the aspects of communicative classroom discourse that may affect the potential of recasts to be noticed as negative evidence by learners. His findings revealed a great deal of ambiguity in learners’ perception of recasts as corrective feedback.

Lotchman (2002) explored the role of different kinds of oral corrective feedback in an analytic (focus on form) setting (German as a foreign language in Flanders, Belgium) to prove that the more analytic and form focused the activity was, the more initiations to self-correction occurred. Likewise, when the focus was on meaning, recasts were the technique preferred. He also found that metalinguistic feedback and elicitations were the most successful techniques for eliciting uptake whereas recasts were the least successful ones.

Salazar Campillo (2004-2005) investigated the effect of oral corrective feedback on two groups of Spanish university students. She administered explicit feedback to one group and implicit feedback to the other group to determine learners’ response or uptake. She proved that learners’ uptake is closely associated to the type of corrective feedback provided and that both types of feedback have positive implications in the conformation of learner’s interlanguage. This author follows the path opened two decades ago by Lightbown & Spada (1990) who conducted a study on the effect of explicit corrective feedback in a communicative context. They proved that the provision of some kind of formal instruction in
communicative settings leads to improvement on learners ‘language accuracy’. In the same vein, the study conducted by Long, Inagaki and Ortega (1998) drew on the role of implicit and explicit corrective feedback in L2 Japanese and Spanish. They showed how implicit corrective feedback (recasts) was more effective than explicit one (models) in short-term checking.

Recently, Ehsan Rassaei (2010) has examined the long term effects of three types of oral corrective feedback (recast, metalinguistic feedback and clarification request) on the acquisition of English wh-question forms by Iranian EFL learners. Results revealed that although metalinguistic feedback was more effective in the short-term response, recasts produced more durable outcomes in the long-term test.

Out of this literature review, we gather that although in the last decade we find an important body of research on FoF, the concern about oral corrective feedback is quite scarce and clearly limited to study its different types and their immediate effects in terms of effectiveness. Very few studies have been conducted on the relation of corrective feedback and other learner variables. The present study intends to fill this gap exploring the affective aspect of oral corrective feedback. It is inspired on the experimental study conducted by Dekeyser in 1993 within French secondary education. In his study he measured the impact of oral corrective feedback on learner’s characteristics such as language aptitude, motivation, anxiety and previous achievement. He concluded that those variables were affected by oral corrective feedback instruction. The present study follows this line of research introducing some novelties. In the first place, it focuses on the affective variable of academic self-concept; secondly, it looks at EFL learners in Spanish secondary education.

2.3. Academic self concept
“An individual’s evaluation of his or her success in scholarship or educational studies. The two aspects of this evaluation are (a) a general academic self concept in which students assess their overall learning skills and performance; and (b) a specific academic self concept of their prowess in such specific subjects such as mathematics, social science, or language studies.” (The APA Concise dictionary of psychology 2009: 3)

This definition distinguishes between general academic self concept derived from the overall perception of one’s success in academic contexts and the specific evaluation of this success in certain subjects. In my view, the distinction is very useful for the study of this variable in relation to specific subjects. The same learner could score high in academic self concept related to social science but could score low in academic self concept related to mathematics.

Research on academic self concept within the field of SLA is scarce and mainly devoted to explore its effects on academic achievement. In this respect, there is a considerable debate on whether academic self concept influences academic achievement or vice versa. Most researchers argue that they influence each other in a reciprocal relation (e.g. Guay et al., 2003; Muijs, 1997). Following this path, some studies have been conducted on the relationship of individual variables such as age, gender or language level on academic self concept and academic achievement. (Marsh et al., 2002; Liu et al., 2005, 2009; De Fraine et al., 2007). The most significant results in these studies are those related to age: they show how academic self concept and its direct relation to academic achievement vary considerably over time.

To our knowledge, no research has been carried out on the relationship of oral corrective feedback and academic self concept; therefore, this is the point where the present study sets out to innovate. Our research project is justified on the following grounds: on the one hand there is the need of introducing some focus on form in CLT and CLIL classrooms, on the other there are the positive results obtained by the provision of
corrective feedback. Last but not least, there is the benefit of conducting research on academic self concept in English FL learning in Spanish secondary school contexts. The choice of academic self concept as the focus of my study is not an arbitrary one. This factor has hardly been studied in SLA and ELT. I strongly believe that its study will provide teachers and researchers with insights into learners´ reactions to academic and instructional processes. Likewise, the study of the interrelationship between academic self concept and oral corrective feedback will allow us to determine whether there is positive or negative evidence to adopt sound decisions concerning corrective feedback.
2.4 Research question and Hypothesis

The present study sets out to investigate the following research question:

- Does oral corrective feedback affect CLT learners’ academic self concept?

In the light of the results obtained in previous studies (Lightbown & Spada, 1990; Salazar Campillo, 2004-2005; Long, Inagaki and Ortega, 1998) I presume that the oral corrective feedback treatment will produce the following results:

H1. The experimental group will score higher in academic self concept than the control group after the treatment.

3. METHODOLOGY

3.1. Study design

This study has an experimental and a longitudinal design. Experimental studies are characterized by three elements: treatment, a control group and an experimental group. In the treatment, the independent variable is altered by the researcher as to see its effects on the dependent variable/s (Searle, 1999). Accordingly, in this study, we will allocate participants into two groups: the experimental group and the control group. The experimental group (Group A) will receive oral corrective feedback in all its types from the teacher in the course of oral activities, whereas the control group (Group B) will receive traditional communicative treatment to oral errors characterized by avoidance of formal correction.
This study is also longitudinal since the treatment will be administered throughout six months, from the beginning of the academic year (September, 10th) to the end of the second term (March, 27th). Likewise, it is longitudinal as I plan to elicit data in two different times from the same students. The reason for choosing a longitudinal design instead of a cross-sectional one is explained as follows: the students that are going to participate in the present study have received instruction based on CLT. As I have already pointed out, this instruction tends to avoid systematic error correction, that is to say, only those errors that impede communication are corrected. As a consequence, learners within CLT approach are not accustomed to receive oral corrective feedback on formal aspects. I presume that at the beginning of the treatment, some students will probably feel uneasy towards error correction. If we collected academic self concept data in a short term way, the results might be altered instead of indicating effects derived from the true nature of oral corrective feedback. That is why I consider necessary to conduct the present study in a longitudinal way.

3.2. Informants

The participants will be 41 students in the second year of bachillerato. The distribution according to the sex variable will be as follows: 17 males and 24 females. Their ages will range from 17 to 18 years old. They will be learners of English as a Foreign Language in a CLT setting. The participants will be distributed into two groups (control and experimental) at random. In order to warranty homogeneity in the conditions of the treatment, the two groups will be assigned the same English language teacher.
3. 3. Treatment

The treatment administered in the present study will consist of the administration of corrective feedback to the experimental group within oral activities. The treatment will not make any distinction on the type of error or on the type of corrective back provided to the learners as the purpose of the treatment is to provide oral corrective feedback to observe its effect on learners’ academic self concept. Nevertheless, in order to illustrate this treatment provision, in Appendix 2 I include a list of the types of oral corrective feedback that may be used in the treatment with some examples.

3.4. Gathering Instrument

The present study will make use of the Academic self concept questionnaire (ASCQ) that was designed by Liu et al. in 2005. The questionnaire consists of 20 items and is designed to measure two variables that integrate the academic self concept construct: students’ academic confidence (AC, odd items) and students’ academic effort (AE, even items) (see Appendix 2)

In order to measure the results in a precise way, I have assigned a numerical scale for the responses of each of the items. This ranges from 1 to 5 (1 - 2 – 3 – 4 – 5) and each of the numbers assigns a degree of certainty to the statement it refers to, from the lowest level of certainty to the highest level.

At the beginning of the school year, the participants in both groups will be asked to complete this questionnaire to measure their initial academic self concept. This questionnaire will be again administered at the end of the study in order to check possible
differences in the results that can be attributed to the oral correction treatment. Students will be informed about the purpose of the study and the anonymity of their responses before the submission of the questionnaire.

For the purpose of warranting valid results from the administration of the questionnaire on 2nd Bachillerato informants, I will pilot a preliminary test with a small sample of 2nd Bachillerato participants different from that which will be used in the study in order to detect possible problems in its administration such as misunderstandings in the instructions for its fulfilment or lack of homogeneity in responses.

**Justification of the selection of the instrument**

The choice of this questionnaire responds to the following reasons: in the first place, this instrument has been validated by previous studies (Liu, H. J., 2009) and it has shown to have internal validity in the measurement of academic self concept. Moreover, this questionnaire has proved to be a flexible and at the same time valid instrument to study academic self concept in informants of different backgrounds (Bei Yu Tan, J & Yates, S.M., 2007). Secondly, the instrument is characterized by a balanced number of items, as well as by straightforward, clear and concise statements. The 20 items included in the questionnaire are neither few nor too many and the whole of them can be answered in 10 or 15 minutes. Thirdly, the two subscales (academic confidence and academic effort) enable us to get information about the aspects that conform the academic self concept construct and thus to assess results in a more precise way. Last but not least, these two variables are in a close relation to the topic of oral corrective feedback: as it has been stated in the previous literature review, the aim of providing oral corrective feedback by the teacher is for the learner to ‘notice the gap’ between the output that he or she produces and the target language. Once the learner has noticed this gap, he or she needs to invest some effort in
reformulating the correct output or keeping the correct form in mind for future occasions. In this sense, it will be worthwhile ascertaining if oral corrective feedback fosters effort investment in learners. As for the academic confidence subscale is concerned, it is the variable most negatively affected by oral corrective feedback according to opponents to error correction, so it will also be very useful to check it in a present day educational setting.

### 3.5. Data analysis and procedures

The present study tries to measure the effect of oral corrective feedback on learners’ academic self concept. It makes use of the so called ‘experimental method’, which according to Searle (1999:13) is characterized by the manipulation of the independent variable and the measurement of its effect on the dependent variable:

> “In experimental research a variable is deliberately altered by the researcher so that the effects on another variable can be measured:

- A variable which is manipulated in research is called an independent variable or an IV.
- A variable which is measured is called a dependent variable or a DV.”

Therefore, in my study the oral corrective feedback treatment will be the independent variable, and learners’ academic self concept will be the dependent variable. However, in this study the questionnaire that measures academic self concept provides information on two sub variables that compose the academic self concept construct: academic effort and academic confidence so they must also be considered as dependent sub variables.
The responses to the questionnaire will be codified and responses introduced into a SPPS program as to obtain descriptive and inferential statistics of the data. Since my study presents an independent variable and two dependent sub-variables it seems to be appropriate to run multivariate analysis. In this regard, one of the most useful tools for conducting this type of analysis is the statistics program SPSS.

3.6. Working plan and material resources

As explained earlier, the collection of data on learners’ academic self-concept will be done twice: before the treatment and after the treatment. The data analysis will focus on the possible differences obtained by the experimental and the control group in pre-treatment and post-treatment data collection.

To carry out the present study I will need a photocopy machine to get copies of the questionnaire, a laptop and a statistic program to measure the results. All these material resources will be provided by the school where the experiment will be implemented so there is no need of extra financial investment from the government.

4. RESULTS

In this section it will be included a presentation of the results obtained by means of charts and/or diagrams accompanied by explanations and comments on them. Besides, they will have to be related to the research question and the hypothesis formulated included in this project.
5. DISCUSSION

After the presentation of the results, the new evidence originates a discussion on the basis of what we already knew and the new empirical evidence found. This section serves as a reflection on the implications that the results may have to the current state of the art on the matter, so it is a crucial part for becoming aware of the relevance of the findings.

6. CONCLUSION

The conclusion will draw on the evidence extracted from the study. In this section the achievements will be analyzed as well as the main difficulties encountered in the process of carrying out the study. Furthermore, the leading lines for further research from the basis of the new findings will be pointed out.

As for the present study, I dare to forecast that its results will provide positive evidence for claiming some oral corrective feedback in CLT contexts. These results will complement the already proved evidence shown by the several studies reported in the literature review that have demonstrated its benefits.

This study will open the path for subsequent research on affective variables and will raise the necessity of further investigation on corrective feedback related to academic self concept. Among the main proposals to follow this line would be a study on which type of oral corrective feedback would affect academic self concept in a more positive way.
Appendix 1

ADAPTATION OF THE ACADEMIC SELF CONCEPT QUESTIONNAIRE (ASCQ) DESIGNED BY LIU ET AL. IN 2005 TO THE ENGLISH CLASSROOM.

1. I can follow the lessons in my English class.
2. I day-dream a lot in my English class.
3. I am able to help my classmates in their English coursework.
4. I do my English homework without thinking.
5. I believe that if I work hard, I am able to achieve the academic goals I have set for myself.
6. I pay attention to the teachers during my English lessons.
7. I think that most of my classmates are smarter than I am.
8. I study hard for my English tests.
9. Most of my English teachers feel that I perform poorly in my Coursework.
10. I am interested in English schoolwork.
11. I forget what I have learned in my English class.
12. I try hard to pass all English tests.
13. I get frightened when I am asked a question by the English teacher.
15. English is one of the subjects I am good at.
16. I want my English lessons to end soon.
17. My English test scores are not satisfactory.
18. I do not give up when encountering difficulty.
19. I have better performance in English coursework than most of my friends.
20. I do not want to put in more effort in my English coursework.
RESPONSE SHEET

Read the sentences in the questionnaire below and score a number for each of the sentences according to the level of certainty of them in your particular case.

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Appendix 2

With the following list I try to define and exemplify the most common oral corrective strategies in English Language classroom and that are to be used in the experimental treatment of the present study.

- **Explicit correction**: teacher supplies the correct form and clearly indicates what the student has said was incorrect.

  S: “*She think about his friend*”
  T: “*No, think needs an s to refer to the third person singular*”

- **Recasts**: teacher reformulates all or part of the student’s utterance but does not explicitly say that the student’s utterance is wrong.

  T: “*Where is the money?*”
  S: “*On his pocket*”
  T: “*In his pocket. Good*”

- **Clarification requests**: teacher uses phrases such as “*Pardon?*” and “*I don’t understand;*”

  S: “*It not be the policeman*”
  T: “*Sorry, I don’t understand*”
  S: “*He is not the policeman*”

- **Metalinguistic information**: teacher provides comments, information, or questions related to well-formedness of the student’s utterance.

  S: “*It will rain*”
  T: “*It is not a prediction nor an spontaneous decision*”
  S: “*It is going to rain*”

- **Elicitation**: teacher directly elicits a reformulation from students by asking questions such as “*How do we say that in English?*”, by pausing to allow students to complete teacher’s utterance, or by asking students to reformulate their utterance.

  S: “*I am going to the bibliotecary*”
  T: “*How do you say biblioteca in English?*”
  S: “*I am going to the library*”

- **Repetition**: teacher repeats the student’s ill-formed utterance, adjusting **intonation** to highlight the error.
References


FINAL REFLECTION

Teaching practice is probably one of the professions in which a lifelong learning and recycling of knowledge is most needed. At the end of this End of Master Project, the general feeling is that of having finished and concreted the process of formation that I referred to in the general introduction that headed this document. However, I must admit that this formation is at an initial stage. The formation received from the Master course has just established the general basis on which our true process of formation as teachers is to be built. From now on this formation process must be personally shaped.

This lifelong learning will stem from the knowledge received and requires the engagement to follow three basic principles from our part. Firstly, as the generic module has stressed, the acceptance that the teaching practice is necessarily flexible and must be adapted to those circumstances in which it has to be carried out (legal aspects, physical resources, social and cultural differences or diversity in students) and be aware that these circumstances may change in time, calling for further adaptations. Secondly, our compromise to be trained in the teaching activity (planning and implementation) and to know about valuable ideas from past and current SLA researchers. Finally, the necessity of working out a critical view on the formation received and becoming aware of our responsibility as principal agents in the process of educational innovation.

Thus, I would like to finish this final project expressing my satisfaction with the input received and the subsequent outcome in my formation as well as stating my personal commitment in taking this basic formation and the three principles inferred from it in the process of self-learning that is starting today.